



*Certification
Standards and
Practices Advisory
Council*

CERTIFICATION STANDARDS AND PRACTICES ADVISORY COUNCIL

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Section I
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Council
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Tab 1

Certification Standards and Practices Advisory Council
Members List 2015-16

COUNCIL MEMBERS

Term Expires

6/01/16	Tammy Lacey Chair School Administrator tammy_lacey@gfps.k12.mt.us	1500 5 th St. NW #10 Great Falls, MT 59404	W 268-6011 H 268-1796 F 268-6094
6/01/17	Cindy O'Dell Vice-Chair Post Secondary Ed cindy_odell@skc.edu	21121 Montana HWY 35 Bigfork, MT 59911	W 275-4752 H 499-0101 F 275-4808
6/01/18	Kelly Elder Teacher K-8 kelder@hsd1.org	620 N Davis Helena MT 59601	W 324-2799 C 461-1995 F 324-2801
6/01/17	JoDell Beeler K-12 Specialist beelerj@billingssschools.org	3807 Sagebrush Dr. Billings, MT 59105	W 281-5213 H 256-8908
6/01/18	Sabrina Steketee Trustee sabrina@gopantherz.com	PO Box 566 Boulder MT 59632	H 225-3428 W 616-396-7575
6/01/18	Debbie Hendricks Teacher 9-12 dahendricks@mcps.k12.mt.us	2610 Sky Dr Missoula, MT 59804	W 728-2400 x6641 C 240-6546
6/01/17	LeAnne Yenny Teacher K-8 leanne.yenny@gmail.com	3880 Equestrian Ln. Bozeman, MT 59718	H 581-2845

STAFF

Pete Donovan Executive Director pdonovan@mt.gov	Office 444-0300 Fax 444-0847 Cell 459-8813
Kris Stockton BPE Administrative Assistant kmstockton@mt.gov	Office 444-0302 Fax 444-0847 Cell 459-7729

2014-2015 CSPAC Meeting Calendar

October 6-7, 2014	(Joint CoD) <i>tentative</i>	Bozeman
February 6th, 2015	BPE Conference Room	Helena
April 24, 2015	BPE Conference Room	Helena
July 15, 2015	(Joint BPE)	Helena

YEARLY COUNCIL AGENDA ITEMS

Winter

- Draft Annual Report
- Review Code of Ethics – Ethics Committee

Spring

- Evaluate progress of goals
- Begin planning for legislative session
- Review of Bylaws – Executive Committee

Summer

- Orientation of new Council Members
- Elect Officers
- Committee Appointments
- Plan for fall out of state conventions
- Set Calendar
- Goal Setting
- Present Annual Report to BPE

Fall

- Finalize planning for legislative session
- Review of Bylaws – Executive Committee
- Meet with Montana Council of Deans of Education

CSPAC Goals – 2014-2015

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

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

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

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

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

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

Other CSPAC Activities:

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

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

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

Committee Areas of Responsibility

Executive Committee

Purpose: the Executive Committee organizes meeting agendas, runs the meetings and acts on behalf of the CSPAC when issues come up in the in between meetings.

Areas of Responsibility: CSPAC Executive Committee, agendas, organizing and leading meetings.

Professional Practices Committee

Purpose: 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.

Areas of Responsibility: periodic review and update of the Professional Educators of Montana Code of Ethics, as well as the study of policies related to professional practices and the procedures for suspension, revocation and denial of educator licenses and the appeals process.

Pre Professional Preparation and Development Committee

Purpose: The PP&D Committee initiates studies and makes recommendations on pre-licensure interim preparation and education requirements for educators.

Areas of Responsibility: Teacher Testing, Elementary and Secondary Education Act, American Indian Licensure, Outcome assessment, Title II, Teacher preparation standards, Online degrees, CAEP Indian Education for All, Class 8, Accreditation.

Licensure and Endorsement Committee

Purpose: The L&E Committee initiates studies and makes recommendations in the areas of licensure and endorsement.

Areas of Responsibility: Teacher testing, Elementary of Schools of Educator Preparation and Secondary Education Act, outcome assessments, Title II, online degrees and Paraprofessional.

Tab 2

Certification Standards and Practices Advisory Council

The Advisory Council has been assigned, by the legislature, six broad areas of study: teacher, specialist, and administrator certification standards; standards of professional practices and ethical conduct; the status and efficacy of approved teacher education programs in Montana; and policies related to denial, suspension and revocation of teaching certificates.

The Council handles issues through delegation to one of four standing or special topic committees. The four committees are Pre-Professional and Development, Professional Development and Renewal, Certification and Endorsement, and Professional Ethics.

How to Place Issues Before the Council

Educational organizations, agencies or individuals may present a request, through our online agenda request portal at <https://app.mt.gov/bpeagenda/>, that the Council considers an issue affecting the certification of teachers, administrators, or specialists in Montana. Certification includes: teacher preparation; standards for certification; standards for professional practices and ethical conduct; and policies on suspension, revocation and denial of certificates.

All requests must include the following information:

- a. The name of the individual or organization submitting the request.
- b. The type of item being presented (ex.: Information Item, Action Item)
- c. A title of the item.
- d. A brief description of the item.
- e. A list of the equipment needed for the presentation.
- e. A list of materials you will provide to the Council to be included in the agenda packet.

All requests must be received in the CSPAC office twenty (20) days prior to a Council meeting if the item is to be placed on the agenda for consideration by the Council. Please contact the CSPAC office to request a standardized form for placing issues before the Council.

Certification Standards and Practices Advisory Council
P.O. Box 200601
Helena, MT 59620-0601
444-6576

2013 ANNUAL REPORT

OF THE

**MONTANA CERTIFICATION
STANDARDS
AND PRACTICES ADVISORY COUNCIL**

TO THE

**MONTANA BOARD OF
PUBLIC EDUCATION**

July 16, 2014

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Mission Statement

The mission of the Certification Standards and Practices Advisory Council is to study and to make recommendations to the Board of Public Education on certification issues concerning teachers, administrators and specialists; professional standards and ethical conduct; the status and efficacy of approved teacher education programs in Montana; and policies related to the denial, suspension and revocation of educator certification and the appeals process.

The Certification Standards and Practices Advisory Council will submit a report to the Board of Public Education with recommendations for the above areas at least once annually.

Professional Educators of Montana Code of Ethics

Professional educators recognize and accept their responsibility to create learning environments to help all students reach their full potential. They understand the trust and confidence placed in them by students, families, colleagues, and the community. To achieve their professional purpose, educators strive to maintain the highest ethical standards. The Professional Educators of Montana Code of Ethics sets out these fundamental principles which guide their behavior and will be used to judge their actions.

Principle I. Commitment to Students and Families. The ethical educator:

- A. Makes the well-being of students the foundation of all decisions and actions.
- B. Promotes a spirit of inquiry, creativity, and high expectations.
- C. Assures just and equitable treatment of every student.
- D. Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical or illegal practice of any person.
- E. Keeps information confidential that has been obtained in the course of professional service, unless disclosure serves a compelling purpose in the best interest of students, or is required by law.
- F. Respects the roles, responsibilities and rights, of students, parents and guardians.
- G. Maintains appropriate educator-student relationship boundaries in all respects, including speech, print, and digital communications.

Principle II. Commitment to the Profession. The ethical educator:

- A. Fulfills professional obligations with diligence-and integrity.
- B. Demonstrates continued professional growth, collaboration and accountability.
- C. Respects the roles, responsibilities, and rights of colleagues, support personnel, and supervisors.
- D. Contributes to the development of the profession's body of knowledge.
- E. Manages information, including data, with honesty.
- F. Teaches without distortion, bias, or prejudice.
- G. Represents professional qualifications accurately.

Principle III. Commitment to the Community. The ethical educator:

- A. Models the principles of citizenship in a democratic society.
- B. Understands and respects diversity.
- C. Protects the civil and human rights of students and colleagues.
- D. Assumes responsibility for personal actions.
- E. Demonstrates good stewardship of public resources.
- F. Exemplifies a positive, active role in school-community relations.
- G. Adheres to the terms of contracts, district policies and procedures, and relevant statutes and regulations.

Adopted by the Certification Standards and Practices Advisory Council January 27, 2012

Certification Standards and Practices Advisory Council

Members List

COUNCIL MEMBERS

Term Expires

6/01/14 Sharon Applegate Chair Teacher K-8 applegates@sd5.k12.mt.us	PO Box 854 Lakeside, MT 59922	W 751-3800 C 212-2098
6/01/16 Tammy Lacey Vice-Chair School Administrator tammy_lacey@gfps.k12.mt.us	1500 5 th St. NW #10 Great Falls, MT 59404	W 268-6011 H 268-1796 F 268-6094
6/01/15 Kelly Elder Teacher K-8 kelder@hsd1.org kelder@usa.net	620 N Davis Helena MT 59601	W 324-2799 C 461-1995 F 324-2801
6/01/14 Cindy O'Dell Post-Secondary Ed cindy_odell@skc.edu	21121 Montana HWY 35 Bigfork, MT 59911	W 275-4752 H 499-0101 F 275-4808
6/01/14 JoDell Beeler K-12 Specialist jodellb@bresnan.net	2807 Sagebrush Dr. Billings, MT 59105	W 281-5213 H 256-8908
6/01/15 Don Reed Trustee donreed@usadig.com	1039 Cedar Canyon Rd Lockwood MT 59101	H 252-5316 C 670-6215
6/01/15 Janice Bishop Teacher 9-12 bjmarks@msn.com	532 South Ave E Missoula, MT 59801	W 728-2400 x8623 H 543-4290 C 531-3226

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CSPAC Goals - 2013-2014

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

- 2) Study and make recommendations to the Board of Public Education in the area of licensure renewal requirements and procedures.
 - a. Review of Chapter 57 (A comprehensive update of Chapter 57 is due to be completed in 2013).
 - b. As funding permits, attend the following conferences: Western States Certification, National Association of State Directors of Teacher Education and Certification, and National Commission on Teaching and America's Future.
 - c. Meet annually with the Board of Public Education and with the Council of Deans of Postsecondary Education.

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

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

- 5) Study and make recommendations to the Board of Public Education on the status and efficacy of alternative and/or nontraditional teacher preparation opportunities.
 - a. Complete semi-annual reviews of Class 8 Dual Credit-Only Post-Secondary Faculty License applications.
 - b. Attend Western States Certification Conference.
 - c. Gather information about diploma mills and find ways to inform teachers of this and other forms of fraud.
 - d. Continue the awareness that issues such as distance learning, dual enrollment, alternative certification models, etc. are multi-faceted and inter-related concepts that cannot be viewed in isolation from one another. Continued involvement in the implementation of Graduation Matters Montana and Montana Common Core standards.

Other CSPAC Activities:

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

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

Solicit input from the Board of Public Education regarding research priorities for CSPAC for 2012-2013.

HIGHLIGHTS OF THE 2013-2014 CSPAC MEETINGS

Highlights of the July 15th, 2013 CSPAC Meeting Helena, MT

The Montana Certification Standards and Practices Advisory Council (CSPAC) met on Monday July 15th, 2013 in Room 405 of the State Capitol Building in Helena MT. The Certification Advisory Council, created by the 1987 Montana Legislature, is composed of seven members and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council are: Chair, Ms. Sharon Applegate, Teacher, Kalispell; Co-Chair, Ms. Tammy Lacey, School Administrator, Great Falls; Dr. Cindy O'Dell, Department head, Education Department, Salish Kootenai College; Ms. Janice Bishop, Teacher, Missoula, Mr. Kelly Elder, Teacher, Helena, Ms. JoDell Beeler, K-12 Specialist, Billings, (absent) and Mr. Don Reed, Trustee, Lockwood.

Meeting attendees included: Ms. Elizabeth Keller, OPI; Dr. Linda Peterson, OPI; Ms. Ann Gilkey, OPI; Ms. Sharon Carroll, Vice Chair, Board of Public Education, Ms. Patty Myers, Chair, Board of Public Education, Mr. Dennis Parman, OPI. Also present were BPE Executive Director Mr. Pete Donovan and BPE Administrative Assistant Ms. Kris Stockton.

CSPAC Meeting July 15th, 2013

Executive Committee Report

Chair Sharon Applegate reviewed the CSPAC goals with the Council and the goals were approved as presented. Also approved was the meeting calendar for the 2013-14 year, Committee assignments, and the Annual Report.

Board of Public Education Report/Executive Director's Report

Mr. Donovan reviewed the upcoming agenda and meeting issues for the Board of Public Education meeting the following day.

Class 8 License Applications

The council reviewed 1 Class 8 license application and did not approve the application.

Update from the Council of Dean's Retreat

Dr. Cindy O'Dell reviewed the Council of Dean's retreat which took place at Carroll College in June. Dr. O'Dell reviewed issues discussed by the Dean's, most importantly the new CAEP standards and how those will affect educator licensure and Educator Preparation Programs in Montana.

Approve Process for the Area of Permissive Special Competency

Dr. Linda Peterson presented a new process for an Area of Permissive Special Competency. The council approved the new process by unanimous vote.

Future Agenda Items

The following items were suggested for future agenda items for the next meeting: Early Learning Guidelines presentation by Dr. O'Dell, discussion regarding the TLLC Workgroup, Ethical Responsibilities research for a brochure.

**Highlights of the October 10th, 2013 CSPAC Meeting
Montana State University Billings - School of Education
1500 University Drive
Billings, MT**

The Montana Certification Standards and Practices Advisory Council (CSPAC) met on Thursday October 10th, 2013 in in a joint meeting with the Council of Deans on the campus of Montana State University Billings. The Certification Advisory Council, created by the 1987 Montana Legislature, is composed of seven members and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council are: Chair, Ms. Sharon Applegate, Teacher, Kalispell; Vice-Chair, Ms. Tammy Lacey, School Administrator, Great Falls; Dr. Cindy O'Dell, Department head, Education Department, Salish Kootenai College; Ms. Janice Bishop, Teacher, Missoula, Mr. Kelly Elder, Teacher, Helena, Mr. Don Reed, Trustee, Lockwood, Ms. Jo Dell Beeler, K-12 Specialist.

Meeting attendees included: Dr. Linda Peterson, OPI; Ms. Elizabeth Keller, OPI, Ms. Ann Gilkey, OPI. Also present were BPE Executive Director Mr. Pete Donovan and BPE Administrative Assistant Ms. Kris Stockton.

**CSPAC Meeting
October 10, 2013**

Executive Committee Report

Chair Sharon Applegate called for the Council to review the By-Laws. The Council approved the By-Laws by unanimous vote.

Board of Public Education Report/Executive Director's Report

Mr. Donovan reviewed recent Education Partner meetings he has attended. He also discussed the anti-Common Core movement and the Public Records Request the office received from Senator Essman's office regarding the process the Board took in adopting the Common Core State Standards. The Council discussed the Common Core and the movement opposing its adoption and implementation.

Early Learning Guidelines

Dr. Cindy O'Dell presented the new Early Learning Guidelines being established, the ongoing revisions, new standards and goals for Early Learning.

TLLC Workgroup Update

Dr. Linda Peterson reviewed the work the TLLC workgroup has been doing over the past 2 years to develop a framework for model evaluations. Upcoming trainings and the new model were discussed. Dr. Peterson then reviewed the Administrative Rule process for adopting the new model evaluations

Class 8 Licenses

Ms. Elizabeth Keller presented the Council with four Class 8 licenses. The Council approved all four applications.

Ethical Responsibilities Project Discussion

Topic was moved to the January 2014 meeting agenda.

Future Agenda Items

Ethical Responsibilities Discussion

Joint CSPAC/Council of Deans Meeting

October 10th, 2013

CSPAC met with the Council of Deans of Postsecondary Education on the afternoon of October 10, 2013 for the annual CSPAC Joint CoD meeting. The meeting highlighted several topics of discussion including: Accreditation Standards, Annual Reporting and CAEP Monitoring, the Montana Educator Code of Ethics inclusion in Educator Preparation Programs, and the Transition from Educator Preparation Programs to Class 1 or Class 2 licensure for teacher candidates. The CSPAC and Council of Deans then moved to the campus of Rocky Mountain College for refreshments and conversation.

Highlights of the January 24th, 2014 CSPAC Meeting

Board of Public Education Conference Room

46 N Last Chance Gulch

Helena, MT

The Certification Standards and Practices Advisory Council met at the Board of Public Education conference room on Friday, January 24th, 2014. The Certification Advisory Council, created by the 1987 Montana Legislature, is composed of seven members and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council are: Chair, Ms. Sharon Applegate, Teacher, Kalispell; Vice-Chair, Ms. Tammy Lacey, School Administrator, Great Falls; Dr. Cindy O'Dell, Department head, Education Department, Salish Kootenai College; Ms. Janice Bishop, Teacher, Missoula, Mr. Kelly Elder, Teacher, Helena, Mr. Don Reed, Trustee, Lockwood, Ms. Jo Dell Beeler, K-12 Specialist.

Meeting attendees included: Dr. Linda Peterson, OPI; Ms. Elizabeth Keller, OPI, Ms. Ann Gilkey, OPI; Mr. Marco Ferro, MEA-MFT; Dr. Neil Moisey, Deputy Commissioner for Academic Affairs, OCHE; Mr. Mike Miller, UM Western. Also present were BPE Executive Director Mr. Pete Donovan and BPE Administrative Assistant Ms. Kris Stockton.

**CSPAC Meeting
January 24th, 2014**

Executive Committee Report

Chair Applegate announced that due to term limits the April 2014 CSPAC meeting will be her last meeting. Mr. Donovan also noted that Dr. O'Dell and Ms. Beeler are up for reappointment should they choose to serve a second term.

Board of Public Education Report/Executive Director's Report

Mr. Donovan reviewed recent meetings he has attended and committees he is serving on including the Dual Enrollment Task Force, his attendance at the Assessment Conference, and his work regarding HJ14 which urges the Board of Public Education to consider making Financial Literacy a graduation requirement.

Class 8 Licenses

The Council reviewed 5 Class 8 License Applications and approved all 5.

Dual Enrollment and Class 8 Licensure

Dr. Moisey reviewed for the Council the recent work with Dual Enrollment and Class 8 Licensure and discussed some proposed changes that have surfaced. The Council discussed with Dr. Moisey their concerns or approvals of the proposed changes. Dr. Moisey will take the comments back to the Task Force for consideration.

Revision of Administrative Rules of Montana Chapter 57

Ms. Ann Gilkey and Ms. Elizabeth Keller from OPI reviewed for the Council the process for the revision of the Chapter 57 Licensure rules. Ms. Lacey volunteered to be on the review committee to represent CSPAC.

Update on Chapter 58 Revisions and Timeline

Dr. Linda Peterson, OPI, reviewed for the Council the proposed timeline for the Chapter 58 Revisions and the convening of the Revision Review Panel in April. Dr. Cindy O'Dell volunteered to be on the review panel for CSPAC.

Update on Educator Preparation Programs

Dr. Peterson also updated the Council on some changes to the Educator Preparation Programs. The programs are up for their review cycle which was for the 2008-2013 time period.

Ethical Responsibilities Project Discussion

Ms. Lacey discussed her idea of creating a pamphlet for new teachers regarding the ethical responsibilities of being a public employee. Ms. Gilkey discussed a module that the OPI uses which was created for State employees by the Department of Administration.

Future Agenda Items

Continued discussion on Ethical Responsibilities
Class 8

**Highlights of the April 25th, 2014 CSPAC Meeting
Board of Public Education Conference Room
46 N Last Chance Gulch
Helena, MT**

On Friday April 24th, 2014 CSPAC met in the conference room at the offices of the Board of Public Education. The Certification Advisory Council, created by the 1987 Montana Legislature, is composed of seven members and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council are: Chair, Ms. Sharon Applegate, Teacher, Kalispell; Vice-Chair, Ms. Tammy Lacey, School Administrator, Great Falls; Dr. Cindy O’Dell, Department head, Education Department, Salish Kootenai College; Ms. Janice Bishop, Teacher, Missoula, Mr. Kelly Elder, Teacher, Helena, Mr. Don Reed, Trustee, Lockwood, Ms. Jo Dell Beeler, K-12 Specialist.

Meeting attendees included: Dr. Linda Peterson, OPI; Ms. Elizabeth Keller, OPI, Ms. Ann Gilkey, OPI; Mr. Mr. Steve York, OPI; Ms. Patty Muir, OPI; Mr. Michael Hall, OPI; Mr. Mike Miller, UM Western. Also present were BPE Executive Director Mr. Pete Donovan and BPE Administrative Assistant Ms. Kris Stockton.

**CSPAC Meeting
April 25th, 2014**

Executive Committee Report

Chair Applegate announced that due to term limits this was her last meeting. Chair Applegate thanked the Council for all their work and asked them to be thinking of Chair and Vice Chair nominations for the July meeting. Mr. Donovan and Ms. Lacey both thanked Ms. Applegate for her years of service and dedication to the Council and to public education.

Board of Public Education Report/Executive Director’s Report

Mr. Donovan discussed the opening for Superintendent at the Montana School for the Deaf and Blind. Mr. Donovan noted that the Board of Public Education will be meeting May 8-9th in Great Falls and will be reviewing the CSPAC applications for approval.

Review of Title 10 Chapter 57 Administrative Rules of Montana: Update

Ms. Ann Gilkey brought the Council up to date on the revisions of Chapter 57, including bringing the revisions to the Board of Public Education in July. Concerns were raised amongst Council members that they would not be meeting in person before July to review the Chapter 57 changes and that the timeline might be too soon. It was decided to return to the discussion after the Chapter 58 update.

Update on Educator Performance Appraisal System (EPAS)

Mr. York discussed the Educator Performance Appraisal System, what types of evaluation systems other states are using, and the specific evaluation system designed in Montana. Mr. York emphasized that this is a tool that school districts may use, but are not required to use if they have an evaluation tool in place.

Review of Title 10, Chapter 58 Administrative Rules of Montana: Update

Dr. Linda Peterson, Ms. Patty Muir, and Mr. Michael Hall from OPI all updated the Council on the progress of the Chapter 58 revisions, what groups gave input, how the input was put together, and discussed a timeline for the adoption. The discussion then went back to the Chapter 57 discussion. The Council decided to add 1 day to their July meeting to review both the Chapter 57 and Chapter 58 proposed changes and to make recommendations to the Board.

Class 8 License Applications

The Council reviewed nine Class 8 Licensure applications and approved all nine.

Future Agenda Items

No specific future items were requested.

Tab 3



AN ACT TO CREATE A CERTIFICATION STANDARDS AND PRACTICES ADVISORY COUNCIL ALLOCATED TO THE BOARD OF PUBLIC EDUCATION; TO PROVIDE A SPECIAL REVENUE FUND FOR THE DISPOSITION OF A PORTION OF CERTIFICATION FEES TO COVER THE EXPENSES OF THE COUNCIL; AMENDING SECTIONS 17-7-502 AND 20-4-109, MCA; AND PROVIDING AN EFFECTIVE DATE.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MONTANA:

Section 1. Definitions. As used in [sections 1 through 4], unless the context clearly indicates otherwise, the following definitions apply:

(1) "Approved teacher education program" means a program that is offered by an accredited teacher education institution and approved by the board of public education.

(2) "Council" means the certification standards and practices advisory council created in [section 2].

(3) "Specialist" means a person employed by a school district in a profession other than the teaching profession.

Section 2. Certification standards and practices advisory council. (1) There is a certification standards and practices advisory council allocated to the board of public education.

(2) The council consists of seven members appointed by majority vote of the board of public education. The membership of the council must include:

(a) four teachers engaged in classroom teaching, including:

- (i) one who teaches within kindergarten through grade 8;
 - (ii) one who teaches within grades 9 through 12 or at a designated postsecondary vocational-technical center;
 - (iii) one who is employed as a specialist; and
 - (iv) one additional teacher from any category set forth in this subsection (2)(a);
- (b) one faculty member from an approved teacher education program offered by an accredited teacher education institution;
 - (c) one person employed as an administrator, with the certification required in 20-4-106(1)(c); and
 - (d) one school district trustee.

(3) The board of public education shall select and appoint the members by June 1. If a vacancy occurs on the council, the board of public education shall appoint a person from the category of membership, as provided in subsection (2), in which the vacancy has occurred.

(4) The term of office of an appointed member is 2 years.

Section 3. Officers -- quorum -- expenses -- meetings. (1) The council shall select a chairman and a vice-chairman from its appointed members.

(2) A quorum for a meeting is not less than four council members.

(3) 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.

(4) 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 chairman.

(5) The council may adopt rules for the conduct of its business.

(6) The council shall keep a record of its proceedings.

(7) The council may request research, administrative, and clerical staff assistance from the board of public education.

Section 4. Duties of the council. (1) The council shall study and make recommendations to the board of public education in the following areas:

(a) teacher certification standards, including but not limited to precertification training and education requirements and certification renewal requirements and procedures;

(b) administrator certification standards, including but not limited to precertification training and education requirements and certification renewal requirements and procedures;

(c) specialist certification standards, including but not limited to precertification training and education requirements and certification renewal requirements and procedures;

(d) feasibility of establishing standards of professional practices and ethical conduct;

(e) the status and efficacy of approved teacher education programs in Montana; and

(f) policies related to the denial, suspension, and revocation of teaching certification 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.

(2) The council shall submit a written report annually to the board of public education with its recommendations for the above areas. The council may submit recommendations to the board of public education at other times that the council considers appropriate.

(3) The board of public education shall:

(a) at a regularly scheduled meeting, consider any recommendations and reports of the council; and

(b) approve, disapprove, or modify each recommendation of the council by majority vote of the board.

Section 5. Section 20-4-109, MCA, is amended to read:

"20-4-109. Fees for teacher and specialist certificates. (1) Each person applying for the issuance or renewal of a teacher or specialist certificate shall pay a fee not to exceed \$4 for each school fiscal year that the certificate will be valid. In addition to this fee, each person who has never held any class of Montana teacher or specialist certificate or for whom an emergency authorization of employment has never been issued shall pay a filing fee of \$4. Such fees shall be paid to the superintendent of public instruction, who shall deposit the fees with the state

treasurer in the following manner:

(a) \$2 to the credit of the state special revenue fund created in subsection (2);

(b) \$2 to the general fund.

(2) There is an account in the state special revenue fund. Money from fees for teacher or specialist certificates required in subsection (1) must be deposited in the account. The money in the account is statutorily appropriated, as provided in 17-7-502, to the board of public education for expenses for the certification standards and practices advisory council created in [section 2]."

Section 6. Section 17-7-502, MCA, is amended to read:

"17-7-502. Statutory appropriations -- definition -- requisites for validity. (1) A statutory appropriation is an appropriation made by permanent law that authorizes spending by a state agency without the need for a biennial legislative appropriation or budget amendment.

(2) Except as provided in subsection (4), to be effective, a statutory appropriation must comply with both of the following provisions:

(a) The law containing the statutory authority must be listed in subsection (3).

(b) The law or portion of the law making a statutory appropriation must specifically state that a statutory appropriation is made as provided in this section.

(3) The following laws are the only laws containing

statutory appropriations:

- (a) 2-9-202;
- (b) 2-17-105;
- (c) 2-18-812;
- (d) 10-3-203;
- (e) 10-3-312;
- (f) 10-3-314;
- (g) 10-4-301;
- (h) 13-37-304;
- (i) 15-31-702;
- (j) 15-36-112;
- (k) 15-70-101;
- (l) 16-1-404;
- (m) 16-1-410;
- (n) 16-1-411;
- (o) 17-3-212;
- (p) 17-5-404;
- (q) 17-5-424;
- (r) 17-5-804;
- (s) 19-8-504;
- (t) 19-9-702;
- (u) 19-9-1007;
- (v) 19-10-205;
- (w) 19-10-305;
- (x) 19-10-506;

- (y) 19-11-512;
- (z) 19-11-513;
- (aa) 19-11-606;
- (bb) 19-12-301;
- (cc) 19-13-604;
- (dd) 20-6-406;
- (ee) 20-8-111;
- (ff) 23-5-612;
- (gg) 37-51-501;
- (hh) 53-24-206;
- (ii) 75-1-1101;
- (jj) 75-7-305;
- (kk) 80-2-103;
- (ll) 80-2-228;
- (mm) 90-3-301;
- (nn) 90-3-302;
- (oo) 90-15-103;
- (pp) Sec. 13, HB 861, L. 1985; and
- (qq) 20-4-109.

(4) There is a statutory appropriation to pay the principal, interest, premiums, and costs of issuing, paying, and securing all bonds, notes, or other obligations, as due, that have been authorized and issued pursuant to the laws of Montana. Agencies that have entered into agreements authorized by the laws of Montana to pay the state treasurer, for deposit in accordance with

17-2-101 through 17-2-107, as determined by the state treasurer, an amount sufficient to pay the principal and interest as due on the bonds or notes have statutory appropriation authority for such payments."

Section 7. Codification instruction. Sections 1 through 4 are intended to be codified as an integral part of Title 20, and the provisions of Title 20 apply to sections 1 through 4.

Section 8. Effective date. This act is effective on July 1, 1987.

Tab 4

CERTIFICATION STANDARDS AND PRACTICES ADVISORY COUNCIL MISSION STATEMENT

The mission of the Certification Standards and Practices Advisory Council is to study and make recommendations to the Board of Public Education on certification issues concerning teachers, administrators and specialists; professional standards and ethical conduct; the status and efficacy of approved teacher education programs in Montana; and policies related to the denial, suspension and revocation of educator certification and the appeals process.

The Certification Standards and Practices Advisory Council will submit a report to the Board of Public Education with recommendations for the above areas at least once annually.

***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 certification standards, including, but not limited to, precertification training and education requirements and certification renewal requirements and procedures;
 2. Administrator certification standards, including, but not limited to, precertification training and education requirements and certification renewal requirements and procedures;
 3. Specialist certification standards, including, but not limited to, precertification training and education requirements and certification renewal requirements and procedures;
 4. Feasibility of establishing standards of professional practices and ethical conduct;
 5. The status and efficacy of approved teacher education programs in Montana; and
 6. Policies related to the denial, suspension, and revocation of teaching certification 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 annual 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 approved teacher education program offered by an accredited teacher education institution;
 - 4. one person employed as an administrator, with the certification 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 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 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.
- C. **Notice.** Each member of the Council shall be given written notice stating the place, day, and hour of any regularly scheduled meeting at least 10 calendar days prior to the meeting. It shall be delivered by mail to the last known address of each member.
- D. **Absence.** Recognizing the value of his/her contribution to the business of the Council, each Council member shall be responsible to notify the chairperson 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.
- E. **Special Meetings.** Special meetings may be called by the Chairperson of the Council or by a request in writing of two regular appointed members. When necessary the Council may hold meetings for resolution of specific agenda items either by a meeting in person, by conference call or by a combination of both. In the case of a

special meeting, the administrative officer shall notify each regular member either by mail or by telephone 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, forty-eight hours prior to the meeting shall be deemed sufficient notice.

F. 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 for public inspection by the Board of Public Education, 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 tentative agenda shall be prepared as the last item of business by the Council at each regularly scheduled meeting.
- b. The tentative agenda may be modified by the membership through written notice at least 20 days prior to the meeting, at which time the tentative agenda, as modified, becomes the proposed agenda.
- c. The proposed agenda shall be included with the written notice of meeting required in Section C of this article.
- d. Persons or organizations desiring to address the Council may be placed on the proposed agenda by making a written request to a member. The Council member will present the request to the chair to be considered at the time of approval of the proposed agenda.
- e. The proposed agenda becomes the approved agenda by a majority vote of Council members at the beginning of the meeting.
- f. Whenever possible, support materials for the agenda shall be in graphic and/or written 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 precertification 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 certification 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 and vice-chair. 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 Secretary 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.

Tab 5

BOARD OF PUBLIC EDUCATION
CHAPTER 55
STANDARDS OF ACCREDITATION

Subchapter 1

General Provisions

Rule	10.55.101	Accreditation Standards: Procedures (REPEALED)
	10.55.102	Categories of Accreditation (REPEALED)
	10.55.103	Certification of Accreditation (REPEALED)
	10.55.104	Apportionment of State and County Funds (REPEALED)
	10.55.105	Types of Schools (REPEALED)
	10.55.106	Approval of New Schools (REPEALED)
	10.55.107	School Specialists (REPEALED)
	10.55.108	Alternative Standards (REPEALED)
	10.55.109	Opportunity and Educational Equity (REPEALED)

Subchapter 2

Administration and Supervision

Rule	10.55.201	Introduction (REPEALED)
	10.55.202	Board of Trustees (REPEALED)
	10.55.203	Administration and Supervision (REPEALED)
	10.55.204	Principal (REPEALED)
	10.55.205	Professional Development (REPEALED)
	10.55.206	Reports (REPEALED)
	10.55.207	Student Records (REPEALED)

BOARD OF PUBLIC EDUCATION

- Rule 10.55.208 Extracurricular Funds (REPEALED)
- 10.55.209 Standard School Day (REPEALED)
- 10.55.210 School Morale (REPEALED)

Subchapter 3

Personnel

- Rule 10.55.301 Introduction (REPEALED)
- 10.55.302 Certificates (REPEALED)
- 10.55.303 Teaching Assignments (REPEALED)
- 10.55.304 Teacher Load in High Schools and Junior High Schools (REPEALED)
- 10.55.305 Teacher Load in Elementary Schools (REPEALED)

Subchapter 4

School Program

- Rule 10.55.401 Introduction (REPEALED)
- 10.55.402 Basic Instructional Program: High School, Junior High, Middle School and Grades 7 and 8 Budgeted at High School Rates (REPEALED)
- 10.55.403 Basic Instructional Program: Elementary (REPEALED)
- 10.55.404 Library Media Services, K-12 (REPEALED)
- 10.55.405 Library Services Elementary (REPEALED)
- 10.55.405A Gifted and Talented (REPEALED)
- 10.55.406 Guidance and Counseling: High School, Junior High School, Middle School and 7 and 8 Grades Funded at High School Rates (REPEALED)

ACCREDITATION

Rule 10.55.407 Guidance and Counseling: Elementary (REPEALED)
Rules 10.55.408 and 10.55.409 reserved

10.55.410 Special Education: Minimum Requirements (REPEALED)

Subchapter 5

School Facilities

Rule 10.55.501 Introduction (REPEALED)

10.55.502 Site and Grounds (REPEALED)

10.55.503 School Plant and Facilities (REPEALED)

10.55.504 Maintenance (REPEALED)

10.55.505 Safety (REPEALED)

Subchapter 6

General Provisions

Rule 10.55.601 Accreditation Standards: Procedures

10.55.602 Definitions

10.55.603 Curriculum and Assessment

10.55.604 Variances to Standards

10.55.605 Categories of Accreditation

10.55.606 Accreditation Process

10.55.607 Internships

Subchapter 7

School Leadership

Rule 10.55.701 Board of Trustees

10.55.702 Licensure and Duties of District Administrator - District Superintendent

BOARD OF PUBLIC EDUCATION

Rule	10.55.703	Licensure and Duties of School Principal
	10.55.704	Administrative Personnel: Assignment of District Superintendents
	10.55.705	Administrative Personnel: Assignment of School Administrators/Principals
	10.55.706	Teacher Involvement
	10.55.707	Teacher and Specialist Licensure
	10.55.708	Teaching Assignments
	10.55.709	Library Media Services, K-12
	10.55.710	Assignment of School Counseling Staff
	10.55.711	General: Class Size and Teacher Load
	10.55.712	Class Size: Elementary
	10.55.713	Teacher Load and Class Size: High School, Junior High, Middle School, and Grades 7 and 8 Funded at High School Rates
	10.55.714	Professional Development
	10.55.715	Instructional Paraprofessionals: Qualifications and Supervision
	10.55.716	Substitute Teachers
	10.55.717	Assignment of Persons Providing Instruction to Braille Students
	10.55.718	Assignment of Persons Providing Sign Language Interpreting for Students Who Are Deaf or Hard of Hearing
	10.55.719	Student Protection Procedures

ACCREDITATION

Subchapter 8

Educational Opportunity

Rule	10.55.801	School Climate
	10.55.802	Opportunity and Educational Equity
	10.55.803	Learner Access
	10.55.804	Gifted and Talented
	10.55.805	Special Education

Subchapter 9

Academic Requirements

Rule	10.55.901	Basic Education Program: Elementary
	10.55.902	Basic Education Program: Middle Grades
	10.55.903	Basic Education Program: Junior High and Grades 7 and 8 Budgeted at High School Rates (REPEALED)
	10.55.904	Basic Education Program Offerings: High School
	10.55.905	Graduation Requirements
	10.55.906	High School Credit
	10.55.907	Distance, Online, and Technology-Delivered Learning
	10.55.908	School Facilities
	10.55.909	Student Records
	10.55.910	Student Discipline Records

BOARD OF PUBLIC EDUCATION

Subchapter 10

Program Area Standards

- Rule 10.55.1001 Program Standards
- 10.55.1002 Cross-Content and Thinking Skills (REPEALED)
- 10.55.1003 Program Foundation Standards

Subchapter 11

Communication Arts: Program

- Rule 10.55.1101 Communication Arts Program Delivery Standards

Subchapter 12

Arts: Program

- Rule 10.55.1201 Arts Program Delivery Standards

Subchapter 13

Health Enhancement: Program

- Rule 10.55.1301 Health Enhancement Program Delivery Standards
- 10.55.1302 Health Enhancement Participation

Subchapter 14

Mathematics: Program

- Rule 10.55.1401 Mathematics Program Delivery Standards

Subchapter 15

Science: Program

- Rule 10.55.1501 Science Program Delivery Standards

ACCREDITATION

Subchapter 16

Social Studies: Program

Rule 10.55.1601 Social Studies Program Delivery Standards

Subchapter 17

Vocational/Practical Arts: Program

Rule 10.55.1701 Career and Vocational/Technical Education Program Delivery Standards

Subchapter 18

Library Media: Program

Rule 10.55.1801 Library Media Program Delivery Standards

Subchapter 19

School Counseling: Program

Rule 10.55.1901 School Counseling Program Delivery Standards

Subchapter 20

School Facilities and Records

Rule 10.55.2001 School Facilities (TRANSFERRED)

10.55.2002 Student Records (TRANSFERRED)

10.55.2003 Special Education Records (REPEALED)

Subchapter 21

World Languages: Program

Rule 10.55.2101 World Languages Program Delivery Standards

BOARD OF PUBLIC EDUCATION

CHAPTER 57

EDUCATOR LICENSURE

Subchapter 1

General Information

Rule	10.57.101	Review of Policy
	10.57.102	Definitions
	10.57.103	Grades (REPEALED)
	10.57.104	Student Teaching/Supervised Practice (REPEALED)
	10.57.105	Certification of Non-Citizens (REPEALED)
	10.57.106	Life Certificates (REPEALED)
	10.57.107	Emergency Authorization of Employment
	10.57.108	Substitute Teaching (REPEALED)
	10.57.109	Unusual Cases
	10.57.110	Area of Permissive Specialized Competency (REPEALED)
		Rule 10.57.111 reserved
	10.57.112	License of Exchange Teachers
	10.57.113	Substitute Teachers (TRANSFERRED)

Subchapter 2

Issuance of Licenses

Rule	10.57.201	General Provisions to Issue Licenses
	10.57.201A	Criminal History Background Check
	10.57.202	Approved Programs (REPEALED)
	10.57.203	Training Evaluation (REPEALED)
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- Rule 10.57.205 Conversion Program Secondary to Elementary (REPEALED)
- 10.57.206 Equivalency (REPEALED)
- 10.57.207 Correspondence Extension and Inservice Credits (REPEALED)
- 10.57.208 Reinstatement (REPEALED)
- 10.57.209 Extension of Licenses for Military Service
- 10.57.210 Health Examination (REPEALED)
- 10.57.211 Test for Certification (REPEALED)
- 10.57.211A Educator Recruitment (REPEALED)
- 10.57.212 Minimum Scores on Test of Basic Skills (REPEALED)
- 10.57.213 Reporting of Denial of Initial Certification, of Reinstatement or of
Renewal of Certification (REPEALED)
- Rule 10.57.214 reserved
- 10.57.215 Renewal Requirements
- 10.57.216 Approved Renewal Activity
- 10.57.217 Appeal Process for Renewal Activity
- 10.57.218 Renewal Unit Verification
- 10.57.219 Conversion From Renewal Credits to Renewal Units
(REPEALED)
- 10.57.220 Recency of Credit (REPEALED)

Subchapter 3

General Endorsement Areas

- Rule 10.57.301 Endorsement Information
- 10.57.302 Computer Endorsement Review Committee (REPEALED)

EDUCATOR LICENSURE

Subchapter 4

Classes of Licensure

Rule	10.57.401	Class 1 Professional Teaching Certificate (REPEALED)
	10.57.402	Class 2 Standard Teaching Certificate (REPEALED)
	10.57.403	Class 3 Administrative Certificate (REPEALED)
	10.57.404	Class 4 Vocational Certificate (REPEALED)
	10.57.405	Class 5 Provisional Certificate (REPEALED)
	10.57.406	Class 6 Specialist Certificate (REPEALED)
	10.57.407	Class 7 American Indian Language and Culture Specialist (TRANSFERRED)
		Rules 10.57.408 and 10.57.409 reserved
	10.57.410	Class 2 Standard Teacher's License
	10.57.411	Class 1 Professional Teacher's License
	10.57.412	Class 1 and 2 Endorsements
	10.57.413	Class 3 Administrative License
	10.57.414	Class 3 Administrative License - Superintendent Endorsement
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	10.57.418	Class 3 Administrative License - Supervisor Endorsement
	10.57.419	Class 3 Administrative License - Special Education Supervisor Endorsement
	10.57.420	Class 4 Career and Technical Education License
	10.57.421	Class 4 Endorsements

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Rule	10.57.422	Class 4B Career and Vocational/Technical Education License (REPEALED)
	10.57.423	Class 4C Career and Vocational/Technical Education License (REPEALED)
	10.57.424	Class 5 Alternative License
	10.57.425	Class 5 Alternative License - Elementary Level
	10.57.426	Class 5 Alternative License - Secondary Level
	10.57.427	Class 5 Alternative License - Superintendent Endorsement
	10.57.428	Class 5 Alternative License - Elementary Principal Endorsement
	10.57.429	Class 5 Alternative License - Secondary Principal Endorsement
	10.57.430	Class 5 Alternative License - K-12 Principal Endorsement
	10.57.431	Class 5 Alternative License - Supervisor Endorsement
	10.57.432	Class 5 Alternative License - Specialist Endorsement
	10.57.433	Class 6 Specialist License
	10.57.434	Class 6 Specialist License - School Psychologist
	10.57.435	Class 6 Specialist License - School Counselor
	10.57.436	Class 7 American Indian Language and Culture Specialist
	10.57.437	Class 8 Dual Credit-Only Postsecondary Faculty License
	10.57.438	Class 8 Dual Credit-Only Postsecondary Faculty License Endorsements

Subchapter 5

Ancillary Services

Rule	10.57.501	Social Workers, Nurses and Speech and Hearing Therapists
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EDUCATOR LICENSURE

Subchapter 6

Educator Licensure Disciplinary Procedures

- Rule 10.57.601 Request for Discipline Against the License of a Teacher, Specialist, or Administrator: Preliminary Action
- 10.57.601A Definition of "Immoral Conduct"
- Rule 10.57.601B Investigation
- 10.57.602 Notice and Opportunity for Hearing Upon Determination that Substantial Reason Exists to Hold a Hearing
- 10.57.603 Hearing in Contested Cases
- 10.57.604 Post Hearing Procedure
- 10.57.605 Surrender of a Teacher, Specialist or Administrator License
- 10.57.606 Reporting of the Surrender, Denial, Revocation or Suspension of a License
- 10.57.607 Appeal from Denial of a Teacher, Specialist or Administrator License
- 10.57.608 Considerations Governing Acceptance of Appeal in Cases Arising under 20-4-104, MCA
- 10.57.609 Hearing on Appeal
- Rule 10.57.610 reserved
- 10.57.611 Substantial and Material Nonperformance

BOARD OF PUBLIC EDUCATION

Subchapter 7

Procedures for Hearing Appeals From Decisions Denying
Issuance or Renewal of Teacher Certificates

- Rule 10.57.701 Appeal from Denial of a Teacher, Specialist or Administrator
Certificate (TRANSFERRED)
- 10.57.702 Considerations Governing Acceptance of Appeal in Cases
Arising Under 20-4-104(1)(c), MCA (TRANSFERRED)
- 10.57.703 Hearing on Appeal (TRANSFERRED)

Subchapter 8

Substantial and Material Nonperformance

- Rule 10.57.801 Substantial and Material Nonperformance (TRANSFERRED)

Tab 6

Reimbursement Information

This is a handy reminder of what items need to be included in this packet. If all of the information is included in your maroon folder at the end of the meeting, there shouldn't be any delays in your reimbursement.

- **Travel Expense Voucher**—You **NEED** to sign this form.
- **Travel Detail Form**—Please fill out **everything** on this form. If you don't know the mileage traveled, Anneliese will figure it out for you.
- **Motel and/or Airline Receipt**—Reimbursement **cannot** be made without the receipt in our office.

Thanks so much!

**CERTIFICATION STANDARDS AND PRACTICES
ADVISORY COUNCIL
TRAVEL DETAILS**

NAME _____

DATE _____ FROM _____ TO _____ TIME

DEPARTING* _____ TIME ARRIVING* _____

MODE OF TRAVEL _____

MILEAGE TRAVELED _____

DATE _____ FROM _____ TO _____

TIME DEPARTING* _____ TIME ARRIVING* _____

MODE OF TRAVEL _____

MILEAGE TRAVELED _____

OTHER DETAILS PERTINENT TO REIMBURSEMENT:

***APPROXIMATE TIME**

1. Please submit this form along with your Motel/Hotel receipt and signed travel vouchers to the Council secretary before you leave.
2. If you are submitting your travel claim separately or have done travel other than the Council meetings, please be sure to submit your claim within a 10 day time period.
3. If you are traveling and will complete your travel before June 30th of any year, you must have the travel claim turned in before June 30th.
4. Any travel performed before June 30th and not submitted before July 1st CANNOT BE REIMBURSED DUE TO FISCAL YEAR ENDING.
5. If you have any questions, please call the Council Secretary at 444-6576.

TRAVEL GUIDE

MEALS:

1. Must have traveled for more than 3 continuous hours and be a distance of at least 15 miles from headquarters or home, whichever is closer. (ARM 2.4.126)
2. A maximum of 2 meals during the travel shift. A travel shift is defined as that period of time beginning 1 hour before or terminated more than 1 hour after normally assigned work shift. (ARM 2.4.127)
3. Time ranges – Must have traveled for more than 3 continuous hours within one of the following time ranges (ARM 2.4.128):

<u>Travel Time</u>	<u>In-State</u>	<u>Out-of-State</u>
❖ Three hours or less	None	None
❖ Greater than three hours and at least three hours within the ranges below:		
Morning (12:01 a.m. – 10:00 a.m.)	\$5.00	\$7.00
Midday (10:01 a.m. – 3:00 p.m.)	6.00	11.00
Evening (3:01 p.m. – 12:00 midnight)	12.00	23.00
Total for the day:	\$23.00	\$41.00

- ❖ Only 1 meal per day when travel is performed solely within the confines of a travel shift. (ARM 2.4.130)
- ❖ Two meals per 24-hour calendar day when departing within the travel shift but returning outside the limits or departing prior to travel shift and returning during travel shift. (ARM 2.4.130)

Mileage

The reimbursement rate for mileage driven in connection with State business is 51.0 cents per mile. In order to claim reimbursement at this rate the employee must qualify according to the Administrative Rules of Montana (A.R.M.) Section 2.4.114.

In addition, the reimbursement rate for private airplane usage has been increased to 65 cents per nautical mile.

Section II
Board of Public
Education
(BPE)

Tab 7

BOARD MEMBERS

Updated 01/28/2015

Term Expires

2/1/19	Sharon Carroll Chair sharoncarrollbpe@gmail.com	PO Box 463 Ekalaka, MT 59324	H 775-6642 C 853-2947 W 775-8767 F 775-8766
2/1/20	Paul Andersen Vice Chair Paul.andersen@bsd7.org	3017 Westridge Dr Bozeman, MT 59715	C 522-4833 Contact for BPE-406-548-2599
2/1/22	Darlene Schottle mtdarlene@hotmail.com	33552 Cherry Lane Bigfork, MT 59911	C 261-1828
2/1/16	John Edwards John.Edwards@edwardslawfirm.org	PO Box 20039 Billings, MT 59104	W 256-8155
2/1/17	Erin Williams ewilliams@youthhomes.com	3203 Cummins Way Missoula, MT 59802	C 239-8887 F 543-0356 W 721-2754 ext.216

Vacant Position

2/1/21	Mary Jo Bremner mjo.bremner@gmail.com	PO Box 193 Browning, MT 59417	H 338-7183 C 450-8164
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STUDENT REPRESENTATIVE

6/1/15	Greta Gustafson 16gustag@cutbankschools.net	PO BOX 568 Browning, MT 59417	C 450-3700
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EX OFFICIO MEMBERS

Governor Steve Bullock	Room 204, State Capitol PO Box 200801 Helena, MT 59620-0801	O 444-3311 F 444-5529
Denise Juneau State Superintendent Office of Public Instruction	1227 11 th Avenue, 2 nd Floor PO Box 202501 Helena, MT 59620-2501	O 444-5658 F 444-9299
Clayton Christian Commissioner of Higher Education	2500 Broadway, PO Box 203101 Helena, MT 59620-3101	O 444-6570 F 444-1469

STAFF

Peter Donovan Executive Director pdonovan@mt.gov	PO Box 200601 Helena, MT 59620-0601	O 444-0300 F 444-0847
Donna Sorensen, Superintendent Montana School for the Deaf and Blind dsorensen@msdb.mt.gov	3911 Central Avenue Great Falls, MT 59401	1-800-882-6732 F 771-6164
Kris Stockton Administrative Asst kmstockton@mt.gov	PO Box 200601 Helena MT 59620-0601	O 444-0302 F 444-0847

BOARD OF PUBLIC EDUCATION

2015 SCHEDULE

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

APPROVED

BOARD OF PUBLIC EDUCATION

ANNUAL AGENDA CALENDAR January 2015 – November 2015

(Proposed Items from OPI are in italics – C symbolizes Consent Agenda)

JANUARY 16, 2015

HELENA

Exiting Board Member-Last Meeting
Transportation Report
MACIE Update
Annual School Food Services Report
Assessment Update
Accreditation Report
5 YCEP Progress Update
Educator Preparation Program Report
Federal Update

JULY 15-17, 2015

HELENA

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

MARCH 12-13, 2015

HELENA

Assessment Update
Alternative to Standards Requests & Renewals
MACIE Update
Federal Update
Accreditation Report
Annual School Food Services Report

SEPTEMBER 10-11, 2015

HELENA

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

MAY 7-8TH, 2015

GREAT FALLS

CSPAC Appointments
 Student Representative Last Meeting
BASE Aid Payment Schedule – C
Assessment Update
Alternative to Standards Requests & Renewals
 MACIE Update
 Federal Update
Executive Director Performance Evaluation
MSDB Superintendent Performance Evaluation &
Contract Extension Discussion
Establish Executive Staff Salaries

NOVEMBER 12-13TH, 2014

HELENA

MACIE Annual Report
 Joint MACIE/BPE/OPI Meeting
Assessment Update
Federal Update
Alternative to Standards Requests & Renewals
Accreditation Report
Annual Renewal Unit Providers List – C

Board of Public Education Committee Assignments 2015

STANDING COMMITTEES

Executive Committee

Sharon Carroll, Chair
Paul Andersen, Vice Chair
Pete Donovan, Executive Director

Accreditation Committee

Erin Williams, Chair
Darlene Schottle, Member
Lila Taylor, Member
Sharon Carroll, Ex-Officio Member

Licensure Committee

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

MSDB Committee

Sharon Carroll, Chair
Mary Jo Bremner, Member
Lila Taylor, Member

Legislative Committee

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

Sharon Carroll, Ex-Officio Member

Assessment Committee

Paul Andersen, Chair
Sharon Carroll, Ex-Officio Member

ADVISORY GROUP LIAISONS

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

Education and Local Government

Interim K-12 Subcommittee

Sharon Carroll
Darlene Schottle
Lila Taylor
Pete Donovan

Montana Advisory Council for Indian Education

Mission

The Montana Advisory Council for Indian Education (MACIE) was created by the Montana Board of Public Education in 1984 to advise the Board and the Superintendent of Public Instruction on matters related to Indian education. The purpose of the Council is to:

"... provide for more effective and meaningful participation by Indian people in planning, implementation, and administration of relevant educational services and programs under the authority of local school boards."

The council is composed of representatives of the eleven tribal groups in Montana and other groups working in the interest of Indian people.

Goals

1. Communication

Facilitate communication about Indian education among all stakeholders in Montana.

Montana Advisory Council on Indian Education will develop strategies of communication to allow their respective constituents to provide input on their needs and issues and Montana Advisory Council on Indian Education members will be responsible for bringing these matters to Montana Advisory Council on Indian Education's attention for discussion and action.

2. Success in Schools

Identify and disseminate research-based measurable criteria, both behavioral and academic, that indicate successful education for Montana's Indian children.

3. Evaluation

Montana's pre-K-16 education system shall be evaluated on a continuing basis to determine its effectiveness in meeting the needs of Montana's Indian students and appropriate recommendations made to the Office of Public Instruction and Board of Public Education based on this evaluation process.

4. Data Analysis

Collect and analyze data to monitor accountability of educational agencies to address the needs of Indian education.

5. Leadership

Encourage and promote the active participation of Indian people, tribes and tribal organizations in the education process.

Encourage and promote Indian educational leadership in decision-making positions at all levels, including Indian Education for All, Certification Standards and Practices Advisory Council and other appropriate committees.

6. Budget and Legislative Review and Monitoring

Prepare budgetary recommendations to be submitted to the Office of Public Instruction for programs that affect Montana Advisory Council on Indian Education's goals and purposes.

Montana Advisory Council on Indian Education members are charged with the responsibility to monitor and advocate legislation which potentially affects its constituency and keeps its constituents apprised of issues and concerns to make appropriate recommendations.

MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION

Advisory to the Office of Public Instruction and Board of Public Education

VOTING MEMBERS

TRIBE/ORGANIZATION	NAME	CONTACT
Blackfeet	Harold Dusty Bull Blackfeet Tribe PO Box 850 Browning, MT 59417	(406) 338-7538 Office hdustybull@hotmail.com
Chippewa Cree	Voyd St. Pierre Rocky Boy Schools 81 Mission Taylor Road Box Elder, MT 59521	(406) 395-4474 Office voydsp@rockyboy.k12.mt.us
Confederated Salish & Kootenai <i>(upon BPE approval at May 2014 meeting)</i>	Vernon Finley CSKT Tribal Council PO Box 278 Pablo, MT 59855	(406) 275-2700 Office vfinley@cskt.org
Crow	William Enemy Hunter 41 Almadin Lane Billings, MT 59105	(406) 638-3725 Office lenemyhunter@crownations.net
Fort Belknap	Alvin "Jim" Kennedy Fort Belknap Indian Community 656 Agency Main Harlem, MT 59526	(406) 390-1917 Office akennedy@ftbelknap.org
Fort Peck	Neil Taylor Fort Peck Tribes PO Box 1027 Poplar, MT 59255	(406) 768-5136 Office ntaylor@fortpecktribes.org
Little Shell	Leona Kienberger PO Box 168 Dodson, MT 59524	(406) 383-4559 Home leonakberger@yahoo.com
Northern Cheyenne	Norma Bixby Northern Cheyenne Tribal Education PO Box 307 Lame Deer, MT 59043	(406) 477-6602 Office norma@rangeweb.net
Class 7	Vacant	
Indian Impact Schools of Montana (IISM)	Dawn Bishop-Moore PO Box 345 Hays, MT 59527	(406) 390-1950 Office Dawn_hayspm@yahoo.com
MEA-MFT	John Bercier 2905 Gregson Butte, MT 59701	(406) 490-0210 Home johnbercier@msn.com

TRIBE/ORGANIZATION	NAME	CONTACT
Montana Indian Education Association (MIEA)	Thomas Brown PO Box 214 Brockton, MT 59213	(406) 768-7998 Office Brownt60@nemontel.net
Montana School Boards Association (MTSBA)	Yancey Beston PO Box 488 Frazer, MT 59225	(406) 439-2809 Cell ybeston@mt.gov
School Administrators on Montana (SAM)	Vacant	
Tribal Colleges	Vacant	
Tribal Head Start	Vacant	
Urban – Billings	Glenda McCarthy Billings Public Schools 415 North 30 th Billings, MT 59101	(406) 281-5071 Office mccarthyg@billingssschools.org
Urban – Great Falls	Corri Smith Great Falls Public Schools PO Box 2429 Great Falls, MT 59403	(406) 750-1581 Office Corri_smith@gfps.k12.mt.us
Urban – Missoula	Melissa Hammett 2335 57 th Street Missoula, MT 59803-3101	(406) 529-1007 Cell mhammett@micmt.com

EX-OFFICIO MEMBERS

TRIBE/ORGANIZATION	NAME	CONTACT
Board of Public Education (BPE)	Vacant	
Bureau of Indian Education (BIE)	Barbara Parisian 316 North 26 th Street, Room 3051 Billings, MT 59101	(406) 247-7953 Office Barbara.parisian@bie.edu
Montana University System (MUS)	Brandy Foster PO Box 203201 Helena, MT 59620	(406) 444-0332 Office bfoster@montana.edu
Office of Public Instruction (OPI)	Mandy Smoker-Broadus PO Box 202501 Helena, MT 59620-2501	(406) 444-3013 Office mbroadus@mt.gov

Last updated April 18, 2014

STATE OF MONTANA
BOARD OF PUBLIC EDUCATION
BYLAWS

Article I. Name

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

Article II. Objective

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

Article III. Membership

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

Article IV. Officers

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

Chairperson, the Vice Chairperson shall preside and shall perform such duties as are prescribed for the Chairperson.

Article V. Executive Director

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

Article VI. Meetings

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

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

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

Article VII. Quorum

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

Article VIII. Committees

Standing committees shall be as follows:

1. An Executive Committee: composed of the Chairperson, Vice Chairperson and the Executive Director;
2. An Accreditation Committee;
3. A Licensure Committee;
4. A School for the Deaf and Blind Committee;

5. A Legislative Committee.
6. An Assessment Committee.
7. An Education and Local Government Committee.

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

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

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

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

Article IX. Sessions

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

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

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

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

Article X. Order of Business

The regular order of business shall be as follows:

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

Article XI. Communications

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

Article XII. Parliamentary Procedure

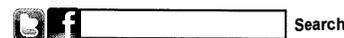
The current edition of ***Robert's Rules of Order*** shall prevail on questions of parliamentary procedure.

Article XIII. Amendments

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

Section III
Board of Regents

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Board of Regents Members

Members (in alphabetical order)

[View Past Members](#)



Fran M. Albrecht (Vice Chair)

Term Expires February 1, 2019

[Send email to Regent Albrecht](#)

Fran Albrecht is the executive director of Providence Montana Health Foundation, supporting superior healthcare and the compassionate missions of St. Patrick Hospital and St. Joseph Medical Center serving thousands of individuals across Western Montana. For over 17 years, Albrecht was executive director for Watson Children's Shelter in Missoula, a private non-profit that provides safe, nurturing care for Montana children who have experienced physical or sexual abuse, neglect, abandonment or family crisis. Albrecht recently served as an adjunct instructor teaching Nonprofit Administration and Public Service and Advanced Nonprofit Administration in the Davidson Honors College at The University of Montana. She earned a Bachelor of Arts degree with double majors in Psychology and Sociology from Gonzaga University and a Master of Education in Early Childhood from MSU-Billings, both with honors. Albrecht has served in various leadership positions, including past president of the Rotary Club of Missoula, Missoula Chamber of Commerce Board, First Interstate Bancsystem Foundation Board, Leadership Missoula, Missoula Public Schools 21st Century Model for Change and others. She continues to serve with the Chamber Ambassadors, Loyola Sacred Heart Foundation Board, First Interstate Bank Advisory Board and is an active Rotarian. Albrecht has been recognized as a nonprofit leader and speaker, providing advisement to nonprofits in varying stages of development and is frequently requested for advisement with capital campaigns, board development, public relations, leadership, strategic planning and effective marketing. A native of Great Falls, Fran is married to Chris Albrecht, a Montana Tech graduate, and they reside in Missoula with their two children.



William Johnstone

Term Expires February 1, 2017

[Send email to Regent Johnstone](#)

William A. Johnstone is Chairman and Chief Executive Officer of Davidson Companies, an employee-owned financial services holding company based in Great Falls, Montana. Mr. Johnstone joined D.A. Davidson & Co. as President of that firm in 2000, and became President and CEO of Davidson Companies in 2004.

Mr. Johnstone is Chairman of the Securities Industry and Financial Markets Association's (SIFMA) board of directors and a member of the Regional Firms CEO Roundtable Group of SIFMA. He was appointed by Montana's governor to serve as a member of the state's Board of Regents and is Co-Chairman of Main Street Montana, a statewide economic development initiative. He also serves as a board member of the International Heart Institute in Missoula, Montana and on the Advisory Board of the Minnesota Law School Corporate Law Institute, and until recently was Chairman of the Great Falls Public Schools Foundation. Additionally, he has a long history of service with a number of other local, state and national boards.

Prior to joining Davidson Companies, Mr. Johnstone was Managing Partner at Dorsey & Whitney LLP, a Minneapolis-based, international law firm and the same law firm where he began his career. He served as Vice Chairman of the investment firm Dain Rauscher Inc. in Minneapolis, Minnesota during the 1990s after previously serving as President and CEO of Rauscher, Pierce & Refsnes Inc., an investment firm in Dallas, Texas.

A native Montanan, Mr. Johnstone earned a bachelor's degree, with honors, from Montana State University in 1966, with honors. He earned a juris doctorate degree, magna cum laude, from the University of Minnesota Law School in 1969 and was an editor of the University of Minnesota Law Review. He has served as an adjunct professor of law at the University of Montana Law School, the University of Minnesota Law School, and William Mitchell College of Law.



Jeffrey Krauss



Term Expires February 1, 2015
[Send email to Regent Krauss](#)

Jeff Krauss is currently in his third term as the Mayor of Bozeman, MT. He is the director of finance and administration for the Museum of the Rockies. He served four years as Gallatin County Treasurer. Krauss also worked as an accountant with King Tool Inc. and Deloitte and Touche. He was a member of the Bozeman Local Government Study Commission 1994-96. He recently led a successful effort to pass a Gallatin College mill levy and was Co-Chair of the successful Gallatin County Open Space Bond effort in 2004. He has served in leadership posts with the Montana County Treasurer's Association, Montana Conservation Corps, Bozeman Noon Rotary Club, Vigilante Theater and the Gallatin County Community Development Block Grant board.

Krauss has a B.S. in business administration from Montana State University, and received the A.L Strand award for a "non-traditional student showing concern for people through campus or community service and exemplifying leadership and scholastic achievement."

Jeff and Peggy Krauss have been married since 1986. They have raised two sons who both attend Montana State University.

Major Robinson



Term Expires: February 1, 2018
[Send email to Major Robinson](#)

Major Robinson is President of REDSTONE Consulting which provides organization, business and project development services to Tribes, Indian organizations and private businesses. Prior to establishing REDSTONE Consulting, Mr. Robinson was Governor Schweitzer's acting Coordinator of Indian Affairs and senior economic development specialist. He co-founded the Montana Indian Business Alliance, as well as the Montana Tribal Tourism Alliance and The People's Partners for Community Development. Since earning his degree in architecture from the University of New Mexico in 1986, he has lived and worked in Los Angeles, Tokyo, New York and Orlando working as a creative manager for companies such as Disney, Universal Studios, Landmark Entertainment, Iwerks Entertainment and Sussman & Prejza. Major and his wife, Michelle, reside in Billings with their three children.

Martha Sheehy



Term Expires February 1, 2021
[Send email to Regent Sheehy](#)

Martha Sheehy is a Billings-based attorney who earned undergraduate and law degrees from the University of Montana in 1985 and 1988, respectively. She has served as president of the State Bar of Montana, on numerous state and federal justice committees and a number of social services boards. Sheehy graduated from UM in 1985 with a bachelor's degree in history with honors and from UM Law School in 1988 as first in her class. She has practiced law in Billings since 1988, the last 15 years at her own Sheehy Law Firm. She has had a focus on constitutional law, contract issues, insurance law and media law, including representing the Billings Gazette and Bozeman, Chronicle in right-to-know cases. She also served on the boards of the Billings YMCA and Youth Dynamics.

Paul Tuss (Chair)



Term Expires February 1, 2020
[Send email to Regent Tuss](#)

Paul Tuss serves as the Executive Director of Bear Paw Development Corporation in Havre, a federally-recognized, nonprofit Economic Development District in northern Montana that covers 17,665 square miles, five counties and two Indian Reservations with a total population of approximately 35,000 residents. He previously worked for five years as the Executive Director of Glacier County's economic development organization, an area that includes Glacier National Park and the Blackfeet Indian Nation.

He is Past President of the Montana Economic Developers Association, Past Chairman of the Montana State Employers Council and is a member of the Montana Economic Development Advisory Council and Judicial Nomination Commission. He serves as a member of the Board of Directors for the Montana Nonprofit Association, Montana Cooperative Development Center and Northern Montana Hospital. Paul previously held gubernatorial appointments to the Tourism Advisory Council and the Montana Heritage Commission.

Prior to his appointment as a member of the Board of Regents, Paul served as a member of the President's Advisory Council for the University of Montana and as an Advisory Board member for the Bureau of Business and Economic Research at the University of Montana. He served as a member of the Cabinet for the MSU-Northern Foundation's Capital Campaign and was a member of the Presidential Search Committee for Montana State University that resulted in Dr. Waded Cruzado becoming President of MSU.

Paul has served as Aide to the Speaker of the Montana House of Representatives, Assistant Secretary of the Montana Senate and was a candidate in 2000 for Montana Secretary of State. A native of Anaconda, he is a graduate of the University of Montana, is married to Pamela Hillery and has two children, Dolan and Caroline.



Mariah R. Williams (Student Regent)

Term Expires June 30, 2015
[Send email to Regent Williams](#)

Ms. Williams is native of Sandpoint, Idaho and a 2010 graduate of Sandpoint High School. Her parents, Brad and Carol, were both born and raised in Montana and are alumni of the University of Montana. She moved to Missoula in 2010 and earned her Bachelors of Science in Business Administration with a major in Accounting in May of 2014. Ms. Williams will be pursuing a Masters of Business Administration at the University of Montana starting in Fall 2014.

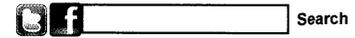
While at the University of Montana, she served two terms as a Senator of the Associated Students of the University of Montana (ASUM) and in her senior year served as the ASUM Vice President and chair of the ASUM Senate. During her involvement with ASUM Ms. Williams served as a member of the University of Montana Housing Master Plan Committee, the University Budget and Planning Committees, the President's Advisory Council and the Gilke Executive Education Center Building Committee among others.

During her time at the University of Montana she was also involved in several ensembles through the University of Montana School of Music, a student finance assistant on campus and a ski coach for the Missoula Ski Education Foundation.

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Board of Regents - Schedule of Meetings

DATE	LOCATION	AGENDA ITEMS SUBMISSIONS DEADLINES
2015		
July 9-10 Planning Session	Conference Call	Emergency Consent Items Only (No Academic Items for submission) June 17: List and Agenda Items due to OCHE July 1: Agenda Materials Available
September 16-17 <i>Wed/Thurs</i>	Montana Tech of The University of Montana 1300 West Park Street Butte, MT	August 19: Academic Items due to OCHE August 26: List and Agenda Items due to OCHE September 9: Agenda Materials Available
November 19-20	Montana State University-Bozeman PO Box 172440 Bozeman, MT 59717-0001	October 21: Academic Items due to OCHE October 28: List and Agenda Items due to OCHE November 11: Agenda Materials Available
2016		
January 14-15	Helena College University of Montana 1115 North Roberts Street Helena, MT 59601	Emergency Consent Items Only (No Academic Items for submission) December 23: List and Agenda Items due to OCHE January 6: Agenda Materials Available
March 3-4	The University of Montana-Western 710 S. Atlantic Dillon, MT 59723	February 3: Academic Items due to OCHE February 10: List and Agenda Items due to OCHE February 24: Agenda Materials Available
May 19-20	Montana State University-Northern 300 West 11th Street Havre, MT 59501-7751	April 20: Academic Items due to OCHE April 27: List and Agenda Items due to OCHE May 11: Agenda Materials Available
July 7-8 Planning Session	Office of the Commissioner of Higher Education 2500 Broadway Helena, MT 59602	Emergency Consent Items Only (No Academic Items for submission) June 15: List and Agenda Items due to OCHE June 29: Agenda Materials Available
September 14-15 <i>Wed/Thurs</i>	Montana State University-Billings City College Campus 3803 Central Ave Billings, MT 59102	August 17: Academic Items due to OCHE August 24: List and Agenda Items due to OCHE September 7: Agenda Materials Available
November 17-18	The University of Montana-Missoula 32 Campus Drive Missoula, MT 59812	October 19: Academic Items due to OCHE October 26: List and Agenda Items due to OCHE November 9: Agenda Materials Available
2017		
January 12-13	Helena College UM 1115 North Roberts Street Helena, MT 59601	Emergency Consent Items Only (No Academic Items for submission) December 21: List and Agenda Items due to

		OCHE January 4: Agenda Materials Available
March 9-10	Helena College UM 1115 North Roberts Street Helena, MT 59601	February 8: Academic Items due to OCHE February 15: List and Agenda Items due to OCHE March 1: Agenda Materials Available
May 25-26	Flathead Valley Community College 777 Grandview Drive Kalispell, MT 59901-2699	April 26: Academic Items due to OCHE May 3: List and Agenda Items due to OCHE May 17: Agenda Materials Available
July 6-7 Planning Session	Office of the Commissioner of Higher Education 2500 Broadway Helena, MT 59602	Emergency Consent Items Only <i>(No Academic Items for submission)</i> June 14: List and Agenda Items due to OCHE June 28: Agenda Materials Available
September 13-14 <i>Wed/Thurs</i>	Montana Tech of The University of Montana 1300 West Park Street Butte, MT	August 16: Academic Items due to OCHE August 23: List and Agenda Items due to OCHE September 6: Agenda Materials Available
November 16-17	Montana State University-Bozeman PO Box 172440 Bozeman, MT 59717-0001	October 18: Academic Items due to OCHE October 25: List and Agenda Items due to OCHE November 8: Agenda Materials Available
2018		
January 11-12	Helena College UM 1115 North Roberts Street Helena, MT 59601	Emergency Consent Items Only <i>(No Academic Items for submission)</i> December 20: List and Agenda Items due to OCHE January 3: Agenda Materials Available
March 8-9	The University of Montana-Western 710 S. Atlantic Dillon, MT 59723	February 7: Academic Items due to OCHE February 14: List and Agenda Items due to OCHE February 28: Agenda Materials Available
May 24-25	Great Falls College MSU 2100 16th Avenue South Great Falls, MT 59405	April 25: Academic Items due to OCHE May 2: List and Agenda Items due to OCHE May 16: Agenda Materials Available
July 12-13 Planning Session	Office of the Commissioner of Higher Education 2500 Broadway Helena, MT 59602	Emergency Consent Items Only <i>(No Academic Items for submission)</i> June 20: List and Agenda Items due to OCHE July 4: Agenda Materials Available
September 12-13 <i>Wed/Thurs</i>	Montana State University-Billings City College Campus 3803 Central Ave Billings, MT 59102	August 15: Academic Items due to OCHE August 22: List and Agenda Items due to OCHE September 5: Agenda Materials Available
November 15-16	The University of Montana-Missoula 32 Campus Drive Missoula, MT 59812	October 17: Academic Items due to OCHE October 24: List and Agenda Items due to OCHE November 7: Agenda Materials Available
2019		
January 10-11 Planning Session	Office of the Commissioner of Higher Education 2500 Broadway Helena, MT 59601	Emergency Consent Items Only <i>(No Academic Items for submission)</i> December 19: List and Agenda Items due to OCHE January 2: Agenda Materials Available
March 7-8		

	Helena College UM 1115 North Roberts Street Helena, MT 59601	February 6: Academic Items due to OCHE February 13: List and Agenda Items due to OCHE February 27: Agenda Materials Available
May 23-24	Flathead Valley Community College 777 Grandview Drive Kalispell, MT 59901-2699	April 24: Academic Items due to OCHE May 1: List and Agenda Items due to OCHE May 15: Agenda Materials Available
July 11-12 Planning Session	Office of the Commissioner of Higher Education 2500 Broadway Helena, MT 59601	Emergency Consent Items Only <i>(No Academic Items for submission)</i> June 19: List and Agenda Items due to OCHE July 3: Agenda Materials Available
September 11-12 <i>Wed/Thurs</i>	Montana Tech of The University of Montana 1300 West Park Street Butte, MT	August 14: Academic Items due to OCHE August 21: List and Agenda Items due to OCHE September 4: Agenda Materials Available
November 21-22	Montana State University-Bozeman PO Box 172440 Bozeman, MT 59717-0001	October 23: Academic Items due to OCHE October 30 List and Agenda Items due to OCHE November 13: Agenda Materials Available

**Subject to Change*

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Office of the Commissioner of Higher Education



Commissioner Clayton Christian

[Former Commissioners](#)

The Office of the Commissioner of Higher Education (OCHE) is the central administrative unit of the Montana University System and the [Board of Regents](#). The Commissioner of Higher Education, and his staff, are responsible for providing quality and timely service to the Board of Regents, government entities including the executive and legislative branches, the public and the media, students and staff, and others in the education community when they request information or assistance.

Policies and directives of the Board of Regents are communicated and implemented by the Commissioner and his staff, using the Regents' statutory and constitutional authority in an effective and professional manner.

The Commissioner's Office works to strengthen the credibility of the Montana University System in order to provide effective advocacy and provides balance between the needs and interests of the campuses and the needs and interests of the State and our students.

Staff Directory

Administration		
Clayton Christian	Commissioner of Higher Education	444-0374
Lynette Brown	Executive Assistant to the Commissioner and the Board of Regents	444-0374
Amy DeMato	Administrative Assistant	444-0311

Section IV
Office of Public
Instruction
(OPI)

Tab 9

Academic, Research & Student Affairs

Neil Moisey	Interim Deputy Commissioner, Academic, Research & Student Affairs	444-0312
Tom Gibson	Director of eLearning Business Development	994-6677
Amy DeMato	Administrative Assistant	444-0311
Elaine Gingery	Administrative Assistant	444-0339
Brandi Foster	Director of American Indian / Minority Achievement	444-0332

Educational Talent Search

Heather Miller	Director, Educational Talent Search	444-0334
Winnie Strainer	Program Assistant	444-0335

GEAR UP (Gaining Early Awareness & Readiness for Undergraduate Programs) Website: <http://mus.edu/gearup> :- Fax Number: 444-0425

Jan Lombardi	Director, Gear Up	444-0317
Sara Berg	Gear Up Senior Project Manager	444-0646
Andrea Rankin	Gear Up Program Manager	444-0674
Zach Hawkins	Gear Up School Grant Manager	444-0598
Jacque Boyd	Gear Up School Grant Manager	444-0848
Paula Roe	Gear Up College Access Manager	444-0350
Jessie Salisbury	Program Coordinator	444-0056

Two-Year & Community College Education

John Cech	Deputy Commissioner for Two-Year and Community College Education	444-0316
Sue Jones	Director of Two-Year Mission Integration	444-0318
David Hall	College!NOW Program Coordinator	444-0608
Kali Wicks	High School to College Pathways Program Manager / Perkins Accountability Specialist	444-0313
Jeannie Origbo	Administrative Associate	444-0632

Administrative & Fiscal Affairs

Mick Robinson	Deputy Commissioner for Fiscal Affairs / Chief of Staff	444-0319
Frieda Houser	Director of Accounting and Budget	444-0320
Leah Tietz	Director, Work Comp & Risk Management	444-0615
Laurie Neils	Financial Manager	444-0323
Kelly Hert	Federal Accountant	444-0321
Laurie Tobol	Student Assistance Manager and State Certifying Officer	444-0322
Debbie Bunker	Payroll / Benefits	444-0324

Insurance / Benefits
Website: <http://choices.mus.edu/> -:- Fax Number: 444-0222

Connie Welsh	Director of Benefits	444-0614
Mary Lachenbruch	Assistant Director of Benefits	444-0330
Susan Witte	Regulatory and Compliance Officer	444-0633
Amy Berry	Pensions and Education Savings Administrator	444-0613
Carol Franco	Benefits Specialist	444-2574
Chelsi Dupler	Benefits Specialist	444-0331

Planning & Analysis / IT

Tyler Trevor	Associate Commissioner for Planning & Analysis	444-0307
Edwina Morrison	IT / Web Manager	444-0326
Kevin Turner	MUS Data Warehouse Administrator	444-0337
Shane Gilbert	Web / Database Technical Solutions Analyst / Developer	444-0636
Karin Janssen	Common Course Numbering Manager	444-0607
Curt Norman	IT Support	461-1192

Student Financial Services

Ron Muffick	Director, Student Financial Services	444-0369
Carie Kelly	Outreach Coordinator	444-7368
Andrea Opitz	Outreach Coordinator	444-0681

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Kevin McRae	Associate Commissioner for Communications & Human Resources	444-0327
Jackie Salvesson	HR & Labor Relations Specialist	444-0315

Legal Division

Vivian Hammill	Chief Legal Counsel	444-0325
Jessica Brubaker	Staff Attorney	444-0314

Montana Guaranteed Student Loan Program (MGSLP)

Administration

Robin Graham	Chief Financial Officer	444-0360
Summer Marston	Program Coordinator	444-0353
Mike Mazanec	Computer Systems Analyst	444-2494
Curt Norman	IT Support	461-1192

Scholarships & Grants

Sheila Newlun	State Scholarship Coordinator	444-0638
Sandy Matule	Scholarship & Grants Specialist	444-0605
Amy Berry	Education Savings Analyst	444-0613

Borrower Services

Cheryl Poelman-Allen	Borrower Services Manager	444-0390
Vicki Hewitt	Borrower Services Specialist	444-0386
Dianna Lee	Borrower Services Specialist	444-0389
Caitlin Kemnitz	Borrower Services Specialist	444-0383
Richard Kincaid	Default Prevention Lead Worker	444-0367
Vince Justice	Borrower Services Specialist	444-0077
Mike Stebbins	Borrower Services Specialist	444-0075
Melanie Pankratz	Borrower Services Specialist	444-0934
Wendy Lee	Borrower Services Specialist	444-0036
Debbie Austin	Borrower Services Specialist	444-0073
Kristina Perusich	Borrower Services Specialist	444-0074
Jenny Betcher	Borrower Services Specialist	444-0344
Jennifer Leu	Borrower Services Specialist	444-0392
Amber Toney	Borrower Services Specialist	444-0343
Ellen Warner	Borrower Services Specialist	444-0362
Rusty Umback	Borrower Services Specialist	444-0396
Lisa Coble	Borrower Services Specialist	444-0394
Amber Dullum	Borrower Services Specialist	444-0637
Lylajo Lindskog	Borrower Services Specialist	444-0644

Accounting / Claims

Jamie Dushin	Accounting Manager	444-0381
Linda Cronholm	Accounting Technician	444-0363
Sandy Miller	Accounting Technician	444-0361
Connie Newlon	Accounting Associate	444-0072
Marianne Meegan	Claim Review	444-7328
Ted Broderick	Compliance / Claims	444-1565

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(406) 444-2046	Bassett	Sherrie				Other	Special Education
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(406) 444-2046	Beery	Rhiannon				Other	Special Education
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PEPPS

Montana Professional Educator Preparation Program Standards and Procedures Manual

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Professional Educator Preparation Program Standards

Effective: 2007 through 2014

SECTION I ADMINISTRATIVE RULES OF MONTANA – CHAPTER 58

Adoption of Professional Educator Preparation Program Standards by the Board of Public Education as Administrative Rules of Montana establishes the accreditation and accountability requirements for Montana's professional education units. The first adoption of these educator preparation standards was in 1979.

Sub-Chapter 1: State Administrative Procedural Standards

Sub-Chapter 2: Conceptual Framework of Professional Educator Preparation Programs

Sub-Chapter 3: Program Performance Standards

Performance standards require the establishment of criteria upon which performance will be demonstrated by the institution and professional education unit to assure consistent interpretation of the administrative rule language for that area. The criteria are established as policy primarily for the institution's preparation in seeking state-accreditation. In addition, the criteria provide clarification and confirmation of the process used by review teams monitoring educator preparation programs in Montana.

Sub-Chapter 5: Standard 501 - General Requirements

Board of Public Education action on this section determines the limit to which approval will be granted to all endorsement programs of an institution under review. An adopted "provisional accreditation" rating for 10.58.501 will limit all endorsement programs to no more than "provisional" status, pending a follow-up review and recommendations to the Board. An adopted "non-accredited" rating for 10.58.501 would remove all endorsement programs from state-accreditation. Institutions and program officials must place great importance on creating assessments, quantifying candidate success, and developing documents to verify the institution's success.

Sub-Chapter 5: Teaching Subject Areas

In establishing performance-based standards for the preparation of educator candidates, criteria are established for programs preparing candidates for the elementary K-8 endorsement. These criteria must be considered in the development of assessments and the documentation format for verification of each institution's success in preparing entry level candidates for certification.

SECTION II PROCEDURES FOR PROFESSIONAL EDUCATION UNIT REVIEW

These procedures are adopted for the uniform planning, preparation and implementation of reviews of Professional Education Units in Montana for recommendations of accreditation status to the Montana Board of Public Education.

- A. State Review Protocol
- B. Joint NCATE/MONTANA Review Protocol

SECTION III SUPPLEMENTAL MATERIAL AND RESOURCE GUIDE

- A. Sample Indicators
- B. Sample Rubrics
- C. Related Material

Montana Professional Educator Preparation Program Standards and Procedures Manual

SECTION I

ADMINISTRATIVE RULES OF MONTANA – CHAPTER 58

SECTION I

MONTANA PROFESSIONAL EDUCATOR PREPARATION PROGRAM STANDARDS 2006-2013

INTRODUCTION

Montana Professional Educator Preparation Program Standards (PEPPS) revision process is based on the following principles: quality, equity, diversity, and nationally recognized standards. The Montana standards align with the national accreditation standards as established by the national council for accreditation of teacher education (NCATE).

- 1. Quality** – The authority for accreditation resides with the legally constituted state authority, the Montana Board of Public Education (BPE). The BPE establishes a system of teacher certification to ensure that all professional education units follow a common set of standards of quality. Montana standards incorporate the concept of assessing programs based upon the actual performance and knowledge competence of their candidates. In addition, the Montana state standards are aligned to the unit standards of the National Council for Accreditation of Teacher Education and to the national specialty professional organizations' standards as accredited by NCATE. While the language of national standards is incorporated into the PEPPS authority for accreditation continues to reside with the legally constituted state authority, the BPE.
- 2. Equity** – The state of Montana has a responsibility to provide educational opportunities in a manner designed to be fair and equitable and to provide high quality educational services to its citizens. The focus on thoughtful ongoing assessment strategies is designed to ensure that programs are constantly reviewed and revised to ensure efficiency, currency, and high quality. "Professional education units must provide opportunities for candidates to understand the role of equity in the teaching and learning process." (NCATE, 2002).
- 3. Diversity** – Professional education programs in Montana shall "design, implement, and evaluate curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools."(NCATE Standard 4, 2002)

The Constitution of the State of Montana (Article X, Section 2) establishes a special legal status for indigenous cultures and peoples, with respect to education: *the State recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural heritage.*" The American Indian cultures and Tribes of Montana are a unique and valuable resource. Teacher education in Montana shall be designed to respect cultures and to help candidates understand and benefit from the vitality and complexity that arises from the interaction of various cultural perspectives. Participation of American Indians

in the planning, implementation and assessment of professional education shall be sought.

- 4. Nationally Recognized Standards** – The Montana Professional Educator Preparation Program Standards are aligned to the unit standards of the National Council for Accreditation of Teacher Education (NCATE) and to the national specialty professional organizations' standards as accredited by NCATE. The Montana Council of Deans of Education, a council open to chairs, deans and directors of private, public, and tribal professional education units, continues to review NCATE and other national and states' standards and procedures for relevance to Montana standards.

Permission to include verbatim and/or modified NCATE 2002 text within Montana professional educator preparation standards was provided by NCATE. The Interstate New Teacher Assessment and Support Consortium, "INTASC Standards," have been incorporated in ARM 10.58.501, General Requirements, to assure a common set of expectations in the preparation of professional educators in all content and specialty areas.

Standards which make up Administrative Rules of Montana (ARM) Title 10, Chapter 58, Sub-Chapters 2, 3, and 6, the unit standards, constitute the core of professional educator preparation programs in Montana. These also coordinate with NCATE unit standards.

The changes made herein continue to strengthen standards and integrate performance assessment into both the unit and specialty area (endorsement) standards. These standards are in effect from March 31, 2007 through January 2014 with on-site reviews of professional education units scheduled every seven years. It is the intent of the Board of Public Education that all standards be performance-based.

BOARD OF PUBLIC EDUCATION

CHAPTER 58

STANDARDS FOR STATE APPROVAL OF TEACHER EDUCATION
PROGRAMS LEADING TO INTERSTATE RECIPROCITY
OF TEACHER CERTIFICATION

Subchapter 1

State Administrative Procedural Standards

- | | | |
|------|-----------|--|
| Rule | 10.58.101 | Advisory Group (REPEALED) |
| | 10.58.102 | Process Leading to Accreditation of Professional Education Units |
| | 10.58.103 | Visitations |
| | 10.58.104 | Accredited Programs |
| | 10.58.105 | Optional Compliance (REPEALED) |

Subchapter 2

Organization and Administration of Teacher Education

- | | | |
|------|-----------|--|
| Rule | 10.58.201 | Purposes and Objectives (REPEALED) |
| | 10.58.202 | Organization (REPEALED) |
| | 10.58.203 | Student Admission, Retention, and Exit Policies and Practices (REPEALED) |
| | 10.58.204 | Student Personnel Services (REPEALED) |
| | 10.58.205 | Student Participation in Teacher Education Program Development and Evaluation (REPEALED) |
| | 10.58.206 | Faculty (REPEALED) |
| | 10.58.207 | Instruction (REPEALED) |
| | 10.58.208 | Facilities and Instructional Materials School-Institution Relations (REPEALED) |
| | 10.58.209 | School Institution Relations (REPEALED) |
| | 10.58.210 | Conceptual Framework(s) |

BOARD OF PUBLIC EDUCATION

Subchapter 3

Curriculum Principles and Standards: Basic Programs

Rule	10.58.301	Curriculum Planning and Development (REPEALED)
	10.58.302	General Education (REPEALED)
	10.58.303	Professional Education (REPEALED)
	10.58.304	Candidate Knowledge, Skills, and Dispositions
	10.58.305	Assessment System and Unit Evaluation
	10.58.306	Field Experiences and Clinical Practices
	10.58.307	Diversity
	10.58.308	Faculty Qualifications, Performance, and Development
	10.58.309	Unit Governance and Resources

Subchapter 4

Teaching Areas: General Standards

Rule	10.58.401	Fields of Specialization (REPEALED)
	10.58.402	Development of Teacher Education Program (REPEALED)
	10.58.403	Statement of Purpose and Objectives (REPEALED)
	10.58.404	Statement of Competencies (REPEALED)
	10.58.405	Program of Study (REPEALED)
	10.58.406	Program Evaluation (REPEALED)
	10.58.407	Program Support (REPEALED)
	10.58.408	Staff (REPEALED)
	10.58.409	General Education (REPEALED)
	10.58.410	Professional Education (REPEALED)

CERTIFICATION

Subchapter 5

Teaching Areas: Specific Standards

Rule	10.58.501	General Requirements
	10.58.502	Agricultural Education
	10.58.503	Art K-12
	10.58.504	Business Education (REPEALED)
	10.58.505	Business and Information Technology Education
	10.58.506	Marketing Education (REPEALED)
	10.58.507	Theatre
	10.58.508	Elementary
	10.58.509	English/Language Arts
	10.58.510	Students with Disabilities K-12
	10.58.511	World Languages
	10.58.512	School Counseling K-12
	10.58.513	Health K-12
	10.58.514	Family and Consumer Sciences
	10.58.515	Industrial/Technology Education
	10.58.516	Journalism
	10.58.517	Library Media K-12
	10.58.518	Mathematics
	10.58.519	Music K-12
	10.58.520	Physical Education K-12
	10.58.521	Reading Specialists K-12

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- Rule 10.58.522 Science
- 10.58.523 Social Studies
- 10.58.524 Communication
- 10.58.525 Trades and Industry
- 10.58.526 Traffic Education
- 10.58.527 Areas of Permissive Special Competency
- 10.58.528 Computer Science

Subchapter 6

Curriculum Principles and Standards: Advanced Programs

- Rule 10.58.601 Program Planning and Development
- 10.58.602 Teaching Areas: Advanced Programs
- 10.58.603 Assessment of Advanced Programs

Subchapter 7

Specializations: Supervisory and Administrative Programs

- Rule 10.58.701 Supervisors (REPEALED)
- 10.58.702 School Principals (REPEALED)
- 10.58.703 School Superintendents (REPEALED)
- 10.58.704 School Principals and Superintendents (REPEALED)
- 10.58.705 School Principals, Superintendents, Supervisors and Curriculum Directors
- Rule 10.58.706 reserved
- 10.58.707 School Psychologists

CERTIFICATION

Subchapter 8

Innovative and Experimental Programs

Rule 10.58.801 Types of Programs

10.58.802 Standards for Approval

Subchapter 9

Standards for Approving Competency-Based or Performance-Based Programs

Rule 10.58.901 Standards for Approving Competency-Based or Performance-Based Programs

Subchapter 1

State Administrative Procedural Standards

10.58.101 ADVISORY GROUP (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; REP, 1988 MAR p. 1526, Eff. 7/15/88.)

10.58.102 PROCESS LEADING TO ACCREDITATION OF PROFESSIONAL EDUCATION UNITS (1) The Board of Public Education shall adopt procedures for implementing the process of accrediting professional education units.

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

(a) The Office of Public Instruction shall establish a cadre of qualified educators to serve on review teams.

(i) Team members shall be recommended from higher education and public schools by administrators, supervisors, professional organizations, and educational boards and agencies.

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

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

(c) Performance of team members shall be evaluated by the team chairperson, in conjunction with the Office of Public Instruction coordinator.

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

(3) Members of the Board of Public Education shall be invited to participate as observers at each unit's program review. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.103 VISITATIONS (1) All professional education units shall host an accreditation review every seven years or on an adjusted schedule based upon coordination with national accreditation or upon request of an institution or the Board of Public Education.

(2) Joint visitations and cooperation with other accrediting agencies will be encouraged.

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

(4) Units are required to engage in an ongoing self-study of professional educator preparation programs. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1986 MAR p. 1307, Eff. 8/1/86; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2005 MAR p. 576, Eff. 4/15/05; AMD, 22007 MAR p. 190, Eff. 2/9/07.)

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

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

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

(b) The report shall be accessible to institutions, school personnel offices, counselors, and the general public within the state, and to other state education agencies, and shall be posted on the web sites of the Office of Public Instruction and Board of Public Education. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.105 OPTIONAL COMPLIANCE (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; REP, 1984 MAR p. 831, Eff. 5/18/84.)

Subchapter 2

Organization and Administration of Teacher Education

10.58.201 PURPOSES AND OBJECTIVES (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 2000 MAR p. 2406, Eff. 9/8/00; REP, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.202 ORGANIZATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 2000 MAR p. 2406, Eff. 9/8/00; REP, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.203 STUDENT ADMISSION, RETENTION, AND EXIT POLICIES AND PRACTICES (REPEALED) (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 2000 MAR p. 2406, Eff. 9/8/00; REP, 2007 MAR p. 190, 2/9/07.)

10.58.204 STUDENT PERSONNEL SERVICES (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 2000 MAR p. 2406, Eff. 9/8/00; REP, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.205 STUDENT PARTICIPATION IN TEACHER EDUCATION PROGRAM DEVELOPMENT AND EVALUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

10.58.206 FACULTY (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

10.58.207 INSTRUCTION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

10.58.208 FACILITIES AND INSTRUCTIONAL MATERIALS (REPEALED)

(History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79, AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; REP, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.209 SCHOOL-INSTITUTION RELATIONS (REPEALED) (History:

20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

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

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

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

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

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

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

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

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

(2) The conceptual framework(s) provides the following structural elements:

(a) the mission of the institution and unit;

(b) the unit's philosophy, purposes, professional commitments, and dispositions;

(c) knowledge bases including theories, research, the wisdom of practice, and education policies;

(d) performance expectations for candidates, aligning them with professional, state, and institutional standards; and

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

(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

Subchapter 3

Curriculum Principles and Standards: Basic Programs

10.58.301 CURRICULUM PLANNING AND DEVELOPMENT (REPEALED)

(History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

10.58.302 GENERAL EDUCATION (REPEALED)

(History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

10.58.303 PROFESSIONAL EDUCATION (REPEALED)

(History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1986 MAR p. 1308, Eff. 8/1/86; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

10.58.304 CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS

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

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

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

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

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

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

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

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

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

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

(j) Candidates for other professional school roles have a working, demonstrable knowledge of Montana school governance, funding, and collective bargaining.

(k) Teacher candidates demonstrate an understanding of the effects of concentrated generational poverty on student academic achievement.

(l) Candidates for other professional school roles demonstrate an understanding of the effects of concentrated generational poverty on student academic achievement. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR, p. 190, Eff. 2/9/07.)

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

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

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

(c) The unit regularly and systematically uses data, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The unit analyzes program evaluation and performance assessment data to initiate changes where indicated. Candidate and faculty assessment data are regularly shared with candidates and faculty respectively, to help them reflect on their performance and improve it. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.306 FIELD EXPERIENCES AND CLINICAL PRACTICES (1) The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

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

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

(c) Entry and exit criteria exist for candidates in clinical practice. Assessments used in clinical practice are linked to candidate competencies delineated in professional, state, and institutional standards. Multiple assessment strategies are used to evaluate candidates' performance and effect on student learning. Candidates, school faculty, and college or university faculty jointly conduct assessments of candidate performance throughout clinical practice. Both field experiences and clinical practice allow time for reflection and include feedback from peers and clinical faculty. Field experiences and clinical practice provide opportunities for candidates to develop and demonstrate knowledge, skills, and dispositions for helping all students learn. All candidates participate in field experiences or clinical practice that include students with exceptionalities and students from diverse ethnic, racial, gender, and socioeconomic groups. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.307 DIVERSITY (1) The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 2000 MAR p. 2406, Eff. 9/8/00.)

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

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

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

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

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

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

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

(g) Based upon needs identified in faculty evaluations, the unit provides opportunities for faculty to develop new knowledge and skills, especially as they relate to conceptual framework(s) and performance assessments. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

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

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

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

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

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

(e) The unit allocates resources across programs to prepare candidates to meet standards for their fields. It provides adequate resources to develop and implement the unit's assessment plan. The unit has adequate information technology resources to support faculty and candidates. Faculty and candidates have access both to sufficient and current library and curricular resources and electronic information. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 2000 MAR p. 2406, Eff. 9/8/00.)

Subchapter 4

Teaching Areas: General Standards

10.58.401 FIELDS OF SPECIALIZATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

10.58.402 DEVELOPMENT OF TEACHER EDUCATION PROGRAM (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

10.58.403 STATEMENT OF PURPOSE AND OBJECTIVES (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

10.58.404 STATEMENT OF COMPETENCIES (REPEALED) (History: 20-2-115, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

10.58.405 PROGRAM OF STUDY (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

10.58.406 PROGRAM EVALUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

10.58.407 PROGRAM SUPPORT (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

10.58.408 STAFF (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

10.58.409 GENERAL EDUCATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 2000 MAR p. 2406, Eff. 9/8/00; REP, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.410 PROFESSIONAL EDUCATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 2000 MAR p. 2406, Eff. 9/8/00; REP, 2007 MAR p. 190, Eff. 2/9/07.)

Subchapter 5

Teaching Areas: Specific Standards

10.58.501 GENERAL REQUIREMENTS (1) All programs require that successful candidates:

- (a) demonstrate understanding of and ability to integrate knowledge of the history, cultural heritage, and contemporary status of American Indians and tribes in Montana;
- (b) demonstrate understanding of the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and creates learning experiences that make subject matter meaningful for students;
- (c) demonstrate understanding of how students learn and develop, and provide learning opportunities that support intellectual, social, and personal development;
- (d) demonstrate knowledge of how students, within different populations, including Montana American Indians, differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners;
- (e) demonstrate understanding of personal, cultural and socioeconomic biases and teaching style differences that affect one's teaching;
- (f) utilize a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills;
- (g) demonstrate understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation;
- (h) demonstrate knowledge of effective verbal, nonverbal, media, and electronic communication techniques to teach the strategies of active inquiry, collaboration, and supportive interaction in the classroom;
- (i) plan instruction based on knowledge of subject matter, students, the community, curriculum goals, and appropriate use of current and emerging technologies;
- (j) demonstrate assessment strategies, tools, and practices to plan and evaluate effective instruction;
- (k) demonstrate continued growth in knowledge related to a particular subject area and the teaching of it;
- (l) demonstrate knowledge of strategies to build relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being; and
- (m) demonstrate the ability to foster contextual and experiential learning and to build connections between academic learning and the skills required in the present and future workforce. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

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

(2) The program requires that successful candidates:

(a) demonstrates essential skills and knowledge including the scientific/technical, safety, and career information in the following areas:

- (i) agricultural, natural, and environmental resource science;
- (ii) agricultural business management and entrepreneurship;
- (iii) horticultural science;
- (iv) animal science;
- (v) crop science;
- (vi) soil science;
- (vii) food science;
- (viii) agriculture mechanical technology;
- (ix) biotechnology; and
- (x) technology applications in agriculture;

(b) demonstrates a philosophy of vocational education, which reflects the unique student/community and industry interaction and includes the biological, physical, and applied sciences, personal leadership, and school-to-career components of a comprehensive agricultural education program;

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

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

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

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

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

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

(h) demonstrate research-based strategies to meet the diverse learning needs of all students by applying and integrating the state's learning goals, agricultural workplace competencies, and essential academic learning requirements in program implementation and assessment, including 20-1-501, MCA. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

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

(a) develop competence and a working vocabulary in:

(i) art production through developing the ability to present imaginative and original ideas and feelings by creating images in a concentration of one or more of the visual art forms;

(ii) art history and heritage through developing the ability to understand and appreciate works of art from different cultures, places, and times, to include Montana American Indians;

(iii) art criticism through developing the ability to analyze and evaluate the structure and significance of works of art and to make reasoned interpretations and judgments about their meaning; and

(iv) aesthetics, including sensory perception, and the study of the nature and experience of the arts;

(b) use appropriate technologies as tools of expression, research, and assessment;

(c) comprehend and appropriately use copyright and patent laws in relation to original art works and reproductions;

(d) develop sequential visual arts curricula with a mission and scope that assures student development and competence in a variety of media;

(e) demonstrate an understanding of:

(i) the stages of development as these relate to art curriculum, and ensuring that the scope and sequence of the curriculum is age appropriate;

(ii) the necessity of creating an environment of empathy, tolerance, and emotional safety in the art classroom;

(iii) the health and safety aspects of studio work, including materials, tools, equipment, classroom design, and procedures;

(iv) budgeting and purchasing; and

(v) censorship issues and their complexity;

(f) develop and use assessment strategies for evaluating student progress and accomplishments in the visual arts as aligned to the Montana standards for visual arts, as well as other standards where the arts are integrated with technology and the content areas;

(g) connect art with other disciplines; and

(h) introduce career opportunities in art and art related fields, and encourage and advise students about postsecondary options. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.504 BUSINESS EDUCATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; REP, 1989 MAR p. 397, Eff. 3/31/89.)

10.58.505 BUSINESS AND INFORMATION TECHNOLOGY EDUCATION

(1) The program requires that successful candidates:

(a) demonstrate a variety of collaborative efforts to enhance the curricula including, but not limited to, advisory committees, business partnerships, tech prep, school to work, applied academics, technology integration, career planning, cooperative education, curriculum integration, and Indian Education for All (20-1-501, MCA);

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

(c) demonstrate and apply the philosophy and objectives of career and technical education;

(d) demonstrate effective classroom management techniques and modify the curriculum to meet a variety of student needs;

(e) identify methods for selection and application of the tools of technology relating to personal and business decision making;

(f) demonstrate and apply the use of current and emerging technologies used by business, industry, and education;

(g) demonstrate basic concepts of effective oral and written communication;

(h) demonstrate ethical and social responsibilities related to business and the legal framework for personal, business, and social interactions;

(i) demonstrate the skills needed to successfully obtain and maintain employment;

(j) identify careers and opportunities in business and related occupational fields;

(k) assess student interests, aptitudes, personal qualities, and other information necessary for students to make informed career choices;

- (l) demonstrate effective techniques for managing employees, personnel relations, and the budgeting of time and resources;
- (m) apply marketing concepts and management fundamentals;
- (n) organize, manage, and synthesize information to make wise business decisions;
- (o) demonstrate techniques for business problem solving;
- (p) apply interpersonal, teamwork, and leadership skills necessary to function in multicultural business and social settings;
- (q) conduct research activities in domestic and international business;
- (r) demonstrate and apply principles of economics, free enterprise, and global economies;
- (s) demonstrate and apply the basic concepts of personal finance skills, social and government responsibility, and business practices;
- (t) demonstrate the role of entrepreneurship in economies and the process of starting and maintaining a business;
- (u) demonstrate accounting procedures to make decisions about planning, organizing, and allocating resources; and
- (v) demonstrate the different functional areas of business as interrelated parts rather than distinct and separate entities. (History: 20-2-114, 20-2-121, MCA; IMP, 20-1-501, 20-2-121, 20-4-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 1997 MAR p. 313, Eff. 2/11/97; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.506 MARKETING EDUCATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

10.58.507 THEATRE (1) The program requires that successful candidates:

- (a) demonstrate the ability to create curriculum, instruction, and assessment for K-12 students in a school theatre program to make students aware of the process of artistic creation, from creating and performing to responding;
- (b) demonstrate knowledge of program goals, procedures, and rationales for a school theatre program;
- (c) integrate activities with outside performances utilizing the latest methods of theatre practice and appreciation; and
- (d) model pedagogy and attitudes which reflect current research on the theory and practice of teaching theatre.

(2) Candidates demonstrate understanding and knowledge of:

- (a) theatre as a social and aesthetic experience and a reflection of culture, including Montana American Indian cultures, a broad view of the history of theatre and acquaintance with representative plays of past and present;
- (b) the relationship between the actor, the literature, and the audience, including the actor's ability to assess personal growth; and
- (c) the educational function of theatre in the school setting, helping students develop life skills and better understand themselves, others, and the world.

(3) Candidates shall have experience with performance, in order to:

- (a) direct/supervise a theatrical production/activity with artistic integrity, including supervision of appropriate selections (being mindful of community standards), analysis, casting, rehearsal, and performance;
- (b) manage/supervise the technical requirements of a theatrical production/activity by effectively planning and executing scenery, lights, make-up, sound, properties, costumes, special effects, promotion and publicity; and
- (c) use production/activity as a measurement/evaluation of current and future goals and objectives.

(4) Candidates interact with the community, as a resource person who:

- (a) contributes in the development of facilities;
- (b) supervises classroom projects, assembly programs, or any activity that involves elements of theatre;
- (c) assists planning comprehensive theatre and/or other fine arts curriculum including video/film; and
- (d) advocates in their school and the larger community for theatre instruction and performances. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.508 ELEMENTARY (1) The program requires that successful candidates:

(a) demonstrate knowledge and understanding and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation;

(b) demonstrate knowledge and understanding and use the central concepts as outlined in Montana's student content and performance standards, tools of inquiry, and structures of content for students across grades K-8 and can engage students in meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels. Candidates:

(i) demonstrate a high level of competence in the use of English language arts and demonstrate knowledge, understanding, and use concepts from reading, language, literature, and child development to teach reading, writing, speaking, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas;

(ii) demonstrate knowledge and understanding of and use the fundamental concepts in the subject matter of science, including physical, life, earth, and space sciences, as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, including American Indian scientific contributions, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific literacy;

(iii) demonstrate knowledge and understanding of and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra, in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data;

(iv) demonstrate knowledge and understanding of and use the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics, and an understanding of the social sciences (e.g., anthropology, archaeology, psychology, and sociology), and other related areas (e.g., humanities, law, philosophy, religion, mathematics, science, and technology), to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world, including meeting the requirements of 20-1-501, MCA;

(v) demonstrate knowledge and understanding of and use the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among students;

(vi) demonstrate knowledge and understanding of and use the comprehensive nature of students' physical, mental, and social well-being to create opportunities for student development and practice of skills that contribute to health enhancement; and

(vii) demonstrate knowledge and understanding of and use interdisciplinary connections to integrate subject matter contents, employing inclusive ideas and issues that engage students' ideas, interests, concerns, and experiences;

(c) plan and implement instruction based on knowledge of individual students, learning theory, subject matter, curricular goals, and community.

Candidates:

(i) demonstrate understanding of how students, within different populations, including Montana American Indians, differ in their development and approaches to learning and create instructional opportunities that are adapted to diverse learners;

(ii) demonstrate understanding of and use a variety of teaching routines and strategies that encourage students' development of critical thinking, problem solving, and performance skills, including the appropriate use of current and emerging technologies;

(iii) apply knowledge and understanding of individual and group motivation and behavior among students to develop active engagement in learning, self motivation, and positive interaction and to create supportive learning environments; and

(iv) apply knowledge and understanding of effective verbal, nonverbal, and electronic communication techniques to develop inquiry, collaboration, and supportive interaction;

(d) demonstrate knowledge and understanding of and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social-emotional, and physical development of each student. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.509 ENGLISH/LANGUAGE ARTS (1) The program requires that successful candidates:

- (a) apply theory and practice of English/language arts throughout program preparation and performance requirements;
- (b) demonstrate skills and strategies used in creating an inclusive and supportive learning environment in which all students engage in learning;
- (c) demonstrate the implementation of instruction and assessment that assist students in developing skills and habits in critical thinking;
- (d) make connections between the English/language arts curriculum and developments in culture, society, and education;
- (e) engage their students in activities that demonstrate the role of the arts, humanities, and other content areas in English/language arts; and
- (f) demonstrate understanding of legal and ethical issues in English/language arts such as freedom of expression, censorship, and bias in literature.

(2) Candidates are knowledgeable about language, oral discourse, reading processes, writing processes, literature, print and non print media, and technology, research theory and findings. Candidates demonstrate:

- (a) knowledge of and skills in the use of the English language;
- (b) knowledge of and skills in the use of oral discourse;
- (c) knowledge of and skills in the use of reading processes, (e.g., phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation);
- (d) knowledge of and skills in writing processes;
- (e) knowledge of and skills in using an extensive range of literature, including works by and about Montana American Indians;
- (f) knowledge of and skills in the use of print and non print media and technology in contemporary culture;
- (g) knowledge of research theory and findings in English/language arts; and
- (h) the disposition and skills needed to integrate knowledge of English/language arts, students, and teaching. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.510 STUDENTS WITH DISABILITIES K-12 The program requires that successful candidates:

(a) demonstrate an understanding of the philosophical, historical, and legal foundations of special education;

(b) demonstrate an understanding of the similarities and differences in human development, knowledge of characteristics of learners of all ages and the educational, cultural, and environmental implications of characteristics of various exceptionalities, including implications for Montana American Indian learners;

(c) demonstrate knowledge of exceptional conditions and the impact of learners' academic and social abilities, attitudes, interests, values, beliefs, and cultures on instruction and career development, including the impact on Montana American Indians;

(d) demonstrate the ability to effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways, and promote and advocate the learning and well-being of individuals with exceptional learning needs;

(e) create learning environments for individuals with exceptional learning needs that foster positive social interactions, cultural understanding, safety, emotional well-being, and active engagement;

(f) demonstrate knowledge and understanding of typical and atypical language development and the ways in which exceptional conditions interact with an individual's experience with and use of language, and demonstrate knowledge and use of individualized strategies to enhance language development and teach communication skills;

(g) demonstrate knowledge of and apply research-based instructional strategies to individualize learning, and to plan, develop, implement, modify, and evaluate curriculum;

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

(i) demonstrate knowledge of individualized decision making and instruction and develop individualized instructional plans integrating general and special education learning expectations;

(j) demonstrate understanding of personal, cultural, and socioeconomic biases and how teaching style differences affect one's teaching;

(k) demonstrate understanding of ethical and professional practices; and
 (l) demonstrate knowledge and understanding of psychological perspectives, applicable laws and regulations, procedural safeguards, ethical concerns, and appropriate instructional strategies, practices, and techniques to support students with challenging behaviors. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/907.)

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

- (a) demonstrate knowledge of phonology, grammar and composition, linguistics (applied to the specific language or applied to second language study as a whole), literature, and culture;
- (b) demonstrate sufficient listening comprehension to understand most routine social conventions, conversations on school or work requirements, and discussion on concrete topics related to particular interests and special fields of competence;
- (c) demonstrate oral proficiency to satisfy most work requirements, and show some ability to communicate on concrete topics relating to particular interests and special fields of competence;
- (d) demonstrate reading comprehension for factual information in non-technical prose and concrete topics related to special interests, read for information and description, follow a sequence of events and react to that information, and separate main ideas and details in material written for the general public;
- (e) the ability to write about most common topics with some precision and in some detail, write detailed resumes and summaries, take accurate notes, write social and informal business correspondence, describe and narrate personal experiences, explain simple points of view in prose discourse, and write about concrete topics relating to particular interests and special fields of competence;
- (f) a working social and professional competence in cultural skills (reflecting the international character of present-day economic ties among countries);
- (g) demonstrate knowledge of and strategies to build connections with native cultures;
- (h) demonstrate understanding of language as an essential element of culture, of the principal ways in which the target language culture differs from the first language culture, first-hand knowledge of literary masterpieces, and the geography, history, art, and social customs of major lands in which the language is dominant;
- (i) demonstrate and apply an understanding of the differences between the phonological, grammatical, and semantic systems of the second language and those of English;

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

(k) demonstrate knowledge of the use of special techniques, such as educational media, the internet and electronic mail, and the relation of second language study to other curricular areas; and

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

(2) The classical language program requires that successful candidates:

(a) demonstrate knowledge and understanding of the preceding standards;

(b) demonstrate knowledge and understanding of the specific classical language; and

(c) demonstrate knowledge and application of the specific classical language's sounds, structure, and vocabulary rather than on conversational objectives.

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

(4) The English as a second language program requires that successful candidates:

(a) demonstrate knowledge of the linguistic structure of the language and features of the culture which uses the native language;

(b) demonstrate knowledge of and use of instructional strategies, methods, and skills for teaching English as a second language; and

(c) demonstrate successful completion of a two-year program, or the equivalent experience, in learning a second language. (History: 20-1-114, MCA; IMP, 20-1-501, 20-2-121, MCA; ; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1986 MAR p. 1902, Eff. 11/15/86; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1991 MAR p. 1553, Eff. 3/15/91; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.512 SCHOOL COUNSELING K-12 (1) The program requires that successful candidates:

(a) demonstrate knowledge of the history, current trends, philosophy, current and emerging computer technology, and professional activities related to the practice of professional school counseling K-12;

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

(c) demonstrate competence in the use of theories of individual and family development and transitions across the life span, theories of learning and personality development, and human behavior including developmental crises, exceptionality, addictive behavior, psychopathology, and environmental factors that affect both normal and abnormal behavior;

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

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

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

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

(i) planning, designing, implementing, and evaluating a comprehensive and developmental school counseling program;

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

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

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

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

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

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

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

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

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

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

(j) successfully complete a supervised counseling practicum and internship experience, which include observation and practice of counseling and other professional skills related to professional school counseling with the following requirements:

(i) The counseling practicum must total a minimum of 100 hours, which includes 40 hours of supervised direct service to students providing individual counseling and group work.

(ii) The counseling practicum must be supervised a minimum of one hour per week in an individual supervision session and one and one-half hours per week in a group supervision session by a program faculty member or a supervisor under the supervision of a program faculty member.

(iii) The internship is begun after the successful completion of a counseling practicum and must consist of a minimum of 600 hours in a school setting.

(iv) The internship must include 240 hours of supervised direct service to students performing a variety of school counseling activities related to a school counseling program that may include delivering guidance curriculum (classroom teaching), student planning (academic, career, or personal/social), responsive services (counseling and referral), and system support (management and consultation).

(v) The internship must be supervised a minimum of one hour per week in an individual supervision session (provided by a site supervisor) and one and one-half hours per week in a group supervision session (provided by a program faculty member).

(vi) Each regular or adjunct program faculty member who provides individual or group practicum and/or internship supervision must have a doctoral degree and/or appropriate clinical preparation, preferably from an accredited counselor education program, relevant professional experience and demonstrated competence in counseling, and relevant training and supervision experience.

(vii) Site supervisors must have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses, a minimum of two years of experience as a school counselor, and knowledge of the program's expectations, requirements, and evaluation procedures for trainees. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.513 HEALTH (1) The program requires that successful candidates:

(a) utilize health-related data about the social and cultural environments inclusive of Montana Indian tribes, growth and development factors, needs, and interests of students;

(b) distinguish between behaviors that foster and those that hinder well-being;

(c) determine health education needs based on observed and obtained data;

(d) recruit school and community representatives to support and assist in program planning;

(e) develop a logical scope and sequence plan for a health education program that includes a display of functional knowledge of health concepts related to alcohol and other drugs, injury prevention, nutrition, physical activity, sexual health, tobacco, mental health, personal and consumer health, and community and environmental health;

(f) formulate appropriate and measurable learner objectives;

(g) design educational strategies consistent with specified learner objectives;

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

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

(j) demonstrate competence in delivering planned programs;

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

(l) plan to assess student achievement of program objectives;

(m) implement evaluation plans;

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

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

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

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

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

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

(t) establish effective and appropriate consultative relationships with those requesting assistance in solving health-related problems;

(u) synthesize reliable health data and respond to requests for health information;

(v) select effective educational resource materials for dissemination;

(w) interpret concepts, purposes, and theories of health education;

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

(y) select a variety of communication methods and techniques in providing health information; and

(z) develop communication between health care providers and consumers.

(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

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

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

(b) use resources responsibly to address the diverse needs and goals of individuals, families, and communities in family and consumer sciences areas such as resource management, consumer economics, financial literacy, living environments, and textiles and apparel;

(c) apply principles of human development, interpersonal relationships, and family to strengthen individuals and families across the life span in contents such as parenting, care giving, and the workplace;

(d) apply principles of nutrition, food, and wellness practices that enhance individual and family well being across the life span, and address related concerns in a global society;

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

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

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

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

(i) integrate leadership strategies into the program to develop students' academic growth, application of family and consumer sciences content, leadership, service learning, and career development. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2772, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.515 INDUSTRIAL/TECHNOLOGY EDUCATION (1) The program requires that successful candidates:

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

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

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

(iii) content orientated toward technology education (TE) or industrial technology (IT);

(b) demonstrate knowledge of content area(s) in which the candidate teaches, including:

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

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

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

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

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

- (vi) transportation technology, which includes physical-related technology using transportation technologies to maintain contact and exchange among individuals and societal units through the movement of material, goods, and people; and
- (vii) identification of a level and scope of entry level skills in the use of tools, instruments, and machines necessary for successful teaching;
- (c) demonstrate knowledge of quality workmanship;
- (d) develop insight and understanding in the application of technological concepts, processes, and systems;
- (e) develop and demonstrate skills in utilizing tools, materials, machines, processes, and technical concepts relative to content organizers, safely and efficiently;
- (f) demonstrate skills, creative abilities, positive self-concepts, and individual potentials relating to technology;
- (g) demonstrate problem-solving and decision-making abilities involving human and material resources and technological processes and systems;
- (h) demonstrate activity-oriented laboratory instruction that reinforces abstract concepts with concrete experiences;
- (i) demonstrate knowledge and skills regarding how technological systems function and the attitudes to evaluate those systems;
- (j) demonstrate knowledge of past, present, and future technological systems by applying knowledge and skills developed in the study of other systems;
- (k) apply and use other content knowledge (e.g., mathematics, science, history) to technology to solve individual and social problems;
- (l) introduce career opportunities in industrial/technology and related fields and encourage and advise students about postsecondary options;
- (m) demonstrate knowledge of educational environments in the classroom and laboratory that enhance student learning;
- (n) select and apply appropriate instructional strategies for individual and group instruction;
- (o) demonstrate knowledge of and apply laboratory management skills (e.g., maintaining inventory, filing, requisitioning equipment and materials, maintenance, and budgeting);
- (p) develop and use lesson plans and organize materials to meet the learning needs of students;
- (q) develop and implement classroom management consistent with school policy;
- (r) demonstrate the development of personal and leadership competencies (e.g., citizenship, personal development, goal setting, parliamentary procedure, and teamwork);
- (s) articulate industrial/technology education to school and community publics;

- (t) develop and coordinate an external advisory committee for the program;
- (u) demonstrate knowledge of how to gain access to services and financial resources available from state and federal agencies and operate within applicable laws and regulations governing education;
- (v) develop students' abilities to search, access, retrieve, synthesize, and apply information; and
- (w) provide opportunities for students with work-related experience useful for employment entry after graduation. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2772, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.516 JOURNALISM (1) The program requires that successful candidates:

- (a) demonstrate knowledge of and apply press law, particularly as it affects the rights and responsibilities of student journalists;
- (b) demonstrate knowledge of and apply the history, technological development, and impacts of the mass media;
- (c) demonstrate knowledge of the functions of the news media in a democratic society;
- (d) demonstrate knowledge of the organizational structure of the news media;
- (e) demonstrate knowledge of styles and purposes of journalistic forms, including news, features, columns, and editorials;
- (f) demonstrate knowledge of and apply the concepts of accuracy, fairness, objectivity, and comprehensiveness in news reporting;
- (g) demonstrate knowledge of and apply journalism ethics;
- (h) demonstrate knowledge of precomposition strategies, including generating sources, determining angle, interviewing, and researching;
- (i) demonstrate knowledge of and apply skills in using multiple drafts, conferences, and self-assessment as guides for revision and editing;
- (j) demonstrate a variety of publishing/production methods;
- (k) demonstrate knowledge of and apply methods of effective evaluation of journalistic forms, including advertisements;
- (l) demonstrate knowledge of and apply strategies to organize staffs and demonstrate skills in leadership and group dynamics;
- (m) demonstrate knowledge of and apply sound business practices for advertising, sales, consumer relations, bookkeeping, and circulation;

- (n) demonstrate knowledge of the purposes and characteristics of sound strategies in instructional planning and delivery;
- (o) create effective journalism programs by demonstrating sound practices in selecting, designing, organizing, and employing objectives, strategies, and materials;
- (p) create engaging learning environments by organizing students for effective whole class, small group, and individual work;
- (q) integrate a variety of instructional strategies, materials, and technologies appropriate to the breadth of journalism content and the individual needs of students;
- (r) select, prepare, use, and evaluate varied assessment methods and procedures;
- (s) communicate components of curriculum and instruction to students, parents, lay audiences, and other educators; and
- (t) create an inclusive and supportive learning environment in which all students can engage in learning. (History: 20-2-112, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.517 LIBRARY MEDIA K-12 (1) The program requires that successful candidates:

(a) demonstrate planning, implementing, teaching, and evaluating an integrated instructional program in information literacy, including working collaboratively with students and certified and support staff in the development of K-12 curriculum that promotes information literacy to prepare independent, lifelong learners, including the implementation of Indian Education for All, 20-1-501, MCA;

(b) demonstrate the ability to manage the library facility to meet school district goals and exhibit professional best practices through policy development, budgeting, needs assessment, market analysis, technical skills, and collaboration with students, faculty, and administrators. Candidates demonstrate competency in library program administration including strategic planning from which budgets, funding, facilities, equipment, and public relations are exhibited and professional standards met;

(c) manage library collections through evaluation, selection, acquisition, and organization of library materials for staff, faculty, and diverse learners, including American Indian learners;

(d) demonstrate knowledge of acquisitions and technical services and the policies and procedures that govern these services; and

(e) use emerging information technologies and explain their impact on the K-12 library media program. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.518 MATHEMATICS (1) The program requires that successful candidates:

- (a) demonstrate knowledge and understanding of and apply the process of mathematical problem solving;
 - (b) reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry;
 - (c) communicate mathematical thinking orally and in writing to peers, faculty, and others;
 - (d) recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding;
 - (e) use varied representations of mathematical ideas to support and deepen students' mathematical understanding;
 - (f) appropriately use current and emerging technologies as essential tools for teaching and learning mathematics; and
 - (g) support a positive disposition toward mathematical processes and mathematical learning;
- (2) demonstrate knowledge of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning;
- (3) demonstrate content knowledge in:
- (a) numbers and operations by demonstrating computational proficiency, including a conceptual understanding of numbers, ways of representing number relations among number and number systems, and meanings of operations;
 - (b) different perspectives on algebra including ways of representing mathematical relationships and algebraic structures;
 - (c) geometries by using spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties;
 - (d) calculus by demonstrating a conceptual understanding of limit, continuity, differentiation, and integration and a thorough background in the techniques and application of the calculus;
 - (e) discrete mathematics by applying the fundamental ideas of discrete mathematics in the formulation and solution of problems;
 - (f) data analysis, statistics, and probability by demonstrating an understanding of concepts and practices related to data analysis, statistics, and probability; and
 - (g) measurement by applying and using measurement concepts and tools.

(History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.519 MUSIC K-12 (1) The program requires that successful candidates:

- (a) demonstrate ability to advise and encourage students about higher education and career opportunities related to the study and performance of music and music related fields;
- (b) demonstrate competence in the appropriate use of current and emerging technologies in contemporary music education, such as music writing programs, music theory/skills programs, keyboard/midi, and recording technology;
- (c) demonstrate proficiency on keyboard and fretted instruments in order to use the instruments for demonstration and rehearsal;
- (d) perform solo and small to large ensemble repertoire at a high artistic level;
- (e) perform in both vocal and instrumental ensembles;
- (f) demonstrate competence in performing and teaching voice, winds, string, and percussion instruments in order to conduct choral and instrumental ensembles;
- (g) arrange and/or transpose music for ensembles and classroom situations;
- (h) demonstrate a comprehensive knowledge of musical notation and language;
- (i) demonstrate a comprehensive knowledge and skill in conducting and score reading for choral and instrumental ensembles;
- (j) demonstrate aural perception to distinguish tonal and temporal relationships;
- (k) demonstrate an understanding of the elements of music, including melody, harmony, rhythm, tempo, dynamics, form, and style;
- (l) analyze music aurally and visually in terms of musical elements;
- (m) demonstrate knowledge of acoustics and the physics of sound;
- (n) identify music stylistically and place it in an historical period;
- (o) demonstrate knowledge and appreciation of past and present music of Montana's cultures, especially, Montana American Indian cultures and world cultures;
- (p) demonstrate knowledge of the relationship of music to other performing and visual arts;
- (q) demonstrate an understanding of the aesthetic, philosophical, and psychological aspects of music, and music's contribution to the individual and society; and
- (r) demonstrate knowledge of the relationship of music to other disciplines outside the arts;
- (s) demonstrate knowledge and understanding of how children learn and develop with regard to music instruction;
- (t) demonstrate understanding of the diversity of their students with regard to learning styles, backgrounds, and abilities, including American Indian cultures pursuant to 20-1-501, MCA;

- (u) use a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills;
- (v) structure appropriate learning environments for K-12 music instruction;
- (w) plan instruction based on their musical knowledge, their students, school, the community, and curriculum goals;
- (x) demonstrate understanding and use varied assessment strategies to evaluate and ensure continuous musical development of students;
- (y) evaluate the effects of their choices and actions on others; and
- (z) develop understanding of relationships with colleagues, parents, and community members to support student learning. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.520 PHYSICAL EDUCATION K-12 (1) The program requires that successful candidates:

- (a) identify critical elements of motor skill performance and combine motor skills into appropriate sequences for the purpose of improving learning;
- (b) demonstrate competent motor skill performance in a variety of physical activities;
- (c) describe performance concepts and strategies related to skillful movement and physical activity (e.g., fitness principles, game tactics, and skill improvement principles);
- (d) describe and apply bioscience (anatomical, physiological, biomechanical) and psychological concepts to skillful movement, physical activity, and fitness;
- (e) demonstrate knowledge and understanding of approved state and national content standards, current law including Indian Education for All (20-1-501, MCA), and local program goals as related to physical education;
- (f) identify, select, and implement appropriate learning/practice opportunities based on developmental needs, expected progression, level of readiness, understanding the student, the learning environment, and the task;
- (g) identify, select, and implement appropriate instruction, services and resources that are responsive to students' strengths and/or weaknesses, multiple needs, learning styles, and prior experiences (e.g., personal, family, community, and cultural inclusive of Montana's Indian tribes);
- (h) use organizational and managerial skills to create efficient active and equitable learning experiences;
- (i) use a variety of developmentally appropriate practices (e.g., content selection, instructional formats, use of music, and appropriate incentives/rewards) to motivate school age students to participate in physical activity inside and outside of the school;
- (j) use strategies to help students demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others, safety, and cooperation) that promote positive relationships and a productive learning environment;
- (k) develop and apply an effective classroom management plan;
- (l) describe and demonstrate effective communication skills;
- (m) describe and implement strategies to enhance communication among students in physical activity settings;
- (n) identify, develop, and implement appropriate program and instructional goals based on short and long term goals that are linked to student needs;
- (o) design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction;
- (p) provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas;
- (q) select and implement instructional strategies for reading and writing within the content area;

(r) develop and apply direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, facilitate factual recall, promote problem solving, and critical thinking);

(s) demonstrate knowledge of components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias;

(t) demonstrate knowledge and apply assessment techniques to assess student performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes);

(u) interpret and use performance data to make informed curricular and instructional decisions;

(v) evaluate personal instructional performance (e.g., description of teaching, justification of the teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change);

(w) construct a plan for continued professional growth based on the assessment of personal teaching performance and school-based needs;

(x) design, develop, and implement student learning activities that integrate information technology;

(y) use technologies to communicate, network, locate resources, and enhance continuing professional development;

(z) demonstrate strategies to become an advocate in the school and community to promote a variety of health-enhancing opportunities;

(aa) participate in the professional health education and physical education community (e.g., school, district, state, and national) and within the broader education field;

(ab) identify, seek, and utilize community resources to promote health enhancing opportunities; and

(ac) establish productive relationships with parents/guardians and school colleagues to support student growth and well being. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.521 READING SPECIALISTS K-12 (1) The program requires that successful candidates:

(a) demonstrate knowledge of the foundations of reading and writing processes and instruction, including:

(i) knowledge of a wide range of evidence-based reading research and histories of reading;

(ii) knowledge of a philosophy of reading instruction which recognizes the importance of teaching reading and writing as processes;

(iii) knowledge of reading components (e.g., phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation), and how these are integrated in fluent reading and the writing process;

(iv) an understanding and recognition of the distinct and unique cultural heritage of American Indians; and

(v) appropriate use of educational technology in the reading program;

(b) demonstrate knowledge and understanding of individual, cultural, linguistic, and ethnic diversity in the teaching process;

(c) demonstrate instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction;

(d) demonstrate assessment tools and practices to plan and evaluate effective reading instruction; and

(e) integrate foundational knowledge and use instructional practices, approaches and methods, curriculum materials, and assessments to monitor and evaluate the reading program and student learning. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.522 SCIENCE (1) The science program ensures that successful candidates follow the subject major and/or minor program of study or the broadfield major program of study. Subject major and/or minor teaching endorsement programs are limited to biology, earth science, chemistry, and physics. The broadfield major includes a concentration in one of the endorsable disciplines, coupled with balanced study in three other endorsable science disciplines. Science disciplines selected adhere to a scope and sequence which ensures a thorough grounding in the basic concepts, skills, and dispositions associated with Montana and national K-12 content standards.

(2) The science endorsement requires that successful candidates:

(a) demonstrate a thorough understanding of inquiry-based learning across the sciences. This preparation includes:

(i) both breadth and depth of knowledge in science, including recent significant changes in the field, as reflected by national standards;

(ii) competency in basic mathematics, statistics, and current and emerging technological applications to science teaching;

(iii) preparation and experience in environmental science, including Montana American Indian traditional relationships to the environment; and

(iv) methods to engage in inquiry in a variety of ways;

(b) demonstrate knowledge and skills in the methods of guided and facilitated learning in order to interpret and communicate science research to others;

(c) apply instructional strategies which models learning environments with extended time, appropriate space, and resources with equipment and technology found in the contemporary secondary classroom;

(d) demonstrate understanding and experience of how to develop and maintain the highest levels of safety in classrooms, stockrooms, laboratories, and other areas related to instruction in science;

(e) demonstrate knowledge of formative and summative assessment techniques which model a variety of authentic and equitable assessment strategies that ensure the continuous intellectual, social, and personal development of the learner in all aspects of science;

(f) apply and evaluate models of interdisciplinary approaches to provide experiences in understanding science;

(g) articulate a well-defined rationale for instructional goals, materials, and actions in relation to state and national education standards and student achievement.

(3) The candidate for an endorsement in earth science has the following knowledge and skills, including:

(a) conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change, constancy, measurement, evolution and equilibrium, form and function;

(b) exploration and inquiry learning as tools in investigating all aspects of the natural environment, and knows how to apply and teach these methods when instructing students;

- (c) systematic and quantitative study of the fundamental topics in earth science interrelated and illustrated with descriptive and historical perspectives, as well as the applications of earth science in society;
 - (d) conceptual understanding of astronomy, geology, paleontology, meteorology, and oceanography, and their relations with each other;
 - (e) conceptual understanding of biology, chemistry, or physics, emphasizing the interrelationships among the sciences and their relations to earth science;
 - (f) conceptual understanding of mathematics, including a working knowledge of trigonometry and statistics;
 - (g) conceptual understanding of ethical and human implications of such contemporary issues as the impact of technologies on earth systems;
 - (h) designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, technologies, and facilities which support and enhance curricula and instruction in earth science and especially techniques and strategies for using the local environment as a teaching/learning laboratory; and
 - (i) facilitating classroom discourse through questioning, reflecting on, and critically analyzing ideas, leading students toward a deeper understanding of the inquiry process itself and especially using questions to define problems and potential solutions.
- (4) The candidate for an endorsement in biology demonstrates the following knowledge and skills, including:
- (a) understanding of the unifying concepts of biological systems: cellular organization, order, sensitivity, growth/ development/reproduction, energy utilization, evolutionary adaptation, and homeostasis;
 - (b) exploration and inquiry learning as tools in investigating all aspects of the natural environment and knows experimental design and how to apply and teach these methods;
 - (c) conceptual understanding of living organisms, ethical laboratory and field studies promoting scientific inquiry, applications of biology in social and historical perspectives;
 - (d) course work in the diversity of life including zoology, botany, and microbiology, encompassing the subdisciplines and noting the interrelationships of physiology, genetics, ecology, and evolution;
 - (e) conceptual understanding of mathematics including a working knowledge of probability and statistics;
 - (f) conceptual understanding of two out of three areas of physics, chemistry, or earth science emphasizing the interrelationships among the sciences;
 - (g) conceptual understanding of the relationships between biology and molecular genetics and the impacts of biotechnology upon humans and their environment including ethical and legal implications;

(h) designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, facilities, and specimens which support and enhance curricula and instruction in biology; and

(i) facilitating classroom discourse through questioning, reflecting on, and critically analyzing ideas, leading students toward a deeper understanding of the inquiry process itself, and especially using questions to define problems and potential solutions.

(5) The candidate for an endorsement in chemistry demonstrates the following knowledge and skills, including:

(a) conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change constancy, measurement, evolution and equilibrium, form and function;

(b) exploration and inquiry as tools in investigating all aspects of the natural environment and knows how to apply and teach these methods when instructing students;

(c) systemic and quantitative study of the fundamental topics of chemistry, interrelated and illustrated with descriptive and historical perspectives, as well as the applications of chemistry in society;

(d) conceptual understanding of organic, inorganic, analytical, physical, and biochemistry, and their relationships with each other;

(e) conceptual understanding of physics, biology, or earth science emphasizing the interrelationships among the sciences;

(f) conceptual understanding of mathematics including a working knowledge of calculus;

(g) conceptual understanding of the interaction of chemistry and technology in contemporary health, ethical, legal, and human issues (e.g., the effects of synthetic molecules and food additives on life systems and the disposal of toxic chemical wastes);

(h) designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, technologies, facilities, and chemicals which support and enhance curricula and instruction in chemistry; and

(i) facilitating classroom discourse through questioning, reflecting on, and critically analyzing ideas, leading students toward a deeper understanding of the inquiry process itself and especially using questions to define problems and potential solutions.

(6) The candidate for an endorsement in physics demonstrates the following knowledge and skills, including:

(a) conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change constancy, measurement, evolution and equilibrium, form and function;

(b) exploration and inquiry learning as tools in investigating all aspects of the natural environment, and knows how to apply and teach these methods when instructing students;

(c) systematic and quantitative study of the fundamental topics in physics, interrelated and illustrated with descriptive and historical perspectives, as well as the applications of physics in society;

(d) conceptual understanding of classical mechanics, electricity and magnetism, heat and thermodynamics, waves, optics, atomic and nuclear physics, radiation and radioactivity, relativity, quantum mechanics, and other fields of modern physics, and their relationships with each other;

(e) conceptual understanding of biology, chemistry, or earth science emphasizing interrelationships among the sciences;

(f) conceptual understanding of mathematics, including an introduction to calculus;

(g) conceptual understanding of interaction of physics and technology in contemporary health, ethical, legal, and human issues (e.g., power plant siting and waste disposal, long-range energy policies, and the effects of radiation on living systems);

(h) designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, technologies, and facilities which support and enhance curricula and instruction in physics; and

(i) facilitating classroom discourse through questions, reflecting on, and critically analyzing ideas leading students toward a deeper understanding of the inquiry process itself, especially using questions to define problems and potential solutions.

(7) The candidate for an endorsement in broadfield science demonstrates the following knowledge and skills, including:

(a) conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change constancy, measurement, evolution and equilibrium, form and function;

(b) exploration and inquiry learning as tools in investigating all aspects of the natural environment and knows how to apply and teach these methods when instructing students;

(c) systematic and quantitative study of the fundamental topics in biology, chemistry, physics, and earth science including descriptive and historical perspectives, as well as the applications of these sciences in society;

(d) study and experiences emphasizing interrelationships among all the sciences, as well as between the sciences and other areas of study such as mathematics;

(e) conceptual understanding of mathematics, including a working knowledge of calculus and statistics;

- (f) conceptual understanding of the relationships among science, technologies, and the study of environmental education;
- (g) designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, technologies, facilities, and specimens which support and enhance curricula and instruction in all sciences including laboratory and field studies that promote investigation and inquiry, and the use of experimental methods;
- (h) conceptual understanding of earth sciences including course work in astronomy, geology, paleontology, meteorology and oceanography, and their relationships with each other;
- (i) conceptual understanding of biology including course work in zoology, botany, physiology, genetics, ecology, microbiology, cell biology/biochemistry, and evolution, and their relationships with each other. This preparation must include study and experiences emphasizing living organisms;
- (j) conceptual understanding of chemistry including course work in organic, inorganic, analytical, physical and biochemistry and their relationships with each other;
- (k) conceptual understanding of physics including course work in classical mechanics, electricity and magnetism, heat and thermodynamics, waves, optics, atomic and nuclear physics, radiation and radioactivity, relativity, quantum mechanics, and other fields of modern physics and their relationships with each other; and
- (l) facilitating classroom discourse through questioning, reflecting on, and critically analyzing ideas, leading students toward a deeper understanding of the inquiry process itself, and especially, using questions to define problems and potential solutions. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.523 SOCIAL STUDIES (1) The social studies program ensures that successful candidates follow the subject-major/minor program of study or the broadfield major program of study. Subject-major/minor teaching endorsement programs are limited to history, government, economics, geography, psychology, and/or sociology. The broadfield social studies teaching endorsement shall include a concentration in history and government and additional course work chosen from economics, geography, psychology, and/or sociology. The social studies disciplines adhere to a thorough grounding in the basic philosophy, theory, concepts, and skills associated with Montana and national standards.

(2) The social studies endorsement requires that successful candidates:

(a) demonstrate knowledge of the purposes of social studies, how to select content appropriate to those purposes, and how to assess student learning in terms of social studies goals;

(b) demonstrate knowledge of and ability to plan instruction based on state and national social studies curriculum standards;

(c) demonstrate ability to select and integrate the content and methods of investigation of history and the social science disciplines for use in social studies instruction;

(d) demonstrate knowledge of and ability to plan instruction on the history, cultural heritage, and contemporary status of American Indians and tribes in Montana; and

(e) demonstrate ability to use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals and to use them in diverse settings with students with diverse backgrounds, interests, and abilities.

(3) The economics endorsement program requires that successful candidates demonstrate knowledge of:

(a) economic theory;

(b) the basic economic problems confronting societies and the examination of the ways in which economic systems seek to resolve the three basic economic problems of choice (i.e., determining what, how, and for whom to produce) that are created by scarcity and environmental impact;

(c) the basic economic goals for society, including freedom of choice, ethical action, efficiency, equity, full employment, price stability, growth, and security;

(d) the nature of comparative economic systems, including:

(i) the organization and importance of the international economic system;

(ii) the distribution of wealth and resources on a global scale;

(iii) the struggle of developing nations to attain economic independence and a better standard of living for their citizens;

(iv) the role of the transnational corporation in changing rules of exchange; and

(v) the influence of political events on the international economic order.

(4) The geography endorsement program requires that successful candidates demonstrate knowledge of:

(a) the geographic themes of location (absolute and relative), place (physical and human characteristics), human-environment interaction (relationships within places), movement (of people, goods, and ideas), and regions (how they form and change);

(b) physical geography including solid earth, atmosphere, oceans, landforms, soils, and biogeography;

(c) human geography, including cultural, social, historical, political, and economic concerns; and

(d) the use of maps and other tools of geographical investigation or presentation to process information from a spatial perspective.

(5) The government endorsement program requires that successful candidates demonstrate knowledge of:

(a) the nature of individual dignity, human rights, (popular) sovereignty, political power, citizenship, and political authority;

(b) American democracy as a form of government based on federalism, separation of powers, checks and balances, civil rights and liberties, elected representation, and popular participation;

(c) the organization, powers, and politics of the national, state, tribal, and local units of American government;

(d) the role of public opinion, the press, elections, interest groups, and political leaders in building compromise and policy making;

(e) the American political system compared with forms of government and politics of other countries of the world and of American Indian tribes; and

(f) the nature of international relations and the principles and organizations that are used to mediate multinational conflict and achieve multinational order.

(6) The history endorsement program requires that successful candidates demonstrate knowledge of:

(a) U.S. history, including the history of the many peoples who have contributed to the development of North America;

(b) the history of diverse civilizations throughout the world;

(c) the origin, development, and ramifications of present local, tribal, national, and world affairs;

(d) the skills of chronological thinking, analysis of evidence, and interpretation of the historical record;

(e) the cultural, economic, political, scientific/technological, and social activity of humans in the analysis of contemporary issues and problems;

(f) the history, cultural heritage, political development, and contemporary status of American Indians and tribes in Montana; and

(g) the changing role of race, gender, class, and identity in human affairs.

(7) The psychology endorsement program requires that successful candidates demonstrate knowledge of:

(a) the basic psychological theories including developmental, personality, learning, motivation, cognition, biological/physiological, social behavior, and psychological disorders;

(b) the application of the processes of scientific inquiry and descriptive statistics to questions concerning human behavior;

(c) the behaviors which are most effective in coping with stresses in life and in improving interpersonal relationships;

(d) human development in terms of physiological, social, and environmental influences throughout the lifespan; and

(e) the theories and factors which contribute to psychological dysfunction of individuals and families.

(8) The sociology endorsement program requires that successful candidates demonstrate knowledge of:

(a) the basic structure and history of the world's social systems;

(b) the factors which hold groups together or which change and weaken them;

(c) the application of knowledge and techniques to practical problems in the every day world of individuals, groups, organizations, and government; and

(d) the importance of diversity in society. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.524 COMMUNICATION (1) The program requires that successful candidates:

- (a) demonstrate understanding of and perform proficiently in:
 - (i) the composing process, including research, organization, and context development;
 - (ii) theory of human communication including:
 - (A) symbolic development;
 - (B) transference of meaning, both cognitively and affectively;
 - (C) nonverbal communication; and
 - (D) language, including social and cultural factors affecting language use;
 - (iii) context (practices) of human communication, including:
 - (A) public speaking;
 - (B) rhetoric;
 - (C) argumentation;
 - (D) persuasion;
 - (E) oral interpretation;
 - (F) interpersonal, small group, organizational communication;
 - (G) cross-cultural communication, including Montana American Indians;
 - (H) mass media and society; and
 - (I) listening;
 - (iv) diagnostic techniques, progress assessment, and prescriptions for improving students' formal and informal communication skills;
 - (b) demonstrate knowledge of curriculum, lesson planning, and instructional strategies for interpersonal communication;
 - (c) demonstrate positive attitudes for teaching communication and demonstrate knowledge and understanding of students' social and cultural backgrounds affecting symbolic cognition. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, 2/9/07.)

10.58.525 TRADES AND INDUSTRY (1) The program requires that successful candidates:

(a) demonstrate knowledge of curriculum that considers current design and implementation practices from the following sources:

- (i) national professional organizations;
- (ii) Montana school accreditation standards;
- (iii) local public school standards and curricula;
- (iv) industrial standards; and

(v) advisory boards of industrial leaders; knowledge of curricular design, course outline, instructional strategies and evaluation of student work;

(b) demonstrate knowledge/competency in courses in applied mathematics, science, communication, and related areas in general education components to provide depth and breadth of content;

(c) demonstrate knowledge/competency in the areas in which he/she will teach including:

- (i) safety in the work place;
- (ii) fundamental knowledge about technology and its application to trades and industry;
- (iii) information about industry's organization, personnel systems, techniques, resources, products, and social impacts;

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

(v) specific training in the safe use of equipment in each trade and industry area studied;

(vi) in forming partnerships, advisory boards, job shadowing, and involving the trades and industry world into the curriculum;

(vii) planning, maintenance, and management of laboratory facilities;

(viii) provide gender equitable, culturally sensitive opportunities;

(ix) preparing students for post-secondary education, depending on personal goals; and

(x) the rules and regulations dealing with vocational certification, education, and funding;

(d) demonstrate knowledge of educational environments in the classroom and laboratory that enhance student learning;

(e) select and apply appropriate instructional strategies for individual and group instruction;

(f) demonstrate knowledge of and apply laboratory management skills (e.g., maintaining inventory, filing, requisitioning equipment and materials, maintenance, and budgeting);

(g) develop and use lesson plans, and organize materials to meet the learning needs of students;

- (h) develop and implement classroom management consistent with school policy;
- (i) articulate trades and industries education to school and community publics;
- (j) demonstrate continued growth by assessing growth needs based on research-based instructional practices, knowledge, and dispositions, and plan and carry out needed professional development, especially in relation to local school goals; and
- (k) apply a wide range of assessment tools and practices, including technology-based assessment tools;
 - (i) apply a variety of assessment practices to improve student learning and motivation;
 - (ii) apply multiple indicators of learning progress which align instruction and learning and which assess learner attitudes;
 - (iii) appropriately apply evidenced-based and innovative assessment approaches;
 - (iv) utilize and monitor teacher and student self-reflection; and
 - (v) communicate results of assessments to specific individuals (e.g., students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.). (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.526 TRAFFIC EDUCATION (1) The program requires that successful candidates:

- (a) demonstrate an understanding of the state requirements for approval of a traffic education program, i.e., school and teacher, student age, scheduling, program length, and liability;
- (b) demonstrate an understanding of the state requirements to be eligible as an approved teacher of traffic education, i.e., educator license, driver's license, driving record, and specific coursework;
- (c) demonstrate an understanding of the state requirements regarding vehicle usage, i.e., required and recommended equipment, maintenance, identification, vehicle use and restrictions, licensing, and insuring;
- (d) demonstrate an understanding of the general administrative procedures and policies required for conducting an approved traffic education program, i.e., approval and reimbursement forms;
- (e) demonstrate knowledge of the driver licensing process and the responsibilities associated with having that license;
- (f) demonstrate a working knowledge and administration of the cooperative driver testing program leading to instructor certification;
- (g) demonstrate a working knowledge of perceptual and physical screening techniques;

- (h) demonstrate an understanding of the Uniform Vehicle Code, motor vehicle laws of Montana, and due process;
- (i) demonstrate an understanding of the consequences resulting from violations, i.e., driving record, loss of driving privilege, higher insurance premiums, license retesting;
- (j) demonstrate the ability to effectively assist students in examining and clarifying their beliefs, attitudes, and values as they relate to general safety;
- (k) demonstrate an understanding of the importance of positive attitudes toward safe driving, i.e., mental, social, and physical tasks performed through a decision-making process;
- (l) demonstrate an understanding of the safe interaction of all elements of the highway transportation system, i.e., pedestrians, bicyclists, passengers, motorcyclists, drivers, vehicles, and roadways;
- (m) demonstrate an understanding of the responsibilities of vehicle ownership, i.e., basic mechanical operation, maintenance, and insuring;
- (n) demonstrate an understanding of vehicle dynamics as they relate to operator control and the effects of occupant restraint systems;
- (o) demonstrate an understanding of current traffic education issues, i.e., parent involvement, zone control, reference points, aggressive driving, and graduated driver licensing;
- (p) acquire opportunities for student teaching experiences in classroom and behind-the-wheel situations with novice driving students under the direct supervision of a qualified teacher;
- (q) design educational strategies for appropriate driving experiences for diverse learners;
- (r) develop a logical scope and sequence plan for training driving skills in the repeated safe operation of a motor vehicle, i.e., controlled but varied situations and environments;
- (s) demonstrate knowledge, application, and evaluation of specific student competencies, i.e., vehicle control, roadway markings, maneuvers, intersections, and highways;
- (t) demonstrate an understanding of specific competencies as defined by recognized agencies and organizations, i.e., Office of Public Instruction and American Driver and Traffic Safety Education Association;
- (u) design educational strategies for visual perceptual skill development, i.e., zone control, IPDE process, Smith system, and defensive driving principles;
- (v) experience and demonstrate an understanding of driving skills required to successfully handle adverse and emergency situations;
- (w) demonstrate an understanding of accident facts, causation, and current crash avoidance and injury prevention strategies;
- (x) develop a logical scope and sequence plan for a traffic education program that includes the physiological and psychological influences of alcohol and drug abuse as they relate to use of the highway transportation system;

- (y) demonstrate skills and techniques using potential equipment, to assist learning for students with special needs;
 - (z) demonstrate an understanding of techniques and strategies to integrate traffic education into the K-12 curriculum;
 - (aa) identify and implement teaching trends and materials which will help assure continued program enhancement;
 - (ab) demonstrate an understanding of, and provide tools for, student and program assessment; and
 - (ac) demonstrate an understanding of current information on appropriate resources and how to establish an effective traffic education support network.
- (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.527 AREAS OF PERMISSIVE SPECIAL COMPETENCY

- (1) Programs designed for teachers who hold a regular Montana teaching certificate and desire skills in a non-endorsement field to appear on the teaching certificate shall:
 - (a) Meet the standards for the area of permissive special competency as approved by the board of public education and outlined below; and
 - (b) When specified, have laboratory experiences under the jurisdiction of the preparing institution.
- (2) Programs must include a minimum of 20 semester (30 quarter) credits of preparation.
- (3) Permissive special competency programs for early childhood are limited to an "add-on" to elementary endorsement. This may be offered as a minor to elementary education and is designed for prospective teachers of children ages eight and under.
- (4) The early childhood permissive special competency program requires that successful candidates:
 - (a) demonstrate knowledge of child development and learning;
 - (b) develop relationships that involve family and community in children's learning;
 - (c) observe, document, and assess learning to support young children and families;
 - (d) demonstrate knowledge of early childhood education and apply effective instructional strategies, including:
 - (i) knowing, understanding, and using positive relationships and supportive interactions;
 - (ii) knowing, understanding, and using a wide array of appropriate, effective approaches, strategies, and tools for early education;
 - (iii) knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines;

(iv) using their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes; and

(v) meeting the unique needs of every child, including children with disabilities, children with different socio-economic backgrounds, and children from diverse cultural heritages, with a focus on American Indians.

(5) The gifted and talented permissive special competency program requires that successful candidates:

(a) demonstrate knowledge of the characteristics of gifted students and an understanding of how to utilize appropriate tests and other documentation to formally identify gifted students;

(b) demonstrate knowledge of the curriculum needs that result from the characteristics of individual gifted students and an understanding of how to apply the appropriate curriculum strategies to vary the pace, breadth, and depth of the curriculum through acceleration, differentiation of the content, process and product, and subject enrichment;

(c) demonstrate knowledge of the unique learning styles of gifted learners and an understanding of how to apply that knowledge to modify the learning environment and activities to match the style(s) of the individual student;

(d) demonstrate knowledge of how the social/emotional characteristics of gifted children create different needs that may impact the school and family and an understanding of how to apply appropriate strategies to minimize negative impacts upon the ability of the gifted student to learn;

(e) demonstrate knowledge of the need for gifted students to be challenged by participation with their mental peers, and an understanding of how to meet that need by providing a variety of options in the learning environment;

(f) demonstrate knowledge of how the school environment and characteristics of gifted students cause some high ability/high potential students to achieve at levels far below their potentials and an understanding of how to apply appropriate interventions; and

(g) demonstrate knowledge of the nature of, and need for, team approaches and an understanding of how to effectively apply these strategies in order to provide the best possible school climate and total curriculum services for gifted students.

(6) The technology in education permissive special competency program requires that successful candidates:

(a) demonstrate knowledge of operations and concepts necessary for effective use of technology and infusion into teaching and learning;

(b) demonstrate planning and learning environment design, knowledge, and skills, including:

(i) the identification and design of developmentally appropriate learning opportunities that apply technology enhanced instructional strategies to support the diverse needs of students;

- (ii) the application of best practices based on current research when planning and managing learning environments and experiences;
 - (iii) the identification and location of technology resources and evaluation of them for effectiveness and suitability;
 - (iv) the planning and implementation of strategies to manage student learning in multiple technology-enhanced classroom environments; and
 - (v) the planning and implementing of strategies to manage student learning in distance, online, and technology-delivered learning environments;
- (c) demonstrate technology-enhanced teaching, learning, and curriculum knowledge and skills by:
- (i) facilitating technology-enhanced experiences that incorporate Montana content and performance standards as appropriate;
 - (ii) using technology to support learner-centered instructional strategies that address the diverse needs of students, including Montana American Indians;
 - (iii) applying technology to enhance students' critical, creative, and futures thinking;
 - (iv) managing student learning activities in multiple technology-enhanced classroom environments; and
 - (v) managing student learning activities in distance, online, and technology delivered learning environments;
- (d) demonstrate assessment and evaluation knowledge and skills by:
- (i) applying technology to assess student learning of subject matter using a variety of appropriate assessment techniques;
 - (ii) using technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning; and
 - (iii) using data from a variety of sources to make informed decisions to align learning objectives, instructional activities, technology use and assessment procedures to enhance learning;
- (e) demonstrate knowledge and skills and apply effective strategies for teaching social, ethical, legal, and human issues related to technology use;
- (i) identifying, classifying, and recommending adaptive/assistive hardware and software for students and teachers with diverse needs and assisting in procurement and implementation;
 - (ii) selecting and applying appropriate technology resources to promote healthy use of technology;
- (f) select and apply appropriate technology resources to address cultural and language diversity, including Montana American Indians;
- (g) demonstrate knowledge in developing systemic planning, procedures, and policies;

(h) demonstrate knowledge and skills in the development of leadership and visioning by:

(i) applying strategies for, and knowledge of, issues related to the change process in education and effective schooling practices;

(ii) assisting in the development and evaluation of district technology project planning, funding, and implementation; and

(iii) successfully completing integrated, supervised, and field-based professional experiences with accomplished technology facilitators and directors.

(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 1998 MAR p. 348, Eff. 1/30/98; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.528 COMPUTER SCIENCE (1) The program requires that successful candidates:

(a) demonstrate knowledge of computer science prerequisites consistent with, and substantially beyond, that which a classroom teacher may be expected to teach;

(b) demonstrate knowledge of algorithm design, analysis, and implementation in a programming language, data structures, and abstract data types covering:

(i) problem solving techniques and strategies;

(ii) algorithm design methodologies;

(iii) algorithm verification;

(iv) algorithm analysis;

(v) data structures and abstract data types;

(vi) at least two programming languages, including object-oriented programming and/or other current programming trends; and

(vii) program testing;

(c) demonstrate knowledge of the major subject areas of the discipline of computer science, including;

(i) algorithms and data structures;

(ii) programming languages;

(iii) architecture and machine-dependent programming;

(iv) numerical and symbolic computing;

(v) operating systems and networks;

(vi) software methodology and engineering;

(vii) database and information retrieval;

(viii) artificial intelligence and robotics; and

(ix) human-computer interaction;

(d) demonstrate knowledge of:

(i) team software development; and

(ii) personal written and oral communication skills;

- (e) demonstrate knowledge of computing issues, including:
 - (i) the history of computing;
 - (ii) current trends and future directions in computing;
 - (iii) career opportunities in computing;
 - (iv) ethical and moral obligations in the use of computer hardware and software;
 - (v) impacts of computing on society;
 - (vi) practical, hands-on experience with widespread software applications, including:
 - (A) productivity tools;
 - (B) communications and networking;
 - (C) multimedia/authoring tools;
 - (D) instructional software; and
 - (E) operating systems software;
 - (f) deal with computing issues unique to the classroom, including:
 - (i) computer hardware and software management such as hardware setup, software installation, and user and network level hardware and software troubleshooting and maintenance;
 - (ii) availability and use of resources such as journals, sources of computer hardware and software, relevant conference titles, and professional organizations;
 - (iii) continual study of effective pedagogical uses of computers as a means to stay updated;
 - (iv) hands-on use of hardware, software, and operating systems common in schools;
 - (v) develop online/ electronic class formats; and
 - (vi) trends and innovations in computing curricula; and
 - (g) apply assessment tools and practices that range from individual and group tests, to individual and group informal classroom assessment and strategies, including technology-based assessment tools. (History: 20-4-102, MCA; IMP, 20-4-103, MCA; NEW, 1991 MAR p. 300, Eff. 3/15/91; AMD, 1992 MAR p. 1475, Eff. 7/17/92; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

Subchapter 6

Curriculum Principles and Standards: Advanced Programs

- 10.58.601 PROGRAM PLANNING AND DEVELOPMENT (1) An advanced program is required to designate a single administrative unit for assuring the quality of post-baccalaureate programs in education. The administrative unit:
- (a) establishes appropriate governance and committee structures;
 - (b) adheres to the conceptual framework which is unified, specific, widely understood, and generally accessible;
 - (c) establishes clear operating systems for communication, cooperation, and program coordination within institutions;
 - (d) provides information about program objectives, unique and cooperative provisions, and program evaluation; and
 - (e) makes information and data on program evaluation accessible.
- (2) Those professional education units offering both undergraduate and graduate programs shall be consistent in the programs' philosophy, principles, and objectives.
- (3) The professional education unit shall be responsible for designing programs that meet the professional educator program standards and the guidelines of its governing board.
- (4) The Board of Public Education is authorized to establish program and unit standards procedures for educator licensure and endorsement.
- (5) All advanced programs shall include the following:
- (a) publication of specific program objectives and course of study outlines that show how those objectives can be achieved. When two or more related objectives are served within one broad program, the provisions for achieving each shall be made clear;
 - (b) maintenance of quality and depth of scholarship appropriate to the program objectives;
 - (c) breadth of coverage that enables the preparing teacher to develop supporting and related skills and insights in addition to a major emphasis;
 - (d) support from adequate staff, equipment, special facilities, including library, and any other general institutional support that maximizes the quality of each program;
 - (e) supervised practical experience in curricula designed to develop initial competence in teaching or in an area of education specialization. This program shall develop skill in and serve as a basis for evaluating the preparing teacher's performance and recommending appropriate licensure and/or master's degree. Adequate time for both on-and off-campus experiences shall be provided to permit adaptation to individual student backgrounds and objectives; and

(f) clear processes for evaluating and recommending graduate students (with reference to their special competencies in terms of specific program objectives) for licensure.

(6) The institutions' operating controls shall guarantee the integrity of each program and shall include:

(a) an advisory system for advanced study programs which:

(i) reflects attention to individual student potential;

(ii) uses all instructional resources; and

(iii) recognizes the rapid growth of knowledge;

(b) selective admission and retention procedures to maintain quality students in each program;

(c) student evaluation and degree requirements to support the admission and selective retention procedures as well as maintain harmony with program objectives that are beyond general institutional requirements;

(d) program evaluation procedures to assure continued professional appraisal and improvement;

(e) residence requirements academically appropriate to the applicable program objectives; and

(f) internal provisions to give evidence of harmony between objectives and prerequisites, to the effect that they form a consistent and interrelated whole.

(History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.602 TEACHING AREAS: ADVANCED PROGRAMS (1) Admission to such programs shall be open to persons who already hold a Class 2 standard license in a teaching field. The emphasis, in both content and rigor, should be on advanced study in that field.

(2) Learning procedures shall be appropriate to the competence of the students and their growing knowledge in the area of specialization.

(3) The content of special area programs and/or professional education shall provide:

(a) breadth in the field;

(b) the detailed study of one or more specialized aspects of the field; and

(c) access to new research and developments. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.603 ASSESSMENT OF ADVANCED PROGRAMS (1) Advanced programs shall meet or exceed standards of performance equivalent to those established for national professional education accreditation for candidate competence and program quality. Experienced teachers educators in graduate programs shall build upon and extend their prior knowledge and experiences to improve student learning in classrooms and their own teaching.

(a) They further develop their knowledge, skills, and dispositions to meet standards equivalent to the propositions of the National Board for Professional Teaching Standards for the advanced certification of teachers.

(b) The advanced program requires that successful candidates:

(i) demonstrate commitment to students and their learning;

(ii) demonstrate content knowledge and ability to facilitate students' learning the content;

(iii) plan, monitor, and evaluate student learning;

(iv) demonstrate their ability to think systematically about their practice and learn from experience; and

(v) demonstrate their involvement as members of learning communities.

(2) Candidates preparing to work in schools as computing specialists, educational communications and technology specialists, curriculum and instruction specialists, principals, reading specialists or supervisors, school administrators, school counselors, school media specialists, school psychologists, school superintendents, and other professional school roles are expected to demonstrate the knowledge, skills, and dispositions necessary to meet professional, state, and institutional standards.

(a) Candidates in these graduate programs also develop their ability to apply, in their professional roles, research, research methods, and knowledge of learning and practices that support learning.

(3) Candidates preparing for support roles in schools (e.g., educational leaders, reading specialists, school psychologists, and school library media specialists) demonstrate the knowledge, dispositions, and performance identified by the profession and reflected in national and state standards and assessments for the field.

(a) These candidates are aware of the scope and purposes of the assessments used by the unit and its programs, as well as how, when, and against what criteria, their knowledge and skills are evaluated throughout their preparation.

(b) The unit uses multiple assessments to determine what candidates know and are able to do.

(c) It develops and assesses performance in well-planned and sequenced field experiences and in clinical practice where knowledge, disposition, skills, and effect on student learning are observed and evaluated. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

Subchapter 7

Specializations: Supervisory and Administrative Programs

10.58.701 SUPERVISORS (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; REP, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.702 SCHOOL PRINCIPALS (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; REP, 1985 MAR p. 1397, Eff. 9/27/85.)

10.58.703 SCHOOL SUPERINTENDENTS (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; REP, 1985 MAR p. 1397, Eff. 9/27/85.)

10.58.704 SCHOOL PRINCIPALS AND SUPERINTENDENTS (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1985 MAR p. 1397, Eff. 9/27/85; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; REP, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.705 SCHOOL PRINCIPALS, SUPERINTENDENTS, SUPERVISORS AND CURRICULUM DIRECTORS (1) The program requires that successful candidates:

(a) facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community in order to promote the success of all students;

(b) promote a positive school culture, provide an effective instructional program, apply best practice to student learning, and design comprehensive professional growth plans for staff in order to promote the success of all students;

(c) manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment in order to promote the success of all students;

(d) collaborate with families and other community members, respond to diverse community interests and needs, including Montana American Indian communities, and mobilize community resources in order to promote the success of all students;

(e) act with integrity, fairness, and in an ethical manner in order to promote the success of all students;

(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to promote the success of all students; and

(g) complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 2007 MAR p. 190, Eff. 2./9/07.)

Rule 10.58.706 reserved

10.58.707 SCHOOL PSYCHOLOGISTS (1) The program requires that successful candidates:

(a) demonstrate an understanding of the articulated training philosophy, mission statement, goals, and objectives;

(b) demonstrate knowledge of the unique history of American Indians as it relates to education, social and emotional development, and academic skills;

(c) demonstrate knowledge of these domains in the field of school psychology:

(i) data-based decision-making and accountability;

(ii) consultation and collaboration;

(iii) effective instruction and development of cognitive/academic skills;

(iv) socialization and development of life skills;

(v) student diversity in development and learning;

(vi) school and systems organization, policy development, and climate;

(vii) prevention, crisis intervention, and mental health;

(viii) home/school/community collaboration;

(ix) research and program evaluation;

(x) school psychology practice and development; and

(xi) information technology;

(d) demonstrate knowledge and understanding of:

(i) orientation to the educational process;

(ii) assessment for intervention;

(iii) direct intervention; and

(iv) indirect intervention.

(2) practica experiences shall be distinct from and occur prior to the internship;

(a) practica occur at time(s), are in settings, and are of sufficient length to be appropriate to the specific training objectives of the program;

(b) there is a direct and obvious relationship between practica experiences and the objectives for which the practica are intended;

(c) practica experiences occur under conditions of supervision appropriate to the specific training objectives of the program;

(d) practica experiences are provided appropriate recognition through the awarding of academic credit;

(e) practica experiences occur with university involvement appropriate to the specific training objectives of the program;

(f) the quality of practica experiences is systematically evaluated in a manner consistent with the specific training objectives of the program;

(g) practica experiences are conducted in accordance with current legal-ethical standards for the profession;

(h) the program shall require successful candidates to demonstrate knowledge of the roles, responsibilities, and functions of other pupil service personnel, including the operation of interdisciplinary teams; and

(i) the program shall require successful candidates to demonstrate knowledge of available school and community resources.

(3) The comprehensive internship is the culminating experience in school psychology graduate preparation. The successful school psychologist candidates:

(a) demonstrate, under supervision, their ability to integrate knowledge and skills in providing a broad range of school psychological services. The internship experience:

(i) is provided at or near the end of the formal training period;

(ii) is designed according to a written plan that provides the student opportunities to gain experience in the delivery of a broad range of school psychological services;

(iii) occurs in a setting appropriate to the specific training objectives of the program;

(iv) is provided appropriate recognition through the awarding of academic credit;

(v) occurs under conditions of appropriate supervision. Field-based internship supervisors hold a valid credential as a school psychologist for that portion of the internship that is in a school setting. That portion of the internship, which appropriately may be in a non school setting, requires supervision by an appropriately credentialed psychologist;

(vi) is supervised. Field-based internship supervisors are responsible for no more than two interns at any given time. University internship supervisors are responsible for no more than 12 interns at any given time;

(vii) is based on a positive working relationship and represents a collaborative effort between the university program and field-based supervisors to provide an effective learning experience for the student. University internship supervisors provide at least one on-site contact per semester with each intern and supervisor;

(viii) is a provision for participation in continuing professional development activities;

(ix) is systematically evaluated for quality in a manner consistent with the specific training objectives of the program;

(x) is conducted in a manner consistent with the current legal-ethical standards of the profession; and

(xi) occurs on a full-time basis over a period of one academic year, or on a half-time basis over a period of two consecutive academic years. At least 600 hours of the internship are completed in a school setting;

(b) complete a field-based internship supervised, on average, at least two hours per week of direct supervision for each intern;

(c) accept an internship placement that provides appropriate support for the internship experience including:

(i) a written agreement specifying the period of appointment and any terms of compensation;

(ii) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists;

(iii) provision for participation in continuing professional development activities;

(iv) release time for internship supervision; and

(v) a commitment to the internship as a diversified training experience.

(4) School psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. School psychology graduate programs shall:

(a) establish and maintain an accountability program to assess the knowledge and capabilities of school psychology candidates and of the impact that interns and graduates have on services to children, youth, families, and other consumers;

(b) incorporate different sources of process and performance information (e.g., instructional evaluation, performance portfolios, field supervisor evaluations, systematic valid procedures are used to evaluate and improve the quality of the program, candidate/graduate performance on licensing/certification examinations, and alumni follow-ups), as appropriate, to evaluate and improve components of the program;

(c) apply specific published criteria, both objective and qualitative, for the assessment and admission of candidates to the program at each level and for candidate retention and progression in the program. The criteria address the academic and professional competencies, as well as the professional work characteristics needed for effective practice as a school psychologist (including respect for human diversity, communication skills, effective interpersonal relations, ethical responsibility, adaptability, and initiative/dependability);

(d) employ a systematic process that ensures that all students possess the knowledge and professional expertise to collaborate with families and school and community based professionals in designing, implementing, and evaluating interventions that effectively respond to the educational and mental health needs of children and youth;

(e) limit the number of credit hours acquired through courses, seminars, and other learning experiences not open exclusively to graduate students to no more than one-third of the student's program;

(f) exclude credit requirements for undergraduate study, study that is remedial, or study which is designed to remove deficiencies in meeting requirements for program admission; and

(g) include a full-time continuous residency or an alternate planned experience for all students. Programs allowing alternate planned experiences as a substitute for full-time residency must demonstrate how those experiences are equivalent to experiences commonly associated with residency requirements.

(5) The standards for specialist-level programs shall follow those described by the National Association of School Psychologists:

(a) specialist-level programs consist of a minimum of three years of full-time study or the equivalent at the graduate level;

(b) the program shall include at least 60 graduate semester hours or the equivalent, at least 54 hours of which are exclusive of credit for the supervised internship experience;

(c) institutional documentation of program completion shall be provided; and

(d) specialist level programs include a minimum of one academic year of supervised internship experience consisting of a minimum of 1200 clock hours.

(6) The standards for doctoral programs shall follow those described by the National Association of School Psychologists. Doctoral programs provide greater depth in multiple domains of school psychology training and practice as specified in these standards;

(a) doctoral programs consist of a minimum of four years of full-time study or the equivalent at the graduate level;

(b) the program shall include a minimum of 90 graduate semester hours or the equivalent, at least 78 of which are exclusive of credit for the doctoral supervised internship experience and any terminal doctoral project (e.g., dissertation) and shall culminate in institutional documentation; and

(c) the program shall include a minimum of one academic year of doctoral supervised internship experience consisting of a minimum of 1500 clock hours.

(History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

Subchapter 8

Innovative and Experimental Programs

10.58.801 TYPES OF PROGRAMS (1) New, innovative, and experimental programs include but are not necessarily limited to the following:

- (a) programs designed to develop new approaches, new arrangements, and/or new contexts for the preparation of school personnel;
- (b) programs designed to prepare school personnel for new types of positions that are emerging in modern education;
- (c) programs designed to meet the special needs of particular segments of society; and
- (d) programs designed for specific curricular areas for which recognized standards have not yet been developed. (History: 20-2-114 MCA; IMP, 20-2-121 MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.802 STANDARDS FOR APPROVAL (1) The unit shall provide a clear statement justifying the request for the approval of a new, innovative, or experimental program. That statement shall include the program's assumptions, rationale, and objectives.

(2) Each program shall:

- (a) be based on a statement of the purpose and objectives of teaching in this area and upon a well-formulated statement of the nature of the public school program that is needed to accomplish these objectives. These statements shall:
 - (i) be prepared cooperatively by the agencies concerned with teacher education;
 - (ii) be based on analyses of current practices and trends in this field of the public school curriculum; and
 - (iii) be available in writing;
 - (b) include articulation of the competencies teachers need in this area. This statement of competencies shall:
 - (i) include attitudes, knowledge, understanding, skills, and the degrees of expertise teachers need;
 - (ii) be based on the program's statement of objectives outlined in (2)(a);
- and
- (iii) be available in writing;
 - (c) include a description of the process used to prepare personnel;
 - (d) develop provisions for keeping records of the students' progress in the program;
 - (e) make arrangements for systematic and scheduled program evaluation by both the unit and the Office of Public Instruction;

(f) be supported by identifiable human and physical resources that will be available throughout the duration of the program. Any resources not under the control of the institution shall be outlined and confirmed by the board of public education;

(g) include a timetable setting forth:

(i) the program's beginning and ending dates;

(ii) the sequence of activities that will occur;

(iii) selection and schedules of intervals for competency and program evaluations; and

(iv) the approximate dates for submitting periodic program reports to the appropriate institutional officials and to the superintendent of public instruction; and

(h) ensure that program evaluations have definite provisions for performance criteria and follow-up at specified intervals. The evaluations shall:

(i) be guided by a plan that defines and specifies the kinds of evidence that will be gathered and reported;

(ii) give information that identifies areas in the program that need strengthening; and

(iii) be used to suggest new directions for program development.

(3) The preparing institution shall be responsible for the administration of the program. Within this responsibility it shall establish and designate the appropriate division, school, college, or department within the institution to act on all matters relating to such program, according to general institutional policies. (History: 20-2-114 MCA; IMP, 20-2-121 MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

Subchapter 9

Standards for Approving Competency-Based
or Performance-Based Programs

10.58.901 STANDARDS FOR APPROVING COMPETENCY-BASED OR PERFORMANCE-BASED PROGRAMS (1) These standards apply to all competency-based and performance-based teacher education programs. For each program, the institution shall:

(a) develop and adopt an explicit statement of "program exit" competencies that relate to the entry-level professional role. These competencies must include all of the criteria implicit in the general standards (Sub-Chapter 4) and specific standards (Subchapter 5);

(b) provide a program design that:

(i) relates the competencies (cited in (a) above) to modules, subcourses, or courses;

(ii) lists the learning activities involved; and

(iii) specifies the assessment techniques used to verify the attainment of these competencies;

(c) formally assess follow-up data to determine the relationship between "exit" competencies and initial professional role performance. Such assessment shall be considered in program development; and

(d) use an on-site evaluation team, designated by the board of public education, to determine the institution's performance in the development and verification of a candidate's role competency and in the collection and use of follow-up data. (History: 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

SECTION II

MONTANA PROFESSIONAL EDUCATOR PREPARATION PROGRAM STANDARDS REVIEW PROCESS AND PROCEDURES

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SECTION II

MONTANA PROFESSIONAL EDUCATOR PREPARATION PROGRAM STANDARDS REVIEW PROCESS AND PROCEDURES

INTRODUCTION

The Montana system of professional educator certification is a comprehensive, holistic system that includes three components: educator preparation, educator licensure, and ongoing, required professional development. These three components are integral to one another, and provide assurance to Montana citizens that educators within Montana schools are qualified to meet the learning needs of Montana students.

Article X, Section 9, of the 1972 Montana Constitution established the Board of Public Education (BPE) and the Board of Regents of Higher Education. The Board of Regents of Higher Education has the power, responsibility and authority to supervise, coordinate, manage and control the Montana University System.

The BPE exercises general supervision over the state's public school system and is further authorized under state law to create and establish a system of teacher certification. This teacher certification system is the basis of unit and program accreditation for all Montana professional education units. This means that all professional education units and specific programs within the units, which lead to educator licensure, must be accredited.

The Montana Board of Public Education is authorized by state law and administrative rule to create and establish a system of professional educator certification including training and preparation. The BPE accredits professional educator units in Montana's higher education institutions, based on the Professional Educator Preparation Standards (PEPPS). These protocols are defined in the Professional Educator Preparation Program Standards and Procedural Manual, found on the OPI Web site at www.opi.mt.gov.

The PEPPS guide professional educator preparation units in the development of curriculum, instructional strategies, aligned assessments, and supervised, relevant field and clinical experiences to prepare educator candidates to meet the learning needs of all Montana students.

INITIAL ACCREDITATION: PROFESSIONAL EDUCATION UNIT

Before state accreditation is considered, an institution seeking initial accreditation for a new professional education unit must have formal authorization from the administrative board charged with this responsibility. To gain initial accreditation status from the Board of Public Education (BPE), the following steps are required:

- Formal authorization from the administrative board of the Institution is received by the Office of Public Instruction (OPI).
- The institution provides regional accreditation.
- The new professional education unit completes the Institutional Report (IR) with evidence demonstrating compliance with the BPE program preparation standards;
- The IR is electronically submitted to the OPI. Electronic links for additional resources including links to appropriate catalogs are provided to the OPI;
- The OPI facilitates an off-site review of the IR;
- The new professional education unit is scheduled for an on-site visit;
- The on-site review process shall follow the approved state protocol;
- The BPE approved Professional Educator Preparation Program Standards and Procedures Manual shall be used to guide the review process. The Superintendent of Public Instruction shall recommend accreditation status to the BPE based upon the on-site team report;
- The BPE shall conduct a follow-up on-site visit of the newly accredited professional education unit within two years;
- In cases when an on-site review is not available within the desired time period, the OPI shall review a new professional education unit and its IR by meeting with the dean of education or the professional education unit's representative to ensure that the program is equivalent to other state-authorized units; and/or
- If the recommendation from this meeting is to accredit, the new professional education unit may only be recognized as provisionally accredited until a formal on-site visit is conducted within a year.

Process for State Accreditation of Professional Education Units

A professional education unit director makes a written request to the Office of Public Instruction (OPI) initiating a state review. The request must be received by the OPI 12 months prior to the on-site visit (see page 30 -31).



Date for review is determined through a collaborative process between the unit and the OPI. The OPI designates a chairperson and membership for the off-site and on-site review teams. The professional education unit director approves team membership.



The institutional self-study report must be received by the OPI at least 60 days before the scheduled visit.



The OPI facilitates the off-site review of the Institutional Report (IR). The results of the off-site review are mailed to the unit at least 30 days prior to the on-site visit.



A preliminary visit to the institution is made by the team chairperson approximately 60 days before the scheduled visit to make final arrangements.



Findings of the off-site review are mailed to the institution 30 days before the visit.



The scheduled accreditation visit, by the state team, shall be no more than three days. At the exit interview, the chairperson will present a summary of team findings. The chairperson is expected to stay for the duration of the state unit accreditation visits.



The institution will receive a written copy of the team report within 30 days of the visit. The institution will have 30 days to submit a response to the Board of Public Education (BPE).



A team report is presented to the BPE in three steps as information, discussion, and action. The BPE reserves the right to alter this process as necessary.

Possible Action by the Board of Public Education



Full Accreditation

- Accredits unit and programs.
- Action letter

Or

Provisional Accreditation

- Provisionally accredits unit and programs.
- Action letter- Institution given six months to resolve professional accreditation.
- On-site follow-up visit
- Action by BPE
- Action letter

Or

Denial of Accreditation

- Action letter



The institution has the right to appeal. It may present supportive information and request the Board to reconsider its decision at its next regular meeting.



I. STATE REVIEW PROTOCOL

CATEGORY	PROCEDURE
I. STANDARDS	
A. Unit Standards	The Montana Board of Public Education (BPE) has incorporated the NCATE unit standards into the Montana Professional Educator Preparation Program Standards (PEPPS).
B. State Program Standards	State standards adopted by the BPE are used to accredit professional education programs that lead to specific licenses and endorsements. The Montana PEPPS are comprised of the BPE adopted requirements for all licensure and endorsement programs and are aligned with NCATE approved program standards.
II. TEAM	
A. Team Composition	The OPI selects team members from a cadre of professionals who have completed training on the accreditation process. The OPI provides the professional education unit with the proposed team chairperson and a list of professional educators to serve on the on-site review team. The OPI selects visiting team members whose expertise, training and/or endorsement reflects programs to be reviewed. American Indian educators shall serve on each review team.
B. Training and Qualifications	Program reviewers must have a minimum of five years of teaching or other appropriate experience as determined by the Board of Public Education and have completed the training authorized by the BPE. All program reviewers must (1) complete training in the standards and the review process and procedures and (2) have access to the Internet and basic technology skills.
C. Team Size	<p>The size of the on-site review team shall be determined by the OPI coordinator, unit representative, and the team chair.</p> <p>The OPI selects a team chairperson and a list of professionals to serve on the off-site and on-site review teams. The unit confirms the team chair and</p>

CATEGORY	PROCEDURE
	members of the on-site review team. The OPI will if necessary name replacements to complete the team.
D. Team Chairperson	The team chair coordinates all phases of the on-site visit and preparation of the team report, in collaboration with the OPI coordinator. The team chair and the OPI coordinator conduct a pre-visit approximately 60 days before the on-site visit.
E. Consultant/Coordinator	The Montana OPI Professional Education Program Director serves as the State Coordinator or appoints a designee. The State Coordinator is a non-voting member of the review team.
F. Observers	The OPI shall request representation from BPE and MEA-MFT as an ex officio, non-voting observers on each review team.
G. Decision Making	The team shall make decisions by consensus, and the team chairperson shall resolve all conflicts.
H. Final Report	The final report of the on-site review shall be provided to the professional education unit within thirty (30) days. The professional education unit has 30 days to respond before team recommendations are presented to the Board of Public Education.
I. Evaluations	Following the on-site visit, the performance of the team is evaluated by the OPI.
J. Expenses	The unit covers the expenses of the on-site visit including the expenses of the State On-Site Team. The OPI covers the expenses of the State Coordinator and additional OPI staff.
III, Preparation	
A. Scheduling The Review	The dean of education, or other appropriate official, shall notify the office of public instruction by letter of the proposed dates for the visit and shall list specific programs to be reviewed by completing the Program Review Request Form (See page) twelve months preceding the visit. The visit shall not exceed three days.

CATEGORY	PROCEDURE
B. PEPPS Materials	The Montana PEPPS and Procedures Manual contain the standards, guidelines, forms, and support and resource material for the unit reviews. The PEPPS Manual is available on the OPI Web page at www.opi.mt.gov/accreditation
C. Pre Conditions	The completed Institutional Report is provided electronically to the OPI 60 days prior to the on-site visit.
D. Program Report	<p>The initial review of the unit's programs is completed prior to the on-site visit using an off-site review process. The off-site program review is facilitated by the state coordinator and completed 30 days before the on-site review.</p> <p>The initial report of the off-site review is electronically mailed to the unit 30 days before the on-site visit.</p>
E. Institutional Report	<p>The Institutional Report provides evidence to verify compliance with the standards pertaining to the unit and applicable program areas.</p> <p>The professional education unit submits to the office of public instruction an electronic copy of the IR. The IR must be received by OPI at least 60 days before the scheduled visit. In addition, the professional education unit will provide one paper copy of the IR, CD, and electronic links to its catalog(s) and other relevant information pertinent to the effectiveness of the review process. These materials must be received by the team members at least 30 days prior to the on-site visit.</p>
F. Dates of On-Site Visit	Specific dates for the site visits are confirmed by the unit and the OPI.
G. Pre-Visit	Approximately 60 days before the visit, the state coordinator and team chair meet on-site with the unit dean to plan the visit.

CATEGORY	PROCEDURE
IV. On-Site Review	
A. Orientation to State Process/Protocol	The state coordinator and the team chair will conduct an orientation to the state team of the state accreditation process and accreditation protocol.
B. Conducting the On-Site Review	A template developed jointly with the OPI and the Montana Council of Deans and approved by the BPE is used to guide the review process.
C. Evidence/Exhibit Room	Electronic exhibit rooms are encouraged. Units shall provide evidence that demonstrates what candidates know and are able to do. In addition units are required to provide evidence that data are used to evaluate student performance and modify programs. Units shall provide data from: 1) assessments at admissions; 2) verification of content knowledge; 3) student teaching and clinical experience assessments; 4) follow-up studies.
D. Exit Conference	Team chair conducts the exit conference with unit and institution representatives.
E. State On-Site Report	<p>The State On-Site Report is e-mailed to the OPI and the state team members within 30 days following the on-site visit.</p> <p>The state report is compiled by the team chair in consultation with the state coordinator.</p>
V. After the On-Site Review	
A. Report sent from the OPI	One copy of the report will be received electronically by the unit within 30 days following the on-site visit. This report will be sent electronically to the dean of the unit, team chair, and to the BPE.
B. Rejoinder	The unit may submit a response to the report concerning errors or omissions within 30 days after the report is received and before it is submitted to the BPE for action.
C. Accreditation & Approval	The Montana BPE is authorized to establish accreditation standards and procedures and to determine accreditation status of the professional education units.
D. Final Action Report	The report is submitted to the BPE for information, discussion, and action. The action taken by the BPE is reported by the OPI to the unit.

CATEGORY	PROCEDURE
E. Appeal Procedure	The unit is permitted to rejoin the decision of the BPE at its next meeting. The Professional Education Unit (PEU) is given six months to resolve professional accreditation status.
VI. On-Going Responsibilities	
A. Protocol Distribution	The state coordinator shall post and maintain the state protocol of the PEPPS on the OPI Web site. The state protocol is available in hard copy upon request.
B. Accreditation Cycle	Professional Education Units (PEU) in the state of Montana follow a seven-year review cycle after successfully completing an initial accreditation review.
C. Code of Conduct/ Conflict of Interest	<p>Montana has adopted the NCATE code of ethics. Team members shall treat all matters confidentially and shall honor and support all consensus decisions of the team.</p> <p>Program reviewers shall conduct themselves at all times while representing the BPE and OPI as thoughtful, competent, well-prepared, and impartial professionals.</p> <p>Conflict of Interest</p> <p>Montana has adopted the NCATE Conflict of Interest policy. The program reviewers shall avoid conflicts of interest and should exclude themselves from the BPE review team for any reason which may represent an actual or perceived conflict of interest.</p>
VII. Annual Reviews	
A. Regional Accreditation	PEUs shall maintain regional accreditation to continue state accreditation.
B. Annual Report	PEUs annually provide to OPI a copy of the NCATE Data Report.

II. JOINT NCATE/STATE REVIEW PROTOCOL

Category	NCATE policy & options	State additions/response
I. Standards		
A. Unit Standards	<p>NCATE unit standards apply to the professional education unit.</p> <p>Specific State criteria, as determined by the State Agency, and institutional criteria as determined by the institution or higher education commission, may also be applied to units and/or programs being reviewed by NCATE and the State.</p>	<p>The Montana Board of Public Education (BPE) has incorporated the NCATE unit standards into the Montana Professional Educator Preparation Program Standards and Procedures Manual.</p>
B. State Program Standards	<p>NCATE defers to the State's review of the unit's programs if the teacher education program standards or licensing standards and the State's review processes are sufficiently similar to NCATE's, as determined by the State Partnership Board (SPB).</p> <p><u>Program National Recognition:</u> The State may choose to seek authority for State program approval to be accepted as national recognition of the unit's programs by NCATE's SPAs in the NCATE list of nationally recognized programs. If the State is not authorized to recommend national</p>	<p>State standards adopted by the BPE are used to approve professional education programs that lead to specific licenses and endorsements. The Montana PEPPS are comprised of the BPE adopted requirements for all licensure and endorsement programs and are aligned with NCATE approved program standards.</p> <p>The BPE requires each professional education unit to undergo a program area review conducted by the Office of Public</p>

Category	NCATE policy & options	State additions/response
	<p>recognition, the unit may seek national recognition of a program by submitting its program for review through NCATE.</p>	<p>Instruction (OPI). This ensures that all licensure and endorsement programs comply with BPE requirements. This off-site review process is completed 60 days prior to the on-site visit. Following the review, OPI submits a written report to the unit 30 days prior to the on-site visit.</p>
II. Team		
<p>A. Team Composition: Joint State/ NCATE</p>	<p>NCATE and State team members work together, sharing equal roles and responsibilities in all functions of the review.</p> <p>The NCATE team is selected from NCATE’s Board of Examiners (BOE). The team includes representatives from organizations of teacher educators, teachers, education specialists and/or policy makers. Non-voting members of the team include the State Consultant (usually the NCATE State Partnership Contact, or his/her designee), and a representative of the state affiliate of NEA and/or AFT. Team assignments are systematically made to ensure that conflicts of interest are avoided.</p>	<p>The Montana State reviewers are selected by the OPI from NCATE/State Team trained Montana educators. Two teams participate in the joint on-site review: NCATE/State Team and State Verification Team. These team members include faculty of higher education, K-12 teachers, and other school personnel.</p>

Category	NCATE policy & options	State additions/response
<p>B. Training Expectations: Joint</p>	<p>NCATE team members must participate in the NCATE-sponsored BOE training.</p> <p>State team members must be trained by NCATE staff or an NCATE authorized trainee, as outlined in the State rules.</p>	<p>The Montana OPI and the NCATE staff jointly plan and provide training to State Review Team members. Montana NCATE/State Team training is scheduled every four years.</p>
<p>C. Team Size: Joint</p>	<p>For first, continuing, and probation visits, the BOE team will include 3-6 members depending on several factors, including the number of candidates, faculty, and the unit's programs. Additional team members may be added to visit off-campus sites.</p> <p>For focused visits, the team will include 2-3 BOE members.</p>	<p>The NCATE/State Team shall be comprised of one member less than the NCATE representatives. These state representatives have full voting rights as members of the NCATE/State Team.</p>
<p>D. Chair Responsibilities: Joint</p>	<p>The NCATE chairperson and the State chairperson serve as co-chairs. They are jointly responsible for planning and conducting the visit.</p> <p>The co-chairs conduct a previsit approximately 60 days before the visit to plan interviews and finalize the logistics for the visit. The State Consultant and State team chair should</p>	<p>The State co-chair is appointed by the OPI. The State Consultant and the NCATE and State co-chairs conduct a pre-visit approximately 60 days before the on-site visit. The co-chairs assign roles and responsibilities to the NCATE/State Team and State Verification Team members.</p>

Category	NCATE policy & options	State additions/response
	<p>participate in the previsit.</p> <p>The co-chairs assign roles and responsibilities to BOE and State team members.</p>	
E. Consultants/Other Participants	<p>NCATE invites the State education agencies to appoint a “State Consultant” to advise the team on State requirements, nomenclature, and special circumstances. The State Consultant’s expenses are covered by the respective agency. The State Consultant facilitates an orientation to the State Partnership at a team meeting prior to the review activities. The consultant is usually the State Partnership Contact, but may be his/her designee, and is a non-voting member of the BOE team. The State Consultant may serve as a voting member of the State team, if so designated by the State. A few states (e.g., SC and FL) may have consultants from two agencies.</p>	<p>The Montana OPI Professional Education Program Director serves as the State Consultant or appoints a designee. The State Consultant’s expenses are covered by the OPI. The State Consultant is a non-voting member of the joint review team.</p>
F. NEA/AFT Representatives and Other Observers	<p>NCATE invites the State affiliates of the NEA and AFT to appoint observers for the on-site visit in partnership States. The participants’ respective agencies are responsible</p>	<p>Observers from MEA-MFT and the BPE are invited to participate, but do not vote.</p>

Category	NCATE policy & options	State additions/response
	<p>for their travel and maintenance expenses.</p> <p>These observers can assist the BOE team with the collection of data, interviews, and the editing of the team report. However, they should not be assigned a primary writing assignment. Observers are non-voting members of the BOE team.</p>	
<p>G. Decision-making</p>	<p>Decisions are usually made through consensus-driving discussions of whether standards are met. When consensus cannot be reached, a vote may be taken.</p>	<p>The State Team members have full voting rights as members of the NCATE/State Team. The State Consultant is a non-voting member of the joint review team.</p>
<p>H. Writing the Report: Joint</p>	<p>The NCATE chair assigns writing responsibilities to each team member. The BOE report includes the BOE team's responses to the 6 unit standards at both the initial teacher preparation and advanced levels as appropriate. If the State or institution has additional requirements, the report should have the BOE team's responses to the State/Institution requirements attached as a Report Addendum. The final report is compiled by the BOE chair.</p>	<p>The final report of the NCATE unit standards is compiled and approved jointly by both NCATE and State Team members. The responsibility for submitting the NCATE unit standards report belongs to the NCATE co-chair. Responsibility for submitting the report of the Montana professional education standards, for both basic and advanced levels as appropriate, is held by the State</p>

Category	NCATE policy & options	State additions/response
	<p>The NCATE and State chairs assign primary and secondary writing responsibilities to both NCATE and State team members.</p> <p>The draft of the BOE report should be completed by the end of the on-site visit.</p> <p>The BOE draft report should be sent to NCATE and the team members for editing, and to the unit for correction of factual errors.</p> <p>The BOE team chair e-mails one copy of the final report to the NCATE office and a copy to each member of the NCATE team within 30 days following the visit.</p>	<p>co-chair with assistance from the OPI.</p>
I. Evaluations	<p>Following the on-site visit, the performance of BOE members is evaluated electronically by the unit, the other national and State BOE members, and State consultants who served on the same visiting team. The evaluations are used by NCATE and the State to determine who should continue BOE service and to identify potential team chairs.</p>	<p>Following the on-site visit, the performance of the State Team members is evaluated by the OPI. The evaluations are used to select team members for future on-site reviews.</p>

Category	NCATE policy & options	State additions/response
J. Expenses	During the semester of the visit, the unit will pay NCATE a Periodic Evaluation Fee of \$1,000 per NCATE BOE team member participating in the on-site visit.	The unit covers the expenses of the on-site visit including the expenses of the NCATE/State Team and the State Verification Team. The OPI covers the expenses of the State Consultant and additional OPI staff.
III. Preparation		
A. Units' Intent-to-Seek request	For initial accreditation, at least two years before hosting an on-site visit, the unit should indicate its interest in seeking accreditation. The request should include the semester and year in which the unit plans to host the on-site review.	
B. NCATE materials	<p>In response to interest request, NCATE provide weblinks to the following materials:</p> <ul style="list-style-type: none"> • Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education; • Handbook for Accreditation Visits; • “Intent to Seek NCATE accreditation” form – TO BE SUBMITTED 2 YEARS BEFORE THE VISIT; • Timeline for 	The Montana PEPPS and Procedures Manual is available on the OPI Web site at www.opi.mt.gov . This document contains guidelines, forms, and materials for site visits.

Category	NCATE policy & options	State additions/response
	semester and year of visit; <ul style="list-style-type: none"> • List of NCATE partnership States; and • Other accreditation information 	
C. Preconditions	<p>For first visits, the unit responds to the preconditions found on the NCATE website. The preconditions report must be submitted to the NCATE office at least eighteen months prior to the on-site visit.</p> <p>All accredited units <i>must continue to meet the preconditions</i> for continued NCATE accreditation. Annually, NCATE reviews Title II test data and will request additional information from the unit that no longer meets the required State pass rate.</p>	<p>The Institutional Report is sent to the OPI 60 days prior to the on-site visit.</p>
D. Program Reports	<p>If the Partnership Agreement requires the unit to submit program reports, it must submit them by February 1 or September 15, two or three semesters before the continuing visit.</p> <p>For a continuing visit, NCATE requests the unit to verify online their “Status of Program Reviews,” approximately</p>	<p>The initial review of the unit’s programs is completed (either electronically or on paper) prior to the on-site visit.</p>

Category	NCATE policy & options	State additions/response
	<p>two years before the visit. This information will indicate which program reports to submit.</p> <p>For specific information on the preparation of program reports visit the NCATE website.</p>	
<p>E. Institutional Report</p>	<p>The professional education unit is required to write and submit an Institutional Report (IR) that describes the unit's conceptual framework and evidence that demonstrates that the 6 standards are met. In continuing accreditation visits, the IR also serves as a primary documentation of the unit's growth and development since the last accreditation visit.</p> <p>The unit sends one copy of the IR and related links to undergraduate and graduate (if applicable) catalogs to each NCATE BOE team member, State consultant, and NEA/AFT observers. Either an electronic copy of the Institutional Report is sent to NCATE, or the unit may send two paper copies.</p>	<p>The State Verification Team reviews the specific program standards, as appropriate, in Chapters 5, 6, 7, 8, and 9 of the Montana PEPPS and additional Montana requirements as articulated in Appendix A of PEPPS. The NCATE/State Team examines the NCATE Unit Standards in lieu of Chapters 2 and 3 of the Montana standards.</p> <p>The unit sends one copy of the full NCATE Institutional Report and related links to catalog to the co-chair of the State Team and to the Montana OPI. Either an electronic copy of the IR is sent to the OPI or the unit may send two paper copies. The State co-chair shall send to each member of the</p>

Category	NCATE policy & options	State additions/response
		<p>State Verification Team a copy of the unit's response to Chapters 5, 6, 7, 8, and 9 of the Montana standards as appropriate for their review responsibilities plus college catalogs. These materials must be received by team members at least 30 days prior to the visit.</p>
<p>F. Dates of On-Site Visit</p>	<p>NCATE requests units to submit its preferred visit date to NCATE at least 1 year prior to the on-site visit. Units in Partnership States must have the date approved by the State Agency prior to submitting its request to NCATE.</p> <p>The State Agency must first agree to requests for a delay in the visit, before submitting the delay request to NCATE.</p> <p>Visits are scheduled from Saturday through Wednesday excepting special circumstances.</p>	<p>Specific dates for the site visits are confirmed by the Montana OPI before submission to NCATE.</p>
<p>G. Previsit</p>	<p>The previsit should be scheduled about 60 days before the on-site visit. See the <i>Handbook for Accreditation Visits</i> for further details.</p> <p>The State Consultant,</p>	<p>The State co-chair and consultant and/or designee from the Montana Office of Public Instruction meet with the NCATE chair and the unit head and/or designee</p>

Category	NCATE policy & options	State additions/response
	BOE chair, head of the unit, and NCATE coordinator should be present. If the visit is joint or concurrent, the State team chair should also participate in the previsit.	to plan the visit.
H. 3rd Party Testimony	<p>Six months before the on-site review, the unit must publish a “Call for Comment” inviting 3rd party testimony related to the upcoming NCATE visit to be sent to NCATE.</p> <p>Two to three months before the on-site review, NCATE sends copies of any third-party testimony it received to the unit for comment and to the BOE team chair.</p>	
IV. On-Site Review		
A. Orientation to State Process/ Protocol	If the visit is being conducted jointly or concurrently, the State Consultant (or his/her designee) will facilitate an orientation to the State process and Protocol.	The State co-chair and consultant will jointly conduct an orientation to the State Verification Team on process and protocol.
B. Conducting the On-Site Review	The NCATE template for on-site visits guides the conduct of the visit as outlined in the <i>NCATE Handbook for Accreditation Visits</i> and on the NCATE website.	A template jointly developed with NCATE and the Montana OPI is used to guide the conduct of the NCATE/State Team visit. The Montana PEPPS and Procedures Manual will provide guidance for the State

Category	NCATE policy & options	State additions/response
		Verification portion of the review.
<p>C. Evidence/Exhibit Room</p>	<p>Electronic exhibit rooms are encouraged. Access NCATE’s electronic exhibit room guidelines.</p> <p>Performance-based evidence that demonstrates what candidates know and are able to do must be included in the exhibit room. Units must provide data from: 1) assessments at admissions; 2) State licensure tests; 3) internship assessments; and 4) follow-up studies. For other assessment data examples, see “Assessing Education Candidate Performance: A Look at Changing Practices.”</p>	<p>State Verification and NCATE/State teams will share interviews and exhibits during the visit. NCATE/State Team members with responsibility for Montana’s Sub-Chapters 2 and 3 will be paired to collect data on the six NCATE unit standards.</p> <p>Electronic exhibit rooms are encouraged.</p>
<p>D. BOE Report</p>	<p>The BOE report includes the BOE team’s responses to the 6 unit standards at both the initial teacher preparation and advanced levels as appropriate. If the State/Institution has additional requirements, the report should have the BOE team’s responses to the State requirements attached as a State Addendum. The final report is compiled by the BOE chair.</p>	<p>The NCATE report is e-mailed to the State co-chair, the OPI and the NCATE/State Team members.</p> <p>The State report is compiled by the State co-chair and is e-mailed to the OPI, team members, and unit within 30 days following the visit.</p>

Category	NCATE policy & options	State additions/response
	<p>The BOE team chair e-mails one copy of the final BOE Report to the NCATE office and a copy to each member of the NCATE team within 30 days following the visit.</p>	
E. Exit Conference	<p>An exit conference is conducted before the team departs Wednesday. It is conducted by the NCATE team chair, State team chair, and State Consultants. The unit is represented by the unit head and coordinator of the NCATE review; the president and/or provost may also attend.</p>	<p>The State co-chair and consultant participate in NCATE/State Team exit conference.</p>
V. After the On-Site Review		
A. BOE report sent from NCATE	<p>NCATE mails two copies of the report to the unit and one copy to the appropriate State Agencies.</p>	<p>One copy of the report will be received by the unit within 30 days following the visit. This report will be mailed to the dean of the school of education and to the Montana OPI.</p>
B. Rejoinder	<p>The unit submits to NCATE and the State an electronic copy, or five hard copies, of its rejoinder to the BOE report within 30 days after receipt of the BOE Report.</p>	<p>The unit may submit a response to the report concerning errors or omissions within 30 days after the report is received and before it is submitted to the BPE for action.</p>
C. Accreditation &	NCATE's Unit	The Montana BPE is

Category	NCATE policy & options	State additions/response
<p style="text-align: center;">Approval</p>	<p>Accreditation Board (UAB) is responsible for determining the accreditation status of professional education units, during meetings twice a year. In most cases, accreditation decisions are rendered at the UAB meeting in the semester that follows the BOE review.</p> <p>NCATE provides written notice of all accreditation decisions to the U.S. Department of Education, the appropriate state licensing or authorizing agency, all institutional accrediting agencies recognized by the U.S. Department of Education and the Council for Higher Education Accreditation, and the public (via the NCATE website)</p> <p>More information about reporting accreditation decisions may be found in NCATE's Policies on Dissemination of Information. Definitions of NCATE accreditation decisions can also be found on NCATE's website or in the Handbook for Accreditation Visits.</p>	<p>authorized to establish accreditation standards and approval process for the Montana PEPPS.</p>
<p style="text-align: center;">D. Final Action Report</p>	<p>Within 30 days after NCATE's Unit Accreditation Board takes</p>	<p>The report is submitted to the OPI and the BPE. Upon</p>

Category	NCATE policy & options	State additions/response
	<p>action on the accreditation of the unit, NCATE sends the chief executive officer and head of the professional education unit a letter that indicates the official action.</p>	<p>review of the report, final action is taken by the Board; that action is reported to the unit and the Commissioner of Higher Education.</p> <p>One copy of notification of action by the Board is forwarded to NCATE.</p>
<p>E. Appeal Procedure</p>	<p>Units may appeal any of the following Unit Accreditation Board decisions: Provisional Accreditation, Accreditation with Conditions, Revocation of Accreditation, and Probation. See NCATE's website at for specific policies and procedures related to the appeals process.</p>	
<p>VI. On-Going Responsibilities</p>		
<p>A. Protocol Distribution</p>	<p>NCATE will post the State Partnership Protocol on its website; it is also available in hard copy upon request. States will distribute the protocol to all units following the creation/renewal of a Partnership or after either party makes revisions.</p>	<p>The OPI will post the NCATE/Montana Partnership Agreement/Protocol on the OPI Web site.</p> <p>The agreement is available in hard copy upon request.</p>
<p>B. Accreditation Cycle</p>	<p>Units that receive accreditation for the first time will be scheduled for their next visit five years from the semester in</p>	<p>Units in the state of Montana follow a seven-year cycle after the first continuing accreditation review.</p>

Category	NCATE policy & options	State additions/response
	<p>which their visit occurred.</p> <p>Units that receive continuing accreditation will be scheduled for their next visit seven years from the semester in which their visit occurred. The seven-year cycle of visits apply only if the State has agreed to a seven-year cycle.</p> <p>Units may host a probationary or focused visit as a result of conditional or provisional accreditation; visits will be within 2 years of the UAB's decision.</p>	<hr/> <p>Montana OPI will conduct probationary or focused visits as a result of provisional accreditation. These visits will be within six school months following final action by the BPE.</p>
<p>C. Code of Conduct</p>	<p>To assure units and the public that NCATE reviews are impartial and objective, to avoid conflicts of interest, and to promote equity and high ethical standards in the accreditation system, BOE members, board members, program reviewers, and staff shall follow NCATE's Code of Conduct, in the Handbook for Accreditation Visits and on NCATE's website.</p> <p>Violation of any part of the Code of Conduct could result in the board member's removal from the board.</p>	<p>Montana has adopted the NCATE code of ethics.</p>

Category	NCATE policy & options	State additions/response
D. Annual Reviews		
1. Regional Accreditation	Units must maintain regional accreditation in order to continue its NCATE accreditation.	Units must maintain regional accreditation in order to continue state approval.
2. Change in State Status	<p>The State will provide to NCATE its policy leading to a “Change in State Status.”</p> <p>The State will notify NCATE within thirty days of action taken that an NCATE unit has had a Change in State Status.</p> <p>Notification of an NCATE accredited unit’s Change in State Status by the State will initiate a review by NCATE’s <i>Annual Report and Preconditions Audit Committee</i>.</p> <p>The NCATE president will notify the unit that the State has informed NCATE of a change in their state status and require the unit to submit a special report within 90 days.</p>	
3. Precondition 7	The unit’s programs are approved by the appropriate State agency or agencies, and, in States with educator licensing examinations and required pass rates, the unit’s summary pass rate meets or exceeds the required State pass rate.	Montana does not require licensing examinations.

Category	NCATE policy & options	State additions/response
4. Annual Report	Submission of the Annual Report is a requirement for all units that are accredited by NCATE or are candidates or precandidates for NCATE accreditation. Annual Reports are due October 1 st and should be submitted electronically.	Units annually send to OPI a copy of NCATE Data Annual Report.

Montana Professional Educator Preparation Program Standards and Procedures Manual

Section II –Appendix

Pre-Visit Discussion Items

Sample Report Form

Program Review Request Form

Pre-Visit Discussion Items

Issues to be Discussed

- ___ Relationship of state program approval process to NCATE standards and determination of programs to be reviewed
- ___ Relationship of procedures outlined in Montana/NCATE protocol
- ___ Role technology will play in this visit
- ___ Possible modifications to the visit exhibits, procedures, etc.
- ___ Other

Expectations for the Visit

- ___ State
- ___ Joint State/NCATE
- ___ Institution

Roles of Individuals Involved in the Visit

- ___ Board of Examiners team members
- ___ Montana Office of Public Instruction
- ___ MEA/MFT representatives
- ___ Board of Public Education observers

Travel Arrangements

- ___ Nearest airport and group transportation
- ___ Travel between the hotel and campus
- ___ Parking on campus
- ___ Travel to field sites or technological contact with field sites

Hotel/Motel Arrangements

- ___ Location in relationship to campus
- ___ Private rooms for team members and state representatives (non-smoking)
- ___ Payment of hotel expenses (direct bill to institution if possible)
- ___ Meeting room with appropriate lighting for team work sessions
- ___ Computer/printer requirements, digital projector, Internet access, flash drives
- ___ Copying
- ___ Easel pad
- ___ File folders
- ___ Markers
- ___ Stapler
- ___ Masking tape
- ___ Post-its
- ___ Pens, pencils
- ___ Paper clips
- ___ Screen
- ___ Writing pads
- ___ Computer paper
- ___ Scissors
- ___ Paper punch
- ___ Shredder
- ___ _____
- ___ _____

Exhibit Room

- ___ Role of technology on-site
- ___ Computer/printer requirements, digital projector, Internet access, flash drives
- ___ Documents and exhibits
- ___ Name and contact information for technology support person

- ___ Location and organization of exhibits
- ___ Critical contents of exhibits (see list on NCATE website)
- ___ Exhibits not located in exhibit room
- ___ List of all exhibits to be available to team members
- ___ Team access
- ___ Copying

- | | | |
|------------------|--------------------|-------------------------------|
| ___ Easel pad | ___ Pens, pencils | ___ Faculty phone/office list |
| ___ File folders | ___ Paper clips | ___ Faculty committee list |
| ___ Markers | ___ Writing pads | ___ _____ |
| ___ Stapler | ___ Computer paper | ___ _____ |
| ___ Masking tape | ___ Scissors | |
| ___ Post-its | ___ Paper punch | |
| | ___ Shredder | |

Meals and Refreshments

- ___ Hotel workroom
- ___ Exhibit room
- ___ Team lunches while on campus
- ___ Recommendations for local restaurants for evening meals

Institution's Presentation

- ___ Time and location
- ___ Who should attend

Opening Reception/Poster Session

- ___ Focus, logistics

Team Issues

- ___ Name badges (names only, no titles or home affiliations)
- ___ Arrangements to contact team members about travel and logistics
 - ___ Travel plans
 - ___ Computer needs
 - ___ Smoking/non-smoking
 - ___ Dietary needs/food preferences
 - ___ Religious services
 - ___ _____
- ___ Materials to send to team members prior to visit
 - ___ Link to electronic institutional reports on the school's review Web site
 - ___ Undergraduate/graduate catalogs (on Web, if possible)
 - ___ Web site, list of exhibits available on Web and flash drive
 - ___ Draft exhibit list if not available on Web
 - ___ Organizational/curriculum planning charts
 - ___ _____

Interviews

- ___ Key faculty, administrators, and other individuals identified by the institution
- ___ Candidates
- ___ Principals, school personnel directors, teachers, and other practitioners, field supervisors
- ___ Faculty and administration in professional education unit and institutional units
- ___ Members of committees and policy groups as outlined in the visit template
- ___ Recent graduates
- ___ Handling follow-ups and additional interviews needed during visit
- ___ List of interviewees/positions and final exhibit list on flash drive to chair before leaving

Exit Conference

- Time and location
- Who will attend
- Nature of the conference

State On-Site Review Narrative Report

SAMPLE

Number and Name of Standard: _____

Validating Statement:

- **Supporting materials were reviewed and interviews conducted with students and faculty (names, title, department). Brief description of what was observed with support documentation.**

Sources of Evidence:

- **Evidence gathered from general bulletin and catalog, course, syllabi, candidate portfolio, interviews with department faculty, students, cooperating teachers and others.**

Assessment Aligned to Standard:

- **Are the content topics in the assessments consistent with the standards?**
- **Do the assessments address the range of knowledge, skill, and dispositions that are delineated in the standard? Do the assessments address the majority of the standard content?**
- **Are the assessments congruent with the complexity cognitive demands, and skill requirements described in the standards?**
- **Are scoring guides clear and are the levels of candidate proficiency distinct and appropriate?**

Evaluation:

- **Most of the required courses and aligned assessments provided in the IR meet the standards. Upon further investigation, the reviewers found no evidence to support that substandard _____ is met.**

Commendations: _____

Improvements: _____

Accreditation Recommendation:

- **Meets Standard**
- **Meets Standard with Weakness**
- **Standard is not met**

PROGRAM REVIEW REQUEST FORM

(To be completed and returned to the Office of Public Instruction)

The information on this report will be used by OPI to determine the composition of the visiting program review team.

Name of Institution _____

Date of On-Site Review _____

Name and Title of Person Completing this Form

Please indicate the programs in the professional education unit (showing degree levels at which each program is offered) for which the review is requested.

BACHELOR'S MASTER'S DOCTORATE OTHER

1. Agriculture (503)				
2. Art K-12 (50)				
3. Business Education				
4. Computer Science				
5. Distributive Ed./Marketing				
6. Drama				
7. Elementary				
8. English				
9. English as a Second Language K-12				
10. Students with Disabilities K-12				
11. World Language K-12				
12. School Counseling K-12				
13. Health				
14. Family & Consumer Science				
15. Industrial/Technology Education				

	BACHELOR'S	MASTER'S	DOCTORATE	OTHER
16 Journalism				
17. Library K-12				
18. Mathematics				
19. Music K-12				
20. Physical Education & Health K-12				
21. Reading Specialist K-12				
22. Broadfield Science				
23. Biology				
24. Chemistry				
25. Earth Science				
26. Physical Science				
27. Physics				
28. Broadfield Social Studies				
29. Economics				
30. Geography				
31. Government				
32. History				
33. Sociology				
34. Psychology				
35. Speech Communication				
36. Trade & Industry				
37. Traffic Education				
38. Supervisors/Curriculum Directors				
39. School Principals				
40. School Superintendents				
41. School Psychologists				
42. Permissive Special Competencies: (specify)				

PEPPS

Montana Professional Educator Preparation Program Standards and Procedures Manual



Denise Juneau, Superintendent
Montana Office of Public Instruction
www.opi.mt.gov

The Office of Public Instruction is committed to equal employment opportunity and non-discriminatory access to all our programs and services. For information or to file a complaint, please contact the OPI Personnel Division, (406) 444-2673.

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Montana School Accreditation

Standards and Procedures Manual

**Board of Public Education
2500 Broadway**



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BOARD OF PUBLIC EDUCATION

Standards for School Accreditation as per 20-7-101 MCA: (1) Standards of accreditation for all schools shall be adopted by the board of public education upon the recommendations of the superintendent of public instruction.

BOARD OF PUBLIC EDUCATION

Ex Officio Members

Governor Brian Schweitzer
Superintendent of Public Instruction Linda McCulloch
Commissioner of Higher Education Dr. Sheila Stearns

Appointed Members

Kirk Miller, Havre (Chair)	Term expires February 1, 2009
Storrs Bishop, Ennis	Term expires February 1, 2010
Diane Fladmo, Glendive (Vice Chair)	Term expires February 1, 2005
Gay Ann Masolo, Townsend	Term expires February 1, 2006
Patty Myers, Great Falls	Term expires February 1, 2007
John Fuller, Whitefish	Term expires February 1, 2008
Cal Gilbert, Great Falls	Term expires February 1, 2011

Student Representative

Jack Jessop, Belgrade Term expires June 30, 2006

Executive Secretary

Steve Meloy

**MONTANA SCHOOL ACCREDITATION
STANDARDS AND PROCEDURES**

**Reserved FOR
INTRODUCTION TO
CHAPTER 55**

Reserved

STANDARDS OF ACCREDITATION

General Provisions

The state board of public education is responsible for establishing and maintaining standards for all public schools in Montana. The standards guarantee students the benefits of attendance in accredited schools and provide a basis for transfer. The accreditation standards are reviewed regularly and published annually.

10.55.601 ACCREDITATION STANDARDS: PROCEDURES (1) The board of public education adopts standards of accreditation upon the recommendation of the state superintendent of public instruction.

(2) The board and the office of public instruction establish procedures and schedules for reviewing the accreditation status of each school.

(3) To ensure continuous education improvement, the school district shall develop, implement, evaluate, and revise a five-year comprehensive education plan.

(a) This plan shall include:

(i) a school district level education profile as described in guidance provided periodically by the office of public instruction;

(ii) the school district's educational goals in accordance with ARM 10.55.701;

(iii) a description of planned progress toward implementing all content, performance, and program area standards, in accordance with the schedule in ARM 10.55.603;

(iv) a description of strategies for assessing student progress toward meeting all content and performance standards, in accordance with ARM 10.55.603; and

(v) a professional development component, in accordance with ARM 10.55.714.

(b) By May 1, 2003, the district trustees shall file their adopted five-year comprehensive education plan with the office of public instruction and make their plan available to employees and the public.

(c) The office of public instruction shall develop and implement procedures necessary to monitor and evaluate the effectiveness of each school district's comprehensive education plan.

(4) To ensure continuous educational improvement and to meet the identified needs of students in every school, every school in the district shall develop and have on file in the district office a comprehensive education plan.

(5) To ensure continuous educational improvement, the office of public instruction shall provide guidance, resources, and evaluation to assist in the implementation of district and school plans to improve teaching and learning for all students.

(6) School districts are required to maintain present programs that meet current standards until such standards are superseded. The content and performance standards will supersede model learner goals according to the following schedule:

(a) Reading — November 1998;

(b) Mathematics — November 1998;

(c) Science — October 1999;

(d) Technology — October 1999;

(e) Health enhancement — October 1999;

(f) Communication arts aligned to the reading content and performance standards — October 1999;

(g) World languages — October 1999;

(h) Social studies — October 2000;

(i) Arts — October 2000;

(j) Library media — October 2000;

(k) Workplace competencies — October 2000;

(l) Vocational/technical education — October 2001.

(7) On or before July 1, 2004, a school district shall align its curriculum to the state content and performance standards and program area standards as adopted by the board of public education. A school district shall maintain programs to align with the state's schedule for revising standards.

10.55.602 DEFINITIONS For the purpose of this chapter, the following terms apply:

(1) "Assessment" means the gathering, organizing, and evaluation of information about student learning in order to monitor and measure the effectiveness of the instructional program.

(2) "Benchmark" means expectations for a student's knowledge, skills, and abilities along a developmental continuum in each content area. That continuum is focused at three points: the end of grade 4, the end of grade 8, and upon graduation (grade 12).

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

(4) "Combined elementary-high school district" means an elementary district and a high school district which are combined for district administration purposes. Most town school districts in Montana would fit this category, i.e. Helena, Hamilton, Whitehall.

(5) "Content standard" means what all students should know, understand and be able to do in a specific content area, such as reading, mathematics, or social studies.

(6) "Deviation" means a citation of noncompliance with any given standard.

(7) "Endorsement" means an official indication on a license of the subject area(s) and/or specialized program area(s) for which the holder of the license is authorized to practice in Montana accredited schools.

(8) "Independent elementary school district" means a district organized for the purpose of providing public education for all or any combination of grades kindergarten through 8.

(9) "Part-time" means not less than six hours in a school week.

(10) "Performance standard" means the specific expectations for performance in each content area at each of the three benchmarks. Performance standards define the quality of performance and describe the performance to be demonstrated.

(11) "Program area standards" means the subject matter Montana school districts are required to offer and the strategies and proven practices used to instruct. The program area standards include: communication arts, arts, health enhancement, mathematics, science, social studies, vocational/technical education, technology, workplace competencies, library media, school counseling, and world languages.

(12) "Program delivery standards" means the conditions, practices and resources school districts are required to provide for all students to have educational opportunities to learn, develop and demonstrate learning to content and performance standards.

(13) "School administrator" means a person who is a part of the school's administrative or supervisory staff and who holds a class 3 license and is appropriately endorsed, or who is enrolled in a board of public education approved administrator internship program under ARM 10.55.702 through 10.55.705.

10.55.603 CURRICULUM DEVELOPMENT AND ASSESSMENT (1) Local school districts shall incorporate all content and performance standards into their curriculum, implementing them sequentially and developmentally. School districts shall assess the progress of all students toward achieving content and performance standards in all program areas. Assessment of all students shall be used to examine the educational program and measure its effectiveness based on the content and performance standards.

(a) The examination of program effectiveness using assessment results shall be supplemented with information about graduates and other students no longer in attendance.

(b) The information obtained shall be considered in curriculum and assessment development.

(2) For content and performance standards in all program areas, in accordance with ARM 10.55.602(8), school districts shall:

(a) establish curriculum and assessment development processes as a cooperative effort of personnel licensed and endorsed in the program area and trustees, administrators, other teachers, students, specialists, parents, community and, when appropriate, tribal representatives and state resource people;

(b) review curricula at intervals not exceeding five years and modify as needed to meet educational goals of the five-year comprehensive education plan in accordance with ARM 10.55.601;

(c) at least every five years, review and select materials and resources necessary for implementation of the curriculum and assessment that are consistent with the goals of the five-year comprehensive education plan; and

(d) review curricula to ensure the inclusion of the distinct and unique cultural heritage of the American Indians.

(3) School district assessment plans shall be included in the comprehensive education plan.

(a) School districts shall use effective and appropriate multiple measures and methods to assess student progress in achieving content and performance standards in all program areas.

(b) Utilizing input from representatives of accredited schools, the office of public instruction shall develop criteria and procedures for the selection of effective and appropriate multiple measures and methods to be used to assess student progress in reading and mathematics in grades 4, 8 and 11.

(c) The office of public instruction shall provide technical assistance to districts to meet the criteria and procedures in (3)(b).

(d) Not later than the school year immediately following the completion of written sequential curricula aligned with the content and performance standards in a program area in accordance with ARM 10.55.601(6), the school district shall begin the development of a student assessment process for that program area. The assessment process must be in place two years following the development of written curriculum.

(4) In addition to the school-by-school reporting of norm-referenced testing results in accordance with ARM 10.56.101, districts shall annually report to the office of public instruction the school level results of measures for the standards that are not adequately assessed by the norm-referenced tests in reading and mathematics at grades 4, 8 and 11.

(a) Utilizing input from representatives of accredited schools; the office of public instruction will identify the additional standards in reading and mathematics that are to be assessed with other measures.

(b) The measures used to report to the office of public instruction shall be included within the district assessment plan in accordance with ARM 10.55.601.

(c) The criteria and procedures set forth in (3)(b) shall be used by the office of public instruction in an approval process to assure the quality of the other measures that will be used to assess and report progress in reading and mathematics at grades 4, 8 and 11.

10.55.604 VARIANCES TO STANDARDS (1) A school district may apply to the board of public education through the office of public instruction to implement an alternative to a standard or a section of standards, excluding standards stating statutory criteria, standards pertaining to teacher licensure or endorsement, and content and performance standards as defined by the board of public education and provided in guidance from the superintendent of public instruction.

(a) In its application, the school district shall provide evidence establishing that its alternative is workable and educationally sound in comparison to the intent of the standard(s) that would be waived, and shall establish that the goals of the alternative will meet or exceed the results under the current standard(s).

(b) In its application, the school district shall submit a statement of mission and objectives, and identify formative and summative measures to be used to evaluate the effectiveness of the alternative.

(c) Upon appropriate application, the board of public education shall approve or deny the proposed alternative.

(d) If the board denies the proposed alternative, it shall state in writing why it has done so.

(e) If the board approves the proposed alternative, its initial approval shall be for two years.

(f) During the second year of the initial approval, the board of public education, through the office of public instruction, shall direct an on-site evaluation of the alternative.

(g) If the board finds the alternative is workable and educationally sound in comparison to how the waived standard(s) previously worked in the district, the board shall renew the alternative for five years.

(h) Subject to on-site evaluations every five years, the board may continue to renew the alternative.

(i) A school district may discontinue an approved alternative at any time. If it does so, it shall promptly notify the board of public education in writing.

(2) A school district may apply to the board of public education through the superintendent of public instruction to create a charter school.

(a) A charter school must provide an education that meets or exceeds the requirements of the Montana Constitution, state law, and school accreditation standards.

(b) The board of public education may only grant charters to publicly funded schools or programs under the supervision and control of a locally elected board of trustees in an existing school district.

(c) The procedure by which a school district may apply to create a charter school and by which the board of public education may approve, deny, evaluate, and renew a charter school shall be identical to that outlined in ARM 10.55.604.

(d) To be proposed by a school district and approved by the board of public education, a charter school shall, at a minimum, guarantee the following:

(i) school district governance and control;

(ii) unrestricted, open student access;

(iii) compliance with all health and safety laws;

- (iv) teacher licensure and endorsement to the same extent as required or provided by state law or accreditation standards;
 - (v) employee collective bargaining to the same extent as required or provided by state law; and
 - (vi) a plan for consideration of input by community members and staff as to formation and implementation issues. Consideration of input may be identified by formation of advisory committees involving staff and/or community members, conduct of a properly noticed public meeting for purposes of comment on the formation or operation of the charter school, or any other reasonable means that result in an opportunity for input by staff and community members prior to a decision of significant interest to the public regarding the formation or operation of the charter school.
- (e) A school district may discontinue an approved charter school at any time. If it does so, it shall promptly notify the board of public education in writing.

10.55.605 CATEGORIES OF ACCREDITATION (1) Regular accreditation means the school has:

- (a) its program aligned to the content and performance standards and program area standards;
- (b) licensed staff that is appropriately assigned, and fully utilized;
- (c) school programs and resources that are adequate;
- (d) facilities that meet appropriate standards; and
- (e) school trustees, staff, parents, and community that work together to provide a quality education.

(2) When the school meets the regular accreditation standards with minor deviations, these deviations are noted on the annual accreditation status letter as minor citations when considering the school program in its entirety.

(3) Accreditation with advice means the school exhibits serious and/or numerous deviations from the standards. The school must submit an improvement plan developed by trustees, administrators, teachers, parents, and the community, to the office of public instruction.

(4) Deficiency accreditation with assistance means that the school has been on advice status for at least two years and continues to have serious and/or numerous deviations, or has substantially increased the seriousness of deviations over the previous year.

- (a) A school will be accredited with deficiency if:
 - (i) the school employs as a teacher an individual who does not have a Montana teaching license;
 - (ii) the school has a facility that creates an unhealthy environment with safety and health hazards; or
 - (iii) the school provides an inadequate learning environment.

(b) The school administrator and the chair of the board of trustees will submit and/or come before the board of public education with an improvement plan and a systematic procedure for correcting the deviations noted. The office of public instruction will facilitate assistance to enable the school to accomplish the goals of the improvement plan and to correct the deviations.

(5) Nonaccredited status means that a school on deficiency status fails to document that it has met its improvement plan.

(6) A school seeking initial accreditation or reinstatement of accreditation shall meet the requirements of regular accreditation outlined in (1). This process shall include an on-site review from the office of public instruction.

10.55.606 PERFORMANCE-BASED ACCREDITATION

(1) Performance-based accreditation gives a school district the option of obtaining, for one or more of its schools, accreditation through a process that involves self-evaluation, peer-review and on-site visitations. This method allows a school to meet accreditation standards by showing through its students' work that it provides a quality education. The school improvement plan serves as a basis for assessment of school effectiveness and an impetus for mobilizing improvement efforts.

(2) After engaging in a sustained school improvement effort, a school district, on behalf of one or more of its schools, may apply to the superintendent of public instruction for performance-based accreditation. The board of public education makes the final decision on whether a school is accredited through the performance-based accreditation process. The school improvement process shall incorporate the following six steps or their equivalent:

- (a) development of a student/community profile;
- (b) development of a school mission and goals that reflect a locally derived philosophy of education;
- (c) identification of desired learner results based on the content and performance standards;
- (d) analysis of instructional and organizational effectiveness;
- (e) development and implementation of a school improvement plan; and
- (f) monitoring through self-assessment and visits by peers or teams.

- (3) To be granted performance-based accreditation, a school must:
 - (a) engage in a continuous schoolwide improvement process;
 - (b) host at least two visitations, chaired by a person trained or experienced in the process to seek feedback and validate the school improvement process;
 - (c) notify the superintendent of public instruction of the visitation dates and team members. A member of the staff of the office of public instruction shall be invited to be a member of the visitation team;
 - (d) submit reports of the visitation to the superintendent of public instruction; and
 - (e) apply to the superintendent of public instruction for performance-based accreditation by providing documentation of school improvement, including, but not limited to:
 - (i) visitation reports;
 - (ii) a school improvement plan;
 - (iii) evidence of attainment or significant progress toward attainment of the school improvement plan goals;
- and
 - (iv) a recommendation from the visitation team that the board of public education grant performance-based accreditation.
- (4) After a review in which the school demonstrates successful attainment or significant progress toward achieving the desired learner results, the school may be granted performance-based accreditation for up to six years. The school is subject to peer or team reviews at least every three years. The review shall establish that:
 - (a) the integrity of the school improvement process is maintained;
 - (b) the school is making informed, data-driven decisions;
 - (c) the process is school-based;
 - (d) all steps of the school improvement process are connected and inform one another;
 - (e) committees work collaboratively within and among one another;
 - (f) the school implements each step appropriately; and
 - (g) student learning is central to the entire process, with improvement demonstrated in desired learner results, based on content and performance standards.
- (5) A school district, on behalf of one or more of its accredited schools electing this process, may petition the superintendent of public instruction to recommend that the board of public education waive existing standards that interfere with the school improvement plan, excluding standards stating a statutory requirement, standards pertaining to teacher licensure and content and performance standards as defined by the board of public education.

School Leadership

- 10.55.701 BOARD OF TRUSTEES** *Public education in Montana is accomplished by the formation of school districts governed by boards of trustees, who make policy, establish elections, propose levies, and approve expenditures, and who serve at the will of the electorate according to the Montana Constitution, the laws of Montana, and the Administrative Rules of Montana of the board of public education and other pertinent state agencies.* (1) The board of trustees shall ensure that the school district complies with all local, state, and federal laws and regulations.
- (2) The board of trustees shall provide in each school building at least one copy of the accreditation standards for staff and public review.
 - (3) Each school district shall have in writing and available to the staff and public:
 - (a) a comprehensive philosophy of education;
 - (b) goals that reflect the district's philosophy of education;
 - (c) sequential curricula for each program area that aligns to the content and performance standards and the district's educational goals;
 - (d) policies establishing student assessment procedures that ensure evaluation of the school's curricula and student learning. These procedures shall specify how and when data are to be collected, analyzed, and reported;
 - (e) policies that delineate the responsibilities of the board, superintendent, and personnel employed by the school district. The trustees shall review these policies on a regular basis and make them available to employees and the public;
 - (f) a policy on student, parent, and school employee due process rights;
 - (g) an equity policy;
 - (h) a transfer policy for determining the appropriate placement of incoming students;
 - (i) an academic freedom policy;
 - (j) a materials selection policy, including a challenge procedure, for all curricular and support materials;
 - (k) a copyright policy;

- (l) a policy that defines the use of school facilities and resources;
- (m) a parent involvement policy that encourages:
 - (i) regular, two-way and meaningful communication between home and school;
 - (ii) promotion and support of parenting skills;
 - (iii) that parents play an integral role in assisting student learning;
 - (iv) that parents are welcome in the school, and that their support and assistance are sought;
 - (v) parents as full partners in the decisions that affect children and families; and
 - (vi) community resources be used to strengthen schools, families, and student learning; and
- (n) a policy that incorporates the distinct and unique cultural heritage of American Indians and that is aligned with district educational goals.

(4) The board of trustees shall have valid, written contracts with all regularly employed licensed administrative, supervisory, and teaching personnel.

(5) The board of trustees shall have written policies and procedures for regular and periodic evaluation of all regularly employed licensed administrative, supervisory, and teaching personnel. The individual evaluated shall have a written copy of the evaluation, the opportunity to respond in writing to the evaluation, and access to his/her files. Personnel files shall be confidential.

(6) The board of trustees shall establish conditions that contribute to a positive school climate and morale by encouraging cooperative and harmonious relationships among the staff members, students, parents, and community.

(7) To enhance a positive learning environment, the board of trustees shall:

(a) establish a system to keep parents/guardians up to date on students' progress;

(b) use technology and equipment to facilitate management and instruction.

(8) To ensure continuous education improvement, the district shall engage in a continuous school improvement process.

10.55.702 LICENSURE AND DUTIES OF DISTRICT ADMINISTRATOR - DISTRICT SUPERINTENDENT

(1) The district superintendent shall be:

(a) licensed in accordance with state statutes and board of public education rules.

(b) considered appropriately assigned if the superintendent is enrolled in a board of public education approved administrator/district superintendent internship program as defined below:

(i) the intern must be enrolled in an approved administrator/district superintendent training program within the state of Montana;

(ii) the intern must have completed the principal endorsement requirements or be simultaneously enrolled in an administrator/principal internship program;

(iii) the intern must file an application with the board of public education prior to placement within the local school districts in the state of Montana; and

(iv) at each assigned school district, the intern must annually receive an on-site visit by an appointed faculty member of the approved internship program.

(2) In cases where the intern is the only administrator hired by the district, the district shall contract with a properly licensed and endorsed administrator for annual and periodic supervision of the practice of the intern throughout the school year. Such supervision shall include participation in, review of, and written concurrence in all performance evaluations of licensed staff completed by the intern.

(3) The district superintendent shall perform administrative duties in accordance with 20-4-402, MCA.

10.55.703 LICENSURE AND DUTIES OF SCHOOL PRINCIPAL (1) The school principal shall:

(a) be licensed in accordance with state statutes and board of public education rules;

(b) be considered appropriately assigned if the principal is enrolled in a board of public education approved administrator/principal internship program, as defined below:

(i) the intern must be enrolled in an approved administrator/principal training program within the state of Montana;

(ii) the intern must file an application with the board of public education prior to placement within a school district in the state of Montana;

(iii) at each assigned school, the intern must annually receive an on-site visit by an appointed faculty member of the approved internship program; and

(iv) at each assigned school, the intern shall receive an appropriate level of supervision by a properly licensed and endorsed administrator hired by the district. Such supervision shall include participation in, review of, and written

concurrence in all performance evaluations of licensed staff completed by the intern. In cases where the intern is the only administrator hired by the district, the district shall contract with a properly licensed and endorsed administrator for annual and periodic supervision of the practice of the intern throughout the school year.

(c) have a license endorsed at the level assigned as a principal, except where one individual serves as the single administrator for the entire district under ARM 10.55.705(1)(a) or (b), where the superintendent may hold either a high school or elementary principal endorsement. No individual may be assigned a total of more than 100 percent full-time equivalent (FTE);

(d) consider ways to:

(i) provide instructional leadership;

(ii) exercise vision in defining and accomplishing the school's mission;

(iii) encourage teachers to have high expectations for student achievement;

(iv) stress the importance of parents' and students' roles in academic success;

(e) involve staff and others in decision making and in setting, accomplishing, and assessing educational goals;

(f) carry out the district's policies and procedures;

(g) be responsible for the effective day-to-day operation of the school, including the management of finances, materials, and human resources.

10.55.704 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF DISTRICT SUPERINTENDENTS (1) A district superintendent for a combined elementary-high school district or a county high school district or an independent elementary school district shall be assigned as follows:

(a) A full or part-time district superintendent and at least a half-time school administrator /principal as defined in ARM 10.55.705(1)(a) or (b) shall be employed for an independent elementary district with fewer than 18 full-time equivalent (FTE) licensed staff, or the district shall utilize the services of the county superintendent to fulfill the duties of the district superintendent. One individual may serve as both district superintendent and part-time school administrator/principal as defined in ARM 10.55.705(1)(a) or (b). A superintendent serving under this subsection shall devote full time to administration and supervision not to exceed a total assignment of 100 percent FTE;

(b) A full or part-time district superintendent and at least a half-time school administrator /principal shall be employed for a combined elementary-high school district or a county high school district with fewer than 30 FTE licensed staff. A full or part-time district superintendent and at least a half-time school administrator/principal shall be employed for an independent elementary district with more than 18 but fewer than 30 FTE licensed staff. One administrator may serve as both superintendent and part-time school administrator/principal as defined in ARM 10.55.705(1)(a) or (b). A superintendent serving under this subsection shall devote full time to administration and supervision not to exceed a total assignment of 100 percent FTE;

(c) A full-time (1 FTE) district superintendent shall be employed for any district with 30 or more FTE licensed staff, or 551 or more students.

(2) A combined elementary-high school district, or a county high school district, or an independent elementary school district with 100 or more FTE licensed staff shall employ a full-time curriculum coordinator to supervise the educational program and alignment of standards, assessment, curriculum, instruction, and instructional materials. The curriculum coordinator shall hold a class 3 administrative license. Those districts with less than 100 FTE licensed staff and no full-time curriculum coordinator shall employ the services of a regional curriculum consortium or a part-time, designated curriculum coordinator.

10.55.705 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF SCHOOL ADMINISTRATORS/PRINCIPALS

(1) School districts shall employ appropriately endorsed school administrators/principals as follows:

(a) a part-time district superintendent or supervising teacher and county superintendent for schools with fewer than nine full-time equivalent (FTE) licensed staff;

(b) .5 FTE principal for schools with 9-17 FTE licensed staff;

(c) 1 FTE principal for schools with 18-29 FTE licensed staff or 250-550 students;

(d) 2 FTE administrators/principals for schools with 551-1050 students;

(e) 3 FTE administrators/principals for schools with 1051-1550 students;

(f) 4 FTE administrators/principals for schools with 1551-2050 students; and

(g) 5 FTE administrators/principals for schools with 2051 or more students.

(2) In schools that require two or more FTE administrators/principals, at least one individual shall be appropriately endorsed as principal. At least a second administrator shall have administrative endorsement(s) at the appropriate level(s) and in the area(s) that accurately reflects the administrator's supervisory responsibilities. For

example, a school may assign properly licensed and endorsed curriculum coordinators to supervise the appropriate instructional programs.

(3) In schools with at least three FTE school administrators who are administratively endorsed, release time of department coordinators or chairpersons may be counted toward additional school administration. Department coordinators or chairpersons counted toward school administration may observe and supervise but shall not formally evaluate classroom instruction.

10.55.706 TEACHER INVOLVEMENT (1) Teachers shall be involved in curriculum development and student assessments and in the promotion of a school climate that enhances student learning, achievement, and well-being.

10.55.707 TEACHER AND SPECIALIST LICENSURE

(1) Teachers shall hold Montana teaching licenses.

(2) An emergency authorization of employment is not a valid license; it is granted to a district which, under emergency conditions, cannot secure the services of a licensed teacher.

(3) All school psychologists must be licensed with a class 6 specialist license.

(4) Licensed teachers and school counselors who are enrolled in board of public education approved internship programs according to the following provisions shall be considered appropriately assigned when teaching or serving in the internship area.

(a) Only an accredited educator preparation institution located within the boundaries of the state of Montana shall be eligible to operate an approved endorsement area internship program.

(b) Only a currently licensed Montana teacher enrolled in an approved endorsement area internship program shall be considered appropriately assigned when teaching or serving in the endorsement area within three years following the date of initial enrollment.

(c) An educator preparation program shall obtain approval of the board of public education prior to placing interns in positions in local school districts in the state of Montana. In order to gain approval, the program must:

(i) file an application with the board of public education;

(ii) include a model plan for preparation of interns prior to placement that shall include, at a minimum, completion of or enrollment in six semester credits of study in the endorsement field the teacher is pursuing; and

(iii) appoint a faculty member responsible for ensuring compliance with all program requirements by interns enrolled in the program, which shall include, as a minimum, an on-site visit to each school district in which an intern is placed at least once during the term of the internship.

(d) All interns placed in a school district shall receive an appropriate level of periodic supervision and training by a licensed teacher who is currently endorsed in the intern's prospective endorsement area.

(5) All personnel whose qualifications are not outlined in the certification standards must have a license issued by the appropriate state or federal licensing agent or national registry if required by the existing rules and regulations.

10.55.708 TEACHING ASSIGNMENTS (1) Teachers shall be assigned at the levels and in the subjects for which their licenses are endorsed. Exceptions are:

(a) individuals serving in internship positions approved by the board of public education;

(b) teachers assigned in grade 5 or 6 in the departmentalized classroom or middle school, who hold a 5-12 secondary license, must be endorsed in the subjects they are teaching. A 5-12 license will not cover a grade 5 or 6 assignment in a self-contained classroom;

(c) clarifications of teaching assignments in grades 5 through 12 departmentalized settings are published in Appendix A of the "Montana School Accreditation Standards and Procedures Manual" adopted November 2000.

(2) Licensure at the elementary level entitles the holder to teach in grades K through 8.

(3) No teacher shall have more than 28 hours of assigned student responsibility per week except for one-, two-, and three-teacher schools.

10.55.709 LIBRARY MEDIA SERVICES, K-12 (1) The library shall be housed in a central location, and each school shall have a full-time or part-time licensed school library media specialist with a K-12 library media endorsement at the following ratio:

(a) .5 FTE for schools with 126-250 students;

(b) 1 FTE for schools with 251-500 students;

(c) 1.5 FTE for schools with 501-1000 students;

- (d) 2 FTE for schools with 1001-1500 students;
- (e) 2.5 FTE for schools with 1501-2000 students;
- (f) 3 FTE for schools with 2001 or more students.

(2) Schools or districts of fewer than 125 students shall employ or contract with a licensed, endorsed school library media specialist, or seek alternative ways to provide library media services, using licensed personnel. For example, they may contract for services or receive services from a regional, licensed library media specialist provided through joint efforts of adjacent districts and/or counties.

- (a) Alternative services shall include:
 - (i) instruction in library media skills;
 - (ii) administration of a library media program that meets the district's instructional goals;
 - (iii) collection, development and management;
 - (iv) reader assistance;
 - (v) library media collection management; and
 - (vi) in-service in the use of new resources and equipment.

10.55.710 ASSIGNMENT OF SCHOOL COUNSELING STAFF (1) A minimum equivalent of one full-time counselor for each 400 elementary (K-8) students shall be provided. The counselor/student ratio shall be prorated.

(2) A minimum equivalent of one full-time counselor for each 400 high school students (including grades 7 and 8 if high school funding is received) shall be provided. The counselor/student ratio shall be prorated.

(3) Schools and/or districts with fewer than 125 students shall:

- (a) employ or contract with a licensed, endorsed school counselor or class 6 specialist; or
- (b) seek alternative ways to provide counseling services and meet the required school counseling program goals, using licensed personnel. For example, they may contract for services or receive services from a licensed school counselor or class 6 specialist provided through joint efforts of adjacent districts and/or counties.

(i) when a school district uses alternatives to meet this standard, it shall submit a description of the alternatives to the superintendent of public instruction and seek approval from the board of public education.

10.55.711 GENERAL: CLASS SIZE AND TEACHER LOAD (1) These standards do not require a minimum class size at any grade level or for any subject offered. One pupil may be considered a class.

10.55.712 CLASS SIZE: ELEMENTARY (1) In single grade rooms, the maximum class size shall be:

- (a) no more than 20 students in kindergarten and grades 1 and 2;
- (b) no more than 28 students in grades 3 and 4;
- (c) no more than 30 students in grades 5 through 8.

(2) In multigrade classrooms, the maximum class size shall be:

- (a) no more than 20 students in grades K, 1, 2, and 3;
- (b) no more than 24 students in grades 4, 5, and 6;
- (c) no more than 26 students in grades 7 and 8.

(3) Multigrade classrooms that cross grade level boundaries (e.g., 3-4, 6-7) shall use the maximum of the lower grade.

(4) In one-teacher schools, the maximum class size shall be 18 students.

(5) Instructional aides are mandatory when class size or teacher load exceed the

standards. An instructional aide shall be assigned a minimum of 1 1/2 hours per day, per student overload up to six hours.

(6) An overload of five students per classroom is considered excessive.

10.55.713 TEACHER LOAD AND CLASS SIZE: HIGH SCHOOL, JUNIOR HIGH, MIDDLE SCHOOL, AND GRADES 7 AND 8 BUDGETED AT HIGH SCHOOL RATES (1) In addition to the school administrator, the school shall employ a sufficient number of licensed FTEs to allow for varying instructional patterns including, but not limited to teaming, core curriculum and departmentalization. Each program offered shall have properly endorsed FTE(s).

(2) Individual class size shall not exceed 30 students.

(a) Class size limits do not apply to instrumental music or choral groups.

(b) Laboratory/studio class size shall be limited for safety purposes. The number of students shall be determined through consultation with the teacher, considering the number, size and use of laboratory stations.

(3) The number of students assigned a teacher per day shall not exceed 150.

- (a) Study hall, regardless of size, shall be counted at 15 students.
- (b) Student limits do not apply to instrumental music or choral groups.
- (c) Library, counseling, and study hall duties are assigned student responsibilities. However, in cases where a teacher is assigned full time in these areas, the assignment may be for the entire day.
- (4) Teachers with a significant writing program, as determined by the local board of trustees, shall have a maximum load of 100 students.

10.55.714 PROFESSIONAL DEVELOPMENT (1) By definition, professional development:

- (a) focuses on teachers as central to student learning, yet includes all other members of the school community;
- (b) focuses on individual, collegial, and organizational improvement;
- (c) respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community;
- (d) reflects proven research and practice in teaching, learning, and leadership;
- (e) enables teachers to develop further experience in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards;
- (f) promotes continuous inquiry and improvement embedded in the daily life of schools;
- (g) is ongoing and sustained;
- (h) is planned collaboratively by those who will participate in and facilitate that development;
- (i) requires substantial time and other resources;
- (j) is driven by a coherent long-term plan; and
- (k) is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning, and this assessment guides subsequent professional development efforts.

(2) Teachers and specialists shall annually complete a minimum of three pupil instruction related (PIR) days dedicated exclusively to professional development.

- (a) A professional development PIR day shall constitute six hours of contact time.
- (b) A school district may divide a professional development PIR day into no fewer than two-hour blocks of contact time.
- (c) A professional development block may be held on the same day as a pupil instruction day, but a school district shall not schedule a professional development PIR day to convene simultaneously with a pupil instruction day.

(3) School district trustees shall establish an advisory committee to evaluate the school district's current school year professional development plan and develop and recommend a plan for the subsequent school year.

- (a) The advisory committee shall include, but not be limited to, trustees, administrators, and teachers. A majority of the committee shall be teachers.
- (b) Each school year, school district trustees shall adopt a professional development plan for the subsequent school year based on the recommendation of the advisory committee.
- (c) The plan recommended by the advisory committee and adopted by the school district trustees shall outline how, when, and from whom teachers and specialists shall meet their professional development PIR day expectations.
- (d) Although the advisory committee's recommendation is advisory, the plan adopted by the school district trustees must include two professional development PIR days in October during which schools must close in order to permit teachers and specialists to attend the annual professional development meetings of state professional associations.
- (e) The adopted plan may include alternatives but shall not interfere with or prohibit teacher and specialist attendance at the annual October professional development meetings of state professional associations.
- (f) Teachers and specialists who do not attend the annual professional development October meetings of state professional associations or school district plan approved alternative professional development PIR days shall not be paid for the days they are absent.
- (g) Teachers, specialists, administrators, and school districts shall not substitute for professional development PIR day purposes professional development opportunities not specifically outlined in the school district's adopted professional development plan.
- (h) School district trustees shall file their adopted professional development plan with the office of public instruction and make their plan available to employees and the public.

10.55.715 INSTRUCTIONAL AIDES: QUALIFICATIONS AND SUPERVISION (1) Instructional aides need not be licensed; however, the following supervision is required:

(a) Instructional aides assigned due to classroom size or diversity shall be under the direct supervision of a licensed teacher. This means that the aide shall be supervised by a licensed teacher who is responsible for instruction and assessment of students. The supervising teacher shall be available while the aide is fulfilling his/her responsibilities and shall not be simultaneously assigned to another teaching duty or preparation time.

(b) Instructional aides assigned to assist students with special education needs shall be under the supervision of the teacher or other professional designated as primarily responsible for instructional planning for the student. The designated professional has the responsibility to provide regularly scheduled communication and direction to the instructional aide and not to delegate any activity to the instructional aide that requires professional skill, knowledge and judgment.

(c) Instructional aides assigned to assist students in gaining specialized knowledge not generally available from a properly endorsed teacher shall be supervised by a teacher licensed at the proper level. The supervising teacher is responsible for instruction and assessment of students and shall not be simultaneously assigned to another teaching duty or preparation time.

10.55.716 SUBSTITUTE TEACHERS (1) Substitute teachers may be used for extended teacher absences under the following conditions:

(a) In cases where a regular, licensed teacher under contract is temporarily unable, by reason of illness or for other reasons approved by the school district board of trustees, to fulfill the teacher's duties, substitute teachers may be employed to carry on the duties of that teacher's position for a period not to exceed 35 consecutive teaching days. Such substitutes need not hold a current license, but preference shall be given to those substitutes who are properly licensed.

(b) If the absence of the regular, licensed or authorized teacher continues for more than 35 consecutive teaching days, the substitute may be placed under contract if licensed or the board of trustees shall place a licensed teacher under contract. If the board of trustees makes a written declaration to the superintendent of public instruction that no licensed teacher is available, the district shall pursue the employment of a teacher authorized under the provisions of ARM 10.57.107.

(2) Any non-licensed substitute teacher shall complete a minimum of three hours of training, as approved by the school district board of trustees.

(3) Any non-licensed substitute teacher must have received a high school diploma or have attained a passing score on the general education development assessment.

(4) A district that employs a non-licensed substitute teacher must conduct a fingerprint-based background check of that individual according to the following procedures:

(a) The non-licensed substitute teacher must present a complete set of fingerprints to a qualified law enforcement agency to be submitted to the school district.

(b) The district shall not employ the non-licensed substitute teacher until state and federal authorities have reported the results of the background check or until the district has conducted a reference check of the individual.

(c) The district shall accept the report of a previous fingerprint-based background check if it is submitted by a Montana university or college for a student currently or formerly enrolled in an accredited Montana professional educator program. The report shall not be accepted if it was completed more than two years prior to the date of submission.

(d) The district shall consider the information obtained from the results of the fingerprint-based background check under the provisions of Title 37, chapter 1, part 2, MCA, governing the licensure of criminal offenders and under 20-4-110, MCA. Conviction, including conviction following a plea of nolo contendere, a conviction in which the sentence is suspended or deferred, or any other adjudication treated by the court as a conviction, may be considered by the district as grounds for removal from the classroom if the conviction was for a sexual offense, theft, or any other crime meeting the criteria of Title 37, chapter 1, part 2, MCA.

(5) The requirements of this rule may be waived by the trustees in whole or in part, if the non-licensed substitute has previous teaching or substitute teaching experience in an accredited public school in Montana prior to November 28, 2002.

Educational Opportunity

The Montana public school is a positive partnership of school trustees, staff, students, parents, and the community. Its central purpose is the intellectual development of its students.

10.55.801 SCHOOL CLIMATE (1) The board of trustees shall:

- (a) encourage cooperative and harmonious relationships among staff, students, parents, trustees, and community;
- (b) determine whether or not its staff turnover is excessive and, if it is, the reasons why;
- (c) create teaching and learning conditions that meet the district's educational goals and attract and maintain a quality staff;
- (d) develop policies, procedures, and rules that respect the rights of all learners and promote an awareness of and concern for the well-being of others;
- (e) offer programs and services which, in content and presentation, endeavor to be free of stereotyping in terms of age, sex, religion, race, national origin, or handicapping condition;
- (f) provide programs and services that meet the needs of students which the school has identified as at-risk;
- (g) inform students of the school's expectations and of students' rights and responsibilities;
- (h) encourage students to take responsibility for their education, including preparing for and participating in class and school activities, taking full advantage of learning services provided, helping design their educational goals, and conducting themselves respectfully and appropriately;
- (i) encourage the active involvement of parents in their children's education and in their school;
- (j) provide opportunities for parents, educators, and members of the community to take active roles in developing and reviewing educational goals.

10.55.802 OPPORTUNITY AND EDUCATIONAL EQUITY (1) It is the purpose of the accreditation standards to guarantee equality of educational opportunity to each person regardless of sex, race, marital status, national origin, or physical or mental disability. This includes programs, facilities, textbooks, curriculum, counseling, library services, and extracurricular activities.

10.55.803 LEARNER ACCESS (1) Equal opportunity to learn is a primary consideration of all program areas, at all levels. In order to integrate this concept throughout the education program, the board of trustees shall develop and implement processes for assessing the educational needs of its students.

(2) In developing curricula in all program areas, the board of trustees shall:

- (a) provide learning experiences matched to students' interests, readiness, and learning style;
- (b) take into account individual and cultural diversity and differences among learners. Cultural and language differences should be viewed as valuable and enriching resources and should take into account the unique needs of American Indian students and other minority groups;
- (c) develop an understanding of the values and contributions of Montana's American Indians for all students;
- (d) provide learning resources that are culturally relevant, inclusive, and current;
- (e) provide opportunities for individual self-direction and decision making;
- (f) provide equal access to learning resources, including technology;
- (g) provide instructional materials which are sequential and compatible with previous and future offerings;
- (h) provide books and materials that reflect authentic historical and contemporary portrayals of American Indians; and
- (i) identify, using the school's own criteria, students who may be at risk or in need of special services.

10.55.804 GIFTED AND TALENTED (1) Schools shall provide educational services to gifted and talented students that are commensurate to their needs, and foster a positive self-image.

(2) Each school shall comply with all federal and state laws and regulations addressing gifted education.

(3) Each school shall provide structured support and assistance to teachers in identifying and meeting diverse student needs, and shall provide a framework for considering a full range of alternatives for addressing student needs.

10.55.805 SPECIAL EDUCATION (1) Each school shall comply with all federal and state laws and regulations addressing special education.

(2) Each school shall provide structured support and assistance to regular education teachers in identifying and meeting diverse student needs, and shall provide a framework for considering a full range of alternatives for addressing student needs.

(3) Students with disabilities shall be given opportunities to become confident, dignified, and self-sufficient members of society.

(4) A student who has successfully completed the goals identified on an individualized education program for high school completion shall be awarded a diploma.

Academic Requirements

Basic academic requirements form a solid foundation for each school's education program. Schools shall meet or exceed these requirements through carefully developed curricula and supportive resources.

10.55.901 BASIC EDUCATION PROGRAM: ELEMENTARY (1) An elementary school shall have an education program aligned to the program area standards that enables students to meet the content and performance standards.

10.55.902 BASIC EDUCATION PROGRAM: MIDDLE GRADES (1) A school with middle grades must have an education program aligned to the program area standards that enables all students to meet the content and performance standards.

(2) In order to receive funding at the high school rate for grades 7 and 8, the program must follow either the middle school philosophy and components described in (3) or the departmentalized philosophy and components (often seen in junior high settings) described in (4).

(3) An officially recognized middle school must be approved by the board of public education upon recommendation of the superintendent of public instruction.

(a) A middle school specifically addresses the unique nature of middle-grade children by focusing on their intellectual, social, emotional, and physical development. To put such philosophy into practice, a middle school must have flexibility to:

(i) approach instruction, scheduling, and teaching in a variety of ways;

(ii) undertake interdisciplinary work; and

(iii) plan blocks of coursework deriving from the intellectual, social, emotional, and physical needs of middle school students.

(b) Critical and creative thinking, career awareness, lifelong learning, and safety must be incorporated in the school program.

(c) At a minimum, the following program areas shall be required of all students yearly:

(i) communication arts including, but not limited to literature, reading, writing, speaking and listening, media literacy;

(ii) mathematics including, but not limited to written and mental computation and problem solving;

(iii) physical and life sciences;

(iv) social studies; and

(v) health enhancement.

(d) At a minimum, the middle school curriculum shall maintain in balance the following required program areas:

(i) visual arts including, but not limited to art history, art criticism, aesthetic perception, and production;

(ii) music including, but not limited to general, instrumental, and vocal (emphasizing comprehensive music elements, music history, criticism, aesthetic perception, and musical production);

(iii) vocational technical education such as agriculture, business education, family and consumer sciences, industrial arts, and marketing; and

(iv) world languages.

(e) Exploratory courses such as creative writing, dance, drama, photography, and leadership shall be offered as electives to all students.

(4) A junior high or 7-8 school for middle grades must offer an educational program, aligned to the program area standards, that enables all students to meet the content and performance standards. The educational program shall be designed to familiarize students with the high school setting and provide content-specific instruction.

(a) All students shall complete the following program areas each year:

- (i) communication arts— 1 unit;
- (ii) social studies— 1 unit;
- (iii) mathematics— 1 unit;
- (iv) science— 1 unit; and
- (v) health enhancement— 1/2 unit.
- (b) All students must be allowed to elect from the following program area offerings:
 - (i) visual arts— 1/2 unit;
 - (ii) music— 1/2 unit;
 - (iii) vocational technical education— 1/2 unit; and
 - (iv) world languages— 1/2 unit.
- (c) A unit is defined as the equivalent of at least 225 minutes per week for one school year.
- (d) Time to pass between classes may be counted toward the standard school day but shall not be counted toward class time.

10.55.903 BASIC EDUCATION PROGRAM: JUNIOR HIGH AND GRADES 7 AND 8 BUDGETED AT HIGH SCHOOL RATES (IS HEREBY REPEALED Eff. 12/8/00.)

10.55.904 BASIC EDUCATION PROGRAM OFFERINGS: HIGH SCHOOL

- (1) The basic education program, aligned to the program area standards, for grades 9 through 12 shall be at least 20 units of coursework that enable all students to meet the content and performance standards.
- (2) Minimum offerings shall include at least the following:
 - (a) 4 units of English language arts;
 - (b) 3 units of mathematics;
 - (c) 3 units of science;
 - (d) 3 units of social studies;
 - (e) 2 units of vocational/technical education;
 - (f) 2 units of arts;
 - (g) 1 unit of health enhancement;
 - (h) 2 units of world languages; and
 - (i) 2 units of electives.

10.55.905 GRADUATION REQUIREMENTS (1) As a minimum, a school district's requirements for graduation shall include a total of 20 units of study that enable all students to meet the content and performance standards.

- (2) In order to meet the content and performance standards, the following 13 units shall be part of the 20 units required for all students to graduate:
 - (a) 4 units of English language arts;
 - (b) 2 units of mathematics;
 - (c) 2 units of social studies;
 - (d) 2 units of science;
 - (e) 1 unit of health enhancement, with 1/2 unit each year for two years;
 - (f) 1 unit of arts;
 - (g) 1 unit of vocational/technical education.
- (3) Units of credit earned in any Montana high school accredited by the board of public education shall be accepted by all Montana high schools.
- (4) In accordance with the policies of the local board of trustees, students may be graduated from high school with less than four years enrollment.

10.55.906 HIGH SCHOOL CREDIT (1) A high school shall require a minimum of 20 units of credit for graduation, including ninth grade units. A unit of credit shall be given for satisfactory completion of a full-unit course.

- (a) A unit of credit is defined as the equivalent of at least 225 minutes per week for one year.
- (b) Passage of time between classes may be counted toward the standard school day but shall not be counted toward class time.
- (2) A student who is unable to attend class for the required amount of time may be given fractional credit for partial completion of a course, with the local administrator's permission.
- (3) Each governing authority may waive specific course requirements based on individual student needs and performance levels. Waiver requests shall also be considered with respect to age, maturity, interest, and aspirations

of the students and shall be in consultation with the parents or guardians.

(4) With the permission of the school district trustees, a student may be given credit for a course satisfactorily completed in a period of time shorter or longer than normally required and, provided that the course meets the district's curriculum and assessment requirements, which are aligned with the content and performance standards stated in the education program. Examples of possible acceptable course work include correspondence and extension courses, distance learning courses, adult education, summer school, work study, specially designed courses and challenges to current courses. Any acceptable program must be consistent with local board policy.

(a) Any Montana high school shall accept such units of credit taken with the approval of the accredited Montana high school in which the student was then enrolled and which appear on the student's official transcript.

10.55.907 DISTANCE, ONLINE, AND TECHNOLOGY DELIVERED LEARNING (1) This rule establishes requirements for distance, online, and technology delivered learning programs and/or courses that fulfill elementary or middle grades basic education programs and/or high school graduation requirements.

(2) School districts may receive and/or provide distance, online, and technology delivered learning programs.

(a) School districts receiving distance, online, and technology delivered learning programs to supplement instruction may utilize distance, online and technology delivered learning as they would other supplementary resources without restriction.

(b) Distance, online, and technology delivered learning programs and/or courses shall meet the learner expectations adopted by the school district or aligned with state content and performance standards.

(3) Except as provided in (3) (a), teachers of distance, online, and technology delivered learning programs shall be licensed and endorsed in the area of instruction with such license granted as a result of the completion of a professional educator preparation program accredited by NCATE and/or a state board of education. School districts receiving distance, online, and technology delivered learning programs described in this rule shall have a distance learning facilitator as provided in this rule assigned for each course and available to the students.

(a) When a teacher of distance, online, and technology delivered learning programs and/or courses is not licensed and endorsed as provided in this rule, the facilitator must hold a Montana educator license.

(b) When a teacher of distance, online, and technology delivered learning programs is licensed and endorsed in the area of instruction, as provided in this rule, the receiving school district's facilitator shall be a licensed teacher or a para-educator.

(c) The school district must ensure that the distance, online, and technology delivered learning facilitator, whether licensed or not, receives in-service training on technology delivered instruction pertaining to:

- (i) the course organization;
- (ii) classroom management;
- (iii) technical aspects of the delivery method;
- (iv) strategies for use of distance learning;
- (v) monitoring of student testing; and
- (vi) securing other services as needed.

(4) Montana school districts providing distance, online, and technology delivered learning shall comply with the teacher load requirements of ARM 10.55.713(3).

(5) Providers of distance, online, and technology delivered learning programs, other than Montana school districts, shall annually:

- (a) register with the office of public instruction;
- (b) identify all Montana school districts to whom they are providing distance, online, and technology delivered programs and/or courses;
- (c) verify the professional qualifications, including Montana teacher licensure and endorsement if possessed, of their teachers of distance, online, and technology delivered programs and/or courses;
- (d) provide the course description including the content and delivery model for each distance, online, and technology delivered program and/or course provided to Montana schools; and
- (e) demonstrate that the students they serve have ongoing contact with their teachers of distance, online, and technology delivered learning programs and/or courses.

10.55.908 SCHOOL FACILITIES (1) School facilities shall be constructed, maintained, and supervised in accordance with all applicable local, state and national codes, regulations, and laws.

(2) School facilities shall be of sufficient size and arrangement to meet all programs' educational goals.

(3) The board of trustees shall provide for educational facilities which are pleasant and reasonably safe for

the conduct of the educational and extracurricular activities of students, and which will meet federal accessibility standards.

(4) The school shall provide the necessary equipment for emergency nursing care and first aid.

(5) When the board of trustees considers major remodeling or building a facility, it shall seek facility expertise in all affected program areas as well as comments from faculty, students, and community.

(6) The board of trustees shall have in writing a policy that defines the use of school facilities and resources.

10.55.909 STUDENT RECORDS (1) Each school shall keep, in secure storage, a permanent file of students' records, that shall include:

(a) the name and address of the student;

(b) his/her parent or guardian;

(c) birth date;

(d) academic work completed;

(e) level of achievement (grades, standardized achievement tests);

(f) immunization records as per 20-5-406, MCA; and

(g) attendance data.

(2) The board of trustees shall establish policies and procedures for the use and transfer of student records that are in compliance with state and federal laws governing individual privacy. All educational records collected and maintained by a school shall be kept in a confidential manner according to the implementing regulations of the Family Educational Rights and Privacy Act (FERPA) at 34 CFR part 99.

(3) All inactive permanent records from a school that closes shall be sent to the county superintendent or the appropriate county official.

10.55.910 STUDENT DISCIPLINE RECORDS (1) Each school shall maintain a record of any disciplinary action that is educationally related, with explanation, taken against the student. For the purpose of this rule, a disciplinary action that is educationally related is an action that results in the expulsion or out-of-school suspension of the student. This record is subject to transfer to a local educational agency or accredited school pursuant to 10-1-213(4), MCA. Upon request, a copy of this record shall be sent to a nonpublic school pursuant to 20-1-231(7), MCA, and the No Child Left Behind Act, 20 USC 6301.

Program Area Standards

Much of the accreditation process is based on a school's ability to meet the fundamental learner goals set forth in the Program Area Standards that follow. The standards are minimums and not the only goals a school should set for its students.

The Program Area Standards give guidance in identifying subject matter and degrees of sophistication to be emphasized at each level of the education program.

For organizational purposes, the Program Area Standards are outlined by learner areas. They do not intend to specify course titles unless noted otherwise.

10.55.1001 DISTRICT'S RESPONSIBILITIES FOR PROGRAM AREA STANDARDS (1) It is the school district's responsibility to incorporate content and performance standards into its curriculum, implementing them sequentially.

10.55.1002 CROSS-CONTENT AND THINKING SKILLS

(IS HEREBY REPEALED Eff. 6/8/01.)

10.55.1003 PROGRAM FOUNDATION STANDARDS (1) The purpose of all programs is to develop and apply knowledge and skills necessary to pursue lifelong goals and opportunities. Program foundation standards are the common conditions, practices, and resources that cross all programs within a school system to ensure that all students have educational opportunity to learn, develop, and demonstrate learning to the content and performance standards. All programs shall follow the content and performance standards in the accreditation rules of Montana. In addition, all programs shall work to:

(a) meet the following conditions:

- (i) incorporate in curricular programs the distinct and unique cultural heritage of American Indians;
- (ii) provide physically, emotionally, and educationally safe and supportive learning and working environments;
- (iii) ensure an educational climate that promotes academic freedom and respect for diversity (e.g., gender, race, ethnicity, economic status, native language, disability, special gift and talent);
- (iv) maintain high expectations for student performance and behavior, and challenge every student at his/her level of need that stimulates a desire for lifelong learning;
- (v) encourage collaboration among school personnel to plan, assess, and support instruction; and
- (vi) build school calendars and schedules based upon instructional needs.
- (b) include the following practices:
 - (i) align local curricula with the Montana content and performance standards;
 - (ii) offer engaging experiences that enable students to develop communication skills for fulfillment in their personal lives, workplaces, and communities;
 - (iii) teach ethical behavior and the implications of one's choices;
 - (iv) implement research-based instructional skills and strategies to improve student learning;
 - (v) encourage the use of the inquiry process and the application of multiple thinking, decision making, and problem-solving skills;
 - (vi) emphasize common unifying themes or principles that build on students' prior experiences;
 - (vii) provide learning experiences that connect the disciplines and transfer learning from one context to another;
- and
 - (viii) integrate information literacy skills, technology tools, and workplace competencies to support learning in all curricular areas.
- (c) provide the following resources:
 - (i) access to regional, community, and school-based resources for teaching and learning;
 - (ii) qualified staff necessary to support the instructional process;
 - (iii) equitable access to all facilities, technology, equipment, materials, and services necessary to support the instructional process;
 - (iv) time for professional development that supports learning for all;
 - (v) a well-conceived mentoring program for teachers in the first three years of teaching; and
 - (vi) access to a variety of current technologies and informational resources (e.g., libraries, databases, computer networks, videos).

Communication Arts: Program

Language is at the core of successful schooling and living. Through language, humans learn beyond their own direct experiences; through their skills, concepts, and experiences in the communication arts, students become educated not merely in "English," but in all subject areas. Thus, effective communication arts programs have a very high priority in the curricula of Montana schools.

The education program in Communication Arts encompasses the study of language and literature, the development of reading, writing, speaking and listening, effective media use, and the nurturing of creative, logical, and critical thinking.

10.55.1101 COMMUNICATION ARTS PROGRAM DELIVERY STANDARDS (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) In general, a program in communication arts shall:

- (a) meet the following conditions:
 - (i) promote literacy and language excellence in the spoken, written, and visual form; and
 - (ii) make available a variety of print and non-print materials encompassing fiction and non-fiction, classic and contemporary works, and diverse perspectives including Montana American Indian works.
- (b) include the following practices:
 - (i) integrate reading, literature, writing, speaking, listening, and media literacy with a balanced approach supported by current research and/or based on best practices in the field of communication arts;
 - (ii) emphasize multiple strategies and artistic forms to teach the conventions, demands, and responsibilities of language;
 - (iii) emphasize writing as a process;

- (iv) provide opportunities for informal and formal speaking and listening;
- (v) offer experiences in viewing, creating, and critically evaluating different types of media;
- (vi) encourage co-curricular offerings in drama, speech, debate, journalism, literary publications, and other related activities.

Arts: Program

The Arts provide a means of expression and communication that goes beyond speaking and writing. The Arts are our most illuminating and universal form of language; through them we transmit to our children our cultural heritage and humanity.

The Arts dynamically cultivate all of the senses, emotions, and intelligences. They are the means by which students develop literacy in the symbol systems fundamental to higher order and critical thinking. And, they constitute a dimension of learning, which extends and fulfills human experience.

The Arts are not complete until understandings are found between and among the arts and they are integrated with other disciplines.

10.55.1201 ARTS PROGRAM DELIVERY STANDARDS (1) In general, a basic program in arts shall:

- (a) meet the following conditions:
 - (i) incorporate visual arts (e.g., drawing, painting, printmaking, photography, film, electronic media, sculpture, applied design, installation);
 - (ii) incorporate performing arts, including music (e.g., choral music, instrumental music, music appreciation), theater (e.g., drama, play production), and dance;
 - (iii) provide instruction that includes history of the arts, criticism, production, performance, and aesthetics;
- and
- (iv) encourage a variety of co-curricular offerings (e.g., drama, literary and art publications, performance groups, arts clubs) and other avenues for students to practice their artistic skills in the community and the world.
- (b) include the following practices:
 - (i) structure activities to allow students to develop techniques in the arts;
 - (ii) allow students to explore the elements of artistic composition and a variety of media, functions, styles, and presentation forms;
 - (iii) provide access to exemplary works of art from diverse cultures and historical periods and access to current materials, techniques, technology, and processes in the arts; and
 - (iv) real audiences for student performance and products, display areas, and performance areas (e.g., stages, galleries, fairs).

Health Enhancement: Program

Health Enhancement teaches children the importance of personal and community health through the promotion of a responsible lifestyle. It helps them actively develop, maintain, and improve their health as well as an awareness of society's critical health issues.

Health Enhancement is a comprehensive program that combines the traditional disciplines of "health" and "physical education" in a more balanced program. Concepts learned in the classroom are reinforced and put into practice in the gymnasium. Healthy, well-nourished and physically fit children learn better, miss less school, and take a more active role in their own education. A healthy state transcends the physical and also includes the emotional, social and intellectual dimensions of health.

10.55.1301 HEALTH ENHANCEMENT PROGRAM (In accordance with ARM 10.55.603 and ARM 10.55.1001)

(1) In general, a basic health enhancement program shall:

- (a) meet the following conditions:
 - (i) maintain class size in accordance with other curriculum areas ARM 10.55.712;
 - (ii) focus on the knowledge and skills necessary to maintain a healthy lifestyle;
 - (iii) integrate and include components of the traditional "health" and "physical education" disciplines;
 - (iv) maintain a program that meets the educational requirements of health enhancement;
 - (v) maintain adequate first aid materials and communication devise capabilities.
- (b) include the following practices:

- (i) make appropriate use of technology in the curriculum;
- (ii) give students the decision-making tools to promote personal and community responsibility;
- (iii) address the physical, emotional, social, and intellectual dimensions of a healthy lifestyle; and
- (iv) promote physical activity as a means to a healthy lifestyle.

10.55.1302 HEALTH ENHANCEMENT PARTICIPATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Each student shall participate in a health enhancement program which is based on age, ability, and aptitude.

Mathematics: Program

In this changing world, those who understand and can do mathematics will have significantly enhanced opportunities and options for shaping their futures. Mathematical competence opens doors to productive futures. All students should have the opportunity and the support necessary to learn significant mathematics with depth and reason inductively and deductively, and to apply the numerical and spatial concepts necessary to function according to their needs in a technological society.

Priorities for basic mathematical skills include more than computation. A technological society requires daily use of skills such as estimating, problem solving, organizing and interpreting data, measuring, predicting, and applying mathematics to everyday situations.

Mathematics is a dynamic, growing, and changing discipline whose cross-curricular significance requires its integration into all academic areas. An effective curriculum is responsive to recent developments in mathematical knowledge, the needs of an information society, the availability of technology such as computers and calculators, and includes relevant applications of mathematics.

10.55.1401 MATHEMATICS PROGRAM DELIVERY STANDARDS (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) In general, a basic mathematics program shall:

- (a) meet the following conditions:
 - (i) provide a well-articulated curriculum that challenges students to learn increasingly more sophisticated mathematical ideas; and
 - (ii) provide conceptual mathematical understanding as well as factual knowledge and procedural facility.
- (b) include the following practices:
 - (i) create, enrich, maintain, and adapt instruction to meet mathematical goals;
 - (ii) incorporate appropriate technology into the math program;
 - (iii) connect the development of skills and procedures to the more general development of mathematical understanding; and
 - (iv) effectively observe students, listen carefully to students' ideas and explanations, have mathematical goals, and use the information to make instructional decisions.

Science: Program

Science is a creative process used to investigate natural phenomena, resulting in the formation of theories verified by directed observations. These theories are challengeable and changeable. Data must support or contradict these theories.

Although science as a body of knowledge is ever changing, the processes of science are constant. Science education strengthens students' basic inquiry skills and fosters their understandings of and interest in the world by acquiring and applying critical thinking and problem-solving.

10.55.1501 SCIENCE PROGRAM (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) In general, a basic program in science shall:

- (a) meet the following conditions:
 - (i) maintain an environment that recognizes scientific knowledge as a product of inquiry and is continually subject to review, verification, and revision; and
 - (ii) foster an environment that embraces the interactions of science, technology, and society.
- (b) include the following practices:

- (i) investigate problems of individual, social, and ethical importance in the natural world through the selection and application of appropriate scientific techniques;
- (ii) connect initial inquiry and discovery to prior knowledge;
- (iii) employ varied strategies for investigation, allowing students to understand science as a process, experience practical problem-solving, and develop critical thinking skills;
- (iv) emphasize experimentation, data analysis, and the communication of findings to build new understandings by classifying ongoing observations, modeling natural phenomena, and developing the capacity to make inferences about unexplored concepts; and
- (v) use technology for collaborative inquiries to extend curricular experiences within the school and to other schools, communities, and businesses.

Social Studies: Program

Social studies draws on the social sciences (economics, history, political science, geography, sociology, anthropology, and psychology) and the humanities (theory, literature, the arts, and philosophy). The social studies cover United States studies, global studies and the social science disciplines.

10.55.1601 SOCIAL STUDIES PROGRAM DELIVERY STANDARDS (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) In general, a basic program in social studies shall:

- (a) meet the following conditions:
 - (i) use strategies and methods that incorporate multiple perspectives as a basic component of social studies instruction;
 - (ii) support the democratic process to promote a learning environment to foster individual civic competence; and
 - (iii) integrate knowledge, skills, beliefs, values, and attitudes within and across disciplines to promote active citizenship.
- (b) include the following practices:
 - (i) incorporate inquiry skills and strategies using both primary and secondary resources;
 - (ii) promote social criticism and socialization as a commitment to social responsibility;
 - (iii) analyze ethical dimensions and social policy implications of issues to provide an arena for reflective development of concern for individual needs and the common good;
 - (iv) promote decision-making skills and civic responsibilities through active participation (e.g., service learning projects); and
 - (v) nurture an understanding of the contemporary and historical traditions and values of American Indian cultures and other cultural groups of significance to Montana and to society.

Career and Vocational/Technical Education: Program

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.

10.55.1701 CAREER AND VOCATIONAL/TECHNICAL EDUCATION PROGRAM DELIVERY STANDARDS (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) In general, a basic program in career and vocational/technical education shall:

- (a) meet the following conditions:
 - (i) skill development leading to lifelong pursuits;

- (ii) program development in consultation with an advisory council; and
- (iii) opportunities for authentic application, work experience, and/or articulation with postsecondary education.
- (b) include the following practices:
 - (i) foster skill development for employment, advanced training, and lifelong learning;
 - (ii) input from representatives of business and industry.
 - (iii) analysis of skills and knowledge required in paid and non-paid careers;
 - (iv) leadership and character development through participation in career and technical student organizations (CTS)s);
 - (v) progression of skills and knowledge from basic to advanced; and
 - (vi) integration of career and vocational/technical competencies with academic knowledge in a contextual setting.

Library/Media: Program

The school library media program is essential in creating independent learners who are efficient consumers and producers of information. By using a variety of information formats, focusing on the learning process and collaborating with other disciplines, school libraries provide the entire school community with opportunities to acquire the information skills they need to interact responsibly in a global society.

An ongoing desire to know, a love for reading and a respect for information will transform a student into a lifelong independent learner. The role of libraries in a democratic society is to embrace the social responsibility of learning.

10.55.1801 LIBRARY/MEDIA PROGRAM DELIVERY STANDARDS (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) In general, a basic program in library media shall:

- (a) meet the following conditions:
 - (i) establish flexible scheduling to ensure that libraries respond to information needs, foster intellectual curiosity, and support learning;
 - (ii) ensure collaboration with classroom teachers of all disciplines to implement content area standards and to assist students in engaging in the inquiry/research process;
 - (iii) model and support the ethical use of information, adherence to copyright laws, and respect for intellectual property; and
 - (iv) advise the board of trustees on policy and rule pertaining to:
 - (A) developing and maintaining a library collection that is current, balanced, and reflects authentic historical and cultural contributions of Montana's American Indians and other minority and ethnic groups;
 - (B) engaging in comprehensive long range planning to administer and manage, in a secure area, the human, financial, and physical resources of the library to locate, access, and use on-site resources that are organized and cataloged; and
 - (C) implementing a viable collection development policy which includes the following components:
 - (I) materials selection and de-selection;
 - (II) challenged materials procedure;
 - (III) intellectual/academic freedom statement;
 - (IV) confidentiality assurance;
 - (V) copyright guidelines; and
 - (VI) gifts and donations.
- (b) include the following practices:
 - (i) collaborate with classroom teachers of all disciplines to highlight and reinforce the commonalities and links between and among the curricular areas;
 - (ii) cooperate and join with other libraries, information agencies, and community resources in the sharing of materials;
 - (iii) encourage partnerships with information centers that use electronic information systems; and
 - (iv) participate in school-wide technology and telecommunications planning and promote its integration into all instructional programs.

School Counseling: Program

Students of all ages must make many choices that affect their lives, now and in the future. Comprehensive school counseling programs are a way to serve the divergent and changing needs of students.

An effective school counseling program involves the whole school community to integrate academic, career, and personal/social development of students into the academic program. School counseling programs are essential to prepare students for a wide range of postsecondary options, including college.

10.55.1901 SCHOOL COUNSELING PROGRAM DELIVERY STANDARDS (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) In general, school counseling shall:

- (a) meet the following conditions:
 - (i) provide a comprehensive developmentally planned program;
 - (ii) advocate for all students and encourage students to develop to their full potential;
 - (iii) respect the worth and dignity of all individuals by building trust and respecting confidentiality; and
 - (iv) contribute as an integral part of the education process that is delivered through a variety of systems by school staff, students, parents, business, and industry.
- (b) include the following practices:
 - (i) maximize students' potential in the areas of academics, career, and personal/social development;
 - (ii) develop a guidance curriculum presented through structured groups and classroom presentations;
 - (iii) conduct individual planning using assessment, advisement, placement, and follow-up;
 - (iv) deliver responsive services through individual and group counseling, consultation, and referral; and
 - (v) provide system support through management, consultation with staff, community outreach, and public relations.

World Languages: Program

World Language study includes Modern, Classical and Native American languages. World Language study is communication-based and requires a sequential curriculum that provides consistent and increasing contact with the target language and culture. Communicative proficiency depends on the amount of time spent acquiring and refining skills inherent in language-learning experience. As an integral part of the core curriculum, World Language has immediate real world applications. The study of World Language nurtures cross-cultural appreciation and fosters student learning through integration with other curricular areas. Communication is an inherently human activity; all children benefit from the opportunity to learn a second language.

10.55.2101 WORLD LANGUAGES PROGRAM DELIVERY STANDARDS (1) In general, a basic program in world languages shall:

- (a) meet the following conditions:
 - (i) consistent and continual experience with the target language and culture;
 - (ii) access to native speakers or experts, authentic cultural contact, and culturally authentic materials (e.g., print, video, audio, literature, music, art); and
 - (iii) access to technology that provides contact with the target language.
- (b) include the following practices:
 - (i) promote confidence in practicing the language by encouraging risk-taking and minimizing verbal correction;
 - (ii) maximize use of target language in an authentic manner through student-teacher and student-student interaction; and
 - (iii) build an authentic cultural ambiance.

**MONTANA SCHOOL ACCREDITATION
STANDARDS AND PROCEDURES**

**Reserved FOR
INTRODUCTION TO
CHAPTER 54**

Reserved

CONTENT AND PERFORMANCE STANDARDS

General Provisions

10.54.2501 EXPLANATION OF THE CONTENT AND PERFORMANCE STANDARDS (1) The content and performance standards shall be used by school districts to develop local curriculum and assessment in all the content areas including: communication arts (reading, English language, second language, literature, writing, listening, speaking); arts; health enhancement; library media; mathematics; media literacy; science; social studies; technology; career and vocational/technical education; world languages; and workplace competencies. The K-12 content standards describe what students shall know, understand and be able to do in these content areas. Benchmarks define the expectations for students' knowledge, skills, and abilities along a developmental continuum in each content area. Progress toward meeting these standards is measured at three points along that continuum: the end of grade 4, the end of grade 8, and upon graduation. Performance standards explicitly define the quality of student performance and describe the performance to be demonstrated. Performance level descriptions provide a picture or profile of student achievement at the four performance levels: advanced, proficient, nearing proficiency, and novice.

10.54.2502 DEFINITIONS (1) "Benchmark" means expectations for a student's knowledge, skills, and abilities along a developmental continuum in each content area. That continuum is focused at three points: the end of grade 4, the end of grade 8, and upon graduation (grade 12).

(2) "Content standard" means what a student should know, understand, and be able to do in a specific content area, such as reading, mathematics, or social studies.

(3) "Performance level" means the level of achievement in broad, general terms.

(a) "Advanced level" means superior performance;

(b) "Proficient level" means solid academic performance for each benchmark, reaching levels of demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter;

(c) "Nearing proficiency level" means a student has partial mastery of the prerequisite knowledge and skills fundamental for proficient work at each benchmark; and

(d) "Novice level" means a student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

(4) "Performance standard" means the specific expectations for performance in each content area at each of the three benchmarks. Performance standards explicitly define the quality of performance and describe the performance to be demonstrated.

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

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

(3) The standards review process shall use context information, criteria, processes, and procedures identified by the office of public instruction with input from representatives of accredited schools.

Arts Content and Performance Standards

Arts have intrinsic value. They cultivate the whole child, building many kinds of literacy while developing intuition, reasoning, creativity, imagination, and dexterity into diverse forms of expression and communication. The Arts enable students to make decisions and seek multiple solutions. They improve perception, reflection, and creative thought. They advance higher order thinking skills of analysis, synthesis and evaluation. The Arts provide powerful tools for understanding human experiences and cultures—past, present and future.

Arts education engages students in a creative process that helps them develop the self-motivation, discipline, cooperation and self-esteem necessary for success in life.

The Arts consists of Dance, Music, Theatre and Visual Arts. The content and performance standards for the Arts describe what all Montana students should know and be able to do in the Arts. Although literary arts are generally considered a part of the Arts, standards for the literary arts are integrated throughout the Communication Arts.

10.54.2801 through 10.54.2809 **Reserved**

10.54.2810 ARTS CONTENT STANDARD 1 (1) To satisfy the requirements of arts content standard 1, a student must create, perform/exhibit, and respond in the arts.

10.54.2811 BENCHMARK FOR ARTS CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for arts content standard 1 for a student at the end of grade 4 is the ability to:

- (a) identify his/her own ideas and images based on themes, symbols, events, and personal experiences;
- (b) use a variety of materials and sources to experiment with an art form;
- (c) present his/her own work and works of others;
- (d) collaborate with others in the creative process; and
- (e) describe how a variety of materials, techniques, and processes cause different responses.

10.54.2812 BENCHMARK FOR ARTS CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for arts content standard 1 for a student at the end of grade 8 is the ability to:

- (a) create a work from his/her own ideas and images based on themes, symbols, events, and personal experiences;
- (b) select a variety of materials and sources to demonstrate a specific art form;
- (c) prepare and/or revise works for presentation;
- (d) collaborate with others to make artistic choices; and
- (e) describe and analyze artistic choices in his/her own work and works of others.

10.54.2813 BENCHMARK FOR ARTS CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for arts content standard 1 for a student upon graduation is the ability to:

- (a) conceive and create works of art;
- (b) demonstrate imagination and technical skill in a minimum of one art form using traditional and nontraditional resources;
- (c) select or adapt the elements of a presentational style;
- (d) apply artistic discipline (e.g., concentration, focus) to complete a collaborative work; and
- (e) articulate meaning by describing and analyzing artistic choices in his/her own work and works of others.

10.54.2814 through 10.54.2819 **Reserved**

10.54.2820 ARTS CONTENT STANDARD 2 (1) To satisfy the requirements of arts content standard 2, a student must apply and describe the concepts, structures, and processes in the arts.

10.54.2821 BENCHMARK FOR ARTS CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for arts content standard 2 for a student at the end of grade 4 is the ability to:

- (a) identify and apply the concept of composition in:
 - (i) dance by applying the elements of space (shape, level, path in space, pattern, form), time (duration, rhythm), and energy (movement quality) to compose dance phrases;
 - (ii) music by applying the elements of rhythm, melody, harmony, timbre/tone color, and form;
 - (iii) theatre by applying the elements of plot, character, and setting; and
 - (iv) visual arts by applying the elements of line, shape, form, color, space, value, and texture to compose works of art and the principles of design-pattern, balance, contrast, rhythm, proportion, economy, movement, and dominance;
- (b) identify and apply the concept of technique in:
 - (i) dance by identifying and applying the techniques of body awareness (e.g., control, flexibility, dynamics, expression, musicality) in class and performance;
 - (ii) music by identifying and applying the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation;
 - (iii) theatre by identifying and applying techniques to develop scenarios, direct, and act; and

- (iv) visual arts by identifying and applying the techniques common to drawing, painting, sculpture, design, printmaking, and indigenous/traditional arts;
- (c) identify and apply the concept of medium in:
 - (i) dance by demonstrating the human body in motion;
 - (ii) music by performing vocal and/or instrumental solos, or in ensembles;
 - (iii) theatre by performing in ensemble (e.g., live, film, video productions); and
 - (iv) visual arts by selecting a course of action using two-dimensional processes (e.g., painting, drawing, printmaking) and three-dimensional processes (e.g., sculpture, indigenous/traditional arts);
- (d) identify and apply the concept of function in:
 - (i) dance by identifying examples of social, theatrical, and traditional dance;
 - (ii) music by identifying examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film, social, community, entertainment);
 - (iii) theatre by performing in classroom or school programs/productions; and
 - (iv) visual arts by identifying examples of cultural, political, communication, expressive, commercial, and environmental visual arts;
- (e) identify and apply the concept of style in:
 - (i) dance by identifying examples of ethnic, folk, classical, popular, historical, and contemporary (e.g., ballet, jazz, modern, tap) dance;
 - (ii) music by identifying examples of music (e.g., folk, jazz, ethnic, popular, classical, time period);
 - (iii) theatre by identifying and performing examples of theatre (e.g., comedy, melodrama); and
 - (iv) visual arts by identifying examples of historical, contemporary, and traditional visual arts, including American Indian art; and
- (f) identify and apply the concept of presentation in:
 - (i) dance by showing dance composition with peers, emphasizing focus and concentration;
 - (ii) music by participating in performances;
 - (iii) theatre by demonstrating storytelling and creative dramatics; and
 - (iv) visual arts by exhibiting craftsmanship, completion, and developing a body of work.

10.54.2822 BENCHMARK FOR ARTS CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for arts content standard 2 for a student at the end of grade 8 is the ability to:

- (a) apply the concept of composition in:
 - (i) dance by applying the elements of space (shape, level, path in space, pattern, form), time (duration, rhythm), and energy (movement quality) to compose dances;
 - (ii) music by applying the elements of rhythm, melody, harmony, timbre/tone color, and form;
 - (iii) theatre by applying the elements of plot, character, setting, and mood; and
 - (iv) visual arts by applying the elements of line, shape, form, color, space, value, and texture to compose works of art and the principles of design-pattern, balance, contrast, rhythm, proportion, economy, movement, and dominance;
- (b) apply the concept of technique in:
 - (i) dance by applying the techniques of body awareness (e.g., control, flexibility, dynamics, expression, musicality) in class and performance;
 - (ii) music by applying the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation;
 - (iii) theatre by applying techniques to write, direct, act, and design; and
 - (iv) visual arts by applying knowledge of techniques to create works (e.g., painting, drawing, printmaking, photography, computer arts, graphic design, sculpture, indigenous/traditional arts);
- (c) apply the concept of medium in:
 - (i) dance by demonstrating the human body in motion;
 - (ii) music by performing vocal and/or instrumental solos, or in ensembles;
 - (iii) theatre by performing solo and in ensemble (e.g., mime, live, film, video productions); and
 - (iv) visual arts by selecting a course of action using two-dimensional processes (e.g., painting, drawing, printmaking, photography, computer arts) and three-dimensional processes (e.g., sculpture, indigenous/traditional arts);
- (d) apply the concept of function in:
 - (i) dance by identifying examples of social, theatrical, and traditional dance;
 - (ii) music by performing examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film, social, community, entertainment);

- (iii) theatre by performing in classroom or school programs/productions; and
- (iv) visual arts by demonstrating and comparing examples of cultural, political, communication, expressive, commercial, and environmental visual arts;
- (e) apply the concept of style in:
 - (i) dance by demonstrating examples of ethnic, folk, classical, popular, historical, and contemporary (e.g., ballet, jazz, modern, tap) dance;
 - (ii) music by performing examples of music (e.g., folk, jazz, ethnic, popular, classical, time period);
 - (iii) theatre by performing examples of theatre (e.g., comedy, melodrama, plays from historical periods);
- and
- (iv) visual arts by demonstrating examples of historical, contemporary, and traditional visual arts, including American Indian art; and
- (f) apply the concept of presentation in:
 - (i) dance by rehearsing, performing, and critiquing dance;
 - (ii) music by rehearsing, performing, and critiquing musical performances;
 - (iii) theatre by rehearsing, performing, and critiquing storytelling and improvisation; and
 - (iv) visual arts by exhibiting craftsmanship, completion, and developing a body of work.

10.54.2823 BENCHMARK FOR ARTS CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for arts content standard 2 for a student upon graduation is the ability to:

- (a) apply the concept of composition in:
 - (i) dance by applying the elements of space (shape, level, path in space, pattern, form), time (duration, rhythm), and energy (movement quality) to compose dances;
 - (ii) music by applying the elements of rhythm, melody, harmony, timbre/tone color, and form;
 - (iii) theatre by applying the elements of character and plot as exposition, action, climax, and resolution;
- and
- (iv) visual arts by applying the elements of line, shape, form, color, space, value, and texture to compose works of art and the principles of design-pattern, balance, contrast, rhythm, proportion, economy, movement, and dominance;
- (b) apply the concept of technique in:
 - (i) dance by applying the techniques of body awareness (e.g., control, flexibility, dynamics, expression, musicality) in class and performance;
 - (ii) music by applying the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation;
 - (iii) theatre by applying techniques to write, direct, act, design, and produce; and
 - (iv) visual arts by applying techniques to create works of art (e.g., painting, drawing, printmaking, photography, computer arts, graphic design, sculpture, indigenous/ traditional arts);
- (c) apply the concept of medium in:
 - (i) dance by demonstrating the human body in motion;
 - (ii) music by performing vocal and/or instrumental solos, or in ensembles;
 - (iii) theatre by performing solo and in ensemble (e.g., mime, live, film, video productions); and
 - (iv) visual arts by selecting a course of action using two-dimensional processes (e.g., painting, drawing, print-making, photography, computer arts, graphic design) and three-dimensional processes (e.g., sculpture, indigenous/ traditional arts);
- (d) apply the concept of function in:
 - (i) dance by identifying examples of social, theatrical, and traditional dance;
 - (ii) music by performing and comparing examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film, social, community, entertainment);
 - (iii) theatre by performing in classroom or school programs/productions; and
 - (iv) visual arts by demonstrating and comparing examples of cultural, political, communication, expressive, commercial, and environmental visual arts;
- (e) apply the concept of style in:
 - (i) dance by demonstrating examples of ethnic, folk, classical, popular, historical, and contemporary (e.g., ballet, jazz, modern, tap) dance;
 - (ii) music by performing examples of music (e.g., folk, jazz, ethnic, popular, classical, time period);
 - (iii) theatre by performing examples of theatre (e.g., comedy, tragedy, melodrama plays from historical periods); and
 - (iv) visual arts by demonstrating examples of historical, contemporary, and traditional visual arts, including

American Indian art; and

- (f) apply the concept of presentation in:
- (i) dance by rehearsing, performing, and critiquing dance;
- (ii) music by rehearsing, performing, and critiquing musical performances;
- (iii) theatre by rehearsing, performing, and critiquing improvisation and performances; and
- (iv) visual arts by exhibiting craftsmanship, completion, and developing a body of work.

10.54.2824 through 10.54.2829 **Reserved**

10.54.2830 ARTS CONTENT STANDARD 3 (1) To satisfy the requirements of arts content standard 3, a student must develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

10.54.2831 BENCHMARK FOR ARTS CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for arts content standard 3 for a student at the end of grade 4 is the ability to:

- (a) use arts materials, techniques, technology, and processes to create general responses;
- (b) communicate meaning through the art forms from selected subject matter;
- (c) explore potential solutions to a given problem through the arts;
- (d) use technical skills in:
 - (i) dance by performing movements and rhythm patterns;
 - (ii) music by singing and playing music using dynamics, phrasing, and interpretation;
 - (iii) theatre by using mind, voice, and body to create characters and tell stories; and
 - (iv) visual arts by creating works of art with content that is consistent with media possibilities; and
- (e) identify and use an appropriate symbol system in:
 - (i) dance by using dance elements (space, time, energy) to discuss movement and produce movements demonstrated and/or described in words;
 - (ii) music by using standard symbols to identify meter, rhythm, pitch, and dynamics;
 - (iii) theatre by recognizing and using stage direction; and
 - (iv) visual arts by recognizing and using symbol language appropriate to media used to create works of art.

10.54.2832 BENCHMARK FOR ARTS CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for arts content standard 3 for a student at the end of grade 8 is the ability to:

- (a) use arts materials, techniques, technology, and processes to create specific responses;
 - (b) communicate intended meaning based on his/her own ideas and concepts from other sources;
 - (c) use improvisation/experimentation to determine solutions;
 - (d) use technical skills in:
 - (i) dance by performing movements and rhythm patterns with control and expression;
 - (ii) music by using accepted performance and expressive techniques (e.g., breath control, posture) while singing and playing music in small and large ensembles;
 - (iii) theatre by using scenery, properties, sound, costume, and make-up to communicate locale and mood;
- and
- (iv) visual arts by experimenting and practicing with a variety of media to achieve clarity of expression; and
 - (e) understand and use symbol systems in:
 - (i) dance by using improvisation to discover and invent several new solutions to movement problems and relating movements in his/her dances to the idea or feeling he/she wants to communicate;
 - (ii) music by identifying and defining standard notation symbols including pitch, rhythm, dynamics, tempo, articulation, and expression;
 - (iii) theatre by understanding and applying stage direction and ground plans; and
 - (iv) visual arts by examining the breadth and depth of possible responses presented by media and media techniques.

10.54.2833 BENCHMARK FOR ARTS CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for arts content standard 3 for a student upon graduation is the ability to:

- (a) use arts materials, techniques, technology, and processes to create specific products and responses to ideas;
- (b) communicate intended meaning through the interpretation of a subject;
- (c) use improvisation/experimentation to predict potential solutions to problems and pose new problems;

- (d) use technical skills in:
 - (i) dance by performing movements and rhythm patterns with appropriate range of dynamics and expression;
 - (ii) music by singing or playing music with expression and technical accuracy, exhibiting a large and varied repertoire of vocal or instrumental literature;
 - (iii) theatre by using scenery, properties, sound, costume, make-up, and lighting to communicate locale and mood; and
 - (iv) visual arts by exploring and practicing skills to enhance communication with consistency; and
- (e) understand and use symbol systems in:
 - (i) dance by relating movement to a concept and explaining the connection;
 - (ii) music by reading and using standard and nonstandard notation symbols through participation in small and large ensembles;
 - (iii) theatre by understanding and applying stage direction and ground plans; and
 - (iv) visual arts by understanding and applying appropriate symbol language to maximize expression in a specific media.

10.54.2834 through 10.54.2839 **Reserved**

10.54.2840 ARTS CONTENT STANDARD 4 (1) To satisfy the requirements of arts content standard 4, a student must analyze characteristics and merits of his/her work and the work of others.

10.54.2841 BENCHMARK FOR ARTS CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for arts content standard 4 for a student at the end of grade 4 is the ability to:

- (a) use vocabulary of the discipline to describe a variety of works of art;
- (b) describe personal works to others;
- (c) devise criteria for evaluation; and
- (d) recognize a variety of different responses to specific works of art.

10.54.2842 BENCHMARK FOR ARTS CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for arts content standard 4 for a student at the end of grade 8 is the ability to:

- (a) evaluate the quality and effectiveness of his/her own and other art works by applying specific criteria appropriate to the style, and offer constructive suggestions for improvement;
- (b) describe the influence of personal experience on the interpretation of works of art;
- (c) develop and apply criteria for evaluating quality and effectiveness of the work of art; and
- (d) describe and compare a variety of individual responses to works of art.

10.54.2843 BENCHMARK FOR ARTS CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for arts content standard 4 for a student upon graduation is the ability to:

- (a) evaluate an art work by comparing and contrasting it to similar or exemplary works of art;
- (b) compare and contrast how meaning is communicated in two or more of the student's own works and/or works of others;
- (c) refine specific criteria for making informed critical evaluation of the quality and effectiveness of a work of art; and
- (d) analyze various interpretations as a means for understanding/evaluating works of art.

10.54.2844 through 10.54.2849 **Reserved**

10.54.2850 ARTS CONTENT STANDARD 5 (1) To satisfy the requirements of arts content standard 5, a student must understand the role of the arts in society, diverse cultures, and historical periods.

10.54.2851 BENCHMARK FOR ARTS CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The benchmark for arts content standard 5 for a student at the end of grade 4 is the ability to:

- (a) recognize ways in which the arts have both an historical and distinctive relationship to various cultures (e.g., American Indian) and media of expression;
- (b) identify and describe specific works of art belonging to particular cultures, times, and places;
- (c) recognize various reasons for creating works of art;

- (d) recognize common emotions, experiences, and expression in art;
- (e) demonstrate appropriate audience behavior for the context and style of art presented; and
- (f) explore his/her own culture as reflected through the arts.

10.54.2852 BENCHMARK FOR ARTS CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for arts content standard 5 for a student at the end of grade 8 is the ability to:

- (a) demonstrate how history/culture and the arts influence each other;
- (b) identify, describe, and analyze specific works of art as belonging to particular cultures, times, and places in the context in which they were created;
- (c) compare various reasons for creating works of art;
- (d) describe how people's emotions and experiences influence the development of specific art works;
- (e) demonstrate appropriate audience behavior for the context and style of art presented; and
- (f) determine the connection of a work of art to societal and cultural change or preservation.

10.54.2853 BENCHMARK FOR ARTS CONTENT STANDARD 5 UPON GRADUATION (1) The benchmark for arts content standard 5 for a student upon graduation is the ability to:

- (a) identify and describe the role of the artist in cultures and societies;
- (b) identify, describe, and analyze specific works of art as belonging to particular cultures, times, and places in the context in which they were created;
- (c) identify intentions of those creating art works, explore the implications of various purposes, and justify analysis;
- (d) analyze contemporary and historic meanings and emotions in specific art works through cultural and aesthetic inquiry;
- (e) demonstrate appropriate audience behavior for the context and style of art presented; and
- (f) investigate a variety of artworks from resources in the community and analyze and communicate cultural and historical context.

10.54.2854 through 10.54.2859 **Reserved**

10.54.2860 ARTS CONTENT STANDARD 6 (1) To satisfy the requirements of arts content standard 6, a student must make connections among the arts, other subject areas, life, and work.

10.54.2861 BENCHMARK FOR ARTS CONTENT STANDARD 6 FOR END OF GRADE 4 (1) The benchmark for arts content standard 6 for a student at the end of grade 4 is the ability to:

- (a) identify similarities and differences in the meanings of common terms/elements used in the various arts;
- (b) identify interrelated elements among the arts and other subject areas;
- (c) identify the role of the arts in the world of work; and
- (d) identify how art reflects life.

10.54.2862 BENCHMARK FOR ARTS CONTENT STANDARD 6 FOR END OF GRADE 8 (1) The benchmark for arts content standard 6 for a student at the end of grade 8 is the ability to:

- (a) compare and explain how the characteristic materials of each art (e.g., sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) correlate to similar events, scenes, emotions, or ideas;
- (b) utilize interrelated elements among the arts and other subject areas;
- (c) explore vocational and avocational opportunities in the arts; and
- (d) identify how works of art reflect the environment in which they are created.

10.54.2863 BENCHMARK FOR ARTS CONTENT STANDARD 6 UPON GRADUATION (1) The benchmark for arts content standard 6 for a student upon graduation is the ability to:

- (a) explain how elements, processes (e.g., imagination, craftsmanship), and organizational principles are used in similar and distinctive ways;
- (b) connect and analyze interrelated elements of the arts and other subject areas;
- (c) experience the elements of art careers in a professional setting; and
- (d) analyze how works of art reflect the environment in which they are created.

10.54.2864 through 10.54.2886 **Reserved**

10.54.2887 ADVANCED ARTS PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the advanced level in the arts demonstrates superior performance. He/she:

- (a) independently creates, performs/exhibits in, and responds through a minimum of one art form;
- (b) consistently applies, with confidence, the concepts, structures, and processes in the four art forms of dance, music, theatre, and visual arts;
- (c) uses a variety of skills and techniques to express ideas and poses and solves problems in the arts;
- (d) independently practices responsible, safe, and appropriate personal and group behavior in the arts;
- (e) analyzes the characteristics and merits of his/her work and the works of others in the arts;
- (f) consistently recognizes and respects the role of the arts in his/her society, diverse cultures, and historical periods; and
- (g) consistently finds and shares multiple connections among the arts, other subject areas, and life.

10.54.2888 PROFICIENT ARTS PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the proficient level in the arts demonstrates solid academic performance. He/she:

- (a) demonstrates the ability to create, perform/exhibit, and respond through a minimum of one art form;
- (b) applies a basic understanding of the concepts, structure, and processes in the four art forms of dance, music, theatre, and visual arts;
- (c) uses skills and techniques to express ideas and poses and solves problems in the arts;
- (d) practices responsible, safe, and appropriate personal and group behavior in the arts;
- (e) communicates an understanding of the characteristics and merits of his/her work and the work of others in the arts;
- (f) recognizes and respects the role of the arts in his/her society, diverse cultures, and historical periods; and
- (g) finds and communicates connections among the arts, other subject areas, and life.

10.54.2889 NEARING PROFICIENCY ARTS PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in the arts. He/she:

- (a) creates, performs/exhibits in, and responds with specific directions and assistance through a minimum of one art form in a limited way;
- (b) identifies but has difficulty demonstrating concepts, structures, and processes in the four art forms of dance, music, theatre, and visual arts;
- (c) identifies skills and techniques in the arts and sometimes expresses ideas and poses and solves problems in the arts;
- (d) sometimes practices responsible, safe, and appropriate personal and group behavior in the arts;
- (e) sometimes identifies and demonstrates the characteristics and merits of his/her work and the work of others in the arts;
- (f) sometimes recognizes the role of the arts in his/her society, diverse cultures, and historical periods; and
- (g) finds and shares limited connections among the arts, other subject areas, and life.

10.54.2890 NOVICE ARTS PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in the arts. He/she:

- (a) has difficulty creating, performing/exhibiting in, and responding through a minimum of one art form;
- (b) demonstrates a limited understanding of concepts, structures, and processes in the four art forms of dance, music, theatre, and visual arts;
- (c) identifies, with assistance, some of the skills and techniques but does not express ideas or pose or solve problems in the arts;
- (d) has difficulty practicing responsible, safe, and appropriate personal and group behavior in the arts;
- (e) seldom identifies the characteristics and merits of his/her work or the works of others in the arts;
- (f) has limited recognition of the role of the arts in his/her society, diverse cultures, and historical periods; and
- (g) has difficulty finding connections among the arts, other subject areas, and life.

10.54.2891 ADVANCED ARTS PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the advanced level in the arts demonstrates superior performance. He/she:

- (a) effectively creates, performs/exhibits in, and responds through more than one art form;
- (b) consistently applies, with confidence, concepts, structures, and processes in the four art forms of dance, music, theatre, and visual arts;
- (c) applies a variety of skills and techniques to effectively express ideas and to pose and solve problems in the arts;
- (d) independently practices responsible, safe, and appropriate personal and group behavior in the arts;
- (e) evaluates the characteristics and merits of his/her work and the works of others in the arts;
- (f) effectively and consistently analyzes the role of the arts in his/her society, diverse cultures, and historical periods; and
- (g) synthesizes and evaluates connections among the arts, other subject areas, life, and work.

10.54.2892 PROFICIENT ARTS PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the proficient level in the arts demonstrates solid academic performance. He/she:

- (a) effectively creates, performs/exhibits in, and responds through a minimum of one art form;
- (b) applies concepts, processes, and structures in the four art forms of dance, music, theatre, and visual arts;
- (c) uses a variety of skills and techniques to express ideas and to pose and solve problems in the arts;
- (d) practices responsible, safe, and appropriate personal and group behavior in the arts;
- (e) analyzes the characteristics and merits of his/her work and the work of others in the arts;
- (f) analyzes and clearly describes the role of the arts in his/her society, diverse cultures, and historical periods; and
- (g) analyzes and describes connections among the arts, other subject areas, life, and work.

10.54.2893 NEARING PROFICIENCY ARTS PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in the arts. He/she:

- (a) sometimes creates, performs/exhibits in, and responds through a minimum of one art form;
- (b) applies, with some assistance, a basic understanding of the concepts, structures, and processes in the four art forms of dance, music, theatre, and visual arts;
- (c) identifies skills and techniques and sometimes expresses ideas and poses and solves problems in the arts;
- (d) sometimes practices responsible, safe, and appropriate personal and group behavior in the arts;
- (e) describes, with assistance, some of the characteristics and merits of his/her work and the works of others in the arts;
- (f) sometimes identifies the role of the arts in his/her society, diverse cultures, and historical periods but has difficulty describing that role; and
- (g) identifies and describes, with some assistance, limited connections among the arts, other subject areas, life, and work.

10.54.2894 NOVICE ARTS PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in the arts. He/she:

- (a) seldom creates, performs/exhibits without specific direction, and sometimes responds in a limited way through one art form;
- (b) applies, with much assistance, a basic understanding of some of the concepts, structures, and processes in the four art forms of dance, music, theatre, and visual arts;
- (c) identifies, with assistance, skills and techniques, but has difficulty expressing ideas and posing and solving problems in the arts;
- (d) has difficulty practicing responsible, safe, and appropriate personal and group behavior in the arts;
- (e) seldom recognizes the characteristics and merits of his/her work or the works of others in the arts;
- (f) identifies, with assistance, the role of the arts in his/her society, diverse cultures, and historical periods; and
- (g) identifies, with difficulty, limited connections among the arts, other subject areas, life, and work.

10.54.2895 ADVANCED ARTS PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level in the arts demonstrates superior performance. He/she:

- (a) creates, performs/exhibits, and responds through more than one art form at an accomplished level;
- (b) consistently applies, analyzes, and interprets the concepts, structures, and processes in the four art forms of dance, music, theatre, and visual arts;
- (c) distinguishes and analyzes appropriate skills and techniques to effectively express ideas and to pose and solve problems in the arts;
- (d) independently practices responsible, safe, and appropriate personal and group behavior in the arts;
- (e) accepts responsibility for the characteristics and merits of his/her works and appreciates the works of others in the arts;
- (f) effectively and consistently analyzes and evaluates the role of the arts in his/her society, diverse cultures, and historical periods; and
- (g) synthesizes and evaluates connections among the arts, other subject areas, life, and work.

10.54.2896 PROFICIENT ARTS PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient level in the arts demonstrates solid academic performance. He/she:

- (a) creates, performs/exhibits, and responds through a minimum of one art form at an accomplished level;
- (b) applies varied concepts, processes, and structures in the four art forms of dance, music, theatre, and visual arts;
- (c) demonstrates effective skills and techniques in the arts to express ideas and poses and solves problems;
- (d) practices responsible, safe, and appropriate personal and group behavior in the arts;
- (e) analyzes and evaluates the characteristics and merits of his/her work and the work of others in the arts;
- (f) examines and analyzes the role of the arts in his/her society, diverse cultures, and historical periods; and
- (g) analyzes and responds to connections among the arts, other subject areas, life, and work.

10.54.2897 NEARING PROFICIENCY ARTS PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in the arts. He/she:

- (a) creates, performs/exhibits, and responds through a minimum of one art form in a limited way;
- (b) applies, with some assistance, concepts, structures, and processes in the four art forms of dance, music, theatre, and visual arts;
- (c) identifies skills and techniques and sometimes expresses ideas and poses and solves problems in the arts;
- (d) sometimes practices responsible, safe, and appropriate personal and group behavior in the arts;
- (e) demonstrates a limited understanding of the characteristics and merits of his/her work and the works of others in the arts;
- (f) sometimes examines the role of the arts in his/her society, diverse cultures, and historical periods; and
- (g) demonstrates connections among the arts, other subject areas, life, and work.

10.54.2898 NOVICE ARTS PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in the arts. He/she:

- (a) creates, performs/exhibits, and responds, with specific direction and in a limited way, through a minimum of one art form;
- (b) applies, with much assistance, a basic understanding of some of the concepts, structures, and processes in the four art forms of dance, music, theatre, and visual arts;
- (c) identifies, with assistance, skills and techniques, but shows limited ability to express ideas or to pose and solve problems in the arts;
- (d) practices, with assistance, responsible, safe, and appropriate personal and group behavior in the arts;
- (e) demonstrates, with assistance, a limited understanding of the characteristics and merits of his/her work and the works of others in the arts;
- (f) rarely examines, without specific direction, the role of the arts in his/her society, diverse cultures, and historical periods; and

(g) demonstrates, with some assistance, limited connections among the arts, other subject areas, life, and work.

Sub-Chapter 29 **Reserved**

Reading Content and Performance Standards

Reading is essential to learning. It is the pathway to lifelong learning and the key to life's opportunities. Reading is a strategic problem-solving process of gaining personal meaning from text. Students use a range of skills and strategies in the process of reading to comprehend what they read. Reading is not only a basic skill, it is an indispensable tool for critical and creative thinking. There are a diversity of purposes for which readers read a variety of materials. Reading literacy allows students to make connections between their own and others' experiences, to inquire systematically, to access, analyze, synthesize, and critically evaluate information.

Early reading achievement is a reliable predictor of later school performance. Success in school is often determined by student proficiency in reading. Proficient readers monitor and evaluate their own progress in reading.

10.54.3001 through 10.54.3009 **Reserved**

10.54.3010 READING CONTENT STANDARD 1 (1) To satisfy the requirements of reading content standard 1, a student must be able to demonstrate that he/she constructs meaning as he/she comprehends, interprets, and responds to what he/she reads.

10.54.3011 BENCHMARK FOR READING CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for reading content standard 1 for a student at the end of grade 4 is the ability to:

- (a) make predictions and connections between new material and previous information/experiences;
- (b) incorporate new print/nonprint information into existing knowledge to draw conclusions and make application;
- (c) provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material;
- (d) demonstrate basic understanding of main ideas and some supporting details; and
- (e) accurately retell key elements of appropriate reading material.

10.54.3012 BENCHMARK FOR READING CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for reading content standard 1 for a student at the end of grade 8 is the ability to:

- (a) make predictions and clearly describe, with details, meaningful connections between new material and previous information/experiences;
- (b) compare and contrast important print/nonprint information with existing knowledge to draw conclusions and make application;
- (c) interpret and provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material and compare responses with peers;
- (d) demonstrate understanding of main ideas and select important supporting facts and details; and
- (e) provide accurate, detailed summaries using key elements of appropriate reading material.

10.54.3013 BENCHMARK FOR READING CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for reading content standard 1 for a student upon graduation is the ability to:

- (a) make predictions and describe inferences and connections within material and between new material and previous information/experiences;
- (b) integrate new important print/nonprint information with existing knowledge to draw conclusions and make application;
- (c) provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material, providing examples of the way these influence one's life and role in society;
- (d) demonstrate understanding of main ideas and formulate arguments using supporting evidence; and
- (e) accurately paraphrase reading material, reflecting tone and point of view.

10.54.3014 through 10.54.3019 **Reserved**

10.54.3020 READING CONTENT STANDARD 2 (1) To satisfy the requirements of reading content standard 2, a student must be able to demonstrate that he/she applies a range of skills and strategies to read.

10.54.3021 BENCHMARK FOR READING CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for reading content standard 2 for a student at the end of grade 4 is the ability to:

- (a) decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material;
- (b) demonstrate understanding of literary elements (e.g., plot, character, setting, problem, solution);
- (c) identify literary devices (e.g., figurative language and exaggeration);
- (d) use features and organization of fiction and nonfiction material to comprehend (e.g., paragraphs, chapters, titles, indices, tables of contents, graphs, charts, visuals);
- (e) adjust fluency, rate, and style of reading to the purpose of the material with guidance;
- (f) develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources (e.g., dictionary, thesaurus, glossary);
- (g) identify and apply reading strategies, including decoding words, self-correcting, and rereading to comprehend; and
- (h) ask questions and check predictions prior to, during, and after reading.

10.54.3022 BENCHMARK FOR READING CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for reading content standard 2 for a student at the end of grade 8 is the ability to:

- (a) decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material;
- (b) demonstrate understanding of and analyze literary elements (e.g., plot, character, setting, point of view, conflict);
- (c) identify and compare literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue);
- (d) use features and organization of fiction and nonfiction material to comprehend complex material (e.g., paragraphs, chapters, titles, indices, tables of contents, graphs, charts, visuals);
- (e) adjust fluency, rate and style of reading to the content and purpose of the material;
- (f) develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology;
- (g) use a variety of reading strategies to comprehend meaning, including self-correcting, rereading, using context, and adjusting rate; and
- (h) ask questions, check predictions, and summarize information prior to, during, and after reading.

10.54.3023 BENCHMARK FOR READING CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for reading content standard 2 for a student upon graduation is the ability to:

- (a) decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, word connotation and denotation, and context to understand reading material;
- (b) identify, analyze, and evaluate literary elements (e.g., plot, character, theme, setting, point of view, conflict);
- (c) identify, analyze, and evaluate the use of literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue, satire, symbolism);
- (d) use features and organization of fiction and nonfiction material to comprehend increasingly complex material (e.g., paragraphs, chapters, titles, indices, tables of contents, graphs, charts, visuals, methods of organization);
- (e) adjust fluency, rate and style of reading to content and purpose of the material;
- (f) develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and expand and refine vocabulary related to specific academic areas, culture, and technology;
- (g) use a variety of reading strategies to comprehend complex material, including self-correcting, rereading, using context, and adjusting rate; and
- (h) ask questions, check predictions, summarize, and reflect on information to monitor progress while taking responsibility for directing one's own reading.

10.54.3024 through 10.54.3029 **Reserved**

10.54.3030 READING CONTENT STANDARD 3 (1) To satisfy the requirements of reading content standard 3, a student must be able to demonstrate that he/she sets goals, monitors, and evaluates his/her progress in reading.

10.54.3031 BENCHMARK FOR READING CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for reading content standard 3 for a student at the end of grade 4 is the ability to:

- (a) articulate strategies used to self-monitor reading progress and to overcome reading difficulties with guidance from the teacher;
- (b) describe reading successes and set reading goals; and
- (c) select authors, subjects, print and nonprint material to share with others.

10.54.3032 BENCHMARK FOR READING CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for reading content standard 3 for a student at the end of grade 8 is the ability to:

- (a) articulate and evaluate strategies to self-monitor reading progress, overcome reading difficulties, and seek guidance as needed;
- (b) monitor reading successes and set reading goals; and
- (c) select authors, subjects, and print and nonprint material, expressing reasons for recommendations.

10.54.3033 BENCHMARK FOR READING CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for reading content standard 3 for a student upon graduation is the ability to:

- (a) articulate and evaluate strategies to solve reading problems, self-monitor progress, and direct one's own reading;
- (b) analyze reading successes and attainment of reading goals; and
- (c) select authors, subjects, and print and nonprint material, expressing reasons for recommendations, and information and insights gained.

10.54.3034 through 10.54.3039 **Reserved**

10.54.3040 READING CONTENT STANDARD 4 (1) To satisfy the requirements of reading content standard 4, a student must be able to demonstrate that he/she selects, reads, and responds to print and nonprint material for a variety of purposes.

10.54.3041 BENCHMARK FOR READING CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for reading content standard 4 for a student at the end of grade 4 is the ability to:

- (a) identify a variety of purposes for reading (e.g., personal satisfaction, lifelong reading habits);
- (b) solve a problem or answer a question through reading (e.g., signs, labels, instruction);
- (c) perform tasks for a variety of purposes by reading (e.g., recipes, directions, schedules, maps, tables, charts);
- (d) read and provide oral, written, and/or artistic responses to diverse perspectives, cultures, and issues in traditional and contemporary literature;
- (e) read a variety of sources to demonstrate an understanding of current events (e.g., newspapers, magazines); and
- (f) read and interpret information from a variety of documents and sources (e.g., memos, directories, maps, tables, schedules, other technological material).

10.54.3042 BENCHMARK FOR READING CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for reading content standard 4 for a student at the end of grade 8 is the ability to:

- (a) establish and adjust the purposes for reading (e.g., personal satisfaction, lifelong reading habits, sharing and reflecting upon the reading);
- (b) read to organize and understand information, and to use material to investigate a topic (e.g., reference material, manuals, public documents, newspapers, magazines, electronic information);
- (c) read, interpret, and apply information to perform specific tasks (e.g., maps, travel books, first aid manuals, catalogs);
- (d) read, analyze, and provide oral, written, and/or artistic responses to traditional and contemporary literature;
- (e) identify recurring themes, perspectives, cultures, and issues by reading (e.g., identity, conflict, change);

(f) read and identify civic and social responsibilities by interpreting and analyzing social rules (e.g., handbooks, newspapers, other information); and

(g) identify, locate, read, and interpret information from a variety of documents and sources (e.g., graphs, tables, policy statements, television, internet).

10.54.3043 BENCHMARK FOR READING CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for reading content standard 4 for a student upon graduation is the ability to:

(a) integrate purposes for reading into daily life (e.g., personal satisfaction, lifelong reading habits, reading as a leisure activity, sharing and reflecting upon the reading);

(b) read to evaluate appropriate resource material for a specific task;

(c) locate, read, analyze, and interpret material to investigate a question, topic, or issue (e.g., reference material, pamphlets, book excerpts, articles, letters, electronic information);

(d) read, analyze, and synthesize information to perform complex tasks for a variety of purposes (e.g., schedules, maps, instructions, consumer reports, technical manuals);

(e) read, analyze, evaluate, and provide oral, written, and/or artistic responses to traditional and contemporary literature;

(f) read and analyze works of various authors (e.g., diverse cultures, perspectives and issues, recurring themes);

(g) read, evaluate, and create material and documents related to social and civic responsibilities (e.g., letters to the editor, posters); and

(h) locate, read, analyze, and evaluate information from a variety of sources (e.g., manuals, instructions, flowcharts, television, internet).

10.54.3044 through 10.54.3049 **Reserved**

10.54.3050 READING CONTENT STANDARD 5 (1) To satisfy the requirements of reading content standard 5, a student must be able to demonstrate that he/she gathers, analyzes, synthesizes, and evaluates information from a variety of sources, and communicates his/her findings in ways appropriate for his/her purpose and audience.

10.54.3051 BENCHMARK FOR READING CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The benchmark for reading content standard 5 for a student at the end of grade 4 is the ability to:

(a) identify and summarize similarities and differences using a single element such as character within a text and between sources of information;

(b) make connections, integrate, and organize information from multiple sources;

(c) recognize authors' points of view; and

(d) distinguish fact from opinion in various print and nonprint material.

10.54.3052 BENCHMARK FOR READING CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for reading content standard 5 for a student at the end of grade 8 is the ability to:

(a) compare and contrast information and textual elements in print and nonprint material;

(b) make connections, explain relationships among a variety of sources, and integrate similar information;

(c) recognize authors' points of view and purposes;

(d) recognize authors' use of language and literary devices to influence readers; and

(e) recognize, express, and defend a point of view.

10.54.3053 BENCHMARK FOR READING CONTENT STANDARD 5 UPON GRADUATION (1) The benchmark for reading content standard 5 for a student upon graduation is the ability to:

(a) compare and contrast information and broad themes within and among a variety of information sources;

(b) logically synthesize information from a complex range of print and nonprint sources;

(c) apply basic principles of formal logic to print and nonprint material; and

(d) analyze use of evidence, logic, language devices, and bias as strategies to influence readers.

10.54.3054 through 10.54.3086 **Reserved**

10.54.3087 ADVANCED READING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the advanced reading level demonstrates superior performance. He/she:

- (a) demonstrates self-motivation and emerging independence as a learner;
- (b) uses a rich and varied reading and listening vocabulary;
- (c) critically evaluates reading material and provides thorough and thoughtful responses to the text;
- (d) critically judges and provides thorough, effective, and thoughtful oral, written, and/or artistic responses to reading material;
- (e) fluently and effectively applies, articulates, and self-monitors decoding and comprehension strategies;
- (f) accurately assesses and makes needed changes in reading strategies;
- (g) generalizes topics, concepts, and feelings in reading selections to a variety of situations;
- (h) consistently evaluates and monitors reading progress;
- (i) eagerly sets and meets personal reading goals;
- (j) chooses and successfully reads a variety of material for information and pleasure;
- (k) identifies a variety of purposes for reading;
- (l) recognizes how authors compose and use literary devices for a variety of purposes;
- (m) compares and contrasts information from several sources of reading; and
- (n) distinguishes fact from opinion.

10.54.3088 PROFICIENT READING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the proficient reading level demonstrates solid academic performance. He/she:

- (a) uses a substantial reading and listening vocabulary appropriate to fourth-grade level;
- (b) demonstrates an overall understanding of the reading material, providing inferential as well as literal information;
- (c) applies reading strategies and methods when reading content area material;
- (d) effectively applies, articulates, and self-monitors decoding and comprehension strategies with grade-level material;
- (e) identifies a variety of purposes for reading;
- (f) self-selects appropriate reading material to meet a variety of purposes;
- (g) recognizes an author's purpose;
- (h) compares and integrates information from reading sources at grade level;
- (i) extends ideas in the reading material by making inferences, drawing conclusions, and making connections to his/her own experiences; and
- (j) distinguishes fact from opinion.

10.54.3089 NEARING PROFICIENCY READING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the nearing proficiency reading level demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient reading. He/she:

- (a) articulates the overall meaning of the reading material;
- (b) uses a basic vocabulary to support content area reading material;
- (c) recognizes, applies, and self-monitors strategies to decode and to comprehend at or near grade-level material;
- (d) usually demonstrates an understanding of the elements of fiction and nonfiction;
- (e) makes obvious connections between the reading material and personal experiences, and extends these ideas by making simple inferences;
- (f) self-selects appropriate reading material to meet a specific purpose;
- (g) sometimes recognizes the author's purpose;
- (h) often defines a purpose for reading;
- (i) inconsistently compares and integrates information between sources; and
- (j) sometimes distinguishes fact from opinion.

10.54.3090 NOVICE READING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the novice reading level is beginning to attain prerequisite knowledge and skills that are fundamental for reading at each benchmark. He/she:

- (a) shows strength in detail, but not main idea;
- (b) randomly applies, articulates, and self-monitors decoding and comprehension strategies, seldom integrating, and using one strategy at a time;
- (c) sometimes demonstrates an understanding of the elements of fiction and nonfiction;
- (d) often limits reading selections;

- (e) sometimes defines a purpose for reading;
- (f) recognizes, with coaching, an author's purpose;
- (g) compares and integrates, with coaching, information from two sources at his/her reading level; and
- (h) distinguishes, with coaching, fact from opinion at his/her reading level.

10.54.3091 ADVANCED READING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the advanced reading level demonstrates superior performance. He/she:

- (a) demonstrates self-motivation and independence as a learner;
- (b) describes abstract themes and ideas of the overall reading selection;
- (c) consistently makes accurate predictions and connections between new material and prior knowledge, interprets stated and inferred main ideas, and identifies important supporting details when reading material beyond the eighth grade;
- (d) flexibly combines and monitors a variety of strategies to fluently and critically read material with comprehension, interpreting complex elements of fiction and nonfiction, literary devices, and vocabulary beyond eighth-grade level;
- (e) articulates and evaluates the strategies used to monitor reading progress;
- (f) sets and meets reading goals;
- (g) consistently self-selects a variety of material, defines purposes for reading them, and provides thorough, thoughtful, and extensive responses;
- (h) analyzes both meaning and form and supports that analysis explicitly with examples from the reading material;
- (i) provides thorough, thoughtful, and extensive responses to the reading material; and
- (j) compares, contrasts, integrates, evaluates, and extends information, language, and point of view from many print or nonprint sources by relating it to his/her experiences and to world events.

10.54.3092 PROFICIENT READING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the proficient reading level demonstrates solid academic performance. He/she:

- (a) consistently makes predictions and connections between new material and prior knowledge, locates and interprets stated and inferred main ideas, and identifies important supporting details when reading material appropriate to the eighth grade;
- (b) combines and monitors a variety of strategies to fluently read material with comprehension, interpreting elements of fiction and nonfiction, literary devices, and vocabulary at the eighth-grade level;
- (c) articulates and evaluates the strategies used to monitor reading progress;
- (d) sets and meets reading goals;
- (e) self-selects appropriate material to meet reading purposes, and defines purposes for reading;
- (f) compares, contrasts, and integrates information, language, and points of view from many print and nonprint sources by making clear inferences, drawing conclusions, and making connections to personal experiences, including other reading experiences; and
- (g) identifies some literary devices that authors use in composing text.

10.54.3093 NEARING PROFICIENCY READING PERFORMANCE STANDARDS FOR END OF GRADE 8

(1) An eighth-grade student at the nearing proficiency reading level demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient reading. He/she:

- (a) demonstrates a literal understanding of the reading material and makes some interpretations;
- (b) makes some predictions and connections between new material and prior knowledge, usually locating main ideas, and identifies some important supporting details when reading material appropriate to the eighth grade;
- (c) sometimes combines strategies to read material with comprehension;
- (d) sometimes interprets elements of fiction and nonfiction, literary devices, and vocabulary at the eighth-grade level;
- (e) sometimes articulates but seldom evaluates the strategies used to monitor reading progress;
- (f) sets reading goals and sometimes meets them;
- (g) sometimes self-selects appropriate material to meet a reading purpose; and
- (h) compares information, language, and points of view between and among print or nonprint sources, but seldom integrates information.

10.54.3094 NOVICE READING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the novice reading level is beginning to attain prerequisite knowledge and skills that are fundamental for

reading at each benchmark. He/she:

- (a) demonstrates a literal understanding of the reading material;
- (b) makes few predictions and connections between new material and prior knowledge, usually locating main ideas, but seldom identifies supporting details when reading material appropriate to the eighth grade;
- (c) often relies on one strategy to read material with incomplete comprehension, seldom interpreting elements of fiction and nonfiction and literary devices;
- (d) uses a limited eighth-grade reading vocabulary;
- (e) seldom articulates the strategies used to monitor reading progress;
- (f) rarely sets or meets reading goals; and
- (g) compares information, language, and point of view from two print or nonprint sources.

10.54.3095 ADVANCED READING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced reading level demonstrates superior performance. He/she:

- (a) is self-motivated, an independent learner, and extends and connects ideas;
- (b) describes abstract themes and ideas in the overall reading material;
- (c) consistently makes, confirms, and revises complex predictions, supports inferences, and analyzes and evaluates causal relationships when reading increasingly complex material;
- (d) consistently and accurately paraphrases, formulates complex arguments with strong supporting evidence, and responds thoroughly, thoughtfully, and creatively to reading material;
- (e) effectively monitors and flexibly uses a variety of strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material;
- (f) uses an enriched reading vocabulary beyond the twelfth grade;
- (g) successfully monitors his/her own reading progress;
- (h) consistently sets ambitious reading goals as he/she selects, analyzes, and evaluates;
- (i) self-selects material appropriate to a variety of reading purposes; and
- (j) consistently applies complex thinking skills as he/she gathers, uses, and responds to information from a variety of sources.

10.54.3096 PROFICIENT READING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient reading level demonstrates solid academic performance. He/she:

- (a) makes, confirms, and revises predictions, explains inferences, and analyzes causal relationships when reading material appropriate to twelfth grade;
- (b) usually paraphrases accurately, formulates arguments with supporting evidence, and responds creatively to reading material;
- (c) monitors and uses a variety of strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material;
- (d) uses a substantial reading vocabulary appropriate to twelfth grade;
- (e) monitors his/her own reading progress;
- (f) sets and consistently meets reading goals;
- (g) selects, analyzes, and evaluates material appropriate to a variety of reading purposes;
- (h) applies complex thinking skills as he/she gathers, uses, and responds to information from a variety of sources; and
- (i) analyzes the author's use of literary devices.

10.54.3097 NEARING PROFICIENCY READING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency reading level demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient reading. He/she:

- (a) makes predictions, identifies inferences, and describes causal relationships when reading material appropriate to twelfth grade;
- (b) frequently paraphrases accurately and formulates arguments with limited supporting evidence;
- (c) monitors his/her reading but uses a limited variety of strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material;
- (d) uses a limited twelfth-grade reading vocabulary;
- (e) monitors his/her own reading progress and often sets reading goals while selecting, analyzing, and evaluating material within a limited range of reading purposes;
- (f) identifies elements of an author's style;

- (g) responds creatively to reading material; and
- (h) occasionally applies complex thinking skills while gathering, using, and responding to information from a variety of sources.

10.54.3098 NOVICE READING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice reading level is beginning to attain prerequisite knowledge and skills that are fundamental for reading at each benchmark. He/she:

- (a) makes simple predictions and inferences, but often does not grasp the meaning of causal relationships when reading material appropriate to twelfth grade;
- (b) sometimes accurately paraphrases, formulates arguments with limited supporting evidence, and provides simple responses to reading material;
- (c) sometimes monitors his/her use of strategies, but usually relies primarily on a few strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material with limited success;
- (d) uses a reading vocabulary below twelfth-grade level;
- (e) sometimes monitors his/her own reading progress;
- (f) with guidance, sets and meets reading goals while selecting, analyzing, and evaluating material in a limited range of reading purposes; and
- (g) compares and contrasts material, but infrequently analyzes or applies complex thinking skills to gather, use, and respond to information from a limited number of sources.

Sub-Chapter 31 **Reserved**

Literature Content and Performance Standards

Literature, a primary vehicle for teaching reading, attempts to show life in its uncertainties, complexities, and imperfections, offering many insights for the reader. Responding to print and nonprint media allows participants to experience vicariously other lives and to measure their own experiences against those of others. The exploration of literature and films encourages students to become critical and reflective thinkers and to develop personal aesthetic standards for print and nonprint media as art forms.

10.54.3201 through 10.54.3209 **Reserved**

10.54.3210 LITERATURE CONTENT STANDARD 1 (1) To satisfy the requirements of literature content standard 1, a student must construct meaning as he/she comprehends, interprets, analyzes, and responds to literary works.

10.54.3211 BENCHMARK FOR LITERATURE CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for literature content standard 1 for a student at the end of grade 4 is the ability to:

- (a) make predictions and connections between new literary works and previous information/experiences;
- (b) identify main ideas and some supporting details of literary works;
- (c) retell key events of literary works in sequence;
- (d) make connections and comparisons of literary elements within and between works;
- (e) make, confirm, or revise predictions based on the literary works; and
- (f) respond personally to ideas and feelings generated by literary works.

10.54.3212 BENCHMARK FOR LITERATURE CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for literature content standard 1 for a student at the end of grade 8 is the ability to:

- (a) make predictions and connections between new literary works and previous information/experiences and explore questions about the impact of literary elements;
- (b) identify and comprehend the main idea and supporting facts and details, and summarize ideas in own words;
- (c) summarize stories and identify major literary elements;
- (d) compare, contrast, and make connections of literary elements within and between works;
- (e) draw inferences and conclusions based on literary works; and
- (f) respond to literary works on the basis of personal insights and respect the different responses of others.

10.54.3213 BENCHMARK FOR LITERATURE CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for literature content standard 1 for a student upon graduation is the ability to:

- (a) propose and pursue questions and answers to the complex elements of literary works (e.g., historical and cultural influence, style, figures of speech);
- (b) develop and define with textual support interpretations of complex literary works;
- (c) analyze the major elements significant to the interpretation process (e.g., point of view, tone, dramatic action);
- (d) recognize, compare, contrast, make connections, and analyze approaches to literary elements in various works;
- (e) compare and contrast individual and group responses/reactions with author's purpose/intent; and
- (f) demonstrate oral, written, and/or artistic responses to ideas and feelings generated in literary works.

10.54.3214 through 10.54.3219 **Reserved**

10.54.3220 LITERATURE CONTENT STANDARD 2 (1) To satisfy the requirements of literature content standard 2, a student must recognize and evaluate how language, literary devices, and elements contribute to the meaning and impact of literary works.

10.54.3221 BENCHMARK FOR LITERATURE CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for literature content standard 2 for a student at the end of grade 4 is the ability to:

- (a) identify literary devices (e.g., figurative language, exaggeration);
- (b) demonstrate an understanding of literary elements (e.g., plot, character, setting, problem solving);
- (c) increase vocabulary through the use of context clues and reference sources (e.g., dictionary, thesaurus, glossary) to understand literary works; and
- (d) identify how literary devices, forms, and language contribute to the meaning of literary works.

10.54.3222 BENCHMARK FOR LITERATURE CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for literature content standard 2 for a student at the end of grade 8 is the ability to:

- (a) identify the effect of literary devices (e.g., figurative language, allusion, diction, dialogue, description, imagery);
- (b) recognize the impact of literary elements (e.g., plot, theme, character, setting, point of view) and evaluate their effectiveness;
- (c) evaluate how vocabulary and language contribute to literary works; and
- (d) demonstrate an understanding of how literary devices, forms, and language contribute to the impact of literary works.

10.54.3223 BENCHMARK FOR LITERATURE CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for literature content standard 2 for a student upon graduation is the ability to:

- (a) discuss ways in which literary devices and elements (e.g., syntax, imagery, figurative language, allusion, symbols, irony) produce a dominant tone, effect, or theme;
- (b) analyze and critique the effectiveness of an author's choice of literary devices/elements;
- (c) recognize and articulate how language enhances meaning and conveys power to impact an individual and/or society; and
- (d) evaluate how literary devices, forms, and language contribute to the impact of a work on the reader/listener/ viewer.

10.54.3224 through 10.54.3229 **Reserved**

10.54.3230 LITERATURE CONTENT STANDARD 3 (1) To satisfy the requirements of literature content standard 3, a student must reflect upon his/her literary experiences and purposefully select from a range of works.

10.54.3231 BENCHMARK FOR LITERATURE CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for literature content standard 3 for a student at the end of grade 4 is the ability to:

- (a) select a variety of literary works for purposes of discovery, appreciation, and enjoyment;
- (b) select print/non-print works based upon reflection of prior literary experiences (e.g., author, subject, theme, genre); and

(c) demonstrate the understanding that the purposes of experiencing literary works include personal satisfaction and the development of lifelong literature appreciation.

10.54.3232 BENCHMARK FOR LITERATURE CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for literature content standard 3 for a student at the end of grade 8 is the ability to:

- (a) select a variety of literary works, expressing reasons for personal recommendation, discovery, appreciation, and enjoyment;
- (b) apply given criteria to evaluate literary merit and express critical opinions about literary works; and
- (c) demonstrate the understanding that the purposes of experiencing literary works include personal satisfaction and the development of lifelong literature appreciation.

10.54.3233 BENCHMARK FOR LITERATURE CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for literature content standard 3 for a student upon graduation is the ability to:

- (a) use prior experience to select materials and articulate purposes for selection (e.g., learn, enjoy, persuade, exchange information);
- (b) develop and apply criteria to evaluate the reliability, authenticity, and literary merit of information conveyed in a literary work; and
- (c) recognize literary works as vehicles for acquiring new information, responding to social and workplace needs, and discovering and gaining personal fulfillment.

10.54.3234 through 10.54.3239 **Reserved**

10.54.3240 LITERATURE CONTENT STANDARD 4 (1) To satisfy the requirements of literature content standard 4, a student must interact with print and non-print literary works from various cultures, ethnic groups, and traditional and contemporary viewpoints written by both genders.

10.54.3241 BENCHMARK FOR LITERATURE CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for literature content standard 4 for a student at the end of grade 4 is the ability to:

- (a) select, read, listen to, and view a variety of literary works;
- (b) respond to traditional and contemporary works representing diverse perspectives, cultures, and issues (e.g., American Indian works); and
- (c) create and share responses to literary works through the application of technology, speaking, writing, and visual and performing arts (e.g., discuss, write, move, design, compose, sing).

10.54.3242 BENCHMARK FOR LITERATURE CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for literature content standard 4 for a student at the end of grade 8 is the ability to:

- (a) select, read, listen to, and view a variety of literary works;
- (b) respond to traditional and contemporary works representing diverse perspectives, cultures, and issues (e.g., American Indian works); and
- (c) create and share responses to literary works through the application of technology, speaking, writing, and visual and performing arts (e.g., discuss, write, move, design, compose, sing).

10.54.3243 BENCHMARK FOR LITERATURE CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for literature content standard 4 for a student upon graduation is the ability to:

- (a) select, read, listen to, and view a variety of traditional and contemporary works from diverse cultures (e.g., American Indian works), genders, genres, historical periods, and styles;
- (b) demonstrate how factors of history and culture, gender and genre, influence and give meaning to literature;
- (c) create and share responses to literary works (e.g., discuss, write, move, design, compose, sing, dramatize, produce multimedia presentations); and
- (d) analyze diverse literature to identify and compare common human experiences within and between cultures.

10.54.3244 through 10.54.3249 **Reserved**

10.54.3250 LITERATURE CONTENT STANDARD 5 (1) To satisfy the requirements of literature content standard 5, a student must use literary works to enrich personal experience and to connect to the broader world of ideas, concepts, and issues.

10.54.3251 BENCHMARK FOR LITERATURE CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The benchmark for literature content standard 5 for a student at the end of grade 4 is the ability to:

- (a) identify how culture, ideas, and issues influence literary works;
- (b) compare one's culture to the culture portrayed in a literary work; and
- (c) make associations between ideas expressed in literary works and personal experiences.

10.54.3252 BENCHMARK FOR LITERATURE CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for literature content standard 5 for a student at the end of grade 8 is the ability to:

- (a) examine and explain how history, culture, ideas, and issues influence literary works;
- (b) compare and contrast a variety of perspectives of self, others, and world issues through a selection of literary works; and
- (c) use literary works to develop an understanding of the many dimensions of human experience (e.g., philosophical, ethical, aesthetic).

10.54.3253 BENCHMARK FOR LITERATURE CONTENT STANDARD 5 UPON GRADUATION (1) The benchmark for literature content standard 5 for a student upon graduation is the ability to:

- (a) examine, explain, and evaluate various perspectives concerning community, national, and world issues reflected in literary works;
- (b) identify and respond to philosophical assumptions and basic beliefs underlying selected texts;
- (c) recognize patterns, symbols, and universal themes present across literary works and relate those to personal experience; and
- (d) investigate and report ways in which authors, their works, and their styles have impacted or been influenced by social and cultural issues or events.

10.54.3254 through 10.54.3286 **Reserved**

10.54.3287 ADVANCED LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the advanced level of literature demonstrates superior performance. He/she:

- (a) accurately comprehends material at the literal level and sometimes at the figurative level;
 - (b) makes predictions and connections within and between literary works;
 - (c) interprets as a reader, listener, and viewer how language affects the meaning of literary works;
 - (d) confidently identifies the language and literary tools that contribute to the meaning;
 - (e) evaluates how language and literary tools contribute to the impact of literary works;
 - (f) purposefully selects print and non-print material from diverse cultures and viewpoints to fulfill needs;
- and
- (g) demonstrates the depth of understanding by sharing responses to a variety of literary works.

10.54.3288 PROFICIENT LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the proficient level of literature demonstrates solid academic performance. He/she:

- (a) comprehends material at the literal level, but has difficulty at the figurative level;
 - (b) makes predictions and connections within and between literary works;
 - (c) demonstrates an understanding of how language affects the meaning of literary works as a reader, listener, and viewer;
 - (d) identifies the language and literary tools that contribute to meaning;
 - (e) purposefully selects print and non-print materials from diverse cultures and viewpoints to fulfill needs;
- and
- (f) explores creative ways to share appropriate and unique responses to a variety of literary works.

10.54.3289 NEARING PROFICIENCY LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the nearing proficiency level of literature demonstrates partial mastery of prerequisite skills and knowledge fundamental for proficiency in literature. He/she:

- (a) usually comprehends material at the literal level;
- (b) makes obvious predictions and connections within and between those works;
- (c) demonstrates an understanding of how language affects the meaning of literary works as a reader, listener, and viewer;

- (d) usually identifies the language and literary tools that contribute to the meaning of literary works;
- (e) sometimes purposefully selects print and non-print materials from diverse cultures and viewpoints to fulfill needs; and
- (f) occasionally explores creative ways to share responses to a variety of literary works, but often relies on predictable or mechanical methods.

10.54.3290 NOVICE LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the novice level of literature is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in literature. He/she:

- (a) seldom comprehends material at the literal level;
- (b) makes obvious predictions and connections, with assistance, within and between literary works;
- (c) occasionally identifies how language affects the meaning of literary works as a reader, listener, and viewer;
- (d) has difficulty identifying and/or discussing the language and literary tools that contribute to meaning;
- (e) randomly selects print and non-print material from diverse cultures and viewpoints; and
- (f) uses limited methods to share responses to a variety of literary works.

10.54.3291 ADVANCED LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the advanced level of literature demonstrates superior performance. He/she:

- (a) accurately comprehends material at the literal level and frequently at the figurative level;
- (b) makes complex predictions and meaningful connections when analyzing and responding to literary works;
- (c) consistently and thoughtfully interprets and evaluates as a reader, listener, and viewer how literary devices, forms, and language impact literary works;
- (d) willingly and confidently responds to a variety of literary works demonstrating individualized generalizations and thoughtful comparisons and hypotheses; and
- (e) expresses a clear, personalized criteria for evaluation of judgements of quality.

10.54.3292 PROFICIENT LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the proficient level of literature demonstrates solid academic performance. He/she:

- (a) comprehends material at the literal level and is gaining understanding at the figurative level;
- (b) effectively uses sequencing, comparing, contrasting, and predicting to analyze and respond to literary works;
- (c) competently identifies and interprets how literary devices, forms, and language impact literary works as a reader, listener, and viewer;
- (d) consistently and purposefully selects a variety of literary works, expressing reasons for the choices; and
- (e) recognizes how the time period and other relevant situations produce a work's context.

10.54.3293 NEARING PROFICIENCY LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the nearing proficiency level of literature demonstrates partial mastery of prerequisite skills and knowledge fundamental for proficiency in literature. He/she:

- (a) usually comprehends material at the literal level and sometimes, with assistance, at the figurative level;
- (b) makes obvious predictions and brief descriptions when analyzing and responding to literary works;
- (c) identifies literary devices, forms, and language, and describes how these impact literary works as a reader, listener, and viewer;
- (d) purposefully selects a variety of literary works, briefly expressing reasons for choices; and
- (e) occasionally shares responses to literature, demonstrating knowledge of literary form and structure.

10.54.3294 NOVICE LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the novice level of literature is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in literature. He/she:

- (a) usually comprehends material at the literal level but seldom at the figurative level;
- (b) makes simple predictions and brief descriptions when responding to literary works;
- (c) infrequently identifies literary devices, forms, and languages and, with assistance, describes how these impact literary works as a reader, listener, and viewer;

- (d) selects literary works, yet has difficulty expressing reasons for choices; and
- (e) often focuses on restatement of story and summarization with little comparison or investigation of the work's meaning or form.

10.54.3295 ADVANCED LITERATURE PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level of literature demonstrates superior performance. He/she:

- (a) accurately and completely comprehends material at both literal and figurative levels;
- (b) seeks out increasingly complex and diverse material;
- (c) develops and defends multiple analytic and interpretive responses to those works;
- (d) demonstrates the inquiry process through the articulation of greater insight and higher level skills;
- (e) connects prior literary experiences to purposeful selection and evaluation of material based on reliability, authenticity, and literary merit; and
- (f) experiments with a range of original and sophisticated ways to communicate independently designed responses to a variety of literary works.

10.54.3296 PROFICIENT LITERATURE PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient level of literature demonstrates solid academic performance. He/she:

- (a) comprehends material at both literal and figurative levels;
- (b) develops and defends multiple analytic and interpretive responses to literary works;
- (c) analyzes and critiques how language and literary tools create and enhance the meaning and impact of literary works as a reader, listener, and viewer;
- (d) thoughtfully uses prior experience to purposefully select material to fulfill needs;
- (e) applies criteria to evaluate the reliability, authenticity, and merit of literary works; and
- (f) consistently creates and shares unique and reasonable responses to a variety of literary works.

10.54.3297 NEARING PROFICIENCY LITERATURE PERFORMANCE STANDARDS UPON GRADUATION

(1) A graduating student at the nearing proficiency level of literature demonstrates partial mastery of prerequisite skills and knowledge fundamental for proficiency in literature. He/she:

- (a) comprehends material at the literal level but only occasionally at the figurative level;
- (b) develops and pursues questions and answers in his/her responses to literary works;
- (c) recognizes and discusses how language and literary tools influence the meaning and impact of literary works as a reader, listener, and viewer;
- (d) uses prior experience to select material;
- (e) occasionally applies criteria that assesses reliability, authenticity, and literary merit; and
- (f) relies on more predictable and limited forms to share responses to a variety of literary works.

10.54.3298 NOVICE LITERATURE PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level of literature is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in literature. He/she:

- (a) comprehends materials on the literal level, but rarely at the figurative level;
- (b) recognizes interpretive responses to literary works, but finds difficulty discussing the effectiveness of literary tools;
- (c) reluctantly interacts with literary works;
- (d) has difficulty connecting personal literary experiences to personal life experiences; and
- (e) waits for encouragement, hesitates to share, and usually limits responses to assigned products.

Sub-Chapter 33 **Reserved**

Writing Content and Performance Standards

The standards set in this document represent what research and experience have described as important in the process of writing. Writing is essential to thinking and learning. As a strategic, problem-solving process, writing is a key element of communication and a critical part of comprehension. In addition to being a developmental basic skill, writing is also indispensable to critical, ethical, and creative thinking. Writers use a range of skills and strategies in the process of writing to communicate with diverse audiences and for diverse purposes. Writing proficiency

enables individuals to learn, make connections between their own and others' experiences, create meaning, and evaluate information.

10.54.3401 through 10.54.3409 **Reserved**

10.54.3410 WRITING CONTENT STANDARD 1 (1) To satisfy the requirements of writing content standard 1, a student must write clearly and effectively.

10.54.3411 BENCHMARK FOR WRITING CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for writing content standard 1 for a student at the end of grade 4 is the ability to:

- (a) organize text in paragraphs with clear beginning, middle, and end;
- (b) develop a main idea through some supporting details;
- (c) demonstrate awareness of personal voice, sentence structure, and word choice; and
- (d) apply conventions of standard written English (e.g., spelling, punctuation, usage) appropriate for grade level and purpose.

10.54.3412 BENCHMARK FOR WRITING CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for writing content standard 1 for a student at the end of grade 8 is the ability to:

- (a) organize text in paragraphs with clear beginning, middle, and end, using transitions and logical sequence;
- (b) develop a main idea through relevant supporting details;
- (c) demonstrate some control of personal voice, sentence structure, and word choice; and
- (d) apply conventions of standard written English (e.g., spelling, punctuation, usage) appropriate for grade level and purpose.

10.54.3413 BENCHMARK FOR WRITING CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for writing content standard 1 for a student upon graduation is the ability to:

- (a) organize text in paragraphs with clear beginning, middle, and end, using effective transitions and logical sequence;
- (b) develop and elaborate main ideas through relevant and specific supporting details;
- (c) demonstrate purposeful control of personal voice, sentence structure, and word choice; and
- (d) apply conventions of standard written English (e.g., spelling, punctuation, usage) appropriate for grade level and purpose.

10.54.3414 through 10.54.3419 **Reserved**

10.54.3420 WRITING CONTENT STANDARD 2 (1) To satisfy the requirements of writing content standard 2, a student must apply a range of skills and strategies in the writing process.

(1) The benchmark for writing content standard 2 for a student at the end of grade 4 is the ability to:

- (a) plan writing by generating and organizing ideas and by considering purpose and audience;
- (b) write a draft that captures and organizes ideas;
- (c) revise writing at the word, sentence, and paragraph levels using feedback and guidance from others;
- (d) edit, with assistance, by correcting errors (e.g., grammar, capitalization, punctuation, spelling, usage);

and

- (e) share/publish a legible final product.

10.54.3422 BENCHMARK FOR WRITING CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for writing content standard 2 for a student at the end of grade 8 is the ability to:

- (a) plan writing by generating and organizing ideas through a variety of strategies and by considering purpose and audience;
- (b) write one or more drafts that capture and organize ideas;
- (c) revise writing at the word, sentence, and paragraph levels using feedback from others;
- (d) edit, with some assistance, by correcting errors (e.g., grammar, capitalization, punctuation, spelling, usage); and
- (e) share/publish a legible final product.

10.54.3423 BENCHMARK FOR WRITING CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for writing content standard 2 for a student upon graduation is the ability to:

- (a) plan writing by generating ideas through a variety of strategies, and organize by analyzing purpose and audience;
- (b) write one or more drafts that capture, explore, and organize ideas;
- (c) revise writing by seeking feedback from others and making appropriate changes to improve text;
- (d) edit by correcting errors (e.g., grammar, capitalization, punctuation, spelling, usage); and
- (e) share/publish a legible final product.

10.54.3424 through 10.54.3429 **Reserved**

10.54.3430 WRITING CONTENT STANDARD 3 (1) To satisfy the requirements of writing content standard 3, a student must evaluate and reflect on his/her growth as a writer.

10.54.3431 BENCHMARK FOR WRITING CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for writing content standard 3 for a student at the end of grade 4 is the ability to:

- (a) set goals and become aware of successes in own and others' writing;
 - (b) share writing with others, listen to responses, ask questions, and offer positive comments to others;
- and
- (c) identify his/her strengths as a writer.

10.54.3432 BENCHMARK FOR WRITING CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for writing content standard 3 for a student at the end of grade 8 is the ability to:

- (a) set goals and analyze successes in one's own and others' writing;
- (b) share and discuss one's own and others' writing for improvement and growth as a writer; and
- (c) identify and describe strengths and weaknesses as a writer.

10.54.3433 BENCHMARK FOR WRITING CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for writing content standard 3 for a student upon graduation is the ability to:

- (a) set goals and evaluate successes in one's own and others' writing;
- (b) seek and use feedback from others and offer constructive criticism to others; and
- (c) analyze and evaluate strengths and weaknesses as a writer.

10.54.3434 through 10.54.3439 **Reserved**

10.54.3440 WRITING CONTENT STANDARD 4 (1) To satisfy the requirements of writing content standard 4, a student must write for a variety of purposes and audiences.

10.54.3441 BENCHMARK FOR WRITING CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for writing content standard 4 for a student at the end of grade 4 is the ability to:

- (a) identify the purpose for his/her writing and write appropriately;
- (b) choose audiences (e.g., self, peers, adults) appropriate to purposes and topics; and
- (c) experience writing in different genre (e.g., descriptive writing).

10.54.3442 BENCHMARK FOR WRITING CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for writing content standard 4 for a student at the end of grade 8 is the ability to:

- (a) identify and articulate the purpose for his/her writing and write appropriately;
- (b) choose audiences (e.g., self, peers, adults) appropriate to purposes and topics; and
- (c) experience writing in different genre (e.g., narrative writing).

10.54.3443 BENCHMARK FOR WRITING CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for writing content standard 4 for a student upon graduation is the ability to:

- (a) identify and articulate the purpose for his/her writing and write appropriately;
- (b) choose audiences (e.g., self, peers, adults) appropriate to purposes and topics; and
- (c) experience writing in various genre (e.g., expository and persuasive writing).

10.54.3444 through 10.54.3449 **Reserved**

10.54.3450 WRITING CONTENT STANDARD 5 (1) To satisfy the requirements of writing content standard 5, a student must recognize the structures of various forms and apply these characteristics to his/her own writing.

10.54.3451 BENCHMARK FOR WRITING CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The benchmark for writing content standard 5 for a student at the end of grade 4 is the ability to:

- (a) identify the characteristics of different forms (e.g., poetry, fiction, nonfiction, technical, simple report); and
- (b) write using characteristics of different forms.

10.54.3452 BENCHMARK FOR WRITING CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for writing content standard 5 for a student at the end of grade 8 is the ability to:

- (a) identify and analyze characteristics of different forms (e.g., narrative, journal, technical); and
- (b) write using characteristics of different forms.

10.54.3453 BENCHMARK FOR WRITING CONTENT STANDARD 5 UPON GRADUATION (1) The benchmark for writing content standard 5 for a student upon graduation is the ability to:

- (a) identify, analyze, and evaluate characteristics of different forms (e.g., multi-paragraph essay, persuasive, expository, argumentative); and
- (b) write using characteristics of different forms.

10.54.3454 through 10.54.3459 **Reserved**

10.54.3460 WRITING CONTENT STANDARD 6 (1) To satisfy the requirements of writing content standard 6, a student must use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.

10.54.3461 BENCHMARK FOR WRITING CONTENT STANDARD 6 FOR END OF GRADE 4 (1) The benchmark for writing content standard 6 for a student at the end of grade 4 is the ability to:

- (a) pose questions or identify problems;
- (b) use selected technologies and information sources;
- (c) identify explanations or solutions, and draw a conclusion based on the information; and
- (d) share information in appropriate ways for intended audiences.

10.54.3462 BENCHMARK FOR WRITING CONTENT STANDARD 6 FOR END OF GRADE 8 (1) The benchmark for writing content standard 6 for a student at the end of grade 8 is the ability to:

- (a) pose questions or identify problems;
- (b) find and use a variety of technologies and information sources;
- (c) identify several explanations or solutions, and draw conclusions based on his/her analysis of the information; and
- (d) share information in appropriate ways for intended audiences.

10.54.3463 BENCHMARK FOR WRITING CONTENT STANDARD 6 UPON GRADUATION (1) The benchmark for writing content standard 6 for a student upon graduation is the ability to:

- (a) pose questions or identify problems;
- (b) find, evaluate, and use a variety of technologies and information sources;
- (c) identify and investigate alternative explanations or solutions, and use criteria to draw and defend conclusions based on his/her analysis and evaluation of the information; and
- (d) share information in appropriate ways for intended audiences.

10.54.3464 through 10.54.3486 **Reserved**

10.54.3487 ADVANCED WRITING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the advanced level of writing demonstrates superior performance. He/she:

- (a) writes clearly and effectively by exhibiting strong organization, concrete development, and appropriate conventions/mechanics;

- (b) applies and experiments with a variety of skills and strategies in the writing process as he/she develops control of his/her writing;
- (c) shares and discusses his/her own writing and the writing of others to help make significant revisions;
- (d) writes, with assistance, for a variety of purposes and audiences and easily writes in different genre, including descriptive writing;
- (e) frequently proceeds with independent inquiries, with initial guidance; and
- (f) often uses a range of resources to seek information, solve problems, and communicate.

10.54.3488 PROFICIENT WRITING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the proficient level of writing demonstrates solid academic performance. He/she:

- (a) writes clearly and effectively by organizing the text with a clear beginning, middle, and end;
- (b) applies basic skills and strategies in the writing process as he/she develops as a writer;
- (c) shares and discusses his/her own writing and the writing of others;
- (d) recognizes and regularly practices using various forms of writing;
- (e) writes, with assistance, for a variety of purposes and audiences; and
- (f) responds to guided inquiry as he/she learns to search out information, solve problems, and communicate.

10.54.3489 NEARING PROFICIENCY WRITING PERFORMANCE STANDARDS FOR END OF GRADE 4

(1) A fourth-grade student at the nearing proficiency level of writing demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient writing. He/she:

- (a) sometimes writes clearly and effectively by organizing text with a basic beginning, middle, and end;
- (b) applies basic skills and limited strategies in the writing process as he/she develops as a writer;
- (c) sometimes shares and discusses his/her writing and the writing of others to make limited changes in the text;
- (d) recognizes and begins to write, with assistance, in basic forms of writing, including descriptive writing;
- (e) writes for a specific purpose and with some sense of audience; and
- (f) conducts inquiries, with support, to find information to communicate.

10.54.3490 NOVICE WRITING PERFORMANCE STANDARDS FOR END OF GRADE 4

(1) A fourth-grade student at the novice level of writing is beginning to attain prerequisite knowledge and skills fundamental for proficient writing. He/she:

- (a) writes with limited clarity or effectiveness;
- (b) shows some emerging level of organization;
- (c) demonstrates limited awareness of the structure of his/her writing;
- (d) requires frequent guidance to apply basic skills and limited strategies as he/she learns to write;
- (e) shares his/her writing although his/her discussion usually lacks substance or focus;
- (f) requires guidance to recognize various forms of writing, including descriptive writing;
- (g) writes with a limited purpose, often showing no awareness of audience; and
- (h) needs assistance to conduct inquiries, find information, and communicate.

10.54.3491 ADVANCED WRITING PERFORMANCE STANDARDS FOR END OF GRADE 8

(1) An eighth-grade student at the advanced level of writing demonstrates superior performance. He/she:

- (a) writes clearly and effectively by independently applying a range of skills and strategies to revise his/her writing;
- (b) eagerly seeks feedback to evaluate his/her writing and reflect on his/her growth as a writer;
- (c) identifies variations within writing forms and experiments as he/she applies these characteristics to his/her writing and in an expanded range of genre, including narrative writing;
- (d) successfully writes for a variety of purposes and audiences;
- (e) initiates his/her own inquiries; and
- (f) uses current technologies and information sources to communicate.

10.54.3492 PROFICIENT WRITING PERFORMANCE STANDARDS FOR END OF GRADE 8

(1) An eighth-grade student at the proficient level of writing demonstrates solid academic performance. He/she:

- (a) writes clearly and effectively by applying a range of skills and strategies in the writing process;
- (b) demonstrates the ability to respond to feedback, evaluate his/her writing, and reflect on his/her growth as a writer;

- (c) typically recognizes the structures of various forms of writing and applies these characteristics as he/she writes for a variety of purposes and audiences and in an expanded range of genre, including narrative writing; and
- (d) initiates his/her own inquiries and uses current technologies and information sources to communicate.

10.54.3493 NEARING PROFICIENCY WRITING PERFORMANCE STANDARDS FOR END OF GRADE 8

(1) An eighth-grade student at the nearing proficiency level of writing demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient writing. He/she:

- (a) occasionally writes clearly and effectively by applying, with assistance, a range of skills and strategies in the writing process;
- (b) sometimes demonstrates the ability to evaluate writing and reflects on his/her growth as a writer;
- (c) recognizes and applies some characteristics of some forms of writing;
- (d) writes for a narrow range of purposes and audiences, and has limited practice in narrative writing;
- (e) sometimes initiates his/her own inquiries; and
- (f) uses current and emerging technologies and information sources to communicate.

10.54.3494 NOVICE WRITING PERFORMANCE STANDARDS FOR END OF GRADE 8

(1) An eighth-grade student at the novice level of writing is beginning to attain prerequisite knowledge and skills fundamental for proficient writing. He/she:

- (a) rarely writes clearly and effectively without assistance;
- (b) applies a limited range of skills and strategies in the writing process;
- (c) is reluctant to revise and needs assistance to evaluate his/her writing;
- (d) demonstrates confusion about forms and has difficulty applying the characteristics to his/her writing;
- (e) often lacks purpose and needs guidance to identify an audience or practice in narrative writing at a basic level;
- (f) requires direction and support to conduct inquiries; and
- (g) often uses current and emerging technologies and information sources to communicate.

10.54.3495 ADVANCED WRITING PERFORMANCE STANDARDS UPON GRADUATION

(1) A graduating student at the advanced level of writing demonstrates superior performance. He/she:

- (a) consistently writes clearly and effectively, often about sophisticated subjects;
- (b) applies a range of skills and strategies in the writing process, eagerly seeking and responding to feedback and polishing his/her writing;
- (c) independently evaluates writing and reflects on his/her growth as a writer;
- (d) recognizes different levels of meaning as well as sophisticated variations within forms of writing;
- (e) takes risks and applies these characteristics to his/her own writing;
- (f) writes fluently for a variety of purposes and in different genre, including expository and persuasive, usually satisfying audiences;
- (g) demonstrates self-directed inquiry; and
- (h) makes effective use of current and emerging technologies and information sources to communicate.

10.54.3496 PROFICIENT WRITING PERFORMANCE STANDARDS UPON GRADUATION

(1) A graduating student at the proficient level of writing demonstrates solid academic performance. He/she:

- (a) writes clearly and effectively by applying a range of skills and strategies in the writing process;
- (b) often seeks and responds to feedback to evaluate and revise writing, as well as reflect on his/her growth as a writer;
- (c) recognizes variations within the forms and often identifies different levels of meaning;
- (d) occasionally takes risks when applying these characteristics to write for a variety of purposes and audiences, and in different genre, including expository and persuasive writing;
- (e) initiates his/her own inquiries; and
- (f) uses current and emerging technologies and information sources to communicate.

10.54.3497 NEARING PROFICIENCY WRITING PERFORMANCE STANDARDS UPON GRADUATION

(1) A graduating student at the nearing proficiency level of writing demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient writing. He/she:

- (a) often writes clearly and effectively by applying a limited range of skills and strategies;
- (b) still needs assistance to revise work in response to feedback;
- (c) often needs guidance to evaluate work and reflect on his/her growth as a writer;

- (d) recognizes the forms of writing and applies basic characteristics to his/her own writing;
- (e) writes for a limited range of purposes and audiences, and has some experience writing in different genre, including expository and persuasive writing;
- (f) conducts inquiries, with assistance; and
- (g) uses current technologies and information sources to communicate.

10.54.3498 NOVICE WRITING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level of writing is beginning to attain prerequisite knowledge and skills fundamental for proficient writing. He/she:

- (a) occasionally writes clearly at a basic level by applying selected skills and strategies;
- (b) needs assistance to write effectively;
- (c) is reluctant to revise and needs guidance to evaluate his/her writing or respond to feedback;
- (d) demonstrates limited understanding of his/her growth as a writer;
- (e) recognizes basic forms of writing and applies some basic characteristics to his/her writing;
- (f) often lacks purpose in writing, including expository and persuasive, and writes for a limited audience;
- (g) seldom conducts inquiries; and
- (h) uses current technologies and information sources, with assistance, to communicate.

Sub-Chapter 35 **Reserved**

Speaking and Listening Content and Performance Standards

Oral communication is the bridge to the future. It provides the basis of language development, thinking, gathering information, and shaping how we see ourselves and how others see us. Studies show that over 80 percent of communication is spent in speaking and listening, which lends credence to the belief that teaching these skills is not just desirable, but critical. It is the responsibility of education to ensure that students are prepared for their roles as family members, workers, and citizens through oral communication instruction.

The National Communication Association defines speaking as “the uniquely human act or process of transmitting and exchanging information, ideas, and emotions using oral language” while listening is “the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages.”

10.54.3601 through 10.54.3609 **Reserved**

10.54.3610 SPEAKING AND LISTENING CONTENT STANDARD 1 (1) To satisfy the requirements of speaking and listening content standard 1, a student must demonstrate knowledge and understanding of the communication process.

10.54.3611 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for speaking and listening content standard 1 for a student at the end of grade 4 is the ability to:

- (a) recognize the important role of speaking and listening in daily life; and
- (b) identify oneself in various roles in the communication process and recognize the shared communication responsibilities of the speaker and the listener.

10.54.3612 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for speaking and listening content standard 1 for a student at the end of grade 8 is the ability to:

- (a) observe and describe the importance of speaking and listening in personal relationships; and
- (b) identify and define the components of the communication process.

10.54.3613 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for speaking and listening content standard 1 for a student upon graduation is the ability to:

- (a) explain the importance of effective oral communication in creating meaning, influencing thought, and making decisions; and

- (b) identify and analyze the relationships among the components of the communication process.

10.54.3614 through 10.54.3619 **Reserved**

10.54.3620 SPEAKING AND LISTENING CONTENT STANDARD 2 (1) To satisfy the requirements of speaking and listening content standard 2, a student must distinguish among and use appropriate types of speaking and listening for a variety of purposes.

10.54.3621 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for speaking and listening content standard 2 for a student at the end of grade 4 is the ability to:

- (a) recognize the techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages);
- (b) demonstrate appropriate speaking and listening behaviors in communicating with peers and others in formal and informal classroom situations;
- (c) speak and listen effectively for a range of purposes (e.g., reading aloud and listening to oral readings, sharing and listening to personal experiences, presenting and listening to oral reports, clearly giving and understanding directions and instructions);
- (d) identify and appropriately use different types of presentations (e.g., storytelling, narrative, description); and
- (e) identify and use different types of listening appropriate to the listening situation (e.g., casual, appreciative, attentive).

10.54.3622 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for speaking and listening content standard 2 for a student at the end of grade 8 is the ability to:

- (a) analyze one's own techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages);
- (b) demonstrate appropriate speaking and listening behaviors in communicating with various audiences;
- (c) speak and listen effectively for an expanded range of purposes (e.g., giving and understanding information, presenting and appreciating creative performances, delivering and analyzing persuasive messages);
- (d) identify and appropriately use different types of presentations (e.g., reports, expository speeches, dramatic presentations, persuasive appeals); and
- (e) identify and use different types of listening appropriate to the listening situation (e.g., interpretive and empathic listening).

10.54.3623 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for speaking and listening content standard 2 for a student upon graduation is the ability to:

- (a) explain, apply, and evaluate one's own and others' techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages);
- (b) demonstrate effective adjustment of speaking and listening behaviors in communicating with various audiences;
- (c) speak and listen effectively for a broad range of purposes (e.g., delivering and evaluating entertaining or inspiring messages, presenting and critically evaluating problems and solutions);
- (d) identify and use different types of presentations appropriate to the purpose for speaking (e.g., impromptu, extemporaneous, manuscript, memorized deliveries, inter-personal endeavors); and
- (e) identify and use different types of listening appropriate to the listening situation (e.g., critical listening).

10.54.3624 through 10.54.3629 **Reserved**

10.54.3630 SPEAKING AND LISTENING CONTENT STANDARD 3 (1) To satisfy the requirements of speaking and listening content standard 3, a student must apply a range of skills and strategies to speaking and listening.

10.54.3631 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for speaking and listening content standard 3 for a student at the end of grade 4 is the ability to:

- (a) communicate in a focused and organized manner;
- (b) select and use appropriate verbal language to convey intended meaning;
- (c) identify and begin to use appropriate verbal and non-verbal skills to enhance presentations and manage communication anxiety;
- (d) monitor understanding by identifying and using strategies (e.g., asking relevant questions, restating information);
- (e) distinguish new from familiar material, significant from insignificant information, fact from opinion, and fantasy from reality;
- (f) draw connections between one's experiences, information, and insights, and experiences communicated by others;
- (g) identify characteristics of enjoyable listening experiences by examining rhythm in music and visualization of images; and
- (h) identify, anticipate, and manage barriers to listening.

10.54.3632 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for speaking and listening content standard 3 for a student at the end of grade 8 is the ability to:

- (a) communicate with a clear purpose, well-developed organization, and support from a variety of sources;
- (b) use verbal language appropriate to occasion, audience, and topic;
- (c) explain and appropriately use verbal and non-verbal skills to enhance presentations and manage communication anxiety;
- (d) monitor understanding by identifying and using strategies (e.g., inquiring, taking notes, summarizing oral and visual clues);
- (e) distinguish information from persuasion, and logic from emotion;
- (f) compare and contrast one's own experiences, information, and insights with the message received in a variety of communication situations;
- (g) compare and contrast enjoyable listening experiences by examining different renditions of the same work (e.g., same selection interpreted by different performers); and
- (h) identify, anticipate, and manage barriers to listening.

10.54.3633 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for speaking and listening content standard 3 for a student upon graduation is the ability to:

- (a) communicate with an identifiable thesis, logically developed points with appropriate supporting resources, and clear sequencing of ideas and transitions;
- (b) use informal, standard, and technical verbal language effectively to fit the purpose, audience, occasion, and task;
- (c) apply, analyze, and evaluate effective verbal and non-verbal skills to enhance presentations and manage communication anxiety;
- (d) monitor understanding by identifying and using strategies (e.g., asking probing questions, paraphrasing, interpreting, evaluating oral and visual clues);
- (e) recognize and analyze points of view, purposes, emotional appeals, and logical fallacies in verbal and nonverbal messages;
- (f) compare and contrast one's experiences, information, and insights with the message in a variety of communication situations;
- (g) analyze and evaluate aesthetic listening experiences by examining speakers' style, interpreting characters in a dialogue, and studying the projection of emotion; and
- (h) identify, anticipate, and manage barriers to listening.

10.54.3634 through 10.54.3639 **Reserved**

10.54.3640 SPEAKING AND LISTENING CONTENT STANDARD 4 (1) To satisfy the requirements of speaking and listening content standard 4, a student must identify, analyze, and evaluate the impacts of effective speaking and evaluative listening.

10.54.3641 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for speaking and listening content standard 4 for a student at the end of grade 4 is the ability to:

- (a) identify the characteristics of effective speaking and listening;
- (b) reflect on one's effectiveness as a speaker and as a listener, and set personal goals; and
- (c) show respect for the feelings and values of others when speaking and listening.

10.54.3642 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for speaking and listening content standard 4 for a student at the end of grade 8 is the ability to:

- (a) analyze and apply the characteristics of effective speaking and evaluative listening;
- (b) use feedback to evaluate one's own effectiveness as a speaker and as a listener, and set personal goals; and
- (c) explain the importance of speaking and listening in our democratic society within a culturally diverse world.

10.54.3643 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for speaking and listening content standard 4 for a student upon graduation is the ability to:

- (a) analyze the characteristics and evaluate the impact of informative, persuasive, and artistic presentations of self, peers, public figures, and the media;
- (b) use feedback to evaluate one's own effectiveness as a speaker and as a listener, and set personal goals; and
- (c) analyze the legal and ethical issues associated with responsible communication.

10.54.3644 through 10.54.3686 **Reserved**

10.54.3687 ADVANCED SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the advanced level in speaking and listening demonstrates superior performance. He/she:

- (a) displays extensive understanding of the importance of one's roles and responsibilities when speaking and listening in daily life;
- (b) effectively uses appropriate speaking and listening behaviors in the classroom during oral readings, directions, and sharing personal experiences;
- (c) applies a range of speaking skills and strategies (e.g., clear focus, organization, delivery);
- (d) fluently applies a range of skills and strategies (e.g., questioning, restating, distinguishing types of information, drawing connections to oneself);
- (e) effectively examines the characteristics of enjoyable listening experiences;
- (f) consistently identifies characteristics of effective speaking and listening and appropriately modifies own behavior; and
- (g) shows respect for the feelings and values of others when speaking and listening.

10.54.3688 PROFICIENT SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the proficient level in speaking and listening demonstrates solid academic performance. He/she:

- (a) recognizes the importance of one's roles and responsibilities when speaking and listening in daily life;
- (b) uses appropriate speaking and listening behaviors in the classroom during oral readings, directions, and sharing personal experiences;
- (c) applies a range of speaking skills and strategies (e.g., clear focus, organization, delivery);
- (d) applies a range of speaking skills and strategies (e.g., questioning, restating, distinguishing types of information, drawing connections to oneself);
- (e) examines the characteristics of enjoyable listening experiences;
- (f) identifies characteristics of effective speaking and listening and appropriately modifies own communication behavior; and
- (g) shows respect for the feelings and values of others when speaking and listening.

10.54.3689 NEARING PROFICIENCY SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the nearing proficiency level in speaking and listening demonstrates partial mastery of prerequisite skills and knowledge fundamental for proficient speaking and listening. He/she:

- (a) sometimes recognizes the importance of one's roles and responsibilities when speaking and listening in daily life;
- (b) sometimes uses appropriate speaking and listening behaviors in the classroom during oral readings, directions, and sharing personal experiences;
- (c) applies a limited range of speaking skills and strategies, but is not always focused, organized, or clear in delivery;
- (d) applies a limited range of listening skills and strategies, but is not always effective in questioning, restating, distinguishing types of information, or drawing connections to one's experiences;
- (e) enjoys some listening and is beginning to identify the characteristics of enjoyable listening experiences;
- (f) begins to identify the characteristics of effective speaking and listening, but infrequently modifies communication behavior; and
- (g) shows some respect for the feelings and values of others when speaking and listening.

10.54.3690 NOVICE SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the novice level in speaking and listening is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in speaking and listening. He/she:

- (a) is beginning to recognize the importance of one's roles and responsibilities when speaking and listening in daily life;
- (b) seldom uses appropriate speaking and listening behaviors in the classroom during oral readings, directions, and sharing personal experiences;
- (c) sometimes applies a limited range of speaking skills and strategies, but is seldom focused, organized, or clear in delivery;
- (d) sometimes applies a limited range of listening skills and strategies, but has difficulty questioning, restating, distinguishing types of information, or drawing connections to one's experiences;
- (e) enjoys some listening experiences, but has difficulty identifying the characteristics of the presentations;
- (f) identifies a limited number of the characteristics of effective speaking and listening, and shows a limited ability to modify communication behavior; and
- (g) shows little respect for the feelings and values of others when speaking and listening.

10.54.3691 ADVANCED SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the advanced level of speaking and listening demonstrates superior performance. He/she:

- (a) displays extensive understanding of communication as an important process and communicates easily to develop and maintain personal relationships;
- (b) effectively chooses appropriate types of speaking and listening for a variety of purposes;
- (c) uses a complex range of speaking skills and strategies (e.g., a clear purpose, controlled organization, varied support, appropriate language);
- (d) uses a complex range of listening skills and strategies (e.g., inquiry, note taking, summarizing), while distinguishing between information and opinion, and relating messages to one's experiences;
- (e) thoughtfully compares and contrasts enjoyable listening experiences;
- (f) analyzes communication impacts and effectively modifies speaking and listening behaviors; and
- (g) displays extensive understanding of the complexity of communication in our democratic society within a culturally diverse world.

10.54.3692 PROFICIENT SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the proficient level of speaking and listening demonstrates solid academic performance. He/she:

- (a) describes speaking and listening as important processes, and uses communication to develop and maintain personal relationships;
- (b) recognizes and applies appropriate types of speaking and listening for a variety of purposes;
- (c) applies a range of speaking skills and strategies (e.g., a clear purpose, controlled organization, varied support, appropriate language);
- (d) applies a range of listening skills and strategies (e.g., inquiry, note taking, summarizing), while distinguishing between information and opinion, and relating messages to one's experiences;

- (e) compares and contrasts enjoyable listening experiences;
- (f) analyzes communication impacts and selects modifications to speaking and listening behaviors; and
- (g) consistently identifies and describes the importance of communication in our democratic society within a culturally diverse world.

10.54.3693 NEARING PROFICIENCY SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the nearing proficiency level in speaking and listening demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficient speaking and listening. He/she:

- (a) sometimes recognizes speaking and listening as important processes and uses communication, with assistance, to develop and maintain personal relationships;
 - (b) sometimes recognizes and applies, with assistance, appropriate types of speaking and listening for a variety of purposes;
 - (c) sometimes applies a range of speaking skills and strategies (e.g., a clear purpose, controlled organization, varied support, appropriate language);
 - (d) sometimes applies a range of listening skills and strategies (e.g., inquiry, note taking, summarizing), while distinguishing between information and opinion, and relating messages to one's experiences;
 - (e) contrasts, but seldom compares enjoyable listening experiences;
 - (f) sometimes identifies communication impacts, but has difficulty modifying speaking and listening behaviors;
- and
- (g) has limited recognition of the importance of communication in our democratic society within a culturally diverse world.

10.54.3694 NOVICE SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the novice level in speaking and listening is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in speaking and listening. He/she:

- (a) seldom recognizes speaking and listening as important processes and has difficulty communicating to develop and maintain personal relationships;
- (b) recognizes and applies appropriate types of speaking and listening for limited purposes;
- (c) applies a limited range of speaking skills and strategies (e.g., clear purpose, controlled organization, varied support, appropriate language);
- (d) applies a limited range of listening skills and strategies (e.g., inquiry, note taking, summarizing), and has difficulty distinguishing between information and opinion, and relating messages to one's experiences;
- (e) recognizes the obvious, but incompletely contrasts and seldom compares enjoyable listening experiences;
- (f) is beginning to understand communication impacts, and selects limited modifications to speaking and listening behaviors; and
- (g) has limited understanding of the importance of communication in our democratic society within a culturally diverse world.

10.54.3695 ADVANCED SPEAKING AND LISTENING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level of speaking and listening demonstrates superior performance. He/she:

- (a) displays extensive understanding of speaking and listening as important processes used to create meaning and influence thought and decision-making;
- (b) effectively distinguishes and chooses among appropriate types of speaking and listening used by self and others for a variety of audiences, purposes, and situations;
- (c) effectively applies speaking skills and strategies, creating a well-organized and thoroughly developed message using appropriate verbal and nonverbal language;
- (d) effectively applies a range of listening skills and strategies (e.g., monitoring understanding, recognizing and analyzing logical and emotional appeals, making personal associations with the message);
- (e) thoroughly and effectively interprets appreciative listening experiences by analyzing and evaluating characteristics of the presentation;
- (f) thoroughly analyzes and evaluates the impact of presentations on self and others, using feedback to adjust speaking and listening behaviors; and
- (g) consistently demonstrates sensitivity to the legal and ethical issues associated with communication.

10.54.3696 PROFICIENT SPEAKING AND LISTENING PERFORMANCE STANDARDS UPON GRADUATION

(1) A graduating student at the proficient speaking and listening level demonstrates solid academic performance. He/she:

- (a) displays understanding of speaking and listening as important processes that create meaning and influence thought and decision-making;
- (b) makes reasonable distinctions and chooses among appropriate types of speaking and listening used by self and others for a variety of audiences, purposes, and situations;
- (c) applies a range of speaking skills and strategies, creating an organized and completely developed message using appropriate verbal and nonverbal language;
- (d) applies a range of listening skills and strategies (e.g., monitoring understanding, recognizing and analyzing logical and emotional appeals, making personal associations with the message);
- (e) often interprets appreciative listening experiences by analyzing and evaluating characteristics of the presentation;
- (f) almost always identifies, analyzes, and evaluates the impact of presentations on self and others, using feedback to adjust speaking and listening behaviors; and
- (g) consistently demonstrates sensitivity to the legal and ethical issues associated with communication.

10.54.3697 NEARING PROFICIENCY SPEAKING AND LISTENING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level in speaking and listening demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient speaking and listening. He/she:

- (a) often recognizes speaking and listening as important processes that create meaning and influence thought and decision-making;
- (b) sometimes distinguishes among appropriate types of speaking and listening used by self and others, but needs assistance to choose appropriate type for audiences, purposes, and situations;
- (c) sometimes applies a range of speaking skills and strategies, and creates, with assistance, an organized message using appropriate verbal and nonverbal language;
- (d) sometimes applies a range of listening skills and strategies (e.g., monitoring understanding, recognizing and analyzing logical and emotional appeals, making personal associations with the message);
- (e) describes appreciative listening experiences with minimal analysis and evaluation of the presentation;
- (f) sometimes identifies and analyzes the impact of presentations on self and others, but needs assistance to use feedback to adjust speaking and listening behaviors; and
- (g) demonstrates limited sensitivity to the legal and ethical issues associated with communication.

10.54.3698 NOVICE SPEAKING AND LISTENING PERFORMANCE STANDARDS UPON GRADUATION

(1) A graduating student at the novice level in speaking and listening is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in speaking and listening. He/she:

- (a) sometimes recognizes speaking and listening as important processes that create meaning and influence thought and decision-making;
- (b) seldom distinguishes among appropriate types of speaking and listening for a limited range of audiences, purposes, and situations;
- (c) applies a limited range of speaking skills and strategies, but has difficulty, even with assistance, creating an organized message using appropriate verbal and nonverbal language;
- (d) applies a limited range of listening skills and strategies (e.g., monitoring understanding, recognizing and analyzing logical and emotional appeals, making personal associations with the message);
- (e) begins to describe appreciative listening experiences by analyzing, with assistance, the presentation;
- (f) identifies and analyzes, with assistance, the impact of presentations on self and others, but seldom uses feedback to adjust speaking and listening behaviors; and
- (g) begins to demonstrate some sensitivity to the legal and ethical issues associated with communication.

Sub-Chapter 37 **Reserved**

Media Literacy Content and Performance Standards

We have long understood the importance of literacy to becoming productive citizens in a democratic society. In our world of powerful images, sounds and words, students must be media literate. Studies show that students

view an average of 3,000 or more hours of television prior to graduation from high school than they spend in class. Media literacy is the tool students need to access, analyze, evaluate and produce communication in a variety of forms. Students need to understand the ways words, images and sounds influence the way meanings are created and shared in our contemporary global society.

10.54.3801 through 10.54.3809 **Reserved**

10.54.3810 MEDIA LITERACY CONTENT STANDARD 1 (1) To satisfy the requirements of media literacy content standard 1, a student must recognize that media messages are constructed using specific techniques which manipulate sound, image, text, and movement to convey meaning.

10.54.3811 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for media literacy content standard 1 for a student at the end of grade 4 is the ability to recognize that media messages are constructed for specific purposes (e.g., entertain, persuade, inform).

10.54.3812 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for media literacy content standard 1 for a student at the end of grade 8 is the ability to analyze how media content is influenced by media form.

10.54.3813 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for media literacy content standard 1 for a student upon graduation is the ability to evaluate and compare how media forms, content, and products are constructed for specific audiences.

10.54.3814 through 10.54.3819 **Reserved**

10.54.3820 MEDIA LITERACY CONTENT STANDARD 2 (1) To satisfy the requirements of media literacy content standard 2, a student must distinguish among and use appropriate types of media for a variety of purposes.

10.54.3821 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for media literacy content standard 2 for a student at the end of grade 4 is the ability to:

- (a) recognize and use various media for information, entertainment, and persuasion; and
- (b) identify the way media have changed through history.

10.54.3822 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for media literacy content standard 2 for a student at the end of grade 8 is the ability to:

- (a) select and apply appropriate media to a task or topic; and
- (b) compare the historical and cultural differences in media.

10.54.3823 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for media literacy content standard 2 for a student upon graduation is the ability to:

- (a) analyze the appropriateness of various media to specific purposes and audiences and predict outcomes; and
- (b) analyze and evaluate the ways in which one form of media influences other forms and responds to the social and political climate of the times.

10.54.3824 through 10.54.3829 **Reserved**

10.54.3830 MEDIA LITERACY CONTENT STANDARD 3 (1) To satisfy the requirements of media literacy content standard 3, a student must apply knowledge, skills, and strategies to design and create media messages.

10.54.3831 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for media literacy content standard 3 for a student at the end of grade 4 is the ability to:

- (a) create age appropriate media messages (e.g., skits, videos, advertisements); and
- (b) identify strengths and weaknesses of personal media messages.

10.54.3832 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 3 FOR END OF GRADE 8 (1)

The benchmark for media literacy content standard 3 for a student at the end of grade 8 is the ability to:

- (a) design or create media messages that integrate images, music, sound effects, graphics, etc.; and
- (b) analyze and evaluate strengths and weaknesses of personal media messages.

10.54.3833 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 3 UPON GRADUATION (1)

The benchmark for media literacy content standard 3 for a student upon graduation is the ability to:

- (a) design, create, and display media messages in a variety of forms, targeting different audiences and purposes; and
- (b) evaluate the technical and aesthetic appeal of personal media messages, modifying the message appropriately.

10.54.3834 through 10.54.3839 **Reserved**

10.54.3840 MEDIA LITERACY CONTENT STANDARD 4 (1) To satisfy the requirements of media literacy content standard 4, a student must identify, analyze, and evaluate the impacts of media on individuals and societies.

10.54.3841 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 4 FOR END OF GRADE 4 (1)

The benchmark for media literacy content standard 4 for a student at the end of grade 4 is the ability to:

- (a) recognize that rules and laws exist to govern the use of all media and respond appropriately;
- (b) identify fact, fiction, and opinion in various media messages; and
- (c) recognize that all media influence individuals and society.

10.54.3842 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 4 FOR END OF GRADE 8 (1)

The benchmark for media literacy content standard 4 for a student at the end of grade 8 is the ability to:

- (a) analyze the individual and social consequences of unethical use of media;
- (b) analyze point of view and embedded values in media messages; and
- (c) illustrate how media influence the way meanings and perception of reality are created and shared.

10.54.3843 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 4 UPON GRADUATION (1)

The benchmark for media literacy content standard 4 for a student upon graduation is the ability to:

- (a) assume personal accountability for responsible media use (e.g., adherence to copyright laws, proper attention to citations);
- (b) evaluate the origin, authority, accuracy, bias and distortion of information, and ideas in media; and
- (c) analyze media's influence on governmental, social, and cultural norms and the impact on democratic processes.

10.54.3844 through 10.54.3886 **Reserved**

10.54.3887 ADVANCED MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 4

(1) A fourth-grade student at the advanced level of media literacy demonstrates superior performance. He/she:

- (a) consistently recognizes that media messages are constructed;
- (b) effectively creates compelling media messages and completes detailed evaluation of strengths and weaknesses;
- (c) displays extensive understanding of the use of media for a variety of purposes and the ways media have changed; and
- (d) identifies and clearly describes media's influences and rules, and easily distinguishes among fact, fiction, and opinion.

10.54.3888 PROFICIENT MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 4

(1) A fourth-grade student at the proficient level of media literacy demonstrates solid academic performance. He/she:

- (a) recognizes that media messages are constructed;
- (b) creates appropriate media messages and evaluates them for strengths and weaknesses;
- (c) consistently recognizes and uses media for a variety of purposes and identifies the ways media have changed; and

- (d) identifies media's influence and rules, and distinguishes among fact, fiction, and opinion.

10.54.3889 NEARING PROFICIENCY MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 4 (1) A fourth-grade student at the nearing proficiency level of media literacy demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in media literacy. He/she:

- (a) often recognizes that media messages are constructed;
- (b) creates, with assistance, appropriate media messages, and identifies some strengths and weaknesses;
- (c) sometimes recognizes and uses media for a variety of purposes, and identifies some ways media have changed; and
- (d) recognizes media's influence and rules and, with assistance, distinguishes among fact, fiction, and opinion at a limited level.

10.54.3890 NOVICE MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 4 (1) A fourth-grade student at the novice level of media literacy is beginning to attain the prerequisite knowledge and skills fundamental at each benchmark in media literacy. He/she:

- (a) recognizes, with assistance, that media messages are constructed;
- (b) has difficulty constructing appropriate media messages and rarely identifies strengths and weaknesses;
- (c) recognizes, but seldom uses media for a variety of purposes and has difficulty identifying the ways media have changed; and
- (d) incompletely recognizes media's influence and rules, and seldom distinguishes among fact, fiction, and opinion.

10.54.3891 ADVANCED MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 8 (1) An eighth-grade student at the advanced level of media literacy demonstrates superior performance. He/she:

- (a) independently and effectively analyzes how media content is influenced by media form;
- (b) flexibly applies appropriate skills and strategies to effectively produce, analyze, and evaluate well-developed media messages;
- (c) displays extensive understanding of the historical and cultural differences in media and consistently selects appropriate media for a task or topic; and
- (d) displays a highly developed understanding of the points of view, consequences, and influences of media.

10.54.3892 PROFICIENT MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 8 (1) An eighth-grade student at the proficient level of media literacy demonstrates solid academic performance. He/she:

- (a) analyzes how media content is influenced by media form;
- (b) applies appropriate skills and strategies to effectively produce, analyze, and evaluate media messages;
- (c) compares historical and cultural differences in media and selects appropriate media for a task or topic; and
- (d) displays a complete understanding of the points of view, consequences, and influences of media.

10.54.3893 NEARING PROFICIENCY MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 8 (1) An eighth-grade student at the nearing proficiency level of media literacy demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in media literacy. He/she:

- (a) recognizes, but incompletely analyzes how media content is influenced by media form;
- (b) sometimes applies appropriate skills and strategies to produce media messages;
- (c) describes historical and cultural differences in media, and sometimes selects appropriate media for a task or topic; and
- (d) shows a limited understanding of the points of view, consequences, and influences of media.

10.54.3894 NOVICE MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 8 (1) An eighth-grade student at the novice level of media literacy is beginning to attain the prerequisite knowledge and skills fundamental at each benchmark in media literacy. He/she:

- (a) recognizes how media content is influenced by media form;

- (b) applies, with assistance, a limited range of skills and strategies to produce media messages;
- (c) describes, with assistance, historical and cultural differences in media but has difficulty selecting appropriate media for a task or topic; and
- (d) lacks coherent understanding of the points of view, consequences, and influences of media.

10.54.3895 ADVANCED MEDIA LITERACY PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level of media literacy demonstrates superior performance. He/she:

- (a) thoroughly and independently evaluates and compares how different media messages are constructed;
- (b) displays originality and ease in creating, critically evaluating, and eagerly modifying the technical and aesthetic aspects of media messages for different audiences and purposes;
- (c) analyzes and evaluates the appropriateness and influences of media at a complex level; and
- (d) is consistently accountable in the ethical use of media, and thoroughly and thoughtfully analyzes and evaluates media's content, influences, and impact.

10.54.3896 PROFICIENT MEDIA LITERACY PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient level of media literacy demonstrates solid academic performance. He/she:

- (a) evaluates and compares how different media messages are constructed;
- (b) creates, evaluates, and modifies the technical and aesthetic aspects of media messages for different audiences and purposes;
- (c) effectively analyzes and evaluates the appropriateness and influences of various media; and
- (d) is accountable in the ethical use of media, and erratically compares and evaluates media's content, influences, and impact.

10.54.3897 NEARING PROFICIENCY MEDIA LITERACY PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level of media literacy demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in media literacy. He/she:

- (a) sometimes evaluates and compares how different media messages are constructed;
- (b) creates, but seldom evaluates or modifies the technical and aesthetic aspects of media messages for different audiences and purposes;
- (c) incompletely analyzes and evaluates the appropriateness and influences of various media; and
- (d) is sometimes accountable in the ethical use of media, and sometimes evaluates media's content, influences, and impact.

10.54.3898 NOVICE MEDIA LITERACY PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level of media literacy is beginning to attain the prerequisite knowledge and skills fundamental at each benchmark in media literacy. He/she:

- (a) shows limited ability to compare how different media messages are constructed;
- (b) sometimes constructs, but rarely evaluates or modifies the technical and aesthetic aspects of media messages for different audiences and purposes;
- (c) is beginning to analyze and evaluate the appropriateness and influences of media; and
- (d) is inconsistently accountable in the ethical use of media, and seldom evaluates media's content, influences, and impact.

Sub-Chapter 39 **Reserved**

Mathematics Content and Performance Standards

Mathematics is intended to give students an ability to solve problems, to communicate their ideas and strategies, and to apply their skills in other disciplines. Students are expected to understand and investigate mathematical concepts, to use mathematics in real-world situations, and to select and use appropriate technology to model and study mathematical processes.

Students will use mathematical methods to learn about six strands: Quantity (number), Algebraic Representation, Shape (geometry), Measurement, Chance and the Use of Data, and Mathematical Patterns. In every strand, it is important for all students to have a conceptual framework, a knowledge of procedures, a sense of reasonable results, and a confidence to apply their skills.

10.54.4001 through 10.54.4009 **Reserved**

10.54.4010 MATHEMATICS CONTENT STANDARD 1 (1) To satisfy the requirements of mathematics content standard 1, a student must be able to demonstrate that he/she engages in the mathematical processes of problem solving and reasoning, estimation, communication, connections and applications, and uses appropriate technology.

10.54.4011 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 1 FOR THE END OF GRADE 4

(1) The benchmark for mathematics content standard 1 for a student at the end of grade 4 is the ability to:

- (a) solve problems from many contexts using a variety of strategies (e.g., estimate, make a table, look for a pattern, simplify the problem) and explain the methods for solving these problems;
- (b) apply estimation strategies throughout the problem-solving process;
- (c) communicate mathematical ideas in a variety of ways (e.g., written, verbal, concrete, pictorial, graphical, algebraic);
- (d) recognize and investigate the relevance and usefulness of mathematics through applications, both in and out of school; and
- (e) select and use appropriate technology to enhance mathematical understanding. Appropriate technology may include, but is not limited to, paper and pencil, calculator, and computer.

10.54.4012 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 1 FOR THE END OF GRADE 8

(1) The benchmark for mathematics content standard 1 for a student at the end of grade 8 is the ability to:

- (a) formulate and solve multi-step and nonroutine problems using a variety of strategies and generalize methods to new problem situations;
- (b) select and apply appropriate estimation strategies throughout the problem-solving process;
- (c) interpret and communicate mathematical ideas and logical arguments using correct mathematical terms and notations;
- (d) recognize and investigate the relevance and usefulness of mathematics through applications, both in and out of school; and
- (e) select and use appropriate technology to enhance mathematical understanding. Appropriate technology may include, but is not limited to, paper and pencil, calculator, computer, and data collection devices.

10.54.4013 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for mathematics content standard 1 for a student upon graduation is the ability to:

- (a) recognize and formulate problems from situations within and outside mathematics and apply solution strategies to those problems;
- (b) select, apply, and evaluate appropriate estimation strategies throughout the problem-solving process;
- (c) formulate definitions, make and justify inferences, express generalizations, and communicate mathematical ideas and relationships;
- (d) apply and translate among different representations of the same problem situation or of the same mathematical concept;
- (e) model connections between problem situations that arise in disciplines other than mathematics; and
- (f) select and use appropriate technology to enhance mathematical understanding. Appropriate technology may include, but is not limited to, paper and pencil, calculator, computer, and data collection devices.

10.54.4014 through 10.54.4019 **Reserved**

10.54.4020 MATHEMATICS CONTENT STANDARD 2 (1) To satisfy the requirements of mathematics content standard 2, a student must be able to demonstrate that he/she has an understanding of and an ability to use numbers and operations.

10.54.4021 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for mathematics content standard 2 for a student at the end of grade 4 is the ability to:

- (a) exhibit connections between the concrete and symbolic representation of a problem or concept;
- (b) use the number system by counting, grouping, and applying place value concepts;
- (c) model, explain, and use basic facts, the operations of addition and subtraction of whole numbers, and mental mathematics;
- (d) model and explain multiplication and division of whole numbers; and

- (e) model and explain part/whole relationships in everyday situations.

10.54.4022 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for mathematics content standard 2 for a student at the end of grade 8 is the ability to:

- (a) use the four basic operations with whole numbers, fractions, decimals, and integers;
- (b) use mental mathematics and number sense in using order of operations and order relations for whole numbers, fractions, decimals, and integers;
- (c) use the relationships and applications of ratio, proportion, percent, and scientific notation; and
- (d) develop and apply number theory concepts (e.g., primes, factors, multiples) in real-world and mathematical problem situations.

10.54.4023 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for mathematics content standard 2 for a student upon graduation is the ability to:

- (a) use and understand the real number system, its operations, notations, and the various subsystems; and
- (b) use definitions and basic operations of the complex number system.

10.54.4024 through 10.54.4029 **Reserved**

10.54.4030 MATHEMATICS CONTENT STANDARD 3 (1) To satisfy the requirements of mathematics content standard 3, a student must be able to demonstrate that he/she uses algebraic concepts, processes, and language to model and solve a variety of real-world and mathematical problems.

10.54.4031 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for mathematics content standard 3 for a student at the end of grade 4 is the ability to:

- (a) use symbols (e.g., boxes or letters) to represent numbers in simple situations;
- (b) explore the use of variables and open sentences to express relationships (e.g., missing addend); and
- (c) use inverse operations and other strategies to solve number sentences.

10.54.4032 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for mathematics content standard 3 for a student at the end of grade 8 is the ability to:

- (a) understand the concepts of variable, expression, and equation;
- (b) represent situations and number patterns using tables, graphs, verbal rules, equations, and models;
- (c) recognize and use the general properties of operations (e.g., the distributive property);
- (d) solve linear equations using concrete, numerical, and algebraic methods; and
- (e) investigate inequalities and nonlinear relationships informally.

10.54.4033 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for mathematics content standard 3 for a student upon graduation is the ability to:

- (a) use algebra to represent patterns of change;
- (b) use basic operations with algebraic expressions;
- (c) solve algebraic equations and inequalities: linear, quadratic, exponential, logarithmic, and power;
- (d) solve systems of algebraic equations and inequalities, including use of matrices; and
- (e) use algebraic models to solve mathematical and real-world problems.

10.54.4034 through 10.54.4039 **Reserved**

10.54.4040 MATHEMATICS CONTENT STANDARD 4 (1) To satisfy the requirements of mathematics content standard 4, a student must be able to demonstrate that he/she has an understanding of shape and an ability to use geometry.

10.54.4041 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for mathematics content standard 4 for a student at the end of grade 4 is the ability to:

- (a) describe, model, and classify two and three-dimensional shapes;
- (b) investigate and predict results of combining, subdividing, and changing shapes; and
- (c) identify lines of symmetry, congruent and similar shapes, and positional relationships.

10.54.4042 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for mathematics content standard 4 for a student at the end of grade 8 is the ability to:

- (a) identify, describe, construct, and compare plane and solid geometric figures;
- (b) understand and apply geometric properties and relationships (e.g., the Pythagorean theorem);
- (c) represent geometric figures on a coordinate grid;
- (d) explore properties and transformations of geometric figures; and
- (e) use geometry as a means of describing the physical world.

10.54.4043 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for mathematics content standard 4 for a student upon graduation is the ability to:

- (a) construct, interpret, and draw three-dimensional objects;
- (b) classify figures in terms of congruence and similarity and apply these relationships;
- (c) translate between synthetic and coordinate representations;
- (d) deduce properties of figures using transformations, coordinates, and vectors in problem solving; and
- (e) apply trigonometric ratios (sine, cosine, and tangent) to problem situations involving triangles.

10.54.4044 through 10.54.4049 **Reserved**

10.54.4050 MATHEMATICS CONTENT STANDARD 5 (1) To satisfy the requirements of mathematics content standard 5, a student must be able to demonstrate that he/she has an understanding of measurable attributes and an ability to use measurement processes.

10.54.4051 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The benchmark for mathematics content standard 5 for a student at the end of grade 4 is the ability to:

- (a) estimate, measure, and investigate length, capacity, weight, mass, area, volume, time, and temperature;
- (b) develop the process of measuring and concepts related to units of measurement, including standard units (English and metric) and nonstandard units;
- (c) apply measurement skills to everyday situations; and
- (d) select and use appropriate tools and techniques.

10.54.4052 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for mathematics content standard 5 for a student at the end of grade 8 is the ability to:

- (a) estimate, make, and use measurements to describe, compare, and/or contrast objects in real-world situations;
- (b) select and use appropriate units and tools to measure to a level of accuracy required in a particular setting;
- (c) apply the concepts of perimeter, area, volume and capacity, weight and mass, angle measure, time, and temperature;
- (d) demonstrate understanding of the structure and use of systems of measurement, including English and metric;
- (e) use the concepts of rates and other derived and indirect measurements; and
- (f) demonstrate relationships between formulas and procedures for determining area and volume.

10.54.4053 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 5 UPON GRADUATION (1) The benchmark for mathematics content standard 5 for a student upon graduation is the ability to:

- (a) apply concepts of indirect measurements (e.g., using similar triangles to calculate a distance);
- (b) use dimensional analysis to check reasonableness of procedures;
- (c) investigate systems of derived measures (e.g., km/sec, g/cm³); and
- (d) apply the appropriate concepts of estimates in measurement, error in measurement, tolerance, and precision.

10.54.4054 through 10.54.4059 **Reserved**

10.54.4060 MATHEMATICS CONTENT STANDARD 6 (1) To satisfy the requirements of mathematics content standard 6, a student must be able to demonstrate that he/she has an understanding of and an ability to use data analysis, probability, and statistics.

10.54.4061 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 6 FOR END OF GRADE 4 (1) The benchmark for mathematics content standard 6 for a student at the end of grade 4 is the ability to:

- (a) collect, organize, and display data;
- (b) construct, read, and interpret displays of data, including graphs;
- (c) formulate and solve problems that involve collecting and analyzing data; and
- (d) demonstrate basic concepts of chance (e.g., equally likely events, simple probabilities).

10.54.4062 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 6 FOR END OF GRADE 8 (1) The benchmark for mathematics content standard 6 for a student at the end of grade 8 is the ability to:

- (a) systematically collect, organize, and describe data;
- (b) construct, read, and interpret tables, charts, and graphs;
- (c) draw inferences, construct and evaluate arguments based on data analysis and measures of central tendency;
- (d) construct sample spaces and determine the theoretical and experimental probabilities of events; and
- (e) make predictions based on experimental results or probabilities.

10.54.4063 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 6 UPON GRADUATION (1) The benchmark for mathematics content standard 6 for a student upon graduation is the ability to:

- (a) use curve fitting to make predictions from data;
- (b) apply measures of central tendency and demonstrate understanding of the concepts of variability and correlation;
- (c) select an appropriate sampling method for a given statistical analysis;
- (d) use experimental probability, theoretical probability, and simulation methods to represent and solve problems, including expected values;
- (e) design a statistical experiment to study a problem and communicate the outcomes; and
- (f) describe, in general terms, the normal curve and use its properties to answer questions about sets of data that are assumed to be normally distributed.

10.54.4064 through 10.54.4069 **Reserved**

10.54.4070 MATHEMATICS CONTENT STANDARD 7 (1) To satisfy the requirements of mathematics content standard 7, a student must be able to demonstrate that he/she has an understanding of and an ability to use patterns, relations, and functions.

10.54.4071 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 7 FOR END OF GRADE 4 (1) The benchmark for mathematics content standard 7 for a student at the end of grade 4 is the ability to:

- (a) recognize, describe, extend, and create a variety of patterns; and
- (b) represent and describe mathematical and real-world relationships.

10.54.4072 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 7 FOR END OF GRADE 8 (1) The benchmark for mathematics content standard 7 for a student at the end of grade 8 is the ability to:

- (a) describe, extend, analyze, and create a variety of patterns and functions;
- (b) describe and represent relationships with tables, graphs, and rules;
- (c) analyze functional relationships to explain how a change in one quantity results in a change in another;
- (d) use patterns and functions to represent and solve problems; and
- (e) describe functions using graphical, numerical, physical, algebraic, and verbal models or representations.

10.54.4073 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 7 UPON GRADUATION (1) The benchmark for mathematics content standard 7 for a student upon graduation is the ability to:

- (a) describe functions and their inverses using graphical, numerical, physical, algebraic, and verbal mathematical models or representations;
- (b) analyze the graphs of the families of polynomial, rational, power, exponential, logarithmic, and periodic functions;
- (c) analyze the effects of parameter changes on the graphs of functions and relations, including translations;

- (d) model real-world phenomena with a variety of functions; and
- (e) use graphing for parametric equations, three-dimensional equations, and recursive relations.

10.54.4074 through 10.54.4086 **Reserved**

10.54.4087 ADVANCED MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the advanced level in mathematics demonstrates superior performance. He/she:

- (a) demonstrates self-motivation and emerging independence as a learner;
- (b) accurately selects and uses problem-solving strategies;
- (c) presents well-organized solutions and communicates in ways that exceed requirements;
- (d) uses whole numbers accurately and fluently to estimate, compute, and determine whether results are accurate and reasonable;
- (e) effectively applies basic algebraic concepts and clearly communicates representations in a variety of ways;
- (f) examines relationships of shapes in the physical world and makes generalizations;
- (g) selects and accurately uses appropriate tools for measurement;
- (h) accurately predicts and makes reasonable decisions based on data; and
- (i) articulately and fluently communicates representations, analyzes patterns, and clearly describes relationships, and applies them to varied situations.

10.54.4088 PROFICIENT MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the proficient level in mathematics demonstrates solid academic performance. He/she:

- (a) selects and effectively uses appropriate problem-solving strategies;
- (b) consistently presents organized solutions;
- (c) uses whole numbers to estimate, compute, and determine whether results are accurate;
- (d) applies basic algebraic concepts and consistently communicates representations in a variety of ways;
- (e) consistently examines and accurately uses relationships of shapes in the physical world;
- (f) determines measurable attributes of objects and selects appropriate tools for measurement;
- (g) consistently predicts and makes reasonable decisions based on data; and
- (h) consistently uses a variety of patterns and describes their relationships.

10.54.4089 NEARING PROFICIENCY MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the nearing proficiency level in mathematics demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficient-level mathematics. He/she:

- (a) sometimes selects and uses appropriate problem-solving strategies;
- (b) sometimes presents organized solutions, but often with limited supporting information;
- (c) uses whole numbers to estimate and compute, and results are usually reasonable;
- (d) sometimes applies basic algebraic concepts, but seldom communicates representations;
- (e) examines some shapes in the physical world, and sometimes sees relationships;
- (f) determines measurable attributes of objects, but does not always select appropriate tools for measurement;
- (g) often makes inconsistent predictions and inaccurate decisions based on data; and
- (h) uses a limited range of patterns, and sometimes describes relationships within those patterns.

10.54.4090 NOVICE MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the novice level in mathematics is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in mathematics. He/she:

- (a) selects and uses only a few problem-solving strategies;
- (b) often presents poorly organized solutions, often without supporting information or explanation;
- (c) lacks clarity and coherence when communicating mathematical concepts;
- (d) uses whole numbers to estimate and compute, but is frequently inaccurate;
- (e) sometimes determines whether results are reasonable;
- (f) demonstrates a basic algebraic understanding of concrete and symbolic representations, but often misconceptions are present;
- (g) describes, models, and classifies some shapes;
- (h) determines some measurable attributes of objects, but often does not select appropriate tools for measurement;

- (i) sometimes predicts, but often makes inaccurate decisions based on data; and
- (j) recognizes and represents a limited range of patterns and describes relationships within those patterns, but is frequently inaccurate.

10.54.4091 ADVANCED MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the advanced level in mathematics demonstrates superior performance. He/she:

- (a) demonstrates self-motivation and independence as a learner;
- (b) is accurate and fluent when applying mathematical processes;
- (c) effectively uses multiple strategies and extends concepts to new situations;
- (d) explores hypothetical questions and articulates valid arguments;
- (e) applies and extends rational numbers, proportionality, and algebraic concepts to solve real and theoretical problems;
- (f) applies complex measurement and geometric relationships to hypothetical situations;
- (g) consistently makes accurate predictions and decisions based on basic probability and statistics; and
- (h) recognizes interconnections within and outside mathematics.

10.54.4092 PROFICIENT MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the proficient level in mathematics demonstrates solid academic performance. He/she:

- (a) effectively applies mathematical processes correctly to solve a variety of problems;
- (b) applies mathematics in a variety of contexts;
- (c) uses rational numbers, proportionality, and algebraic concepts to represent and accurately solve mathematical problems;
- (d) consistently and accurately uses complex measurement, geometric relationships, and properties to describe the physical world;
- (e) formulates logical arguments using appropriate mathematical ideas; and
- (f) consistently makes reasonable predictions and decisions based on basic probability and statistics.

10.54.4093 NEARING PROFICIENCY MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the nearing proficiency level in mathematics demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficient-level mathematics. He/she:

- (a) often uses incomplete and incorrect mathematical processes to solve problems, often inaccurately;
- (b) communicates mathematical ideas, but often inaccurately;
- (c) makes connections, but does not generalize and often his/her arguments lack appropriate supporting mathematical ideas;
- (d) sometimes understands and correctly uses numbers, operations, patterns, relations, and functions;
- (e) sometimes uses inaccurate or incomplete representations of rational numbers, proportionality, and algebraic concepts to solve mathematical problems;
- (f) sometimes has difficulty recognizing complex measurement and geometric relationships and properties which result in inaccurate solutions; and
- (g) makes simple predictions and decisions based on basic probability and statistics.

10.54.4094 NOVICE MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the novice level in mathematics is beginning to attain the prerequisite knowledge and skills that are fundamental to each benchmark in mathematics. He/she:

- (a) demonstrates limited and incomplete use of mathematical processes;
- (b) communicates mathematical ideas, but they are often limited and incomplete;
- (c) sometimes uses numbers, operations, patterns, relations, and functions accurately;
- (d) makes only immediate, concrete, mathematical connections;
- (e) seldom uses algebraic concepts to solve problems; and
- (f) makes simple and inconsistent predictions and decisions, often inaccurately, based on data, and seldom recognizes complex measurement, geometric relationships, or properties.

10.54.4095 ADVANCED MATHEMATICS PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level in mathematics demonstrates superior performance. He/she:

- (a) is self-motivated, an independent learner, and extends and connects ideas;

- (b) is accurate, articulate, and effective when applying mathematical processes;
- (c) effectively uses multiple strategies, extends concepts to new situations, and skillfully communicates the results;
- (d) explores hypothetical questions, uses complex reasoning to articulate valid arguments, and constructs proofs;
- (e) uses appropriate technology to apply functions, graphs, and algebraic concepts to solve real and theoretical problems;
- (f) applies complex measurement and geometric and algebraic relationships to model a variety of problems and situations;
- (g) consistently makes accurate and reasonable predictions and decisions based on data, probability, and statistics; and
- (h) recognizes interconnections within and outside mathematics.

10.54.4096 PROFICIENT MATHEMATICS PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient level in mathematics demonstrates solid academic performance. He/she:

- (a) consistently applies mathematical processes correctly to solve a variety of problems and communicate the results;
- (b) applies mathematics in a variety of contexts;
- (c) consistently uses appropriate technology to apply functions, graphs, and algebraic concepts to solve real and theoretical problems;
- (d) uses complex reasoning to formulate logical arguments and proofs using appropriate mathematical ideas;
- (e) consistently applies complex measurement and geometric and algebraic relationships to model a variety of problems and situations;
- (f) makes reasonable predictions and decisions based on data, probability, and statistics; and
- (g) recognizes interconnections within and outside mathematics.

10.54.4097 NEARING PROFICIENCY MATHEMATICS PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level in mathematics demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficient-level mathematics. He/she:

- (a) applies incomplete and incorrect mathematical processes to solve problems, often inaccurately;
- (b) communicates mathematical ideas and sometimes extends them, but often inaccurately;
- (c) sometimes understands and uses appropriate technology to apply functions, graphs, and algebraic concepts to solve real and theoretical problems;
- (d) sometimes demonstrates difficulty recognizing complex measurement and geometric and algebraic relationships which result in inaccuracies;
- (e) sometimes makes predictions and decisions based on data, probability, and statistics, often inaccurately; and
- (f) makes connections, but does not generalize or prove them and often his/her arguments lack appropriate supporting mathematical ideas and careful reasoning.

10.54.4098 NOVICE MATHEMATICS PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level in mathematics is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in mathematics. He/she:

- (a) demonstrates limited and incomplete use of mathematical processes and problem-solving strategies;
- (b) often uses limited and incomplete reasoning to formulate logical arguments and communicate mathematical ideas;
- (c) makes only concrete, mathematical connections;
- (d) seldom uses appropriate technology to apply functions, graphs, and algebraic concepts to solve problems;
- (e) recognizes, on a limited basis, complex measurement, geometric relationships, and properties; and
- (f) makes some predictions and decisions, on a limited basis, based on data, but seldom recognizes statistical or probability concepts.

Sub-Chapters 41 through 49 **Reserved**

Science Content and Performance Standards

Science is an inquiry process used to investigate natural phenomena, resulting in the formation of theories verified by directed observations. These theories are challengeable and changeable. Data used to support or contradict them must be reproducible.

Although science as a body of knowledge is ever changing, the processes of science are constant. In scientific inquiry, a problem is identified, pertinent data is gathered, hypothesis is formulated, experiments are performed, the results are interpreted, and conclusions are drawn.

Science education strengthens students' basic investigative skills and fosters their understanding of and interest in the world. They acquire and apply critical thinking and problem-solving skills and information critical to survival in a technological society.

The unifying concepts and processes of science are a subject of ideas in science and technology. They provide connections between and among traditional scientific disciplines; are fundamental and comprehensive; are understandable and usable by people who will implement science programs; and can be expressed and experienced in a developmentally appropriate manner during K-12 science education. The unifying concepts and processes are: systems, order, and organization, evidence, models and explanation; constancy, change, and measurement; evolution and equilibrium; and form and function that are woven into the Montana Standards for Science.

10.54.5001 through 10.54.5009 **Reserved**

10.54.5010 SCIENCE CONTENT STANDARD 1 (1) To satisfy the requirements of science content standard 1, a student must be able to design, conduct, evaluate, and communicate scientific investigations.

10.54.5011 BENCHMARK FOR SCIENCE CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for science content standard 1 at the end of grade 4 is the ability to:

- (a) plan, design, and safely conduct a scientific investigation with identified variables when given a testable question;
- (b) select and accurately use appropriate tools to measure standard international or metric units, process, and analyze results of a basic scientific investigation;
- (c) represent, communicate, and provide supporting evidence of scientific investigations;
- (d) describe relationships among parts of a familiar system (e.g., digestive system, simple machines) and identify and record changes and patterns of changes in the system;
- (e) construct models that illustrate simple concepts and compare those models to what they represent; and
- (f) communicate results from a controlled experiment that are reproducible.

10.54.5012 BENCHMARK FOR SCIENCE CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for science content standard 1 at the end of grade 8 is the ability to:

- (a) identify a question, formulate a hypothesis, control and manipulate variables, devise and safely conduct experiments, predict outcomes, and compare and analyze results;
- (b) select and accurately use appropriate equipment and technology to measure standard international or metric units, gather, process, and analyze data from a scientific investigation;
- (c) communicate and defend results of investigations, and question results of investigations if different from predicted;
- (d) analyze the processes, parts and sub-systems of familiar systems (e.g., electrical circuits, bacteria), and infer cause and effect relationships among components of the system;
- (e) create models to illustrate scientific concepts and use the model to predict change (e.g., computer simulation, a stream table, graphic representation); and
- (f) distinguish between controlled and uncontrolled experiments by consistency of results.

10.54.5013 BENCHMARK FOR SCIENCE CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for science content standard 1 upon graduation is the ability to:

- (a) identify a testable question, formulate a hypothesis based on prior scientific knowledge, identify dependent and independent variables, safely conduct the experiment, and collect and analyze data;
- (b) select appropriate means for representing, communicating, and defending results of investigations and scientific and technological arguments using appropriate mathematical analysis and graphical representation;

- (c) question conclusions with insufficient supporting evidence, and recognize that the results of a scientific investigation are always open to revision by further experiments;
- (d) analyze and apply the concepts of change and equilibrium in a variety of systems (e.g., geochemical systems, global climate);
- (e) compare observations of the real world to observations of a constructed model; and
- (f) investigate and evaluate science studies and identify strengths and weaknesses in experimental design.

10.54.5014 through 10.54.5019 **Reserved**

10.54.5020 SCIENCE CONTENT STANDARD 2 (1) To satisfy the requirements of science content standard 2, a student must be able to demonstrate knowledge of properties, forms, changes, and interactions of physical and chemical systems.

10.54.5021 BENCHMARK FOR SCIENCE CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for science content standard 2 at the end of grade 4 is the ability to:

- (a) examine, describe, compare, and classify tangible objects in terms of common physical properties;
- (b) create mixtures and separate them based on different properties (e.g., salt and sand, iron filings and soil, oil and water);
- (c) model and explain that matter exists as solids, liquids, and gases and can change from one form to the other;
- (d) identify and predict what changes and what remains unchanged when matter experiences an external influence;
- (e) identify, build, and describe mechanical systems (e.g., simple and complex machines); and
- (f) describe the basic characteristics of light, heat, magnetism, and sound.

10.54.5022 BENCHMARK FOR SCIENCE CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for science content standard 2 at the end of grade 8 is the ability to:

- (a) examine, describe, compare, and classify objects and substances based on common physical properties and simple chemical properties;
- (b) classify, describe, and model matter in terms of elements, compounds, mixtures, atoms, and molecules;
- (c) model and explain that states of matter, solids, liquids, and gases, are dependent upon the quantity of energy present in the system;
- (d) identify and predict what will change and what will remain unchanged when matter experiences an external force or energy change;
- (e) identify, build, describe, measure, and analyze mechanical systems (e.g., simple and complex machines); and
- (f) define energy and compare and contrast the characteristics of light, heat, motion, magnetism, electricity, sound, and mechanical waves.

10.54.5023 BENCHMARK FOR SCIENCE CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for science content standard 2 upon graduation is the ability to:

- (a) classify and predict chemical and physical properties of matter (e.g., electrical charge, current, pH);
- (b) describe and explain physical interactions of matter using conceptual models (e.g., conservation laws of matter, particle model for gaseous behavior);
- (c) identify, measure, calculate, and analyze quantitative and qualitative relationships associated with matter and energy transfer or transformation;
- (d) describe and predict chemical reactions and physical interaction of matter using words and symbolic equations;
- (e) identify the four fundamental forces (gravity, magnetic, weak nuclear force, and strong nuclear force) of nature and describe the impact of each on matter; and
- (f) identify, describe, and explain physical and chemical changes involving the conservation of matter and energy and entropy in a closed system.

10.54.5024 through 10.54.5029 **Reserved**

10.54.5030 SCIENCE CONTENT STANDARD 3 (1) To satisfy the requirements of science content standard 3, a student must be able to demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.

10.54.5031 BENCHMARK FOR SCIENCE CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for science content standard 3 at the end of grade 4 is the ability to:

- (a) identify that plants and animals have structures and systems which serve different functions;
 - (b) identify and describe basic requirements of energy needed and nutritional needs for each human body system;
 - (c) develop models that trace the life cycles of different plants and animals and discuss how they differ from species to species;
 - (d) explain cause and effect relationships in living systems and non-living components within ecosystems;
- and
- (e) create and use a classification system to group a variety of plants and animals according to their similarities and differences.

10.54.5032 BENCHMARK FOR SCIENCE CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for science content standard 3 at the end of grade 8 is the ability to:

- (a) compare the structure and function of prokaryotic cells (bacteria) and eukaryotic cells (plant, animal, etc.);
- (b) explain how organisms and systems of organisms obtain and use energy resources to maintain stable conditions and how they respond to stimuli (e.g., photosynthesis, respiration);
- (c) communicate the differences in the reproductive processes of a variety of plants and animals using the principles of genetic modeling (e.g., Punet squares);
- (d) investigate and explain the interdependent nature of biological systems in the environment and how they are affected by human interaction; and
- (e) use a basic classification scheme to identify local plants and animals.

10.54.5033 BENCHMARK FOR SCIENCE CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for science content standard 3 upon graduation is the ability to:

- (a) investigate and use appropriate technology to demonstrate that all cells have common features as well as differences that determine function and that they are composed of common building blocks (e.g., proteins, carbohydrates, nucleic acids, lipids);
- (b) describe and explain the complex processes involved in energy use in cell maintenance, growth, repair, and development;
- (c) model the structure of DNA, protein synthesis, and the molecular basis of heredity and how it contributes to the diversity of life;
- (d) predict and model the interaction of biotic and abiotic factors, which limit populations (natural selection) and contribute to the change of a species over time (evolution); and
- (e) apply a biological classification scheme to infer and discuss the degree of species divergence using local ecosystems.

10.54.5034 through 10.54.5039 **Reserved**

10.54.5040 SCIENCE CONTENT STANDARD 4 (1) To satisfy the requirements of science content standard 4, a student must be able to demonstrate knowledge of the composition, structures, processes, and interactions of earth's systems and other objects in space.

10.54.5041 BENCHMARK FOR SCIENCE CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for science content standard 4 at the end of grade 4 is the ability to:

- (a) describe and give examples of earth's changing features;
- (b) describe the physical properties of earth's basic materials (e.g., soil, rocks, water, gases);
- (c) investigate fossils and make inferences about life and the environment long ago;
- (d) observe and describe local weather and demonstrate how weather conditions are measured;
- (e) identify seasons and explain the difference between weather and climate; and
- (f) describe objects in the sky and explain that light and heat come from a star called the sun.

10.54.5042 BENCHMARK FOR SCIENCE CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for science content standard 4 at the end of grade 8 is the ability to:

- (a) model and explain the internal structure of the earth and describe the formation and composition of earth's external features in terms of the rock cycle and plate tectonics;
- (b) differentiate between rocks and classify rocks by how they are formed;
- (c) explain scientific theories about the origin and evolution of the earth by describing how fossils are used as evidence of climatic change over time;
- (d) describe the water cycle, the composition and structure of the atmosphere, and the impact of oceans on large scale weather patterns;
- (e) describe and model the motion and tilt of earth in relation to the sun, and explain the concept of day, night, seasons, year; and
- (f) describe the earth, moon, planets, and other objects in space in terms of size, structure, and movement in relation to the sun.

10.54.5043 BENCHMARK FOR SCIENCE CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for science content standard 4 upon graduation is the ability to:

- (a) use the theory of plate tectonics to explain the interrelationship among earthquakes, volcanoes, and sea floor spreading;
- (b) identify and classify rocks and minerals based on physical and chemical properties;
- (c) relate how evidence from advanced technology applied to scientific investigations (e.g., large telescopes, space-borne observatories) has dramatically impacted our understanding of the origin, size, and evolution of the universe;
- (d) collect and analyze local, regional, and global weather-related data in order to make inferences and predictions about weather patterns;
- (e) explain the impact of terrestrial, solar, oceanic, and atmospheric conditions on global climatic patterns; and
- (f) describe the origin, location, and evolution of stars and their planetary systems related to the solar system, the milky way galaxy, the local galactic group, and the universe.

10.54.5044 through 10.54.5049 **Reserved**

10.54.5050 SCIENCE CONTENT STANDARD 5 (1) To satisfy the requirements of science content standard 5, a student must be able to understand how scientific knowledge and technological developments impact society.

10.54.5051 BENCHMARK FOR SCIENCE CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The benchmark for science content standard 5 at the end of grade 4 is the ability to:

- (a) give examples of how people use science and technology;
- (b) model scientific collaboration by sharing and communicating ideas and solutions in a variety of cooperative settings;
- (c) use current scientific knowledge to make inferences and propose solutions for local environmental problems (e.g., recycling, waste management); and
- (d) identify a scientific or technological innovation that benefits the community.

10.54.5052 BENCHMARK FOR SCIENCE CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for science content standard 5 at the end of grade 8 is the ability to:

- (a) identify the specific fields of scientific endeavor and related occupations within those fields;
- (b) model collaborative problem solving and give examples of how scientific knowledge is shared, critiqued, and scrutinized by other scientists and the public;
- (c) investigate local problems and/or issues and propose solutions or products that address a need, which considers variables (e.g., environmental risks); and
- (d) apply scientific knowledge and process skills to understand issues and everyday events.

10.54.5053 BENCHMARK FOR SCIENCE CONTENT STANDARD 5 UPON GRADUATION (1) The benchmark for science content standard 5 upon graduation is the ability to:

- (a) identify and describe key factors (e.g., technology, competitiveness, world events) that affect the development and acceptance of scientific thought;

- (b) model the ongoing, collaborative scientific process of gathering and evaluating information (e.g., assess evidence for and against theories, look for patterns, devise and retest different models);
- (c) analyze benefits, limitations, costs, consequences, and ethics involved in using scientific and technological innovations to make reasoned decisions; and
- (d) give examples of scientific innovation challenging commonly held perceptions.

10.54.5054 through 10.54.5059 **Reserved**

10.54.5060 SCIENCE CONTENT STANDARD 6 (1) To satisfy the requirements of science content standard 6, a student must be able to understand historical developments in science and technology.

10.54.5061 BENCHMARK FOR SCIENCE CONTENT STANDARD 6 FOR END OF GRADE 4 (1) The benchmark for science content standard 6 at the end of grade 4 is the ability to:

- (a) give historical examples of scientific and technological contributions to society; and
- (b) describe how scientific inquiry has produced much knowledge about the world.

10.54.5062 BENCHMARK FOR SCIENCE CONTENT STANDARD 6 FOR END OF GRADE 8 (1) The benchmark for science content standard 6 at the end of grade 8 is the ability to:

- (a) trace developments that demonstrate scientific knowledge is subject to change as new evidence becomes available; and
- (b) identify major milestones in science that have impacted science, technology, and society.

10.54.5063 BENCHMARK FOR SCIENCE CONTENT STANDARD 6 UPON GRADUATION (1) The benchmark for science content standard 6 upon graduation is the ability to:

- (a) give examples of scientific discoveries and describe the interrelationship between technological advances and scientific understanding; and
- (b) analyze and illustrate the historical impact of scientific and technological advances.

10.54.5064 through 10.54.5086 **Reserved**

10.54.5087 ADVANCED SCIENCE PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the advanced level in science demonstrates superior performance. He/she:

- (a) conducts simple experiments and identifies the variables;
- (b) accurately identifies cause and effect relationships and clearly communicates these observations;
- (c) consistently and accurately selects and uses appropriate tools for measurement of tangible objects;
- (d) identifies and describes specific properties of each state of matter;
- (e) recognizes multiple attributes of living things and tangible objects and classifies objects based on subtle similarities and differences;
- (f) describes and models structures, functions, and processes of living systems;
- (g) thoroughly describes and creatively models the details of earth's features and cycles;
- (h) describes and models characteristics of and changes within physical and mechanical systems;
- (i) independently explores scientific exploration in the news and discusses the possible impacts of past, present, and future scientific exploration on humans and other life; and
- (j) thoughtfully discusses the historical significance of scientists and the impacts of their discoveries on humans today.

10.54.5088 PROFICIENT SCIENCE PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the proficient level in science demonstrates solid academic performance. He/she:

- (a) completes a simple experiment and identifies the manipulated variable, with assistance;
- (b) identifies cause and effect relationships and communicates these observations;
- (c) accurately selects and uses tools for simple measurement of tangible objects;
- (d) identifies and describes properties of each state of matter;
- (e) recognizes attributes of living things and tangible objects and accurately classifies objects based on similarities and differences;
- (f) describes structures, functions, and processes of living systems;
- (g) identifies and accurately illustrates earth's features, locating several observable changes of those features;

- (h) describes characteristics of and changes within basic physical and mechanical systems; and
- (i) shows interest in scientific exploration in the media and discusses the possible impacts of past, present, and future scientific exploration on humans, identifying the visible impacts of their discoveries on humans today.

10.54.5089 NEARING PROFICIENCY SCIENCE PERFORMANCE STANDARDS FOR END OF GRADE 4

(1) A fourth-grade student at the nearing proficiency level in science demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in science. He/she:

- (a) completes a simple experiment, with specific direction, and sometimes identifies the manipulated variable;
- (b) describes an observable change, but has difficulty identifying cause and effect relationships;
- (c) sometimes selects the appropriate tool and, with assistance, effectively uses devices for simple measurement of solids, liquids, and gases, naming properties of each state of matter;
- (d) recognizes basic attributes of living things and tangible objects and classifies objects based on two or more common attributes;
- (e) sometimes describes structures, functions, and processes of living systems;
- (f) names and describes earth's features, and recognizes some observable changes of those features;
- (g) names components of basic physical and mechanical systems;
- (h) has some interest in scientific exploration in the media; and
- (i) has difficulty relating historical significance of scientists and the impacts of their discoveries on humans today.

10.54.5090 NOVICE SCIENCE PERFORMANCE STANDARDS FOR END OF GRADE 4

(1) A fourth-grade student at the novice level in science is beginning to attain the prerequisite knowledge and skills that are fundamental in science. He/she:

- (a) has difficulty completing a simple experiment and has limited understanding of the concept of variables;
- (b) seldom describes an observable change, and rarely identifies cause and effect relationships;
- (c) seldom selects the appropriate tool and, even with assistance, has difficulty using devices for simple measurement of solids, liquids, and gases;
- (d) has difficulty understanding the states of matter concept;
- (e) sometimes recognizes concrete attributes of living things and tangible objects, and groups objects based on two or more common attributes;
- (f) gives limited descriptions of the structures, functions, and processes of living systems;
- (g) names and, with assistance, describes earth's features and recognizes some observable changes of those features;
- (h) sometimes names components of basic physical and mechanical systems;
- (i) shows little interest in scientific exploration in the media; and
- (j) seldom relates historical significance of scientists and the impacts of their discoveries on humans today.

10.54.5091 ADVANCED SCIENCE PERFORMANCE STANDARDS FOR END OF GRADE 8

(1) An eighth-grade student at the advanced level in science demonstrates superior performance. He/she:

- (a) independently formulates and communicates testable questions, and constructs a plan for a controlled experiment;
- (b) makes accurate inferences based on observations and data and creatively illustrates how scientific knowledge changes as new evidence and understandings are learned;
- (c) uses supporting details to thoughtfully and thoroughly explain the physical world;
- (d) predicts reasonable outcomes of changes within a closed system and makes logical connections to events in everyday life;
- (e) independently and confidently identifies and classifies organisms using common classification schemes;
- (f) thoroughly describes the interdependence of life and the environment, and how changes affect this inter-relationship;
- (g) accurately observes, uses, and interprets physical, theoretical, and mathematical models to effectively demonstrate and communicate knowledge and understanding;
- (h) effectively describes and identifies some examples of how science and technology are the results of human activity throughout history; and

(i) independently seeks new information, connects past to present, and is curious about scientific discovery and its significance.

10.54.5092 PROFICIENT SCIENCE PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the proficient level in science demonstrates solid academic performance. He/she:

- (a) often formulates and communicates testable questions and follows a plan for a controlled experiment;
- (b) makes logical inferences based on observations and accurately interprets data, providing reasonable examples of how scientific knowledge changes as new evidence and understandings are learned;
- (c) describes the physical world, with supporting detail, showing an emerging understanding of changes within a closed system;
- (d) identifies and classifies organisms, and has a rudimentary understanding of common classification schemes;
- (e) recognizes the interdependence of life and the environment and explains how characteristics of living things change because of the environment;
- (f) has an emerging understanding of physical, theoretical, and mathematical models;
- (g) describes and identifies local examples of how science and technology are the results of human activity throughout history; and
- (h) is often curious about new information and connects past to present.

10.54.5093 NEARING PROFICIENCY SCIENCE PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the nearing proficiency level in science demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in science. He/she:

- (a) sometimes formulates and communicates testable questions and, with assistance, completes a plan for a controlled experiment;
- (b) has difficulty making reasonable inferences, seldom using or interpreting observations or data accurately;
- (c) provides concrete examples of how scientific knowledge has changed;
- (d) gives concrete explanations to describe the physical world;
- (e) shows a limited understanding of changes within a closed system;
- (f) often identifies organisms, but is less sure when describing common classification schemes;
- (g) provides a limited explanation of the interdependence of life and the environment;
- (h) has an emerging understanding of physical models used to illustrate;
- (i) describes, with assistance, how science and technology are the results of human activity throughout history; and
- (j) is sometimes curious about new information, but seldom seeks it.

10.54.5094 NOVICE SCIENCE PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the novice level in science is beginning to attain the prerequisite knowledge and skills that are fundamental in science. He/she:

- (a) seldom formulates or communicates testable questions, and requires direct instruction to complete a plan for a controlled experiment;
- (b) has difficulty understanding inferences, observations, and data;
- (c) seldom provides examples of how scientific knowledge has changed;
- (d) gives concrete explanations of the physical world, but seldom describes changes within a closed system;
- (e) identifies organisms, but has difficulty defining common classification schemes;
- (f) is unable to explain the interdependence of life and the environment;
- (g) sometimes uses models to describe a science concept;
- (h) seldom makes the connection that science and technology are the results of human activity throughout history; and
- (i) seldom expresses interest in, or seeks out new information.

10.54.5095 ADVANCED SCIENCE PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level in science demonstrates superior performance. He/she:

- (a) independently plans, conducts, and interprets experimental investigations and communicates results, articulating and supporting inferences that relate to real world applications in physical, life, and earth sciences;
- (b) consistently recognizes the interconnections within and outside science, making thoughtful inferences

about explorations and experiments;

(c) effectively uses appropriate technology to investigate individually generated problems and/or questions about scientific phenomena when doing physical, theoretical, and mathematical modeling;

(d) adeptly uses inquiry skills to organize, classify, and clearly and thoroughly describe interactions of the biotic and abiotic components of the natural history of life on earth;

(e) clearly describes and analyzes connections and interactions between and among technology, science, and society, applying scientific inquiry and technology skills to comprehend results obtained;

(f) questions validity of scientific endeavors, past and present; and

(g) makes informed decisions about scientific and social issues based on observations, data, and knowledge of the natural world.

10.54.5096 PROFICIENT SCIENCE PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient level in science demonstrates solid academic performance. He/she:

(a) often plans and conducts experimental investigations and communicates results that infer real world applications in physical, life, and earth sciences;

(b) recognizes interconnections within and outside science, and often makes inferences about explorations and experiments;

(c) often identifies and constructs models depicting the properties of matter in the physical world using appropriate technology, tools, and skills to investigate individually generated problems and/or questions about scientific phenomena;

(d) organizes and classifies living and nonliving things using common classification schemes, and represents, models, and/or discusses the interactions of the biotic and abiotic components of the earth;

(e) describes connections and interactions between and among technology, science, and society, applying scientific inquiry and technology skills to comprehend results obtained;

(f) clearly articulates the importance of science and the historical significance to question the validity of scientific endeavor, past and present; and

(g) often makes informed decisions about scientific and social issues based on observations, data, and knowledge of the natural world.

10.54.5097 NEARING PROFICIENCY SCIENCE PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level in science demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in science. He/she:

(a) conducts and communicates results from simple experimental investigations, sometimes inferring real world applications;

(b) recognizes interconnections within and outside science and sometimes makes inferences about explorations and experiments;

(c) identifies and, with assistance, constructs models depicting the properties of matter in the physical world;

(d) uses limited skills with technology to investigate teacher-guided problems and/or questions about scientific phenomena;

(e) organizes and sometimes classifies living and nonliving things using common classification schemes;

(f) identifies, with assistance, and models and discusses the interactions of the biotic and abiotic components of the earth;

(g) occasionally identifies some earth system processes (e.g., water cycle, rock cycle, weather, lunar patterns, solar system), but needs guidance to make inferences about the processes of earth systems based upon direct and indirect evidence;

(h) sometimes communicates connections and interactions between and among technology, science, and society;

(i) sometimes defines the importance of science and its historical importance, but is generally accepting of the validity of scientific endeavor; and

(j) sometimes formulates a decision about scientific and social issues based on observations, data, and knowledge of the natural world.

10.54.5098 NOVICE SCIENCE PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level in science is beginning to attain the prerequisite knowledge and skills that are fundamental in science. He/she:

- (a) has difficulty conducting and communicating the results from a simple experimental investigation, seldom inferring real world applications;
- (b) sometimes recognizes interconnections within and outside science, but struggles to make inferences about explorations and experiments;
- (c) makes simple predictions based upon knowledge of matter in the physical world;
- (d) selects and uses appropriate technology, with assistance, to investigate teacher-generated problems or questions;
- (e) rarely recognizes common classification schemes or relates interactions of the biotic and abiotic components in the environment;
- (f) seldom identifies earth processes (e.g., water cycle, rock cycle, weather systems, lunar patterns);
- (g) identifies, but inconsistently communicates connections and interactions between and among technology, science, and society;
- (h) has difficulty defining the importance of science and its historical significance;
- (i) seldom questions the validity of scientific endeavor, past and present; and
- (j) seldom makes informed decisions about issues based on observations and knowledge of the natural world.

Sub-Chapters 51 through 59 **Reserved**

Social Studies Content and Performance Standards

Social studies is an integrated study of the social sciences and humanities designed to foster citizenship in an interdependent world. Social studies provides coordinated, systematic study of such disciplines as economics, history, geography, government, sociology, anthropology, psychology and elements of the humanities. Social studies addresses political, economic, geographic, and social processes that allow students to make informed decisions for personal and public good.

Social studies develops the knowledge, skills, and processes necessary to understand historical and present day connections among diverse individuals and groups. A study of Montana's rich past and geographic diversity includes the distinct cultural heritage and contemporary perspectives of Montana's American Indians and other cultural groups.

10.54.6001 through 10.54.6009 **Reserved**

10.54.6010 SOCIAL STUDIES CONTENT STANDARD 1 (1) To satisfy the requirements of social studies content standard 1, a student must access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

10.54.6011 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for social studies content standard 1 for a student at the end of grade 4 is the ability to:

- (a) identify and practice the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process);
- (b) evaluate information quality (e.g., accuracy, relevance, fact or fiction); and
- (c) use information to support statements and practice basic group decision making strategies in real world situations (e.g., class elections, playground and classroom rules, recycling projects, school stores).

10.54.6012 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for social studies content standard 1 for a student at the end of grade 8 is the ability to:

- (a) apply the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process);
- (b) assess the quality of information (e.g., primary or secondary sources, point of view and embedded values of the author); and
- (c) interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations (e.g., school elections, community projects, conflict resolution, role playing scenarios).

10.54.6013 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for social studies content standard 1 for a student upon graduation is the ability to:

- (a) analyze and adapt an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process);
- (b) apply criteria to evaluate information (e.g., origin, authority, accuracy, bias, distortion of information and ideas); and
- (c) synthesize and apply information to formulate and support reasoned personal convictions within groups and participate in negotiations to arrive at solutions to differences (e.g., elections, judicial proceedings, economic choices, community service projects).

10.54.6014 through 10.54.6019 **Reserved**

10.54.6020 SOCIAL STUDIES CONTENT STANDARD 2 (1) To satisfy the requirements of social studies content standard 2, a student must analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

10.54.6021 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for social studies content standard 2 for a student at the end of grade 4 is the ability to:

- (a) explain the purpose and various levels of government;
- (b) recognize local, state, tribal, and federal governments and identify representative leaders at these levels (e.g., mayor, governor, chairperson, president);
- (c) identify the major responsibilities of local, state, tribal, and federal government;
- (d) explain how governments provide for needs and wants of people by establishing order and security and managing conflict;
- (e) identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility, respect for diversity, and the rights of others;
- (f) describe factors that cause conflict and contribute to cooperation among individuals and groups (e.g., playground issues, misunderstandings, listening skills, taking turns); and
- (g) explore the role of technology in communications, transportation, information processing, or other areas as it contributes to or helps resolve problems.

10.54.6022 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for social studies content standard 2 for a student at the end of grade 8 is the ability to:

- (a) describe the purpose of government and how the powers of government are acquired, maintained and used;
- (b) identify and describe basic features of the political system in the United States and identify representative leaders from various levels (e.g., local, state, tribal, federal, branches of government);
- (c) identify the significance of tribal sovereignty and Montana tribal governments' relationships to local, state, and federal governments;
- (d) analyze and explain governmental mechanisms used to meet the needs of citizens, manage conflict, and establish order and security;
- (e) identify and explain the basic principles of democracy (e.g., Bill of Rights, individual rights, common good, equal opportunity, equal protection of the laws, majority rule);
- (f) explain conditions, actions, and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements); and
- (g) explain the need for laws and policies governing technology and explore solutions to problems that arise from technological advancements.

10.54.6023 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for social studies content standard 2 for a student upon graduation is the ability to:

- (a) analyze the historical and contemporary purpose of government and how the powers of government are acquired, modified, justified, and used (e.g., checks and balances, Bill of Rights, court decisions);
- (b) compare and contrast various world political systems (e.g., ideologies, structure, institutions) with that of the United States;
- (c) identify representative political leaders and philosophies from selected historical and contemporary settings;

- (d) relate the concept of tribal sovereignty to the unique powers of tribal governments as they interact with local, state, and federal governments;
- (e) analyze the effectiveness of various systems of government to protect the rights and needs of citizens and balance competing conceptions of a just society;
- (f) analyze the impact of the Constitution, laws, and court decisions on the rights and responsibilities of citizens;
- (g) analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., current events from newspapers, magazines, television); and
- (h) analyze laws and policies governing technology and evaluate the ethical issues and the impacts of technology on society.

10.54.6024 through 10.54.6029 **Reserved**

10.54.6030 SOCIAL STUDIES CONTENT STANDARD 3 (1) To satisfy the requirements of social studies content standard 3, a student must apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, regions).

10.54.6031 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for social studies content standard 3 for a student at the end of grade 4 is the ability to:

- (a) identify and use various representations of the earth (e.g., maps, globes, photographs, latitude and longitude, scale);
- (b) locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms), natural features (e.g., flora, fauna), and human features (e.g., cities, states, national borders);
- (c) describe and illustrate ways in which people interact with their physical environment (e.g., land use, location of communities, methods of construction, design of shelters);
- (d) describe how human movement and settlement patterns reflect the wants and needs of diverse cultures;
- (e) use appropriate geographic resources (e.g., atlases, databases, charts, grid systems, technology, graphs, maps) to gather information about local communities, reservations, Montana, the United States, and the world;
- (f) identify and distinguish between physical system changes (e.g., seasons, climate, weather, water cycle, natural disasters) and describe the social and economic effects of these changes; and
- (g) describe and compare the ways in which people in different regions of the world interact with their physical environments.

10.54.6032 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for social studies content standard 3 for a student at the end of grade 8 is the ability to:

- (a) analyze and use various representations of the earth (e.g., physical, topographical, and political maps; globes; geographic information systems; aerial photographs; satellite images) to gather and compare information about a place;
- (b) locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms), natural features (e.g., flora, fauna), and human features (e.g., cities, states, national borders) and explain their relationships within the ecosystem;
- (c) analyze diverse land use and explain the historical and contemporary effects of this use on the environment, with an emphasis on Montana;
- (d) explain how movement patterns throughout the world (e.g., people, ideas, diseases, products, food) lead to interdependence and/or conflict;
- (e) use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems (e.g., estimate distance, calculate scale, identify dominant patterns of climate and land use, compute population density);
- (f) describe and distinguish between the environmental effects on the earth of short-term physical changes (e.g., floods, droughts, snowstorms), and long-term physical changes (e.g., plate tectonics, erosion, glaciation); and
- (g) describe major changes in a local area that have been caused by human beings (e.g., a new highway, fire, construction of a new dam, logging, mining) and analyze the probable effects on the community and environment.

10.54.6033 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for social studies content standard 3 for a student upon graduation is the ability to:

- (a) interpret, use, and synthesize information from various representations of the earth (e.g., maps, globes, satellite images, geographic information systems, three-dimensional models);
- (b) differentiate and analyze the relationships among various regional and global patterns of geographic phenomena, (e.g., land forms, soils, climate, vegetation, natural resources, population);
- (c) assess the major impacts of human modifications on the environment (e.g., global warming, deforestation, erosion, pollution);
- (d) analyze how human settlement patterns create cooperation and conflict which influence the division and control of the earth (e.g., treaties, economics, exploration, borders, religion, exploitation, water rights);
- (e) select and apply appropriate geographic resources to analyze the interaction of physical and human systems (e.g., cultural patterns, demographics, unequal global distribution of resources) and their impact on environmental and societal changes;
- (f) analyze the short-term and long-term effects that major physical changes in various parts of the world have had or might have on the environments (e.g., land use, population, resources); and
- (g) describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideas as they design and build (e.g., buildings, neighborhoods, parks, industrial and agricultural centers, farms and ranches).

10.54.6034 through 10.54.6039 **Reserved**

10.54.6040 SOCIAL STUDIES CONTENT STANDARD 4 (1) To satisfy the requirements of social studies content standard 4, a student must demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

10.54.6041 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for social studies content standard 4 for a student at the end of grade 4 is the ability to:

- (a) identify and use various sources of information (e.g., artifacts, diaries, photographs, charts, biographies, paintings, architecture, songs) to develop an understanding of the past;
- (b) use a timeline to select, organize, and sequence information describing eras in history;
- (c) examine biographies, stories, narratives, and folk tales to understand the lives of ordinary people and extraordinary people, place them in time and context, and explain their relationship to important historical events;
- (d) identify and describe famous people, important democratic values (e.g., democracy, freedom, justice), symbols (e.g., Montana and United States flags, state flower), and holidays in the history of Montana, American Indian tribes, and the United States;
- (e) identify and illustrate how technologies have impacted the course of history (e.g., energy, transportation, communications);
- (f) recognize that people view and report historical events differently; and
- (g) explain the history, culture, and current status of the American Indian tribes in Montana and the United States.

10.54.6042 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for social studies content standard 4 for a student at the end of grade 8 is the ability to:

- (a) interpret the past using a variety of sources (e.g., biographies, documents, diaries, eyewitnesses, interviews, internet, primary source material) and evaluate the credibility of sources used;
- (b) describe how history can be organized and analyzed using various criteria to group people and events (e.g., chronology, geography, cause and effect, change, conflict, issues);
- (c) use historical facts and concepts and apply methods of inquiry (e.g., primary documents, interviews, comparative accounts, research) to make informed decisions as responsible citizens;
- (d) identify significant events, people, and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indians, United States, and world history;
- (e) identify major scientific discoveries and technological innovations and describe their social and economic effects on society;
- (f) explain how and why events (e.g., American revolution, battle of the Little Big Horn, immigration, women's suffrage) may be interpreted differently according to the points of view of participants, witnesses, reporters, and historians; and
- (g) summarize major issues affecting the history, culture, tribal sovereignty, and current status of the American Indian tribes in Montana and the United States.

10.54.6043 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for social studies content standard 4 for a student upon graduation is the ability to:

- (a) select and analyze various documents and primary and secondary sources that have influenced the legal, political, and constitutional heritage of Montana and the United States;
- (b) interpret how selected cultures, historical events, periods, and patterns of change influence each other;
- (c) apply ideas, theories, and methods of inquiry to analyze historical and contemporary developments, and to formulate and defend reasoned decisions on public policy issues;
- (d) analyze the significance of important people, events, and ideas (e.g., political and intellectual leadership, inventions, discoveries, the arts) in the major eras/civilizations in the history of Montana, American Indian tribes, the United States, and the world;
- (e) analyze issues (e.g., freedom and equality, liberty and order, region and nation, diversity and civic duty) using historical evidence to form and support a reasoned position;
- (f) analyze both the historical impact of technology (e.g., industrialization, communication, medicine) on human values and behaviors and how technology shapes problem solving now and in the future;
- (g) investigate, interpret, and analyze the impact of multiple historical and contemporary viewpoints concerning events within and across cultures, major world religions, and political systems (e.g., assimilation, values, beliefs, conflicts); and
- (h) analyze and illustrate the major issues concerning history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Montana and the United States (e.g., artifacts, repatriation, natural resources, language, jurisdiction).

10.54.6044 through 10.54.6049 **Reserved**

10.54.6050 SOCIAL STUDIES CONTENT STANDARD 5 (1) To satisfy the requirements of social studies content standard 5, a student must make informed decisions based on economic principles of production, distribution, exchange, and consumption.

10.54.6051 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The benchmark for social studies content standard 5 for a student at the end of grade 4 is the ability to:

- (a) give examples of needs and wants, scarcity and choice (e.g., budgeting of allowance, trading cards);
- (b) identify basic economic concepts (e.g., supply and demand, price) that explain events and issues in the community;
- (c) distinguish between private goods and services (e.g., family car, local restaurant) and public goods and services (e.g., interstate highway system, United States postal service);
- (d) describe how personal economic decisions, (e.g., deciding what to buy, what to recycle, how much to contribute to people in need) affect the lives of people in Montana, the United States, and the world;
- (e) explain the roles of money, banking, and savings in everyday life; and
- (f) identify and describe examples in which science and technology have affected economic conditions (e.g., assembly line, robotics, internet, media advertising).

10.54.6052 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for social studies content standard 5 for a student at the end of grade 8 is the ability to:

- (a) identify and explain basic economic concepts (e.g., supply, demand, production, exchange and consumption; labor, wages, and capital; inflation and deflation; private goods and services);
- (b) apply economic concepts to explain historical events, current situations, and social issues in local, Montana, tribal, national, or global concerns;
- (c) compare and contrast the difference between private and public goods and services;
- (d) analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment);
- (e) explain and illustrate how money is used (e.g., trade, borrow, save, invest, compare the value of goods and services) by individuals and groups (e.g., businesses, financial institutions, governments); and
- (f) analyze the influences of technological advancements (e.g., machinery, internet, genetics) on household, state, national, and global economies.

10.54.6053 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 5 UPON GRADUATION (1) The benchmark for social studies content standard 5 for a student upon graduation is the ability to:

- (a) analyze the impact that supply and demand, scarcity, prices, incentives, competition, and profits influence what is produced and distributed in various economic systems;
- (b) use basic economic concepts (e.g., production, distribution, consumption, market economy, command economy) to compare and contrast local, regional, national, and global economies across time and at the present time;
- (c) assess the costs and benefits to society of allocating goods and services through private and public sectors;
- (d) compare and contrast how values and beliefs influence economic decisions in different economic systems;
- (e) explain the operations, rules, and procedures of common financial instruments (e.g., stocks and bonds, retirement funds, IRAs) and financial institutions (credit companies, banks, insurance companies); and
- (f) explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies (e.g., social security system, medicare, other entitlement programs) and on the lives of the individuals and families in Montana, the United States, and the world (e.g., international trade, space exploration, national defense).

10.54.6054 through 10.54.6059 **Reserved**

10.54.6060 SOCIAL STUDIES CONTENT STANDARD 6 (1) To satisfy the requirements of social studies content standard 6, a student must demonstrate an understanding of the impact of human interaction and cultural diversity on individuals and societies.

10.54.6061 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 6 FOR END OF GRADE 4 (1) The benchmark for social studies content standard 6 for a student at the end of grade 4 is the ability to:

- (a) identify the ways groups (e.g., families, faith communities, schools, social organizations, sports) meet human needs and concerns (e.g., belonging, self worth, personal safety) and contribute to personal identity;
- (b) describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folk tales, music, art, dance);
- (c) identify and describe ways families, groups, tribes, and communities influence the individual's daily life and personal choices;
- (d) identify characteristics of American Indian tribes and other cultural groups in Montana;
- (e) identify examples of individual struggles and contributions (e.g., Sitting Bull, Louis Riel, Chief Plenty Coups, Evelyn Cameron, Helen Keller, Mohandas Gandhi, Rosa Parks); and
- (f) identify roles in group situations (e.g., student, family member, peer member).

10.54.6062 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 6 FOR END OF GRADE 8 (1) The benchmark for social studies content standard 6 for a student at the end of grade 8 is the ability to:

- (a) compare and illustrate the ways various groups (e.g., cliques, clubs, ethnic communities, American Indian tribes) meet human needs and concerns (e.g., self esteem, friendship, heritage) and contribute to personal identity;
- (b) explain and give examples of how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, spirituality) contributes to the development and transmission of culture;
- (c) identify and differentiate ways regional, ethnic, and national cultures influence individual's daily lives and personal choices;
- (d) compare and illustrate the unique characteristics of American Indian tribes and other cultural groups in Montana;
- (e) explain the cultural contributions of and tensions between racial and ethnic groups in Montana, the United States, and the world; and
- (f) identify and describe the stratification of individuals within social groups (e.g., status, social class, haves and have nots).

10.54.6063 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 6 UPON GRADUATION (1) The benchmark for social studies content standard 6 for a student upon graduation is the ability to:

- (a) analyze and evaluate the ways various groups (e.g., social, political, cultural) meet human needs and concerns (e.g., individual needs, common good) and contribute to personal identity;
- (b) analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, behavior) and create a product which illustrates an integrated view of a specific culture;

- (c) analyze the impact of ethnic, national, and global influences on specific situations or events;
- (d) evaluate how the unique characteristics of American Indian tribes and other cultural groups have contributed to Montana’s history and contemporary life (e.g., legal and political relationships between and among tribal, state, and federal governments);
- (e) analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and racial groups in Montana, the United States, and the world; and
- (f) analyze the interactions of individuals, groups, and institutions in society (e.g., social mobility, class conflict, globalization).

10.54.6064 through 10.54.6086 **Reserved**

10.54.6087 ADVANCED SOCIAL STUDIES PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the advanced level in social studies demonstrates superior performance. He/she:

- (a) consistently recognizes and follows the steps of an inquiry process to locate, evaluate, and thoughtfully use information in decision making;
- (b) clearly describes the purpose and various levels of government in our lives;
- (c) effectively practices citizenship rights and responsibilities across various communities;
- (d) consistently applies geographic knowledge to other subject areas and independently relates geographic understandings to the world around him/her in meaningful ways;
- (e) consistently locates and applies information of historical events and issues from a variety of sources to effectively explain connections between past and present;
- (f) consistently identifies basic economic principles and clearly describes their effects on individuals and communities; and
- (g) independently recognizes and clearly describes how culture influences and diversity contributes to human development, identity, and behavior.

10.54.6088 PROFICIENT SOCIAL STUDIES PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the proficient level in social studies demonstrates solid academic performance. He/she:

- (a) recognizes and follows the steps of an inquiry process to locate, evaluate, and use information in decision making roles;
- (b) describes the purpose and various levels of government in our lives;
- (c) practices citizenship rights and responsibilities across various communities;
- (d) applies basic geographic knowledge to other subject areas and relates geographic understanding to the world around him/her;
- (e) locates and uses basic information of historical events to explain connections between past and present;
- (f) identifies basic economic principles and describes their general effects on individuals and communities; and
- (g) recognizes and describes how culture influences and diversity contributes to human development, identity, and behavior.

10.54.6089 NEARING PROFICIENCY SOCIAL STUDIES PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in social studies. He/she:

- (a) recognizes and follows some of the steps of an inquiry process to locate and use information in decision making, but has difficulty evaluating the quality of the information;
- (b) identifies, with assistance, the purpose and some of the levels of government in our lives;
- (c) practices, with assistance, citizenship rights and responsibilities across various communities;
- (d) sometimes applies geographic knowledge to other subject areas and relates obvious geographic knowledge to the world around him/her;
- (e) locates and sometimes uses basic information of historical events to explain obvious connections between past and present;
- (f) sometimes identifies basic economic principles, but incompletely describes their obvious effects on individuals and communities; and
- (g) sometimes recognizes but has difficulty explaining how culture influences and diversity contributes to human development, identity, and behavior.

10.54.6090 NOVICE SOCIAL STUDIES PERFORMANCE STANDARDS FOR END OF GRADE 4 (1)

A fourth grade student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in social studies. He/she:

- (a) sometimes recognizes and follows some of the steps of an inquiry process to locate information, but needs much assistance to evaluate the quality of information or to use it in decision making;
- (b) seldom identifies the purpose or levels of government in our lives;
- (c) has difficulty practicing citizenship rights and responsibilities in the classroom community;
- (d) sometimes identifies geographic knowledge but often is unable to relate this knowledge to other subject areas and usually needs assistance relating geographic knowledge to the world around him/her;
- (e) locates but seldom uses basic information of historical events and has difficulty explaining connections between past and present;
- (f) seldom identifies economic principles but, with assistance, describes some of the effects on individuals and communities; and
- (g) seldom recognizes how culture influences and diversity contributes to human development, identity, and behavior.

10.54.6091 ADVANCED SOCIAL STUDIES PERFORMANCE STANDARDS FOR END OF GRADE 8 (1)

An eighth grade student at the advanced level in social studies demonstrates superior performance. He/she:

- (a) consistently and effectively applies an inquiry process to locate, evaluate, and use in a variety of decision making situations;
- (b) clearly describes and compares the principles and structure of power, authority, and governance;
- (c) purposefully practices citizenship rights and responsibilities across various communities;
- (d) actively explores geographic information and problems, and proposes novel, well-articulated ideas and solutions by independently applying geographic skills and tools;
- (e) consistently conducts research to draw unique parallels between historical and current events and issues;
- (f) independently recognizes fundamental economic issues and thoroughly illustrates how they interrelate and affect families, communities, cultures, and nations; and
- (g) critically examines and effectively compares and contrasts how culture influences and diversity contributes to human development, identity, and behavior.

10.54.6092 PROFICIENT SOCIAL STUDIES PERFORMANCE STANDARDS FOR END OF GRADE 8 (1)

An eighth grade student at the proficient level in social studies demonstrates solid academic performance. He/she:

- (a) applies an inquiry process to locate, evaluate, and use information in a variety of decision making scenarios;
- (b) describes and compares the principles and structure of power, authority, and governance;
- (c) practices citizenship rights and responsibilities across various communities;
- (d) effectively seeks information, solves problems, and communicates findings using geographic skills and tools;
- (e) conducts appropriate research to draw reasonable parallels between historical and current events and issues;
- (f) recognizes fundamental economic issues and meaningfully illustrates how they interrelate and affect families, communities, cultures, and nations; and
- (g) examines and compares and contrasts how culture influences and diversity contributes to human development, identity, and behavior.

10.54.6093 NEARING PROFICIENCY SOCIAL STUDIES PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in social studies. He/she:

- (a) applies an inquiry process to locate information for use in limited decision making scenarios, but has difficulty evaluating the information;
- (b) describes, but with difficulty, compares the principles and structure of power, authority, and governance;
- (c) practices, with assistance, citizenship rights and responsibilities across various communities;
- (d) gathers, with assistance, information related to geographic problems, but has difficulty using geographic skills and tools to communicate findings;

- (e) sometimes conducts appropriate research and, with assistance, draws parallels between historical and current events and issues;
- (f) frequently recognizes fundamental economic issues and, with assistance, illustrates how they interrelate and affect families, communities, cultures, and nations; and
- (g) explains and sometimes compares how culture influences and diversity contributes to human development, identity, and behavior.

10.54.6094 NOVICE SOCIAL STUDIES PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in social studies. He/she:

- (a) sometimes applies an inquiry process to locate information for use in limited decision making scenarios, and seldom evaluates the information;
- (b) sometimes describes, but seldom compares, the principles and structure of power, authority, and governance;
- (c) seldom practices citizenship rights and responsibilities;
- (d) inconsistently locates required geographic information, has difficulty relating this information to a larger geographic problem, and does not clearly understand when to apply specific geographic skills and tools to his/her work;
- (e) seldom conducts appropriate research, but with assistance, draws a few obvious parallels between historical and current events;
- (f) sometimes recognizes fundamental economic issues but seldom illustrates how they interrelate and affect families, communities, cultures, and nations; and
- (g) sometimes explains, but seldom compares, how culture influences and diversity contributes to human development, identity, and behavior.

10.54.6095 ADVANCED SOCIAL STUDIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level in social studies demonstrates superior performance. He/she:

- (a) independently analyzes and adapts an inquiry process to locate and evaluate information from a variety of sources and effectively applies that information to various decision making situations;
- (b) effectively analyzes and critiques the principles and structure of power, authority, and governance;
- (c) independently demonstrates civic responsibility by participating meaningfully as a citizen in the process;
- (d) makes meaningful geographic inferences in a variety of contexts and independently conducts geography-related research to develop and extensively support a position on an issue;
- (e) consistently analyzes historical patterns and conducts independent research to thoroughly and effectively develop and defend a position on an issue;
- (f) analyzes unique impacts of the application of economic principles on decision making in national and global economies; and
- (g) independently analyzes and critiques the impact of human interaction on society and purposefully evaluates the effects of cultural diversity on individuals and society.

10.54.6096 PROFICIENT SOCIAL STUDIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient level in social studies demonstrates solid academic performance. He/she:

- (a) analyzes and adapts an inquiry process to locate and evaluate information from a variety of sources and applies that information to various decision making situations;
- (b) analyzes and critiques the principles and structure of power, authority, and governance;
- (c) demonstrates civic responsibility by participating meaningfully as a citizen across various communities;
- (d) makes meaningful geographic inferences and actively conducts geography-related research to develop and adequately support a position on an issue;
- (e) analyzes historical patterns and conducts research to develop and adequately defend a position on an issue;
- (f) analyzes various impacts of the application of economic principles on decision making in national and global economies; and
- (g) analyzes and critiques the impact of human interaction on society and evaluates the effects of cultural diversity on individuals and society.

10.54.6097 NEARING PROFICIENCY SOCIAL STUDIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in social studies. He/she:

- (a) usually analyzes and adapts an inquiry process to locate information from a variety of sources, incompletely evaluates information, and with limited success, applies the information to various decision making situations;
- (b) sometimes analyzes, but ineffectively critiques the principles and structure of power, authority, and governance;
- (c) occasionally demonstrates civic responsibility by participating as a citizen across various communities;
- (d) sometimes makes meaningful geographic inferences but has difficulty conducting geography-related research to develop and support a position on an issue;
- (e) identifies some historical patterns, and with assistance, conducts research to develop and partially defend a position on an issue;
- (f) sometimes analyzes obvious impacts of the application of economic principles on decision making in national and global economies; and
- (g) sometimes analyzes and critiques the impact of human interaction on society and evaluates the obvious effects of cultural diversity on individuals and society.

10.54.6098 NOVICE SOCIAL STUDIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in social studies. He/she:

- (a) inconsistently uses and seldom analyzes or adapts an inquiry process to locate information even from limited sources, evaluates information with assistance, and rarely applies information to decision making situations;
- (b) incompletely analyzes and, with difficulty, critiques the principles and structure of power, authority, and governance;
- (c) demonstrates limited civic responsibility;
- (d) seldom makes meaningful geographic inferences and requires assistance conducting geography-related research to develop and support a position on an issue;
- (e) sometimes identifies historical patterns and, with assistance, conducts research, but has difficulty developing or defending a position on an issue;
- (f) analyzes, with much assistance, obvious impacts of the application of economic principles on decision making in national and global economies; and
- (g) seldom analyzes the impact of human interaction on society and exhibits limited ability to evaluate the effects of cultural diversity on individuals and society.

Sub-Chapters 61 through 64 **Reserved**

Library Media Content and Performance Standards

In a democratic society, all students need access to a variety of information sources and formats, encompassing the breadth of human conversations and creations. Through accessing and evaluating information they gain an appreciation and respect for diverse ideas and creative expressions. By using information literacy skills in all aspects of learning, students become empowered and engaged lifelong learners. To thrive in the information age students need a process of inquiry that can be adapted to any information need. By learning strategies to manage and ethically use information, Montana students open the door to the world in all its diversity.

10.54.6501 through 10.54.6509 **Reserved**

10.54.6510 LIBRARY MEDIA CONTENT STANDARD 1 (1) To satisfy the requirements of library media content standard 1, a student must understand an inquiry process including how to access, evaluate, and use information.

10.54.6511 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for library media content standard 1 for a student at the end of grade 4 is the ability to:

- (a) identify the steps of the inquiry process as it is used in research (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process);
- (b) state the question or need for information;
- (c) identify and locate probable sources of information;

- (d) judge information for accuracy, relevancy, and type (e.g., fact, fiction);
- (e) identify and use information to create a product that satisfies the need or solves the problem; and
- (f) recognize that he/she has followed an inquiry process and describe how well his/her products satisfy the need or solve the problem.

10.54.6512 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 1 FOR END OF GRADE 8 (1)

The benchmark for library media content standard 1 for a student at the end of grade 8 is the ability to:

- (a) apply steps of the inquiry process to satisfy both academic and personal information needs (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process);
- (b) focus the information need as it relates to what he/she already knows to formulate specific questions;
- (c) select multiple print and nonprint sources using various search strategies (e.g., human guidance, reflective thinking, Boolean operatives);
- (d) recognize point of view or bias, use primary and secondary sources, and analyze and evaluate information for specific needs;
- (e) interpret and use information in original products or presentations; and
- (f) apply criteria to determine how well the research process, products, and conclusions meet the original need for information.

10.54.6513 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 1 UPON GRADUATION (1)

The benchmark for library media content standard 1 for a student upon graduation is the ability to:

- (a) analyze and adapt the inquiry process to satisfy individual and group information needs (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process);
- (b) refine and revise the information need to meet the specific format, purpose, and scope of the project;
- (c) develop a plan to obtain needed information using a variety of research and investigative strategies (e.g., interviews, questionnaires, experiments, surveys);
- (d) assess information sources using multiple criteria (e.g., coverage, misleading presentation, manipulated data);
- (e) synthesize information to create a new product that meets a specific purpose or vision; and
- (f) critique the process and the product of the inquiry.

10.54.6514 through 10.54.6519 **Reserved**

10.54.6520 LIBRARY MEDIA CONTENT STANDARD 2 (1)

To satisfy the requirements of library media content standard 2, a student must demonstrate an understanding of ethical, legal, and social responsibility in accessing, evaluating, and using information, materials, and technology.

10.54.6521 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 2 FOR END OF GRADE 4 (1)

The benchmark for library media content standard 2 for a student at the end of grade 4 is the ability to:

- (a) demonstrate individual responsibility for equitable access to information (e.g., share access to limited resources, return materials diligently);
- (b) state the conclusion of the research finding in his/her own words and cite sources;
- (c) follow school guidelines for responsible use of information resources (e.g., check out policies, library rules); and
- (d) share knowledge and information with others.

10.54.6522 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 2 FOR END OF GRADE 8 (1)

The benchmark for library media content standard 2 for a student at the end of grade 8 is the ability to:

- (a) explain the importance of equitable access to a variety of information in a democratic society;
- (b) recognize and apply concepts of intellectual property rights, avoid plagiarism, follow bibliographic form, and cite all information sources used;
- (c) follow school guidelines for responsible use of information resources (e.g., circulation policies, acceptable use policies); and
- (d) recognize the ideas and backgrounds of others and acknowledge their contributions.

10.54.6523 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for library media content standard 2 for a student upon graduation is the ability to:

- (a) evaluate the impact of equitable access to information in a democratic society;
- (b) use information in an ethical manner by adhering to copyright laws, requesting permission to use information, and properly citing sources;
- (c) follow school guidelines for responsible use of information resources (e.g., circulation policies, acceptable use policies); and
- (d) collaborate with others, both in person and through technologies, to identify information problems, seek solutions, and generate new information.

10.54.6524 through 10.54.6529 **Reserved**

10.54.6530 LIBRARY MEDIA CONTENT STANDARD 3 (1) To satisfy the requirements of library media content standard 3, a student must use a variety of materials for independent learning and personal enjoyment, including the appreciation of literature and other creative expressions.

10.54.6531 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for library media content standard 3 for a student at the end of grade 4 is the ability to:

- (a) recognize that diverse cultures are represented in a variety of creative formats;
- (b) experience a variety of literature and other creative expressions and relate them to his/her own life; and
- (c) use libraries as places to seek information for personal interest.

10.54.6532 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for library media content standard 3 for a student at the end of grade 8 is the ability to:

- (a) use and respond to materials and creative expressions from diverse cultures;
- (b) interpret a wide variety of literature and other creative expressions in various genres and formats; and
- (c) use the library to find information for personal use and to make connections to resources beyond the school library.

10.54.6533 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for library media content standard 3 for a student upon graduation is the ability to:

- (a) compare and analyze literature and other creative expressions from diverse cultures;
- (b) select, analyze, and evaluate literature and other creative expressions from diverse origins and connect them to his/her own life and to the human experience; and
- (c) apply his/her knowledge of the use of libraries to a variety of new information environments.

10.54.6534 through 10.54.6539 **Reserved**

10.54.6540 LIBRARY MEDIA CONTENT STANDARD 4 (1) To satisfy the requirements of library media content standard 4, a student must distinguish among, evaluate, and appropriately use current and emerging media and technologies in the inquiry process.

10.54.6541 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for library media content standard 4 for a student at the end of grade 4 is the ability to:

- (a) identify and use various media and technologies to meet information needs;
- (b) identify and use search strategies to locate information in various media and technologies; and
- (c) compare and contrast the quality and accuracy, relevancy, and type of information from a variety of media and technologies.

10.54.6542 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for library media content standard 4 for a student at the end of grade 8 is the ability to:

- (a) select and apply appropriate media and technologies to meet information needs;
- (b) select and refine appropriate search strategies to locate information in various media and technologies; and
- (c) apply criteria to evaluate the point of view and embedded values in information from a variety of media and technologies.

10.54.6543 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for library media content standard 4 for a student upon graduation is the ability to:

- (a) analyze and evaluate various media and technologies when applying information necessary to complete a specific task;
- (b) develop and demonstrate research strategies to effectively locate information in various media and technologies; and
- (c) generate and apply criteria to evaluate the origin, authority, accuracy, bias, and distortion of information from a variety of media and technologies.

10.54.6544 through 10.54.6586 **Reserved**

10.54.6587 ADVANCED LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the advanced level in library media demonstrates superior performance. He/she:

- (a) consistently recognizes and follows all steps of an inquiry process;
- (b) consistently recognizes the importance of equitable access; independently uses information, materials, and technology responsibly; and effectively shares information with others;
- (c) independently chooses material from a variety of cultures and realizes the library is a center for learning and enjoyment; and
- (d) effectively uses a variety of search strategies to locate and evaluate print and nonprint materials.

10.54.6588 PROFICIENT LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the proficient level in library media demonstrates solid academic performance. He/she:

- (a) recognizes and follows all the steps of an inquiry process;
- (b) recognizes the importance of equitable access; uses information, materials, and technology responsibly; and shares information with others;
- (c) chooses materials from a variety of cultures and realizes the library is a center for learning and enjoyment; and
- (d) uses a variety of search strategies to locate, select, and evaluate print and nonprint materials.

10.54.6589 NEARING PROFICIENCY LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the nearing proficiency level demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in library media. He/she:

- (a) recognizes and follows some of the steps of an inquiry process;
- (b) recognizes, with some assistance, the importance of equitable access; often, but not always, uses information, materials, and technology responsibly; and shares some information with others;
- (c) chooses materials, with assistance, from a variety of cultures and realizes the library is a center for learning and enjoyment; and
- (d) uses a variety of search strategies, with some assistance, to locate and evaluate print and nonprint material.

10.54.6590 NOVICE LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the novice level is beginning to attain the prerequisite knowledge and skills that are fundamental in library media. He/she:

- (a) recognizes and follows some of the steps of an inquiry process with much assistance;
- (b) seldom recognizes the importance of equal access; inconsistently uses information, materials, and technology responsibly; and seldom shares information with others;
- (c) sometimes chooses materials, with assistance, from a variety of cultures and realizes the library is a center for learning and enjoyment; and
- (d) seldom understands how to use search strategies to locate or select print and nonprint material and has limited ability to evaluate information.

10.54.6591 ADVANCED LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the advanced level in library media demonstrates superior performance. He/she:

- (a) effectively applies an inquiry process in a variety of situations and consistently analyzes his/her use of the process;

- (b) explains beyond obvious understanding the importance of equitable access, consistently uses information responsibly, and consistently demonstrates respect for others' ideas and contributions;
- (c) consistently seeks and effectively interprets materials from a variety of cultures and uses materials found in many locations; and
- (d) effectively applies appropriate search strategies to locate various print and nonprint information and consistently evaluates the information using criteria.

10.54.6592 PROFICIENT LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the proficient level in library media demonstrates solid academic performance. He/she:

- (a) applies an inquiry process in a variety of situations and analyzes his/her use of the process;
- (b) explains the importance of equitable access, uses information responsibly, and acknowledges others' ideas and contributions;
- (c) seeks and interprets materials from a variety of cultures and realizes materials are found in many locations; and
- (d) applies appropriate search strategies to locate various print and nonprint information and evaluates the information using criteria.

10.54.6593 NEARING PROFICIENCY LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the nearing proficiency level demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in library media. He/she:

- (a) applies an inquiry process in some situations but has difficulty analyzing his/her use of the process;
- (b) briefly explains the importance of equitable access; often, but not always, uses information responsibly; and sometimes, but not consistently, demonstrates respect for others' ideas and contributions;
- (c) sometimes seeks materials from a variety of cultures and interprets them with some assistance and sometimes, but not consistently, realizes materials are found in many locations; and
- (d) inconsistently applies appropriate search strategies to locate print and nonprint information and seldom evaluates the information using criteria.

10.54.6594 NOVICE LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the novice level is beginning to attain the prerequisite knowledge and skills that are fundamental in library media. He/she:

- (a) inconsistently applies an inquiry process and seldom analyzes his/her use of the process;
- (b) briefly explains, with assistance, the importance of equal access, seldom uses information responsibly, and acknowledges others' ideas and contributions in a limited way;
- (c) has difficulty finding or understanding materials from other cultures and seldom realizes that materials are found in many locations; and
- (d) seldom applies appropriate search strategies to locate print and nonprint information and almost never evaluates the information using criteria.

10.54.6595 ADVANCED LIBRARY MEDIA PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level in library media demonstrates superior performance. He/she:

- (a) independently applies a complex inquiry process and monitors and adjusts his/her effective use of the process;
- (b) independently evaluates the importance of equitable access, consistently uses information independently, and responsibly and effectively collaborates with others in the information process;
- (c) analyzes and evaluates complex materials from a variety of cultures and effectively transfers information literacy skills to new settings; and
- (d) effectively analyzes and modifies various search strategies to locate print and nonprint information and generates multi-faceted criteria to appropriately evaluate the quality of information.

10.54.6596 PROFICIENT LIBRARY MEDIA PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient level in library media demonstrates solid academic performance. He/she:

- (a) independently applies a complex inquiry process and monitors his/her effective use of the process;
- (b) evaluates the importance of equitable access; uses information, materials, and technology responsibly; and collaborates with others in the information inquiry;
- (c) analyzes and evaluates materials from a variety of cultures and transfers information literacy skills to new settings; and

(d) analyzes the effectiveness of various search strategies to locate print and nonprint information and generates criteria useful in evaluating the quality of information.

10.54.6597 NEARING PROFICIENCY LIBRARY MEDIA PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in library media. He/she:

(a) usually, but not consistently, initiates applying an inquiry process and minimally monitors his/her effective use of the process;

(b) evaluates, with some assistance, the importance of equitable access; sometimes, but not consistently, uses information responsibly; and, to some degree, collaborates with others in the information process;

(c) analyzes and evaluates some materials from a variety of cultures and sometimes, but not consistently, transfers information literacy skills to new settings; and

(d) analyzes, with assistance, various search strategies and applies given criteria to appropriately evaluate the quality of information.

10.54.6598 NOVICE LIBRARY MEDIA PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level is beginning to attain the prerequisite knowledge and skills that are fundamental in library media. He/she:

(a) seldom initiates an inquiry process and has difficulty monitoring his/her use of the process;

(b) lacks clarity in his/her evaluation of the importance of equitable access; sometimes uses information responsibly; and, with much assistance and prompting, collaborates with others;

(c) has difficulty analyzing and evaluating materials from a variety of cultures and, with assistance, transfers information literacy skills to new settings; and

(d) incompletely analyzes a limited range of search strategies to locate print and nonprint information and, with much assistance, evaluates the information.

Sub-Chapters 66 through 69 **Reserved**

Health Enhancement Content and Performance Standards

Health Enhancement combines the disciplines of “health” and “physical education” into a single curriculum with its focus on health-related outcomes. Concepts learned in the classroom are reinforced in the gymnasium and vice versa. Health is essential to a quality of life and leads directly to improved learning. Health enhancement develops the skills and behaviors necessary for students to become healthy, productive citizens who take personal responsibility for their own well-being as well as a social responsibility for the health of their community.

Early initiation of healthy behaviors is a predictor of enhanced school performance as well as less risk for morbidity and premature mortality in adulthood. Health enhancement is a critical component of the educational process.

10.54.7001 through 10.54.7009 **Reserved**

10.54.7010 HEALTH ENHANCEMENT CONTENT STANDARD 1 (1) To satisfy the requirements of health enhancement content standard 1, a student must have a basic knowledge and understanding of concepts that promote comprehensive health.

10.54.7011 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for health enhancement content standard 1 for a student at the end of grade 4 is the ability to:

(a) describe relationships between personal health behaviors and individual well-being;

(b) describe the basic structure and function of the major human body systems, emphasizing growth and development;

(c) identify common health problems (e.g., eyes, ears, teeth, skin) that should be detected and treated early;

(d) identify personal health enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management; and

(e) identify the potential sources of environmental hazards.

10.54.7012 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 1 FOR END OF GRADE

8 (1) The benchmark for health enhancement content standard 1 for a student at the end of grade 8 is the ability to:

- (a) explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death;
- (b) explain the function and maintenance of body systems, including the reproductive system;
- (c) analyze how peers, family, heredity, and environment influence personal health;
- (d) explain personal health enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/AIDS prevention, and stress management; and
- (e) explain how appropriate health care can prevent premature death and disability.

10.54.7013 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 1 UPON GRADUATION

(1) The benchmark for health enhancement content standard 1 for a student upon graduation is the ability to:

- (a) analyze how attitudes and behaviors can impact health maintenance, disease prevention, and injury;
- (b) explain the impact of personal health behaviors on the functioning of body systems, including the reproductive system;
- (c) analyze how the environment, public health policies, government regulations, research, and medical advances influence personal and community health;
- (d) develop personal health enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activities, injury/disease prevention, including HIV/AIDS prevention, and stress management; and
- (e) advocate for personal, family, and community health.

10.54.7014 through 10.54.7019 **Reserved**

10.54.7020 HEALTH ENHANCEMENT CONTENT STANDARD 2 (1) To satisfy the requirements of health enhancement content standard 2, a student must demonstrate competency in a variety of movement forms.

10.54.7021 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 2 FOR END OF GRADE

4 (1) The benchmark for health enhancement content standard 2 for a student at the end of grade 4 is the ability to:

- (a) demonstrate mature form in all locomotor patterns and selected manipulative and non-locomotor skills;
- (b) combine movement skills in applied and dynamic settings or lead-up games; and
- (c) acquire skills including perceptual, motor, and rhythm.

10.54.7022 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 2 FOR END OF GRADE

8 (1) The benchmark for health enhancement content standard 2 for a student at the end of grade 8 is the ability to demonstrate a variety of physical skills which encompass lead-up games, rhythms and dance, and individual, dual, and team sports.

10.54.7023 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 2 UPON GRADUATION

(1) The benchmark for health enhancement content standard 2 for a student upon graduation is the ability to demonstrate a variety of physical skills which encompass dance, individual, dual, and team sports, and lifetime physical activities.

10.54.7024 through 10.54.7029 **Reserved**

10.54.7030 HEALTH ENHANCEMENT CONTENT STANDARD 3 (1) To satisfy the requirements of health enhancement content standard 3, a student must apply movement concepts and principles while learning and developing motor skills.

10.54.7031 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 3 FOR END OF GRADE

4 (1) The benchmark for health enhancement content standard 3 for a student at the end of grade 4 is the ability to:

- (a) apply critical elements to improve personal performance in fundamental motor skills and some specialized skills; and
- (b) recognize and apply movement concepts that impact the quality of performance.

10.54.7032 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 3 FOR END OF GRADE

8 (1) The benchmark for health enhancement content standard 3 for a student at the end of grade 8 is the ability to:

- (a) understand and apply movement concepts to game strategies;
- (b) identify and refine the critical elements of advanced movement skills; and
- (c) identify and understand the application of basic rules and strategies in a variety of physical activities.

10.54.7033 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 3 UPON GRADUATION

(1) The benchmark for health enhancement content standard 3 for a student upon graduation is the ability to:

- (a) identify the characteristics of technically correct performance in a variety of movement forms;
- (b) apply rules and advanced strategies to a variety of physical activities; and
- (c) know and understand scientifically based information regarding movement performance.

10.54.7034 through 10.54.7039 **Reserved**

10.54.7040 HEALTH ENHANCEMENT CONTENT STANDARD 4 (1) To satisfy the requirements of health enhancement content standard 4, a student must achieve and maintain a challenging level of health-related physical fitness.

10.54.7041 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 4 FOR END OF GRADE

4 (1) The benchmark for health enhancement content standard 4 for a student at the end of grade 4 is the ability to:

- (a) participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness;
- (b) identify each component of health-related physical fitness;
- (c) associate each health-related physical fitness component to the improvement of personal health; and
- (d) demonstrate individual progress toward each component of health-related physical fitness.

10.54.7042 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 4 FOR END OF GRADE

8 (1) The benchmark for health enhancement content standard 4 for a student at the end of grade 8 is the ability to:

- (a) participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness;
- (b) understand and apply basic principles of training to improve health-related physical fitness;
- (c) identify personal fitness goals; and
- (d) demonstrate individual progress toward each component of health-related physical fitness.

10.54.7043 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 4 UPON GRADUATION

(1) The benchmark for health enhancement content standard 4 for a student upon graduation is the ability to:

- (a) participate in a variety of fitness activities involving each component of health-related physical fitness;
- (b) demonstrate the knowledge, skills, and desire to monitor and adjust levels to meet personal fitness needs;
- (c) design a personal fitness program; and
- (d) demonstrate individual progress toward each component of health-related physical fitness.

10.54.7044 through 10.54.7049 **Reserved**

10.54.7050 HEALTH ENHANCEMENT CONTENT STANDARD 5 (1) To satisfy the requirements of health enhancement content standard 5, a student must use critical thinking and decision making to enhance health.

10.54.7051 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 5 FOR END OF GRADE

4 (1) The benchmark for health enhancement content standard 5 for a student at the end of grade 4 is the ability to:

- (a) identify problem-solving processes specific to health-related issues;
- (b) access valid health information and resources;
- (c) explain how basic health information and resources are used in setting goals and decision-making;

- (d) set personal health goals and record progress toward achievement; and
- (e) predict results of positive health decisions.

10.54.7052 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 5 FOR END OF GRADE

8 (1) The benchmark for health enhancement content standard 5 for a student at the end of grade 8 is the ability to:

- (a) individually and collaboratively apply problem-solving processes to health issues;
- (b) analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community;
- (c) predict how decisions specific to health behavior have consequences for self and others;
- (d) describe personal factors that influence an individual's health goals;
- (e) explain a personal health plan that addresses needs, strengths, and risks; and
- (f) identify the validity of health information and how culture, media, and technology influence choices.

10.54.7053 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 5 UPON GRADUATION

(1) The benchmark for health enhancement content standard 5 for a student upon graduation is the ability to:

- (a) utilize various problem-solving strategies when making health decisions related to needs and risks of young adults;
- (b) predict immediate and long-term impacts of health decisions on the individual, family, and community;
- (c) implement a plan for achieving personal health goals;
- (d) evaluate progress toward attaining personal health goals;
- (e) formulate an effective plan for lifelong health; and
- (f) locate, evaluate, and utilize credible health information.

10.54.7054 through 10.54.7059 **Reserved**

10.54.7060 HEALTH ENHANCEMENT CONTENT STANDARD 6 (1) To satisfy the requirements of health enhancement content standard 6, a student must demonstrate interpersonal communication skills to enhance health.

10.54.7061 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 6 FOR END OF GRADE

4 (1) The benchmark for health enhancement content standard 6 for a student at the end of grade 4 is the ability to:

- (a) describe characteristics needed to be a responsible friend and family member;
- (b) demonstrate ways to communicate care, consideration, and respect of self and others;
- (c) demonstrate healthy ways to express needs, wants, and feelings;
- (d) demonstrate refusal skills;
- (e) demonstrate active listening skills; and
- (f) demonstrate non-violent strategies to resolve conflicts.

10.54.7062 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 6 FOR END OF GRADE

8 (1) The benchmark for health enhancement content standard 6 for a student at the end of grade 8 is the ability to:

- (a) describe how the behavior of family and peers affects interpersonal communication;
- (b) demonstrate ways to communicate care, consideration, and respect of self and others;
- (c) demonstrate healthy ways to express needs, wants, and feelings;
- (d) demonstrate refusal and mediation skills to enhance health; and
- (e) demonstrate strategies to analyze and manage conflict in healthy ways.

10.54.7063 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 6 UPON GRADUATION

(1) The benchmark for health enhancement content standard 6 for a student upon graduation is the ability to:

- (a) demonstrate skills for communicating effectively with family, peers, and others;
- (b) demonstrate ways to communicate care, consideration, and respect of self and others;
- (c) demonstrate healthy ways to express needs, wants, and feelings;
- (d) demonstrate refusal, mediation, and collaboration skills for solving interpersonal conflict without harming self or others;
- (e) analyze how interpersonal communication affects relationships; and

- (f) analyze the possible causes of conflict and demonstrate strategies to manage conflict.

10.54.7064 through 10.54.7069 **Reserved**

10.54.7070 HEALTH ENHANCEMENT CONTENT STANDARD 7 (1) To satisfy the requirements of health enhancement content standard 7, a student must demonstrate health-enhancing behaviors.

10.54.7071 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 7 FOR END OF GRADE

4 (1) The benchmark for health enhancement content standard 7 for a student at the end of grade 4 is the ability to:

- (a) interact with friends and others through participation;
- (b) use physical activity as a means of self-expression;
- (c) experience enjoyment through physical activity;
- (d) regularly participate in physical activity; and
- (e) demonstrate strategies to improve or maintain personal health.

10.54.7072 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 7 FOR END OF GRADE

8 (1) The benchmark for health enhancement content standard 7 for a student at the end of grade 8 is the ability to:

- (a) enjoy participation in physical activity;
 - (b) recognize the social benefits of physical activity;
 - (c) participate in health-enhancing physical activity outside of school;
 - (d) work cooperatively with a group to achieve group goals in both cooperative and competitive settings;
- and
- (e) demonstrate strategies to improve or maintain personal and family health.

10.54.7073 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 7 UPON GRADUATION

(1) The benchmark for health enhancement content standard 7 for a student upon graduation is the ability to:

- (a) regularly participate in health-enhancing physical fitness activities to promote personal well-being on a voluntary basis;
- (b) experience enjoyment from physical activity and a healthy lifestyle;
- (c) participate in activities that promote community well-being;
- (d) initiate independent and responsible health-enhancing personal behavior; and
- (e) demonstrate strategies to improve or maintain personal, family, and community health.

10.54.7074 through 10.54.7086 **Reserved**

10.54.7087 ADVANCED HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE

4 (1) A fourth-grade student at the advanced level in health enhancement demonstrates superior performance. He/she:

- (a) uses a variety of motor skills and skillful and efficient movement patterns in a variety of applied and dynamic settings;
- (b) knows, understands, describes, and demonstrates health enhancing concepts and behaviors, and how they relate to personal and family health; and
- (c) demonstrates conflict resolution skills, refusal skills, appropriate self expression, and concern for others.

10.54.7088 PROFICIENT HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE

4 (1) A fourth-grade student at the proficient level in health enhancement demonstrates solid academic performance. He/she:

- (a) consistently exhibits fundamental motor skills in a variety of applied settings;
- (b) uses a combination of movement patterns with smooth transitions; and
- (c) identifies, describes, and demonstrates understanding of some concepts of health promotion and how they impact personal and family health.

10.54.7089 NEARING PROFICIENCY HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she:

- (a) demonstrates fundamental motor skills in some applied settings;
- (b) identifies and demonstrates understanding of some relationships between healthy behaviors and disease prevention; and
- (c) exhibits socially acceptable behavior in most settings.

10.54.7090 NOVICE HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE 4 (1)

A fourth-grade student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she:

- (a) sometimes demonstrates and combines fundamental motor skills and socially acceptable interpersonal behavior;
- (b) seldom identifies concepts related to a healthy lifestyle and healthy relationships; and
- (c) does not consistently understand health promotion and disease prevention concepts and how they relate to his/her own health.

10.54.7091 ADVANCED HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE

8 (1) An eighth-grade student at the advanced level in health enhancement demonstrates superior performance. He/she:

- (a) effectively maintains an appropriate level of skill and health related fitness;
- (b) applies health promotion concepts to access valid health information and products;
- (c) thoroughly evaluates the influences of media and culture on health;
- (d) exhibits effective interpersonal social skills;
- (e) predicts consequences of actions;
- (f) develops a personal plan for health that involves goal-setting and decision-making skills; and
- (g) effectively communicates information and opinions regarding health promotion and personal and social health.

10.54.7092 PROFICIENT HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE

8 (1) An eighth-grade student at the proficient level in health enhancement demonstrates solid academic performance. He/she:

- (a) attains an appropriate level of skill related fitness;
- (b) identifies influences of media and culture on health; and
- (c) analyzes concepts of health promotion, including determining the validity of information and products, evaluating the influence of external factors on health, and examining the causes of interpersonal conflicts and how goal setting and decision making influence health.

10.54.7093 NEARING PROFICIENCY HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she:

- (a) shows some improvement in developing appropriate skill related fitness components and understands their contributions to overall well-being;
- (b) achieves an appropriate level of health enhancing physical fitness;
- (c) describes fundamental relationships in health promotion and disease prevention; and
- (d) demonstrates basic interpersonal social skills appropriate to the eighth grade level.

10.54.7094 NOVICE HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE 8 (1)

An eighth-grade student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she:

- (a) participates in appropriate skill related fitness activities and identifies the contributions to overall well-being;
- (b) works toward health-related physical fitness;
- (c) identifies and describes healthy behaviors and disease prevention concepts;
- (d) often demonstrates understanding of health information; and
- (e) sometimes demonstrates appropriate interpersonal social skills.

10.54.7095 ADVANCED HEALTH ENHANCEMENT PERFORMANCE STANDARDS UPON GRADUATION (1)

A graduating student at the advanced level in health enhancement demonstrates superior performance. He/she:

- (a) demonstrates high levels of competency in a variety of physical activities;

- (b) demonstrates understanding of scientific principles of physical fitness and the relationships to total well-being, and applies that information in developing personal wellness during different periods of life;
- (c) initiates independent personal and social behaviors and takes both leadership and following roles as situations determine;
- (d) thoroughly analyzes, evaluates, and articulates opinions concerning personal and social health issues;
- (e) effectively utilizes a variety of strategies to overcome barriers in social situations; and
- (f) forms a comprehensive plan for healthful living.

10.54.7096 PROFICIENT HEALTH ENHANCEMENT PERFORMANCE STANDARDS UPON GRADUATION

(1) A graduating student at the proficient level in health enhancement demonstrates solid academic performance. He/she:

- (a) participates in some physical activities;
- (b) demonstrates competency in a variety of physical activities;
- (c) demonstrates the knowledge and skills necessary to determine current and future fitness needs;
- (d) initiates independent and responsible personal behavior;
- (e) anticipates potentially dangerous consequences of actions;
- (f) analyzes, evaluates, and forms opinions regarding health information, services, products, and the effects of external influences; and
- (g) uses communication skills effectively in a variety of settings.

10.54.7097 NEARING PROFICIENCY HEALTH ENHANCEMENT PERFORMANCE STANDARDS UPON GRADUATION

(1) A graduating student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she:

- (a) participates in some physical activities;
- (b) demonstrates the fundamental knowledge and skill to achieve a health-enhancing level of fitness;
- (c) displays socially responsible behavior; and
- (d) describes health concepts, health care costs and services, the role of personal responsibility, and external influences on a health enhancing lifestyle.

10.54.7098 NOVICE HEALTH ENHANCEMENT PERFORMANCE STANDARDS UPON GRADUATION

(1) A graduating student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she:

- (a) participates in some physical activities that contribute to well-being throughout the life span;
- (b) demonstrates the knowledge and skills to adjust activity levels to meet personal fitness needs;
- (c) identifies socially responsible behavior; and
- (d) sometimes, demonstrates understanding of health concepts, health care costs and services, and the role of personal responsibility, decision making, and external factors on health-enhancing lifestyles.

Sub-Chapters 71 through 74 **Reserved**

Technology Content and Performance Standards

Properly applied, technology enhances instruction in a way that powerfully increases learning, but does not become the focus of learning. By providing access to information, opening pathways to communication, and facilitating personal understanding, technology supports learning in all subjects.

Effective integration of technology into the learning environment encourages movement from teacher-centered instruction to student-centered learning—learning in which multi-sensory stimulation combines with increased student responsibility to widen the opportunity for all students to succeed.

Technologically literate students work collaboratively in inquiry-based learning activities, rich in relevant content, while thinking critically and solving problems in real-world contexts.

Technologically literate students use their skills across the curriculum to support their learning, while building lifelong learning habits and marketable skills.

10.54.7501 through 10.54.7509 **Reserved**

10.54.7510 TECHNOLOGY CONTENT STANDARD 1 (1) To satisfy the requirements of technology content standard 1, a student must demonstrate an understanding of the basic operations of technologies.

10.54.7511 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for technology content standard 1 for a student at the end of grade 4 is the ability to:

- (a) develop basic skills and procedures needed to operate various technologies;
- (b) communicate using appropriate terminology and demonstrate simple care and maintenance of various technology tools; and
- (c) identify and solve simple operating problems.

10.54.7512 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for technology content standard 1 for a student at the end of grade 8 is the ability to:

- (a) use and refine skills and procedures needed to operate various technologies;
- (b) develop competence with basic system and tool set-up, technical terminology, and basic care and maintenance; and
- (c) develop trouble shooting strategies to solve operations problems (e.g., lost files, equipment failures).

10.54.7513 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for technology content standard 1 for a student upon graduation is the ability to:

- (a) use and enhance an established repertoire of skills and procedures as needed to operate various technologies;
- (b) demonstrate competence with basic system and tool set-up, technical terminology, and basic care and maintenance; and
- (c) use and refine trouble shooting strategies to solve technical operations problems.

10.54.7514 through 10.54.7519 **Reserved**

10.54.7520 TECHNOLOGY CONTENT STANDARD 2 (1) To satisfy the requirements of technology content standard 2, a student must use a variety of technologies to enhance productivity.

10.54.7521 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for technology content standard 2 for a student at the end of grade 4 is the ability to:

- (a) develop skills to enhance performance and ease task completion (e.g., word processing, calculating, graphing, imaging);
- (b) develop and present a project using technology; and
- (c) choose appropriate technology for a task.

10.54.7522 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for technology content standard 2 for a student at the end of grade 8 is the ability to:

- (a) refine skills to enhance performance and ease task completion (e.g., programming, authoring, editing);
- (b) apply technology in designing, developing, and presenting a project; and
- (c) compare technologies and select the best one for a task.

10.54.7523 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for technology content standard 2 for a student upon graduation is the ability to:

- (a) apply sophisticated skills and strategies to enhance performance and ease task completion;
- (b) integrate technology in designing, developing, presenting, and managing projects; and
- (c) analyze and evaluate a variety of technologies and match the best technology to a task.

10.54.7524 through 10.54.7529 **Reserved**

10.54.7530 TECHNOLOGY CONTENT STANDARD 3 (1) To satisfy the requirements of technology content standard 3, a student must use a variety of technologies for communication.

10.54.7531 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for technology content standard 3 for a student at the end of grade 4 is the ability to:

- (a) use multiple communication technologies to fulfill a variety of purposes; and
- (b) explore online telecommunications tools.

10.54.7532 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for technology content standard 3 for a student at the end of grade 8 is the ability to:

- (a) identify and use telecommunications tools to exchange ideas and information with others (e.g., geographic information system map, web page); and
- (b) identify and use telecommunications tools to participate in online projects.

10.54.7533 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for technology content standard 3 for a student upon graduation is the ability to:

- (a) select and apply telecommunications tools to exchange ideas and information (e.g., geographic information system map, multimedia presentation, web page); and
- (b) use telecommunications tools to participate in collaborative online projects.

10.54.7534 through 10.54.7539 **Reserved**

10.54.7540 TECHNOLOGY CONTENT STANDARD 4 (1) To satisfy the requirements of technology content standard 4, a student must use technology responsibly and understand its impact on individuals and society.

10.54.7541 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for technology content standard 4 for a student at the end of grade 4 is the ability to:

- (a) safely use various technologies (e.g., internet, software, computers);
- (b) demonstrate ethical technology use (e.g., fair use, ownership); and
- (c) identify some impacts of technology on people.

10.54.7542 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for technology content standard 4 for a student at the end of grade 8 is the ability to:

- (a) safely use various technologies (e.g., e-mail, chat software, tools);
- (b) develop a personal code of standards for ethical technology use (e.g., privacy, copyright, etiquette); and
- (c) compare the present and future impacts of technology on people and the environment.

10.54.7543 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for technology content standard 4 for a student upon graduation is the ability to:

- (a) safely use various technologies (e.g., robotics, work place tools);
- (b) model and exemplify a high standard of ethics for the uses of technology (e.g., privacy, intellectual property); and
- (c) evaluate the present and future impacts of technology on society, economy, and the environment.

10.54.7544 through 10.54.7549 **Reserved**

10.54.7550 TECHNOLOGY CONTENT STANDARD 5 (1) To satisfy the requirements of technology content standard 5, a student must develop the skills, knowledge, and abilities to apply a variety of technologies to conduct research, manage information, make decisions, and solve problems.

10.54.7551 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The benchmark for technology content standard 5 for a student at the end of grade 4 is the ability to:

- (a) ask questions and use technology to find answers;
- (b) use various technologies to identify sources and access information; and
- (c) identify information from technical sources and communicate findings.

10.54.7552 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for technology content standard 5 for a student at the end of grade 8 is the ability to:

- (a) ask questions and use technology resources to solve problems;
- (b) use various technologies and develop strategies to assess the quality of sources and information; and
- (c) organize information from technical sources and communicate findings.

10.54.7553 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 5 UPON GRADUATION (1) The benchmark for technology content standard 5 for a student upon graduation is the ability to:

- (a) ask questions and use technology resources for self-directed learning and problem solving;
- (b) evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information; and
- (c) organize and analyze information from technical sources and communicate findings.

10.54.7554 through 10.54.7559 **Reserved**

10.54.7560 TECHNOLOGY CONTENT STANDARD 6 (1) To satisfy the requirements of technology content standard 6, a student must apply technological abilities and knowledge to construct new personal understanding.

10.54.7561 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 6 FOR END OF GRADE 4 (1) The benchmark for technology content standard 6 for a student at the end of grade 4 is the ability to:

- (a) apply existing information to develop personal understanding;
- (b) create original work using various technologies;
- (c) apply a variety of technologies to investigate a problem within a content area; and
- (d) apply personal understanding and technologies to solve a problem.

10.54.7562 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 6 FOR END OF GRADE 8 (1) The benchmark for technology content standard 6 for a student at the end of grade 8 is the ability to:

- (a) analyze and apply existing information to generate personal understanding;
- (b) create a collection of original work using various technologies;
- (c) apply a variety of technologies to investigate problems across content areas; and
- (d) apply personal understanding and technologies to develop an invention or original solution to an authentic problem.

10.54.7563 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 6 UPON GRADUATION (1) The benchmark for technology content standard 6 for a student upon graduation is the ability to:

- (a) analyze and evaluate existing information to generate personal understanding;
- (b) create a portfolio of original work using various technologies;
- (c) evaluate and apply a variety of technologies to investigate complex problems in multidisciplinary contexts; and
- (d) apply and evaluate personal understanding to develop an invention or innovative solution to an authentic problem.

10.54.7564 through 10.54.7586 **Reserved**

10.54.7587 ADVANCED TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the advanced level in technology demonstrates superior performance. He/she:

- (a) demonstrates an understanding of the overall operations and responsible use of technologies and explores advanced concepts;
- (b) uses technology to accomplish the task in an effective and efficient manner;
- (c) uses technology eagerly to communicate understanding;
- (d) identifies impacts of technologies on society and uses technology ethically and safely;
- (e) independently and enthusiastically seeks information from technological sources, and thoroughly communicates the information through an original product; and
- (f) confidently applies technological skills to create original work and solve problems in multidisciplinary contexts.

10.54.7588 PROFICIENT TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the proficient level in technology demonstrates solid academic performance. He/she:

- (a) demonstrates understanding of the overall operations and responsible use of appropriate technologies;
- (b) identifies and chooses appropriate technology to complete the task;
- (c) uses technology to communicate understanding;
- (d) recognizes impacts of technology on society and uses technologies ethically and safely;
- (e) finds information from technological sources and communicates the information through an original product; and
- (f) uses technological skills to create original work and solve problems in multidisciplinary contexts.

10.54.7589 NEARING PROFICIENCY TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE

4 (1) A fourth-grade student at the nearing proficiency level in technology demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in technology. He/she:

- (a) demonstrates a basic understanding of the overall operations and responsible use of appropriate technologies;
- (b) identifies and, with assistance, chooses technology for the task;
- (c) uses technology, with assistance, to communicate understanding;
- (d) recognizes the obvious impacts of technology on society and usually uses technologies ethically and safely;
- (e) finds information, with assistance, and communicates the information through a product; and
- (f) uses technological skills, with assistance, to create a product or solve a problem in a content area.

10.54.7590 NOVICE TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE 4

(1) A fourth-grade student at the novice level in technology is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in technology. He/she:

- (a) demonstrates limited understanding of the overall operations and responsible use of appropriate technologies;
- (b) seldom identifies or uses technology for a task;
- (c) uses technology, with assistance, to communicate;
- (d) seldom recognizes the impacts of technology on society and needs to be reminded to use technologies ethically and safely;
- (e) finds information and, with assistance, communicates the information through a simple product; and
- (f) has difficulty using limited technological skills to create a product or solve a problem.

10.54.7591 ADVANCED TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE 8

(1) An eighth-grade student at the advanced level in technology demonstrates superior performance. He/she:

- (a) applies thorough understanding of the overall operations and responsible use of technologies, and pursues advanced concepts;
- (b) integrates technology into most phases of projects by consistently and effectively matching technologies to the task;
- (c) identifies and uses technology to efficiently communicate and collaborate in a variety of ways;
- (d) thoughtfully identifies the impact of technology on society and consistently uses technologies ethically and safely;
- (e) applies information about available technologies to locate useful information, and thoughtfully communicates findings through a well-developed original product; and
- (f) independently evaluates and applies technological skills to create original work and/or solve problems in multidisciplinary contexts.

10.54.7592 PROFICIENT TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE 8

(1) An eighth-grade student at the proficient level in technology demonstrates solid academic performance. He/she:

- (a) demonstrates clear understanding of the overall operations and responsible use of technologies, and explores new concepts;
- (b) integrates technology into most phases of projects by matching technologies to the task;
- (c) identifies and uses communication technology to communicate and collaborate in a variety of ways;
- (d) identifies the impact of technology on society and uses technologies ethically and safely;
- (e) uses information about available technologies to locate useful information, and communicates findings through an original product; and
- (f) applies technological skills to create original work and/or solve problems in multidisciplinary contexts.

10.54.7593 NEARING PROFICIENCY TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE

8 (1) An eighth-grade student at the nearing proficiency level in technology demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in technology. He/she:

- (a) demonstrates a basic understanding of the overall operations and responsible use of appropriate technologies, and sometimes explores new concepts;
- (b) integrates technology, with assistance, into obvious phases of projects and sometimes identifies technologies for the task;

- (c) identifies and, with assistance, uses technology to communicate and collaborate;
- (d) sometimes identifies the impact of technology on society but most often uses technologies ethically and safely;
- (e) finds information from technological sources and, with assistance, communicates the information through a product; and
- (f) sometimes uses technological skills to create a product or solve a basic problem in content area.

10.54.7594 NOVICE TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the novice level in technology is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in technology. He/she:

- (a) demonstrates a limited understanding of the overall operations and responsible use of appropriate technologies;
- (b) has difficulty selecting or using technology in projects;
- (c) seldom uses technology to communicate;
- (d) has limited understanding of the impact of technology on society, and needs to be reminded to use technologies ethically and safely;
- (e) finds information from technological sources and, with assistance, communicates the information through a simple product; and
- (f) has difficulty using technological skills to complete a product or solve a basic problem in a content area.

10.54.7595 ADVANCED TECHNOLOGY PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student advanced in the use of technology demonstrates superior performance. He/she:

- (a) evaluates and applies appropriate technology skills and procedures and pursues advanced concepts and operations;
- (b) independently and effectively integrates technology into all phases of projects, and skillfully matches technologies to the task;
- (c) independently and routinely uses the most effective technologies to thoughtfully and purposefully communicate and collaborate in a variety of ways;
- (d) consistently evaluates the impact of technology on society and always uses technologies ethically and safely;
- (e) effectively applies information about available technologies to locate information, to analyze and evaluate the information, and to thoroughly communicate findings through an original and complex product; and
- (f) independently and routinely analyzes, evaluates, and applies technological skills to create original work and solve problems in multidisciplinary contexts.

10.54.7596 PROFICIENT TECHNOLOGY PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student proficient with technology demonstrates solid academic performance. He/she:

- (a) applies appropriate technology skills and procedures, and explores increasingly complex concepts and operations;
- (b) integrates technology into most phases of projects, selecting appropriate technologies for the task;
- (c) demonstrates independence in using technologies to effectively communicate and collaborate in a variety of ways;
- (d) evaluates the impact of technology on society and uses technologies ethically and safely;
- (e) applies information about available technologies to locate information, to analyze and evaluate the information, and to organize the information to effectively communicate through an original product; and
- (f) typically evaluates and applies technological skills to create original work and solve problems in multidisciplinary contexts.

10.54.7597 NEARING PROFICIENCY TECHNOLOGY PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student nearing proficiency in the use of technology demonstrates partial mastery of prerequisite knowledge and skills. He/she:

- (a) often applies skills and procedures, and sometimes explores new concepts and operations;
- (b) integrates technology, with assistance, in obvious phases of projects, and sometimes selects the appropriate technologies for the task;
- (c) demonstrates limited independence in using technologies to communicate and collaborate;

- (d) sometimes evaluates the impact of technology on society and uses technologies ethically and safely;
- (e) uses technology to locate some information and to organize the information to communicate through a product; and
- (f) sometimes evaluates and uses technological skills to create a project or solve a problem in a content area.

10.54.7598 NOVICE TECHNOLOGY PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level in the use of technology is beginning to attain prerequisite knowledge and skills. He/she:

- (a) uses limited skills and procedures to identify and sometimes explore new concepts and operations;
- (b) selects and uses technology in some phases of projects with assistance;
- (c) uses technologies, with assistance, to communicate ideas and information;
- (d) seldom considers the impact of technology on society, and inconsistently uses technologies ethically and safely;
- (e) identifies, with assistance, the need for information, selects and uses technologies to locate some of the information needed, and simply organizes the information to communicate in a limited way; and
- (f) uses technologies in a limited way to complete an assignment or solve a simple problem in a specific content area.

Sub-Chapters 76 through 84 **Reserved**

Career and Vocational/Technical Education Content and Performance Standards

10.54.8011 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 1 (1) To satisfy the requirements of career and vocational/technical education content standard 1, a student must experience various career opportunities and assess personal career pathways.

10.54.8011 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 1 FOR END OF BENCHMARK 1 (1) The benchmark for career and vocational/technical education content standard 1 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:

- (a) describe and demonstrate the importance of goal setting and career and life planning;
- (b) explore and investigate career opportunities; and
- (c) describe various lifetime roles (e.g., friend, student, leader, worker, family member).

10.54.8012 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 1 FOR END OF BENCHMARK 2 (1) The benchmark for career and vocational/technical education content standard 1 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:

- (a) explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative career and life goals;
- (b) utilize local resources to research career plans, and
- (c) recognize the interrelationships of family, community, career, and leisure roles

10.54.8013 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 1 FOR END OF BENCHMARK 3 (1) The benchmark for career and vocational/technical education content standard 1 for a student at the end of benchmark 3 (concentrators) is the ability to:

- (a) develop, evaluate, and modify personal career and life plans;
- (b) gain practical experience related to one's career plan (e.g., internship, job shadow, work experience [authentic, simulated, virtual], career comparisons; and
- (c) evaluate career choices and the effect on family and lifestyle.

10.54.8020 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 2 (1) To satisfy the requirements of career and vocational/technical education content standard 2, a student must demonstrate an understanding of and ability to apply principles of resource management (i.e., financial, time, and personal management).

10.54.8021 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 2 FOR END OF BENCHMARK 1 (1) The benchmark for career and vocational/technical education content standard 2 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:

- (a) use basic monetary skills, practice maintaining basic financial records;
- (b) follow detailed instructions and complete assignment (e.g., project/time management);
- (c) recognize time constraints (e.g., personal time); and
- (d) recognize limitations on physical resources.

10.54.8022 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 2 FOR END OF BENCHMARK 2 (1) The benchmark for career and vocational/technical education content standard 2 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:

- (a) prepare a budget and keep financial records;
- (b) prioritize, allocate time, and prepare and follow schedules to complete a project;
- (c) apply appropriate time to task; and
- (d) use physical resources wisely to accomplish a goal.

10.54.8023 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 2 FOR END OF BENCHMARK 3 (1) The benchmark for career and vocational/technical education content standard 2 for a student at the end of benchmark 3 (concentrators) is the ability to:

- (a) prepare and analyze financial plans, make forecasts, make adjustments to meet objectives, and evaluate financial records;
- (b) select, design, complete, and evaluate a project (e.g., manage multiple facets of a project);
- (c) manage multiple priorities and assess effectiveness of outcomes (e.g., school, work, family); and
- (d) evaluate the use of physical resources.

10.54.8030 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 3 (1) To satisfy the requirements of career and vocational/technical education content standard 3, a student must acquire and utilize personal and leadership skills to become a successful, productive citizen.

10.54.8031 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 3 FOR END OF BENCHMARK 1 (1) The benchmark for career and vocational/technical education content standard 3 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:

- (a) serve as a positive role model by following the rules and management strategies for school, family, and community;
- (b) identify personal and work ethics;
- (c) recognize characteristics of good citizenship;
- (d) identify methods that can increase a person's self-esteem;
- (e) observe and recognize diversity; and
- (f) describe several methods of communication.

10.54.8032 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 3 FOR END OF BENCHMARK 2 (1) The benchmark for career and vocational/technical education content standard 3 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:

- (a) demonstrate active leadership skills by participation in group activities and projects;
- (b) demonstrate positive personal and work ethics;
- (c) demonstrate skills to be a productive citizen;
- (d) apply self-esteem building practices;
- (e) demonstrate appreciation for diverse perspective needs and characteristics; and
- (f) practice several methods of effective communication.

10.54.8033 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 3 FOR END OF BENCHMARK 3 (1) The benchmark for career and vocational/technical education content standard 3 for a student at the end of benchmark 3 (concentrators) is the ability to:

- (a) assume a leadership role (e.g., team leader, career and technical student organization officer, committee chair);
- (b) evaluate, compare, and contrast positive personal and work ethics;
- (c) implement and evaluate a successful, productive citizenship activity (i.e., community service project);

- (d) select methods to constructively build esteem in others as well as self;
- (e) respect differences and work well with individuals from diverse backgrounds and philosophies; and
- (f) utilize multiple communication methods to complete a class project.

10.54.8040 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 4 (1) To satisfy the requirements of career and vocational/technical education content standard 4, a student must acquire and demonstrate current technical skills leading to an occupation.

10.54.8041 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 4 FOR END OF BENCHMARK 1 (1) The benchmark for career and vocational/technical education content standard 4 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:

- (a) identify appropriate technical skills required for selected occupation;
- (b) practice safe and appropriate use of technology;
- (c) identify and use the appropriate tools and equipment for the task;
- (d) identify and demonstrate appropriate care of technological tools; and
- (e) follow basic technical instruction.

10.54.8042 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 4 FOR END OF BENCHMARK 2 (1) The benchmark for career and vocational/technical education content standard 4 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:

- (a) practice technical skills and procedures required for an occupation;
- (b) practice safe and appropriate use of technology;
- (c) select the appropriate tools, equipment, and procedures for the task;
- (d) manage and maintain technological tools and follow troubleshooting protocol; and
- (e) apply technical information to a variety of sources.

10.54.8043 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 4 FOR END OF BENCHMARK 3 (1) The benchmark for career and vocational/technical education content standard 4 for a student at the end of benchmark 3 (concentrators) is the ability to:

- (a) master the technical skills required for an entry level job or advanced training;
- (b) practice safe and appropriate use of technology;
- (c) master tools and equipment needed for an entry level job or advanced training;
- (d) manage and maintain technological systems and follow troubleshooting protocol; and
- (e) adapt technical information generated from a variety of technical sources.

10.54.8050 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 5 (1) To satisfy the requirements of career and vocational/technical education content standard 5, a student must know and demonstrate the requirements of the workplace through authentic application.

10.54.8051 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 5 FOR END OF BENCHMARK 1 (1) The benchmark for career and vocational/technical education content standard 5 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:

- (a) apply academic and technical skills to a class project;
- (b) identify the concepts of entrepreneurship;
- (c) describe how decisions affect self and others; and
- (d) use appropriate equipment and processes reflecting industry standards for school setting or other learning environment.

10.54.8052 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 5 FOR END OF BENCHMARK 2 (1) The benchmark for career and vocational/technical education content standard 5 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:

- (a) practice and demonstrate academic and technical skills in a workplace setting;
- (b) apply the concepts of entrepreneurship;
- (c) identify possible outcomes and consequences of decisions; and
- (d) use appropriate equipment and processes reflecting industry standards in school setting or other learning environment.

10.54.8053 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 5 FOR END OF BENCHMARK 3 (1) The benchmark for career and vocational/technical education content standard 5 for a student at the end of benchmark 3 (concentrators) is the ability to:

- (a) transfer academic and technical skills to the level of industry standards;
- (b) evaluate and/or design components of a business plan;
- (c) demonstrate decision-making and problem-solving skills; and
- (d) use appropriate equipment and processes reflecting industry standards in school setting or other learning environment.

10.54.8087 ADVANCED CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 1 (1) An eighth-grade student at the advanced level in career and vocational/technical education demonstrates superior performance. He/she:

- (a) consistently and independently demonstrates the skills needed to research a career and identify a life goal;
- (b) consistently identifies and uses all available resources;
- (c) consistently demonstrates the skills needed to become a successful, productive citizen;
- (d) consistently identifies and uses technical skills, tools, and equipment for a task; and
- (e) consistently and independently applies appropriate equipment and processes to a classroom project.

10.54.8088 PROFICIENT CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 1 (1) An eighth-grade student at the proficient level in career and vocational/technical education demonstrates solid academic performance. He/she:

- (a) demonstrates the skills needed to research a career and identify a life goal;
- (b) identifies all available resources;
- (c) usually recognizes the skills needed to become a successful, productive citizen;
- (d) usually identifies and uses technical skills, tools, and equipment for a task; and
- (e) usually applies appropriate equipment and processes to a classroom project.

10.54.8089 NEARING PROFICIENCY CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 1 (1) An eighth-grade student at the nearing proficiency level in career and vocational/technical education demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in career and vocational/technical education. He/she:

- (a) usually demonstrates the skills needed to research a career and, with guidance, identifies a life goal;
- (b) usually identifies all available resources;
- (c) sometimes identifies the skills needed to become a successful, productive citizen;
- (d) sometimes identifies and uses technical skills, tools, and equipment for a task; and
- (e) with assistance, applies appropriate equipment and processes to a classroom project.

10.54.8090 NOVICE CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 1 (1) An eighth-grade student at the novice level in career and vocational/technical education is beginning to attain prerequisite knowledge and skills that are fundamental in career and vocational/technical education. He/she:

- (a) sometimes demonstrates the skills needed to research a career, but has difficulty identifying a life goal;
- (b) sometimes identifies all available resources;
- (c) rarely identifies the skills needed to become a successful, productive citizen;
- (d) seldom identifies and uses technical skills, tools, and equipment for a task; and
- (e) with difficulty, applies appropriate equipment and processes to a classroom project.

10.54.8091 ADVANCED CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 2 (1) A high school student completing one course in career and vocational/technical education at the advanced level demonstrates superior performance. He/she:

- (a) clearly utilizes local resources and identifies his/her interests, aptitudes, and personal needs as related to career and life plans;
- (b) consistently uses resources and applies principles of resource management;
- (c) consistently demonstrates leadership and citizenship skills;
- (d) consistently uses and demonstrates advanced technical skills and problem-solving; and
- (e) effectively applies the concepts of an entrepreneur and technical skills to a workplace setting.

10.54.8092 PROFICIENT CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 2 (1) A high school student completing one course in career and vocational/technical education at the proficient level demonstrates solid academic performance. He/she:

- (a) usually utilizes local resources and identifies his/her interests, aptitudes, and personal needs as related to career and life plans;
- (b) usually uses resources and applies basic principles of resource management;
- (c) usually demonstrates leadership and citizenship skills in classroom activities;
- (d) usually demonstrates advanced technical skills and problem-solving; and
- (e) applies the concepts of an entrepreneur and technical skills to a workplace setting.

10.54.8093 NEARING PROFICIENCY CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 2 (1) A high school student completing one course in career and vocational/technical education at the nearing proficiency level demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in career and vocational/technical education. He/she:

- (a) sometimes locates local resources and identifies his/her interests, aptitudes, and personal needs as related to career and life plans;
- (b) sometimes uses resources and applies principles of resource management;
- (c) sometimes demonstrates leadership and citizenship skills in classroom activities;
- (d) sometimes demonstrates advanced technical skills and problem-solving; and
- (e) sometimes applies the concepts of an entrepreneur and technical skills to a workplace setting.

10.54.8094 NOVICE CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 2 (1) A high school student completing one course in career vocational/technical education at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental for proficiency in career and vocational/technical education. He/she:

- (a) with assistance, finds local resources and identifies his/her interests, aptitudes, and personal needs as related to career and life plans;
- (b) with assistance, uses resources and applies principles of resource management;
- (c) rarely demonstrates leadership and citizenship skills;
- (d) rarely demonstrates advanced technical skills and problem-solving; and
- (e) rarely applies the concepts of an entrepreneur and technical skills to a workplace setting.

10.54.8095 ADVANCED CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 3 (1) A graduating student and vocational concentrator at the advanced level in career and vocational/technical education demonstrates superior performance. He/she:

- (a) purposefully develops and evaluates a career and life plans that includes work experience;
- (b) consistently manages and evaluates resource use;
- (c) readily assumes leadership roles and is a productive citizen;
- (d) masters current technical skills, tools, and equipment for an entry level job or advanced training; and
- (e) independently transfers academic and technical skills to practical experience related to his/her career and life plans.

10.54.8096 PROFICIENT CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 3 (1) A graduating student and vocational concentrator at the proficient level in career and vocational/technical education demonstrates solid academic performance. He/she:

- (a) completes career and life plans that include work experience;
- (b) manages and evaluates resource use;
- (e) often transfers academic and technical skills to industry standards practical experience related to his/her career and life plans.

10.54.8097 NEARING PROFICIENCY CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 3 (1) A graduating student and vocational concentrator at the nearing proficiency level in career and vocational/technical education demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in career and vocational/technical education. He/she:

- (a) develops partial career and/or life plans that include work experience;
- (b) sometimes manages and evaluates resource use;
- (c) sometimes assumes leadership roles and is a productive citizen;

- (d) sometimes demonstrates current technical skills, tools, and equipment for an entry level job or advanced training; and
- (e) with assistance, transfers academic and technical skills to practical experience related to his/her career and/or life plans.

10.54.8098 NOVICE CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 3 (1) A graduating student and vocational concentrator at the novice level in career and vocational/technical education is beginning to attain prerequisite knowledge and skills that are fundamental in career and vocational/technical education. He/she:

- (a) rarely develops complete career and/or life plans;
 - (b) seldom manages and evaluates resource use;
 - (c) rarely assumes leadership roles and is a productive citizen;
 - (d) has difficulty with current technical skills, tools, and equipment for an entry level job or advanced training;
- and
- (e) struggles to transfer academic and technical skills to practical experience related to his/her career and/or life plans.

World Languages Content and Performance Standards

To relate in a meaningful way to another human being one must be able to communicate. Studying world languages, whether modern, classical or Native American, enormously increases one's ability to understand culture and to see connections.

These standards reflect the reality of language offerings in Montana today, and also envision the future of world languages for Montana's students in K-12 language learning programs. All students are capable of learning a second language. Language learning should start early and be a sequential process leading to enjoyable lifelong learning. The earlier a student begins language learning, the more proficient the learner becomes.

Language and communication are at the heart of the human experience. [Montana] must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English-speaking backgrounds should also have opportunities to develop further proficiencies in their first language. To study another language and culture gives one the powerful key to successful communication: Knowing how, when, and why to say what to whom.

(From Standards for Foreign Language Learning: Preparing for the 21st Century, EMC Publishing, 1996.)

Classical languages and some American Indian languages will often have a different communication focus than modern languages. The standards and benchmarks, designed to encompass all aspects of language learning, are applied as they fit the recognized purpose of the study of a particular language. Oral proficiency is not the major outcome of studying a classical language nor are reading and writing primary outcomes in learning all American Indian languages.

10.54.8501 through 10.54.8509 **Reserved**

10.54.8510 WORLD LANGUAGES CONTENT STANDARD 1 (1) To satisfy the requirements of world languages content standard 1, a student must engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

10.54.8511 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 1 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 1 for a student at the end of benchmark 1 is the ability to:

- (a) express feelings, likes, and dislikes;
- (b) respond in one-on-one interactions;
- (c) create simple descriptions of people and things within a context;
- (d) express agreement and disagreement; and
- (e) express basic needs.

10.54.8512 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 1 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 1 for a student at the end of benchmark 2 is the ability to:

- (a) qualify feelings, likes, and dislikes;
- (b) exchange information using appropriate gestures;
- (c) create detailed descriptions within a context;
- (d) describe a problem and suggest and recommend solutions; and
- (e) elaborate on needs and interact in basic survival situations.

10.54.8513 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 1 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 1 for a student at the end of benchmark 3 is the ability to:

- (a) exchange personal ideas and support them;
- (b) initiate, sustain, and conclude conversations appropriate to the setting on a variety of topics;
- (c) create more elaborate descriptions and add opinions;
- (d) collaborate and compromise to develop, propose, and negotiate solutions; and
- (e) manage unforeseen situations.

10.54.8514 through 10.54.8519 **Reserved**

10.54.8520 WORLD LANGUAGES CONTENT STANDARD 2 (1) To satisfy the requirements of world languages content standard 2, a student must understand and interpret spoken and/or written language on a variety of topics.

10.54.8521 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 2 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 2 for a student at the end of benchmark 1 is the ability to:

- (a) identify people and objects using aural, visual, and contextual cues;
- (b) comprehend and respond appropriately to simple oral and written communications; and
- (c) read and respond to developmentally appropriate material and identify the main idea.

10.54.8522 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 2 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 2 for a student at the end of benchmark 2 is the ability to:

- (a) respond appropriately to complex aural, visual, written, or contextual cues;
- (b) comprehend and respond appropriately to complex oral and written communications; and
- (c) interpret the main idea and significant details from authentic materials and literary samples.

10.54.8523 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 2 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 2 for a student at the end of benchmark 3 is the ability to:

- (a) analyze information based on complex aural, visual, written, or contextual cues;
 - (b) comprehend and respond appropriately to oral and written communications intended for native speakers;
- and
- (c) interpret and analyze relationships, sequences, mood, cause and effect, and applied meaning in authentic materials and literary samples.

10.54.8524 through 10.54.8529 **Reserved**

10.54.8530 WORLD LANGUAGES CONTENT STANDARD 3 (1) To satisfy the requirements of world languages content standard 3, a student must convey information, concepts, and ideas to listeners and/or readers for a variety of purposes.

10.54.8531 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 3 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 3 for a student at the end of benchmark 1 is the ability to:

- (a) give directions, commands, and instructions;

- (b) give a description orally and/or in writing using simple phrases;
- (c) write a personal communication (e.g., note, letter, invitation); and
- (d) summarize main idea of selected authentic and/or contextualized material.

10.54.8532 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 3 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 3 for a student at the end of benchmark 2 is the ability to:

- (a) explain a process based on prior knowledge and/or experience;
- (b) give a description orally and/or in writing using complex sentences;
- (c) produce formal and informal written and/or oral communication; and
- (d) interpret information from authentic material for an audience.

10.54.8533 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 3 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 3 for a student at the end of benchmark 3 is the ability to:

- (a) explain a complex process incorporating detailed instructions;
- (b) give a description orally and in writing using complex, detailed paragraphs;
- (c) produce a written sample to convey a mood, implied meaning, or abstract idea; and
- (d) create an analysis of authentic media or literary samples and present it to an audience.

10.54.8534 through 10.54.8539 **Reserved**

10.54.8540 WORLD LANGUAGES CONTENT STANDARD 4 (1) To satisfy the requirements of world languages content standard 4, a student must demonstrate an understanding of the relationship between the perspectives, practices, and products/contributions of cultures studied, and use this knowledge to interact effectively in cultural contexts.

10.54.8541 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 4 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 4 for a student at the end of benchmark 1 is the ability to:

- (a) identify significant cultural perspectives and practices;
- (b) recognize and interpret language and behaviors that reflect the culture;
- (c) identify objects, images, symbols, products, and other contributions of the culture; and
- (d) identify the expressive forms of the culture (e.g., art, architecture, music, dance).

10.54.8542 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 4 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 4 for a student at the end of benchmark 2 is the ability to:

- (a) describe cultural characteristics and behaviors of everyday life (e.g., social and geographic factors);
- (b) produce language and behaviors appropriate to the culture;
- (c) explain objects, images, symbols, products, and other contributions of the culture; and
- (d) describe and discuss the expressive forms of the culture (e.g., art, architecture, music, dance).

10.54.8543 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 4 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 4 for a student at the end of benchmark 3 is the ability to:

- (a) analyze the development of different cultural practices (e.g., social and geographic factors);
- (b) apply language and behaviors that reflect the culture in an authentic situation;
- (c) analyze and evaluate the cultural significance of objects, images, symbols, products, and other contributions of the culture; and
- (d) analyze and evaluate the expressive forms of the culture (e.g., art, architecture, music, dance).

10.54.8544 through 10.54.8549 **Reserved**

10.54.8550 WORLD LANGUAGES CONTENT STANDARD 5 (1) To satisfy the requirements of world languages content standard 5, a student must reinforce and increase his/her knowledge of other disciplines through world languages.

10.54.8551 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 5 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 5 for a student at the end of benchmark 1 is the ability to:

- (a) identify and apply, within a familiar context, information and skills shared by the language classroom and other disciplines; and
- (b) identify, through world language resources, information for use in other disciplines.

10.54.8552 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 5 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 5 for a student at the end of benchmark 2 is the ability to:

- (a) transfer and apply, within a designated context, information and skills common to the language classroom and other disciplines; and
- (b) analyze information gathered through world language resources for use in other disciplines.

10.54.8553 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 5 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 5 for a student at the end of benchmark 3 is the ability to:

- (a) apply, within an unfamiliar context, information and skills common to the language classroom and other disciplines; and
- (b) locate authentic language resources and synthesize information for use in other disciplines.

10.54.8554 through 10.54.8559 **Reserved**

10.54.8560 WORLD LANGUAGES CONTENT STANDARD 6 (1) To satisfy the requirements of world languages content standard 6, a student must acquire information and perspectives through authentic materials in the world languages and within the cultures.

10.54.8561 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 6 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 6 for a student at the end of benchmark 1 is the ability to:

- (a) gather information from sources intended for native speakers of the language; and
- (b) use authentic sources to identify perspectives of world cultures.

10.54.8562 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 6 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 6 for a student at the end of benchmark 2 is the ability to:

- (a) analyze and apply information from sources intended for native speakers of the language; and
- (b) use authentic sources to analyze perspectives of world cultures.

10.54.8563 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 6 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 6 for a student at the end of benchmark 3 is the ability to:

- (a) acquire and synthesize information from sources intended for native speakers of the language; and
- (b) use authentic sources to synthesize perspectives of world cultures.

10.54.8564 through 10.54.8569 **Reserved**

10.54.8570 WORLD LANGUAGES CONTENT STANDARD 7 (1) To satisfy the requirements of world languages content standard 7, a student must recognize that different languages use different patterns and apply this knowledge to his/her own language.

10.54.8571 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 7 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 7 for a student at the end of benchmark 1 is the ability to:

- (a) identify sound patterns of the target language and compare them to the student's own language;
- (b) identify structural patterns of the target language;

- (c) identify idiomatic expressions of the target language; and
- (d) identify connections among languages.

10.54.8572 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 7 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 7 for a student at the end of benchmark 2 is the ability to:

- (a) apply, within limited contexts, sound patterns of the target language;
 - (b) apply, within limited contexts, structural patterns of the target language;
 - (c) compare and contrast idiomatic expressions of the target language and the student's own language;
- and
- (d) explain the changing nature of languages.

10.54.8573 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 7 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 7 for a student at the end of benchmark 3 is the ability to:

- (a) apply, in a variety of contexts, sound patterns of the target language;
- (b) use knowledge of structural patterns in both the target language and the student's own language to communicate effectively;
- (c) use idiomatic expressions of the target language in the correct context; and
- (d) describe how languages influence each other.

10.54.8574 through 10.54.8579 **Reserved**

10.54.8580 WORLD LANGUAGES CONTENT STANDARD 8 (1) To satisfy the requirements of world languages content standard 8, a student must demonstrate understanding of the concept of culture through comparisons of the cultures studied and his/her own.

10.54.8581 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 8 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 8 for a student at the end of benchmark 1 is the ability to recognize similarities and differences, including behavior patterns, among target cultures and the student's own culture using evidence from authentic sources.

10.54.8582 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 8 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 8 for a student at the end of benchmark 2 is the ability to analyze similarities and differences, including behavior patterns, among target cultures and the student's own culture using evidence from authentic sources.

10.54.8583 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 8 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 8 for a student at the end of benchmark 3 is the ability to:

- (a) analyze and explain significance of similarities and differences among target cultures and the student's own culture using evidence from authentic sources; and
- (b) use knowledge of similar and different behavioral patterns to interact effectively in a variety of social contexts in target cultures and the student's own culture.

10.54.8584 through 10.54.8589 **Reserved**

10.54.8590 WORLD LANGUAGES CONTENT STANDARD 9 (1) To satisfy the requirements of world languages content standard 9, a student must apply language skills and cultural knowledge in daily life.

10.54.8591 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 9 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 9 for a student at the end of benchmark 1 is the ability to:

- (a) identify the target language in the student's daily life and share that knowledge with others;
 - (b) locate connections with the target culture through the use of technology, media, and authentic sources;
- and

- (c) locate resources in the community to learn about the target culture.

10.54.8592 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 9 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 9 for a student at the end of benchmark 2 is the ability to:

- (a) respond to the target language encountered in the student's daily life;
 - (b) establish connections with the target culture through the use of technology, media, and authentic sources;
- and
- (c) interact with members of the community to research the target culture.

10.54.8593 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 9 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 9 for a student at the end of benchmark 3 is the ability to:

- (a) interact appropriately in the target language in real-life situations;
 - (b) maintain connections with the target culture through the use of technology, media, and authentic sources;
- and
- (c) collaborate and use resources in the community to research the target culture.

10.54.8601 through 10.54.8606 **Reserved**

10.54.8607 ADVANCED WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 1 (1) A student at the end of benchmark 1, at the advanced level of world languages demonstrates superior performance. He/she:

- (a) initiates conversations, on familiar topics, comprehensible to a native speaker;
 - (b) comprehends and interprets main ideas from authentic material appropriate for his/her level;
 - (c) initiates communication orally and/or in writing for a variety of purposes and audiences;
 - (d) identifies significant cultural contributions of the target language culture;
 - (e) consistently recognizes culturally embedded behaviors and acts appropriately, within familiar contexts, target language knowledge and skills, and cultural understanding;
 - (f) eagerly uses authentic resources to identify culturally relevant information and perspectives;
 - (g) identifies sound and structural patterns of the target language and compares them to his/her first language;
 - (h) identifies and compares significant similarities and differences among target cultures with his/her culture;
- and
- (i) identifies and expands understanding and information gained through world language study within and outside the classroom.

10.54.8608 PROFICIENT WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 1 (1) A student at the end of benchmark 1, at the proficient level of world languages demonstrates solid academic performance. He/she:

- (a) initiates exchanges of simple information (e.g., likes and dislikes, descriptions, basic needs, familiar topics);
- (b) comprehends main ideas from authentic material appropriate for his/her level;
- (c) communicates orally and/or in writing for an assigned purpose and audience;
- (d) identifies some significant cultural contributions of the target language culture;
- (e) identifies, within familiar contexts, target language information and skills;
- (f) uses authentic resources to recognize some cultural information and perspectives;
- (g) recognizes sound and structural patterns of the target language and makes connections to his/her first language;
- (h) identifies similarities and differences among target cultures with his/her culture; and
- (i) identifies language and culture connections within and outside the classroom.

10.54.8609 NEARING PROFICIENCY WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 1 (1) A student at the end of benchmark 1, at the nearing proficiency level of world languages demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in world languages. He/she:

- (a) exchanges simple information, with prompting, (e.g., likes and dislikes, basic needs, familiar topics);
- (b) responds to repeated oral and/or written material appropriate for his/her level;
- (c) communicates orally and/or in writing in limited situations;
- (d) recognizes obvious cultural contributions of the target language culture;
- (e) sometimes identifies, within familiar contexts, target language information and skills;
- (f) uses, with assistance, authentic resources to recognize some cultural information and perspectives;
- (g) sometimes recognizes sound and structural patterns of the target language and, with assistance, makes connections to his/her first language;
- (h) identifies some similarities and differences among target cultures with his/her culture; and
- (i) identifies, with assistance, some language and culture connections within and outside the classroom.

10.54.8610 NOVICE WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 1 (1) A student at the end of benchmark 1, at the novice level of world languages is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in world languages. He/she:

- (a) exchanges basic information, with prompting, (e.g., likes and dislikes, basic needs);
 - (b) responds to some oral and/or written cues;
 - (c) attempts limited oral and/or written communication;
 - (d) recognizes, with assistance, obvious cultural contributions of the target language culture;
 - (e) seldom identifies, in any context, target language information and skills;
 - (f) has difficulty using authentic resources to recognize cultural information;
 - (g) seldom recognizes sound and structural patterns of the target language;
 - (h) identifies, with assistance, some similarities and differences among target cultures with his/her culture;
- and
- (i) seldom recognizes language and culture connections.

10.54.8611 ADVANCED WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2 (1) A student at the end of benchmark 2, at the advanced level of world languages demonstrates superior performance. He/she:

- (a) initiates and sustains conversations, on a variety of topics, comprehensible to a native speaker;
- (b) consistently comprehends and interprets main ideas and supporting details from authentic material above his/her level;
- (c) independently and routinely communicates verbally and/or in writing and easily elaborates on familiar topics in a variety of situations;
- (d) analyzes and describes, in detail, significant cultural contributions of the target language culture;
- (e) consistently analyzes and applies target language information and skills to other contexts;
- (f) thoroughly examines and applies information and perspectives of world cultures using authentic sources;
- (g) applies, in limited contexts, sound and structural patterns and idiomatic expressions of the target language, and compares target language to his/her first language;
- (h) observes, analyzes, and explains significant similarities and differences among target cultures with his/her culture; and
- (i) enhances classroom activities by independently seeking new information and illustrating language and culture connections.

10.54.8612 PROFICIENT WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2 (1) A student at the end of benchmark 2, at the proficient level of world languages demonstrates solid academic performance. He/she:

- (a) exchanges information on familiar topics in survival situations verbally and/or in writing and usually understands and produces speech at normal speed;
- (b) comprehends and interprets main ideas from authentic material appropriate for his/her level;
- (c) communicates verbally and/or in writing and elaborates on familiar topics in survival situations;
- (d) describes significant cultural contributions of the target language culture;
- (e) analyzes and applies target language information and skills to designated contexts and other disciplines;
- (f) investigates and applies information and perspectives of world cultures using authentic sources;
- (g) applies, in limited contexts, sound and structural patterns and idiomatic expressions of the target language, and compares target language to his/her first language;

- (h) observes and describes significant similarities and differences among target cultures with his/her culture;
- and
- (i) contributes to classroom activities by finding and sharing language and culture connections.

10.54.8613 NEARING PROFICIENCY WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2 (1) A student at the end of benchmark 2, at the nearing proficiency level of world languages demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in world languages. He/she:

- (a) often exchanges information on familiar topics in survival situations verbally and/or in writing and usually understands and produces speech at near-normal speed;
- (b) identifies main ideas from material appropriate for his/her level;
- (c) communicates verbally and/or in writing and sometimes elaborates on familiar topics in survival situations;
- (d) describes some significant cultural contributions of the target language culture;
- (e) applies limited target language information to other disciplines;
- (f) investigates and applies information and common perspectives of world cultures;
- (g) applies, in limited contexts, sound and structural patterns and idiomatic expressions of the target language, but has difficulty comparing target language to his/her first language;
- (h) provides limited explanation of similarities and differences among target cultures with his/her culture;
- and
- (i) sometimes contributes to classroom activities by finding and sharing language and culture connections.

10.54.8614 NOVICE WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2 (1) A student at the end of benchmark 2, at the novice level of world languages is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in world languages. He/she:

- (a) exchanges predictable information verbally and/or in writing, and relies on questions or prompts to produce understandable language;
- (b) identifies main ideas from familiar material appropriate for his/her level;
- (c) describes familiar topics, but rarely elaborates on these topics in survival situations;
- (d) describes some significant cultural contributions of the target language culture;
- (e) seldom applies limited target language information to other disciplines;
- (f) has difficulty applying information of world cultures;
- (g) seldom applies, even in limited contexts, sound and structural patterns or idiomatic expressions of the target language to his/her first language;
- (h) has difficulty identifying similarities and differences among target cultures with his/her culture; and
- (i) rarely contributes to classroom activities.

10.54.8615 ADVANCED WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3 (1) A student at the end of benchmark 3, at the advanced level of world languages demonstrates superior performance. He/she:

- (a) confidently initiates, sustains, and concludes conversations, in a variety of contexts, comprehensible to a native speaker;
- (b) comprehends and responds to oral and/or written communication intended for a native speaker;
- (c) adeptly uses a variety of language strategies to convey meaning in the target language;
- (d) thoroughly analyzes and evaluates significant cultural contributions to effectively interact in authentic situations;
- (e) integrates and consistently applies information and skills to familiar and unfamiliar contexts;
- (f) independently acquires and integrates world cultures perspectives from authentic sources, and communicates new understanding;
- (g) confidently applies, in a variety of contexts, sound and structural patterns and idiomatic expressions of the target language and his/her first language to communicate effectively;
- (h) analyzes and explains significant similarities and differences among target cultures to interact effectively in a variety of contexts; and
- (i) independently and enthusiastically extends classroom learning by seeking out language and culture connections and thoroughly communicating his/her findings.

10.54.8616 PROFICIENT WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3 (1) A student at the end of benchmark 3, at the proficient level of world languages demonstrates solid academic performance. He/she:

- (a) initiates, sustains, and concludes conversations, in a variety of contexts, comprehensible to a native speaker;
- (b) comprehends and responds to oral and/or written communication intended for a native speaker;
- (c) consistently uses a variety of language strategies to convey meaning in the target language;
- (d) analyzes and evaluates significant cultural contributions to effectively interact in authentic situations;
- (e) integrates information from authentic sources and applies that information and skills to familiar and unfamiliar contexts;
- (f) acquires and integrates world cultures information and perspectives from authentic sources;
- (g) confidently applies, in a variety of contexts, sound and structural patterns and idiomatic expressions of the target language and his/her first language to communicate effectively;
- (h) analyzes and explains significant similarities and differences among target cultures to interact effectively in a variety of contexts; and
- (i) extends classroom learning by seeking out language and culture connections and by communicating his/her findings.

10.54.8617 NEARING PROFICIENCY WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3 (1) A student at the end of benchmark 3, at the nearing proficiency level of world languages demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in world languages. He/she:

- (a) initiates, sustains, and concludes limited conversations comprehensible to a native speaker accustomed to non-native speakers;
- (b) usually comprehends and responds to oral and/or written communication intended for a native speaker;
- (c) uses some language strategies to convey meaning in the target language;
- (d) identifies and analyzes significant cultural contributions, but needs assistance to effectively interact in authentic situations;
- (e) sometimes integrates information from authentic sources and applies the information and skills to familiar contexts;
- (f) acquires and integrates world cultures information and perspectives from authentic sources;
- (g) applies, in limited contexts, sound and structural patterns, and idiomatic expressions of the target language and his/her first language;
- (h) explains significant similarities and differences among target cultures, but has difficulty interacting effectively; and
- (i) sometimes extends classroom learning by locating and sharing language and culture connections.

10.54.8618 NOVICE WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3 (1) A student at the end of benchmark 3, at the novice level of world languages is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in world languages. He/she:

- (a) engages in limited conversations;
- (b) usually comprehends and responds to familiar oral and/or written material;
- (c) seldom uses language strategies to convey meaning in the target language;
- (d) identifies significant cultural contributions, but seldom interacts in authentic situations;
- (e) sometimes integrates predictable information from authentic sources but has difficulty applying the information;
- (f) sometimes acquires, but seldom integrates world cultures information or perspectives from authentic sources;
- (g) recognizes, in limited contexts, sound and structural patterns, and idiomatic expressions of the target language and his/her first language;
- (h) explains predictable similarities and differences among target cultures and seldom interacts effectively; and
- (i) rarely makes language and culture connections to extend classroom learning.

Sub-Chapters 87 through 94 **Reserved**

Workplace Competencies Content and Performance Standards

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.

10.54.9501 through 10.54.9509 **Reserved**

10.54.9510 WORKPLACE COMPETENCIES CONTENT STANDARD 1 (1) To satisfy the requirements of workplace competencies content standard 1, a student must identify, organize, plan, and allocate workplace resources of time, money, materials, facilities, and human resources.

10.54.9511 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for workplace competencies content standard 1 for a student at the end of grade 4 is the ability to:

- (a) manage time effectively (e.g., assignment notebook, calendar);
- (b) use basic monetary skills;
- (c) acquire, store, allocate, and use materials or space (e.g., supplies, notebook); and
- (d) manage personal resources.

10.54.9512 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for workplace competencies content standard 1 for a student at the end of grade 8 is the ability to:

- (a) create and manage plans/schedules with specific timelines that take into account constraints, priorities, and goals;
- (b) practice maintaining personal financial records;
- (c) acquire, store, allocate, and use materials or space; and
- (d) manage personal and team resources to achieve personal and team goals.

10.54.9513 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for workplace competencies content standard 1 for a student upon graduation is the ability to:

- (a) select goal-relevant activities, rank them, allocate time, and prepare and follow schedules;
- (b) use or prepare budgets, make forecasts, keep records, make adjustments to meet objectives, and evaluate financial records;
- (c) allocate and evaluate time, materials, facilities, and resources to set and achieve goals; and
- (d) assess skills and distribute work accordingly, evaluate performance, and provide feedback toward the accomplishment of personal and team goals.

10.54.9514 through 10.54.9519 **Reserved**

10.54.9520 WORKPLACE COMPETENCIES CONTENT STANDARD 2 (1) To satisfy the requirements of workplace competencies content standard 2, a student must acquire and demonstrate interpersonal workplace skills.

10.54.9521 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for workplace competencies content standard 2 for a student at the end of grade 4 is the ability to:

- (a) practice one's role as an active and cooperative team player while recognizing individual differences and cultural diversity (e.g., be accountable for one's actions);
- (b) demonstrate a learned skill to peers (e.g., give a "how to" demonstration);

- (c) identify and practice leadership skills (e.g., team leader, class officer, class job);
- (d) identify and practice negotiation skills and conflict resolution in structured situations; and
- (e) practice basic customer and electronic etiquette (e.g., roleplay, order from a menu, appropriate e-mail language).

10.54.9522 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for workplace competencies content standard 2 for a student at the end of grade 8 is the ability to:

- (a) use a variety of skills to work as a member of a team while recognizing individual differences and cultural diversity (e.g., listening skills);
- (b) demonstrate a learned skill and teach others;
- (c) demonstrate leadership skills by making positive use of rules, regulations, and policies of schools and community;
- (d) work toward agreements that include exchanging specific resources or resolving divergent interests in structured and unstructured situations; and
- (e) practice positive interpersonal communication skills (e.g., customer service, electronic etiquette, community service project).

10.54.9523 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for workplace competencies content standard 2 for a student upon graduation is the ability to:

- (a) practice various roles required as a member of an effective team while recognizing individual differences and cultural diversity;
- (b) demonstrate and teach a learned skill including performance evaluation of self and others in this process;
- (c) communicate ideas to justify position, persuade and convince others, and responsibly challenge existing procedures and policies;
- (d) practice and evaluate negotiating process including researching, goal setting, presenting, listening, clarifying, adjusting, and compromising; and
- (e) practice and evaluate positive service skills (e.g., resolving misunderstandings, consumer complaints).

10.54.9524 through 10.54.9529 **Reserved**

10.54.9530 WORKPLACE COMPETENCIES CONTENT STANDARD 3 (1) To satisfy the requirements of workplace competencies content standard 3, a student must acquire and use workplace information.

10.54.9531 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for workplace competencies content standard 3 for a student at the end of grade 4 is the ability to:

- (a) identify a variety of sources that provide workplace information;
- (b) organize information using systematic methods (e.g., assignment book, alphabetizing, calendar);
- (c) use a variety of methods (e.g., oral, written, graphic, pictorial, multimedia) to complete a task; and
- (d) access and organize information from print and electronic sources.

10.54.9532 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for workplace competencies content standard 3 for a student at the end of grade 8 is the ability to:

- (a) identify the need for and obtain data in order to make informed decisions in the workplace;
 - (b) organize and maintain written or computerized records using systematic methods;
 - (c) select and present information using a variety of methods (e.g., oral, written, graphic, pictorial, multimedia);
- and
- (d) acquire, organize, communicate, process, and analyze information from print and electronic sources.

10.54.9533 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for workplace competencies content standard 3 for a student upon graduation is the ability to:

- (a) gather, compile, and analyze data from a variety of sources and evaluate relevance and accuracy in

making informed decisions in the workplace;

(b) organize, process, analyze, and maintain written and computerized records and other forms of information using systematic methods;

(c) select, analyze, and present information using a variety of methods (e.g., oral, written, graphic, pictorial, multimedia); and

(d) acquire, organize, communicate, process, analyze, and evaluate information from print and electronic sources.

10.54.9534 through 10.54.9539 **Reserved**

10.54.9540 WORKPLACE COMPETENCIES CONTENT STANDARD 4 (1) To satisfy the requirements of workplace competencies content standard 4, a student must demonstrate an understanding of how social, organizational, and technological systems work.

10.54.9541 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for workplace competencies content standard 4 for a student at the end of grade 4 is the ability to:

(a) identify components of family, school, and community systems encountered in daily life;

(b) identify and model how components of systems interact (e.g., roleplay, class jobs); and

(c) work within a system (e.g., team, study group, group structure, classroom rules, mechanical model).

10.54.9542 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for workplace competencies content standard 4 for a student at the end of grade 8 is the ability to:

(a) describe and illustrate a system (e.g., relationships among self, family, school, community);

(b) analyze how a system works (i.e., input, process, output, feedback, performance improvement); and

(c) design and work within a system (e.g., committees, student council, mock government, simple electrical circuit) to manage, control, and improve performance.

10.54.9543 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for workplace competencies content standard 4 for a student upon graduation is the ability to:

(a) evaluate quality and performance of a variety of systems (e.g., impact of technology on production);

(b) practice and analyze principles of successful system management considering external factors and planning for uncontrolled variables (e.g., balance professional and personal lives); and

(c) design, evaluate, and refine a system composed of subsystems (e.g., community service project, peer mediation, web page design).

10.54.9544 through 10.54.9549 **Reserved**

10.54.9550 WORKPLACE COMPETENCIES CONTENT STANDARD 5 (1) To satisfy the requirements of workplace competencies content standard 5, a student must work safely with a variety of workplace technologies.

10.54.9551 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The benchmark for workplace competencies content standard 5 for a student at the end of grade 4 is the ability to:

(a) identify and select information sources using technology;

(b) solve problems both individually and with others;

(c) prevent or identify and solve problems using technology;

(d) discriminate between responsible and irresponsible use of technology; and

(e) identify and demonstrate appropriate care of technological tools.

10.54.9552 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for workplace competencies content standard 5 for a student at the end of grade 8 is the ability to:

(a) use technology for learning, communications, and productivity;

(b) use technology to observe, analyze, interpret, and draw conclusions;

- (c) prevent or identify and solve problems using technology;
- (d) acknowledge others' rights and practice responsible use of technology; and
- (e) manage and maintain technological tools and follow troubleshooting protocol.

10.54.9553 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 5 UPON GRADUATION (1) The benchmark for workplace competencies content standard 5 for a student upon graduation is the ability to:

- (a) choose procedures and technology to complete a task;
- (b) create new knowledge by evaluating, combining, and extending information using multiple technologies;
- (c) prevent or identify and solve problems using technology;
- (d) practice and advocate ethical behavior in the use of technology; and
- (e) manage and maintain technological systems and follow troubleshooting protocol.)

10.54.9554 through 10.54.9559 **Reserved**

10.54.9560 WORKPLACE COMPETENCIES CONTENT STANDARD 6 (1) To satisfy the requirements of workplace competencies content standard 6, a student must acquire and demonstrate skills in life and career planning and workplace readiness.

10.54.9561 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 6 FOR END OF GRADE 4 (1) The benchmark for workplace competencies content standard 6 for a student at the end of grade 4 is the ability to:

- (a) describe how current learning relates to life and career development;
- (b) demonstrate positive ways of performing work activities;
- (c) describe how decisions affect self and others;
- (d) describe various lifetime roles (e.g., friend, student, leader, worker, family member);
- (e) explore and discuss a variety of occupational clusters (e.g., health, science) and their contribution to society; and
- (f) describe and demonstrate the importance of personal goal setting and planning.

10.54.9562 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 6 FOR END OF GRADE 8 (1) The benchmark for workplace competencies content standard 6 for a student at the end of grade 8 is the ability to:

- (a) identify how the skills taught in school subjects are used in various life roles and occupations;
- (b) demonstrate personal qualities (e.g., dependability, punctuality, cooperation) that are needed to get and keep jobs;
- (c) identify possible outcomes and consequences of decisions;
- (d) recognize and describe the interrelationships of lifetime roles of family, community, work, and leisure roles;
- (e) locate, explore, and evaluate a variety of occupations not limited by stereotypes, bias or traditional roles; and
- (f) explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative life and career goals.

10.54.9563 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 6 UPON GRADUATION (1) The benchmark for workplace competencies content standard 6 for a student upon graduation is the ability to:

- (a) describe how skills developed in academic and occupational programs relate to life and career planning;
- (b) display workplace readiness skills (e.g., responsibility, sociability, self-management, job-seeking skills);
- (c) demonstrate decision making and problem-solving skills;
- (d) describe and evaluate life and career choices and the effect on family and lifestyle;
- (e) discuss and demonstrate strategies to overcome bias and stereotyping in the workplace; and
- (f) develop, evaluate, and adjust life and career plans.

10.54.9564 through 10.54.9586 **Reserved**

10.54.9587 ADVANCED WORKPLACE COMPETENCIES PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the advanced level in workplace competencies demonstrates superior performance. He/she:

- (a) consistently and effectively applies basic management tools to plan the use of personal resources;
- (b) purposefully practices leadership skills and is an effective team member;
- (c) consistently locates, organizes, and presents workplace information using a variety of print and electronic sources;
- (d) consistently identifies group members and defines their roles within a system;
- (e) consistently demonstrates understanding of the overall operations and practices responsible, safe use of appropriate technologies; and
- (f) clearly describes various lifetime roles and consistently demonstrates positive ways to perform work activities.

10.54.9588 PROFICIENT WORKPLACE COMPETENCIES PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the proficient level in workplace competencies demonstrates solid academic performance. He/she:

- (a) applies basic management tools to plan the use of personal resources;
- (b) practices leadership skills and is an effective team member;
- (c) locates, organizes, and presents workplace information using a variety of print and electronic sources;
- (d) identifies group members and defines their roles within a system;
- (e) demonstrates understanding of the overall operations and practices responsible, safe use of appropriate technologies; and
- (f) describes various lifetime roles and demonstrates positive ways to perform work activities.

10.54.9589 NEARING PROFICIENCY WORKPLACE COMPETENCIES PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the nearing proficiency level demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in workplace competencies. He/she:

- (a) sometimes applies basic management tools to plan the use of personal resources;
- (b) sometimes practices leadership skills and, with assistance, is an effective team member;
- (c) locates workplace information from a variety of print and electronic sources, but has difficulty organizing workplace information and is uncomfortable making presentations;
- (d) identifies group members and sometimes defines their roles within a system;
- (e) demonstrates understanding of some of the basic operations and, with assistance, practices responsible use of appropriate technologies; and
- (f) sometimes describes various lifetime roles and, with assistance, demonstrates positive ways to perform work activities.

10.54.9590 NOVICE WORKPLACE COMPETENCIES PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the novice level is beginning to attain the prerequisite knowledge and skills that are fundamental in workplace competencies. He/she:

- (a) seldom applies basic management tools to plan the use of personal resources;
- (b) rarely practices leadership skills, but is sometimes an effective team member;
- (c) sometimes locates workplace information from a variety of print and electronic sources, but rarely organizes or presents workplace information;
- (d) sometimes identifies group members, but seldom defines their roles within a system;
- (e) demonstrates a limited understanding of the basic operations, but seldom practices responsible use of appropriate technologies; and
- (f) sometimes describes various lifetime roles, but seldom demonstrates positive ways to perform work activities.

10.54.9591 ADVANCED WORKPLACE COMPETENCIES PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the advanced level in workplace competencies demonstrates superior performance. He/she:

- (a) consistently selects and uses a variety of tools to practice time, money, and space management;
- (b) consistently recognizes and practices workplace skills and effectively uses a variety of leadership styles to cooperatively participate as a team member;

- (c) independently uses computers to acquire, organize, process, and analyze information to make informed decisions;
- (d) effectively designs, implements, and evaluates a simple system;
- (e) uses technological skills effectively to create original work, solve problems, including troubleshooting, and evaluate the results; and
- (f) consistently applies personal interests, aptitudes, abilities, and work ethics to daily life and develops strategies to plan life and career goals.

10.54.9592 PROFICIENT WORKPLACE COMPETENCIES PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the proficient level in workplace competencies demonstrates solid academic performance. He/she:

- (a) prepares and works with a variety of tools to practice time, money, and space management;
- (b) recognizes and practices workplace skills and uses a variety of leadership styles to cooperatively participate as a team member;
- (c) uses computers to acquire, organize, process, and analyze information to make informed decisions;
- (d) designs, implements, and evaluates a simple system;
- (e) uses technological skills to create original work, solve problems, including troubleshooting, and evaluate the results; and
- (f) applies personal interests, aptitudes, abilities, and work ethics to daily life and develops strategies to plan life and career goals.

10.54.9593 NEARING PROFICIENCY WORKPLACE COMPETENCIES PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the nearing proficiency level demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in workplace competencies. He/she:

- (a) sometimes prepares and works with a variety of tools to practice time, money, and space management;
- (b) recognizes and practices workplace skills and uses some leadership styles to cooperatively participate as a team member;
- (c) uses computers to acquire and organize information, but needs assistance to analyze information and make informed decisions;
- (d) sometimes designs and implements a simple system, but has difficulty evaluating system performance;
- (e) sometimes uses technological skills to create original work and, with assistance, solve problems, but has difficulty evaluating the results; and
- (f) sometimes recognizes how the connections among personal interests, aptitudes, abilities, and work ethics help to plan life and career goals.

10.54.9594 NOVICE WORKPLACE COMPETENCIES PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the novice level is beginning to attain the prerequisite knowledge and skills that are fundamental in workplace competencies. He/she:

- (a) seldom practices or uses a variety of tools to practice time, money, and space management;
- (b) recognizes, but has difficulty practicing workplace skills and seldom uses any leadership styles to participate as a team member;
- (c) sometimes uses computers to acquire information, but has difficulty organizing and analyzing information;
- (d) sometimes designs and implements a simple system, but seldom evaluates system performance;
- (e) sometimes, with assistance, uses technological skills to solve problems, but seldom evaluates the results; and
- (f) recognizes, but has a limited understanding of how personal interests, aptitudes, abilities, and work ethics help to plan life and career goals.

10.54.9595 ADVANCED WORKPLACE COMPETENCIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level in workplace competencies demonstrates superior performance. He/she:

- (a) independently identifies, organizes, plans, and allocates workplace resources of time, money, human resources, material, and facilities;
- (b) consistently practices workplace skills to identify, analyze, and evaluate procedures, policies, and individual team members' strengths;

- (c) competently communicates, interprets, and evaluates information;
- (d) independently evaluates and redesigns a variety of complex systems to improve system performance;
- (e) consistently selects, uses, and evaluates appropriate technologies and troubleshooting protocol in all learning situations; and
- (f) purposefully develops, evaluates, and adjusts life and career plans and effectively demonstrates workplace readiness skills.

10.54.9596 PROFICIENT WORKPLACE COMPETENCIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient level in workplace competencies demonstrates solid academic performance. He/she:

- (a) identifies, organizes, plans, and allocates workplace resources of time, money, human resources, material, and facilities;
- (b) practices workplace skills to identify, analyze, and evaluate procedures, policies, and individual team members' strengths;
- (c) competently communicates, interprets, and evaluates information;
- (d) evaluates and redesigns a variety of complex systems to improve system performance;
- (e) selects, uses, and evaluates appropriate technologies and troubleshooting protocol in all learning situations; and
- (f) develops, evaluates, and adjusts life and career plans and demonstrates workplace readiness skills.

10.54.9597 NEARING PROFICIENCY WORKPLACE COMPETENCIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in workplace competencies. He/she:

- (a) sometimes identifies, organizes, and plans workplace resources of time, money, human resources, material, and facilities, but has difficulty allocating these resources effectively;
- (b) sometimes practices workplace skills to identify and analyze procedures, policies, and individual team members' strengths and, with assistance, evaluates the results;
- (c) communicates basic workplace information and, with assistance, interprets and evaluates basic workplace information;
- (d) sometimes evaluates and, with assistance, redesigns a system to improve system performance;
- (e) sometimes selects and uses appropriate technologies in learning situations and, with assistance, uses troubleshooting protocol; and
- (f) develops life and career plans and, with assistance, evaluates and makes adjustments and demonstrates workplace readiness skills.

10.54.9598 NOVICE WORKPLACE COMPETENCIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level is beginning to attain the prerequisite knowledge and skills that are fundamental in workplace competencies. He/she:

- (a) identifies, but has difficulty organizing, planning, or allocating workplace resources of time, money, human resources, material, and facilities;
- (b) seldom practices workplace skills;
- (c) seldom communicates, interprets, or evaluates information;
- (d) seldom evaluates and has difficulty redesigning a basic system to improve system performance;
- (e) seldom selects or uses technologies or troubleshooting protocol in learning situations; and
- (f) rarely develops, evaluates, or adjusts life and career plans but, with assistance, demonstrates workplace readiness skills.

**MONTANA SCHOOL ACCREDITATION
STANDARDS AND PROCEDURES**

**Reserved FOR
INTRODUCTION TO
CHAPTER 56**

Reserved

GENERAL INFORMATION

10.56.101 STUDENT ASSESSMENT (1) By the authority of 20-2-121(12), MCA, the board of public education adopts rules for state-level assessment in the public schools and those private schools seeking accreditation.

(2) The board recognizes that the primary purpose of assessment is to serve learning. Classroom assessment is the primary means through which assessment impacts instruction and learning for individuals. State-level and large-scale assessment affect learning through assisting policy decisions and assuring program quality for all students. To meet both classroom and state-level needs, state-level assessments will provide information about the proficiency level of student achievement relative to established content standards, as well as the status of Montana's schools in relation to other groups of students, states, and nations. The school and district responsibilities for assessment are identified in ARM 10.55.603.

(3) In order to obtain state-level achievement information, all accredited schools shall annually administer a single system of state-level assessments approved by the board.

(a) State-level assessments shall be administered to all students in grades four, eight and eleven in reading, communication arts, mathematics, science, and social studies. For planning purposes, state-level assessments shall be given during a week in the spring of the year, identified by the office of public instruction a year prior to the assessment date.

(b) All state-level assessment results shall be provided to the office of public instruction and school districts in a format specified by the office of public instruction and approved by the board of public education.

(4) State-level assessment results are a part of each student's permanent records as described in ARM 10.55.2002.

(5) The office of public instruction shall provide a report of the results to the board, the legislature, and the public. Schools are encouraged to compare their results with the state results and share state-level assessment information with parents and local communities.

(6) The superintendent of public instruction is authorized to make available the reported student assessment data in compliance with confidentiality requirements of federal and state law. State-level assessment results released to the public shall be accompanied by a clear statement of the purposes of the assessments, subject areas assessed, level of measurement of the content standards, and the percent of students who participated in the assessments. The release shall include additional information to provide a fair and useful context for assessment reporting (e.g., dropout rates, mobility rates, poverty levels, district size) that will assist districts to examine their educational programs to assure effectiveness.

(7) All students shall participate in the state-level assessments. Students with disabilities or limited English proficiency (LEP) shall participate using the approved assessments, unless it is determined that a student's progress toward the content standards cannot be adequately measured with the approved assessments even when provided accommodations.

(a) For students with disabilities, the individualized education program (IEP) teams have the authority to specify accommodations to be provided, as defined in (8), for participation by the student in the state-level assessment.

(i) When an IEP team determines that an accommodation for a student's disability would still not allow for adequate measurement of the student's progress toward the content standards, the IEP team may waive using the approved state-level assessments by providing alternate assessments that are appropriate to determine the student's progress toward the content standards.

(b) For students who have been identified by a team of educators as LEP, those teams have the authority to specify accommodations to be provided, as defined in (8), for participation by the student in the state-level assessment.

(i) When the team of educators determines that an accommodation for an LEP student who has had fewer than three years of instruction in English would still not allow for adequate measurement of the student's progress toward the content standards, the team of educators may waive using the approved state-level assessments by providing alternate assessments that are appropriate to determine the student's progress toward the content standards.

(c) The office of public instruction shall provide guidance to schools concerning alternate state-level assessments.

(8) Accommodations allow students to demonstrate competence in subject matter so that state-level assessment results accurately reflect the students' achievement levels rather than limited English language development

or impaired sensory or manual skills, except where those skills are the factors which the assessment purports to measure.

(a) Accommodation for state-level assessment purposes is defined as modifications similar to those used to support and accommodate the student in the instructional setting.

(b) Accommodations may include, but are not limited to extended time, small group administration, facilitator reading directions, native language support, student responding orally, or using required assistive technology.

(c) The office of public instruction shall provide guidance to schools concerning appropriate accommodations.

APPENDIX A

All teachers shall hold a valid Montana teaching certificate.

If you are teaching in the following subjects:	You must be endorsed in: (subject & code number)	Specific credit requirement:
K-8 Elementary Subjects	00 endorsement or subject endorsement which authorizes certificate holder to teach within K-8 level (self-contained or departmentalized).	
Art	Art (83 or 84)	
At-Risk (K-12)	Elementary Education (00) endorsement at K-8 level or appropriate subject areas or Special Education (95) (98)	
Business English	English (20) or Business Education (70, 71 or 72)	
Business Law	Business Education (70, 71 or 72)	
Business Mathematics	Mathematics (40) or Business Education (70, 71 or 72)	
Business—General	Business Education (70, 71 or 72)	
Business—Shorthand, Steno	Business Education (70 or 72)	
Business—Typing	Business Education (70, 71 or 72)	
Business—Bookkeeping	Business Education (70, 71 or 72)	
Civics (5-8)	Any endorsement in Social Studies (10-17)	
Civics (9-12)	Social Studies (10) or Political Science (15) or History-Political Science (17)	15 quarter (10 semester) credits in U.S. government if endorsed in (10)
Computer Applications K-12	Any Endorsement	
Computer Science Programming	Computer Science (41)	
Dramatics	English (20) or Dramatics (22) or Speech-Drama (25)	15 quarter (10 semester) credits in drama if endorsed in (20)
Economics (5-8) Economics (9-12)	Any endorsement in Social Studies (10-17) Social Science (10) or Economics (12) or Economics-Sociology (16)	15 quarter (10 semester) credits in economics if endorsed in (10)
English-Language Arts	English (20)	
Geography (5-8)	Any endorsement in Social Studies (10-17)	
Geography (9-12)	Social Studies (10) or Geography (14)	15 quarter (10 semester) credits in geography if endorsed in (10)
Gifted and Talented	Appropriate subject area	
School Counseling	School Counseling (94, 97 or 97-1)	
Health	P.E. & Health (91 or 92) or Health (93)	15 quarter (10 semester) credits in health if endorsed in (91) or (92)
Journalism	English (20) or Journalism (23)	Course work or experience verifying an understanding of press law, reporting and production in journalism if endorsed in (20)
Library	Library (24 or 26)	
Music	Music (81 or 82)	
Native American Studies	Any endorsement License must be appropriate to level of assignment	15 quarter (10 semester) credits in Native American Studies if licensed as a teacher at the level offered. The utilization of a qualified Native American resource person under the supervision of a licensed teacher can be used in lieu of the 15 credit requirement.

If you are teaching in the following subjects:	You must be endorsed in: (subject & code number)	Specific credit requirement:
American Indian language and Culture	Any endorsement License must be appropriate to level of assignment	15 quarter (10 semester) credits in second language methodology and linguistics <u>for language instruction</u> , or 15 quarter (10 semester) credits in Native American Studies <u>for teaching native culture</u> if licensed as a teacher. The utilization of a qualified Native American resource person under the supervision of a licensed teacher can be used in lieu of the 15 credit requirement.
American Indian Language	Class 7 Specialist License	
Physical Education	P.E. & Health (91 or 92)	
Reading	Reading (27) or English (20)	15 quarter (10 semester) credits in reading if endorsed in (20)
Science—General (5-8)	Any endorsement in Science (50-56)	
Science—General (9-12)	Science (50) or any two Science endorsements (51 through 56)	
Science—Biology (5-8)	Any endorsement in Science (50-56)	
Science—Biology (9-12)	Science (50) or Biological Science (52) or Biology (55)	15 quarter (10 semester) credits in biology if endorsed in (50)
Science—Chemistry (5-8)	Any endorsement in Science (50-56)	
Science—Chemistry (9-12)	Science (50) or Physical Science (51) or Biological Science (52) or Chemistry (54) or Biology (55)	15 quarter (10 semester) credits in chemistry if endorsed in (50), (51), (52) or (55)
Science—Earth (5-8)	Any endorsement in Science (50-56)	
Science—Earth (9-12)	Science (50) or Earth Science (56)	15 quarter (10 semester) credits in earth science if endorsed in (50)
Science—Physical (5-8)	Any endorsement in Science (50-56)	
Science—Physical (9-12)	Science (50) or Physical Science (51) or Chemistry (54) and Physics (53)	15 quarter (10 semester) credits in physical science if endorsed in (50)
Science—Physics (5-8)	Any endorsement in Science (50-56)	
Science—Physics (9-12)	Science (50) or Physical Science (51) or Physics (53)	15 quarter (10 semester) credits in physics if endorsed in (50) or (51)
Social Studies—General (5-8)	Any endorsement in Social Studies (10-17)	
Social Studies—General (9-12)	Social Studies (10) or any two Social Science endorsements (11 through 17)	
Government (5-8)	Any endorsement in Social Studies (10-17)	
Government (9-12)	Social Studies (10) or History (11) or Political Science (15) or History-Political Science (17)	15 quarter (10 semester) credits in U.S. government if endorsed in (10) or (11)
History (5-8)	Any endorsement in Social Studies (10-17)	
History (9-12)	Social Studies (10) or History (11) or History-Political Science (17)	15 quarter (10 semester) credits in history if endorsed in (10)
Problems of Democracy (5-8)	Any endorsement in Social Studies (10-17)	
Problems of Democracy (9-12)	Social Studies (10) or Political Science (15) or History-Political Science (17)	15 quarter (10 semester) credits in government if endorsed in (10)
Psychology (5-8)	Any endorsement in Social Studies (10-17)	
Psychology (9-12)	Social Studies (10) or Psychology (96)	15 quarter (10 semester) credits in psychology if endorsed in (10)
Sociology (5-8)	Any endorsement in Social Studies (10-17)	
Sociology (9-12)	Social Studies (10) or Sociology (13) or Economics-Sociology (16)	15 quarter (10 semester) credits in sociology if endorsed in (10)

If you are teaching in the following subjects:	You must be endorsed in: (subject & code number)	Specific credit requirement:
Special Education	Special Education (95 or 98)	
Speech Communication	English (20) or Speech Communication (21) or Speech-Drama (25)	15 quarter (10 semester) credits in speech if endorsed in (20)
Traffic Education	Traffic Education (99) or any endorsement with the appropriate approval from the Traffic Education Department at the OPI.	Initially 12 quarter (8 semester) credits in traffic education to include basic and advanced traffic education are required without the 99 endorsement
World Languages	Appropriate World Language endorsement (31 through 39 or 43 through 47)	
Title I (Chapter 1)— Identified and Funded Supplemental and Remedial Programs		
If you are teaching in the following subjects:	You must be endorsed in: (subject & code number)	Specific credit requirement:
Remedial Math—Elementary	Elementary Education (00) or Special Education (95 on an elementary license or 98)	
Remedial Math—Secondary	Elementary Education (00) or Special Education (95 on a secondary license or 98) or Mathematics (40) on a secondary license	
Remedial Reading—Elementary	Elementary Education (00) or Reading (27) or Special Education (95 on an elementary license or 98)	
Remedial Reading—Secondary	Elementary Education (00) or Reading (27) or Special Education (95 on a secondary license or 98) or English (20) on a secondary license	15 quarter (10 semester) credits in reading if endorsed in (20)
Remedial Language Arts—Elementary	Elementary Education (00) or Special Education (95 on an elementary license or 98)	
Remedial Language Arts—Secondary	Elementary Education (00) or Special Education (95 on a secondary license or 98) or English (20) on a secondary license	
Trades and Industry/Applied Technology: Teachers of subjects which qualify for vocational funding may be required to have additional specific courses and work experience.		
Auto Body	Tech Ed (68) or IA (62) or T&I (65-04-Auto Body), or Class 4-Auto Body	15 quarter (9 semester) credits in auto body if endorsed in (62) or (68)
Auto Mechanics	Tech Ed (68) or IA (62) or T&I (65-01-Auto Tech), or Class 4-Auto Tech	15 quarter (9 semester) credits in auto mechanics if endorsed in (62), (65), (68)
Building Trades/Maintenance	Tech Ed (68) or IA (62) or T&I (65-50-Building Trades), or T&I (65-203-Building Maintenance) or Class 4-Building Trades	15 quarter (9 semester) credits in building trades/maintenance if endorsed in (62) or (68)
Drafting/CAD	Tech Ed (68) or IA (62) or T&I (65-50-Drafting), or Class 4-Drafting	15 quarter (9 semester) credits in drafting if endorsed in (62) or (68)
Electronics	Tech Ed (68) or IA (62) or T&I (65-10-Electronics), or Class 4-Electronics	15 quarter (9 semester) credits in electronics if endorsed in (62) or (68)

If you are teaching in the following subjects:	You must be endorsed in: (subject & code number)	Specific credit requirement:
Graphic Arts	Tech Ed (68) or IA (62) or T&I (65-52-Graphic Arts), or Class 4-Graphic Arts	15 quarter (9 semester) credits in graphic arts if endorsed in (62) or (68)
Machine Shop	Tech Ed (68) or IA (62) or T&I (65-58-Machining) Class 4-Machine Shop	15 quarter (9 semester) credits in machine shop if endorsed in (62) or (68)
Metal Working	Tech Ed (68) or IA (62) or T&I (65-40-Metals) or Class 4-Metals	15 quarter (9 semester) credits in metals if endorsed in (62) or (68)
Agriculture Mechanics	Tech Ed (68) or IA (62) or T&I (65-12-Agriculture Mechanics), Agriculture (61), or Class 4-Power Mechanics	15 quarter (9 semester) credits in power mechanics if endorsed in (62) or (68)
Welding	Tech Ed (68) or IA (62) or T&I (65-02-Welding), or Class 4-Welding	15 quarter (9 semester) credits in welding if endorsed in (62) or (68)

**APPENDIX A
MONTANA LICENSURE CODE
Revised June 2005**

CODES

<u>Class of Certificate</u>	<u>Level of Endorsement</u>
1 Class 1 Teaching	1 Elementary (K-8)
2 Class 2 Teaching	2 Secondary (7-12)
3 Class 3 Administrative	3 Elementary and Secondary (K-12)
4 Class 4 Vocational	4 K-12 (Spec. Ed.) only
5 Class 5 Alternative	8 Secondary (5-12)
6 Class 6 Specialist	9 Other*
7 Class 7 Specialist	
8 Life (no longer issued)	
9 Other*	

ADMINISTRATIVE ENDORSEMENTS

01 Elementary Principal (K-8)	05 Supervisor (7-12) (no longer issued)
015 Principal (K-12)	06 Supervisor (5-12)
02 Secondary Principal (7-12) (no longer issued)	07 Supervisor (K-12)
03 Superintendent (K-12)	08 Secondary Principal (5-12)
04 Supervisor (K-8)	

SPECIALIST ENDORSEMENTS

09 School Psychologist	97 School Counselor (K-12)
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TEACHING ENDORSEMENTS

00 Elementary Curriculum	38-61 Indian Language-Gros Ventre (K-12)
00-A Permissive Special Competency: Early Childhood	38-62 Indian Language-Assiniboine (K-12)
00-B Permissive Special Competency: Gifted K-12	38-71 Indian Language-Little Shell (K-12)
10 Social Studies (Broadfield)	38-81 Indian Language-Cheyenne (K-12)
11 History	39 Foreign Language
12 Economics	
13 Sociology	40 Mathematics
14 Geography	41 Computer Science
15 Political Science (American Government)	42 English as a Second Language (K-12)
16 Economics—Sociology	42-1 English as a Second Language
17 History—Political Science	43 French (K-12)
	44 Spanish (K-12)
20 English	45 German (K-12)
21 Speech—Communication	46 Russian (K-12)
22 Dramatics	47 Latin (K-12)
23 Journalism	
24 Library	50 Science (Broadfield)
25 Speech—Drama	51 Physical Science
26 Library (K-12)	52 Biological Science
27 Reading (K-12)	53 Physics
27-1 Reading	54 Chemistry
	55 Biology
31 French	56 Earth Science
32 Spanish	
33 German	61 Agriculture
34 Russian	62 Industrial Arts
35 Latin	63 Family & Consumer Sciences
35-1 Italian	64 Marketing
36 Other Language	65 Trade and Industry
36-1 Other Language-Cree (K-12)	65-01 Trade and Industry—Automotive
38 American Indian Languages (K-12)	65-02 Trade and Industry—Welding
38-11 Indian Language-Assiniboine (K-12)	65-04 Trade and Industry—Auto Body
38-12 Indian Language-Sioux (K-12)	65-05 Trade and Industry—Industrial Mechanic
38-13 Indian Language-Dakota (K-12)	65-06 Trade and Industry—Small Engines
38-21 Indian Language-Blackfeet (K-12)	65-09 Trade and Industry—Heavy Equipment Operator
38-31 Indian Language-Chippewa (K-12)	65-10 Trade and Industry—Electronics
38-32 Indian Language-Cree (K-12)	65-11 Trade and Industry—Horticulture
38-41 Indian Language-Salish (K-12)	65-12 Trade and Industry—Agriculture Mechanic
38-42 Indian Language-Kootenai (K-12)	65-20 Trade and Industry—Building Trades
38-51 Indian Language-Crow (K-12)	

- 65-23 Trade and Industry—Building Maintenance
- 65-30 Trade and Industry—Culinary Arts
- 65-40 Trade and Industry—Metals
- 65-50 Trade and Industry—Drafting
- 65-510 Trade and Industry—Computer Information Systems
- 65-52 Trade and Industry—Graphic Arts
- 65-531 Trade and Industry—Aviation
- 65-54 Trade and Industry—Health Occupations
- 65-58 Trade and Industry—Machining
- 65-59 Trade and Industry—Diesel Mechanics
- 68 Technology Education

- 72 Business Education

- 81 Music (K-12)
- 82 Music
- 83 Art (K-12)
- 84 Art

- 91 Physical Education and Health (K-12)
- 92 Physical Education and Health
- 93 Health
- 94 School Counseling (at level)
- 95 Special Education
- 96 Psychology
- 97 School Counseling (K-12)
- 98 Special Education (P-12)
- 99 Traffic Education (K-12)

ALTERNATIVE LICENSE:

The Class 5 Alternative is a three-year, nonrenewable license.

The Class 5 Alternative license is not available for the purpose of completing another endorsement area.

The Alternative license is available for teachers, administrators and specialists based on specific requirements for each category and level. Requests for the Alternative license should be directed to the Educator Licensure Division of the Office of Public Instruction.

EMERGENCY AUTHORIZATION OF EMPLOYMENT (EAE):

An Emergency Authorization of employment may be granted to a school district to employ an individual who does not hold a valid teacher license when such district cannot obtain the services of a licensed teacher. Extensive efforts to locate licensed applicants must be verified.

Individuals to be employed under an EAE must fall into one of the following categories:

- a. Must have previously held valid teacher or specialist license (does not apply to a Class 5 Alternative held during the immediate preceding year), or
- b. Must hold a bachelor's degree related to the area for which emergency authorization is sought, or
- c. Must provide acceptable evidence of cultural expertise related to the area for which emergency authorization is sought.

The EAE is valid for one year.

Contact the Educator Licensure Division of the Office of Public Instruction for application material.

APPENDIX B

General Information, Codes and Regulations



Linda McCulloch, Superintendent

Montana Office of Public Instruction
PO Box 202501
Helena, Montana 59620-2501
www.opi.mt.gov

Appendix B—General Information

Department of Justice—Office of Public Instruction Annual Process for Effect of Fire Inspection Reports On Accreditation Status

1. First Inspection—first violations

- Letter to school from Deputy State Fire Marshal
- Copy of letter to Office of Public Instruction (OPI) Accreditation Division

2. Second inspection—with same violations

- Letter to school from Deputy State Fire Marshal
- Copy of letter to the OPI Accreditation Division

The following standard paragraph should be included in bold type, which will serve as a key indicator to the OPI:

“Due to the noted violations, this facility is in violation of Rule 10.55.2001, School Facilities of Sub-Chapter 20 of the Montana School Accreditation Standards and Procedures Manual. We will be requesting the Office of Public Instruction take appropriate action to ensure compliance with the accreditation safety standards.”

The OPI will note the deviation(s) on the final accreditation letter. Note of these deviation(s) alone may not necessarily create a recommendation to the Board of Public Education for an advice or deficiency status.

3. Third inspection—with same violations

- Letter to school from State Fire Marshal
- Copy of letter to the OPI Accreditation Division

The following standard paragraph should be included in bold type:

“The school district has 30 days from the date of this letter to provide an acceptable plan of correction and begin the implementation of said corrections. Failure to comply will result in this matter being forwarded to the (insert county name) County Attorney’s office for legal action.”

The OPI will note deviation(s) on the final accreditation letter. On a third occurrence, the school will be recommended to the Board of Public Education for an **advice** accreditation status. Dependent upon the noted seriousness of the violations as determined by the State Fire Marshal (life threatening), a recommendation of **deficiency** status may be recommended.

The Department of Justice (DOJ) will forward documentation of corrective action by the school or acknowledgment of an extension provided to the school by DOJ to the OPI Accreditation Division.

4. **DOJ refers the case to a County Attorney or issues a State Fire Marshal Order**

- Copy of case report or order to the OPI—Accreditation Division

The OPI recommends to the Board of Public Education that the school receive an accreditation status of deficiency. The OPI may recommend that the Board of Public Education consider holding a hearing with the appropriate school officials.

At every level, if the Department of Justice accepts a plan of corrections from a school, the OPI will be advised. The OPI then will remove or change the school's status in their files.

Information that is received by the OPI from DOJ after February 15 will not be able to be used for the current school year unless the information can be used to clear a school from an advice/deficiency status. The Board of Public Education determines the accreditation status of each school at the regularly scheduled March meeting.

At any level of inspection, nothing precludes a recommendation of advice or deficiency if the severity of the situation as noted by the State Fire Marshal warrants such action.

SCHOOL FACILITY REFERENCE LIST

- 1) Building Codes
Department of Commerce
301 S. Park
PO Box 200517
Helena, MT 59620-0517
(406) 444-3933
Fax: (406) 444-4240
- 2) State Fire Marshall
Department of Justice
303 N. Roberts
PO Box 201415
Helena, MT 59620-1415
(406) 444-2050
Fax: (406) 444-9155
- 3) Water Resources
Department of Natural Resources
and Conservation
48 N. Last Chance Gulch
PO Box 201601
Helena, MT 59620-1601
(406) 444-6601
Fax: (406) 444-5918
*The state is broken into eight regions.
**(See Attachment A)
- 4) Disaster and Emergency Services
Department of Military Affairs
100 N. Main
PO Box 4789
Helena, MT 59604-4789
(406) 444-6611
Fax: (406) 444-6965
- 5) Environmental Quality
Department of Environmental Quality
1520 E. Sixth Ave.
PO Box 200901
Helena, MT 59620-0901
Phone:
Fax:
**(See Attachment B)
**(See Attachment C)
- 6) Insurance Commissioner
840 Helena Ave.
PO Box 4009
Helena, MT 59604-4009

ATTACHMENT A

Water Resource Regions

Billings

1537 Avenue D, Suite 121
Billings, MT 59102
Phone: 657-2105
122-2105
122-2911
Fax: 245-2064

Big Horn	Prairie
Carbon	Rosebud
Carter	Stillwater
Custer	Sweet Grass
Fallon	Treasure
Powder River	Yellowstone

Bozeman

151 Evergreen Dr., Suite C
Bozeman, MT 59715
Phone: 586-3136
586-3137
Fax: 587-9726

Gallatin Park	Madison
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Glasgow

630 3rd Ave. South
PO Box 1269
Glasgow, MT 59230-1269
Phone: 228-2561
Fax: 228-8706

Daniels	Richland
Dawson	Roosevelt
Garfield	Sheridan
McCone	Valley
Phillips	Wibaux

Havre

1708 W. 2nd Street
PO Box 1828
Havre, MT 59501-1828
Phone: 265-5516
265-2225
Fax: 265-2225

Blaine	Liberty
Chouteau	Pondera
Glacier	Teton
Hill	Toole

Helena

PO Box 201601
21 N. Last Chance Gulch
Helena, MT 59620-1601
Phone: 449-0944
Fax: 442-9315

Beaverhead	Lewis & Clark
Broadwater	Powell
Deer Lodge	Silver Bow
Jefferson	

Kalispell

3220 Hwy 93 South
PO Box 860
Kalispell, MT 59903-0860
Phone: 752-2288
Fax: 752-2843

Flathead Lake	Lincoln Sanders
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Lewistown

613 NE Main, Suite E
Lewistown, MT 59457-2020
Phone: 538-7459
538-7012
Fax: 538-7089

Cascade	Meagher
Fergus	Musselshell
Golden Valley	Petroleum
Judith Basin	Wheatland

Missoula

Town & Country Shopping Center
1610 S. 3rd St. W., Suite 103
PO Box 5004
Missoula, MT 59806-5004
Phone: 721-4284
Fax: 542-1496

Granite	Missoula
Mineral	Ravalli

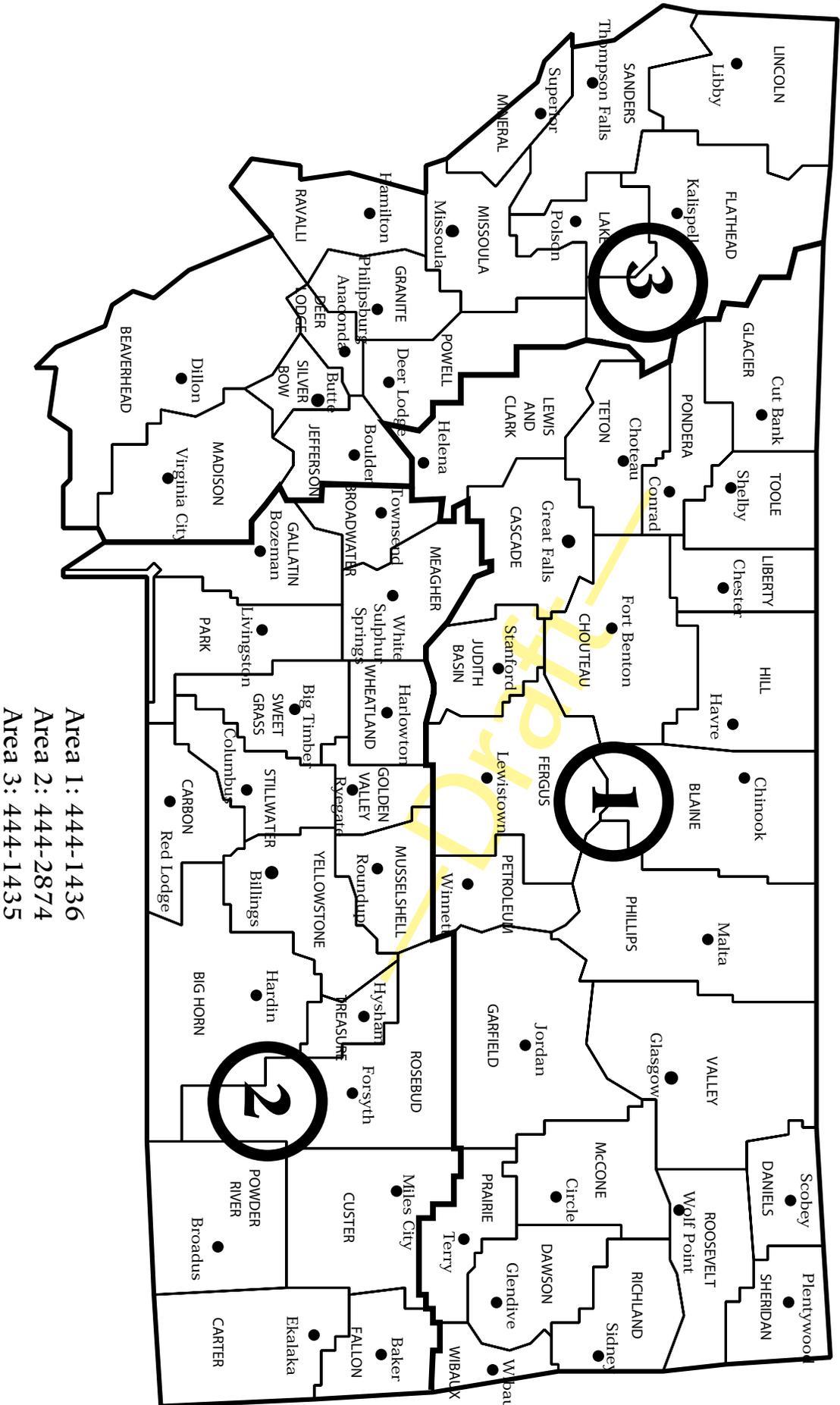
Montana Water Court

601 Haggarty Lane
PO Box 879
Bozeman, MT 59771-0879
Phone: 800-624-3270
Fax: 586-4374

Montana Watercourse

MSU, Culbertson Hall
Room 201
Bozeman, MT 59717
Phone: 994-6671
Fax: 994-1919

Hazardous Waste Program Regulatory Unit Assigned Areas



Area 1: 444-1436
Area 2: 444-2874
Area 3: 444-1435

ATTACHMENT C

County Sanitarian Offices

Beaverhead

County Sanitarian's Office
2 S. Pacific St.
Dillon, MT 59725-2799
Phone: 683-4868
Fax: 683-4787

Big Horn

County Sanitarian's Office
809 N. Custer Ave.
Hardin, MT 59034
Phone: 665-3310
Fax: 665-1025

Blaine

County Sanitarian's Office
400 Ohio
PO Box 576
Chinook, MT 59523
Phone: 357-3310
Fax: 357-2199

Broadwater

County Sanitarian's Office
515 Broadway
Townsend, MT 59644
Phone: 266-3443
Fax: 266-3674
(Tuesdays only--Hm: 866-3482)

Carbon

County Sanitarian's Office
Administration Bldg.
PO Box 466
Red Lodge, MT 59068
Phone: 446-1694
Fax: 446-2640 at Courthouse

Carter

See Fallon County

Cascade

County Sanitarian's Office
City-County Health Dept.
1130 17th Ave. S.
Great Falls, MT 59405
Phone: 454-6950
Fax: 454-6959

Chouteau

County Sanitarian's Office
Courthouse
PO Box 459
Ft. Benton, MT 59442-0459
Phone: 622-5151
Fax: 622-3631
(Mondays only--Hm: 866-3482)

Custer

County Sanitarian's Office
Courthouse
1010 Main Street
Miles City, MT 59301
Phone: 233-3490
Fax: 233-3491

Daniels

See Roosevelt County

Dawson

County Sanitarian's Office
207 W. Bell
Glendive, MT 59330
Phone: 365-5772
Fax: 365-2022
(Prairie, Wibaux)

Deer Lodge

County Sanitarian's Office
800 S. Main St.
Anaconda, MT 59711
Phone: 563-4066
Fax: 563-4001
(Granite, Powell)

Fallon

County Sanitarian's Office
PO Box 667
Baker, MT 59313
Phone: 778-3558 (h)
778-3329 (School)
Fax: 778-3431
(Carter, Powder River)

Fergus

Central Montana Health District
County Sanitarian's Office
1306 1st St. West
Roundup, MT 59072
Phone: 323-3460 use as Fax, call first
Cellular: 855-3021
(Golden Valley, Judith Basin, Musselshell,
Petroleum, Wheatland)

Flathead

County Sanitarian's Office
Flathead City-Co. Health Dept.
723 5th Ave. E
Kalispell, MT 59901
Phone: 758-5760
Fax: 758-5859

Gallatin

County Sanitarian's Office
Environmental Health Services
Courthouse, Rm. 304
311 W. Main
Bozeman, MT 59715
Phone: 582-3120
Fax: 582-3003

Garfield

See Treasure County

Glacier

County Sanitarian's Office
1210 E. Main
Cut Bank, MT 59427
Phone: 873-4461

Golden Valley

See Fergus County

Granite

See Deer Lodge County
Phone: 859-3771 (Courthouse)

Hill

County Sanitarian's Office
Courthouse
315 4th St.
Havre, MT 59501
Phone: 265-5481 x 66
Fax: 265-5487
(Liberty)

Jefferson

County Sanitarian's Office
Courthouse
Box H
Boulder, MT 59632
Phone: 225-4126
Fax: 225-4151

Judith Basin

See Fergus County

Lake

County Sanitarian's Office
Courthouse
106 4th Ave. E
Polson, MT 59860
Phone: 883-7236
Fax: 883-7205

Lewis & Clark

County Sanitarian's Office
City-County Bldg.
316 N. Park
PO Box 1723
Helena, MT 59624
Phone: 447-8351
Fax: 447-8370

Liberty

See Toole County

Lincoln

County Sanitarian's Office
418 Mineral Ave.
Libby, MT 59923
Phone: 293-7781 x 228
Fax: 293-5640

McCone

See Richland County

Madison

County Sanitarian's Office
PO Box 278
Virginia City, MT 59755
Phone: 843-4275
Fax: 843-5517

Meagher

County Sanitarian's Office
1306 1st St. W.
Roundup, MT 59072
Phone: 323-3460
Cellular: 855-3021

Mineral

County Sanitarian's Office
300 River St.
PO Box 396
Superior, MT 59872
Phone: 822-3526
Fax: 822-3579

Missoula

County Sanitarian's Office
City-County Health Dept.
301 W. Alder St.
Missoula, MT 59802
Phone: 523-4755
Fax: 523-4781

Musselshell

See Fergus County

Park

County Sanitarian's Office
414 E. Callender
Livingston, MT 59047
Phone: 222-4142
Fax: 222-4199

Petroleum

See Fergus County

Phillips

County Sanitarian's Office
PO Box 318
Malta, MT 59538
Phone: 665-2465
Fax: 654-2429

Pondera

County Sanitarian's Office
809 Sunset Blvd.
Conrad, MT 59425
Phone: 278-3247
Fax: 278-3248
(Wednesday & Thursday)

Powder River

See Fallon County

Powell

County Sanitarian's Office
409 Missouri
Deer Lodge, MT 59722
Phone: 846-3680 x 13
Fax: 563-8428
(See Deer Lodge Co. for mailing)

Prairie

See Dawson County

Ravalli

County Sanitarian's Office
Courthouse
Box 5019
205 Bedford
Hamilton, MT 59840
Phone: 375-6268 or 6269
Fax: 375-6326

Richland

County Sanitarian's Office
221 5th St. SW
Sidney, MT 59270
Phone: 482-2207
(McCone)

Roosevelt

County Sanitarian's Office
212 Main St.
PO Box 416
Culbertson, MT 59218
Phone: 787-6273 24 hr. messages
Fax: 787-6612

Rosebud

County Sanitarian's Office
251 N. 17th
PO Box 388
Forsyth, MT 59327
Phone: 356-2156
Fax: 356-7551

Sanders

County Sanitarian's Office
Courthouse
PO Box 519
Thompson Falls, MT 59873
Phone: 827-4396
Fax: 827-4388

Sheridan

See Roosevelt County

Silver Bow

County Sanitarian's Office
25 W. Front St.
Butte, MT 59701
Phone: 723-3274
Fax: 723-7245

Stillwater

County Sanitarian's Office
Courthouse
400 3rd Ave. N
PO Box 111
Columbus, MT 59019
Phone: 322-5237
Fax: 322-4698
(Sweet Grass)

Sweet Grass

(See Stillwater County)

Teton

County Sanitarian's Office
Courthouse Circle
PO Box 610
Choteau, MT 59422
Phone: 466-2150
Cellular: 788-8902
Fax: 466-2138
(Monday, Tuesday, Alternate Fridays)

Toole

County Sanitarian's Office
Courthouse
226 1st St. S.
Shelby, MT 59474
Phone: 434-5032
Fax: 434-2467

Treasure

County Sanitarian's Office
524 N. Crow Ave.
Hardin, MT 59034
Phone: 665-1156
(Garfield)

Valley

County Sanitarian's Office
Courthouse Annex
501 Court Square #1
Glasgow, MT 59230-2405
Phone: 228-8221 x 64
Fax: 228-4030

Wheatland

See Fergus County

Wibaux

See Dawson County

Yellowstone

County Sanitarian's Office
City-County
PO Box 35033
Billings, MT 59107
Phone: 256-2770
Fax: 256-2767

TRIBAL HEALTH SERVICES

Blackfeet Tribe

Box 165
Browning, MT 59417

Flathead Tribe

Tribal Sanitarian
Flathead Health Center
PO Box 358
St. Ignatius, MT 59865
745-2411
Fax 745-4235

Rocky Boy Tribe

Chippewa Cree Tribal Health Center
Box Elder, MT 59521
395-4490
Fax 395-4408

PHS Indian Health Services

Billings

Chief, Env. Health Services Branch
Institutional Sanitarian
2900 4th Avenue N, Room 307
PO Box 2143
Billings, MT 59103
247-7099
Fax 247-7229

Crow Service Unit

Field Sanitarian
Environmental Health & Eng.
PHS Indian Hospital
PO Box 9
Crow Agency, MT 59022
638-3473
Fax 638-3569

Blackfeet Service Unit

Field Sanitarian
PHS Indian Hospital
PO Box 760
Browning, MT 59417
338-6170
Fax 338-2437

Fort Belknap Service Unit

Tribal Sanitarian
PHS Indian Hospital
Route 1 Box 67
Harlem, MT 59526
353-2651
Fax 353-2998

Northern Cheyenne Service Unit

Tribal Sanitarian
PHS Indian Health Center
PO Box 70
Lame Deer, MT 59043
477-6368
Fax 477-8366 or 477-6227

Fort Peck Service Unit

Tribal Sanitarian
PHS Indian Health Service
Verne E. Gibbs Health Center
PO Box 67
Poplar, MT 59255
768-5301, 3491
Fax 768-3603 or 768-5121

APPENDIX C

Student Records



Linda McCulloch, Superintendent

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MAINTAINING STUDENT RECORD CONFIDENTIALITY

REQUIREMENTS AND GUIDELINES

FOR STUDENT RECORDS



Linda McCulloch, Superintendent

Montana Office of Public Instruction

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Helena, Montana 59620-2501

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INTRODUCTION

The basic mandates for student records are:

1. Family Education Rights and Privacy Act (FERPA) and its implementing regulations at 34 CFR 99.
 2. Individuals With Disabilities Education Act (IDEA) and its implementing regulations at 34 CFR 300.
 3. Montana Codes Annotated (MCA) and its implementing regulations in Administrative Rules of Montana (ARM 10.55.909).
 4. No Child Left Behind (NCLB) (20 USC 7165)
- The FERPA applies to all school districts or state-operated programs receiving federal funds. Private schools are subject to FERPA if they receive funds under any federal program.

DEFINITIONS

Directory information: information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. District policy must specify what is included in the directory information which may include the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended.

Disclosure: to permit access to or the release, transfer, or other communication of education records, or the personally identifiable information contained in those records, to any party, by any means, including oral, written, or electronic means.

Education records: those records that are directly related to a student, contain personally identifiable information and are maintained by the school district or institution or by a party acting for the agency or institution. The term does not include sole possession records of instructional, supervisory, and administrative personnel provided that the record is kept in the sole possession of the maker of the record, and is not accessible or revealed to any other person except a temporary substitute for the maker of the record.

Eligible student: a student who has reached 18 years of age or is attending an institution of postsecondary education.

Records: any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio, tape, film, microfilm, and microfiche. (34 CFR 99.3).

RIGHTS

Parent Rights under FERPA. Either parent, including a noncustodial parent, has the right to inspect and review their student's education record unless the school district or institution has been provided with evidence that there is a court order or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights (FERPA 34 CFR 99.4).

Student Rights under FERPA. When a student becomes an eligible student (age 18), the rights accorded to, and consent required of, parents under FERPA transfer from the parents to the student (FERPA 34 CFR 99.5).

SCHOOL DISTRICT REQUIREMENTS

Each school district or educational agency must:

1. adopt an education records policy and implement procedures that meet the standards of FERPA 99.6, 20-1-213 MCA, ARM 10.55.909, and NCLB.
2. annually notify parents and students in attendance of their rights pertaining to student records (FERPA 99.7).

3. provide public notice of directory information and provide parents an opportunity to refuse to allow disclosure of such information (FERPA 99.37).
4. maintain a permanent file on each student (ARM 10.55.909).
5. maintain separate special education records (ARM 10.16.3560, 20-1-213 MCA).
6. under IDEA, protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages [34 CFR 300.572(a)].
7. under IDEA, designate one (1) official to assume responsibility for ensuring the confidentiality of education records [34 CFR 300.572(b)].
8. ensure all persons using education records under IDEA are trained on confidential requirements of IDEA and FERPA [34 CFR 300.572(c)].

ACCESS RIGHTS

The school district shall permit a parent to inspect and review the education records of the student. The school district or institution shall comply with a request for access to records within a reasonable period of time, but in no case more than 45 days after it has received the request (FERPA 99.10), (For IDEA, see also 34 CFR 300.562).

The parents have the right to inspect and review only the information relating to their child (FERPA 99.12), (34 CFR 300.564).

School officials, including teachers of the school district, who have been determined by school board policy to have a legitimate educational interest, have access to a student's education records (34 CFR 99.31).

Fees

A school district or institution may charge a fee for a copy of an education record unless the imposition of a fee effectively prevents a parent from exercising the right to inspect and review the student's education records. A school district may not charge a fee to research or retrieve information (FERPA 99.11) (34 CFR 300.566). (FERPA 99.11), (34 CFR 300.566).

Record of Access

A school district shall maintain a record of each request for access to and each disclosure of information from the education records of each student. The record must include the date of access, the person's name, and the purpose for accessing the record (FERPA 99.32), (For IDEA, see also 34 CFR 300.563).

A record of access does not apply if the request was from, or the disclosure was to, the parent, eligible student, authorized school official, a party with written consent from the parent, or a party seeking directory information (FERPA 99.32, IDEA 34 CFR 300.563).

DISCLOSURE REQUIREMENTS

Prior Consent Required for Disclosure

The parent shall provide a signed and dated written consent before a school district or institution discloses personally identifiable information from the student's education records, except as provided in FERPA 99.31 (ARM 10.16.3571, IDEA 34 CFR 300.571).

Prior Consent Not Required for Disclosure

A school district or institution may disclose personally identifiable information from an education record of a student without the written consent of the parent if the disclosure is:

1. to officials of another school district or institution in which the student seeks to enroll provided that the school district has a notice in its policies that it forwards education records on request to a school in which the student seeks or intends to enroll and the parents receive a copy, if desired, and have an opportunity to challenge the content of the record.
2. for directory information if the school district has given public notice to parents of students in attendance of the types of information that the school has designated as directory information. A parent has the right to refuse in writing to let the agency or institution designate any or all of those types of information about the student as directory information (FERPA 99.37).
3. to organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate, or administer predictive tests, administer student aid programs, or improve instruction provided that the studies are conducted in such a manner as will not permit personal identification of students or their parents and the personally identifiable information is destroyed when no longer needed for the purposes for which the study was conducted.
4. to comply with a judicial order or lawfully issued subpoena if the school district or institution makes a reasonable effort to notify the parent of the order or subpoena in advance of compliance.

Disclosure without parent consent may also be made under certain other conditions identified in FERPA 34 CFR 99.31.

Disclosure from Disciplinary Records

ARM 10.55.909 requires records of disciplinary actions (out of school suspensions and expulsions) be kept as part of the student's permanent file. Section 20-1-213, MCA, requires a certified copy of the permanent file be transferred to a school in which the student seeks to enroll (20.USC 7165).

Nothing in FERPA prohibits a school district from disclosing appropriate information concerning disciplinary action taken against a student for conduct that posed a significant risk to the safety or well-being of that student, other students, other members of the community, or teachers and school officials, including teachers and school officials in other schools that have been determined to have legitimate educational interests in the behavior of the student [20 USC 1232g(h)(2)].

Disclosure to Federal and State Officials

Authorized federal and state officials may have access to education records in connection with an audit or evaluation of federal or state-supported education programs, or for the enforcement of, or compliance with, federal legal requirements which relate to those programs (FERPA 34 CFR 99.35).

Disclosure for Health and Safety Emergencies

A school district may disclose information from an education record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals (FERPA 34 CFR 99.36).

Disclosure to Juvenile Justice System

A school district may disclose information from an education record of a student in response to a written request from the juvenile justice system if the records are needed prior to adjudication and the justice system official certifies in writing that the information will not be disclosed to any other party except as provided under state law without prior written consent of the parent of the student [20 USC 1232g(b)(1)(E)] (FERPA 34 CFR 99.38).

Redisclosure

Except for directory information, a school district may disclose information from an education record only on the condition that the party to whom the information is disclosed will not disclose the information to any other party without the prior consent of the parent (FERPA 99.33).

Transfer of School Records (20-1-213, MCA)

1. Subject to the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g, as amended, and its implementing regulations at 34 CFR, part 99, and to the provisions of the Individuals With Disabilities Education Act, 20 U.S.C. 1411 through 1420, and its implementing regulations at 34 CFR, part 300, local educational agencies and accredited schools shall adopt a policy that a certified copy of the permanent file, as defined by the Board of Public Education, and the file containing special education records of a student will be forwarded by mail or electronically to a local educational agency or accredited school in which the student seeks or intends to enroll within 5 working days after a receipt of a written or electronic request.
2. If records cannot be forwarded within 5 days, the local educational agency or accredited school shall notify the requestor in writing or electronically providing the reasons why the local educational agency or accredited school is unable to comply within the 5-day timeframe and the local educational agency or accredited school shall provide the date by which the requested records will be transferred.
3. A local educational agency or accredited school may not refuse to transfer files because a student owes fines or fees.
4. The files that are forwarded must include education records in the permanent file, special education records, and any disciplinary actions taken against the student that are educationally related.
5. A local educational agency or accredited school may release student information to the juvenile justice system to assist the system's ability to effectively serve, prior to adjudication, the student whose records are released under the provisions of 20 U.S.C. 1232g(B)(1)(E) of the Family Educational Rights and Privacy Act of 1974, as amended. The official to whom the records are disclosed shall certify in writing to the sending official that the information will not, except as provided by law, be disclosed to any other party without prior written consent of the parent of the student.
6. The Superintendent of Public Instruction is encouraged to contact other states or provinces and may enter into reciprocal records transfer agreements with the superintendent of public instruction or a department of education of any state or province. The superintendent of public instruction shall supply a copy of any reciprocal records transfer agreement that is executed to the county superintendent of each county that may be affected by the agreement.
7. Upon request, the local educational agency or accredited school shall transfer by mail or electronically a copy of the permanent file to a nonpublic school or facility.
8. As used in this section, "local educational agency" means a public school district or a state-funded school.

AMENDMENT OF RECORDS

When a parent believes the information contained in the student's education record is inaccurate, misleading or in violation of the privacy or other rights of the student, the parent may ask the school district to amend the record. If the school district decides not to amend the record, the parents shall be informed of their right to request a hearing under FERPA 99.21, 99.22. (For IDEA, see also 34 CFR 300.567-300.570) If, as a result of the hearing, the school district decides that the information in the education record is accurate and not a violation of the privacy rights of the student, the school district must inform the parent of the right to place a statement in the record commenting on the contested information and stating why he or she disagrees with the decision of the hearing officer. Such a statement must be disclosed whenever the school district discloses the portion of the education record to which the statement relates.

COMPLAINT AND ENFORCEMENT

A person may file a complaint regarding an alleged violation under FERPA by writing the Family Policy Compliance Office, U. S. Department of Education, Washington, D.C. 20202-4605 (FERPA 99.60-99.64).

SPECIAL EDUCATION RECORDS UNDER IDEA

All special education records are subject to the FERPA requirements. In addition, under IDEA, the following rules apply:

Parental Rights

The parent has a right to have a representative of the parent inspect and review the education records [34 CFR 300.562(3)].

The parent has a right to a response from the school district to reasonable requests for explanations and interpretations of the records [34 CFR 300.562(b)(1)].

Access

1. When a parent requests to inspect or review his/her student's education records, a school district shall comply with the request without unnecessary delay and before any meeting regarding an IEP or any due process hearing [34 CFR 300.562(a)].
2. The school district shall maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information [34 CFR 300.572(d)].
3. At parent(s) request, the school district shall provide parents a list of the types and locations of education records collected, maintained, or used by the school (34 CFR 300.565).
4. Parental consent must be obtained before personally identifiable information is used for any purpose other than meeting a requirement under IDEA (34 CFR 300.571).

Destruction

1. The school district must maintain special education records for a minimum of five years beyond the date of cessation of special education services or per parent request when no longer needed by the school (IDEA 34 CFR 300.573, Local Government Retention Schedule 7, XIII, 1).
2. The IEP must be retained for seven years if the school received Medicaid reimbursement for services identified in the IEP.
3. The school district shall inform parents when personally identifiable information is no longer needed to provide educational services to the student. At the request of the parents, the information must be destroyed. However, a permanent record of a student's enrollment must be maintained (34 CFR 300.573, 20-1-213 MCA).

SUMMARY

	Permanent Records (Required) For All Enrolled Students	Cumulative Records (Recommended)	Special Education Records	Directory Information
	<ol style="list-style-type: none"> 1. Name and address of student 2. Name and address of parent(s) or guardian 3. Date of birth 4. Academic work completed 5. Level of achievement (e.g., grades, standardized test scores, grade level completed) 6. Immunization record—certified copy 7. Attendance data 8. Discipline records (out of school suspensions and expulsions) 	<ol style="list-style-type: none"> 1. Access log 2. Health records 3. Standardized test results less than three years old (e.g., intelligence, aptitude, interest or personality tests) 4. Educational and vocational plans 5. Record of extracurricular activities 6. Objective teacher evaluations/reports 7. Parental authorizations or prohibitions 8. Discipline records 	<ol style="list-style-type: none"> 1. Access log 2. Current referral forms 3. Permission for evaluation 4. Child study team report with accompanying evaluation data 5. Individualized education program 6. Permission for program placement 7. Other special education records as required 	<ol style="list-style-type: none"> 1. Name, address, telephone number of student 2. Date and place of birth 3. Major field of study 4. Participation in officially recognized activities and sports 5. Weight and height of members of athletic teams 6. Dates of attendance 7. Degrees and rewards received 8. The most recent previous education agency or institution attended by the student 9. Other similar information
<i>Access</i>	Parents or eligible students designated under Access Rights	Parents or eligible students designated under Access Rights	Parents or eligible students designated under Access Rights	In accordance with school district policy
<i>Transfer Records</i>	Copy of permanent records will be sent to other school systems in compliance with FERPA. Original immunization record (blue card) is sent to new school.	Cumulative records will be sent to other school systems in compliance with FERPA	Special education records will be sent to other school systems as part of education records	Directory record will be sent to other school system as part of education record
<i>Security</i>	Kept in fireproof file or vault in the school building	Locked storage	Locked storage	Not applicable
<i>Maintenance</i>	Information kept current and accurate	Periodically reviewed with outdated information destroyed in accordance with board policy	Periodically reviewed with selected outdated information placed in a historical file	Information kept current and accurate
<i>Destruction</i>	Never. Maintained in perpetuity for every student who has been enrolled in the district or rural schools in the county superintendent's office	Destroyed in accordance with board policy and local government retention schedule 7, after the student graduates or permanently leaves the district	Destroyed five years from the end of the student's special education services or per parent request in 300.573 when no longer needed by the school	Destroyed in accordance with board policy and local government retention schedule 7, after the student graduates or permanently leaves the district

APPENDIX D

School Day, Week, Year



Linda McCulloch, Superintendent

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Appendix D—School Day, Week, Year

SCHOOL YEAR AND SCHOOL WEEK

1. The school fiscal year must begin on July 1 and end on June 30 (20-1-301).
2. The school district shall schedule a school term of at least the minimum aggregate hours, in accordance with state law (20-1-301 through 20-1-305 MCA).
 - a) 360 aggregate hours of pupil instruction for kindergarten.
 - b) 720 aggregate hours for grades 1 through 3.
 - c) 1,080 aggregate hours for grades 4 through 12.
 - d) Exception: 1,050 aggregate hours for graduating seniors.
3. A Saturday may not count as an instructional day unless it is used as a make-up day when an emergency has closed the school during the regular school week. In such emergencies, approval for holding school on a Saturday must be obtained from the local board of trustees (20-1-303 MCA).

STANDARD SCHOOL DAY

1. “A school day of pupil instruction must be at least 2 hours for kindergartens, at least 4 hours for grades 1 through 3, and at least 6 hours for grades 4 through 12. The number of hours in any one school day may be reduced at the discretion of the trustees if the total number of pupil instruction hours in the school year is not less than the minimum aggregate hours required in 20-1-301 MCA.” (20-1-302 MCA)
 - a) Lunch time may not be counted toward meeting the standard school day nor minimum aggregate hours required.
 - b) “unstructured recess periods may **not** be counted as part of the mandated hours of pupil instruction. However, recess periods, for which there has been an identifiable effort to provide guidance and structure and which are directly or indirectly under supervision of the certified teacher, may be counted as pupil instruction under 20-1-101(11), 20-1-302 MCA and ARM 10.15.101(41).”
 - c) Although passing time between classes may be counted toward meeting the standard school day and the minimum aggregate hours required, passing time may not be counted as instructional time needed to meet the requirements of a “unit” of time. (ARM 10-55.902, 904-906)

Hours and Days of Instruction

Pupil instruction-Related Days

10.65.101 POLICY GOVERNING PUPIL INSTRUCTION-RELATED DAYS APPROVED FOR BASE FUNDING PROGRAM CALCULATIONS

(1) A school which in any fiscal year was in session for at least 180 pupil instruction days and provided the minimum aggregate hours required (20-1-301) may count for the year's foundation program a maximum of seven PIR days with a minimum of three of the days for instructional and professional development meetings or other appropriate inservice training. These seven PIR days in addition to the required 180 pupil instruction days and the minimum aggregate hours may be counted provided that such additional days did not include any time counted for pupil instruction as provided in 20-1-302, MCA and were used for one or more of the following purposes in accordance with the regulations hereby established:

(a) Staff orientation held prior to the beginning of pupil instruction for the purpose of organization of the school year.

(b) Staff professional development programs scheduled during the year for the purpose of improving instruction (ARM 10.55.714) shall include annual instructional and professional development meetings. Staff may attend either the instructional and professional development meetings or attend the equivalent number of hours of other appropriate inservice training as prescribed by the board of trustees. The board of trustees shall not prescribe equivalent hours during time approved for PI funding.

(c) Parent-teacher conferences for the purpose of acquainting parents with the school and the progress of their children. This day may be divided into hourly increments so as to provide six (6) hours over two (2) days and may occur in addition to, but may not duplicate, a pupil instruction (PI) day.

(d) Post-school record and report completion at the end of the pupil instruction year. This day may be divided so as to provide one-half day at the end of each semester or quarter.

(e) A school district may count for the year's foundation program a total of not more than three and one-half days in addition to the required 90 pupil instruction days and the minimum aggregate hours required for kindergarten purposes, the above-named purposes.

10.65.102 REPEALED.

10.65.103 PROGRAM OF APPROVED PUPIL INSTRUCTION-RELATED DAYS (1) A copy of the program planned and executed for each day approved by the board of trustees (except the annual instructional and professional development meetings) must be kept on file in the office of the appropriate school official.

(2) The program(s) for each approved day referred to in ARM 10.65.101 (1) (a) - (d) shall be planned and executed so as to require the participation of each professional staff member for a total of six hours for each approved PIR day. Professional development time may be divided into no less than two hour increments to facilitate delivery of professional development programs.

(3) Saturdays and holidays, while not pupil instruction days, may be approved for pupil instruction-related days noted in ARM 10.65.101 (1) (a) - (d).



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ANNUAL ACCREDITATION PROCESS CALENDAR

The timeline below represents a tentative schedule for the accreditation process. Any changes in a given year will be communicated to the schools and districts as part of the Annual Data Collection (ADC) packet.

- September** • Schools receive ADC packet from the OPI.
- October** • ADC is electronically submitted to the OPI. Immediately upon submission, a Preliminary Accreditation Report is transmitted electronically to the school and/or district. This report provides preliminary determinations of deviations from the accreditation standards.
• Class Schedules are sent by mail to the OPI by schools and districts.
- December 1** • Schools and districts need to have submitted any corrections or clarifications concerning deviations identified on the Preliminary Accreditation Report.
• Schools that (1) do not submit a completed ADC by this date or (2) continue to employ non-certified staff by this date will be recommended for no higher than a deficiency accreditation status for the current school year.
- December/
January** • The OPI staff runs quality checks on data submitted; reviews any other pertinent information; and prepares accreditation recommendations for the Superintendent.
- February** • The OPI accreditation staff meets with the Superintendent to finalize accreditation recommendations.
• Report is prepared for the Board of Public Education.
- March** • State Superintendent makes final recommendations to the Board of Public Education at the March meeting.
• The Board of Public Education assigns final status to schools.
- April** • The OPI notifies schools of status and requires Deficiency and Advice schools to submit a plan of improvement by August 1.



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REGULAR STATUS CRITERIA

Purpose

The following criteria will be used when determining the accreditation status to be recommended by the Superintendent of Public Instruction to the Board of Public Education. A school meeting the regular accreditation standards with minor deviations will be recommended for regular status.

10 .55.605.1 Regular Accreditation

- (a) Regular accreditation means the school has:
 - (i) its program aligned to the content and performance standards and program area standards;
 - (ii) licensed staff that are appropriately assigned, and fully utilized;
 - (iii) school programs and resources that are adequate;
 - (iv) facilities that meet appropriate standards; and
 - (v) school trustees, staff, parents, and community that work together to provide a quality education.
- (b) When the school meets the regular accreditation standards with minor deviations, these deviations are noted on the annual accreditation status letter as minor citations when considering the school program in its entirety.



ADVICE STATUS CRITERIA

Purpose

The following criteria will be used when determining the accreditation status to be recommended by the Superintendent of Public Instruction to the Board of Public Education. A school receiving any **one** citation from the following criteria may be recommended for an advice status.

Licensure

1. A school where more than 5 percent of its total instructional assignments are taught by misassigned staff. All teachers, counselors, librarians and school psychologists are given equal weight in considering misassignments—**first occurrence**.
2. Teachers are not assigned at the levels and/or in the subjects for which their licenses are endorsed. Annual progress and documentation of plan of intent must be provided—**same teacher—third occurrence**.
3. Teacher holding a secondary-level license only is assigned to a self-contained elementary-level classroom—**first occurrence**.
4. Superintendents, principals, administrative assistants or administrative interns do not have proper endorsement and program of study for completion of administrative endorsement.—**first occurrence**.

School Leadership

5. School does not employ, as required by state law, a District Superintendent—**first occurrence**.
6. School does not have the required minimum number administrative FTE—**second occurrence**.

School Program

7. Library services/school counseling services/required programs are not provided—**first occurrence**.
8. School does not provide minimum FTE in library/school counseling programs—**second occurrence**.
9. School does not provide minimum educational programs or subjects are not available or offered to students—**first occurrence**.
10. Schools with 7-8 funding do not meet time requirements; school counselors and librarians are not endorsed and no—**second occurrence**.
Although annual application for 7-8 program approval is not required, districts receiving an advice status with note of this deviation may be required to reapply for program approval to maintain 7-8 funding.
11. Programs assigned to any teacher without appropriate endorsement—**third occurrence**.

School Facilities

12. Facilities create safety and health hazards and inadequate learning conditions—**first occurrence**.
13. Facilities have been cited for violation of uniform fire code by the state fire marshal or local fire department—**third occurrence**.

General

14. School has submitted incomplete or inaccurate reports—**first occurrence**.
15. Any continuing deviations have occurred for three **consecutive** years.
16. Approved variance(s) has not been followed—**first occurrence**.

Action Required

Should a school receive advice status, the local school board must adopt and submit a school improvement plan to the Superintendent of Public Instruction by August 1 of the ensuing school year. This plan must show a systematic procedure for the correction of deviations noted.

Section 20-9-344, MCA, gives the Board of Public Education the authority to withhold distribution of state equalization aid when the district fails to submit required reports or maintain accredited status. Rules 10.67.102 and 10.67.103, ARM, establish the procedures and hearing schedules as adopted by the Board of Public Education.



DEFICIENCY WITH ASSISTANCE STATUS CRITERIA

Purpose

The following criteria will be used when determining the accreditation status to be recommended by the Superintendent of Public Education to the Board of Public Education. A school receiving any **one** citation from the following criteria may be recommended for deficiency with assistance status.

Licensure

1. Non-licensed teachers/administrators are employed—**first occurrence**.
2. A school where more than 5 percent of its total instructional assignments are taught by misassigned staff. All teachers, counselors, librarians and school psychologists are given equal weight in considering misassignments—**second occurrence**.
3. Teachers are not assigned at the levels and/or in the subjects for which their licenses are endorsed.—**same teacher—fourth occurrence**.
4. Teacher holding a secondary-level license only is assigned to a self-contained elementary-level classroom—**second occurrence**.
5. Superintendents, principals, administrative assistants or administrative interns do not have proper endorsement and program of study for completion of administrative endorsement. Documentation of plan of intent must be provided—**second occurrence**.

School Leadership

6. School does not employ, as required by law, a District Superintendent—**second occurrence**.
7. School does not have the required minimum administrative FTE—**third occurrence**.

School Program

8. Library services/school counseling services/required programs are not provided—**second occurrence**.
9. School does not provide minimum educational programs or subjects are not available or offered to students—**second occurrence**.
10. Schools with 7-8 funding do not meet time requirements; school counselors and librarians are not endorsed and no program of study for completion of endorsement has been provided—**third occurrence**.
Districts receiving a deficiency with assistance accreditation status with note of this deviation may be recommended to the Board of Public Education to rescind 7-8 funding.
11. Programs assigned to any teacher without appropriate endorsement—**fourth occurrence**.

School Facilities

12. Facilities create safety and health hazards and inadequate learning conditions—**second occurrence**.
13. Facilities have been cited for violation of uniform fire code by the state fire marshal or local fire department—**fourth occurrence**.

General

14. School has not submitted required reports—**first occurrence**.
15. School has submitted incomplete or inaccurate reports—**second occurrence**.
16. Any continuing deviations have occurred for four **consecutive** years.
17. Approved variance(s) has not been followed—**second occurrence**.

Action Required

Should a school receive deficiency with assistance status, the local school board must adopt and submit a school improvement plan to the Superintendent of Public Instruction by August 1 of the ensuing school year. This plan must show a systematic procedure for the correction of deviations noted. The school administrators and the chairperson of the board may be required to appear before the Board of Public Education.

Section 20-9-344, MCA, gives the Board of Public Education the authority to withhold distribution of state equalization aid when the district fails to submit required reports or maintain accredited status. Rules 10.67.102 and 10.67.103, ARM, establish the procedures and hearing schedules as adopted by the Board of Public Education.



Linda McCulloch, Superintendent
Office of Public Instruction
Division of Accreditation
PO Box 202501
Helena, MT 59620-2501
www.opi.mt.gov

NONACCREDITED STATUS CRITERIA

Purpose

The following criteria will be used when determining the accreditation status to be recommended by the Superintendent of Public Instruction to the Board of Public Education. A school receiving any **one** citation from the following criteria may be recommended for nonaccredited status.

10 .55.605.5 Nonaccredited

1. Nonaccredited status means that a school on deficiency status fails to document that it has met its improvement plan.
2. Non-licensed staff have been employed—**third occurrence**.
3. Facilities have been cited for violation of uniform fire code by the state fire marshall or local fire department—**fifth occurrence**.
4. Facilities create safety and health hazards and inadequate learning conditions—**third occurrence**.



MIDDLE SCHOOL ACCREDITATION APPROVAL PROCESS

DUE DATE: March 1

**To: Office of Public Instruction
Accreditation Division**

In approving a program of a school to meet accreditation Rule 10.55.902, the Office of Public Instruction (OPI) will use as a guide the following process:

1. Application from the school district must be received by the Office of Public Instruction, Accreditation Division, by **March 1**. Initial Approval or Approval must be granted prior to incorporation of a middle school program. Materials to be reviewed shall include:
 - a. completed application form
 - b. class schedules
 - c. curriculum guides
2. A committee of OPI personnel will be formed to review application materials.
 - a. Evaluation of materials shall be made in accordance with the actual requirements of Rule 10.55.902.
3. The committee will make a recommendation of approval/denial to the Superintendent of Public Instruction.
4. Recommendations shall include three categories:
 - a. **Initial Approval (one year)**
 - b. Approval (total requirements are met)
 - c. Denial (specific reasons for denial will be given)
 - 1) Initial on-site visitation by the OPI personnel will be established with the school district.
 - 2) A chairperson will be assigned from the OPI personnel to continually work with the district throughout the year to provide assistance, inservice, and to help the school district personnel develop a middle school program that will meet all the requirements of Rule 10.55.902.
 - 3) The OPI and the school district personnel will present their overviews of the middle school program to the Board of Public Education at the scheduled April/May meeting following the initial approval.
 - 4) Following the April/May meeting of the Board of Public Education, the Office of Public Instruction will notify school districts of approval/denial of official middle school accreditation status.

Rule 10.55.710 (School Counselor)

Yes No

8. Does the school counselor have a school counseling endorsement?
9. Are school counseling services provided at the equivalent of one counselor per 400 middle school students?

Rule 10.55.708(1) (Teaching Assignments)

Yes No

10. Are all teachers assigned at the levels and in the subjects for which their licenses are endorsed?

Rule 10.55.713(1) (Teacher Load and Class Size)

11. In addition to the school administrator, do you employ a sufficient number of FTEs to allow for varying instructional patterns including, but not limited to, teaming, core curriculum and departmentalization?

12. Attach a proposed **master schedule** that includes:

- A. Full names of teachers, librarians, counselors and administrator(s).
- B. Number and grade level of students in each subject for each period. Please indicate passing time and number of minutes per instructional period.

NOTE: Applications MUST include a proposed master schedule. If you anticipate staff changes and do not know new employee's name, please identify that teacher's, counselor's or librarian's position. Provide the name of the new employee as soon as that information is available. Please indicate passing time between classes and length of class period separately.

General

13. Curriculum guides are included for each program area.....
14. Total number of students served in this middle school program.....
15. Grade levels served by this middle school program Grades thru
16. Additional information or comments (if any questions were marked **NO**, please provide an explanation):

CERTIFICATION: The information on this application is correct to the best of my knowledge.

Printed Name/Board of Trustees Chairperson	Signature	Date
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Printed Name/Superintendent (District or County)	Signature	Date
--	-----------	------

APPROVAL/DENIAL – OFFICE OF PUBLIC INSTRUCTION

Superintendent of Public Instruction	<input type="checkbox"/> Approval <input type="checkbox"/> Denial	Date
--------------------------------------	--	------

Authorized Signature	Date
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Linda McCulloch, Superintendent
 Office of Public Instruction
 Division of Accreditation
 PO Box 202501
 Helena, MT 59620-2501
 www.opi.mt.gov

**Middle Grades Application for Approval
 Seventh and Eighth Grade Program
 Through Provisions of
 Sections 20-9-311 and 20-9-312, MCA**

DUE DATE: June 1
**To: Office of Public Instruction
 Accreditation Division**

**Basic education program for grades
 7 and 8 for school year 20__ - 20__**

School Dist. Name:	Legal Entity:
School Name:	School Code:
County:	County No.:

OPI USE ONLY

Rule 10.55.902

		Yes	No
1.	English/Language Arts One unit each year to each grade level.....	<input type="checkbox"/>	<input type="checkbox"/>
2.	Social Studies One unit each year to each grade level.....	<input type="checkbox"/>	<input type="checkbox"/>
3.	Mathematics One unit each year to each grade level.....	<input type="checkbox"/>	<input type="checkbox"/>
4.	Science One unit each year to each grade level.....	<input type="checkbox"/>	<input type="checkbox"/>
5.	Health Enhancement (health and physical education) One-half unit each year to each grade level.....	<input type="checkbox"/>	<input type="checkbox"/>
6.	Visual Arts One-half unit each year to each grade level.....	<input type="checkbox"/>	<input type="checkbox"/>
7.	Music One-half unit each year to each grade level.....	<input type="checkbox"/>	<input type="checkbox"/>
8.	Vocational Technical Education [please specify program(s) below] One-half unit each year to each grade level.....	<input type="checkbox"/>	<input type="checkbox"/>
9.	World Languages One-half unit each year to each grade level.....	<input type="checkbox"/>	<input type="checkbox"/>

Rule 10.55.906.1(a) a unit of credit is defined as the equivalent of at least 225 minutes per week for one year.

Rule 10.55.709 (Librarian)

		Yes	No
10.	Is the library housed in a central location?	<input type="checkbox"/>	<input type="checkbox"/>
11.	Is the librarian endorsed?	<input type="checkbox"/>	<input type="checkbox"/>
12.	Is the librarian assigned as follows:		
A.	Assigned time is provided for schools with fewer than 125 seventh and eighth grade students, or.....	<input type="checkbox"/>	<input type="checkbox"/>
B.	Assigned half time for schools with 126 to 250 seventh and eighth grade students, or.....	<input type="checkbox"/>	<input type="checkbox"/>
C.	Assigned full time for schools with 251 to 500 seventh and eighth grade students, or.....	<input type="checkbox"/>	<input type="checkbox"/>
D.	Over 500 seventh and eighth grade students, see Rule 10.55.709(1)(c-f), please attach explanation	<input type="checkbox"/>	<input type="checkbox"/>

Rule 10.55.710 (School Counselor)

Yes No

13. Does the school counselor have a school counseling endorsement?

14. Are school counseling services provided at the equivalent of one counselor per 400 students?

Rule 10.55.708 (Teaching Assignments)

Yes No

15. Are all teachers assigned at the levels and in the subjects for which their licenses are endorsed?

Rule 10.55.713 (Teacher Load and Class Size)

Yes No

16. In addition to the school administrator, do you employ a sufficient number of FTEs to allow for varying instructional patterns including, but not limited to, teaming, core curriculum and departmentalization?

17. Attach a proposed **master schedule** that indicates:

- A. Full names of teachers, librarians, counselors and administrator(s).
- B. Number and grade level of students in each subject for each period. Please indicate passing time and number of minutes per instructional period.

NOTE: Applications MUST include a proposed master schedule. If you anticipate staff changes and do not know new employee's name, please identify that teacher's, counselor's or librarian's position. Provide the name of the new employee as soon as that information is available. Please indicate passing time between classes and length of class period separately.

General

18. Total number of students served in this seventh and eighth grade program

19. Do the curriculum and related learner goals address the requirements of school program area standards?

20. Additional information or comments (if any questions were marked NO please provide an explanation):

CERTIFICATION: The information on this application is correct to the best of my knowledge.

Printed Name/Board of Trustees Chairperson	Signature	Date
--	-----------	------

Printed Name/Superintendent (District or County)	Signature	Date
--	-----------	------

APPROVAL/DENIAL – OFFICE OF PUBLIC INSTRUCTION

Superintendent of Public Instruction	<input type="checkbox"/> Approval <input type="checkbox"/> Denial	Date
--------------------------------------	--	------

Authorized Signature	Date
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Linda McCulloch, Superintendent
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ALTERNATIVE STANDARD(S) REQUEST

Rule 10.55.604.1

OPI USE ONLY

School Dist. Name:	Legal Entity:
School Name:	School Code:
County:	County No.:

DUE DATE: March 1

**To: Office of Public Instruction
Accreditation Division**

Check one:

- Initial Application
 Renewal Application

ONE ALTERNATIVE STANDARD REQUEST PER APPLICATION FORM.

RULE

10.55.604 Variances to Standards (1) A school district may apply to the board of public education through the office of public instruction to implement an alternative to a standard or a section of standards, excluding standards stating a statutory criteria, teacher certification or endorsement or content and performance standards as defined by the board of public education and provided in guidance from the superintendent of public instruction.

PROCESS

- The intent of rule 10.55.604 is to allow locally initiated proposals that better reflect the unique individuality of each district as well as foster innovative approaches to solving educational problems.
- **Application must be made through the Office of Public Instruction.**
- The Board of Public Education must approve the alternative standard(s) prior to implementation in the school program.
- All schools will be notified by the Office of Public Instruction regarding the status of their request after the Board of Public Education has made a determination.

APPROVAL CRITERIA

- The major consideration in determining if a proposed alternative would be acceptable is whether the proposed change or modification shows clearly how it will "meet or exceed" the results under the current standard(s).
- Initial approval will be for a two-year period.
- The district may reapply for a possible five-year approval following an on-site evaluation by the Office of Public Instruction.

PROCEDURE

1. List the accreditation rule to which this request applies, (e.g., 10.55.709 Library Media Services):

- If this application is for Library or Counseling Services:
 - a. Submit a copy of the letter of agreement for contracted services.
 - b. List the name and qualifications of provider (i.e., licensure, education).

c. State the number of visits per year _____, duration of time for each visit _____, resulting in the total hours per year of _____. Provide a calendar for the first year of the alternative request outlining the dates of the visits. An updated calendar shall be submitted to the OPI each year with the Annual Data Collection outlining the dates of the visits. As contractors and/or schedules change, the OPI must be notified in writing.

2. Submit a mission statement (what you hope to accomplish) for this proposed alternative.

3. Provide a detailed description of your alternative plan and how your school will meet or exceed the Program Area Standards and/or Content and Performance Standards.

4. List at least one **specific, measurable objective** (for example: affective, cognitive, or psychomotor) that clearly shows how your proposed alternative will meet or exceed the results under the current standard(s).

5. Identify formative measures (the ongoing assessment of teaching and learning *during* the instruction) to be used to evaluate the effectiveness of the alternative.

6. Identify summative measures (the cumulative assessment of teaching and learning *after* the instruction) to be used to evaluate the effectiveness of the alternative.

7. If this is a renewal application, attach a summary of the evaluation data gathered based upon the measurable objective(s) and criteria approved in the initial or previous renewal application.

CERTIFICATION: The information on this application is correct to the best of my knowledge.

Printed Name/Board of Trustees Chairperson	Signature	Date
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Printed Name/Superintendent (District or County)	Signature	Date
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RECOMMENDATION—OFFICE OF PUBLIC INSTRUCTION

Authorized Signature	<input type="checkbox"/> Approval <input type="checkbox"/> Denial	<input type="checkbox"/> 1 year <input type="checkbox"/> 5 years	Date
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APPROVAL/DENIAL—BOARD OF PUBLIC EDUCATION

Chairperson	<input type="checkbox"/> Approval <input type="checkbox"/> Denial	<input type="checkbox"/> 1 year <input type="checkbox"/> 5 years	Date
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Appendix F—Recommended Program Guidelines

GIFTED AND TALENTED schools shall provide educational services to students commensurate to their needs. It is recommended that such services shall be outlined in a comprehensive district framework that includes:

1. Identification of talent areas and student selection criteria according to a written program philosophy;
2. A curriculum that reflects student needs;
3. Teacher preparation;
4. Criteria for formative and summative evaluation;
5. Supportive services; and
6. Parent involvement.

Appendix G—Duties of District Superintendent or County High School Principal

20-4-402. Duties of district superintendent or county high school principal. The district superintendent or county high school principal is the executive officer of the trustees and, subject to the direction and control of the trustees, the executive officer shall:

- (1) have general supervision of all schools of the district and the personnel employed by the district;
- (2) implement and administer the policies of the trustees of the district;
- (3) develop and recommend courses of instruction to the trustees for their consideration and approval in accordance with the provisions of 20-7-111;
- (4) select all textbooks and submit the selections to the trustees for their approval in accordance with the provisions of 20-7-602;
- (5) select all reference and library books and submit the selections to the trustees for their approval in accordance with provisions of 20-7-204;
- (6) have general supervision of all pupils of the district, enforce the compulsory attendance provisions of this title, and have the authority to suspend for good cause a pupil of the district;
- (7) report the pupil attendance, absence, and enrollment of the district and other pupil information required by the report form prescribed by the superintendent of public instruction to the county superintendent, or county superintendents when reporting for a joint district; and
- (8) perform other duties in connection with the district as the trustees may prescribe.

Section V
Board of Education

Tab 10

THE EDUCATIONAL BUDGET

The Constitution

Article X, section 9(1). There is a state board of education composed of the board of regents of higher education and the board of public education. It is responsible for long-range planning, and for coordinating and evaluating policies and programs for the state's educational systems. It shall submit unified budget requests....

The Board and the Executive Branch

MCA 2-15-101(1). In accordance with the Constitution "all executive and administrative offices, boards, bureaus, commissions... shall be allocated by law among not more than twenty principal departments...."

MCA 2-15-104(1). In accordance with the Constitution all executive and administrative offices are allocated by law among and within the following departments or entities:...(d) state board of education.

The Budget Process

MCA 17-7-111(1). In the preparation of a state budget, the budget director shall... distribute... the proper forms necessary for the preparation of budget estimates.

MCA 17-7-112(1). It shall be the duty of each department, agency and office, including the Montana University System to submit the information required under 17-7-111 to the budget director....

The School District and the Budget

MCA 20-9-213. The trustees shall (1) cause the keeping of an accurate detailed accounting...(5) report annually to the county superintendent...on the forms prescribed and furnished by the superintendent of public instruction... (6) whenever requested, report any other fiscal activities to the county superintendent of public instruction or board of public education.

The Superintendent and the Budget

MCA 20-9-102. The superintendent of public instruction has general supervision over the school budgeting procedure and provisions.

MCA 20-9-103(1). The format of the school budget form shall be prescribed by the superintendent of public instruction.

MCA 20-9-346. The superintendent of public instruction shall administer the distribution of the state equalization aid by: (1) establishing each district's annual entitlement... (2) recommending to the board of public education the annual entitlement of all districts to state equalization aid to enable the board of public education to order the distribution of state equalization aid;....

MCA 20-3-106(8). generally supervise the school budgeting procedures prescribed by law... (11) generally supervise the school financial administration provisions... (14) distribute state equalization aid in support of the foundation program....

The Board and the Budget

MCA 20-9-344(2) The board of public education shall administer and distribute the state equalization aid in the manner and with the powers and duties provided by law. To this end, the board of public education shall: (a) adopt policies for regulating the distribution of state equalization aid in accordance with the provisions of law; (b) have the power to require such reports from the county superintendents, budget boards, county treasurers, and trustees as it may deem necessary; and (c) order the superintendent of public instruction to distribute the state equalization aid on the basis of each district's annual entitlement to such aid as established by the superintendent of public instruction.

MCA20-2-121(3). Administer and order the distribution of state equalization aid in accordance with the provisions of 20-9-344.

DEFINITION OF FOUND. PROGRAM.

MCA 20-9-301 A uniform system of free public schools...
MCA 20-9-344(3) The ANB shall be calculated individually for each school...
MCA 20-9-315 Foundation schedule.

BY-LAWS OF THE
MONTANA BOARD OF EDUCATION

ARTICLE I. NAME

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

ARTICLE II. OBJECTIVES

The board is responsible for (1) long-range planning; (2) coordinating and evaluating policies and programs of the State's educational systems; and (3) submission of unified budget requests.

ARTICLE III. MEMBERSHIP

The board consists of the seven members of the Board of Regents and the seven members of the Board of Public Education. The Governor is an ex-officio member of the board and may vote to break a tie vote. The Superintendent of Public Instruction and the Commissioner of Higher Education are ex-officio members of the board.

ARTICLE IV. OFFICERS

The Governor shall serve as chair of the board. The chair is responsible for: (1) calling the meetings of the board; (2) planning the agenda of the meetings, in consultation with the Commissioner of Higher Education, the Executive Director of the Board of Public Education, staff in the Governor's Office, the Superintendent of Public Instruction, and members of the board; (3) presiding at board meetings; and (4) ensuring that the board faithfully executes its Constitutional and statutory duties.

The chair of the Board of Regents and the chair of the Board of Public Education will serve alternate years as vice-chair of the Board of Education. In the absence of the chair, the vice-chair will preside. The vice-chair shall have full authority to fulfill the duties of chair should the chair not fulfill those duties for any reason.

The Superintendent of Public Instruction shall serve as secretary to the board.

ARTICLE V. MEETINGS

The board shall meet not less than twice a year. The meeting dates shall be concurrent with a meeting of the Board of Regents and with a meeting of the Board of Public Education.

ARTICLE VI. QUORUM

A majority of the appointed members of the board shall constitute a quorum.

ARTICLE VII. EXECUTIVE SESSIONS

The presiding officer of any meeting of the board may close the meeting if the presiding officer determines that the demands of individual privacy clearly exceed the merits of public disclosure.

ARTICLE VIII. ORDER OF BUSINESS

The following shall be the regular order of business:

1. Roll call
2. Approve minutes
3. Old Business update
4. New business
5. Adjournment

ARTICLE IX. PARLIAMENTARY LAW

On questions of parliamentary law, Robert's Rules of Order shall prevail.

ARTICLE X. AMENDMENTS

These by-laws may be added to or amended by a majority vote at any meeting of the board provided a quorum is present.

APPROVED:

Governor Schweitzer
Chair of the Board of Education

Superintendent Denise Juneau
Secretary to the Board of Education

Adopted at 1/8/09 BOE meeting

Section VI

Other

Tab 11

Montana State Universities and Colleges

Montana State University-MSU

Bozeman MT

Dean of Education- Dr. Lynda Ransdell

406-994-4135

lynda.ransdell@montana.edu

MSU-Billings

Billings MT

Dean of Education- Dr. Mary Susan Fishbaugh

406-657-2070

mfishbaugh@msubillings.edu

City College at MSU-Billings

Billings MT

MSU-Northern

Havre MT

Dean of Education - Ms. Christine Shearer-Crenean

406-265-3768

c.shearercrenean@msun.edu

Great Falls College- MSU

Great Falls MT

University of Montana-U of M

Missoula MT

Dean of Education- Dr. Roberta Evans

406-243-2914

Robertad.evans@mso.umt.edu

Montana Tech

Butte MT

Highlands College- Montana Tech

Butte MT

UM Western

Dillon MT

Dean of Education- Dr. Karl Ulrich

406-683-7115

K_ulrich@umwestern.edu

Helena Collge- UM
Helena MT

Community Colleges

Dawson Community College
Glendive MT

Flathead Valley Community College
Kalispell MT

Miles Community College
Miles City MT

Tribal Colleges

Aariih Nakoda College
Harlem MT

Blackfeet Community College
Browning MT

Chief Dull Knife College
Lame Deer MT

Fort Peck Community College
Poplar MT

Little Big Horn College
Crow Agency MT

Salish Kootenai College
Pablo MT

Stone Child College
Box Elder MT

Private Colleges

Carroll College
Helena MT

Rocky Mountain College
Billings MT

University of Great Falls
Great Falls MT

Montana Bible College
Bozeman MT

Mountain States Baptist College
Great Falls MT

Yellowstone Baptist College
Billings MT