

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

Tuesday October 4th, 2016

***University of Montana-Western
710 S Atlantic St
Main Hall – Model Classroom
Dillon, MT***

AGENDA

CERTIFICATION STANDARDS & PRACTICES ADVISORY COUNCIL MEETING

TUESDAY, OCTOBER 4, 2016

*University of Montana - Western
710 S Atlantic Street
Main Hall – Model Classroom
Dillon, MT*

Starting at 9:00 A.M.

CALL TO ORDER

- A. Call to Order – Dr. Cindy O’Dell
- B. Roll Call
- C. Statement of Public Participation
- D. Approval of the Agenda
- E. Approval of the July 13, 2016 Meeting Minutes

ITEM 1 EXECUTIVE COMMITTEE REPORT – Dr. Cindy O’Dell

- Review By-Laws

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

ITEM 3 PHYLISS J. WASHINGTON COLLEGE OF EDUCATION, HEALTH AND HUMAN SCIENCES AT THE UNIVERSITY OF MONTANA PROPOSES TO ADD SECONDARY EDUCATION TEACHING MINOR IN COMPUTER SCIENCES – Dr. Linda Peterson

ITEM 4 CONTENT STANDARDS REVISION PROCESS AND SCHEDULE – Pete Donovan, Jael Prezeau – OPI, TJ Eyer - OPI, Colet Bartow - OPI

ITEM 5 REVISIONS TO ARM TITLE 10, CHAPTER 57, EDUCATOR LICENSURE – Pete Donovan

ITEM 6 CLASS 8 LICENSE APPLICATION REVIEW – Kristine Thatcher

ITEM 7 FUTURE AGENDA ITEMS

PUBLIC COMMENT

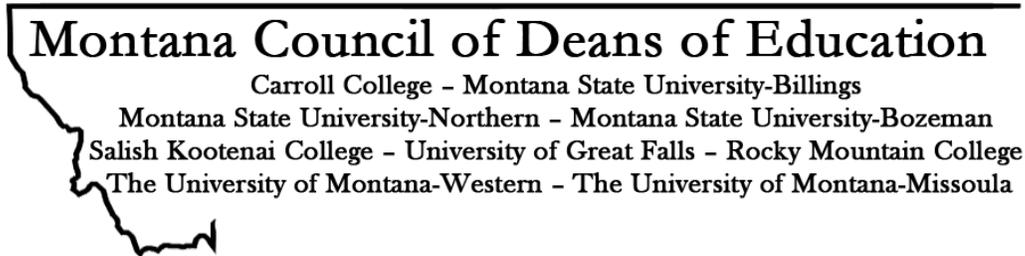
ADJOURN

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.

Certification Standards and Practices

Advisory Council



CSPAC/MCDE Joint Meeting

October 4, 2015

University of Montana—Western
710 South Atlantic Street
Main Hall—Model Classroom

NOON LUNCHEON- MCDE, CSPAC, AND GUESTS

Beginning at 1:30 PM

CALL TO ORDER

- A. Call to order
- B. Roll Call
- C. Statement of Public Participation
- D. Welcome Visitors

ADOPT AGENDA

DISCUSSION

- Item 1 CSPAC ANNUAL REPORT—*Dr. Cindy O’Dell***
- Item 2 MCDE ANNUAL REPORT—*Dr. Mary Susan Fishbaugh***
- MCDE Accomplishments for 2015-2016
 - MCDE Focus for 2016-2017
- Item 3 CONTENT STANDARDS REVISION—Jael Prezeau and Pete Donovan**
- Item 4 MASTER’S DEGREE IN COMPUTER SCIENCE—Jael Prezeau and TJ Eyer**

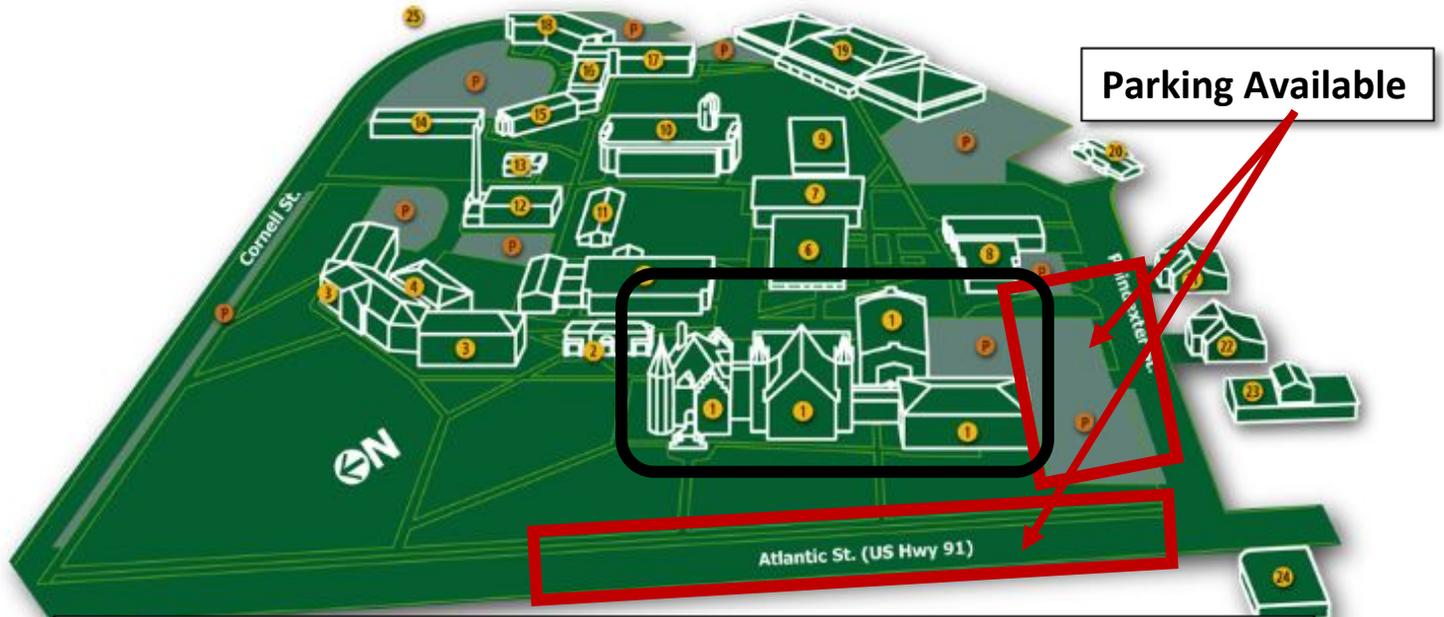
PUBLIC COMMENT

ADJOURN

Campus Map

experience
one

The University
of Montana
Western



The Model Classroom is at the south end of the second floor of Main Hall (the large brick building). If you park along Atlantic, please use either entrance that faces Atlantic. If you park in the south lot, please enter through the southeast entrance.

1 Main Hall Complex

- 2 Roe House
- 3 Mathews Residence Hall
Lewis & Clark Room
Heritage Room
- 4 Dining Hall
- 5 Business & Technology Building
- 6 Short Center
- 7 Carson Library
- 8 Student Union Building (SUB)
Campus Bookstore
ASUMW/Student Senate
KDWG Radio Station
Bark 'n' Bite
Veterans & Military Exchange

- 9 Swysgood Technology Center
- 10 Block Hall
- 11 Facilities Services
- 12 Heating Plant/Biomass Boiler
- 13 Curious Minds Early Childhood Education Center
- 14 Family Housing
- 15 Jordan Residence Hall
- 16 Davis Residence Hall
Residence Life
- 17 Centennial Residence Hall
- 18 Clark Residence Hall

- 19 Bulldog Athletic & Recreation Center (BARC)
Straugh Gymnasium
Keltz Arena
- 20 Chancellor's Residence
- 21 Dean of Students
Counseling
Disability Services
Birch Creek Center
- 22 La Cense Center of Equine Studies
- 23 South Campus Housing
- 24 Emerick Art Studio
- 25 Campus Community Garden

MINUTES

CERTIFICATION STANDARDS & PRACTICES ADVISORY COUNCIL MEETING MINUTES

WEDNESDAY JULY 13, 2016

*Montana State Capitol Building
Room 317
Helena, MT*

Starting at 9:00 A.M.

CALL TO ORDER

Dr. Cindy O'Dell called the meeting to order at 9:09 AM. Ms. Stockton took roll call and Chair O'Dell read the Statement of Public Participation. Council members present included: Dr. Cindy O'Dell, Chair; Mr. Kelly Elder, Vice Chair; Ms. Debbie Hendricks, Ms. Sabrina Steketee, Dr. Rob Watson, Ms. Noreen Burris. Absent: Ms. Leanne Yeny Staff present included: Mr. Peter Donovan, Executive Director Board of Public Education and CSPAC; Ms. Kris Stockton, Administrative Assistant. Guests present included: Mr. Marco Ferro, MEA-MFT; Ms. Ann Gilkey, OPI; Mr. Dennis Parman, MREA; Ms. Diane Burke, MTPEC; Mr. Bob Vogel, MTSBA; Dr. Linda Peterson; Ms. Christine Thatcher, OPI; Ms. Denise Williams, MASBO; Dr. Jayne Downey, MSU; Ms. Katy Wright, Helena Public Schools;

APPROVAL OF AGENDA

Ms. Sabrina Steketee moved to approve the agenda as presented. Motion seconded by Mr. Kelly Elder.

No discussion. Motion passed.

APPROVAL OF MINUTES

Ms. Noreen Burris moved to approve the April 22, 2016 meeting minutes. Ms. Debbie Hendricks seconded the motion.

No discussion. Motion passed.

INFORMATION

ITEM 1 EXECUTIVE COMMITTEE REPORT – Dr. Cindy O'Dell

- Election of Officers

Ms. Sabrina Steketee moved to nominate Dr. Cindy O'Dell as Chair. Mr. Kelly Elder seconded the motion.

No discussion. Motion passed.

Ms. Noreen Burris moved to nominate Mr. Kelly Elder as Vice Chair. Ms. Sabrina Steketee seconded the motion.

No discussion. Motion passed.

- Committee Appointments
- Set 2016-17 Calendar
- Goal Setting

Mr. Kelly Elder moved to accept the Goals as presented, Ms. Noreen Burris seconded the motion.

No discussion. Motion passed unanimously.

- Annual Report
The Annual Report was distributed to the Council for their review prior to presenting the report to the Board at the Joint meeting. Chair O'Dell thanked the staff for preparing the report.
- Planning for Joint BPE/CSPAC Meeting

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

Mr. Donovan reviewed items on the Board of Public Education agenda for Thursday and Friday and briefly reviewed the purpose of the joint meeting between the Board and CSPAC. Items reviewed from the Board agenda include the proposed adoption of the Health Enhancement Standards and the Art Standards, and proposed timeline for the Science Standards. Mr. Donovan also discussed an upcoming conference in Big Sky he will be attending regarding teacher concerns and licensure issues. Mr. Elder announced that that he attended last year's conference and that it is an excellent conference. Also discussed was the final meeting of the School Funding Interim Commission meeting in August.

ITEM 3 NASDTEC CONFERENCE REPORT – Noreen Burris

Ms. Burris reported to the Council on her attendance at the NASDTEC Conference in June. The overarching theme of the conference was teacher retention, teacher shortage, and maintaining high standards while dealing with alternative routes to teacher licensure. Also discussed were trends towards a younger age of teachers, teachers leaving their careers early, retirement of the workforce, and mobility of the younger generation. Also discussed was the Clearinghouse and how data is entered and managed in that system for tracking teachers with licenses revoked, suspended, etc. The Model Code of Ethics of NASDTEC was also discussed.

ITEM 4 CLASS 8 LICENSE APPLICATIONS – Dr. Linda Peterson

Chair O'Dell provided a brief history of the Class 8 license applications, their purpose, what the need is for them, and how the Council reviews them and approves or disapproves the applications. Chair O'Dell turned the item over to Dr. Linda Peterson from OPI who introduced Ms. Christine Thatcher, the new Licensure Manager at OPI who passed around the jump drives containing the applications and a summary sheet of the applications. The council then reviewed the 7 applications. 4 applications were approved and 3 were returned for additional information.

ACTION

ITEM 5 APPROVAL TO FORWARD A RECOMMENDATION TO THE BPE FOR INITIAL REVIEW , PROPOSED AMENDMENTS TO ARM TITLE 10, CHAPTER 57, PERTAINING TO EDUCATOR LICENSURE – Ann Gilkey

Ms. Gilkey walked the Council through the proposed changes. Public Comment was made regarding adding the MACTE body to 10.57.102(2)(a). A discussion began amongst the Council members regarding additional materials regarding Montessori accreditation body to rules and that without having read through all the materials that were just sent on Tuesday, a decision could yet not yet be made. Dr. O'Dell, Ms. Hendricks, and Dr. Watson all agreed that they needed more time to read through all the materials in order to make a sound, informed, decision regarding the MACTE piece.

Mr. Kelly Elder moved to approve the proposed amendments to Arm title 10 chapter 57 pertaining to educator licensure and to add the MACTE accrediting body to ARM 10.57.102(2)(a) as discussed and supported by the associations. Ms. Sabrina Steketee seconded the motion.

Discussion regarding adding the MACTE reference to 10.57.102. Motion passed unanimously.

ITEM 6 APPROVE MONTANA PROFESSIONAL EDUCATOR CODE OF ETHICS – Kelly Elder
Mr. Elder reviewed the 1 change the Professional Practices Committee recommended to the Code of Ethics.

Ms. Noreen Burris moved to accept the amended Code of Ethics as presented. Motion seconded by Ms. Debbie Hendricks.

No discussion. Motion passed unanimously.

ITEM 7 FUTURE AGENDA ITEMS

Joint meeting with Council of Deans
Montessori piece
Class 8
By Laws review
Chapter 57 update

PUBLIC COMMENT

No public comment was given.

ADJOURN

Meeting adjourned at 12:02 PM.

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CORRESPONDENCE

Dear Pete, Kris and My CSPAC Friends -

Thank you so much for the lovely pottery dish recognizing my CSPAC service. I will cherish it forever as I do my fond memories of the work of CSPAC.

Thank you, too, for the beautiful sentiments expressed in the card that accompanied the gift. You are all too kind.

Until our paths cross again -
Take care. Be safe. Stay well!
Tang Lany

CALL TO ORDER

- **Call to Order – Dr. Cindy O’Dell**
- **Roll Call**
- **Statement of Public Participation**
- **Approval of the Agenda**
- **Approval of the July 13, 2016 Meeting Minutes**

ITEM 1

EXECUTIVE COMMITTEE REPORT

- **Review of By-Laws**

Dr. Cindy O'Dell

***MONTANA BOARD OF PUBLIC EDUCATION
CERTIFICATION STANDARDS AND PRACTICES ADVISORY
COUNCIL***

B Y L A W S

ARTICLE I. NAME

The name of the organization shall be the Montana Certification Standards and Practices Advisory Council.

ARTICLE II. PURPOSE

The Montana Certification Standards and Practices Advisory Council, hereinafter referred to as the Council, has been formed in accordance with 2-15-1522 MCA, and shall have as its purposes:

- A. To study and make recommendations to the Board of Public Education in the following areas:
1. Teacher licensure standards, including, but not limited to, prelicensure training and education requirements and licensure renewal requirements and procedures;
 2. Administrator licensure standards, including, but not limited to, prelicensure training and education requirements and licensure renewal requirements and procedures;
 3. Specialist licensure standards, including, but not limited to, prelicensure training and education requirements and licensure renewal requirements and procedures;
 4. Standards of professional practices and ethical conduct;
 5. The status and efficacy of approved educator preparation providers in Montana; and
 6. Policies related to the denial, suspension, and revocation of educator licensure and the appeals process. For the purpose of preparing recommendations in this area, the Council is authorized to review the individual cases and files that have been submitted to the Board of Public Education.
- B. To submit a written report with its recommendations annually and at other

appropriate times to the Board of Public Education.

- C. To complete a comprehensive review and adoption of the Professional Educators of Montana Code of Ethics on a five-year cycle beginning January 1, 2012.

ARTICLE III. MEMBERSHIP

- A. **Membership.** The Council shall consist of seven members appointed by a majority vote of the Board of Public Education. The membership must include:

- 1. Three teachers engaged in classroom teaching, including:
 - a. one who teaches within kindergarten through grade 8;
 - b. one who teaches within grade 9 through 12; and
 - c. one additional teacher from any category in subsection (2) (a) or (2) (b) of 2-15-1522 MCA.
- 2. one person employed as a specialist or K-12 specialist;
- 3. one faculty member from an accredited educator preparation provider;
- 4. one person employed as an administrator, with the licensure required in 20-4-106 (1) (c); and
- 5. one school district trustee.

- B. **Tenure.**

- 1. The term of office of an appointed member is three years. If a vacancy occurs on the Council, the Board of Public Education shall appoint a person from the category of membership in which the vacancy occurred to serve the unexpired term. Regular appointments shall begin June 1, and end May 31, of the third year of the term.
- 2. Any member desiring to resign from the Council shall submit his/her resignation in writing to the Council and to the office of the Board of Public Education.

- C. **Compensation.** Council members are entitled to travel expenses incurred for each day of attendance at Council meetings or in the performance of any duty or service as a Council member in accordance with 2-18-501 through 2-18-503 MCA. Eligible Council members are also entitled to per diem for each day of attendance at Council meetings, not to exceed eight days per year, in accordance with 2-15-122 MCA.

- D. In order to receive reimbursement or compensation for out-of-state activities, the Council member must obtain the approval of the Council Chairperson and the Council Administrator in advance of undertaking the activity.

ARTICLE IV. MEETINGS

- A. **Meetings.** The Council shall meet quarterly and at other times as may be required for the proper conduct of the business of the Council at the call of the chairperson. Such business may include, but not be limited to:

1. Information, discussion, and action on matters related to the purposes of the Council described in Article II;
2. Election of officers and appointments to committees as described in Article V;
3. Apprising the Board of Public Education of budgetary needs of the Council and making recommendations on a preliminary budget;
4. Reviewing the Council Budget on an ongoing basis for further recommendations to the Board.

- B. **Quorum.** A quorum for a meeting shall be not less than four Council members.

Each Council member shall be given written notice of the day, time, and location of any regularly scheduled meeting no less than 48 hours prior to the meeting. Notification of the meeting will be delivered via email.

- C. **Absence.** Recognizing the value of his/her contribution to the business of the Council, each Council member shall be responsible to notify the chairperson and the BPE/CSPAC staff in advance of any anticipated absence from a scheduled meeting. If a member is absent from three consecutive scheduled meetings, his/her membership shall be subject to review by the Board of Public Education to determine if the member's office shall be deemed vacant. If deemed vacant, the vacancy shall be filled in accordance with Article III, Section B.

- D. **Special Meetings.** Special meetings may be called by the Chairperson of the Council or by a request in writing of two appointed members. When necessary the Council may hold meetings for resolution of specific agenda items either by a meeting in person, by conference call, electronic or digital means, or by any combination of the above. In the case of a special meeting, the Executive Director shall notify each member by email sufficiently in advance of the meeting to allow all Council members to travel to the meeting site from their principal Montana residence.

In the case of a conference call or an electronic or digital format, forty-eight hours

prior to the meeting shall be deemed sufficient notice.

E. Meeting Procedure.

1. Meetings of the Council shall be governed by the following rules:

- a. The chair or vice-chair shall preside at all meetings. In their absence, a temporary presiding officer shall be selected by the membership.
- b. The presiding officer shall neither introduce nor second a motion.
- c. A motion shall require a simple majority of those present to pass.
- d. Any motion shall be in order as long as no previous motion is on the floor.
- e. Minutes shall be taken at all open sessions of the Council. The minutes shall be made available to the public, subject to reasonable regulation in the time and manner of inspection.
- f. The current edition of Robert's Rules of Order shall prevail on questions of parliamentary procedure.

2. The regular order of business shall be as follows:

1. Call to order
2. Roll Call
3. Approval of the minutes of the preceding meeting
4. Agenda adoption
5. Agenda
6. Date and place of next meeting
7. Adjournment

3. An agenda shall set the structure for meetings of the Council.

- a. A list of future agenda items shall be discussed as the last item of business by the Council at each regularly scheduled meeting.
- b. The proposed agenda shall be included with the written notice of meeting required in Section C of this article.
- c. Persons or organizations desiring to address the Council may make a request using the online Agenda Request process or by notifying

the staff, Chair, or Vice Chair. Requests will be reviewed by the Council Chair and Vice Chair and considered for approval.

- d. The proposed agenda becomes the approved agenda by a majority vote of Council members at the beginning of the meeting.
- e. Whenever possible, support materials for the agenda shall be in electronic form and readily available to the membership.

ARTICLE V. ORGANIZATION

Section A. Officers

1. The Council shall select, by majority vote, a chair and vice-chair from its appointed members annually during the spring meeting of each year.
2. The term of elective office shall be for one year and an officer may not serve more than six consecutive years.
3. The chair shall be the presiding officer and shall preside over all regular, special, and public meetings of the Council. The vice-chair shall perform the functions of the chair in the absence of the chair.

Section B. Committees

1. At the beginning of the chair's term, and as vacancies occur, the chair shall, with concurrence of a majority of the Council, appoint the committee chairs.
 - a. The Pre-Professional Preparation and Development Committee will initiate studies and recommendations on prelicensure training and education requirements for teachers, administrators and specialists.
 - b. The Licensure and Endorsement Committee will initiate studies and recommendations on types and alignments of licensure and endorsements.
 - c. The Professional Practices Committee will study and make recommendations to the Board of Public Education on policies related to denial, suspension, and revocation of educator licensure and the appeals process. The Professional Practices Committee will oversee the 5-year review cycle of the Professional Educators of Montana Code of Ethics

2. The Chair may appoint Special Committees as needed that will allow in-depth study of issues that are the responsibility of the standing committees.
3. The Executive Committee shall consist of the chair, vice-chair, and Executive Director. The Executive Committee shall be responsible for presenting budgeting proposals to the Council and to the Board of Public Education. The Executive Committee shall be responsible for performing other duties as assigned by the chair or Council.
4. The committees will meet at times agreed upon by the majority of the committee. The Council Chair and Executive Director of the Board of Public Education shall be informed of the purpose, time and place of all committee meetings.

ARTICLE VI. ASSISTANCE

The Council may request research, administrative and clerical staff assistance from the Board of Public Education.

ARTICLE VII. COMMUNICATIONS

These bylaws may be added to or amended by a two-thirds majority vote of the entire Certification Standards and Practices Advisory Council provided that the proposed amendment is sent in writing to all members of the Certification Standards and Practices Advisory Council at least seven days in advance of the vote to amend the bylaws.

ITEM 2

BOARD OF PUBLIC EDUCATION REPORT

Mr. Pete Donovan

Meetings Attended by Peter Donovan
08/01/2016 – 09/16/2016

August

- | | |
|--|---------------|
| 1. Meet w/Angela McClean, Mick Karls re: Financial Literacy | 08/01/2016 |
| 2. Accreditation Meeting – Jael Prezeau, Colet Bartow | 08/02/2016 |
| 3. Kid’s Packs Campaign @Food Share | 08/09/2016 |
| 4. Elevating & Celebrating Effective Teaching & Teachers | 08/10,11/2016 |
| 5. Call with TJ Eyer | 08/17/2016 |
| 6. TLLC Workgroup Meeting | 08/17/2016 |
| 7. Call with Jael Prezeau and Colet Bartow re: Accreditation process | 08/17/2016 |
| 8. MSDB Conference Call | 08/18/2016 |
| 9. Meeting with Bob Vogel re: Chapter 57 | 08/26/2016 |
| 10. School Funding Interim Commission Meeting | 08/29/2016 |
| 11. Science Standards Hearing | 08/30/2016 |
| 12. Healthy Schools Alliance Meeting | 08/31/2016 |

September

- | | |
|--|---------------|
| 13. Check in with Siri Smillie | 09/08/2016 |
| 14. Education & Local Government Committee Meeting | 09/08,09/2016 |
| 15. Computer Science Meeting @OPI | 09/08/2016 |
| 16. TLLC Workgroup | 09/13/2016 |
| 17. Board of Public Education Meeting | 09/16/2016 |
| 18. Montana Arts Education Leadership Summit | 09/23/2016 |
| 19. ESSA Stakeholders Meeting | 09/26/2016 |
| 20. 2019 Biennium Personal Services Meeting | 09/27/2016 |

October

- | | |
|---|------------|
| 21. CSPAC Meeting | 10/04/2016 |
| 22. Joint CSPAC/MT Council of Deans Meeting | 10/04/2016 |

ITEM 3

**PHYLISS J. WASHINGTON COLLEGE OF
EDUCATION, HEALTH AND HUMAN SCIENCES
AT THE UNIVERSITY OF MONTANA PROPOSES
TO ADD SECONDARY EDUCATION TEACHING
MINOR IN COMPUTER SCIENCES**

Dr. Linda Peterson

EXECUTIVE SUMMARY
PREPARED FOR THE
CERTIFICATION STANDARDS AND PRACTICES ADVIORY COUNCIL
OCTOBER 4, 2016

PRESENTATION: Phyllis J. Washington College of Education, Health and Human Sciences at the University of Montana Proposes to add Secondary Education Teaching Minor in Computer Science

PRESENTER: Linda Vrooman Peterson, Ph.D.
Accreditation and Educator Preparation
Office of Public Instruction (OPI)

Presented by Phyllis J. Washington (PJW) College of Education and Human Sciences, University of Montana
Univrstity of Montana

OVERVIEW: PJW College of Education and Human Sciences at the University of Montana presents the proposal to add Secondary Education Teaching Minor in Computer Science. The PJW College of Education, Health and Human Sciences will present an overview of the proposal to the Certification Standards and Practices Advriory Council for discussion. In November the PJW College of Education, Health and Human Sciences will present the proposal to the Board of Public Education.





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 *Kristi Murphy*

CC: ROBERTA EVANS, DEAN OF THE PHYLLIS J. WASHINGTON COLLEGE OF EDUCATION AND HUMAN SCIENCES

SUBJECT: COMPUTER SCIENCE MINOR ENDORSEMENT

DATE: SEPTEMBER 22, 2016

We are seeking Board of Public Education approval to offer a secondary computer science endorsement based on a computer science minor. The Department of Computer Science at the University of Montana (UM) is requesting to add a minor in Computer Science through UM Faculty Senate and pending approval from the Montana Board of Regents. The Board of Regents will make a final determination on approval of the computer science minor this winter or spring. Individuals seeking this endorsement at the minor level would also need to complete a teaching major in a second endorsable content area through UM's educator preparation program or be a currently licensed teacher.

This endorsement represents a collaborative effort among UM faculty in the departments of Computer Science (CS), Teaching and Learning (T&L), and Missoula College. This CS teaching minor endorsement will not require the addition of any new courses in CS as all required courses are currently being offered through the University of Montana's CS department and/or Missoula College. One new course is required in T&L: Teaching and Assessing Computer Science. Faculty in Missoula College and Teaching and Learning will co-teach the course.

The Department of Teaching and Learning, Department of Computer Science, and Missoula College are motivated to add the computer science education minor for three primary reasons:

1) to meet workforce preparation needs for the state of Montana

Despite the national push for preparing students ready for STEM college and careers pathways, there are no active teacher preparation programs in computer science in Montana. The rising demand for graduates with computer-related skills is projected to be among the fastest growing fields between 2012-2022, and many of those jobs are among the highest paying in the nation (Vilorio 2014; Richards and Terkalian, 2013). In the state of Montana, these same trends are evident. Some estimates suggest that the number of computer science (CS) graduates from

Montana public colleges and universities meet approximately only 10% of statewide demand, again for well-paying jobs (Dennison, 2013).

A teaching minor in CS would prepare middle and high school teachers to offer computer related courses in grades 5-12. More CS classes offered during earlier stages of students' education will build students' CS proficiencies, interest and awareness in CS career options, increase CS diversity, and create a pipeline of incoming freshman who go on to major in CS at two-year and four-year degree programs in Montana.

2) to increase the number of individuals qualified to offer dual-enrollment CS courses.

Missoula College strives to provide a breadth of dual-enrollment options. Currently there exists a dearth of Missoula College CS instructors licensed to provide dual-enrollment computer science options. This proposal would increase the number of Missoula College instructors qualified to teach dual-enrollment CS courses. Dual enrollment opportunities provide additional incentives for high school students to participate in CS major and career pathways.

3) aligns with the strategic goals of UM.

Data and computational science is one of five areas identified for growing enrollment at UM by President Engstrom. President Engstrom has noted the importance of computer science as a driver of local and national economies, and thus an area of particular interest to students. The proposed CS teaching minor fills a current void in the state and aligns with the strategic goals of UM.

Individuals pursuing this minor will seek admission to and complete the Teacher Education Program in the Department of Teaching and Learning 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 program-specific data on an annual basis.

Computer Science Requirements (Grades 5-12) - *PROPOSED CURRICULUM*
University of Montana

Name:
Student ID:

For an endorsement in the minor teaching field of computer science, a student must complete the courses in the minor teaching field listed below or demonstrate course equivalency. NOTE: Teaching minors require completion of a teaching major in another field.

Computer Science *MINOR* Requirements

Course Titles	Cr.	Term	Grade	Approved Substitute	Institution	Credits	Grade
CSCI 105 Computer Fluency	3						
CSCI 135 Fundamentals of Computer Science I	3						
CSCI 135 Fundamentals of Computer Science II	3						
CSCI 232 Data Structures and Algorithms	4						
CSCI 323 Software Science	3						
ITS 150 CCNA1: Exploration	3						
EDU 497 Teaching and Assessing Computer Science (5-12)	3						
Total Credits	22						

ITEM 4

CONTENT STANDARDS REVISION PROCESS AND SCHEDULE

**Pete Donovan
Jael Prezeau – OPI
TJ Eyer – OPI
Colet Bartow - OPI**

**Certification Standards and Practices Advisory Council
UM Western
Dillon, Montana
October 4, 2016**

AGENDA ITEM:	Content Standards Revision Process and Schedule
PRESENTATION:	Discussion of topics and background information related to content standards revision from 2016 forward.
PRESENTER:	<p>Peter Donovan Executive Director, Board of Public Education</p> <p>Jael Prezeau Division Administrator, Content Standards and Instruction, Office of Public Instruction</p> <p>TJ Eyer Division Administrator, Career and Technical Education Office of Public Instruction</p>
OVERVIEW:	This discussion item will serve to highlight issues related to planning for a new content standards revision schedule for 2016-2027.
REQUESTED INPUT:	<p>As per 10.53.104, the Board of Public Education and the Office of Public Instruction are seeking input for a new content standards review schedule.</p> <p>10.53.104 STANDARDS REVIEW SCHEDULE (1) Montana's content standards shall be reviewed and revised on a recurring schedule. (2) A schedule for review of content standards shall be established as a collaborative process with the Office of Public Instruction and the Board of Public Education with input from representatives of accredited schools. The schedule shall ensure that each program area is reviewed and revised at regular intervals. (3) The standards review process shall use context information, criteria, processes, and procedures identified by the Office of Public Instruction with input from representatives of accredited schools. History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2011 MAR p. 2520, Eff. 11/26/11.</p>

Discussion Topics for Content Standards Revision 2016-2027

Each of the topics included in this document are crafted to provide background information and to generate discussion.

Contents

Key discussion topics.....	1
Topic #1: Include English learners standards in Montana English Language Arts and Literacy Content Standards.	1
Topic #2: Combine workplace competency and career and vocational/technical standards.....	3
Topic #3: Combine current library media/information literacy and technology content standards with computer science into digital literacy/computer science standards.....	6

Key discussion topics

Topic #1: Include English learners standards in Montana English Language Arts and Literacy Content Standards.

English Language Proficiency Standards ([10.53.3](#)) were adopted in September 2011 to fulfill federal assessment requirements. As such, separate English Learner standards may not need to be included in the regular revision of content standards for all students.

In [May 2011](#), it was reported to the Board of Public Education that

The English Language Proficiency Standards that are being recommended for adoption are specific to English Language Proficiency with links to academic content standards and address the need for students to become fully proficient in both social and academic English. They meet the federal requirement under ESEA Title III section 3113 (b)(2) for specific English Language Proficiency Standards. In addition, the links to academic language have been aligned to the Common Core State Standards. It was noted that these standards meet the federal requirements as proposed.

The scope of the Montana English Language Arts and Literacy Content Standards that the Board of Public Education adopted in November 2011 are for all students, including English Language Learners, students with disabilities, and all other student subgroups as delineated by the passage of the Every Student Succeeds Act (ESSA).

The Montana ELA and Literacy Content Standards will be connected to the ESSA assessment requirement for “aligned academic achievement standards (referred to in this Act as ‘challenging State academic standards’), which achievement standards shall include **not less than 3 levels of achievement**, that will be used by the State, its local educational agencies, and its schools to carry out this part.”

Discussion Topics for Content Standards Revision 2016-2027

Rule No	Rule Title	Latest Version	Effective Date
10.53.301	ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 1		9/23/2011
10.53.302	ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 2		9/23/2011
10.53.303	ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 3		9/23/2011
10.53.304	ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 4		9/23/2011
10.53.305	ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 5		9/23/2011
10.53.306	ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE ENTERING LEVEL		9/23/2011
10.53.307	ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE EMERGING LEVEL		9/23/2011
10.53.308	ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE DEVELOPING LEVEL		9/23/2011
10.53.309	ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE EXPANDING LEVEL		9/23/2011
10.53.310	ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE BRIDGING LEVEL		9/23/2011
10.53.311	ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE REACHING LEVEL		9/23/2011

While the current English Language Proficiency Standards are included in ARM Chapter 53, they do not conform to the format for other standards in the chapter or the Explanation of the Content Standards defined in [ARM 10.53.101](#) (English Language Arts, Mathematics, Arts, Health and Physical Education, and Science).

Figure 1 See [ARM Chapter 53](#)

Discussion Topics for Content Standards Revision 2016-2027

Topic #2: Combine workplace competency and career and vocational/technical standards.

The terms “manual arts” and “industrial arts” have appeared in Montana “Courses of Study” for elementary and secondary schools since the early 20th century. Terms to describe topics and areas of study include: manual training, manual arts, industrial arts (mechanics, woodworking, elementary electricity, auto mechanics), handwork, trade industry, home economics, agriculture (animal husbandry, crops and soils, farm mechanics), commercial (bookkeeping, shorthand, typewriting, commercial law, salesmanship and advertising, business English, commercial geography, business arithmetic), and vo-ed.

Industrial arts

Industrial arts is a comparatively recent term given to cover manual training, handwork and all other industrial work. Usually the term household arts is used in the last three or four years of the elementary school to cover the work for girls in cooking, sewing, and other home making projects.

It is well to emphasize the importance of connecting handwork with other school subjects. Too little attention has been given to the thot content in manual training and handwork, as must be expected when any subject is isolated from all others. The great value of any line of industrial arts lies in the *ideas* that go hand in hand with the project. Skill and execution should be subordinate to this development of general industrial intelligence.

In the first four years the work should be an outgrowth of history and nature study. The projects which express the experience children are gaining are those of:

The sand table

Projects suggested: Eskimo village, ranch, first Thanksgiving, Cliff Dweller's home, home of early peoples, Indian village.

Figure 2- Image from “State Course of Study for Rural Schools of Montana” (1926) Slight revision of 1923 ed <https://archive.org/stream/statecourseofstu1926mont#page/18/mode/2up>

As early as 1917, state and federal funding have both guided and defined courses of study in this area. Further, coordination between K-12 and higher education has been the norm to connect preparation of

teachers and students in the areas that are now referred to as Career and Technical Education.

In 2000, the Board of Public Education adopted Workplace Competencies and Career and Technical Education content standards. In examining these two sets of standards, common language and goals are readily evident. In order to more clearly identify standards that reflect current and future

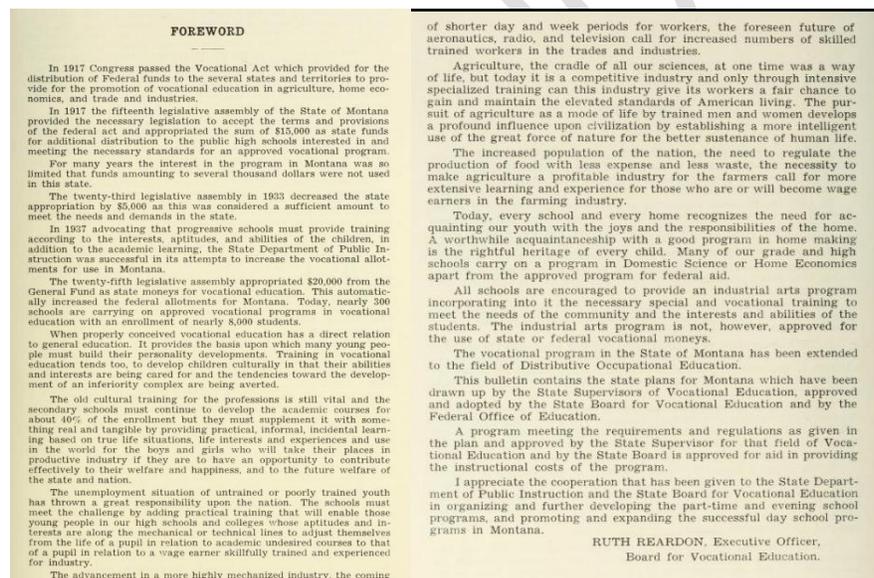


Figure 3 - State Plans for Vocational Education (1937-42)

expectations for students, the recommendation is to adopt one set of standards for Career and Vocational/Technical Education that incorporate contemporary workplace competencies. In addition to the connections between the standards adopted in 2000, there are connections to the current mathematics, English language arts, and proposed science standards that are, by definition, college and career-ready standards. The connections include communication, technology, and problem solving

Discussion Topics for Content Standards Revision 2016-2027

skills—the soft skills valued for workplace readiness. Career and Vocational/Technical Education provides a meaningful and authentic context for students to apply content knowledge and skills that lead to preparation for post-secondary education and careers, particularly so for Science, Technology, Engineering, and Mathematics (STEM) fields.

Combining these standards and revising them in a K-5, 6-8, and 9-12 format would give greater guidance to teachers and elevate these skills in the overall K-12 curriculum.

Current Montana Content Standards

	Career and Vocational/Technical Education Content Standards	Workplace Competencies
Description		
	Career and Vocational/Technical Education is a program of articulated sequential experiences that prepare students for successful participation in community, family, postsecondary education and careers. Career and Vocational/Technical Education programs include Agriculture, Business and Marketing, Family and Consumer Sciences, Industrial Technology, and Trades and Industry. Career and Vocational/Technical Education programs focus on career preparation, resource management, communication, technical skill development, applied academics, technological literacy; and personal skills and leadership. Programs are driven by authentic applications where students will be prepared for the workplace. Through Career and Vocational/Technical Education students are empowered to be successful in today's world.	Due to the explosive growth of technology and the globalization of commerce and industry, today's workplace demands that workers work smarter not harder. Thus, schools must help students acquire workplace skills by assisting them in developing the necessary intellectual abilities and personal traits that help them to secure and maintain employment in the business world. Schools should encourage students to use creative and critical thinking skills, which are transferrable from the classroom to the workplace and to the community. In the schools, these workplace skills must build upon the basic skills, higher order thinking, and the practice of personal qualities that emphasize such things as respect and responsibility. Also, these workplace skills need to be taught and understood in an environment that accurately represents the realities of today's workplace.
Standards		
	Content Standard 1: Students experience various career opportunities and assess personal career pathways.	Content Standard 1—Workplace Resources—Students identify, organize, plan, and allocate workplace resources of time, money, materials, facilities, and human resources.
	Content Standard 2: Students demonstrate an understanding and apply principles of Resource Management (i.e., financial, time, personal management).	Content Standard 2—Interpersonal Workplace Skills—Students acquire and demonstrate interpersonal workplace skills
	Content Standard 3: Students acquire and utilize personal and leadership skills to become successful, productive citizens.	Content Standard 3—Workplace Information—Students acquire and use workplace information
	Content Standard 4: Students acquire and demonstrate current technical skills leading to an occupation.	Content Standard 4—Workplace Systems—Students demonstrate an understanding of how social, organizational and technological systems work.
	Content Standard 5: Students know and demonstrate the requirements of the workplace through authentic application.	Content Standard 5—Workplace Technology—Students work safely with a variety of workplace technologies.
		Content Standard 6—Workplace Readiness/Life & Career Planning—Students acquire and demonstrate skills in life and career planning and workplace readiness.
Structure		
	Benchmark I (end of 8 th), Benchmark II (9-12), Benchmark III (concentrators)	End of Grade 4, End of Grade 8, Upon Graduation—End of Grade 12

Discussion Topics for Content Standards Revision 2016-2027

Additional Resources:

- Montana Schools (September 1977) “Vo-ed: a new look.”
<https://archive.org/stream/montanaschools211mont#page/n0/mode/2up>
- Industrial Arts Planning Guide (1976) <https://archive.org/details/industrialartsp1976mont>
- Montana Association for Career and Technical Education <http://www.montanaacte.org/index.shtml>

From the OPI Website: Career and Technical Education prepares Montana K–12 students for a wide range of careers and post–secondary education programs. Career and Technical Education courses are found in Montana's middle schools, high schools and career centers.

Career and Technical Education courses provide students with life and employment skills to make them highly desirable employees in today's modern workforce. Skills learned in K–12 Career and Technical Education courses prepare students to go directly into the workforce or to continue their education with a much higher degree of focus and direction for their career goals.

Montana has over 500 approved Career and Technical Education programs and over 800 certified teachers in Agriculture, Business, Marketing, Family and Consumer Sciences, Industrial Technology, and Health Sciences. More than 150 Montana high schools participate in the federal Carl D. Perkins and state Career and Technical Education grant programs to support and improve their Career and Technical Education programs. (Accessed August 1, 2016)

Discussion Topics for Content Standards Revision 2016-2027

Topic #3: Combine current library media/information literacy and technology content standards with computer science into digital literacy/computer science standards.

As we move further into the 21st century, it becomes increasingly apparent that fundamental changes must occur in how public education meets the educational needs of a global society and economy. Students must be provided with the opportunity to develop and practice the core skills of problem solving, critical thinking, and communication using the expanding variety of technological tools and processes. In terms of student learning, information and technology literacy are the content standards which, when integrated and applied across content areas, provide the practice students of today need to be prepared for their tomorrow.

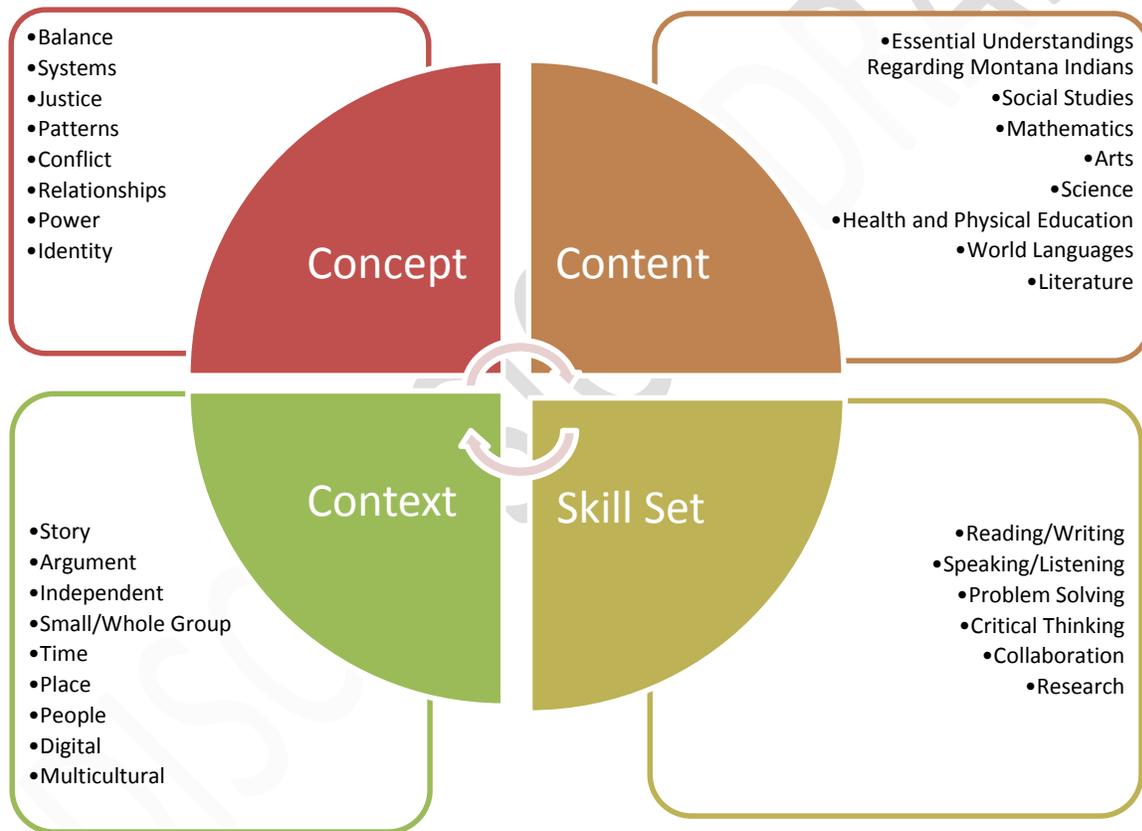


Figure 4 - See original in the OPI publication (2010) [The Framework: A Practical Guide for Montana Teachers and Administrators Implementing Indian Education for All](#) – Developed by Dr. Tammy Elser. (page 41)

The 2011 Montana English Language Arts/Literacy and Mathematics standards emphasize many of the skills inherent in digital literacy standards. The skills and concepts contained in the digital literacy umbrella will connect to all the most current Montana content standards, including ELA and literacy, mathematics, science, arts (media arts), and health/physical education, as well as the content standards that in the proposed schedule as they each are reviewed and revised. If teachers are to effectively plan instruction and assess student attainment of digital literacy skills, they must have a clearly defined set of standards to guide them. There are many sources and models to help Montana's effort to define digital

Discussion Topics for Content Standards Revision 2016-2027

literacy content standards. These sources include the 2016 ISTE Standards for Students (see Figure 7), the NAEP Technology and Engineering Literacy Framework, the Center for Media Literacy, and others.

A call to action for the Office of Public Instruction will include providing the modeling and professional development resources necessary for in-service teachers and teacher-librarians to successfully integrate digital literacy into what they already do. Data to demonstrate a need for increased emphasis on digital literacy can be found in existing NAEP data. Big Sky Career Pathways may also provide a means to support this effort with its foundation knowledge and skill set that includes information literacy, problem solving and critical thinking.

One further question remains: should computer science standards be incorporated in a broad set of “digital literacy” standards or as a stand-alone set of standards called “computer science” standards (just as health and physical education are separate sets of standards, yet are revised as Health/Physical Education Standards concurrently with the same process, in the same timeframe, and with the same negotiated rulemaking committee)?

A discrete set of content standards has not been adopted by the Board of Public Education. While the various versions of technology, library media, career and vocational/technical, workplace competencies, science, and mathematics make reference to the use of computers, none of these areas define what students should know and be able to do in the discipline of computer science. See *Figure 5* for a definition of computer science and computer science education.

Interpretations of the Every Student Succeeds Act of 2015 (ESSA) by Learning Forward, CCSSO, and other education policy organizations include computer science as a core academic subject that states should consider including in a complement of challenging academic standards for a well-rounded education.

Computer science refers to the study of computers and algorithmic processes, including their principles, their hardware and software designs, their applications, and their impact on society; and,

Computer science education includes the following elements: design (both software and hardware), creation of digital artifacts, abstraction, logic, algorithm development and implementation, programming paradigms and languages, theoretical foundations, networks, graphics, databases and information retrieval, information security and privacy, artificial intelligence, the relationship between computing and mathematics, the limits of computation, applications in information technology and information systems, and social impacts of computing. (pg. 10)

Figure 5- "Running on Empty" <http://runningonempty.acm.org/fullreport2.pdf>

Discussion Topics for Content Standards Revision 2016-2027

Computer science and coding have been identified as high need areas for educational and career preparation. According to code.org, an organization dedicated to supporting the inclusion of computer science in K-12 education, there is great need to move computer science to the level of core academic subject to meet the needs of communities to drive and sustain economic growth.

Code.org provides a Montana Fact Sheet that illustrates the need for Montana to address computer science in K-12. See *Figures 6 & 7*.

Computer science drives innovation throughout the US economy, but it remains marginalized throughout K-12 education.

Only **32** states allow students to count computer science courses toward high school graduation.

There are currently **508,247** open computing jobs nationwide.

Last year, only **42,969** computer science students graduated into the workforce.

Figure 6 - <https://code.org/promote>

Adoption of K-5, 6-8, and 9-12 computer science standards or incorporating them into digital literacy content standards may give greater guidance to teachers, elevate these skills and concepts in the overall K-12 curriculum, and provide greater opportunities for students to be competitive participants in shaping the future of the global community.

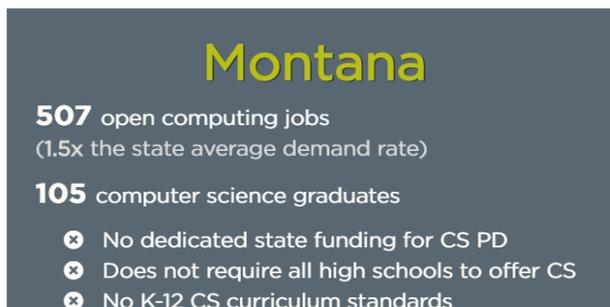


Figure 7 - <https://code.org/promote/mt>

Montana Computer Science Endorsements Data

There are 162 active and inactive educators in MSEIS (the licensure information system) with Computer Science endorsements. Of these, we have 121 educators with either a Class 1, Class 2 license or both. And, we have 36 educators with Class 4 vocational licenses. The remaining five educators include 2 with Class 5 Provisional Licenses, 2 with Class 8 Dual-Credit Licenses, and 1 internship in Computer and Information Sciences.

Of the 62 educators with Computer Science endorsements who were teaching in Montana schools in the 2015-16 school year, 25 educators taught 55 sections of Computer Science courses in 28 school districts (mostly high school districts). 58 of these teachers taught 185 sections of non-computer science courses (such as keyboarding, career exploration, desktop publishing, etc.).

Source: MSEIS and TEAMS (August 2016)

Some thoughts to consider...

- It appears that there are 100 active/inactive educators with Computer Science endorsements who aren't teaching in our public schools.
- Educators with Computer Science endorsements are teaching many non-computer science courses.

Discussion Topics for Content Standards Revision 2016-2027

Additional Resources

- “code.org” <https://code.org/>
- “computer science” https://en.wikipedia.org/wiki/Computer_science#References
- Computer Science Teachers Association. “CSTA K-12 Computer Science Standards” (Revised 2011) https://csta.acm.org/Curriculum/sub/CurrFiles/CSTA_K-12_CSS.pdf
- Computer Science Teachers Association. "Running on Empty: The Failure to Teach K-12 Computer Science in the Digital Age" <http://runningonempty.acm.org/fullreport2.pdf>
- Computer Science Teachers Association. “State-by-State Map - Running on Empty” <http://runningonempty.acm.org/roemap.html>
- Technology and Engineering Literacy Assessment <https://nces.ed.gov/nationsreportcard/tel/>
- ISTE Standards for Students (2016) <http://www.iste.org/standards/standards/for-students-2016>
- Center for Media Literacy <http://www.medialit.org/>
- “Definition of Digital Literacy” <http://www.teachthought.com/pedagogy/literacy/the-definition-of-digital-literacy/>

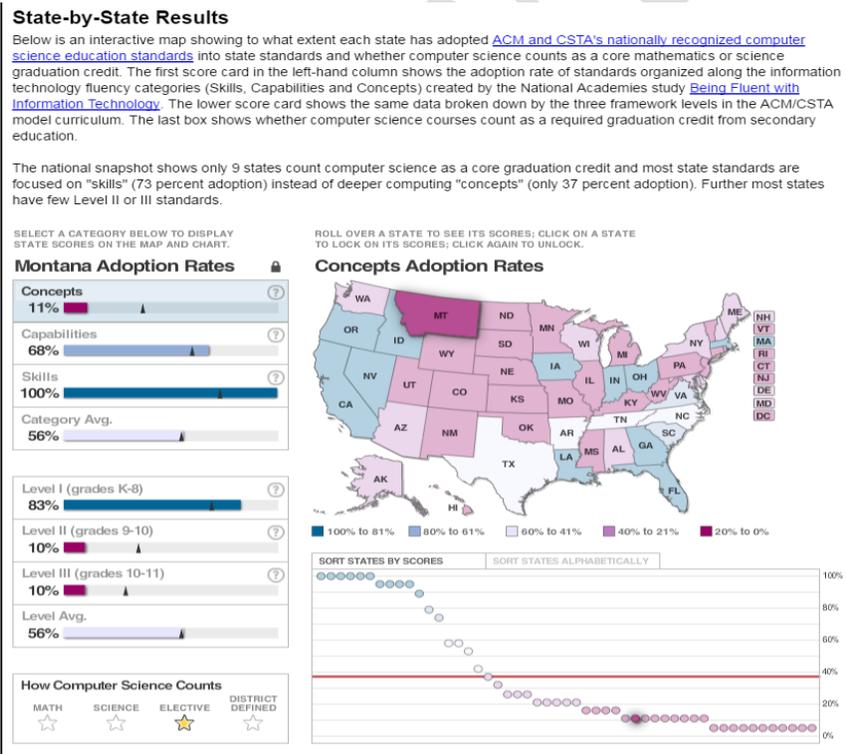


Figure 8 - "Running on Empty" <http://runningonempty.acm.org/roemap.html>

Proposed Standards Revision 2016-2027 Schedule and Discussion Topics*

Cycle	Content Standards	Research/Review	Revision	Negotiated Rulemaking	Adoption	Implementation
Cycle I September 2016-July 2019	Social Studies Career and Technical Education ² Digital Literacy ³	September 2016-April 2017	May-October 2017	November 2017-March 2018	September 2018	July 1, 2019
Cycle II January 2019- July 2021	English Language Arts/Literacy and English Learners ¹ Mathematics	January – April 2019	May – October 2019	November 2019 – March 2020	September 2020	July 1, 2021
Cycle III January 2021-July 2023	World Languages Health & Physical Education	January – April 2021	May – October 2021	November 2021 – March 2022	September 2022	July 1, 2023
Cycle IV January 2025- July 2027	Arts Science	January – April 2025	May – October 2025	November 2025 – March 2026	September 2026	July 1, 2027

¹ See accompanying material for discussion topic 1 – English Learners

² See accompanying material for discussion topic 2 – Career and Technical Education/Workplace Competencies

³ See accompanying material for discussion topic 3 – Digital Literacy

*The information contained in this document is for discussion purposes only and is not intended to serve as statements of intention or policy for the Board of Public Education (BPE).

Proposed Revision of the BPE Public Education Statement of Purpose, Criteria, and Process for Standards Revision

Current Statement	Proposed Statement	Comments/Questions
<p>In 2005, the Montana Board of Public Education initiated the Standards Revision Project to assure Montana citizens that its public schools are providing all children of our great state with challenging academic expectations. The Montana Board of Public Education is charged with the responsibility of leading a process of standards revision that meets the following guiding principles.</p>		
<p>Revised learning standards which are academic in focus, rigorous but attainable, readily understandable, and designed to measure the progress of students toward meeting them, will lead to the improvement of Montana's schools and a brighter future for our people.</p>		
<p>Revised standards must clearly and consistently identify what students should know, understand and be able to do. Parents, educators, and the greater Montana community must be involved in the revision process. Revised standards will provide a framework to help guide local curriculum and instruction, encouraging school districts and teachers to place emphasis on critical areas of learning. In addition, standards should be measured and made known to the Montana public.</p>	<p>Revised standards must clearly and consistently identify what students should know, understand and be able to do. Parents, educators, and the greater Montana community must be involved in the revision process. Revised standards will provide a framework to help guide local curriculum and instruction, encouraging school districts and teachers to place emphasis on critical areas of learning. In addition, attainment of standards should be measured and made known to the Montana public.</p>	

Proposed Revision of the BPE Public Education Statement of Purpose, Criteria, and Process for Standards Revision

Current Statement	Proposed Statement	Comments/Questions
	<p>In accordance with Montana Code Annotated 20-7-101, the Superintendent of Public Instruction will recommend revised standards to the Board of Public Education in keeping with both the statute and the criteria and process outlined in the following sections. The board will determine a regular schedule for revision of standards in accordance with Administrative Rules of Montana 10.53.104, which states:</p> <ul style="list-style-type: none"> (1) Montana's content standards shall be reviewed and revised on a recurring schedule. (2) A schedule for review of content standards shall be established as a collaborative process with the Office of Public Instruction and the Board of Public Education with input from representatives of accredited schools. The schedule shall ensure that each program area is reviewed and revised at regular intervals. (3) The standards review process shall use context information, criteria, processes, and procedures identified by the Office of Public Instruction with input from representatives of accredited schools. 	

Proposed Revision of the BPE Public Education Statement of Purpose, Criteria, and Process for Standards Revision

Current Statement	Proposed Statement	Comments/Questions
<p>With the vital purpose of improving Montana's schools as our goal, the Montana Board of Public Education sets forth the following criteria to guide Standards Revision:</p> <ol style="list-style-type: none"> 1. Standards will be academic in nature and content specific. 2. Standards will be challenging and rigorous. 3. Standards will be clear, understandable and free of jargon. 4. Standards will be measurable. 5. Standards will address diversity specifically fulfilling the commitment to implementing MCA 20-1-501, Indian Education for All. 	<p>With the vital purpose of improving Montana's schools as our goal, the Montana Board of Public Education sets forth the following criteria to guide Standards Revision:</p> <ol style="list-style-type: none"> 1. Standards will be academic in nature and content specific define content and skills that all students will have the opportunity to attain. 2. Standards will address diversity specifically fulfilling the commitment to implementing MCA 20-1-501, Indian Education for All. 3. Standards will be challenging and rigorous. 4. Standards will be clear, understandable and free of jargon. 5. Standards will be measurable. 6. Standards will conform to the structure outlined in Administrative Rules of Montana, Chapter 53 – grade level specific from kindergarten through fifth grade, and grade bands from sixth through eighth and ninth through twelfth grades. 	

Proposed Revision of the BPE Public Education Statement of Purpose, Criteria, and Process for Standards Revision

Current Statement	Proposed Statement	Comments/Questions
<p>With the purpose of developing a successful and useful product, the Montana Board of Public Education sets forth the following process to guide the Montana Standards Revision:</p> <ol style="list-style-type: none"> 1. Use the existing Montana Standards Framework – current accreditation program delivery and foundation standards, content and performance standards and benchmarks, and existing structure (4th, 8th, and upon graduation); 2. Use proven practices from Montana classrooms; 3. Consider international, national and other states' standards; 4. Consider entrance expectations for workplace and postsecondary education; 5. Consider achievement and other related data; 6. Consider other research e.g., Education Northwest, School Redesign Network, National Study of School Evaluation, etc.; 7. Consider comments from professional education associations; 8. Consider comments from tribal and school district educators; 9. Consider recommendations from the Montana Advisory Council for Indian Education; and 10. Involve the Montana public. 	<p>With the purpose of developing a successful and useful product, the Montana Board of Public Education sets forth the following process to guide the Montana Standards Revision:</p> <ol style="list-style-type: none"> 1. Use the existing Montana Standards Framework – current accreditation program delivery and foundation standards, content and performance standards and benchmarks, and existing structure (4th, 8th, and upon graduation); 1. Use proven practices from Montana classrooms; 2. Consider international, national and other states' standards; 3. Consider entrance expectations for workplace and postsecondary education; 4. Consider achievement and other related data; 5. Consider other evidence-based practices and research on standards and learning expectations from higher education, national and international professional education organizations research e.g., Education Northwest, School Redesign Network, National Study of School Evaluation, etc.; 6. Consider comments from Montana's professional education associations; 7. Consider comments from tribal and school district educators; 8. Consider comments from Montana's institutions of higher education; 9. Consider recommendations from the Montana Advisory Council for Indian Education; and 10. Involve the Montana public. 	

Pursuant to Article X Sect 1(2) of the Constitution of the state of Montana and statutes §20-1-501 and §20-9-309 2(c) MCA, the implementation of these standards must incorporate the distinct and unique cultural heritage of Montana American Indians.

ITEM 5

REVISIONS TO ARM TITLE 10, CHAPTER 57,
EDUCATOR LICENSURE

Pete Donovan

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the amendment of)	NOTICE OF PUBLIC HEARING ON
ARM 10.57.101, 10.57.102,)	PROPOSED AMENDMENT AND
10.57.107, 10.57.109, 10.57.201A,)	REPEAL
10.57.215, 10.57.218, 10.57.410,)	
10.57.411 through 10.57.421,)	
10.57.424, 10.57.427 through)	
10.57.433, 10.57.435, 10.57.438,)	
10.57.601B, and 10.57.602 and the)	
repeal of ARM 10.57.201 pertaining)	
to educator licensure)	

TO: All Concerned Persons

1. On November 9, 2016, at 10:00 a.m., the Board of Public Education will hold a public hearing in the Superintendent's conference room at 1227 11th Avenue, Helena, Montana, to consider the proposed amendment and repeal of the above-stated rules.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on November 2, 2016, to advise us of the nature of the accommodation that you need. Please contact Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov.

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

10.57.101 REVIEW OF POLICY (1) and (2) remain the same.

(3) The Superintendent of Public Instruction shall provide an annual report to the Board of Public Education on the number of Montana educator licenses issued, licensure denials, number of emergency authorizations of employment, and other relevant, available data pertaining to recruitment and retention of educators in Montana.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

10.57.102 DEFINITIONS The following definitions apply to this chapter.

(1) through (12) remain the same.

(13) "Year of administrative experience" means employment at any level within a state accredited P-12 school system, or in an educational institution

specified in 20-9-707, MCA, as a licensed administrator for the equivalent of at least .5 full-time employee (FTE) ~~for at least 1080 hours or 180 school days or a 1.0 FTE for at least 540 hours or 90 school days~~ the duration of a school year. Experience gained prior to ~~eligibility~~ for initial licensure is not considered. Experience as a County Superintendent may be considered as "administrative" experience with evidence of the following:

(a) and (b) remain the same.

(14) "Year of teaching experience" means employment at any level within a state accredited P-12 school system, or in an educational institution specified in 20-9-707, MCA, as licensed instructional staff for the equivalent of at least .5 FTE during for the duration of a school fiscal year ~~for at least 1080 hours or 180 school days or a 1.0 FTE for at least 540 hours or 90 school days~~. Experience gained prior to ~~eligibility~~ for initial licensure is not considered.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, MCA

10.57.107 EMERGENCY AUTHORIZATION OF EMPLOYMENT (1) through (1)(b) remain the same.

(c) The individual for whom the emergency authorization is being sought shall not be currently licensed ~~or eligible for a license~~ endorsed in the area of requested authorization and shall:

(i) have previously held a teacher or specialist license; or

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

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

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

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

(3) Experience as a classroom teacher when authorized pursuant to this rule qualifies as teaching experience as defined in ARM 10.57.102(14).

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-111, MCA

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

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

10.57.201A CRIMINAL HISTORY BACKGROUND CHECK (1) through (4) remain the same.

(5) To initiate the criminal history background check process, the applicant must submit a set of fingerprints on the appropriate form to the Montana Department of Justice for the purpose of licensure. Criminal background checks submitted for other purposes will not be accepted for licensure.

(6) through (9) remain the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-103, 20-4-104, MCA

10.57.215 RENEWAL REQUIREMENTS (1) ~~All Montana educator licenses~~ Class 1, 2, 3, and 6 educator licenses may be renewed with verification of 60 renewal units earned during the five years of validity through August 31 of the year the license expires.

(2) and (3) remain the same.

(4) Activities acceptable to renew licenses are professional development, training, workshops, or coursework consistent with PK-12 public school curriculum and may include:

(a) and (b) remain the same.

(c) other professional development activities offered by providers who have not been approved as a renewal unit provider pursuant to ARM 10.57.216, when licensees have received approval for the professional development activity from the Superintendent of Public Instruction ~~or submit acceptable evidence of the professional development activity with their application for renewal;~~

(d) remains the same.

(e) the instruction of a relevant college or university course, ~~based upon the academic credit of the course,~~ by a Montana licensee who has achieved a graduate degree in an endorsed field of specialization; or

(f) and (5) remain the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-121, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-102, 20-4-108, MCA

10.57.218 RENEWAL UNIT VERIFICATION (1) and (2) remain the same.

(3) Failure to respond within the time allowed to a request for renewal unit activities in connection with an audit may result in denial of license renewal.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-108, MCA

10.57.410 CLASS 2 STANDARD TEACHER'S LICENSE (1) remains the same.

(2) Applicants for an initial Montana Class 1, 2, or 3 license whose degree is more than five years old and who do not have current out-of-state licensure must have earned six semester credits from a regionally accredited college or university

within the five-year period preceding the effective date of the license. For the purposes of this provision, current licensure does not include provisional, restricted, or lifetime licenses.

(3) To obtain a Class 2 standard teacher's license an applicant must submit verification of all of the following:

(a) remains the same.

(b) completion of an accredited professional educator preparation program including appropriate supervised teaching experience as the terms are defined in ARM 10.57.102 with a recommendation for the license requested from the appropriate official from the educator preparation program; and

(c) qualification for one or more endorsement as outlined in ARM 10.57.412; or

(d) a current license from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana.

~~(3)~~ (4) If the educator preparation program completed by the applicant is not in Montana, upon initial application of a Class 1, Class 2, or Class 3 license, the applicant must provide:

(a) proof of a minimum passing score on the PRAXIS ~~II~~ Subject Assessment applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public Education;

(b) verified completion of the online course "An Introduction to Indian Education for All in Montana"; and

(c) verified completion of an accredited professional educator preparation program including appropriate supervised teaching experience as the terms are defined in ARM 10.57.102; or

(d) verified completion of an educator preparation program, a current standard, unrestricted out-of-state educator license, and five years of successful teaching experience as defined in ARM 10.57.102 and appropriately aligned to ARM 10.58.501 as documented by a recommendation from the out-of-state state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction.

(4) and (5) remain the same but are renumbered (5) and (6).

AUTH: Mont. Const. Art. X, sec. 9, 20-2-121, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-102, 20-4-103, 20-4-106, 20-4-108, MCA

10.57.411 CLASS 1 PROFESSIONAL TEACHER'S LICENSE (1) and (2) remain the same.

(a) eligibility for the Class 2 standard teacher's license as set forth in ARM 10.57.410, including proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement and "An Introduction to Indian Education for All in Montana" online course if the educator preparation program completed by the applicant is not in Montana;

(b) through (4) remain the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.412 CLASS 1 AND 2 ENDORSEMENTS (1) remains the same.

(2) Areas approved for endorsement on Class 1 and 2 licenses include the following: agriculture, art K-12, biology, business and information technology education, chemistry, communication, computer science K-12, early childhood (age 3 to grade 3), earth science, economics, elementary education (K-8), English, English as a second language K-12, family and consumer sciences, geography, health, health enhancement and physical education K-12, history, industrial trades and technology education, journalism, library K-12, ~~marketing~~, mathematics, middle grades (4-8), music K-12, physical education K-12, physics, political science, psychology, reading K-12, school counseling K-12, science (broadfield), social studies (broadfield), sociology, special education P-12, special education P-12 hearing impairment, special education P-12 vision impairment, theater, traffic education, and world languages K-12.

(3) As appropriate, grade level endorsements may be issued as consistent with the educator preparation program completed by the applicant.

(4) Permissive special competencies or endorsements identified on an educator license, but no longer offered, may be retained as long as the licensee continues to renew the license.

(4) and (5) remain the same but are renumbered (5) and (6).

(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 on the university recommendation if the applicant has previously had supervised teaching experience; or

(b) ~~for those applicants completing an educator preparation program at a regionally accredited college or university approved or accredited by a state board of education or a state agency:~~

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

~~(ii) 40 semester credits in an extended major; and~~

~~(iii) supervised teaching experience.~~ completion of an educator preparation program, a current standard, unrestricted out-of-state educator license, and five years of successful teaching experience as defined in ARM 10.57.102 documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction.

(6) remains the same but is renumbered (7).

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

(b) and (c) remain the same.

(7) remains the same but is renumbered (8).

~~(8)~~ (9) Applicants who have completed accredited professional educator preparation programs outside of Montana and hold endorsements in specific disability areas (for example, early childhood special education, autism, hearing impaired) in another state may ~~not~~ qualify for a special education P-12 endorsement in hearing and vision upon verification of program completion and proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the

special education endorsement.

(9) remains the same but is renumbered (10).

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.413 CLASS 3 ADMINISTRATIVE LICENSE (1) through (3) remain the same.

(4) An applicant for a Class 3 administrative license who completed an educator preparation program which does not meet the definition in ARM 10.57.102(2), who is currently licensed in another state at the same level of licensure, may be considered for licensure with verification of five years of successful administrative experience as defined in ARM 10.57.102 as documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction. The additional requirements set forth in ARM 10.57.414 through 10.57.418 must also be met.

(4) and (5) remain the same but are renumbered (5) and (6).

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.414 CLASS 3 ADMINISTRATIVE LICENSE – SUPERINTENDENT ENDORSEMENT (1) remains the same.

(a) an education specialist, master's, or doctoral degree from a regionally accredited college or university in education or education leadership;

(b) and (c) remain the same.

(d) a minimum of three years of teaching experience as an appropriately licensed teacher ~~or specialist~~;

(e) and (f) remain the same.

(2) Applicant must also submit a recommendation for the endorsement requested from the appropriate official from an accredited professional ~~educator~~ superintendent program.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.415 CLASS 3 ADMINISTRATIVE LICENSE – ELEMENTARY PRINCIPAL ENDORSEMENT (1) remains the same.

(a) a minimum of three years of teaching experience ~~as an appropriately licensed and assigned Class 1 or 2 teacher~~ with a standard, unrestricted license at the elementary level;

(b) a master's degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102 or a master's degree related to education from a regionally accredited college or university;

(c) and (d) remain the same.

(e) recommendation for the endorsement from the appropriate official from

an accredited professional educator principal program.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.416 CLASS 3 ADMINISTRATIVE LICENSE – SECONDARY PRINCIPAL ENDORSEMENT (1) remains the same.

(a) a minimum of three years of teaching experience ~~as an appropriately licensed and assigned Class 1 or 2 teacher~~ with a standard, unrestricted license at the secondary level;

(b) a master's degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102 or a master's degree related to education from a regionally accredited college or university;

(c) and (d) remain the same.

(e) recommendation for the endorsement from the appropriate official from an accredited professional educator principal program.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.417 CLASS 3 ADMINISTRATIVE LICENSE – K-12 PRINCIPAL ENDORSEMENT (1) remains the same.

(a) a master's degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102 or a master's degree related to education from a regionally accredited college or university;

(b) remains the same.

(c) a minimum of three years of teaching experience ~~as an appropriately licensed and assigned Class 1 or 2 teacher~~ with a standard, unrestricted license;

(d) remains the same.

(e) recommendation for the endorsement from the appropriate official from an accredited professional educator K-12 principal program.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.418 CLASS 3 ADMINISTRATIVE LICENSE – SUPERVISOR ENDORSEMENT (1) remains the same.

(a) of completion of an accredited educator preparation program;

(a) and (b) remain the same but are renumbered (b) and (c).

~~(c)~~ (d) of three years of teaching experience ~~as an appropriately licensed and assigned teacher~~ with a standard, unrestricted license;

(d) remains the same but is renumbered (e).

~~(e)~~ (f) of recommendation for the endorsement from the appropriate official from an accredited professional educator supervisor program.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.419 CLASS 3 ADMINISTRATIVE LICENSE – SPECIAL EDUCATION SUPERVISOR ENDORSEMENT (1) through (1)(b) remain the same.

(c) ~~three years of teaching experience in an accredited school setting as an appropriately licensed and assigned teacher with a standard, unrestricted license,~~ or five years of experience in an accredited school setting as a fully licensed and assigned related services provider;

(d) three semester credits in special education law;

(e) a supervised practicum/internship ~~in an accredited professional educator preparation program~~ from an accredited special education supervisor program; and

(f) recommendation for the endorsement from the appropriate official from an accredited ~~professional educator preparation~~ special education supervisor program.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.420 CLASS 4 CAREER AND TECHNICAL EDUCATION LICENSE

(1) through (2)(a) remain the same.

(b) A Class 4B license issued to individuals with at least a bachelor's degree from a regionally accredited college or university, but who do not hold a valid Montana teaching license with the appropriate career and technical education endorsement; and

(c) through (4) remain the same.

(a) Class 4A licenses shall be renewable by earning 60 renewal units. Endorsement related technical studies may be accepted. ~~The~~ Additionally, the first renewal must show evidence of renewal units earned in each of the following ~~content~~ areas:

(i) and (ii) remain the same.

(b) Class 4B or 4C licenses shall be renewable by earning 60 renewal units. The first renewal must show evidence of renewal units earned in the following ~~content~~ areas:

(i) through (5) remain the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

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

education, machining, diesel mechanics, videography, and stagecraft agriculture business, agriculture mechanics, auto body, automotive technology, aviation, building maintenance, building trades, business marketing, computer information systems, culinary arts, diesel mechanics, drafting, electronics, engineering, graphic arts, health science education, heavy equipment operations, horticulture, industrial mechanics, livestock production, machining, metals, plant and soil sciences, Reserve Officer Training Corps (ROTC) instruction, small engines, stagecraft, videography, and welding.

(2) and (3) remain the same.

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

(a) and (a)(i) remain the same.

(ii) ~~verification of participation in or completion of an approved internship program in a medical setting~~ provide verification of successful completion of a blended learning professional development course of at least 80 hours by a provider recognized both nationally and by the Office of Public Instruction; and

(iii) successful completion of coursework in human biology ~~and~~ or anatomy and physiology; or

(iv) hold a current professional license ~~or certificate~~ in a related health occupation field;.

(b) For engineering:

(i) hold a Class 1 or 2 license with an endorsement in math or science; and

(ii) provide verification of successful completion of a blended learning professional development course of at least 80 hours by a provider recognized both nationally and by the Office of Public Instruction.

~~(b) (c)~~ For computer information systems an individual may provide verification of completion of an approved technical program in a recognized training institution and hold a professional license or recognized industry standard certificate.

(5) remains the same.

(6) To qualify for a ROTC instructor endorsement the applicant must provide evidence of certification by the appropriate branch of the U.S. military and successful completion of a criminal background check pursuant to ARM 10.57.201A. This endorsement does not require verification of 10,000 hours of work experience and may not be issued as a Class 4C license. A Class 4A or 4B license with a ROTC endorsement may be renewed every five years with resubmission of certification by the appropriate branch of the U.S. military.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.424 CLASS 5 PROVISIONAL LICENSE (1) A Class 5 provisional license is valid for a term of three years, is not renewable, and may not be reinstated. A Montana educator may be issued only one Class 5 provisional license per teaching license (Class 1 or 2), administrator license (Class 3), or specialist license (Class 6). A Class 5 provisional license is not available for an initial Class 4

license or a Class 7 or 8 license.

(2) remains the same.

(3) An applicant for a Class 5 provisional license who has graduated from an educator preparation program outside of Montana ~~and does not meet the testing requirements of ARM 10.57.410(3)~~, must provide proof of a minimum passing score on the Praxis Subject Assessment applicable to the requested endorsement and a current Montana address or job offer from an accredited or state-funded P-12 school in Montana.

(4) remains the same.

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

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.427 CLASS 5 PROVISIONAL LICENSE – SUPERINTENDENT ENDORSEMENT (1) remains the same.

(a) a master's degree in educational leadership from an accredited professional educator preparation program ~~or equivalent~~ as defined in ARM 10.57.102;

(b) eligibility for a Class 1, 2, or 5 teaching license or a current standard, unrestricted out-of-state license and five years successful supervisory experience as a licensed administrator as defined in ARM 10.57.102, documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction;

(c) through (f) remain the same.

(2) Applicants required to complete coursework other than Montana school law, Montana collective bargaining and employment law, and Montana school finance ~~must be enrolled in a Board of Public Education-approved internship program as outlined in ARM 10.55.607~~ are not eligible for a Class 5 provisional license, but may enroll in an internship program pursuant to ARM 10.55.607.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.428 CLASS 5 PROVISIONAL LICENSE – ELEMENTARY PRINCIPAL ENDORSEMENT (1) and (1)(a) remain the same.

(b) eligibility for a Class 1, 2, or 5 teaching license at the elementary level or a current standard, unrestricted out-of-state license and five years successful supervisory experience as a licensed administrator as defined in ARM 10.57.102 as documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction; and

(c) a minimum of three years of experience as an appropriately licensed and assigned teacher at the elementary level; ~~and~~

~~(d) for those applicants who have not completed an accredited professional~~

~~educator preparation program, a plan of study from an accredited professional educator preparation program verifying that the applicant:~~

~~(i) can meet the requirements for full licensure within the three-year valid period of the license; and~~

~~(ii) meets the professional educator preparation program's admission requirements.~~

~~(2) Applicants required to complete coursework other than Montana school law, including special education law must submit written evidence of enrollment in an accredited professional educator preparation program leading to the elementary principal endorsement and enrollment in the Board of Public Education approved are not eligible for a Class 5 provisional license, but may enroll in an internship program as outlined in pursuant to ARM 10.55.607.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.429 CLASS 5 PROVISIONAL LICENSE – SECONDARY PRINCIPAL ENDORSEMENT (1) and (1)(a) remain the same.

~~(b) eligibility for a Class 1, 2, or 5 teaching license at the secondary level or a current standard, unrestricted out-of-state license and five years of successful administrative experience as a licensed administrator as defined in ARM 10.57.102, documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction; and~~

~~(c) a minimum of three years of experience as an appropriately licensed and assigned teacher at the secondary level; and~~

~~(d) for those applicants who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program verifying that the applicant:~~

~~(i) can meet the requirements for full licensure within the three-year valid period of the license; and~~

~~(ii) meets the professional educator preparation program's admission requirements.~~

~~(2) Applicants required to complete coursework other than Montana school law, including special education law must submit written evidence of enrollment in an accredited professional educator preparation program leading to the secondary principal endorsement and enrollment in the Board of Public Education approved are not eligible for a Class 5 provisional license, but may enroll in an internship program as outlined in pursuant to ARM 10.55.607.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.430 CLASS 5 PROVISIONAL LICENSE – K-12 PRINCIPAL ENDORSEMENT (1) and (1)(a) remain the same.

~~(b) eligibility for a Class 1, 2, or 5 teaching license at any level within K-12 or current standard, unrestricted out-of-state licensure and five years of successful supervisory experience as a licensed administrator as documented by a~~

recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction; and

(c) a minimum of three years of experience as an appropriately licensed and assigned teacher at any level within K-12; ~~and~~

~~(d) for those applicants who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program verifying that the applicant:~~

~~(i) can meet the requirements for full licensure within the three-year valid period of the license; and~~

~~(ii) meets the professional educator preparation program's admission requirements.~~

(2) Applicants required to complete coursework other than Montana school law, including special education law ~~must submit written evidence of enrollment in an accredited professional educator preparation program leading to the K-12 principal endorsement and enrollment in the Board of Public Education approved~~ are not eligible for a Class 5 provisional license, but may enroll in an internship program as outlined in pursuant to ARM 10.55.607.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.431 CLASS 5 PROVISIONAL LICENSE – SUPERVISOR ENDORSEMENT (1) To obtain a ~~e~~Class 5 provisional license with a supervisor endorsement, an applicant must provide verification of:

(a) a master's degree from an regionally accredited college or university in the area requested for supervisory endorsement; and

(b) three years of appropriately licensed experience as a teacher in the area requested for supervisory endorsement or five years of experience in a school setting as a fully licensed and appropriately assigned related services provider; and

(c) a plan of study from an accredited professional educator preparation program verifying that the applicant:

(i) can meet the requirements for full licensure within the three-year valid period of the license; and

(ii) meets the professional educator preparation program's admission requirements.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.432 CLASS 5 PROVISIONAL LICENSE – SPECIALIST ENDORSEMENT (1) remains the same.

(a) verification of a master's degree or greater in school psychology or related field from a regionally accredited ~~program~~ college or university; and

(b) and (2) remain the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.433 CLASS 6 SPECIALIST LICENSE (1) and (2) remain the same.

(3) Applicants for an initial Montana Class 6 license with a degree more than five years old and who do not have current out-of-state licensure must have earned six graduate semester credits from a regionally accredited college or university within the five-year period preceding the effective date of the license. For the purposes of this provision, current licensure does not include provisional, restricted, or lifetime licenses.

(3) through (5) remain the same but are renumbered (4) through (6).

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.435 CLASS 6 SPECIALIST LICENSE – SCHOOL COUNSELOR

(1) remains the same.

(a) a master's degree from a regionally accredited college or university; and

(b) and (c) remain the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.438 CLASS 8 DUAL CREDIT POSTSECONDARY FACULTY LICENSE ENDORSEMENTS (1) Areas approved for endorsement on Class 8 dual credit-only postsecondary faculty licenses are listed in ARM 10.57.412 and 10.57.421.

(2) remains the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.601B REVIEW (1) and (2) remain the same.

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

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

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-110, MCA

10.57.602 NOTICE OF HEARING (1) ~~The~~ Upon notice of a request for disciplinary action pursuant to ARM 10.57.601 and determination of sufficient cause, ~~the~~ Board of Public Education shall provide notice of a pending disciplinary action to the licensee, by certified mail not less than 30 days prior to the date of the hearing.

(a) through (3) remain the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-110, MCA

4. The board proposes to repeal the following rule:

10.57.201 GENERAL PROVISIONS TO ISSUE LICENSES, AUTH: 20-4-102, MCA; IMP: 20-4-103, MCA

5. The Board of Public Education proposes that the amendments to ARM 10.57.107 be effective upon adoption and the amendments to the remaining rules be effective January 1, 2017.

6. Statement of Reasonable Necessity: The Board of Public Education has determined it is reasonable and necessary to repeal ARM 10.57.201 and move relevant requirements to other applicable sections for clarification. Amendments to other rules are necessary for clarification of interpretation, consistency, and to correct errors and omissions. It is appropriate and reasonably necessary for the board to receive certain annual reports on licensing activities and to approve exceptions to the licensing requirements. It is also appropriate and reasonably necessary to assist with recruitment of qualified educators by allowing consideration of the experience of applicants who completed non-accredited educator preparation programs within strict parameters of quality assurance. Additional flexibility in emergency authorization for the hiring of staff in vacant positions is also appropriate and reasonably necessary.

The addition of a Class 4 endorsement of ROTC instructors allows those courses to be taught for student credit.

The board also proposes to include in the authorizing and implementing statutes a citation to its constitutional authority requiring the board "to exercise general supervision over the public school system." This inclusion would recognize the board's constitutional authority to conduct rulemaking.

7. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov and must be received no later than 5:00 p.m., November 14, 2016.

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

9. The board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by the board. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which

program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 7 above or may be made by completing a request form at any rules hearing held by the board.

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

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

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

/s/ Peter Donovan
Peter Donovan
Rule Reviewer

/s/ Sharon Carroll
Sharon Carroll
Board Chair
Board of Public Education

Certified to the Secretary of State October 3, 2016.



MACTE Board of Directors

Pat Ashcraft
Floyd Creech, Ph. D
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Frank Murray Ph.D
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Stacey Edwards-Russo
Karen Simon

To: Montana State Board of Public Education

From: MACTE (Montessori Accreditation Council for Teacher Education)

Re: Response to MCDE Opposition of Recognition of MACTE in ARM Chapter 57 Definitions

Date: September 13, 2016

Greetings Montana State Board of Public Education:

I would like to address and clarify the issues brought up by the MCDE letter opposing adding MACTE to ARM Chapter 57 definitions.

1) The Deans wrote:

"Although the MACTE is recognized on the U.S. Department of Education Web site as an accreditor for preparation of Montessori educators, the MACTE is not recognized by the Council for Higher Education Accreditation (CHEA). The CHEA approves all regional accreditors of higher education institutions and specialty accreditors of programs offered by the institutions."

MACTE is a member of CHEA, but not recognized by CHEA at this time. CHEA recognizes only programs and institutions that grant diplomas. MACTE is recognized by the USDE as a national accreditor that accredits all of the following: free standing institutions, distance education programs, and programs within Colleges and Universities. MACTE has programs within colleges and universities and AMI (Association Montessori International) that do grant diplomas. There are also stand-alone MACTE accredited programs that grant credentials or certificates. MACTE is in the process of applying for CHEA recognition and will be granted recognition shortly given the diploma situation. CHEA has MACTE on their website as a member and also lists all of the accredited programs and institutions by USDE and CHEA. Use this URL for verification:http://www.chea.org/pdf/CHEA_USDE_AllAccred.pdf.

2) The Deans wrote:

"Montessori preparation is not consistently offered by colleges and universities, and those who prepare Montessori teachers are not required to have education beyond a bachelor's degree. Documentation of the rigor of Montessori standards is unclear and the MACTE provides 3 Quality Indicators, but not comprehensive standards."

The rationale for having "Quality Principles" instead of "Standards" is addressed in an article by Frank B. Murray, the founding president of TEAC, and can be found on the MACTE website at:

<http://www.macte.org/accreditors-and-standards/>. The term "Quality Principles" refers to the three principles by which certification programs of Montessori teacher education are evaluated for purposes of accreditation. The Quality Principles indicate mandatory conditions or actions, and each applicant must achieve substantial compliance with each of them in order to be granted an "accredited" status. Quality Principles are general statements. They are widely applicable to a variety of Montessori programs, and yet avoid provisions that may be seen as arbitrary. They are

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qualitative, rather than quantitative. They are designed to promote quality and stability, while accommodating reasonable variations and special characteristics. Quality Principles are intended to acknowledge, respect, and complement the rights of programs and organizations to be self-defining and self-determining. There is an extensive self-study process and review. The Quality Principles are:

Quality Principle I Evidence of Candidate Learning: Understanding and Teaching Montessori Principles

Quality Principle II Faculty Learning and Inquiry

Quality Principle III Program Capacity

See more information at MACTE Guide to Accreditation (<http://www.macte.org/wpcontent/uploads/2016/05/2016-MACTE-Guide-to-Accreditation.pdf>):

3) The Deans wrote:

“Individuals preparing to become Montessori teachers are not required to earn a bachelor’s degree to teach preschool children. While a bachelor’s degree is required to teach elementary-aged or secondary-aged students, the degree does not require educator preparation and at the secondary level does not require content preparation.”

The proposal to add MACTE to the list of accreditors in ARM Chapter 57 specifies only applicants from MACTE accredited elementary teacher education programs as currently Montana has only elementary public Montessori programs. All applicants to a MACTE accredited elementary teacher education program MUST have a Bachelor’s Degree.

4) The Deans wrote:

“The MCDE finds, upon conducting further online research, that Montessori preparation is minimal, requiring 200-375 academic hours plus 400-825 practicum hours. The standard Educator Preparation Provider (EPP) program in Montana requires 128 credits. Assuming a student completes an EPP program in four years, the student enrolls in an average of 16 credits per semester. Converting those credits into hours, the EPP student spends 48 hours per week in coursework and preparation for class. In eight 15-week semesters, the EPP student spends a minimum of 5,760 hours in coursework, field experience, and preparation, far surpassing the hours required by the MACTE.”

Educators in a MACTE accredited elementary teacher education program have already completed at least a Bachelor’s Degree. A four-year undergraduate teaching degree, as described above by the Deans, would include classes, like minimum requirements for graduation, other than education. The clock hour conversion from any MACTE accredited elementary teacher education program is a minimum of 33-56 credit hours, which is equivalent to a Master’s Degree. In addition, educators in a MACTE accredited elementary teacher education program complete one full year of student teaching. Helena Public Schools recognizes the rigor of a Montessori elementary credential by offering a stipend equivalent to a Master’s stipend.

5) The Deans wrote:

“EPP programs in Montana are offered by regionally-accredited institutions of higher education, are state accredited by the Montana Board of Public Education, and may select to be nationally accredited by the CAEP. All state-accredited EPP programs meet CAEP standards, as these standards are incorporated in ARM Chapter 10.58, the Professional Educator Preparation Program Standards (PEPPS).”

Montessori elementary educator preparation programs seeking national MACTE accreditation have to go through an extremely rigorous process, similar to CAEP accreditation. Please see the following website for more information on MACTE accreditation process: <http://www.macte.org/accreditation->

process/. Adding MACTE to the Chapter 57 Definitions would give Montana State Board of Public Education oversight of MACTE programs as defined in ARM Chapter 58 10.58.104.

In addition, The Montana Council of Deans of Education are perhaps not aware that CAEP has itself determined that MACTE accreditation is equivalent to CAEP accreditation for Montessori programs. The CAEP policy is: "Accreditation by Other National Specialized and Professional Associations CAEP reduces the amount of evidence needed from programs accredited by other national specialized accreditors for inclusion in CAEP's review of the education unit (school, college or department of education). The following specialized accrediting organizations have met the criteria identified by CAEP:

- AACSB International – The Association to Advance Collegiate Schools of Business
- American Association of Family and Consumer Sciences (AACCS)
- American Library Association (ALA)
- American Psychological Association (APA)
- Council on Academic Accreditation in Audiology and Speech-Language Pathology
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- **Montessori Accreditation Council for Teacher Education (MACTE)**
- National Association of Schools of Art and Design (NASAD)
- National Association of Schools of Dance (NASD)
- National Association of Schools of Music (NASM)
- National Association of Schools of Theatre (NAST)

An accrediting organization can be added to CAEP's list of organizations above by meeting the following criteria:

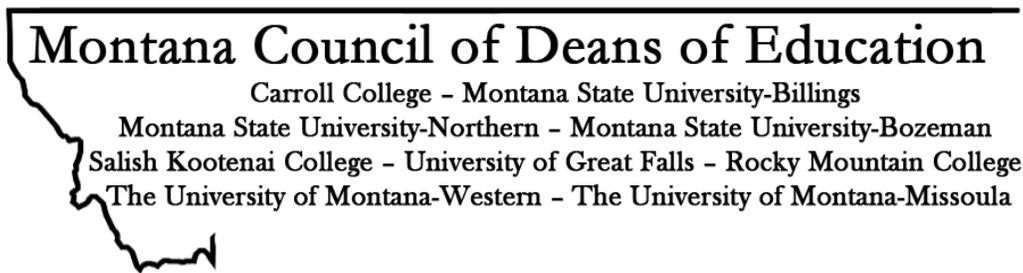
- Be recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation (CHEA) as an accrediting organization for a specified field that includes the preparation of professionals to work in schools.
- Have an established set of standards that identify the knowledge, skills, and dispositions that candidates must meet in the field. The standards must include requirements for (a) a conceptual framework or mission that clearly defines the vision for the program; (b) field experiences that are sufficiently intensive and extensive; (c) curriculum and/or experiences that prepare candidates to work with diverse P-12 students; and (d) the qualifications, performance, and evaluation of faculty."

MACTE is a Specialized Programmatic Accreditor. The acronym SPA means "Specialized Professional Association". An example of a SPA would be NAEYC. NAEYC is not an accreditor; it is a SPA (<http://www.ncate.org/tabid/168/Default.aspx>). MACTE is a national accreditor of free standing institutions, distance education programs, and programs within Colleges and Universities. Also, please note that Montessori is a methodology to meet Montana state education standards, not a curriculum like dance or theatre. I hope this clarifies some of the issues raised by MCDE and provides you with more accurate and complete information.

Respectfully,



Rebecca Pelton, Ed.D., President
Montessori Accreditation Council for Teacher Education (MACTE)



Sharon Carroll, *Chair*
Montana Board of Public Education
46 N Last Chance Gulch
PO Box 200601
Helena MT 59620

Denise Juneau
Montana Superintendent of Public Instruction
PO Box 202501
Helena MT 59620-2501

August 15, 2016

Dear Chair Carroll and Superintendent Juneau:

The Montana Council of Deans of Education (MCDE) held a summer retreat Wednesday and Thursday, August 10 and 11, 2016. The council's representative to the Certification Standards and Practices Advisory Council (CSPAC) presented to the MCDE a request made to the CSPAC by the Montessori Accreditation Council for Teacher Education (MACTE). The MACTE requests that Montana recognize in Administrative Rules of Montana (ARM) 10.57.102 accreditation by the MACTE as an equivalent to accreditation by the Council for Accreditation of Educator Preparation (CAEP).

At the August 10, 2016 meeting, the MCDE reviewed documentation provided by Ms. Katy Wright, Montessori teacher in the Helena Public Schools, asked Ms. Wright clarifying questions regarding the request, and conferenced with the president of the MACTE for further clarification and lengthy deliberation. Upon document review and discussion, the MCDE strongly opposes the request to recognize MACTE accreditation as an equivalent to CAEP accreditation in ARM for the following reasons:

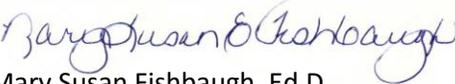
1. Although the MACTE is recognized on the U.S. Department of Education Web site as an accreditor for preparation of Montessori educators, the MACTE is not recognized by the Council for Higher Education Accreditation (CHEA). The CHEA approves all regional accreditors of higher education institutions and specialty accreditors of programs offered by the institutions
2. Montessori preparation is not consistently offered by colleges and universities, and those who prepare Montessori teachers are not required to have education beyond a bachelor's degree. Documentation of the rigor of Montessori standards is unclear and the MACTE provides 3 Quality Indicators, but not comprehensive standards.
3. Individuals preparing to become Montessori teachers are not required to earn a bachelor's degree to teach preschool children. While a bachelor's degree is required to teach elementary-aged or secondary-

aged students, the degree does not require educator preparation and at the secondary level does not require content preparation.

4. The MCDE finds, upon conducting further online research, that Montessori preparation is minimal, requiring 200-375 academic hours plus 400-825 practicum hours. The standard Educator Preparation Provider (EPP) program in Montana requires 128 credits. Assuming a student completes an EPP program in four years, the student enrolls in an average of 16 credits per semester. Converting those credits into hours, the EPP student spends 48 hours per week in coursework and preparation for class. In eight 15-week semesters, the EPP student spends a minimum of 5,760 hours in coursework, field experience, and preparation, far surpassing the hours required by the MACTE.
5. EPP programs in Montana are offered by regionally-accredited institutions of higher education, are state accredited by the Montana Board of Public Education, and may select to be nationally accredited by the CAEP. All state-accredited EPP programs meet CAEP standards, as these standards are incorporated in ARM Chapter 10.58, the Professional Educator Preparation Program Standards (PEPPS).

The MCDE recommends to the Board of Public Education and to the Superintendent of Public Instruction that, in order to support Montessori Educator Preparation as equivalent to the rigorous standards to which all Montana educator preparation is held, providers of Montessori educator preparation must be approved regionally by the Northwest Council for Colleges and Universities and be accredited through ARM Chapter 10.58 by the Montana Board of Public Education. Accepting less than our recommendation compromises the quality of educator preparation in Montana and ultimately compromises the quality P-16 educational opportunities for Montana citizens.

The Montana Council of Deans of Education thanks you for your consideration of our strong opposition to the proposal suggestion that MACTE accreditation be recognized as an equivalent to CAEP accreditation in ARM for purposes of Montana Educator Licensure.


Mary Susan Fishbaugh, Ed.D.
Co-Chair,
Montana Council of Deans of Education


Cindy O'Dell, Ed.D.
Co-Chair,
Montana Council of Deans of Education

September 14, 2016

Board of Public Education
46 North Last Chance Gulch
Helena, MT 59620

The Office of Public Instruction's recommended Licensure Rule changes provides the Board an opportunity to address important issues including shrinking school district applicant pools, local school district flexibility, and obstacles preventing Montanans with education and experience in other states from working in their home state. The attached amendment, or a similar one that maybe offered, would help address these issues as they relate to school administration positions.

Currently, districts are precluded by state rule from considering experienced school administrators licensed in other states because they do not have 3 years teaching experience. The districts are permitted by rule to consider instate licensed applicants with no school administration experience. Another state may allow those with less than 3 years teaching experience, advanced degree in school social work or school counselors to qualify for administrative licensure.

If experienced administrators have met all the educational requirements for Montana and have 5 years of experience in school administration, local school districts should be allowed to make the decision on their qualifications. Prohibiting districts from considering experienced administrators limits their ability to have robust applicant pools, hire the best people and consider Montanans who are licensed in other states.

I urge you to amend the recommended rules to allow 5 years of administrative experience to be substituted for 3 years of teaching experience.

Respectfully,


Ken Morrison
717 Third Street
Helena, Montana 59601

Montana Board of Education

Educator Licensure Rules Proposed by the Office of the Superintendent of Public Instruction

Suggested Amendment from Ken Morrison - 9.14.16

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

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

(3) To obtain a Class 3 administrative license, except pursuant to ARM 10.57.419, an applicant be eligible for an appropriately endorsed Class 1, 2, or 5 license to teach in the school(s) in which the applicant would be an administrator or would supervise and qualify as set forth in ARM 10.57.414 through 10.57.418.

(4) An applicant for a Class 3 administrative license who completed an educator preparation program which does not meet the definition in 10.57.102(2), who is currently licensed in another state at the same level of licensure, may be considered for licensure with verification of five years of successful administrative experience as defined in 10.57.102 as documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction. The additional requirements set forth in: ARM 10.57.414(a), (b), (c), (e) and (f); 10.57.415(b), (c), (d) and (e); 10.57.416(b), (c), (d) and (e); 10.57.417 (a), (b), (d) and (e); and 10.57.418 (a), (b), (d), (e), and (f) must also be met

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

(6) A lapsed Class 3 administrative license may be reinstated by showing verification of 60 renewal units earned during the five-year period preceding the date of application for the new license. (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMO, 2003 MAR p. 978, Eff. 5/9/03; AMO, 2009 MAR p. 345, Eff. 3/27/09; AMO, 2009 MAR p. 2244, Eff. 11/26/09; AMO, 2014 MAR p. 2930, Eff. 7/1/15; AMO, 2015 MAR p. 1051, Eff. 7/31/15.)



BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the amendment of ARM) NOTICE OF PUBLIC HEARING ON
10.57.101, 10.57.102, 10.57.107,) PROPOSED AMENDMENT AND REPEAL
10.57.109, 10.57.201A, 10.57.215,)
10.57.218, 10.57.410, 10.57.411,)
10.57.413 through 10.57.421, 10.57.424,)
10.57.427 through 10.57.433, 10.57.435,)
10.57.438, 10.57.601B, and 10.57.602)
and the repeal of ARM 10.57.201)
pertaining to educator licensure)
)
)

**Joint Recommendations of the Public Education Advocacy Organizations Partnering in the
Montana Public Education Center
(Includes Consensus of MASBO, MEA-MFT, MQEC, MREA, MTSBA and SAM)**

We concur in the recommendations of the State Superintendent with regard to the above referenced rule notice, with the following exceptions/clarifications:

First Issue: Addition of an Autism Specific Endorsement

We recommend the addition of an “autism only” endorsement to go along with the new proposed specialized endorsements for vision impaired and hearing impaired as recommended by the State Superintendent. The operative change we recommend is highlighted in yellow below (please note that underlined language not highlighted in yellow is as recommended by the State Superintendent):

10.57.412 CLASS 1 AND 2 ENDORSEMENTS (1) remains the same.

(2) Areas approved for endorsement on Class 1 and 2 licenses include the following: agriculture, art K-12, biology, business and information technology education, chemistry, communication, computer science K-12, early childhood (age 3 to grade 3), earth science, economics, elementary education (K-8), English, English as a second language K-12, family and consumer sciences, geography, health, health enhancement and physical education K-12, history, industrial trades and technology education, journalism, library K-12, marketing, mathematics, middle grades (4-8), music K-12, physical education K-12, physics, political science, psychology, reading K-12, school counseling K-12, science (broadfield), social studies (broadfield), sociology, special education P-12, special education P-12 hearing impairment, special education P-12

vision impairment, special education P-12 autism, theater, traffic education, and world languages K-12.

Rationale:

1. There are a growing number of states that have authorized or are considering authorizing autism as a sub-specialty in special education. (e.g. Delaware, Florida, Michigan, Nevada and West Virginia, Massachusetts and Minnesota).
2. There has been a rapid and significant rise in the incidence of children with this disability. The CDC estimates that the prevalence per 1,000 children has risen from 1 out of 150 in 2000 to 1 in 68 in 2012.
3. Our recent polling, using nationally-recognized research firm Zogby Analytics, identifies that 69% of Montana’s Public Schools are experiencing significant difficulties in recruiting and retaining special education teachers.
4. The addition of an “autism-only” licensure option could help alleviate the difficulties faced by our members in recruiting and retaining staff in special education programs.

Second Issue: Licensure of successful administrators from out of state

The State Superintendent has recommended additional language (which we have proposed to strike as highlighted in yellow below) to the proposed new flexibility for licensure of successful administrators from other states that will, if implemented, have the unfortunate effect of reversing any flexibility in such licensing that would ostensibly be extended. ARM Sections 10.57.414 through 10.57.418 specify all of the traditional requirements for licensure that the new “successful practice” language is intended to override. If adopted as recommended by the State Superintendent, there will be no new flexibility accorded for licensure of successful administrators from other states.

10.57.413 CLASS 3 ADMINISTRATIVE LICENSE (1) through (3) remain the same.
(4) An applicant for a Class 3 administrative license who completed an educator preparation program which does not meet the definition in ARM 10.57.102(2), who is currently licensed in another state at the same level of licensure, may be considered for licensure with verification of five years of successful administrative experience as defined in ARM 10.57.102 as documented by a recommendation from a state accredited P-12 school employer on a form prescribed the Superintendent of Public Instruction.
The additional requirements set forth in ARM 10.57.414 through 10.57.418 must also be met. The requirements in 10.57.414 (1)(c)(i-iii) must be met by an applicant seeking a superintendent endorsement.

Third Issue: Addition of a Montessori (MACTE) preparation program to the list of approved educator preparation programs allowed for licensure.

The State Superintendent has chosen not to recommend the addition of a Montessori (MACTE) accredited program for licensure. We believe that completion of an accredited MACTE preparation program for a bachelor’s prepared candidate for licensure should be

accepted for grade-appropriate endorsements (i.e., Early Grade or Middle Grades) at the elementary level. This change, if adopted, would coordinate nicely with the State Superintendent's existing recommendation in her proposed changes to 10:57.412 (3) as specified immediately below:

10.57.412 CLASS 1 AND 2 ENDORSEMENTS

(3) As appropriate, grade level endorsements may be issued as consistent with the educator preparation program completed by the applicant.

We recommend further clarifying the level of licensure for which a MACTE-prepared candidate for licensure would be eligible with the following language:

10.57.102 DEFINITIONS The following definitions apply to this chapter.

(1) "Acceptable evidence"

(2) "Accredited educator preparation program" means:

(a) an educator preparation program accredited by the National Council for the Accreditation of Teacher Education (NCATE) or the Council for the Accreditation of Educator Preparation (CAEP) or the Montessori accreditation council for teacher education (MACTE). A MACTE educator preparation program is subject to the following restrictions:

(i) Completion of a MACTE accredited program may only be used by an applicant for licensure who has also completed at least a bachelor's degree;

(ii) The resulting license granted for an applicant for licensure who has completed a MACTE accredited program shall be limited to elementary and/or middle grades licensure and only for the grade level(s) covered by the MACTE accredited program completed by the applicant.

We also wish to propose the following regarding implementation of these rules:
.... these amendments will be effective January 1, 2017 with the exception of 10.57.107, which will be effective upon approval.

Thank you in advance for your consideration of our input on the aboveL referenced rule notice. This input represents a consensus of our views and we respectfully request your adoption of these recommended changes, along with the remainder of the State Superintendent's proposed changes that you will be considering.

Sincerely,



Denise Williams, MASBO



Eric Feaver, MEA-MFT



Dianne Burke, MQEC



Dennis Parman, MREA



Lance Melton, MTSBA



Kirk Miller, SAM



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Office of Public Instruction
P.O. Box 202501
Helena, MT 59620-2501
406.444.3095
888.231.9393
406.444.0169 (TTY)
opi.mt.gov

September 23, 2016

Certification Standards and Practices Advisory Council
Board of Public Education
46 N. Last Chance Gulch
New York Building
Helena, MT

Dear Mr. Donovan,

The purpose of this letter is to share reflections on the request to approve endorsement in special education disability category of Autism. After careful consideration and examination we believe it is premature for Montana to pursue endorsement in this area.

As you know, each child identified as having Autism Spectrum Disorder is unique and their individual educational needs can be complex. Having consistent educators and support in these students' lives is one of the most impactful efforts school systems can make. Consistent relationships based on understanding of the individual's unique needs is foundational to their success in navigating their school experience.

Currently this system of support to educators and families is expertly provided to our school districts through OPI's Montana Autism Education Project. This approach provides training and supports to educators working directly with students and helps local educators maintain a rich, informed and sustainable relationship with their students identified as having Autism Spectrum Disorder.

If we create a separate endorsement in the field of Autism, we will be establishing a level of specialist provision that our state would be unable to fulfil. Given the current challenges Montana faces with teacher shortages, especially in special education, finding an appropriate number of endorsed teacher candidates available throughout the state would be extremely difficult.

We believe that training current special educators is a more effective strategy to provide meaningful support to our students. On-going teacher training has proven to also be an effective teacher retention tool. By providing broad training and focused consultation we build a stronger mechanism for serving our students with Autism.

While OPI continues to support pursuing endorsement in Deaf/Hard-of-Hear and Vision Impairments, we recommend that the Council not support the inclusion of Autism endorsement.

Sincerely

Candy Lubansky

Candy Lubansky
Deputy Superintendent
Office of Public Instruction

Cc: Frank Podobnik, Director of Special Education

Montana Autism Education Project



The Office of Public Instruction - Montana Autism Education Project provides the following (free!) services to Montana public schools:

- Consultation services for individual students with autism spectrum disorders. Our autism specialists can help general and special education staff better educate students with autism.
- Trainings related to autism spectrum disorders. Trainings provided by the Project are free and we sometimes provide scholarships to trainings by others.
- Funding for speakers at statewide and regional conferences and trainings.
- Online autism/behavior training for school staff and parents.
- A web site (mtautism.opiconnect.org) which provides information on autism-related trainings in Montana; free online webinars and current autism news and resources.
- A monthly newsletter of training opportunities and autism research. You can subscribe to the newsletter at <http://opi.mt.gov/Subscriptions/>

For more information or to request a consultation or training, contact:

**Doug Doty, Statewide Coordinator
Montana Autism Education Project
Montana Office of Public Instruction
ddoty@mt.gov
459-5303**

The Montana Autism Education Project is a service of the Montana Office of Public Instruction,
Denise Juneau, Superintendent.

ITEM 6

CLASS 8 LICENSE APPLICATION REVIEW

Kristine Thatcher

FUTURE AGENDA ITEMS