

***CERTIFICATION STANDARDS AND PRACTICES
ADVISORY COUNCIL MEETING***

Wednesday July 15th, 2015

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

AGENDA

CERTIFICATION STANDARDS & PRACTICES ADVISORY COUNCIL MEETING

JULY 15TH, 2015

*Room 317 Montana State Capitol Building
Helena, MT*

Starting at 9:00 A.M.

CALL TO ORDER

- A. Call to Order – Ms. Tammy Lacey
- B. Roll Call
- C. Statement of Public Participation
- D. Approval of the Agenda
- E. Approval of the April 24th, 2015 Meeting Minutes

ITEM 1 EXECUTIVE COMMITTEE REPORT – Ms. Tammy Lacey

- Election of Officers
- Introduction of New CSPAC Members
- Planning for Joint BPE/CSPAC Meeting
- Committee Appointments
- Set 2015-16 Calendar
- Goal Setting

ITEM 2 BOARD OF PUBLIC EDUCATION REPORT – Mr. Pete Donovan

ITEM 3 NEW CURRICULAR PROGRAMS IN EARLY CHILDHOOD EDUCATION PRESCHOOL THROUGH GRADE 3 (ECE P-3) PROGRAM PRESENTATIONS – Dr. Linda Vrooman Peterson

- **Montana State University – Billings; Dr. Mary Susan Fishbaugh, Dean of the College of Education**
- **University of Montana – Western; Dr. Julie Bullard, Director of the Early Childhood Program**
- **Salish Kootenai College; Dr. Cindy O’Dell, Dean of the Education Department**
- **Montana State University – Bozeman; Dr. Christine Lux, Program Leader of the Early Childhood Program; Dr. Jayne Downey, Associate Dean and Department Head College of Health and Human Development**

ITEM 4 UPDATE REPORT ON THE MONTANA ASSESSMENT FOR CONTENT KNOWLEDGE AND OPI SCORE RANGES FOR PRAXIS II CONTENT TESTS – Dr. Linda Vrooman Peterson

ITEM 5 NASDTEC CONFERENCE UPDATE – Ms. Ann Gilkey

ITEM 6 REVIEW OF PROPOSED AMENDMENTS TO ARM TITLE 10, CHAPTER 57 EDUCATOR LICENSURE – Shannon Koenig

ITEM 7 UPDATED DRAFT OF CLASS 8 LICENSE APPLICATION – Ms. Shannon Koenig

ITEM 8 FUTURE AGENDA ITEMS

PUBLIC COMMENT

ADJOURN

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 Council 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 Certification Standards and Practices Advisory Council 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.

MINUTES

CERTIFICATION STANDARDS & PRACTICES ADVISORY COUNCIL MEETING MINUTES

FRIDAY APRIL 24TH, 2015

*Board of Public Education Conference Room
46 N Last Chance Gulch, 2nd Floor
Helena, MT*

Starting at 9:00 A.M.

CALL TO ORDER

Chair Lacey called the meeting to order at 9:04 AM. Ms. Stockton took roll call. Chair Lacey welcomed guests and read the Statement of Public Participation.

Council members present: Ms. Tammy Lacey, Chair; Dr. Cindy O'Dell, Vice-Chair; Mr. Kelly Elder; Ms. Janice Bishop. Absent: Ms. JoDell Beeler; Ms. Leanne Yenny. Staff present: Mr. Pete Donovan, Executive Director Board of Public Education; Ms. Kris Stockton, Administrative Assistant Board of Public Education. Guests present: Ms. Tara Ferriter-Smith, OPI; Dr. Linda Peterson, OPI; Ms. Ann Gilkey, OPI; Ms. Susan Harper-Whalen, University of Montana-Missoula; Ms. Kristi Murphy, University of Montana-Missoula;

Mr. Kelly Elder moved to adopt the agenda as presented. Dr. Cindy O'Dell seconded the motion. No discussion. Motion passed unanimously.

Dr. Cindy O'Dell moved to approve the Feb 6th, 2015 minutes. Mr. Kelly Elder seconded. No discussion. Motion passed unanimously.

Dr. Cindy O'Dell moved to approve the Feb 19th, 2015 conference call minutes. Ms. Janice Bishop seconded the motion. Motion passed unanimously.

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

ITEM 2 EXECUTIVE COMMITTEE REPORT – Ms. Tammy Lacey

- **Draft of Annual Report**

Chair Lacey reviewed the draft report and requested a few minor changes, including: adding the dates of which each goal was achieved and adding the August 19th, 2014 meeting highlights to the report.

ITEM 1 UPDATE ON PRESCHOOL GRANT – Ms. Tara Ferriter-Smith

Ms. Tara Ferriter-Smith updated the Council on the Preschool Grant received by the Office of Public Instruction. Ms. Ferriter-Smith discussed how the grant will be administered to schools, and how the OPI will work in conjunction with Department of Public Health and Human Services. Ms. Smith reviewed the different pieces of the grant, and that the main focus of the grant will be high needs/low income areas.

ITEM 3 BOARD OF PUBLIC EDUCATION REPORT – Mr. Pete Donovan

- **Update on 2015 Legislative Session**

Mr. Donovan updated the Board on the 2015 Legislative session highlighting bills in particular that would have affected the Board and/or CSPAC. Discussion ensued amongst the members regarding happenings at the session this year.

- **Chapter 57 Timeline**

Mr. Donovan briefly discussed the timeline for the clean-up changes being made to Chapter 57. Ms. Gilkey refreshed the Council on the amendments the Council reviewed at the February 19th, conference call and how the updates now will go before the BPE for their review.

ITEM 4 REPORT ON CODE OF ETHICS UPDATE – Professional Practices Committee

Ms. Bishop and Mr. Elder reviewed for the Council their comments on the Professional Code of Ethics put out by NASDTEC, how it relates to the Montana Code of Ethics, and how some items could be changed in the current Montana Code of Ethics. The Montana Code of Ethics next review cycle begins in January 2016.

ITEM 5 STATE EQUITY PLAN UPDATE – Dr. Linda Peterson

Dr. Peterson updated the Council on the work that has been done on the State Equity Plan since the update given to the Council at the February 6th, 2015 CSPAC meeting. It is a requirement of the Elementary and Secondary Education Act that each state have this plan. Dr. Peterson walked through the plan with the Council and fielded questions from the group. Public comment is being taken through April 27th, 2015, and the report is due to the Education Department by June 1, 2015.

ITEM 6 UNIVERSITY OF MONTANA PHYLLIS J WASHINGTON COLLEGE OF EDUCATION NEW PROGRAMS – Dr. Linda Peterson, Ms. Susan Harper-Whalen, Ms. Kristi Murphy

- **Master of Education in Curriculum and Instruction – Early Childhood Endorsement**
- **Minor in Early Childhood Education and Endorsement**
- **Minor in Theatre Education Endorsement**

The Council was updated on new programs being made available at the University of Montana College of Education including a Master’s program in Early Childhood, which has been approved by the Board of Regents, a Minor in Early Childhood, and a Minor in Theatre Education Endorsement. Dr. Susan Harper-Whalen, and Ms. Kristi Murphy, from the Phyllis J Washington College of Education at the UM presented these new programs to the Council. The two minor programs will be presented to the Board of Regents at their May 2015 meeting for approval. In addition, all three programs will be presented to the Board of Public Education in May 2015.

ITEM 7 DRAFT OF NEW CLASS 8 LICENSE APPLICATION – Ms. Shannon Koenig

Ms. Ann Gilkey, Chief Legal Counsel for OPI presented this item on behalf of Ms. Koenig. The Council reviewed the new draft Class 8 License application and provided feedback to Ms. Gilkey.

ITEM 8 REVIEW OF CLASS 8 APPLICATIONS – Ms. Shannon Koenig

The Council reviewed one Class 8 license application for approval. The Council approved the application in Theatre.

ITEM 9 FUTURE AGENDA ITEMS

July 15th Joint meeting with BPE
Early Childhood presentation from SKC and UMW
Introduction of new CSPAC members
Update from National Ethics Conference - OPI

PUBLIC COMMENT

No public comment was made.

ADJOURN

Mr. Kelly Elder moved to adjourn the meeting. Dr. Cindy O’Dell seconded.

The meeting adjourned at 12:12 PM.

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 Council 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.

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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.

DRAFT

CALL TO ORDER

- **Call to Order – Ms. Tammy Lacey**
- **Roll Call**
- **Statement of Public Participation**
- **Approval of the Agenda**
- **Approval of the April 24th, 2015 Meeting Minutes**

ITEM 1

EXECUTIVE COMMITTEE REPORT

Tammy Lacey

- Election of Officers
- Introduction of New CSPAC Members
- Planning for Joint BPE/CSPAC Meeting
 - Committee Appointments
 - Set 2015-2016 Calendar
 - Goal Setting

CSPAC

Committee Members

2014-15

Executive Committee: Tammy Lacey, Cindy O'Dell

Pre Professional Preparation and Development

Committee: Cindy Odell, Don Reed, Leanne Yenny

Professional Practices: Janice Bishop, Kelly Elder, JoDell Beeler

Licensure and Endorsement: Tammy Lacey, Jo Dell Beeler, Kelly Elder

2014-2015 CSPAC Meeting Calendar

October 6-7, 2014	(Joint CoD) <i>tentative</i>	Bozeman
February 6th, 2015	BPE Conference Room	Helena
April 24, 2015	BPE Conference Room	Helena
July 15, 2015	(Joint BPE)	Helena
**Joint CSPAC/COD meeting proposed for Oct 1, 2015 @Carroll College		

CSPAC Goals – 2014-2015

- 1) Study and make recommendations to the Board of Public Education on the status and efficacy of approved teacher educator programs in Montana.
 - a. Participate in CAEP/Montana accreditation reviews.
 - b. Professional Educator Preparation Program Standards update recommended to BPE by CSPAC on a 5-year review cycle.
 - c. Continue to work with OPI to encourage the implementation of mentor programs across Montana to facilitate the induction of beginning teachers into the profession of teaching.

- 2) Study and make recommendations to the Board of Public Education in the area of licensure renewal requirements and procedures.
 - a. Review of Chapter 57.
 - b. As funding permits, attend the following conferences: Western States Certification, National Association of State Directors of Teacher Education and Certification, and National Commission on Teaching and America's Future.
 - c. Meet annually with the Board of Public Education and with the Council of Deans of Postsecondary Education.

- 3) Study and make recommendations to the Board of Public Education on policies related to the denial, suspension, and revocation of teachers' licenses and the appeals process.
 - a. Attend NASDTEC Professional Practices Institute.
 - b. Work with OPI Licensure staff on updates of Administrative Rules.

- 4) Study and make recommendations to the Board of Public Education regarding establishing standards of professional practices and ethical conduct.
 - a. Work with OPI to develop a framework for professional development based on best practices.
 - b. As funding permits, attend NASDTEC Professional Practices Institute.
 - c. 5 year review of the Professional Educators of Montana Code of Ethics (To begin January 2016).
 - d. CSPAC will study the process utilized in Montana for reviewing cases of suspension, revocation and denial of educator licensure.

- 5) Study and make recommendations to the Board of Public Education on the status and efficacy of alternative and/or nontraditional teacher preparation opportunities.
 - a. Complete semi-annual reviews of Class 8 Dual Credit-Only Post Secondary Faculty License applications.
 - b. Attend Western States Certification Conference.

- c. Gather information about diploma mills and find ways to inform teachers of this and other forms of fraud.
- d. Continue the awareness that issues such as distance learning, dual enrollment, alternative certification models, etc. are multi-faceted and inter-related concepts that cannot be viewed in isolation from one another.
- e. Continued involvement in the implementation of Graduation Matters Montana and Montana Content standards.

Other CSPAC Activities:

CSPAC to monitor any teacher licensure issues that may emerge from the implementation of distance learning programs (Montana Digital Academy).

CSPAC to participate in the School Staffing Project to develop a new state data system to track school staffing patterns in Montana.

Solicit input from the Board of Public Education regarding research priorities for CSPAC for 2014-2015.

ITEM 2

BOARD OF PUBLIC EDUCATION REPORT

**Mr. Pete Donovan
Executive Director**

ITEM 3

NEW CURRICULAR PROGRAMS IN EARLY CHILDHOOD EDUCATION PRESCHOOL THROUGH GRADE 3 (ECE P-3) PROGRAM PRESENTATIONS

Dr. Linda Vrooman Peterson

- **Montana State University-Billings; Dr. Mary Susan Fishbaugh, Dean of the College of Education**
- **University of Montana-Western; Dr. Julie Bullard, Director of the Early Childhood Program**
- **Salish Kootenai College; Dr. Cindy O'Dell, Dean of the Education Department**
- **Montana State University-Bozeman; Dr. Christine Lux, Program Leader of the Early Childhood Program; Dr. Jayne Downey, Associate Dean and Department Head College of Health and Human Development**

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?		



Salish Kootenai College



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Fax (406) 275-4801

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

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



**College of Education
Montana State University-Billings
Office of the Dean**

MEMORANDUM

Date: June 5th 2015

To: Montana Board of Public Education

From: Mary Susan E. Fishbaugh, Dean

Subject: Provisional Accreditation for the Montana P-3 Educator License Endorsement

Montana State University Billings College of Education is requesting provisional accreditation for P-3 educator preparation in order to prepare and recommend for the Montana licensure endorsement. MSUB currently is accredited for the Early Childhood Education Area of Permissive Special Competency.

The COE is revising its current programs in a staged process in order to meet both PEPPS (ARM Ch 58) and Montana licensure rule (ARM Ch 57). Stage one has been revision of the current Early Childhood Education minor including revision of current courses, proposed and approved new courses as necessary, and the addition of a student teaching experience. This will allow candidates with an Elementary Education major to add the P-3 endorsement to a license. Stage two is development of a Broadfield Early Childhood major based upon the current Broadfield Elementary Education major with substitution of appropriate courses. This major requires approval of the COE faculty, approval through the MSUB shared governance process, and approval as a new major by the Montana Board of Regents. The hope is to bring it to the BPE before the end of the fall 2015 semester. The third stage is revision of graduate Early Childhood courses and addition of courses as necessary in order to provide a third licensure track in the Master of Education Curriculum and Instruction Licensure program. As part of the MSUB Program Prioritization process, the COE deleted its Master of Education Early Childhood program due to at least 20 years of low enrollments. The graduate licensure track requires approval of the COE faculty, approval through the MSUB shared governance process, and notice to the Montana Board of Regents as a modification of an existing program. The hope is to bring it to the BPE before the end of the fall 2015 semester.

With this memorandum are the courses to be required for the Early Childhood Education minor leading to a P-3 Montana Educator License Endorsement.

Montana State University Billings
COLLEGE OF EDUCATION

Early Childhood Education Minor for the P-3 Montana Educator License Endorsement

REQUIRED COURSES:

EDEC 130 Early Childhood Health, Movement, Nutrition, & Safety **2**

Provides information regarding the importance of nutritional needs; principle health and movement issues; and safety considerations that help early childhood professionals provide an environment in which children can grow and develop to their full potential. Includes developmentally appropriate physical movement methods and information about issues and problems related to contemporary alcohol, tobacco, and other drug use, misuse, and abuse.

EDEC 296 Early Childhood Preschool Practicum **1**

Co-requisite: EDEC 385. Provides the student with an opportunity to explore and develop applications of study in an early childhood preschool setting. Includes implementation of developmentally appropriate activities and projects for young children. In-field contact time is 45 hours. Practicum placements are arranged in conjunction with the instructor and the Field Experience Coordinators. Valid criminal background check required.

EDEC 310 Child in the Family System **3**

Focuses on the reciprocal relationship between the child, family and environment. This course includes knowledge and experience necessary to assist and support the parents (of both typically developing and children with special needs) in their role as primary caregivers and informal teachers of young children. A field experience is integrated into the course experience

EDU 330 Emergent Literacy **3**

Provides a view of the stages of literacy development including areas of language, writing, perception, behavior and cognitive development. Curriculum and instruction analyses are related to various stages of literacy development. Contains a field experience with children, relating theory to practice. Valid criminal background check required.

EDU 336 Cognitive & Language Development **3**

Focuses on current theory and practice related to understanding and enhancing the young child's cognitive and language development. Provides the student with opportunities to apply child development and learning theory to assessment, curriculum, and interaction patterns with young children. A field experience is integrated into the course experience and assignments. Valid criminal background check required.

EDEC 352 Math & Science for Early Childhood **3**

Focuses on developmentally appropriate, research-based curriculum, methods, and assessment in early childhood mathematics and science. Examines state and national standards, and key concepts and skills in science and math curriculum. Develops high quality, meaningful science and math experiences that emphasize hands-on exploration

and investigation of meaningful content with young children. Prereq: EDEC 381 and EDEC 385

EDEC 381 Early Childhood Curriculum and Methods 3

Provides the student with an understanding of developmentally appropriate and play based curriculum, methods and assessment; including learning centers and adaptations for diverse learners. Early childhood learning environments and design; and its effect on the young child in the cognitive, social, and physical domains is emphasized.

EDEC 385 Integrated Curriculum in Early Childhood Education 2

Provides the student with an understanding of integrated developmentally appropriate curriculum, including The Project Approach and developmentally appropriate integration of educational technology. Various theoretical approaches and methods of early childhood curriculum design will be emphasized. Students will develop relevant and meaningful curriculum for young children with an emphasis on full integration of all content areas. Co-Requisite: EDEC 296. Can be taken concurrently with EDEC 381.

EDEC 430 Social Emotional Development in Young Children 3

Provides the student with a knowledge and experiential base related to the social and emotional development of young children, to include guidance techniques. An emphasis will be placed on issues of the developing self while emphasizing the critical role of supportive and engaged adults. Classroom observation and interaction with children required.

EDEC 495 Early Childhood Student Teaching 9/12

Places the student in a supervised field experience in an early childhood (Preschool-3rd grade) setting that allows the student to demonstrate teaching skills in the classroom with a variety of learners. Students, in collaboration with the mentor teacher, engage students in learning and participate in related experiences associated with the teaching profession. On-site mentoring and university supervision are integral to this experience. Students participate in the Capstone Seminar scheduled throughout the professional semester. Lab fee required. Valid Criminal background check required.

Minor w/Licensure TOTAL CREDITS 32/35

ITEM 4

UPDATE REPORT ON THE MONTANA
ASSEMENT FOR CONTENT KNOWLEDGE AND
OPI SCORE RANGES FOR PRAXIS II CONTENT
TESTS

Dr. Linda Vrooman Peterson



Beginning in the spring of 2013, teacher candidates completing an accredited Educator Preparation Provider (EPP) program in Montana must meet the content knowledge requirements described below to be recommended for licensure/endorsement. This policy is the result of ongoing dialogue and consensus between the Montana Office of Public Instruction (OPI) and the EPPs. This policy ensures consistency across state programs. It also assures Montana school districts that Montana teacher candidates meet the federal Highly Qualified Teacher (HQT) requirements for Montana, as defined by the Elementary and Secondary Education Act (ESEA) of 2001.

Montana Assessment for Content Knowledge Verification

The Montana Assessment for Content Knowledge rubric outlined below is used to evaluate teacher candidates and determine a Content Knowledge Score (CKS). The possible range for the CKS is 0-10. Teacher candidates must earn 7 or more CKS points on the Montana Assessment for Content Knowledge to be recommended for licensure/endorsement by an accredited Montana EPP. Teacher candidates earning fewer than 7 CKS points or who score zero on any of the three rubric components shall not be recommended for licensure/endorsement. For candidates who receive a score of 1* on rubric components 1, 2, or 3, each Montana EPP will conduct a further individualized review of the candidate’s content knowledge and teaching skills, based on established policy, to ensure that the candidate merits recommendation for licensure/endorsement.

1. Assessment of Content Knowledge Coursework GPA

The range for awarding points is 0-4 and will be calculated as follows:

<i>GPA</i>	<i>Points</i>
3.50 – 4.00	4
3.00 – 3.49	3
2.65 – 2.99	2
2.00 – 2.64	1*
Below 2.00	0

2. Assessment of Content Knowledge Demonstrated During Student Teaching/ Clinical Practice

The range for awarding points is 0-3 and will be calculated as follows:

<i>Descriptor</i>	<i>Points</i>
Knowledge is Advanced	3
Knowledge is Proficient	2
Knowledge is Basic	1*
Knowledge is Insufficient	0

Note: The assessment is completed by a cooperating teacher, college or university supervisor, or faculty member.

3. Assessment of Content Knowledge on appropriate Praxis II test

The range for awarding points is 0-3 and will be calculated as follows:

<i>Score Range</i>	<i>Points</i>
Meets/Exceeds OPI score	3
At least 90 % of OPI score	2
At least 80 % of OPI score	1*
Below 80 % OPI score	0



OPI Score Ranges for Praxis II Content Knowledge Tests

ART (5134)	
Score Range	Points
158 - 200	3
142-157	2
126-141	1*
<126	0

BIOLOGY (5235)	
Score Range	Points
151 - 200	3
136-150	2
121-135	1*
<121	0

CHEMISTRY (5245)	
Score Range	Points
149 - 200	3
133-148	2
118-132	1*
<118	0

EARTH SCIENCE (5571)	
Score Range	Points
151 - 200	3
136-150	2
121-135	1*
<121	0

EARLY CHILDHOOD EDUCATION (5025)	
Score Range	Points
156 - 200	3
140-155	2
124-139	1*
<124	0

ECONOMICS (5911)	
Score Range	Points
150 - 200	3
135-149	2
120-134	1*
<120	0

ELEMENTARY EDUCATION (5018)	
Score Range	Points
163 - 200	3
146-162	2
130-145	1*
<130	0

ENGLISH LANGUAGE ARTS (5038)	
Score Range	Points
167 - 200	3
150-166	2
133-149	1*
<133	0

FRENCH (5174)	
Score Range	Points
162 - 200	3
146-161	2
130-145	1*
<130	0

GENERAL SCIENCE (5435)	
Score Range	Points
152 - 200	3
136 - 151	2
121-135	1*
<121	0

GENERAL SOCIAL STUDIES (5081)	
Score Range	Points
155 - 200	3
139 - 154	2
124-138	1*
<124	0

GEOGRAPHY (5921)	
Score Range	Points
155 - 200	3
140-154	2
124-139	1*
<124	0

GERMAN (5183)	
Score Range	Points
163 - 200	3
147-162	2
130-146	1*
<130	0

GOVERNMENT (5931)	
Score Range	Points
149 - 200	3
134-148	2
119-133	1*
<119	0

HISTORY (5941)	
Score Range	Points
146 - 200	3
131-145	2
117-130	1*
<117	0

MATHEMATICS (5161)	
Score Range	Points
160 - 200	3
144 - 159	2
128 - 143	1*
<128	0

PHYSICS (5265)	
Score Range	Points
135 - 200	3
122-134	2
108-121	1*
<108	0

SPANISH (5195)	
Score Range	Points
168 - 200	3
151-167	2
134-150	1*
<134	0

TEACHING READING (5204)	
Score Range	Points
159 - 200	3
143-158	2
127-142	1*
<127	0

ITEM 5

NASDTEC CONFERENCE UPDATE

Ms. Ann Gilkey

ITEM 6

REVIEW OF PROPOSED AMENDMENTS TO
ARM TITLE 10, CHAPTER 57 EDUCATOR
LICENSURE

Shannon Koenig

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.

ITEM 7

**UPDATED DRAFT OF CLASS 8 LICENSE
APPLICATION**

Ms. Shannon Koenig



Montana Application for Class 8 Dual Credit Postsecondary Faculty License

Requirements for Montana Class 8 Dual Credit Postsecondary Faculty License	
1. Verification of faculty employment from the Chief Academic Officer or an appropriate official of the employing regionally accredited college or university (ARM 10.57.437)	
2. Recommendation from the Chief Academic Officer from a regionally accredited college or university	
Important Considerations:	
<ul style="list-style-type: none"> You must plan to teach in a subject covered by the K-12 endorsement areas (ARM 10.57.438), and you must teach a subject in which you have earned a major or minor. You must be able demonstrate adequate education and experience to instruct dual enrollment course(s). Submission of supporting documents including syllabi, course examples of assignments/projects, curriculum vitae, copies of transcripts, or other evidence of subject matter competency is encouraged to support your application and verify that you meet requirements for licensure. Class 8 dual credit license applications will be reviewed quarterly by the Certification Standards and Practices Advisory Council for recommendation regarding issuance of the license by the Superintendent of Public Instruction. For questions please call OPI Educator Licensure at 406-444-3150. 	
Montana Educator Licensure Application Checklist (for applicants records only)	
	Complete
I have completed all sections of the application and indicated the endorsement/endorsements I am applying for.	
I am providing supporting documents to verify my qualifications for licensure.	
I have enclosed a check or money order payable to Montana OPI for \$30 per license applied for and a one-time filing fee of \$6. (\$36 for one initial license)	
I have signed and dated the bottom of the Character and Fitness Information page. (page 5)	
I have subscribed to the oath or affirmation before a notary public and signed the notary page. (page 6)	
I have requested a fingerprint background check to be processed by the Montana Department of Justice.	
Important: Applications will not be processed until all required documentation/information has been received. It is your responsibility to check with our office to ensure that all materials have been received. You can review your application at https://apps3.opi.mt.gov/SSO/Login/Login.aspx	
	All documents must be mailed to: Montana Office of Public Instruction Attn. Educator Licensure PO Box 202501 Helena, MT 59620



Montana Application for Class 8 Dual Credit Postsecondary Faculty License

Please complete all sections of this application. Incomplete applications will not be evaluated. For questions regarding the application process please refer to our website at www.opi.mt.gov/cert .

Last Name		First Name		Middle Initial	
Street Address					Apartment/Unit #
City		State		Zip Code	
Phone Number			Email Address		
Last Four Digits of Your SSN		Date of birth		Gender	<input type="radio"/> Male <input type="radio"/> Female
Race (Choose one or more): <input type="radio"/> American Indian/ Alaska Native <input type="radio"/> Black/African American <input type="radio"/> Asian <input type="radio"/> Native Hawaiian/Pacific Islander <input type="radio"/> White				Ethnicity: <input type="radio"/> Hispanic <input type="radio"/> Non-Hispanic	
School year initial licensure to be active		July 1, _____			

Academic and Education Experience

College or University	City/State	Degree earned	Major or Coursework Equivalent to a Major*	Minor
		<input type="radio"/> Bachelors <input type="radio"/> Masters <input type="radio"/> Doctoral <input type="radio"/> None		
		<input type="radio"/> Bachelors <input type="radio"/> Masters <input type="radio"/> Doctoral <input type="radio"/> None		
		<input type="radio"/> Bachelors <input type="radio"/> Masters <input type="radio"/> Doctoral <input type="radio"/> None		
		<input type="radio"/> Bachelors <input type="radio"/> Masters <input type="radio"/> Doctoral <input type="radio"/> None		

*The Professional Educator Preparation Standards, Admin. R. Mont. Chapter 58, allow a Montana approved Professional Educator Preparation Unit to substitute coursework or other evidence of subject matter competency in lieu of semester credits required under Chapter 57. If you are substituting coursework for degrees or majors and minors, please include documentation from an Accredited Professional Educator Preparation Program that those courses meet requirements of Admin. R. Mont. 10.57.301 and the respective section of the Professional Educator Preparation Standards.

Endorsement(s):	
From the following list, select endorsement area(s) for which you are applying:	
<input type="radio"/> Agriculture	<input type="radio"/> Physics
<input type="radio"/> Biology	<input type="radio"/> Political Science
<input type="radio"/> Business & Information Technology	<input type="radio"/> Psychology
<input type="radio"/> Chemistry	<input type="radio"/> Science (Broadfield)
<input type="radio"/> Communications	<input type="radio"/> English
<input type="radio"/> Computer Science	<input type="radio"/> Geography
<input type="radio"/> Earth Science	<input type="radio"/> History
<input type="radio"/> Economics	<input type="radio"/> Health Enhancement
<input type="radio"/> English	<input type="radio"/> Journalism
<input type="radio"/> Family and Consumer Science	<input type="radio"/> Mathematics
<input type="radio"/> Geography	<input type="radio"/> Music
<input type="radio"/> Health	<input type="radio"/> Political Science
<input type="radio"/> History	<input type="radio"/> Reading
<input type="radio"/> Industrial Technology Education	<input type="radio"/> Science (broadfield)
<input type="radio"/> Journalism	<input type="radio"/> Social Studies (broadfield)
<input type="radio"/> Marketing	<input type="radio"/> Theatre
<input type="radio"/> Mathematics	<input type="radio"/> Traffic Education
	<input type="radio"/> Other: _____

Evidence of Eligibility for Licensure and Endorsement(s)			
The applicant must demonstrate adequate education and experience to instruct dual enrollment courses as demonstrated by the following criteria (ARM 10.57.437):	Please describe the evidence you are submitting to meet the required criteria	Verification by Chief Academic Officer or Official Designee: Evidence has been verified and found to be acceptable	
		Yes	No (please explain)
(A) Ability to create learning environments that support creativity, critical thinking, individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation;			
(B) Understanding and ability to use a variety of instructional and assessment strategies to encourage learners to develop understanding of content areas and to build skills to apply knowledge in meaningful ways;			
(C) Understanding of individual differences and diverse cultures with an ability to integrate history, culture, heritage, and contemporary status of American Indians and tribes in Montana.			

Verification of Employment Eligibility

Applicant Last Name	First Name	Middle Initial
<p>Verification Statement:</p> <p>I hereby verify that _____ is on the faculty of _____ (college or university) pursuant to Admin. R. Mont. 10.57.437 (3) (a) and (b) and is applying to teach courses for which students will receive both high school and college credit(s) pursuant to Admin. R. Mont. 10.57.437 (2) and meets the definition of "college faculty" in Admin. R. Mont. 10.57.102 (10).</p>		
Name of College or University		
Signature of Chief Academic Officer or their designated representative and Date		
Printed name of Chief Academic Officer or their designee		
Title of Chief Academic Officer or their designee		

Character and Fitness Information

Last Name		First Name		MI
1. Do you currently hold or have you ever held a professional certificate, license, or other credential in ANY field (e.g. education, cosmetology, social work, outfitting, acupuncture) in Montana or any other state? If yes, please provide the following information for every certificate, license, or credential.			<input type="radio"/> Yes <input type="radio"/> No	
State or Jurisdiction		Type of License		Certificate or License Number
2. Have you ever had adverse action taken against any professional certificate, license, or other credential issued for practice in ANY field, or is any such action pending? If yes, select the actions below and explain on a separate sheet, providing dates, locations, circumstances, and outcome for each incident. Sign and date each page.				<input type="radio"/> Yes <input type="radio"/> No
<input type="radio"/> Letter of Warning	<input type="radio"/> Suspension	<input type="radio"/> Voluntary Surrender	<input type="radio"/> Failure to Renew	<input type="radio"/> Other (please describe)
<input type="radio"/> Reprimand	<input type="radio"/> Denial	<input type="radio"/> Revocation	<input type="radio"/> Cancellation	
3. Have you ever resigned or been disciplined, discharged, or asked to resign or retire from a professional position or military service because of allegations of misconduct, or is any such action pending? This includes discipline for failure or refusal to fulfill an employment contract. If yes, explain on a separate sheet, providing dates, locations, and circumstances for each incident. Sign and date each page.				<input type="radio"/> Yes <input type="radio"/> No
4a. Have you ever been convicted of any crime (misdemeanor or felony)? If yes, explain on a separate sheet, providing dates, locations, and circumstances for each incident. Sign and date each page. *Most arrests and convictions show up on a background check even if purged or dismissed by a court.				<input type="radio"/> Yes <input type="radio"/> No
4b. Have you entered into a pretrial diversion* for any crime? If yes, select from the options below and explain on a separate sheet, providing dates, locations, and circumstances for each incident. Sign and date each page. <i>*A pretrial diversion program is any program that results in dismissal of charges upon satisfaction of conditions such as paying restitution or fines, having no similar offenses for a specified time, performing community service, completing rehabilitation or treatment programs, satisfying probation, etc. Answer "yes" even if you were not required to complete the program.</i>				<input type="radio"/> Yes <input type="radio"/> No
<input type="radio"/> Deferred Prosecution		<input type="radio"/> Deferred or Suspended Imposition of Sentence		<input type="radio"/> Deferred Adjudication
<input type="radio"/> Stay of Adjudication		<input type="radio"/> First Time Offenders Programs		<input type="radio"/> Other Programs (Please describe)
Taxpayer Identification Number (TIN), Social Security Number (SSN) or Canadian identification number (GST): Section 7 of Public Law 93-579 requires us to advise you of the following in connection with our request for your Taxpayer Identification Number (TIN): Disclosure of your taxpayer identification number is mandatory pursuant to the National Child Protection Act of 1993, 42 USC 5119a and c, which authorizes a state and national criminal history background check to determine the fitness of an employee, volunteer, or other person with unsupervised access to children, the elderly, or individuals with disabilities. Your taxpayer identification number will also be used for identity verification in connection with college transcripts and other education records pertaining to your application for teacher licensure.				
Taxpayer ID Number, Social Security Number or Canadian ID				
<i>By signing this application, I acknowledge I have read and understood the foregoing. I declare under penalty of perjury the information included in or with my application is true, correct, and complete to the best of my knowledge. I am aware false statements of material fact, misrepresentations, or omissions of material fact in or with this application is grounds for the denial, revocation, or suspension of the license(s) I am seeking.</i>				
Signature:			Date:	
Note: Your application will not be processed until we receive your fingerprint background check results. Have you submitted your background check to the Montana Dept. of Justice? (See instructions on Page 8)			<input type="radio"/> Yes <input type="radio"/> No	



You must subscribe to the following oath or affirmation before a notary public or other officer authorized by law to administer oaths. (MCA §20-4-104.) "I solemnly swear (or affirm) that I will support The Constitution of the United States of America and The Constitution of the State of Montana."

Declaration

I hereby declare under penalty of perjury the information included in or with my application is true, correct, and complete to the best of my knowledge. In signing this application, I am aware that a false statement of material fact, misrepresentations, or omissions of material fact in or with this application may lead to the denial, revocation or suspension of the license(s) I am seeking. I acknowledge that I have read the Professional Educators of Montana Code of Ethics as provided on the Montana OPI Educator Licensure website.

Name of applicant:			
Date of Birth		Last 4 numbers of SSN	

Signature of Applicant: _____

The above quoted oath was made before me, and this document was signed before me on the _____ day of _____, 20____

By _____
(Print name of signer)

Signature of Notary: _____

Printed Name of Notary: _____

Residing in the State of: _____ County of: _____

Commission Expires: _____



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

How to Initiate your Fingerprint Background Check

1. Go to your local law enforcement agency or any other agency offering fingerprinting services. Request that your fingerprints be taken for a background check. There may be a charge for this service. **Fingerprints must be clear. Smudged or unclear prints will be rejected. Therefore we recommend that you complete two fingerprint cards to ensure that your background check can be completed in a timely manner.**
2. Fill out all sections of the fingerprint cards with your personal information as needed. **Do not fold the completed fingerprint cards.**

3. Complete the following sections as instructed below:

Employer and Address: Montana Office of Public Instruction
Educator Licensure Division
PO Box 202501
Helena, MT 59620-2501

Reason Fingerprinted: Montana Educator Licensure
ARM 10.57.201A

ORI: MT025025Y
DOJ-ST ID BUR
Helena, MT

4. Mail the completed fingerprint cards along with a **Check for \$27.25** payable to the Montana DOJ to:

Montana Department of Justice
PO Box 201403
Helena, MT 59620-1403

For questions regarding the status of your background check call 406-444-3150. We will notify you by letter of rejected fingerprints and provide instructions on how to complete the process again.

ITEM 8

FUTURE AGENDA ITEMS