

**Board of Public Education Meeting
Bozeman, MT**

**November 17, 2022
Willson School, Room 122
404 W Main St
(Park in the lot off 5th St)**

**November 18, 2022
Montana State University
Strand Union Building
Alumni Legacy Lounge**

BOARD OF PUBLIC EDUCATION

**Board of Public Education Meeting
Bozeman, MT**

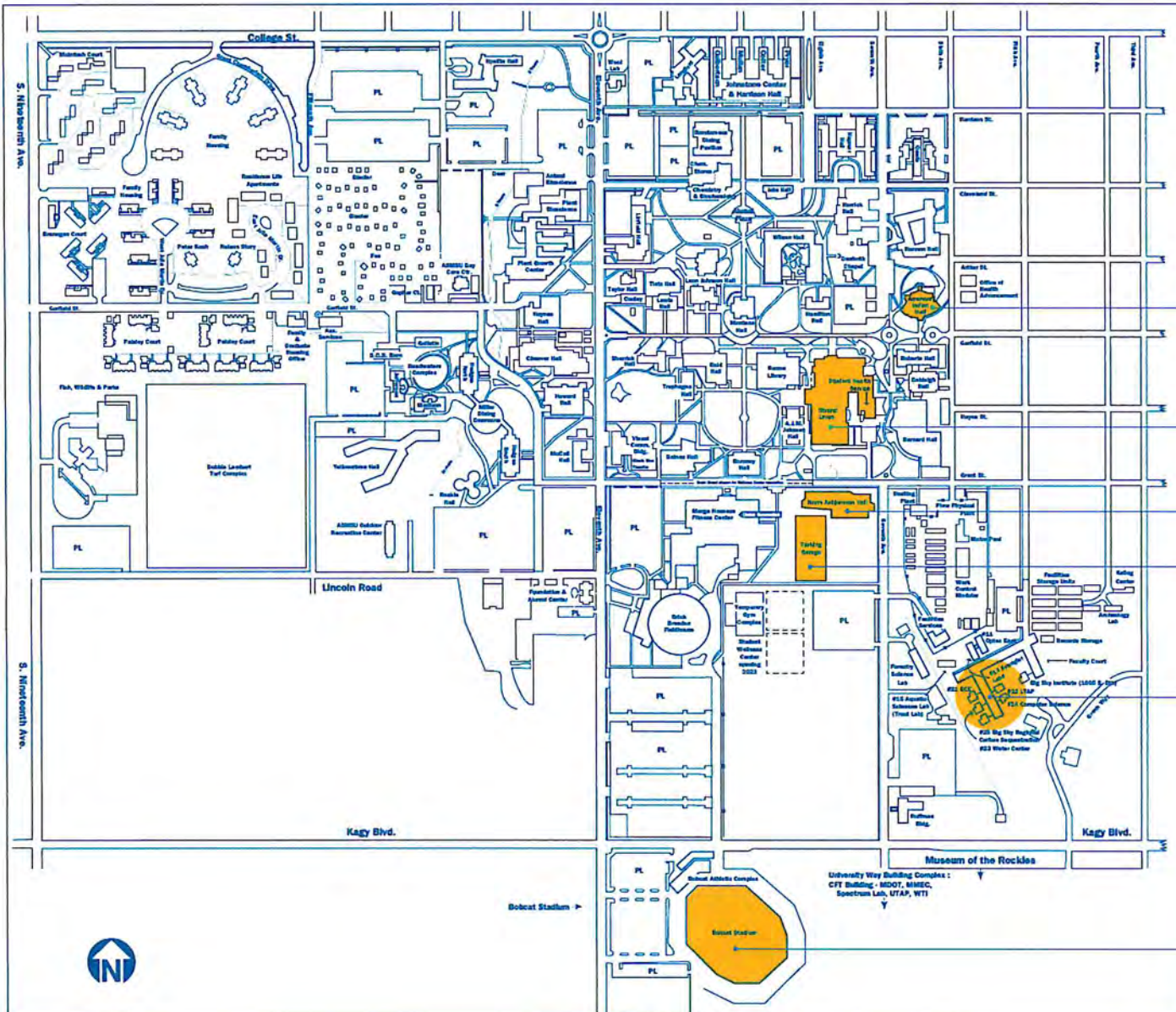
**BPE TOURS WITH BOZEMAN SCHOOL
DISTRICT
NOVEMBER 16TH, 2022**

- 2:00 PM Tour Gallatin High School
4455 Annie St, Bozeman
**Park in any lot, meet at Main
Office**
- 3:00 PM Tour Bridger Charter Academy
205 N 11th, Bozeman
**Park in lot off 11th, meet at Main
Office**
- 4:00 PM Reception with Bozeman School
Board Members
Bozeman High School, Commons
205 N 11th, Bozeman**

MAPS

BOARD OF REGENTS

FALL 2022



Reception
Thursday evening

BOR meetings

Community Breakfast
Friday morning

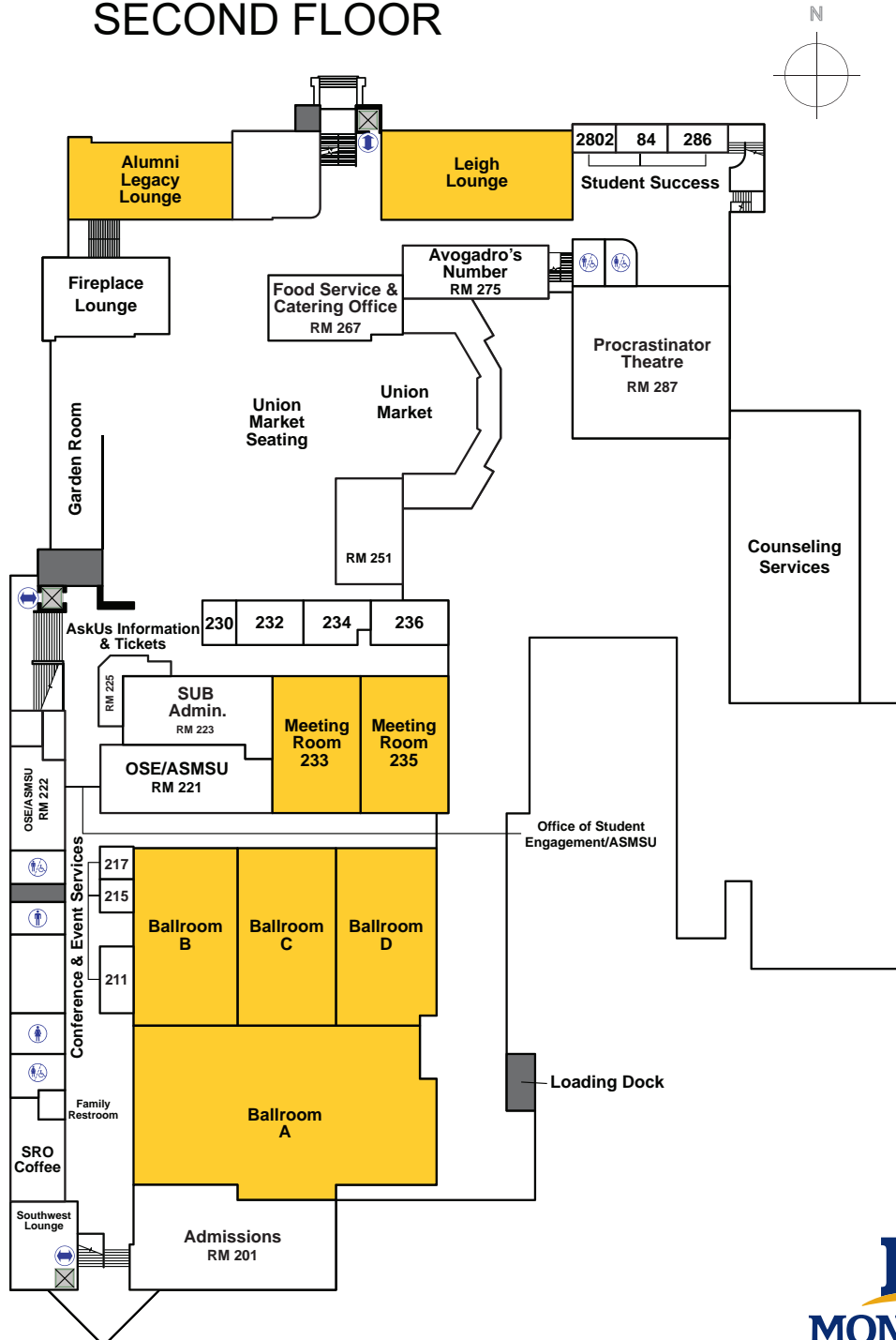
Parking for Attendees

Job Site Ready
Optional Friday tour

Cat/Griz Football Game
Saturday afternoon

Strand Union Map

SECOND FLOOR



AGENDA

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

November 16-18, 2022
Bozeman, MT

Wednesday, November 16, 2022

LOCATIONS BELOW

2:00 PM

❖ **BOARD OF PUBLIC EDUCATION TOURS WITH BOZEMAN SCHOOL DISTRICT**

2:00 PM TOUR GALLATIN HIGH SCHOOL

4455 Annie St, Bozeman, MT

*Park in any lot, meet at Main Office

3:00 PM TOUR BRIDGER CHARTER ACADEMY

205 N 11th, Bozeman, MT

*Park in the lot off 11th, meet at Main Office

4:00 PM RECEPTION/SOCIAL WITH BOZEMAN SCHOOL BOARD MEMBERS

Bozeman High School, Commons

205 N 11th, Bozeman, MT

Thursday, November 17, 2022

Willson School, Room #122

404 W Main Street, Park in the lot off 5th St.

8:30 AM

CALL TO ORDER

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

PUBLIC COMMENT

(This time will be provided for public comment on items not listed on the agenda. This meeting is open to the public both in person and electronically. For those wishing to give virtual public comment, please contact bpe@mt.gov to request the Zoom link for the meeting. Members of the public who have joined virtually on Zoom may "raise their hand" at the appropriate time to participate after being recognized by the Board Chair. Written public comment may be submitted to the Executive Director at bpe@mt.gov and will be shared with the Board members and included as part of the official public record.)

Action may be taken on any item listed on the Board agenda. Per §2-3-103 MCA, the Board encourages public comment on any item prior to Board final action.

CONSENT AGENDA – page #13

(Items may be pulled from Consent Agenda upon request)

- A. September 14-15, 2022, Meeting Minutes**
- B. Financials**
- C. Committee Assignments**

ADOPT AGENDA

❖ **REPORTS – Madalyn Quinlan (Items 1-4)**

- Item 1 CHAIRPERSON’S REPORT – 15 Minutes, page #53
Madalyn Quinlan**
- Item 2 EXECUTIVE DIRECTOR’S REPORT – 15 Minutes, page #54
McCall Flynn**
- Item 3 STATE SUPERINTENDENT’S REPORT – 20 Minutes, page #55
State Superintendent Elsie Arntzen**
- Item 4 STUDENT REPRESENTATIVE’S REPORT – 15 Minutes, page #66
Charles Fox**

❖ **EXECUTIVE COMMITTEE – Madalyn Quinlan (Items 5 - 8)**

- Item 5 UPDATE ON SHARED POLICY GOALS DISCUSSION – 15 Minutes, page #67
Madalyn Quinlan, Superintendent Arntzen**
- Item 6 ANNUAL HiSET REPORT – 15 Minutes, page #68
Katie Madsen**
- Item 7 ANNUAL PROFESSIONAL DEVELOPMENT PROVIDERS LIST – 15 Minutes,
page #75
Chris Noel**
- Item 8 TEACHER LEARNING HUB REPORT – 15 Minutes, page #104
Chris Noel**

❖ **ASSESSMENT COMMITTEE – Anne Keith (Item 9)**

- Item 9 ASSESSMENT UPDATE - 15 Minutes, page #148
Chris Noel**

❖ **LICENSURE COMMITTEE – Susie Hedalen (Items 10-12)**

- Item 10 ACCREDITATION SITE VISIT SCHEDULE – 15 Minutes, page #163
Dr. Julie Murgel**
- Item 11 ACTION ON MSU-BILLINGS GOOD CAUSE EXTENSION REQUEST – 15
Minutes, page #166
Dr. Julie Murgel**

Item 12 REVIEW OF THE VIRTUAL JOINT SITE VISIT AND STATE EXIT REPORT OF
THE UNIVERSITY OF MONTANA EDUCATION PREPARATION PROGRAM
PROVIDER(EPP) IN THE PHYLLIS J WASHINGTON COLLEGE OF
EDUCATION APRIL 10-12, 2022 – 15 Minutes, page #171
Dr. Julie Murgel

*****LUNCH BREAK*****

12:00 PM BOARD OF PUBLIC EDUCATION LUNCH WITH STUDENTS
Willson School, Room 217A

*****TIME CERTAIN AT 1:00*****

❖ MACIE LIAISON – Susie Hedalen (Item 13)

Item 13 MACIE REPORT – 15 Minutes, page #209
Jordann Lankford Forster

ACTION ITEM:

- Action on nomination of John Stiffarm – Class 7 Representative

❖ LICENSURE COMMITTEE – Susie Hedalen (Items 14-15)

Item 14 ACTION ON REVISED TIMELINE FOR REVISIONS TO ARM TITLE 10,
CHAPTER 58, PROFESSIONAL EDUCATOR PREPARATION PROGRAM
STANDARDS – 15 Minutes, page #212
Susie Hedalen

Item 15 ACTION ON AND RESPONSE TO PUBLIC COMMENTS SUBMITTED ON
REVISIONS TO ARM TITLE 10, CHAPTER 58, PROFESSIONAL EDUCATOR
PREPARATION PROGRAM STANDARDS – 1 Hour, page #214
Susie Hedalen

❖ ACCREDITATION COMMITTEE – Dr. Tim Tharp (Item 16)

Item 16 ACTION ON AND RESPONSE TO PUBLIC COMMENTS SUBMITTED ON
REVISIONS TO ARM TITLE 10, CHAPTER 55, STANDARDS OF
ACCREDITATION – 4 Hours, page #278
Dr. Tim Tharp

Friday, November 18, 2022
STRAND UNION BUILDING – MSU
ALUMNI LEGACY LOUNGE
8:30 AM

❖ EXECUTIVE COMMITTEE – Madalyn Quinlan (Items 17-19)

Item 17 COMMISSIONER OF HIGHER EDUCATION’S REPORT – 15 Minutes, page
#336
Angela McLean

Item 18 **PRESENTATION ON PROFICIENCY-BASED LEARNING – 30 Minutes, page #337**
Dr. Tricia Seifert, MSU

Item 19 **DATA MODERNIZATION UPDATE – 15 Minutes, page #338**
Chris Sinrud

❖ **CSPAC LIAISON – Tammy Lacey (Items 20-21)**

Item 20 **ACTION ON CSPAC EARLY CHILDHOOD RECOMMENDATION TO THE BOARD OF PUBLIC EDUCATION – 15 Minutes, page #344**
McCall Flynn

Item 21 **ACTION ON CSPAC CODE OF ETHICS RECOMMENDATIONS TO THE BOARD OF PUBLIC EDUCATION – 30 Minutes, page #346**
McCall Flynn

❖ **MSDB LIAISON – Tammy Lacey (Item 22)**

Item 22 **MSDB REPORT – 20 Minutes, page #348**
Paul Furthmyre

ACTION ITEMS:

- **Action on Personnel Items**
- **Action on Out of State Travel Request**
- **Action on Pay Increase for Exempt Pay Plan 61 Employees**
- **Action on MSDB ESSER II Grant**
- **Action on OPI Discretionary Grant**

*******CLOSED SESSION*******

Item 23 **MSDB SUPERINTENDENT EVALUATION**
Madalyn Quinlan

*******OPEN SESSION*******

FUTURE AGENDA ITEMS January 12-13, 2023, Helena

Exiting Board Member – Last Meeting and Recognition

MSDB Superintendent Contract Extension

Transportation Report

MACIE Update

Assessment Update

Federal Update

Accreditation Report

Teacher Licensure Report

Qualify Transformational Learning & Advanced Opportunity Grant Applications

Critical Quality Educator Shortage Area Report

PUBLIC COMMENT

(This time will be provided for public comment on items not listed on the agenda. This meeting is open to the public both in person and electronically. For those wishing to give virtual public comment, please contact bpe@mt.gov to request the Zoom link for the meeting. Members of the public who have joined

virtually on Zoom may “raise their hand” at the appropriate time to participate after being recognized by the Board Chair. Written public comment may be submitted to the Executive Director at bpe@mt.gov and will be shared with the Board members and included as part of the official public record.)

ADJOURN

The Montana Board of Public Education is a Professional Development Unit Provider. Attending a Board of Public Education Meeting may qualify you to receive professional development units. Please complete the necessary information on the sign-in sheet if you are applying for professional development units.

Agenda items are handled in the order listed on the approved agenda. Items may be rearranged unless listed “time certain”. Public comment is welcome on all items listed as “Action” and as noted at the beginning and end of each meeting.

The Board of Public Education will make reasonable accommodations for known disabilities that may interfere with an individual’s ability to participate in the meeting. Individuals who require such accommodations should make requests to the Board of Public Education as soon as possible prior to the meeting start date. You may write to: Kris Stockton, PO Box 200601, Helena MT, 59620, email at: kmstockton@mt.gov or phone at 406-444-0302.

Friday, November 18, 2022 **STRAND UNION BUILDING – MSU**

*****LUNCH BREAK*****

12:00 PM **BOARD OF PUBLIC EDUCATION LUNCH WITH BOARD OF REGENTS**
SUB 233

*****TIME CERTAIN AT 1:00*****

1:00 PM **BOARD OF EDUCATION MEETING**
AGENDA

CALL TO ORDER

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

CONSENT AGENDA

Items may be pulled from Consent Agenda if
requested

- A. September 14-15, 2022, Meeting Minutes**
- B. Financials**
- C. Committee Assignments**

CONSENT AGENDA

MINUTES

BOARD OF PUBLIC EDUCATION
MEETING MINUTES

September 14-15, 2022
Montana State Capitol Building
Helena, MT

Wednesday, September 14, 2022
8:30 AM, Room 303

CALL TO ORDER

Chair Lacey called the meeting to order at 8:34 AM. The Chair led the Board in the Pledge of Allegiance and Ms. Stockton took roll call. The Chair read the Statement of Public Participation and welcomed guests.

Board members present: Ms. Tammy Lacey, Chair; Ms. Madalyn Quinlan, Vice Chair; Ms. Susie Hedalen; Ms. Jane Hamman; Dr. Tim Tharp; Ms. Renee Rasmussen; Mr. Charles Fox, Student Representative. Ex Officio member: Superintendent Elsie Arntzen. Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician. Guests: Mr. Doug Reisig, Montana Quality Education Coalition; Mr. Brett Carter, OPI; Ms. Jule Walker, Montana School Boards Association; Mr. Wilson Hawkins; Dr. Katie Franklin; Ms. Chris Noel, OPI; Ms. Sharyl Allen, Deputy Superintendent, OPI; Dr. Julie Murgel, OPI; Ms. Amanda Curtis, Montana Federation of Public Employees; Dr. Rob Watson, School Administrators of Montana; Ms. Diane Fladmo, Montana Federation of Public Employees; Ms. Alicia Godfrey, Montana School Counselors Association; Ms. Alicia Herman; Ms. Ann Dutton; Ms. Jayna Mumbauer-Hawkins; Ms. Caitie Bloom; Ms. Felicia Reynolds; Ms. Kailey Mayo, Montana School Counselor's Association; M. Tingley; Mr. Paul Furthmyre, Superintendent, Montana School for the Deaf and the Blind; Ms. Jordan Lankford Forster, Montana Advisory Council on Indian Education, MACIE Chair.

PUBLIC COMMENT (insert written public comments)

Ms. Amanda Curtis, President, Montana Federation of Public Employees, introduced herself to the Board and guests and thanked the Board for their work.

Mr. Doug Reisig, Executive Director, Montana Quality Education Coalition, introduced himself to the Board.

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

CONSENT AGENDA

Chair Lacey reviewed items in the consent agenda for Board approval.

Ms. Renee Rasmussen moved to adopt the consent agenda as presented.
Motion seconded by Ms. Madalyn Quinlan.

Ms. Quinlan noted a difference in the dates listed on the agenda for the minutes and the dates on the minutes.

Dr. Tharp thanked Board staff for the work on the agenda.

No further discussion. Motion passed unanimously.

ADOPT AGENDA

The Chair reviewed the agenda and thanked Board staff for their work implementing Board requests made in July regarding the structure of the agenda. The Chair called attention to the addition of item 26 to the agenda.

Ms. Madalyn Quinlan moved to adopt the agenda as presented. Motion seconded by Ms. Jane Hamman.

No discussion. Motion passed unanimously.

❖ REPORTS – Tammy Lacey (Items 1-4)

Item 1 CHAIRPERSON'S REPORT Tammy Lacey

Chair Lacey presented her report to the Board, announcing this will be her last Board meeting as Chair, and thanked all Board members for their hard work supporting public education. The Chair stated that she will continue to support public education going forward. The Chair has requested reappointment to the Board and has been notified by the Governor's Office that no decision will be made until November of this year. The Chair reviewed her activities since the July Board meeting then asked Ms. Flynn to discuss the October CSPAC meeting for Board members and extended an invitation for Board members to attend the October 6th Council meeting.

Item 2 EXECUTIVE DIRECTOR'S REPORT McCall Flynn

Ms. Flynn reviewed the Public Hearing held August 30th regarding Chapter 58, Education Preparation Program Standards and the proposed revisions to the chapter. Ms. Flynn announced that Mr. Klapmeier, Education Policy Advisor for the Governor, is a new dad and will not be attending today's meeting. Mr. Klapmeier has requested Board members send any topic requests for the Board of Education meeting in November to Ms. Flynn. Ms. Flynn reviewed the new materials for the Seal of Biliteracy, how the application and seal came together, and answered Board member questions regarding the program. Board members thanked Ms. Flynn for her hard work and dedication to this new process and provided input on the two drafts of the seal.

Item 3 STATE SUPERINTENDENT'S REPORT State Superintendent Elsie Arntzen

Superintendent Arntzen gave her report to the Board and announced that Ms. Ashley McGrath, Assessment Director, has taken a new job outside of the OPI. The Superintendent reviewed the discussion regarding proficiency-based learning which took place the previous day at the Constitutional Players meeting, the reports from the OPI to be presented later during the Board meeting, then discussed the newly released Statewide Assessment results, and possible revisions to Content Standards. The Superintendent announced the 2023 Teacher of the Year has been determined and will be announced in the future. The Superintendent thanked the Board for their work supporting public education before answering Board member questions.

Item 4 STUDENT REPRESENTATIVE'S REPORT Charles Fox

Mr. Fox gave his report to the Board discussing the beginning of the new school year and ongoing planning for the State Student Council Conference in November. Mr. Fox discussed work he is doing for a new student portal students can use to share their thoughts, ideas, and opinions with their student representatives on the State Student Council. Mr. Fox answered Board member questions.

❖ **MACIE LIAISON – Susie Hedalen (Item 5)**

Item 5

MACIE REPORT

Jordann Lankford Forster

Ms. Hedalen introduced Ms. Jordann Lankford Forster to the Board, the new Chair of MACIE, before turning the report over to Ms. Forster. Ms. Forster discussed her history with MACIE and that she assumed the Chair position in July. Ms. Forster reviewed the MACIE meetings which have taken place since the July Board meeting and reviewed the two MACIE appointments that are before the Board for approval. MACIE will not be meeting in October due to scheduling conflicts with the National Indian Education for All conference. Ms. Forster announced that MACIE is moving forward with the Regalia Statement and the Native Language Resolution. Chair Lacey congratulated Ms. Forster for being awarded the 2022 Montana History Teacher of the Year for Montana.

Ms. Susie Hedalen moved to approve the nomination to MACIE for: Paul Finnicum, Montana School Boards representative, and Callie Rusche-Nicholson, Billings Urban Area. Ms. Renee Rasmussen seconded the motion.

Chair Lacey asked if MACIE now has a full Board. Ms. Forster noted that the Vice Chair Cummins had to step down so the Council will be looking to fill his position.

No further discussion. Motion passed unanimously.

Ms. Susie Hedalen moved to approve the extension of MACIE as an advisory council to the Board of Public Education and the Office of Public Instruction in accordance with 2-15-122(10), MCA. Ms. Madalyn Quinlan seconded the motion.

Comments from Chair Lacey that MACIE was created in 1984 and is an important advisory council to the Board and OPI.

No further discussion. Motion passed unanimously.

❖ **ASSESSMENT COMMITTEE – Jane Hamman (Items 6-8)**

Item 6

UPDATE ON MAST PILOT PROGRAM

Chris Noel

Ms. Noel presented the MAST Pilot Program to the Board, discussing that Reading and Math are currently the only standards in the program. Ms. Noel discussed the Task Force that was brought together to review the program and to bring forward recommendations for the pilot program. Ms. Noel answered Board member questions.

Item 7

UPDATE ON SCIENCE CUT SCORES

Chris Noel

Ms. Noel reviewed the Science Cut scores for the Board and answered Board member questions.

Item 8

MATH AND ENGLISH LANGUAGE ARTS (ELA) STATEWIDE STUDENT ACHIEVEMENT PRESENTATION

Brett Carter

Mr. Brett Carter presented the Math and English Language Arts Statewide Student Achievement results to the Board. The online interactive Growth and Enhancement of Montana Students (GEMS) system was

displayed to the Board and Mr. Carter demonstrated navigation of the system and how to locate information on assessment results.

❖ **ACCREDITATION COMMITTEE – Susie Hedalen – (Items 9-13)**

Item 9 ACTION AND UPDATE ON ARM TITLE 10, CHAPTER 53 – CONTENT STANDARDS REVISION SCHEDULE
Chris Noel

Ms. Noel presented the Content Standards Revision schedule to the Board discussing the proposed timeline for revisions for the content standards. Board members expressed concern over the timeline and the possibility of managing concurrent Content Standards revisions, and the timing of the revisions during the upcoming 2023 Legislative session.

Ms. Susie Hedalen moved to approve the draft Content Standards Revision Timeline. Ms. Renee Rasmussen seconded the motion.

Ms. Quinlan expressed concern over the proposed schedule.

Ms. Madalyn Quinlan made a substitute motion to accept the proposed timeline for Sections I and II related to Mathematics and World Languages. Ms. Renee Rasmussen seconded the motion.

Ms. Rasmussen clarified that her second on the substitute motion does not mean she does not support the work but realistically speaking the substitute motion makes more sense.

Chair Lacey asked Dr. Watson what he is hearing from administrators across the state. Dr. Watson noted that administrators he has heard from were surprised that Math was being considered for revision at this time. Districts are trying to get back on track after Covid but understand the importance of revisions to the content standards.

Deputy Allen noted that districts are able to update their curriculum without the standards being updated.

A discussion ensued regarding conflicting rules in Chapter 53 and Chapter 54 about the revision schedule for content standards.

Dr. Tharp noted that some districts are just now receiving updated curriculum. He noted that in 2017 he came before the Board as Deputy Superintendent to state that the schedule needed to be placed on hold. Dr. Tharp agreed that reviewing the conflicting rules in Chapter 53 and Chapter 54 relating to when standards should be revised is appropriate. Chair Lacey concurred.

No further discussion. Motion passed unanimously.

Item 10 INFORMATION ON PROPOSED REVISIONS TO ARM TITLE 10, CHAPTER 53 – MATH STANDARDS
Chris Noel

This item was presented concurrently with Item 9.

Item 11

**ACTION ON PROPOSED TIMELINE FOR REVISIONS TO ARM TITLE 10,
CHAPTER 55 – STANDARDS OF ACCREDITATION**

Susie Hedalen

Ms. Hedalen pointed the Board to the timeline on page 113 of the packet, and the letter in the Board's folder from the Education Interim Committee. Ms. Flynn reviewed the process for revising Chapter 55 since the July Board meeting, including the August 15th Special Board meeting to review the proposed recommendations from the Superintendent, and the proposed timeline for the revisions.

Ms. Susie Hedalen moved to approve the proposed timeline for the revisions to ARM Title 10, Chapter 55, Standards of Accreditation. Ms. Jane Hamman seconded the motion.

Chair Lacey clarified the economic impact statement will go before the Education Interim Budget Committee in December 2022, and the correction of the date of the January 12-13, 2023, meeting listed on the timeline.

No discussion. Motion passed unanimously.

Item 12

**CHAPTER 55 – STANDARDS OF ACCREDITATION EXPERT PANEL
DISCUSSION**

Ms. Hedalen opened the item by introducing the panel members: Dr. Rob Watson, Executive Director of School Administrators of Montana; Ms. Angela Archuletta, Montana Library Association; Ms. Dana Carmichael, Retired Librarian; Ms. Heather Jarrett, Superintendent, Reed Point Schools; Mr. Bill Starkey, Executive Director of Montana School Counselors Association.

Panel members answered Board member questions regarding the proposed recommendations from the Superintendent of Public Instruction, and how the proposals will affect the work in the field.

❖ MSDB LIAISON – Tammy Lacey (Item 14)

Item 14

MSDB REPORT

Paul Furthmyre

Chair Lacey opened the item and welcomed Superintendent Furthmyre to the meeting. Mr. Furthmyre began his report by updating the Board on the PIR week held at the MSDB prior to the start of the school year, which focused on adult social and emotional learning. Mr. Furthmyre reviewed the school improvement packet that the school has been creating over the past eighteen months. Mr. Furthmyre also discussed the MSU Mentoring project and several teachers at MSDB who are involved in that program, the strategic plan the school is implementing, and an update on the school's budget and personnel openings. He also highlighted the progress of the lighting system, a new database being designed for the school, the roofing project, the completion of the swimming pool, and plans to remodel the weight room and bowling alley for student use. Mr. Furthmyre answered Board member questions.

Ms. Renee Rasmussen moved to approve the MSDB Personnel items as listed in the agenda packet. Ms. Susie Hedalen seconded the motion.

Comment from Ms. Hedalen about the lifeguard position posted and certifying lifeguards.

No further discussion. Motion passed unanimously.

Ms. Renee Rasmussen moved to approve the Out-of-State travel requests for the MSDB as listed in the agenda packet. Ms. Madalyn Quinlan seconded the motion.

No discussion. Motion passed unanimously.

Item 13

**CHAPTER 55 – STANDARDS OF ACCREDITATION WORK SESSION
Susie Hedalen**

Ms. Flynn led the Board in a work session to review and discuss the proposed revisions to the Accreditation Standards. The Board reviewed areas of concern in the recommendations, considered questions that exist in the language, and discussed possible changes. Dr. Julie Murgel and Deputy Superintendent Allen with the Office of Public Instruction answered questions for the Board. The Board also reviewed minor editing changes in the notice. Ms. Flynn will update the notice with the revisions made by the Board before the Board approves the notice for publication in the Montana Administrative Register. Ms. Hedalen and Chair Lacey thanked Dr. Murgel and Deputy Allen for their expert advice.

The meeting adjourned at 5:23 PM.

Thursday, September 15, 2022
8:30 AM, Room 172

The Chair called the meeting to order at 8:30 AM. The Chair led the Board in the Pledge of Allegiance and Ms. Stockton took Roll Call. The Chair read the Statement of Public Participation and welcomed guests.

Board members present: Ms. Tammy Lacey, Chair; Ms. Madalyn Quinlan, Vice Chair; Dr. Tim Tharp; Ms. Renee Rasmussen; Ms. Jane Hamman; Ms. Susie Hedalen. Ex Officio members: Dr. Angela McLean, Commissioner of Higher Education's Office; Superintendent of Public Instruction Elsie Arntzen. Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician. Guests: Mr. Jeff Kirksey, OPI; Dr. Jason Neiffer, Executive Director of the Montana Digital Academy; Ms. Nancy Hall, Office of Budget and Program Planning; Ms. Amanda Curtis, Montana Federation of Public Employees; Dr. Travis Anderson, Office of the Commissioner of Higher Education; Ms. Jeannie Origbo, Office of the Commissioner of Higher Education; Dr. Rob Watson, School Administrators of Montana; Mr. Dennis Parman, Montana Rural Education Association; Ms. Jule Walker, Montana School Boards Association; Ms. Kristi Steinberg, University of Montana.

❖ EXECUTIVE COMMITTEE – Tammy Lacey (Items 15-23)

Item 15

**ACTION ON BYLAWS
McCall Flynn**

Ms. Flynn reviewed the proposed changes discussed by the Board at the July meeting and answered Board questions.

Ms. Madalyn Quinlan moved to approve the Board of Public Education Bylaws as revised. Ms. Renee Rasmussen seconded the motion.

No discussion. Motion passed unanimously.

Item 16

**ACTION ON STRATEGIC PLAN
McCall Flynn**

Ms. Flynn discussed the Strategic Plan as revised in July. Ms. Flynn reviewed changes to the plan over the past year and answered Board member questions. Ms. Quinlan thanked Ms. Flynn for her work on the Bylaws and the Strategic Plan

Ms. Madalyn Quinlan moved to approve the Board of Public Education Strategic Plan as revised. Ms. Susie Hedalen seconded the motion.

Ms. Hamman thanked McCall for her work.

No further discussion. Motion passed unanimously.

**Item 17 DISCUSSION ON SHARED GOALS WITH OPI
Tammy Lacey, Superintendent Elsie Arntzen**

Chair Lacey thanked the Superintendent for requesting this item for the Board and OPI to work together discussing broad goal areas to support public education. The Chair reviewed possible topics of discussion and a plan moving forward to cooperatively develop a position statement in conjunction with the Superintendent for the Board to approve in November. The goal is to strengthen each agency's position for advocacy of public education. The Superintendent discussed her thoughts on creating shared objectives and creating a partnership to strengthen public education. The Board and the Superintendent discussed possible shared goals including supporting legislation to fully fund BASE aid for schools, including the 4% inflationary factor allowed in statute; supporting proficiency-based learning; supporting student achievement that encourages student growth and working with advisory councils (MACIE); supporting early childhood education; and joint work with the Seal of Biliteracy. A sub-committee of the Board and OPI will be formed to develop the position points which will be developed into a position statement presented for approval at the November Board meeting.

**Item 18 OPI STAFFING REPORT
Jeff Kirksey**

Mr. Kirksey presented the OPI Staffing report to the Board. Mr. Kirksey reviewed staffing levels over the past five years and updated the Board with recent personnel changes since the report was created. Mr. Kirksey noted in the six months he has been at the OPI, 58 positions have been filled. Employee retention efforts have been expanded to include hiring an Employee Engagement Coordinator, creating an employee onboarding and orientation program, employee check-ins through the first 90 days of employment, creating an employee engagement committee, and creating manager onboarding and training. Mr. Kirksey answered Board member questions.

**Item 19 ANNUAL MONTANA DIGITAL ACADEMY REPORT
Dr. Jason Neiffer, MTDA**

Dr. Neiffer, Executive Director of the Montana Digital Academy, presented the annual Digital Academy report to the Board. Dr. Neiffer discussed student survey results, new programs in 2022, and courses and programs under consideration for future coursework. Dr. Neiffer answered Board member questions.

**Item 20 COMMISSIONER OF HIGHER EDUCATION'S REPORT
Dr. Angela McLean**

Dr. McLean gave her report to the Board on behalf of the Commissioner of Higher Education, announcing she is also the new interim Director at Bitterroot College. Dr. McLean introduced Ms. Jeannie Origbo and Dr. Travis Anderson who will be making presentations following her report. Dr. McLean reviewed Montana's Future at Work Grantees, MUS College Application Week, FAFSA Month in October, and the upcoming CTE Summit October 13-14. Dr. McLean ended her report with a short video about the Grow Your Own Educator program and answered Board member questions.

**Item 21 PRESENTATION ON MONTANA GEAR UP PROGRAM
Dr. Travis Anderson, OCHE**

Dr. Travis Anderson, GEAR UP Director, presented an overview of the GEAR UP Program for the Board and answered Board member questions.

**Item 22 PRESENTATION ON MONTANA EDUCATIONAL TALENT SEARCH
Jeannie Origbo, OCHE**

Ms. Jeannie Origbo, TRIO Pre-College Programs Director, presented an overview of the Montana Educational Talent Search (METS) program and answered Board member questions.

Item 23**MONTANA SCHOOL SAFETY ADVISORY COMMITTEE PANEL DISCUSSION**

Mr. Cory Clarke, Kalispell Police Department; Ms. Jamey Peterson, OPI; Dr. Emily Saltee, University of Montana Safe Schools Center; and Mr. Todd Wester, Livingston Public Schools, members of the Montana School Safety Advisory Committee, participated in a panel discussion for the Board. Chair Lacey led questions from the Board to the panel regarding school safety, including challenges schools face and solutions for school safety issues, what tools are available to school districts to aid them in creating a safe environment for students, and how school facilities and aging facilities affect school and student safety.

❖ CSPAC LIAISON – Tammy Lacey – (Item 24)**Item 24****ACTION ON PROFESSIONAL EDUCATORS OF MONTANA CODE OF ETHICS****Tammy Lacey**

The Chair opened the item by asking Board members to review the July 2022 minutes pertaining to the item discussing CSPAC Authority where the Board reaffirmed that local districts could use the Montana Professional Educators Code of Ethics, or any code of ethics, in any manner they choose. The motion at the July meeting by Board member Rasmussen was that CSPAC is an advisory council to the Board charged with making recommendations to the Board regarding establishing standards of professional practice and ethical conduct. At that time the Board also directed Executive Director Flynn to request OPI to remove the reference to the Code of Ethics in the EPAS system, which Dr. Murgel confirmed has been done.

Ms. Madalyn Quinlan moved to accept the Code of Ethics as brought to the Board by CSPAC. No second.

Ms. Renee Rasmussen made a substitute motion to accept changes II(e) and III(h) and to remand the code back to CSPAC for making the changes outlined in July for an introductory paragraph as well as to make changes to III(b). If CSPAC is so inclined, to use information from the Aurora Institute, most notably 1, 2, 3, 4, and 5 for a resource. Motion seconded by Ms. Jane Hamman.

Ms. Amanda Curtis, MFPE, thanked the Board for continuing to work on this and for asking CSPAC to make changes.

Comments from Deputy Superintendent Allen about the importance of the Code of Ethics, and that ethics are important to establishing a good life.

Dr. Rob Watson, School Administrators of Montana (SAM), noted SAM has not taken a position on this issue, and that he is representing himself as a proud educator in Montana, father of two students, son of an educator, and former member of CSPAC who worked on the revisions to the Code of Ethics. Dr. Watson discussed his family history in Montana and the rural education he and his family obtained. Dr. Watson explained the reasons CSPAC made the revisions they did and for using the word “equity”.

Ms. Jenny Murnane Butcher gave comments urging the Board to keep the word equity in the Code of Ethics.

Ms. Quinlan noted that although she would like to keep the phrase “educational equity” she realizes that will not happen and that keeping concepts is important. Ms. Quinlan noted she is eager to send the Code back to CSPAC to work on revisions.

Ms. Rasmussen explained her concerns over the phrase “educational equity”. Chair Lacey gave comments about her thoughts on the word equity and her frustrations over removing the word.

No further questions. Motion passed with Chair Lacey dissenting.

❖ **LICENSURE COMMITTEE – Madalyn Quinlan – (Item 25)**

Item 25

**ACTION ON AND RESPONSE TO PUBLIC COMMENTS SUBMITTED ON REVISIONS TO ARM TITLE 10, CHAPTER 58, PROFESSIONAL EDUCATOR PREPARATION PROGRAM STANDARDS
Madalyn Quinlan**

Ms. Madalyn Quinlan led the Board in a review of the public comments received during the public comment period. The Board reviewed comments and crafted responses to comments.

NEW RULE I ENGLISH AS A SECOND LANGUAGE (ESL)

Ms. Madalyn Quinlan moved to agree with comments 1, 2, and 4 and to follow-up on comment 2 by consulting experts to identify the most up-to-date language and standards used in the field to refer to teaching speakers of languages other than English. Motion seconded by Ms. Jane Hamman.

No discussion. Motion passed unanimously.

Ms. Quinlan directed BPE staff to draft a response to comment 3 describing the processes that OPI and BPE have used to gather input.

10.58.103 ACCREDITATION SITE REVIEWS

Ms. Madalyn Quinlan moved to agree with comment 5, including the recommendation to reinstate the specific reference to the Council for the Accreditation of Educator Preparation (CAEP). It is the Board’s intention to have one MOU with a single national accreditation agency and that Montana standards be significantly aligned with that national accreditation agency. Motion seconded by Ms. Renee Rasmussen.

Discussion ensued surrounding the MOU the state has with CAEP and if Universities can choose other accrediting bodies

Comments from Dr. Tharp verifying whether Educator Preparation Programs are locked in to using CAEP.

A substitute motion was made by Ms. Jane Hamman to return the rule back to the original language proposed in the revisions.

Clarifying questions from Ms. Hedalen.

Ms. Susie Hedalen seconded the substitute motion.

Ms. Kristi Steinberg, University of Montana, clarified that in the past the language has had a specific accrediting body but that did not preclude EPPs from using other accrediting bodies for their accreditation site reviews.

Dr. Tharp noted that specific accrediting bodies should not be listed in rule to allow EPPs flexibility to choose the accrediting body they want.

Roll call vote: 3 yes, 3 no. Motion fails. Return to original motion.

Roll call vote on original motion: 3 yes, 3 no. Motion fails. The proposed changes from the Superintendent will stay.

10.58.311 INITIAL CONTENT AND PEDAGOGICAL KNOWLEDGE

Ms. Madalyn Quinlan moved to agree with comment 6 and reinstate the following language in (1)(c) : “use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice”, insert “(d)” before “demonstrate knowledge and concepts of their content area and are able to apply the content in developing learning experiences for all P-12 students;” Renumber the subsequent subsections. *Dr. Tim Tharp seconded the motion.*

Comments from Ms. Rasmussen to leave the language as proposed in the revisions.

Comments from Ms. Quinlan about the importance of having language that encourages educators to reflect upon their practice.

Chair Lacey echoed Ms. Quinlan’s comments.

No further discussion. Motion passed with member Rasmussen dissenting.

10.58.312 INITIAL CLINICAL PARTNERSHIPS AND PRACTICE

Ms. Madalyn Quinlan moved to make no changes in response to comment 7, while recognizing that students will advocate for the placement of their choice. *Second by Ms. Jane Hamman.*

No discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to make no changes in response to comment 8, while recognizing that technology-based collaborations and interactions are an established component of our educator preparation programs. *Second by Dr. Tim Tharp.*

No discussion. Motion passed unanimously.

10.58.313 INITIAL CANDIDATE QUALITY, RECRUITMENT, PROGRESSION, AND SELECTIVITY SUPPORT

The Board discussed a comment which stated that the language in (1)(b) may read that EPPs should not strive to recruit and support teacher candidates from groups underrepresented within Montana student populations and supported adding the following language to the last sentence, “...toward a high-quality candidate pool that reflects the diversity of Montana’s P-12 students and the nation.”

Dr. Tharp moved to disagree with comment 9. *Second by Ms. Renee Rasmussen.*

Dr. Murgel noted that the proposed revisions incorporated romanettes into the rule and that proposed language did not change from the 2014 version of rules.

No further discussion. Motion passed unanimously.

10.58.501 TEACHING STANDARDS

Ms. Madalyn Quinlan moved to agree with comment 10, which recommends the following language in (1)(g): “plan and implement evidence-based practices that support the social, emotional, well-being, behavioral, and academic needs of all students.” And, to make no changes in response to comment 11 with the intention that the new language recommended in comment 10 will encompass supports for students of all cognitive abilities. Dr. Tim Tharp seconded the motion.

Ms. Quinlan noted there are several more comments about “social, emotional, well-being, behavioral,” wording that will be coming up later.

Comments from Ms. Amanda Curtis, MFPE noted that “social-emotional learning” may fall into political words, and that educators across the state know the importance of what these words mean and how important they are for student learning.

Ms. Renee Rasmussen thanked Ms. Curtis for her comments, and she will vote for the motion.

Ms. Jane Hamman noted her struggle with these phrases and will vote no for the motion or make a substitute motion.

Dr. Tharp agreed that the phrases raise political red flags, but in his role as a suicide prevention counselor understands the importance of meeting students social and emotional needs.

Chair Lacey noted the report on social-emotional development work in the MSDB report, and Board members did not have a problem with it, and would support an amended motion to include “well-being.”

Amended motion from Ms. Quinlan:

Ms. Madalyn Quinlan moved to state the language as: (1)(g): “plan and implement evidence-based practices that support the well-being, social, emotional, behavioral, and academic needs of all students.” Second by Ms. Jane Hamman.

No further discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to disagree with comment 11 and, to make no changes in response to comment 11 with the intention that the new language recommended in comment 10 will encompass supports for students of all cognitive abilities. Motion seconded by Ms. Renee Rasmussen.

No discussion. Motion passed unanimously.

10.58.509 ENGLISH/LANGUAGE ARTS

The Board discussed the nineteen commenters who opposed the removal of language in reference to social justice, diversity, and democracy in (1)(c), and the one commenter who supported the proposed language deletions.

Ms. Jane Hamman moved to disagree with the nineteen commenters and leave the language as proposed from the Superintendent.

Comments from Board member Rasmussen and Chair Lacey regarding the comments.

Ms. Madalyn Quinlan amended the motion and moved to disagree with comment 12 and to agree with comment 13. Ms. Renee Rasmussen seconded the motion.

Comments from Ms. Curtis regarding the nineteen commenters who are likely educators across the state, and she believes their one ask of the Board which is to not get caught up in the politization of these words.

10.58.511 WORLD LANGUAGES

Ms. Madalyn Quinlan moved to agree with comment 14 that the standards related to classical languages need to be expanded to include a more comprehensive list. The Board Licensure committee will work with experts to align this section. Ms. Renee Rasmussen seconded the motion.

Comments from Dr. Murgel that these revisions came from the Task Force.

No further discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to agree with comment 15. Motion seconded by Ms. Susie Hedalen.

No discussion. Motion passed unanimously.

10.58.515 INDUSTRIAL TRADES AND TECHNOLOGY EDUCATION TECHNICAL SCIENCES

The Board discussed comments from twelve individuals who opposed the removal of the language in reference to gender equity and culturally sensitive opportunities. One commenter supported the proposed language deletions. The Board discussed the intentions of the rule and what it means.

Comments from Ms. Curtis who gave examples of how a teacher may create a lesson like this for cross curricular instruction.

Ms. Madalyn Quinlan moved to disagree with comment 16 and agree with comment 17. The implication is to leave the proposed language as is. Seconded by Dr. Tim Tharp.

Chair Lacey noted concern that removing gender equity and culturally sensitive opportunities makes it more difficult for educators to include all students.

Ms. Hedalen noted that in certain grant applications schools must list how they are achieving gender equity, so it seems odd to remove it.

No further discussion. Motion passed unanimously.

Discussion on how to properly name the section, and whether to include the word “trades”.

Ms. Madalyn Quinlan moved to follow-up on comments 18 and 19 to verify and research a proper name and bring to the November meeting. Ms. Renee Rasmussen seconded the motion.

No discussion. Motion passed unanimously.

10.58.521 READING SPECIALISTS K-12

Ms. Madalyn Quinlan moved to follow-up on comment 20 to clarify the standards in this section. The BPE Licensure Committee will work with experts to rewrite this section. Ms. Renee Rasmussen seconded the motion.

No discussion. Motion passed unanimously.

10.58.523 SOCIAL STUDIES

Ms. Madalyn Quinlan moved to disagree with the proposed language revisions in comment 21. Ms. Jane Hamman seconded the motion.

Chair Lacey noted her opposition to removing the word equity.

No further discussion. Motion passed with Chair Lacey dissenting.

Ms. Madalyn Quinlan moved to agree with comment 22 to include “original historical sources”. Ms. Susie Hedalen seconded the motion.

Friendly amendment from Ms. Hamman to revise to “original historic documents and sources”.

No further discussion. Motion passed unanimously.

10.58.528 COMPUTER SCIENCE

Ms. Madalyn Quinlan moved to agree with comment 23. Ms. Susie Hedalen seconded the motion.

Chair Lacey commented that language in the section above lists the language being recommended.

Ms. Madalyn Quinlan amended the motion to disagree with comment 23 noting that the language is included in another place in the rule. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to disagree with the proposed language revisions in comment 24 while recognizing that it is essential for students have opportunities to use different types of technology through computer science. Ms. Renee Rasmussen seconded the motion.

No discussion. Motion passed unanimously.

A discussion was had regarding the removal of language in (1)(c)(iv).

Ms. Jane Hamman moved to partially agree with comment 25 and restore the list that was recommended following “equitable access to technological resources” and insert “limits of computing and rapid change”. Dr. Tim Tharp seconded the motion.

No discussion. Motion passed unanimously.

10.58.531 EARLY CHILDHOOD EDUCATION

Ms. Madalyn Quinlan moved to agree with comment 26 and to incorporate the following language revisions in (2)(a): “Knowing about, understanding, and valuing the complex characteristics and importance of children’s families and communities including home language, cultural values, ethnicity, socioeconomic conditions, family structures, relationships, stresses, childhood trauma and adverse childhood experiences, supports, and community resources. (i) Understanding the effects of childhood trauma on social, emotional, physical, and behavioral development and being able to demonstrate trauma-informed classroom management strategies; and (ii) Demonstrating a knowledge of the implications of secondary trauma;”. Motion seconded by Ms. Jane Hamman.

Comments from Ms. Jenny Murnane regarding trauma informed classrooms.

Question from Ms. Rasmussen about whether any of the revisions were related to CAEP. Dr. Murgel noted that the reference to CAEP did not apply to this section.

A discussion ensued on whether to include or not include “well-being” in this section. Ms. Hedalen added “whole child well-being” to the wording after secondary trauma.

No further discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to accept the comments to (4)(b)(ii) “promotes the development of children’s social, emotional, and friendship skills; and (iii) assists children in the development of security, self-regulation, self-discipline, responsibility, and problem solving;”. Ms. Susie Hedalen seconded the motion.

Ms. Hamman asked for Ms. Butcher to provide information on self-regulation. Ms. Butcher explained the definition. Ms. Hamman asked if it is appropriate to use both terms. Ms. Butcher noted that her concerns are that this section is specific to early childhood not to older children.

No further discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to agree with comment 26 as it relates to a new (5)(c) “basing curriculum planning on the understanding of the particular significance of social, emotional, and behavioral development as the foundation for young children’s school readiness and future achievements.” Dr. Tim Tharp seconded the motion.

Dr. Tharp requested Dr. Murgel explain the reasons behind the proposed revisions. Dr. Murgel responded that there was an intention to move it to (5)(c) but it was not moved.

No further discussion. Motion passed with Ms. Hamman dissenting.

Ms. Madalyn Quinlan moved to agree with comment 27. Ms. Renee Rasmussen seconded the motion.

No discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to disagree with comment 28 given that student-teaching experiences are required for certain grade level groupings. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

10.58.532 ELEMENTARY

Ms. Madalyn Quinlan moved to agree with comment 29 and to incorporate the following language revisions in: (1)(c): "...apply understandings of the elements of literacy that are critical for purposeful oral, print, and digital communication... teach children how to read; and recognize that there are major theories of reading, writing, and communication processes and development, including first and second literacy acquisition; and recognize the role of a heritage language in learning to listen, speak, read, and write in a new language". Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to agree with comment 30 and to reinsert "social, emotional" in (1) (p). Ms. Susie Hedalen seconded the motion.

No discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to agree with comments 31. Motion seconded by Ms. Renee Rasmussen.

No discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to agree with comment 32 to include original historical documents and sources. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

10.58.533 MIDDLE GRADES (4-8)

Ms. Madalyn Quinlan moved to agree with comment 33, include comment 35, and incorporate the following language in (1)(b): "knowledge of young adolescents in the areas of intellectual, physical, nutritional, social, emotional, behavioral, and moral characteristics, individual needs and interests, and apply this knowledge of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own; (i) understand the effects of childhood trauma on social, emotional, physical, and behavioral development and be able to demonstrate trauma-informed classroom management strategies; (ii) demonstrate a knowledge of the implications of secondary trauma;". Motion seconded by Dr. Tim Tharp.

Ms. Quinlan added this will cover comment 35 as well.

No further discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to agree with comments 34 and 36. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed with Board member Rasmussen dissenting.

10.58.607 ADVANCED CANDIDATE QUALITY, RECRUITMENT, PROGRESSION, AND SELECTIVITY SUPPORT

Ms. Madalyn Quinlan moved to agree with comment 37. Ms. Renee Rasmussen seconded the motion.

Discussion surrounding whether the word “diversity” should be included

Ms. Madalyn Quinlan withdrew her motion and made a motion to disagree with comment 37. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

10.58.610 SCHOOL COUNSELING K-12

Ms. Madalyn Quinlan moved to agree with comment 38 and to incorporate the following language in (1)(f)(iii): “promoting student success using strategies and interventions that address academic development, career counseling, school and life transitions, promotion and graduation rates, college and career readiness, as well as skills to critically examine the connections between social, emotional, and behavioral issues and academic achievement.”. Motion seconded by Ms. Renee Rasmussen.

No discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to agree with comment 39 and to work with Dr. Murgel for a resolution by the November meeting. Ms. Renee Rasmussen seconded the motion.

Dr. Tharp posed a clarifying question.

No further discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to agree with comment 40. No second. Motion dies.

Ms. Madalyn Quinlan moved to disagree with comment 40. Ms. Susie Hedalen seconded the motion.

Members voiced concerns and Ms. Madalyn Quinlan noted she will withdraw the motion and take back up in November.

Ms. Madalyn Quinlan moved to postpone action on comment 40 for further discussion in November. Dr. Tim Tharp seconded the motion.

No further discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to acknowledge comment 41 with no agreement or disagreement. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to disagree with comment 42 while recognizing that (1)(h) requires a successful candidate to demonstrate knowledge of the national

standards of the American School Counselor Association related to mindsets and behaviors for student success. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

Discussion surrounding comments 43.

Ms. Madalyn Quinlan moved to agree with comment 43. No second. Motion dies.

Concerns from Ms. Rasmussen over the word “equity”.

Ms. Renee Rasmussen motioned to move this item to the November meeting for further research. Ms. Madalyn Quinlan seconded the motion.

Public comment from Ms. Jenny Murnane.

Dr. Tharp commented that finding new words to replace “equity” is appropriate.

No further discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to disagree with comment 44. Ms. Renee Rasmussen seconded the motion.

No discussion. Motion passed unanimously.

10.58.705 SCHOOL PRINCIPALS, SUPERVISORS, AND CURRICULUM DIRECTORS

Ms. Madalyn Quinlan moved to review the proposed language in comments 45-48 and bring back at the November meeting. Ms. Susie Hedalen seconded the motion.

Dr. Murgel explained the reasons for the revisions in 705 and 706 that the education groups have submitted as new rules. The Superintendent has also not seen these proposed revisions.

Ms. Kristi Steinberg commented that the proposed revisions did not reflect current national standards, and that is because the EPPs were not given the opportunity to revise the state the standards.

No further discussion. Motion passed unanimously.

10.58.706 SUPERINTENDENTS

See above motion

10.58.707 SCHOOL PSYCHOLOGISTS

Ms. Madalyn Quinlan moved to agree with comment 49 and incorporate the following language in (1)(b)(ix), “...to respond to crises and to create and maintain safe, effective, and supportive learning environments for students and school staff.” Ms. Susie Hedalen seconded the motion.

Ms. Susie Hedalen commented that this is an integral part of School Psychologist’s jobs.

Chair Lacey noted that the School Psychologists were very important in crisis situations in Great Falls.

No further discussion. Motion passed unanimously.

GENERAL COMMENTS

Ms. Madalyn Quinlan moved to agree with comment 50 and directed staff to respond to comments 51-63 based upon previous action today. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

Discussion ensued as to whether the words in comments 61-66 need definition.

Ms. Madalyn Quinlan moved to not define the words listed in comments 61-66. Ms. Susie Hedalen seconded the motion.

Mr. Dennis Parman, MREA, gave public comment regarding the hard work being done at today's meeting.

No further discussion. Motion passed with Chair Lacey dissenting.

Ms. Madalyn Quinlan moved to acknowledge comment 67. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

❖ ACCREDITATION COMMITTEE – Susie Hedalen – (Item 26)

Item 26

ACTION ON THE PROPOSED NOTICE OF PUBLIC HEARING PERTAINING TO THE AMENDMENT OF ARM TITLE 10, CHAPTER 55, STANDARDS OF ACCREDITATION, AND AUTHORIZE FILING OF THE NOTICE WITH THE SECRETARY OF STATE FOR PUBLICATION IN THE MONTANA ADMINISTRATIVE REGISTER
Susie Hedalen

Ms. Flynn reviewed the changes made to the proposed notice of amendment per the discussion at the meeting the day before.

Ms. Susie Hedalen moved to approve the proposed notice of public hearing pertaining to the amendment of ARM Title 10, Chapter 55, Standards of Accreditation, and authorize filing of the notice with the Secretary of State for publication in the Montana Administrative Register. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

❖ EXECUTIVE COMMITTEE – Tammy Lacey (Item 27)

Item 27

ELECTION OF OFFICERS
McCall Flynn

Ms. Flynn explained the process for Election of Officers and opened the floor for nominations for Chair.

Ms. Jane Hamman nominated Ms. Madalyn Quinlan as Chair of the Board of Public Education. Ms. Renee Rasmussen seconded the motion.

No other nominations. Motion passed unanimously.

Ms. Madalyn Quinlan nominated Ms. Susie Hedalen for Vice Chair of the Board of Public Education. Dr. Tharp seconded the motion.

No other nominations. Motion passed unanimously.

Ms. Quinlan thanked Chair Lacey for her contributions and leadership over the past year.

Chair Lacey congratulated Ms. Quinlan and Ms. Hedalen on their new leadership roles on the Board.

FUTURE AGENDA ITEMS November 17-18, 2022, | Bozeman, MT

MCDE Update

MACIE Update

Assessment Update

Federal Update

Variance to Standards Requests & Renewals

Accreditation Report

Annual Renewal Unit Providers List

2021-2022 Teacher Learning HUB Course List

Annual Hissed Report

MSDB Superintendent Performance Evaluation & Contract Extension Discussion

PUBLIC COMMENT

Ms. Jenny Murnane gave public comment regarding proficiency-based learning and ratios in Chapter 55 for librarians and school counselors.

ADJOURN

Meeting adjourned at 5:24 PM.

The Montana Board of Public Education is a Professional Development Unit Provider. Attending a Board of Public Education Meeting may qualify you to receive professional development units. Please complete the necessary information on the sign-in sheet if you are applying for professional development units.

Agenda items are handled in the order listed on the approved agenda. Items may be rearranged unless listed "time certain". Public comment is welcome on all items listed as "Action" and as noted at the beginning and end of each meeting.

The Board of Public Education will make reasonable accommodations for known disabilities that may interfere with an individual's ability to participate in the meeting. Individuals who require such accommodations should make requests to the Board of Public Education as soon as possible prior to the meeting start date. You may write to: Kris Stockton, PO Box 200601, Helena MT, 59620, email at: kmstockton@mt.gov or phone at 406-444-0302.

Public Comment

1. Colette Campbell Belgrade, MT

I comment in support of the inclusion of educational equity in a professional code of ethics for educators.

As a Head Start teacher for 12 years, and a parent of 2 that did their entire K-12 education in Belgrade MT, I see the value of including this language in the expectations of professionalism in the classroom.

This addition to the professional code of ethics for educators has nothing to do with teaching CRT curriculum in the classroom.

2. Violet Hopkins Missoula, MT

I have two points I'd ask you to consider when discussing the addition of the words "educational equity" to the Professional Educators of MT Code of Ethics. First, the Professional Educators Code of Ethics is about how a person should behave in their professional capacity- it has nothing to do with forcing a CRT or curriculum or whatever nonsense this small but loud minority group of antis thinks it is. Any rational thinking person knows CRT isn't taught in schools anyway- it's a law school topic. Professionals should decide on their code of ethics and this is true across ALL types of careers from lawyers, to physicians, social workers, to educators. The Professional Educators of Montana Code of Ethics does not outline any penalties for educators for violating the code, thus it is not legally binding. Instead, it is guidance for how professional educators should aspire to conduct themselves. And shouldn't we want our educators to aspire to conduct themselves in the best interests of ALL their students?

Second, the Office of Public Instruction (OPI) website provides a variety of Instructional Resources under the heading "Equity, Inclusion, and Diversity." So it would seem OPI already recognizes the need for educational equity and counters the claims from Superintendent Arntzen that the adoption of this language to a code of ethics is politically motivated and that equity has no place in education. Also, the word "equity" appears in multiple places throughout ARM Chapter 58 (Professional Educator Preparation Program Standards). Is ARM suddenly politically motivated too? Is anything related to equality and equity in our schools automatically considered left-wing brainwashing by Superintendent Arntzen and the governor?

Don't allow yourselves to be bullied or frightened into thinking a professional code of ethics for educators will somehow trickle down and indoctrinate children in some alt-left progressive conspiracy to...what? Promote equity in the ways in which educators approach their jobs? Oh, the horror of recognizing there are economic, social, and racial inequities baked into our system. If that's the worst that could possibly happen, I, a MT taxpayer, former educator and parent are all for adding "education equity" to a code of ethics.

3. Margie Robinson

This is in regard to changing Chapter 55. Please do not take MT backwards in education. It has enough struggles with little funding and many people thinking education is not important.

It is very important to always have librarians, and electives such as music, art and career and technical education. In a world with way to many suicides, counselors are needed more than ever.

Not all have the privilege of being born into a family that can afford private education. Many in that group are very hungry to learn and public education is the answer.

Unlike popular belief our country was built on an equal education for all.

I hope you have a conscience and somewhere deep within your soul you know that the correct thing is will be to support Chapter 55 rather than ripping American public education apart.

4. Claire Habein, M Ed.

Billings, MT

I'm grateful for the opportunity to submit a written comment today and for the time you're taking to carefully consider this matter.

I will be unable to attend the meeting today, and so I am writing to urge you to keep the student/counselor ratio in our schools. As my colleague Natalie Bills expresses in her letter, the district already has the option to add more support through extra aids and support staff even with our standing 1:400 ratio. Ms. Arntzen is however opening the door for less to be done by recommending that there not even be a guaranteed 1:400 ratio.

Each week, I teach 18 class-wide lessons to help students achieve academic success, and personal and social emotional growth. I also work closely with teachers and have constant communication with them about which students need extra support. Every day, I speak with families about their concerns for their child and work alongside them to figure out if their child would benefit from individual or small group counseling. We work as a team all year to determine which students need referrals for outside services, and to carefully tease apart which skills are lacking and contributing to their learning struggles. The families have depended on being able to get to know me and trust me as an integral part of the fabric of the school, and to know they can count on me to help whether their student is struggling with conflict at school, conflict at home, anxiety, depression, low self-esteem, impulse control, self-regulation, family loss, and the list goes on.

If you take our student/counselor ratio away, you will take away our ability to continue providing all of this to our students. It takes having a school counselor who is truly woven between all of the services we provide to confidently and competently support our students. We have an ethical obligation of nonmaleficence, and the foundation from which we move forward to continue doing no harm depends on either guaranteeing or lowering the 1:400 ratio.

5. Margaret MacDonald

Billings, MT

I am writing to oppose weakening the standards for the ratio of guidance counselors and librarians to students in a school district. We know that these professional educators are being asked to fulfill many new, important roles and responsibilities as our communities struggle with a number of challenging issues, including pandemics, cyber bullying, and growing incidence of mass shootings.

During my last interim serving as Senator for SD 26, I was privileged to serve on an interim commission tasked with examining two-year post secondary education in Montana. Among other things, that Commission identified the critical need to steer students into satisfying and lucrative careers in technical and specialized fields, and to engage these students as early as middle school and before. One of the clear take-aways from that interim work was how critical it is to have MORE guidance counselors in our schools, beginning in Middle Schools to help achieve this priority.

This past year, as we have seen mass shooting tragedies unfold in schools and other community settings, the inevitable plea from all involved is the need to identify and engage troubled young people with mental health services as early as possible, which can often be in K-12 settings. It is the counselors in schools who are on the frontlines of this critical prevention effort.

In light of these realities, it would be a disservice - a tragedy, in fact - to undercut school boards, administrators and counselors and force them into weakening our guidance counseling capacity when we clearly need more, not less counselors. These standards are, in reality, minimum standards for quality. Scuttling them will degrade Montana schools.

The notion that the proposed rule would present school districts with options is a mere pretext. It puts those officials in an impossible position, and will result in degradation of Montana's historically strong public schools. Who would want to preside over the degradation of our cherished, valued public schools?

6. Mariellen Neudeck

Billings, MT

I retired to Montana four years ago, having lived in the midwest since leaving my hometown of Glendive to go to college. In my years away I had the privilege of serving on the School Board of my city for 12 years, so I have more than a passing familiarity with the challenges facing education.

The proposed chapter 58 professional standards, are NOT a wise choice for confronting those challenges. School librarians are now even more essential. It is librarians in all settings who are now in the best position to teach and demonstrate mastery of using computers and the internet to access the modern world.

As to school counselors: even Superintendent Arntzen admits that students are in trouble. Her Gazette column (8/19/22) says, "According to the 2021 Youth Risk Behavior Study, Montana has a 30-year high of 41% of high school students reporting feelings of sadness or hopelessness." Clearly, this is no time to risk diminishing the standards that set our expectations for **all** Montana schools in supporting students.

7. Ally Pitts

As someone who recently completed my Library endorsement through MSU, I am disgusted that you changed the credit requirements. So much went into this endorsement and ensuring that students get a quality education in the Library. It's despicable that something so opposed was approved. I'm floored that you would do something like this with the Chapter 55 Rule. What a disgrace.

8. Lee Starck, M.Ed, NCC

Stevensville, MT

As a practicing professional school counselor for the past decade in the Bitterroot Valley, and a father of two young boys who will be attending public schools in Montana, I am vehemently opposed to many of Superintendent Arntzen's recommendations to this board, but most specifically her recommendation regarding 10.55.710.

My hope is that you have heard and read the hundreds, if not thousands of [public comments](#) regarding how irresponsible the recommendation to remove the school counseling ratio would be. Superintendent Arntzen's Chapter 55 Task Force (selected by her) unanimously recommended to not only keep the ratio crucial to sustaining manageable caseloads to run comprehensive school counseling programs, but to actually decrease the caseload to a more manageable 300:1 ratio. This would bring us significantly closer to attaining the American School Counselor Association's national recommendation of 250:1. Having a smaller school counseling caseload, especially considering the significant increase in mental health needs across this state and the United States, is no different than having a manageable class size for a teacher. These guidelines and ratios are there to protect the rich learning environment for our students, and ensure they have access to quality programming and support.

I am also very concerned about recent proposed changes to the Chapter 58 rules as well, including the striking out of crucial language to ensure we are meeting the diverse needs of our students. In what world would we not want to increase our awareness of the effects trauma and adverse childhood experiences have on our students? At the core of everything we do in education, relationships have, and will always come first. To remove the language promoting the understanding of how adverse events and trauma affect the social, emotional, and behavioral development of our students feels like we're purposefully ignoring what the last 30 years of research on neuroscience has taught us about relationships and developing brains. We need significantly more attention, focus, and research in these areas, not less.

We cannot etch-a-sketch trauma out of our lives. It is, and will always be present, and when educators are present to empathize, validate, and support our students, they begin to know they are not alone and they have support to help navigate through and grow from traumatic and challenging moments. It is blatantly irresponsible to not attend to the social and emotional needs of students walking through our doors, and in a state that consistently leads the nation in suicide rates, is this board actually considering removing standards and language that are designed and intended to reduce this risk?

The Chapter 55 and Chapter 58 recommendations put forth by this administration are irresponsible and misguided at best, and extremely dangerous at worst. I am vehemently opposed to these changes and I

remain optimistic the members of this board will listen to the comments and feedback of their fellow citizens and keep the best interest of Montana students at heart.

9. John Smillie

Billings, MT

I urge you not to weaken standards for the ratio of guidance counselors and librarians to the number of students in our schools. These professional staff have of necessity taken on tasks in addition to those traditionally performed by those in their position, including dealing with the pandemic and other public health issues, preparation for mass shootings, which are more and more prevalent in our society, and cyber bullying, just to name a few.

Guidance counselors are very important given the priority today for encouraging students to consider two-year post secondary education, enabling them to participate in technical and specialized fields with more lucrative career opportunities.

Between the pandemic and mass shootings, Montana's critical situation with mental health issues and suicides by young adults has become more critical in the last few years. We need more, not fewer, trained counselors to identify and engage troubled students with mental health services.

Please do not undermine school boards, administrators and counselors by weakening our guidance counseling capacity. The existing standards are minimum stands, and messing with them would reduce the quality of education, career counseling, and mental and emotional health care provided in our schools.

10. Gary Turner

Bozeman, MT

Please do your best to ignore the strident far left's opinions and rants about racism and ethnic diversity. Those terms are so divisive. Wish they would realize that Montana is truly a welcoming state, grass roots democratic, very safe, fair.

11. Sydney Sweitzer

Missoula, MT

I am not in favor of the proposed changes to Chapter 58 rules for Professional Educator Preparation Programs.

The proposed changes narrow the requirement to a thin slice, time bound, with no ability to include new information. It changes from an educational and learning framework to rote training framework.

I am also appalled by the complete elimination of the values of democracy, Justice, and inclusion.

I live in Missoula MT and have a BA history and military science from the University of Minnesota and an MPA from the University of Montana.

12. Dr. Matthew Schertz

Missoula, MT

I noticed that the ethical code was struck from the proposed Chapter 58 revisions. I am the philosopher of education at UM that has taught ethics here since 2008. I helped update and expand the code in 2012 and again in 2016.

I understand the controversy surrounding the recent addition of language regarding diversity, equity and inclusion. I want to propose that we just go back the language used in 2016. In that document, the teacher “assures just and equitable treatment of every student.” This emphasizes that every student is supported, regardless of who they are. It supports students who are impoverished, religious, urban and rural. It does not discriminate or lean in one political direction or another.

The ethical code serves an important purpose in teacher education because we use it to help future educators discuss genuine ethical dilemmas that teachers experience. It is an important tool in that regard. Why don’t we just go back to the way things were in 2016, as OPI suggested when this controversy first arose? Ethical Codes are important. We shouldn’t let one line cause the demise of this important document. The code is more important than this current controversy that involves three words.

13. Lana Sangmeister

Nye, MT

Please throw CH 58, which is a backward proposal out! We should never tolerate hate or ignorance, which are both reflected in CH 58.

Montana is better than this. We can’t go backward!

14. Bill Hallinan

Helena, MT

Please accept my late comment. I was busy over the last two weeks preparing to teach Computer Science (CS) at Helena College. School started last week. I just saw a reminder in my inbox this morning. The following comments are my own. I speak only for myself and for no institution or organization. I hope you will be so moved to add them to the record.

(an aside) I'm interested in how you advertise the standard changes to CS accredited teachers in Montana. It seems like BPE or OPI could have managed to send accredited CS teachers an email invite to respond. There is not many of us. Also, I would suggest asking advertising on the major CS organizations that represent computer science teachers and computer-related professionals. Please let me know.

Regarding

10.58.528 COMPUTER SCIENCE (1) through (1)(b)(iii) remain the same. (iv) knowledge of ~~at least one of the programming languages, C++, Java, C#, or Ada, and one other~~ current programming language and current programming language trends; (c) through (g)(iii) remain the same. (iv) and

ability to teach social issues related to the use of computers and information systems in society and the principles for making informed decisions including, but not limited to, security, privacy, intellectual property, and equitable access to technology resources, ~~gender issues, cultural diversity, differences in learner needs, limits of computing, and rapid change;~~ and (g)(v) and (h) remain the same.

My background

I've been working with computers since 1977 when as a senior in high school I took a National Science foundation summer class on statistics and linear programming. Subsequently, I worked for Big Sky HS and Helena HS as a teacher, and as a CS professional in a number of private businesses and the State of Montana. I am a member of the Computer Science Teacher Association (CSTA), The Association of Computer Machinery (ACM), and the Institute of Electrical and Electronics Engineers (IEEE). I have a Masters Degree in Computer Science Software Engineering as well as a Class 1 Montana Teaching certificate. I worked at the Office of Public Instruction (OPI) for a total of ten years in the 1980's and 1990's as a programmer and Software Development Manager. I currently work as a Computer Science instructor at Helena College.

My recommendation

Strike the proposed changes. Keep the standard as it is.

Reasoning

1. One must have a fundamental understanding of where computer languages come from. They do not arrive out of thin air. I think it is imperative that a student be able to make sense of a list of languages, why they exist, and what purpose they serve. For example, these lists are important, like a list of countries is important. One doesn't need to know where all the countries are on the map, but they know they exist, roughly where they are, and what makes them different. See:

https://en.wikipedia.org/wiki/Generational_list_of_programming_languages [\[en.wikipedia.org\]](https://en.wikipedia.org/)
<http://rigaux.org/language-study/diagram.html> [\[rigaux.org\]](http://rigaux.org/)

The proposed standard language provides no history, no background, no orientation, and no connections from the past to the present. Practically speaking, in a globally competitive and interconnected field, the proposed standard is backwards looking. It suits the needs of unsophisticated provincial persons, but not the reality of a global competitive workforce who are fluent in many languages and able to learn new or old computer languages quickly, or, if needed, go deeply as necessary to solve problems.

2. If one reviews and considers the local and global landscape of computer/technical related jobs, then one quickly becomes aware that employers value "equitable access to technology resources, gender issues, cultural diversity, differences in learner needs, limits of computing, and rapid change." Montana students need to know about these issues because growing up in a homogeneous population is a disadvantage when it comes to working with a diverse workforce and building successful products in the marketplace.

Just to make the point clear, here are some links to well known companies. Please scroll to the bottom of each and read their policies on the topic. If one thinks students intuitively understand equity, gender, cultural diversity, learning differences, etc., then one never taught Lord of the Flies or studied the Bible in depth. Computer Science is the perfect venue to discuss how CS helps, hurts, binds, or alienates across cultures. Removing this language is naive and demonstrates a lack of understanding about how, in the real world, professions work, collaborate, and hire. These companies would agree:

a. Google <https://about.google/> [about.google] (See Responsibility, Accessibility, Crisis response, Digital wellbeing, Diversity & inclusion, [Google.org](https://www.google.org/) [google.org], Google Health, Grow with Google, Human rights, Learning, Safety Center, Supplier responsibility, Sustainability)

b. Oracle <https://www.oracle.com/corporate/careers/diversity-inclusion/> [oracle.com] and <https://www.oracle.com/corporate/careers/culture/who-we-are/> [oracle.com]

c. Blue Cross Blue Shield (Montana)

<https://www.hcsc.com/careers/about-us/commitment-to-diversity.html> [hcsc.com]

<https://www.hcsc.com/careers/about-us/culture.html> [hcsc.com]

d. onX (Montana)

<https://www.onxmaps.com/join-our-team> [onxmaps.com]

e. DA Davidson (Montana)

At the bottom of all hiring notices, e.g. https://dadavidson.com/Portals/0/bus-corp/career/Apprentice_Program_2022.pdf [dadavidson.com]

"We are an equal opportunity employer and value diversity at our company. We do not discriminate on the basis of race, religion, color, national origin, gender, sexual orientation, age, marital status, veteran status, or disability status. We will ensure that individuals with disabilities are provided reasonable accommodation to participate in the job application or interview process, to perform essential job functions, and to receive other benefits and privileges of employment. Please contact us to request accommodation."

I think it is prudent to leave the standard as it. Thank you for considering my comments. Again, I apologize that they are late.

15. Danielle Skejelver

Bozeman, MT

Please do not pass the proposed changes to Chapter 58 Rules for Professional Education Preparation Programs. Our teachers need to understand democracy and equity.

16. David Landis, EdD

Bozeman, MT

Thank you for changes to accreditation. No need to include diversity, social justice, democracy, inclusivity, cultural sensitivity etc. Our students need to learn reading writing arithmetic.

Thank you for your consideration.

17. Neysa Dickey

Bozeman, MT

I realize I'm late with input, but I've been ill. If it's still possible to weigh in, I encourage you to throw out the proposal Ch.58. No more hatred and short-sightedness. The public deserves better.

SEPT 15, 2022 - Board of Public Ed

Thank you for the opportunity to speak today and thank you for your work on this important topic.

For the record, my name is Rob Watson and while I do represent the School Admin of Montana, I want to be clear that SAM has not taken an official position on this issue.

So I stand before you today as a Montanan, one who was educated and has worked in our public education system. I also stand in front of you as a proud dad of two successful kids who are being educated in our great system and the son of a retired Montana teacher who began her career in a rural school, with an emergency certificate in eastern Montana.

Finally, I wanted to speak on this issue as a former member of CSPAC, tasked with working on the committee that revised the most recent version of the Code of Ethics.

Before I start, I would just like to say, based on my family history, it seems very unlikely that I would be standing in front of you today.

My mother was educated in a one room schoolhouse outside of Miles City MT. Her parents were immigrants to the United States. Her mother was a migrant farm worker from Mexico. Her father was from the Philippines. They met each other in Miles City. My grandparents came to Montana seeking a better life than what they had experienced. They knew the value of education. My grandmother once told me that she believed her most important job was to make sure her kids were clean, well fed and ready for school each day - so they could have a brighter future.

At the local public school, my mother and her siblings had access to that equality of educational opportunity that is guaranteed to each person as stated in Article X, section 1. But I am here today to tell you that equal access and opportunity was not enough. Yes, she had access to a highly qualified teacher, but that alone was not enough. Just like every other kid, she had the opportunity to have a rich educational environment and quality school facility - but that was not enough. Her community supported her by making sure she was in school every day and supported by local taxes, but that was not enough.

Despite all those pieces, equal access and opportunity to education was not enough to help my mother. The deck was stacked against her when she walked through the school door. By most standards, her family was living in poverty. While her father had a good job with the railroad, there were 6 kids to feed. English was not always spoken in the home. Her parents were under-educated and struggled with reading and writing for their entire life. Raising 6 half Mexican, half Filipino kids in rural Montana in the 50's was far from easy. My mother and her family experienced hate, trauma, and challenges, just like many of the children that we work with today.

Ms. Mosby was the dedicated teacher in that one room schoolhouse. In addition to teaching, Ms. Mosby also fired the cook stove to heat the building and cleaned the school at the end of each day. But the beauty of Ms. Mosby's work was her ability to understand that all kids come to school with different skills, experiences and backgrounds and those differences impact their ability to learn. She quickly realized that my mother would not reach her full potential without extra support and intervention. She knew that her job did not end with providing equal education

to all kids, but she knew that she had to go above and beyond to help each kid reach their potential.

So, during the day she taught my mother and her siblings how to read and after school she taught my grandmother how to read, because she knew that the education of the mother has a direct impact on a child's future success. Ms. Mosby was a hero but she is not unique. I can tell you that we have heroes every day working with Montana kids, going above and beyond to make sure they meet the unique needs of every child.

Here is why I believe this story is relevant to our discussion. I would remind the Board of our state constitution as it relates to education, Article X. "It is the goal of the people to establish a system of education, which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state."

This summer I had the opportunity to study the development of our state constitution. At the constitutional convention in 1972, when discussing the phrase "full educational potential" there was some concern with the word "full." Delegate Nutting was concerned that full would mean that we had to provide K for all. Delegate Martin made a motion to eliminate the term "full", based on a fear that we were writing a check that would be hard to deliver. Fortunately, other delegates weighed in. Delegate Harbaugh perhaps made the clearest justification for keeping "full" in the sentence. As you know, the sentence begins with, "it is the GOAL to develop the full educational potential," which makes it clear that this sentence is aspirational and not a mandate that would need funding.

Today, that aspirational statement is something critically important to all those that work in MT public education. That sentence provides the guidepost for all educators and defines some of our most important work - making sure each child has the opportunity to reach their full potential.

Last year I had the privilege to help revise the Montana educator code of ethics, also an aspirational document. Our committee of practitioners made the recommendation to include "educational equity" in our statement of commitment to students. To my surprise, there was significant concern and fear from some members of our public and elected officials regarding the inclusion of that word. After listening to testimony, I am convinced that unfortunately some have chosen to politicize a word and a concept that is critically important to our work as educators.

I would argue that the concept of equity was important to the delegates and writers of our modern state constitution. The brilliance of their work is seen when you look at article X, subsection 1 as a whole. Not only did they guarantee equality of educational opportunity to each person of the state, but also they made it a GOAL to establish a system that would develop the FULL educational opportunity for each person - and that is the very definition of educational equity. Ms. Mosby understood that it was not enough to provide equality, but she also had to provide equity because kids came into her classroom with different abilities and backgrounds. And her job was to make sure each kid reached their full educational potential.

Ms. Mosby's dedication set my mother on her path towards achieving her full educational potential. My mom went on to be the only person from her family to graduate with a 4-year degree.

She became a highly qualified teacher, eventually achieving her master's degree, her full educational potential.

So had it not been for that teacher in a one room schoolhouse in rural Montana, who taught my mother how to read and my grandmother how to read, I can state with confidence that I would not be standing in front of you today. And had it not been for the foresight that went into the correct wording for Article X, I can guarantee that not all MT kids would be given opportunities to reach their potential.

I know there was fear when including the phrase "full educational potential" in our constitution. I am thankful that the constitutional committee did not give into that fear.

Now we are faced with fear around the concept of educational equity. Please do not give into that fear. Our kids benefit greatly from the work that our teachers do in the area of educational equity.

I encourage you to support that work by including educational equity in our code of ethics - an aspirational document that recognizes the work of our outstanding MT education professionals.



August 30, 2022

The Honorable Elsie Arntzen
Superintendent
Montana Office of Public Instruction
P.O. Box 202501
Helena, MT 59620-2501

Dear Superintendent Arntzen and Board of Public Education:

The Montana Association of REALTORS® strongly supports the inclusion of financial education and financial literacy to the curriculum in Montana's public schools.

The Montana Association of REALTORS® represents 5,700 licensed real estate agents, brokers and supervisory brokers who guide clients through often the largest financial transaction of their lifetime, the purchase of a home. The addition of financial literacy in the schools will help arm our students with the money management skills necessary to live independently and to make good financial decisions. Students who learn to navigate the world of debt and credit will become qualified home buyers at a much younger age. On a much broader scale, teaching our youth the merits of financial education will benefit them through all aspects of their lives and their careers.

MAR supports the inclusion of a mandatory financial literacy course credit as part of the graduation requirement for public school students and urges Montana to join the 14 states committed to guaranteeing access to a personal finance course for all students.

On behalf of the membership of MAR, thank you for recognizing the need for financial literacy in our schools.

Sincerely,

A handwritten signature in blue ink, appearing to read "William Leininger".

William (Bill) Leininger
President

One South Montana Ave., Suite M 1
Helena, MT 59601
Toll Free: (800) 477-1864
Phone: (406) 443-4032
Fax: (406) 443-4220
www.MontanaRealtors.org



Date: August 2022

To: The Montana Board of Public Education

From: Sheila and Hal Stearns
400 Benton Avenue
Missoula, MT

First, thank you for your service on the Montana Board of Education. It is important but often thankless work.

Second, please restore, maintain, and, if anything, increase standards for a full complement of guidance counselors and librarians in Montana schools. As lifelong educators, we know the need has always been intense, now more than ever, for qualified counselors and information specialists in schools.

More kids at all income levels need a counselor occasionally, whether it is for college prep or technical curriculum choices, or college recommendations, or suicide prevention, or somewhere in between. Information sources have never been more varied, both from trusted sources as well as untrustworthy sources. Students, teachers, and parents rely now more than ever on the library-media-research-information specialists that are today's school librarians.

I served as the school librarian of Whittier Elementary School in Missoula in the 70's. My work mattered, the work still matters, and the stakes are higher than ever with online access to all kinds of sources, good and not-so-good.

Most teachers don't have time in their jobs of their student care, subject area mastery, and lesson plans to add a librarian-level or counselor-level of expertise. Young people in small districts and budget-strapped districts need this as much or more as affluent kids in well-funded schools.

High standards and expectations are important to all parents, urban and rural.
Please stay strong on this issue!

Thanks again,

Sheila & Hal Stearns

CONSENT AGENDA

FINANCIALS

51010 Board of Public Education ORG Budget Summary by OBPP Prog, Source of Authority

Data Selected for Month/FY: 01 (Jul)/2023 through 05 (Nov)/2023

OBPP Program	Subclass	Fund	Acct Lvl 1	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATION				405,738.60	112,833.96	(610.17)	293,514.81
		235F2 FY2022 CARRYFORWARD		9,072.00	2,400.00	0.00	6,672.00
		01100 General Fund		9,072.00	2,400.00	0.00	6,672.00
			62000 Operating Expenses	9,072.00	2,400.00	0.00	6,672.00
		235H1 ADMINISTRATION		339,744.00	101,851.89	(610.17)	238,502.28
		01100 General Fund		153,833.00	78,269.60	0.00	75,563.40
			61000 Personal Services	138,616.00	70,522.67	0.00	68,093.33
			62000 Operating Expenses	15,217.00	7,746.93	0.00	7,470.07
		02122 Advisory Council		122,907.00	3,225.60	0.00	119,681.40
			61000 Personal Services	122,907.00	3,225.60	0.00	119,681.40
		02219 Research Fund		63,004.00	20,356.69	(610.17)	43,257.48
			62000 Operating Expenses	63,004.00	20,356.69	(610.17)	43,257.48
		235H2 AUDIT (RST/BIEN)		15,530.60	304.50	0.00	15,226.10
		01100 General Fund		15,530.60	304.50	0.00	15,226.10
			62000 Operating Expenses	15,530.60	304.50	0.00	15,226.10
		235H3 LEGAL FEES (RST/OTO/BIEN)		25,000.00	3,074.46	0.00	21,925.54
		01100 General Fund		25,000.00	3,074.46	0.00	21,925.54
			62000 Operating Expenses	25,000.00	3,074.46	0.00	21,925.54
		235H4 STATE ITSD/RST		16,392.00	5,203.11	0.00	11,188.89
		01100 General Fund		16,392.00	5,203.11	0.00	11,188.89
			62000 Operating Expenses	16,392.00	5,203.11	0.00	11,188.89
		235Z1 WORKERS COMP. REDUCTION		0.00	0.00	0.00	0.00
		01100 General Fund		0.00	0.00	0.00	0.00
			61000 Personal Services	0.00	0.00	0.00	0.00
		02122 Advisory Council		0.00	0.00	0.00	0.00
			61000 Personal Services	0.00	0.00	0.00	0.00
Grand Total				405,738.60	112,833.96	(610.17)	293,514.81

CONSENT AGENDA

COMMITTEE ASSIGNMENTS

Board of Public Education

Committee Assignments

2022-2023

STANDING COMMITTEES

Executive Committee

Madalyn Quinlan, Chair
Susie Hedalen, Vice Chair
McCall Flynn, Executive Director

Accreditation Committee

Tim Tharp, Chair
Tammy Lacey, Member
Madalyn Quinlan, Ex-Officio Member

Licensure Committee

Susie Hedalen, Chair
Anne Keith, Member
Madalyn Quinlan, Ex-Officio Member

MSDB Committee

Tammy Lacey, Chair
Madalyn Quinlan, Ex-Officio Member

Legislative Committee

Renee Rasmussen, Chair
Jane Hamman, Member
Madalyn Quinlan, Ex-Officio Member

Assessment Committee

Anne Keith, Chair
Renee Rasmussen, Member
Madalyn Quinlan, Ex-Officio Member

Education Interim Committee

Jane Hamman, Chair
Tammy Lacey, Member
Madalyn Quinlan, Ex-Officio Member

ADVISORY GROUP LIAISONS

CSPAC – Tammy Lacey
MACIE – Susie Hedalen
Montana Digital Academy – McCall Flynn
Montana School Safety AC – McCall Flynn
Montana Early Childhood AC – McCall Flynn

ITEM 1

CHAIRPERSON'S REPORT

Madalyn Quinlan

ITEM 2

EXECUTIVE DIRECTOR'S REPORT

McCall Flynn

ITEM 3

STATE SUPERINTENDENT'S REPORT

State Superintendent Elsie Arntzen



Superintendent Arntzen's Report to the Board of Public Education as of November 3, 2022

Superintendent Arntzen's Message:

A graphic featuring a portrait of Superintendent Elsie Arntzen, a woman with long brown hair and red glasses, wearing a dark blazer over a white shirt. The graphic is set against a red background. To the left of the portrait is a circular logo for "ACADEMIC ACHIEVEMENT LEARN" with a plus sign and the text "MONTANA OFFICE OF PUBLIC INSTRUCTION". To the right of the portrait is a quote in a speech bubble: "To the teachers that said yes to the MAST Pilot Program: thank you for recognizing that our students deserve better and for setting aside ten minutes of your precious class time to help Montana lead the way in reimagining assessments." Below the quote is the text "State Superintendent Elsie Arntzen".

Please click [here](#) to view the Superintendent's message on the Montana Alternative Student Testing (MAST) Pilot Program.



Montana Alternative Assessment Testing Program (MAST):



The first of four testing windows for the MAST pilot program will be November 7-18. Each testing window includes three Math and two Reading testlets. The Math and Reading testlets are aligned with our Montana State Content Standards.

The content coverage for the Grade 5 Math testlets are:

	Test Window 1: November 7-18, 2022	Test Window 2: January 17-30, 2022	Test Window 3: March 2023	Test Window 4: April 2023
Testlet 1	Place Value - Powers of Ten	Numerical Expressions	Fraction Multiplication	Volume
Testlet 2	Place Value - Represent, Compare & Round	Whole Number Multiplication & Division	Fraction Division	Coordinate Grid
Testlet 3	Decimal Operations	Fraction Addition & Subtraction with Unlike Denominators	Measurement	2-Dimensional Shapes

The content coverage for the Grade 7 Math testlets are:

	Test Window 1: November 7-18, 2022	Test Window 2: January 17-30, 2022	Test Window 3: March 2023	Test Window 4: April 2023
Testlet 1	Ratio & Proportion Concepts	Rational Numbers Addition & Subtraction	Ratio & Proportion Applications	Angles & Triangles
Testlet 2	Equations	Rational Numbers Multiplication & Division	Inequalities	Statistics
Testlet 3	Scale Drawing	Expressions	Circles and 3D Shapes	Probability

The content coverage for both the Grade 5 and 7 Reading testlets are:

	Test Window 1: November 7-18, 2022	Test Window 2: January 17-30, 2022	Test Window 3: March 2023	Test Window 4: April 2023
Testlet 1	Readily Accessible Literary Text	Moderately Complex Literary Text	Revisit Readily Accessible Literary Text	Moderate-Highly Complex Literary Text

Testlet 2	Readily Accessible Informational Text	Moderately Complex Informational Text	Revisit Readily Accessible Informational Text	Moderate-Highly Complex Informational Text
-----------	---------------------------------------	---------------------------------------	---	--

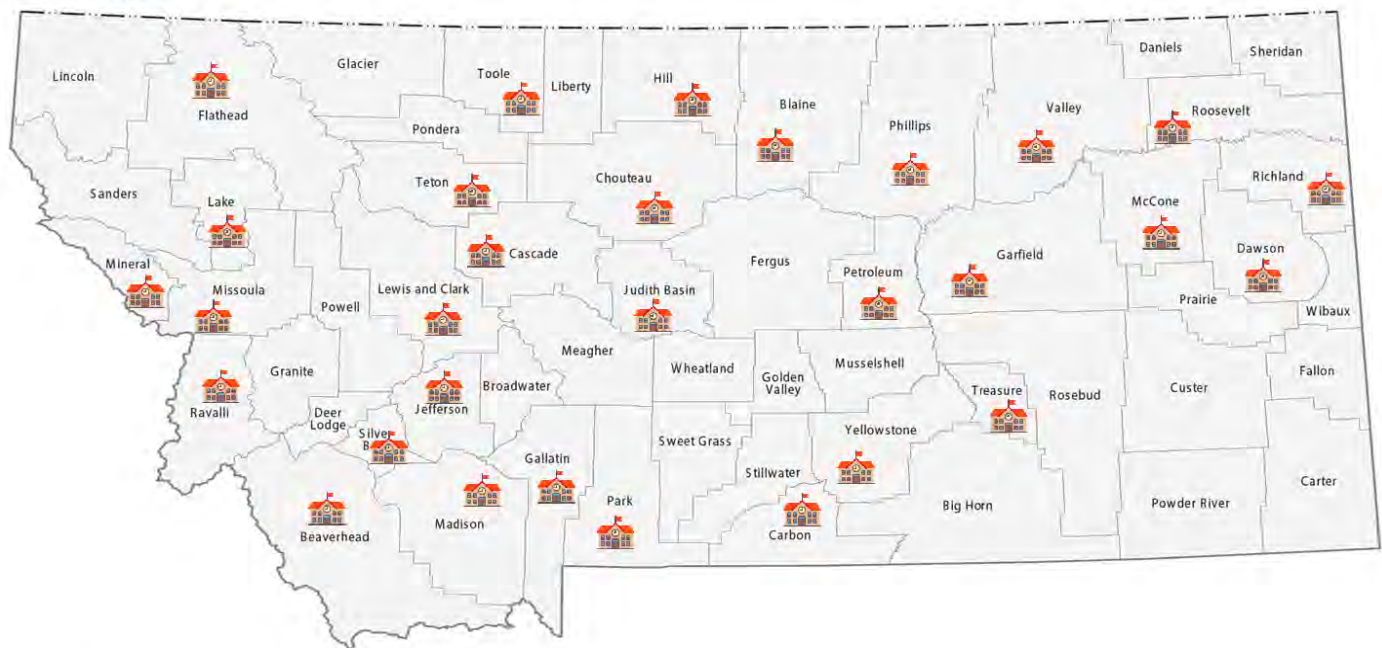
There were two different training sessions offered for professional development. The recorded sessions are available:

- Teacher and Student Experience
- How-To

There are 43 participating school districts across 29 counties:



Montana Alternative Student Testing (MAST) Pilot Program



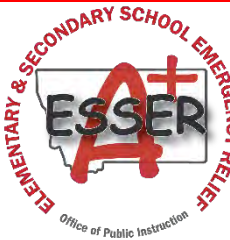
Participating School Districts by County - 41

Beaverhead County (1)	Garfield County (1)	Missoula County (1)	Teton County (1)
Blaine County (1)	Hill County (1)	Park County (1)	Toole County (1)
Carbon County (1)	Jefferson County (1)	Petroleum County (1)	Treasure County (1)
Cascade County (1)	Judith Basin County (1)	Phillips County (1)	Valley County (1)
Chouteau County (1)	Lake County (2)	Ravalli County (3)	Yellowstone County (2)
Dawson County (1)	Lewis and Clark County (2)	Richland County (2)	
Flathead County (6)	McCone County (1)	Roosevelt County (1)	
Gallatin County (2)	Mineral County (2)	Silver Bow (1)	

10/27/2022

For more information, please contact Sharyl Allen at sharyl.allen@mt.gov or (406) 444-5658.

Elementary and Secondary Schools Emergency Relief Funds - ESSER



On September 29, 2022, the United States Department of Education sent a liquidation extension letter to the OPI. The letter states, “the Department is offering a liquidation extension request process for immediate use by grantees. This process ensures strong accountability for the use of funds and important safeguards for States and subgrantees. Under 2 CFR § 200.344(b), properly obligated funds must be liquidated within 120 calendar days (or by January 28, 2023, for CARES Act funds). The

Department has the authority to approve liquidation extension requests for properly obligated funds upon review of a written request made by a grantee on its own behalf or on behalf of its subgrantees. Final approval of a grantee’s written request will be based upon the specific facts and circumstances, in accordance with 2 CFR § 200.344(b). If approved under this process, grantees and subgrantees may have an extension to the liquidation period of up to 14 months beyond the 120 days already available to liquidate funds.”

Districts received a letter regarding the liquidation from OPI ESSER Director Wendi Fawns with an extension template.

The monthly Trustee Report that was sent to board chairs on October 17 can be found here.

November 14-18, 2022, OPI will hold Virtual ESSER Guidance Sessions on the following topics:

- Updating School Plans (Safe Return and ARP ESSER) and Annual Federal Data Reporting
- New Superintendent and Clerk Tips
- Meaningful Stakeholder Consultation and Communication
- E-Grants Error Messages
- Friday will have some Open Office Hours times available for Q&A

All sessions will be recorded and posted on the OPI ESSER Webpage. More information can be found here.

The October Allocation Report:

State Level ESSER Activity

<u>Program</u>	<u>Allocated</u>	<u>Expended</u>	<u>Balance</u>	<u>Percentage Expended</u>
ESSER I	\$ 41,295,230	\$ 40,703,340	\$ 591,890	99%
ESSER II	\$ 170,099,465	\$ 98,586,992	\$ 71,512,473	58%
ESSER III	\$ 382,019,236	\$ 72,957,802	\$ 309,061,434	19%
Totals	\$ 593,413,931	\$ 212,248,134	\$ 381,165,797	36%

Allocation District and Trustee reports can be found here.

For more information on ESSER please click here or contact Wendi Fawns at wendi.fawns@mt.gov.

Title IV-A Safe and Healthy Students- Stronger Connections Grant- Seeking Public Comment:



Through the federal congressional Bipartisan Safer Communities Act (BSCA) of June 2022, the Montana Office of Public Instruction was awarded \$4.8 million in additional funding for Title IV, Part A of the Every Student Succeeds Act (ESSA). This one-time funding is in addition to the Title IV, Part A funding already allocated to the Montana OPI and 95% of these funds will be made available to Local Education Agencies (LEAs) through a competitive subgrant application. We anticipate the competitive subgrant application to open in the spring of 2023 for program activities to be implemented in the 2023-25 school years.

The BSCA bill language includes a requirement for states to distribute funds on a competitive basis to “high need” LEAs to implement allowable Title IV, Part A activities aligned with the Safe and Healthy Students program purpose. There are multiple opportunities to provide public comment on the Montana “high need” criteria and to provide input on the DRAFT Montana SCG competitive subgrant process.

OPI is seeking public comment on what criteria Montana will use to determine “high need.”

The Montana OPI proposes the following criteria for defining “high need” based on ED Guidance:

- LEAs with high rates of poverty (40 % or more) AND
- One or more of the following characteristics:
 - (1) a high student-to-mental health professional ratio;
 - (2) high rates of chronic absenteeism, exclusionary discipline, referrals to the juvenile justice system, bullying/harassment, community and school violence, or substance abuse; or
 - (3) where students recently experienced a natural disaster or traumatic event.

There are multiple opportunities listed below to provide public comment on the Montana “high need” criteria and to provide input on the DRAFT Montana SCG competitive subgrant process.

1. Please join us for one of the following Zoom Public Comment Sessions to provide feedback:
 - a. November 3 @ 1:00-1:30 pm
 - b. November 9 @ 4:00-4:30 pm
 - c. November 10 @ 10:00-10:30 am

Zoom Link to Public Comment Sessions

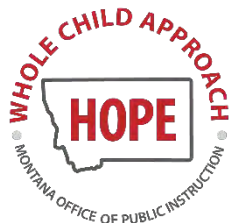
Zoom Meeting ID: 860 8283 6074

Passcode: 608466

2. Complete this form to submit feedback no later than November 15, 2022.
3. Send comments via email to: OPIStrongerConnections@mt.gov no later than November 15, 2022.

For more information, please contact Paige Sedahl at Paige.Sedahl@mt.gov or (406) 422.2821.

School-based Mental Health Grant



The goal of this grant is to increase the number of credentialed school-based mental health services providers in LEAs with demonstrated need through awards in FYs 2022-2026 under the SBMH grant program. The priorities for the FY 2022 competition, are intended to accomplish this goal by:

- increasing recruitment and retention-related incentives for school-based mental health services providers;
- promoting the respecialization and professional retraining of existing mental health services providers to qualify them for work in LEAs with demonstrated need; and
- increasing the diversity, and cultural and linguistic competency, of school-based mental health services providers, including competency in providing identity-safe services.

Awards: 50-150 are being given by DoEd, with funds ranging from 500,000-3,000,000 with an average of 1,750,000 per award year.

Priority 1 — SEAs Proposing to Increase the Number of Credentialed School-Based Mental Health Services Providers in LEAs with Demonstrated Need. To meet this priority, a SEA must propose to increase the number of credentialed school-based mental health services providers by implementing plans that address recruitment and retention of services providers in LEAs with demonstrated need. Applicants must propose plans that include both of the following:

- (a) Recruitment. An applicant must propose a plan to increase the number of credentialed service providers serving students in LEAs with demonstrated need.
- (b) Retention. An applicant must also propose a plan to increase the likelihood that credentialed services providers providing services in LEAs with demonstrated need stay in their position over time.

Allowable expenses:

1. Annual salary for school-based mental health service providers
2. Providing payments toward student loans
3. Providing incentives and support to help mitigate shortages. These may include, for example, increasing pay; offering monetary incentives for relocation to high-need areas; providing services via telehealth; creating hybrid roles that allow for leadership, academic, or research opportunities; developing induction programs; developing paid internship programs; focusing on recruitment and support of underrepresented populations; and offering service scholarship programs such as those that provide grants in exchange for a commitment to serve in the LEA for a minimum number of years.

If awarded this grant the MT OPI proposes to fund:

- Scholarships to existing behavioral health specialists or teachers who would like to pursue further mental health education that would qualify them to work in MT LEAs.
- Recruitment of additional licensed mental health providers to work in the identified LEAs to improve the preparation, retention, and overall numbers and effectiveness of rural school-based mental health service professionals for rural and remote contexts.

The long-term outcome of the project will be the creation of a sustainable model of best practices for the recruitment and retention of rural mental health services providers in Montana and

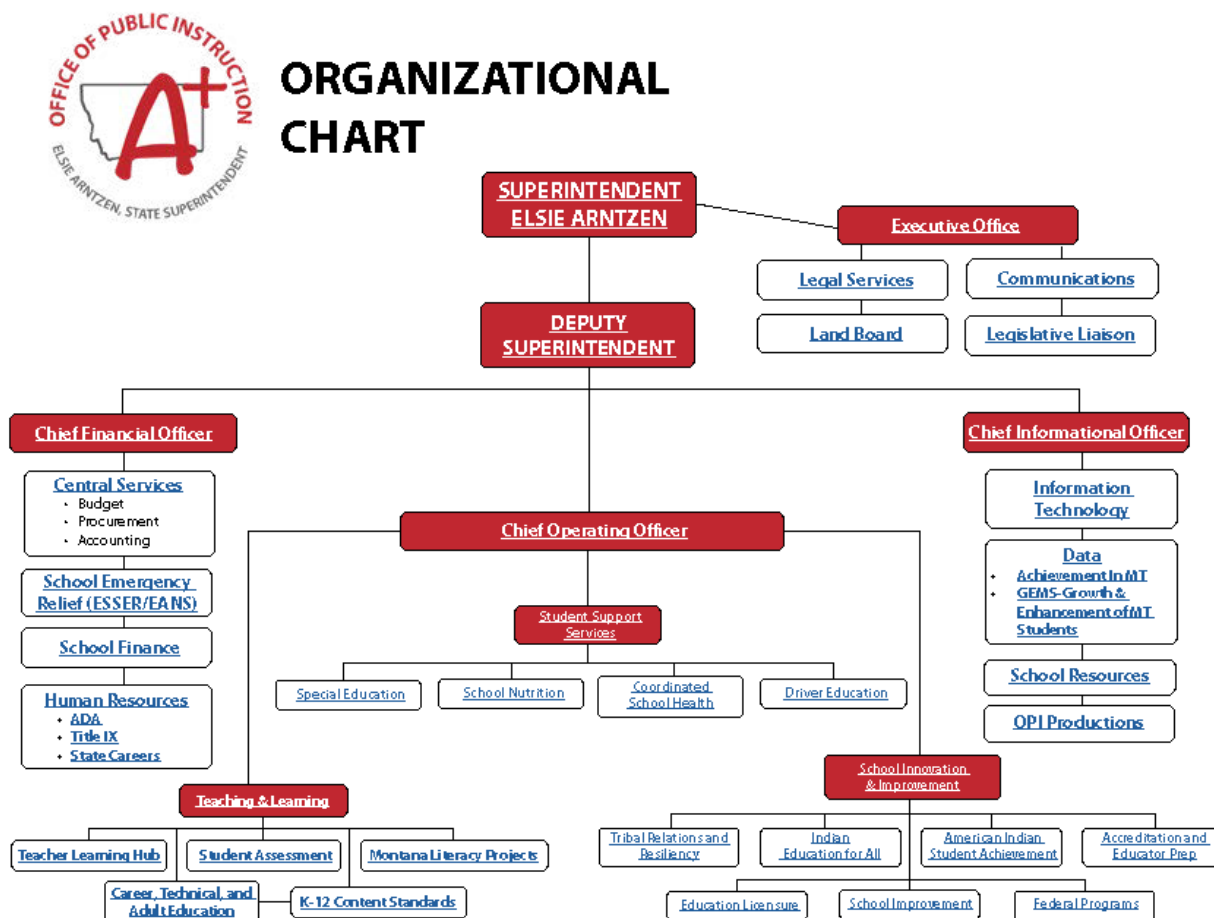
beyond, leading to safe and supportive rural schools and communities for all community members.

The funding requested in this application will be used to support this partnership by hiring 10-15 mental health providers and implementing a regional model of delivering mental health services to students in Montana. The mental health providers will be hired through WMPLC and/or directly by the LEA and/or in collaboration with local Federally Qualified Health Centers, Rural Health Clinics, and Urban or Tribal Health Agencies. All the mental health providers would be coordinated by the Mental Health/Resource Navigator, who will be an employee of the previously listed agencies. These Mental health providers would be housed in larger communities throughout Montana. These locations have been selected because they are larger communities with more available resources including available and affordable housing which affects employee retention. The mental health providers would be hired to provide mental health services to rural schools (LEAs) in the regional area. These LEAs were selected because they currently have little to no in-person mental health services for their students and limited telehealth availability.

For more information, please contact Jamey Petersen at jamey.petersen@mt.gov or (406) 444-0773.

OPI Staffing:

The OPI Organizational Chart can be seen [here](#).



The OPI offers **flexibility in employee choice** through remote telework available positions for Montana residents or those looking to move to the Big Sky State. Currently, we have approximately a third of our staff teleworking throughout Montana. The OPI has led the charge in revolutionizing government employment. These changes allowed the OPI to reduce our fiscal footprint by moving from four office buildings to two. **The Montana State Library took over the private lease of the 1201 building on November 15, 2022.** This action will permit more budgeting resources to serve our schools and students in both general fund and federal tax dollars.

Between October 6 and 26, the OPI conducted a Fall Work Survey of staff working from home and staff working from the office. The results were:

Total employees: 208

The total number of employees teleworking: 79

102 total responses – 49% of total employees

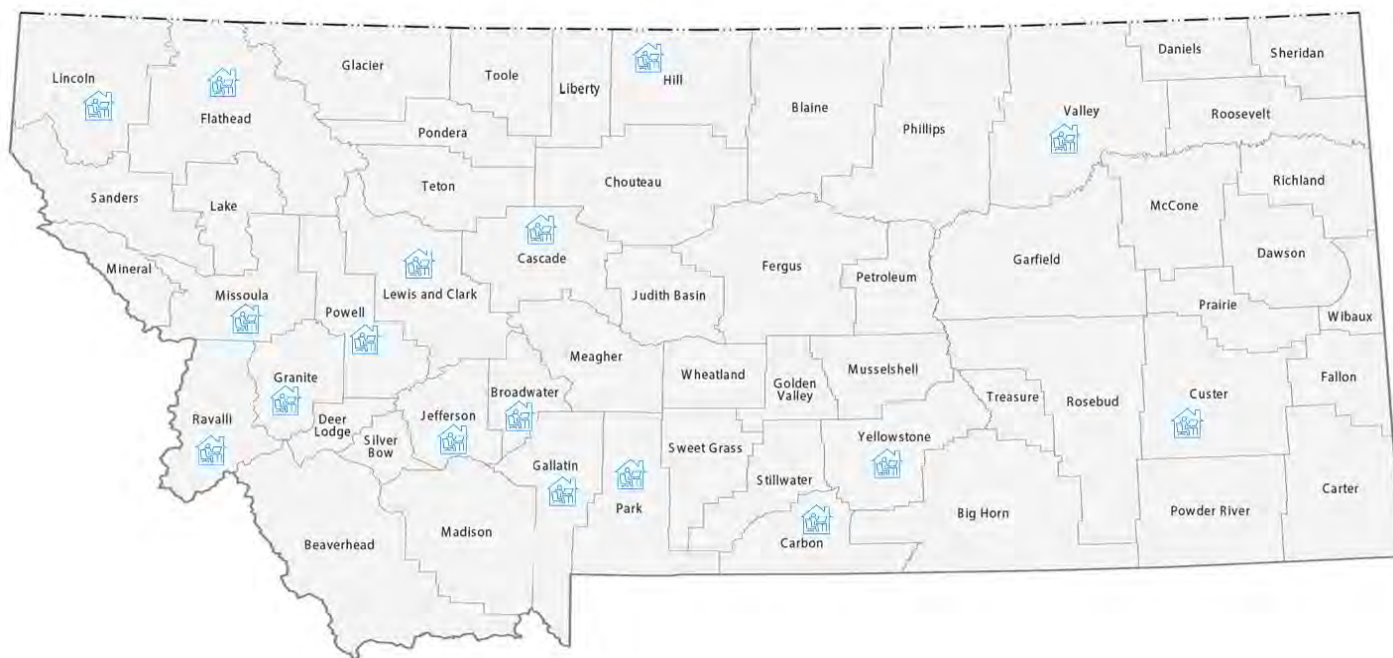
66 telework responses - 84% of total teleworkers

- 61% of respondents' productivity has increased by teleworking
- 59% of respondents cite a better work/life balance

The OPI has 79 teleworking employees in 19 counties throughout Montana:



Montana Telework Locations by County



Participating Counties (79 employees)

Broadwater County (2)
Carbon County (1)
Cascade County (3)
Custer County (1)
Dillon (1)

Flathead County (2)
Gallatin County (3)
Granite County (1)
Hill County (2)
Jefferson County (3)

Lewis and Clark County (43)
Lincoln County (1)
Meagher (1)
Missoula County (5)
Park (1)

Powell County (1)
Ravalli County (2)
Valley County (1)
Yellowstone County (5)

Federal Update:

All the grants under the Consolidated (Title I, II, III, IV A, and VB) have been submitted and approved.

Title I, Part D grants are open and will close on November 18.

The High-Tiered Community of Practice(COP) Fall Convening was hosted by Great Falls Public Schools. The theme for the conference this year was the importance of communication, collaborating, and networking with everyone who serves Montana’s most vulnerable students ensuring everyone works together supporting positive outcomes for all students.

- 13 Montana public schools were in attendance; (Belgrade, Browning, Choteau, DeSmet, East Helena, Hardin, Harlem, Heart Butte, Helena, Jefferson HS, Lame Deer, Missoula, and Willard Alternative School), 18
- 18 Montana facilities were in attendance (Cameran Center, Discovery House, Great Falls JDC, Great Falls SROs, Great Falls Children’s Receiving Home, Gallatin County Sheriff’s Department, HRDC, La Paloma Agency, Montana Board of Crime Control (MBCC), Montana State Prison, Opportunities, Inc., Pine Hills Correctional Facility, Reach Higher Montana, Ted Lechner Youth Services, United Way, Youth Dynamics, Youth Homes, and Youth Resource Center)
- 3 Title I, Part D state Coordinators were in attendance (Kansas, Nebraska, and North Carolina)

Other OPI Units were showcased as well and resources were also shared from the CTAE, IEFA, Federal Grants, and Student Support Services units.

The Spring convening will be held at Dawson Community College from April 25-26.

OPI Legislative Priorities:



1. **A Promise is a Promise:** Base Aid requirements to fund Public Schools
2. **Teacher Dollars Working for Teachers:** Teacher Licensing fees supporting the teacher licensing system
3. **Updating Audiology Equipment:** one-time-only funding
4. **Student Mental Health:** Amending mental health tuition payments to allow tuition for any residential mental health

Countdown to the 68th Legislative Session:



As of November 3, there are 60 days until the legislative session begins.

OPI events:

- **Celebrating Parents as the First Teachers:** January 2, 2022, Capitol Rotunda
- **Elementary and Secondary School Emergency Relief (ESSER)**
Panel: January 2, Capitol Room 303

Native American Heritage Month:



November is Native American Heritage Month. Our Montana constitution says, “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 integrity.” For more information, click [here](#).

ITEM 4

STUDENT REPRESENTATIVE'S REPORT

Charles Fox

❖ **EXECUTIVE COMMITTEE – (Items 5-8)**

Madalyn Quinlan

ITEM 5

DISCUSSION ON SHARED POLICY GOALS

**Madalyn Quinlan
Superintendent Arntzen**

ITEM 6

ANNUAL HiSET REPORT

Katie Madsen

Montana Board of Public Education

Executive Summary

Date: November 2022

Presentation	HiSET Annual Report
Presenter	Katie Madsen Career Technical and Adult Education Division Office of Public Instruction
Position Title	Adult Education State Director/HiSET State Administrator
Overview	Overview of high school equivalency testing for 2021
Requested Decision(s)	None
Related Issue(s)	None
Recommendation(s)	None



Montana
Office of Public Instruction
Elsie Arntzen, State Superintendent
opi.mt.gov



High School Equivalency 2021 Summary

Katie Madsen – Adult Education State Director/HiSET State Administrator

Overview

Provide the Board of Public Education with an update of the HiSET High School Equivalency (HSE) exam published by Educational Testing Service (ETS).

Update

In 2021, HiSET testing throughout the state of Montana continued to operate smoothly. Test centers communicate well with ETS and are satisfied with the customer service ETS provides. ETS continues to work with OPI/HSE staff to solve problems, provide data support, and deliver ongoing communication to testing centers. The OPI State HiSET Administrator schedules bi-monthly meetings with our ETS Liaison, Adam Springwater. Adam in turn, is always available for assistance or to present at statewide meetings. The annual HiSET Chief Examiners Meeting always includes test updates, ETS updates, improvements to the HiSET webpage and general communications, data management, and enhancement to community outreach.

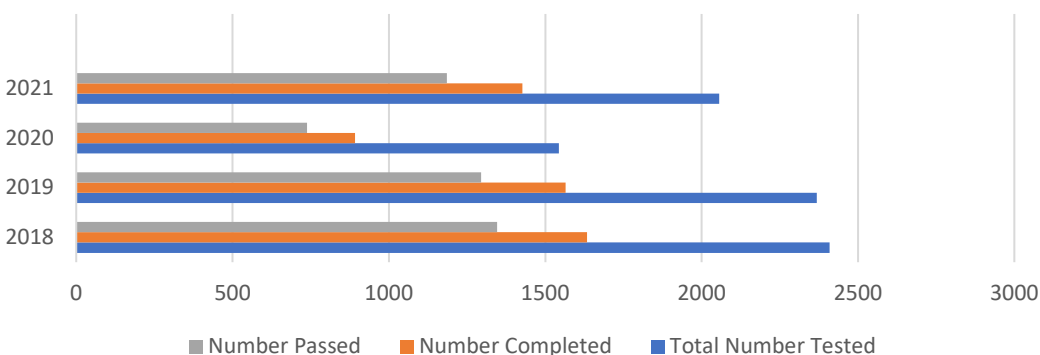
The number of completers and passing rates have remained fairly consistent since transition to the HiSET in Montana. This is due, in part, to the ability of Adult Education teachers to align instruction to the HiSET test. *However, it is important to note that due to the COVID-19 Pandemic, the number of examinees tested and exams completed decreased in 2020 when many public testing centers were closed.* ETS has general test topic expectations outlined on their webpage where test takers and instructors can see the topics covered on the HiSET, and free practice tests are available for diagnostic purposes. In addition, there are options to retake if necessary.

Year to Year Comparison of Examinees											
Total Number Tested				Completed				Passed			
2018	2019	2020	2021	2018	2019	2020	2021	2018	2019	2020	2021
2,409	2,368	1,543	2056	1,634	1,565	892	1427	1,346	1,295	738	1185
				67.8%	66.1%	57.8%	69.4%	82.4%	82.7%	82.7%	83.0%

*Passing rates are reflective of the best attempt



Year to Year Comparison of Examinees



HiSET Details

The cost of the HiSET varies based on version. The computer-based test is \$53.75 for all five subtests, \$10.75 per test. The paper-based test is \$75.00 for all five subtests, \$15.00 per test. An individual must take and pass all five subtests to receive a high school equivalency. This testing fee is paid directly to ETS through an online registration process. The price includes two free retests, within 12 months of the original purchase, if necessary. The individual test center fee varies from center to center. Test centers in the state of Montana charge up to \$5 per subtest.

ETS offers the HiSET in two formats, a paper-based testing system (PBT) and a computer-based testing system (CBT). There are 15 test centers that exclusively offer PBT, 12 test centers that exclusively offer CBT, and 10 that offer both PBT and CBT. Computer based testing is the wave of the future and we are encouraging the test centers to move toward computer-based testing. With computer-based testing, the examiners have a more secure testing environment and testers receive immediate test results.

In addition, because of the COVID-19 Pandemic, ETS also offered HiSET testing via a secure virtual platform/proctoring service. The HiSET Exam at Home is identical in content, format, and on-screen experience to exams taken at a test center. There is a \$17.50 fee per subtest for this delivery method, but this additional testing option offers increased flexibility for individuals seeking their high school equivalency. In Montana during 2021, 85 individuals utilized the HiSET Exam at Home and passed, 15 individuals took all subtests but did not pass the exam, and 28 individuals started the HiSET Exam at Home, but did not complete all subtests.



Montana Demographics/Statistics

Test taker demographics have changed slightly over the course of the past several years. The percentage of 19-24 and 40-49 year olds increased the most in 2021.

Percent of Completers Tested by Age								
	2018	Passing Rate – Best Attempt	2019	Passing Rate – Best Attempt	2020	Passing Rate – Best Attempt	2021	Passing Rate – Best Attempt
16-18	45.7%		46.9%		46.4%		47.4%	
19-24	30.0%		30.4%		31.0%		32.6%	
25-29	8.9%		7.9%		7.6%		7.1%	
30-34	6.6%		6.3%		6.5%		5.3%	
35-39	3.1%		4.0%		4.0%		3.2%	
40-49	4.0%		2.9%		2.8%		3.7%	
50-59	1.3%		1.5%		1.3%		0.6%	
60+	0.3%		0.3%		0.3%		0.2%	
Total Number of Completers	1,634	82.4%	1,565	82.7%	892	82.7%	892	83.0%

*Passing rates are reflective of the best attempt

The breakdown of examinees by the following categories has remained relatively consistent over the course of the past several years.

Gender	2018	2019	2020	2021
Male	56.9%	59.2%	56.6%	58.2%
Female	43.1%	40.8%	43.4%	41.8%



Completers Reported by Race

	Percent Response Rate	American Indian	Asian	African American	Pacific Islander	White	Other	Chose not to respond
2018	99.3%	16.7%	0.7%	2.0%	0.7%	71.1%	4.9%	9.8%
2019	99.1%	18.1%	0.9%	2.6%	1.4%	69.8%	4.5%	10.4%
2020	98.3%	16.4%	0.7%	1.8%	0.7%	73.7%	4.2%	8.4%
2021	99.2%	20.1%	1.2%	2.5%	0.8%	68.9%	4.4%	9.7%

**Response rate of this particular section varies. Of the examinees reporting, the majority have consistently classified themselves as white.*

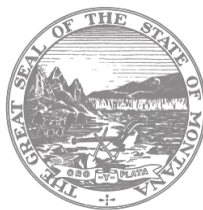
Reported Education Level

	Percent Response Rate	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
2018	69.7%	1.1%	0.3%	1.2%	5.7%	17.6%	29.1%	37.6%	7.4%
2019	67.5%	0.3%	0.7%	0.9%	6.4%	18.1%	28.6%	36.3%	8.7%
2020	64.7%	1.6%	0.9%	1.0%	7.5%	14.2%	29.6%	35.0%	10.2%
2021	62.0%	0.8%	0.5%	0.7%	5.2%	15.5%	28.2%	41.1%	8.0%

**Response rate of this particular section varies. Of the examinees reporting, the majority have consistently had some high school (9-12) education.*

Reported Employment Status

	Percent Response Rate	Part-time	Full-Time	Unemployed	Not in the labor force
2018	71.0%	25.3%	20.3%	30.6%	23.7%
2019	69.7%	26.7%	22.5%	29.9%	20.9%
2020	68.0%	22.6%	28.3%	30.1%	18.9%
2021	65.1%	24.3%	25.2%	26.4%	24.1%



One of the more interesting statistics offered from the demographic information gathered is the following reasons for taking the HiSET exam.

Reported Reasons for Taking the test												
	Tech	2-yr College	4-yr College	Get a Job	Keep Current Job	RM	SAT	Public Assist	Mil	Early Release	Court Order	Other
2018	12.1%	11.1%	15.8%	20.5%	1.8%	3.5%	21.1%	0.1%	2.7%	1.0%	1.5%	8.7%
2019	11.9%	10.4%	15.1%	19.7%	2.6%	2.0%	21.8%	0.1%	4.4%	0.6%	2.4%	8.9%
2020	11.3%	10.0%	16.4%	18.3%	2.3%	2.8%	20.4%	0.6%	4.7%	0.4%	1.7%	11.1%
2021	13.8%	10.6%	14.8%	15.0%	1.9%	2.9%	21.4%	0.1%	4.6%	1.7%	2.4%	10.9%

Abbreviations

Tech = Technical School

RM = Role Model

SAT = personal satisfaction

MIL = Military

Reported Ways of Preparing for the Test							
	Percent Response Rate	Hard Copy Book	eBook	Computer Software	Online	Prep Class	Did Not Prepare
2018	64.7%	23.3%	1.3%	1.8%	30.0%	50.5%	20.5%
2019	63.1%	24.2%	0.9%	1.9%	31.2%	48.0%	21.5%
2020	58.0%	22.2%	1.0%	1.7%	35.4%	42.0%	21.9%
2021	57.3%	20.7%	1.2%	1.7%	37.0%	45.7%	21.3%

**Response rate of this particular section varies. Of the examinees reporting, the majority have consistently reported online prep or prep classes prior to taking the exam.*

Note: Data compiled from Annual Statistical Reports on the HiSET Exam published by Educational Testing Service.

ITEM 7

**ANNUAL PROFESSIONAL DEVELOPMENT
PROVIDERS LIST**

Chris Noel

Montana Board of Public Education

Executive Summary

Date: November 2022

Presentation	Annual Professional Development Unit Provider System Report
Presenter	Chris Noel Office of Public Instruction
Position Title	Senior Manager of Teaching and Learning
Overview	A report on the professional development unit providers for the 2021-2022 school year.
Requested Decision(s)	None – Information Only
Related Issue(s)	Professional Development, Licensure, Renewal Units, Teacher Learning HUB
Recommendation(s)	None



Montana
Office of Public Instruction
Elsie Arntzen, State Superintendent
opi.mt.gov



Professional Development Unit Provider System (RUPS) Annual Report

July 2021 – June 2022

Report Created by:

Mattie Murphy, Teacher Data Coordinator

Michelle McCarthy, Science Instructional Coordinator

DJ QuirinMai, Data Operations Coordinator

Chris Noel, OPI Teaching and Learning Department Senior Manager

Stephanie Swigart, English Language Arts Instructional Coordinator

Sonja Whitford, Mathematics Instructional Coordinator

Susan Catapano, Manager Professional Learning Team

Professional Development Unit Provider Annual Report

Table of Contents

Professional Development Unit Provider System (RUPS) Overview	4
Provider Criteria and Requirements	4
Provider Categories	4
Data Analysis.....	4
Fiscal 2021-2022 Provider Report Summary*	5
Professional Development Unit Activities Per Provider Category.....	6
Professional Development Units Offered Per Provider Category	7
Certificates Issued Per Provider Category	8
Appendix – Professional Development Unit Provider System Data Tables.....	9

Executive Summary

Educators working in Montana Schools must earn 60 Professional Development Units (hours) of professional development and learning every five years to maintain licensure requirements. Educators create a personal account in the Professional Development Unit Provider System to maintain documentation of Professional Development Units earned. The Professional Development Unit Provider System is also used by approved Professional Development Unit providers to report Professional Development activities to the Office of Public Instruction for Montana educators. Professional Development Units and certificates are issued to document professional development activities that keep Montana educator's teaching licenses up-to-date and valid. Providers of Professional Development credits that use the System by offering courses and training include county superintendents, government agencies, professional education organizations, school districts, tribal organizations, and universities and colleges.

For 2021-2022:

- There were 373 providers who conducted 5,363 Professional Development Unit activities.
- The Professional Development Unit activities were worth 50,984 Professional Development credits for educators.
- School districts coordinated and provided most of the Professional Development Unit activities that were offered through Professional Education Organizations.
- The Office of Public Instruction Teacher Learning Hub issued the most (10,784) Professional Development Unit certificates of any individual provider.

As of Spring 2022, the Professional Development Unit Provider System is monitored and supported by the K-12 Content Specialists in the Professional Learning Team at the Office of Public Instruction.

Professional Development Unit Provider System (RUPS) Overview

The data gathered in the system includes the provider information, activity title, the date(s) and location(s) of the activity, and the number of participants who received Professional Development Unit certificates. Certificates are generated from the information entered in the Professional Development Unit Provider System by the approved Professional Development Unit provider.

In 2020 management of the Professional Development Unit Provider System and its processes transitioned from the Licensure unit to the Professional Learning team within the Standards, Instruction, and Professional Learning unit in the Teaching and Learning Department. In the Spring of 2022, management of the Professional Development Unit Provider System) transferred from the professional learning coordinator to the K-12 Content Specialists in English, Mathematics, and Science. Additional information related to Professional Learning and the Professional Development Unit Provider System can be found on the [OPI Professional Learning website](#).

Provider Criteria and Requirements

Per the [Administrative Rule of Montana 10.57.216 Approved Professional Development and Renewal Activity](#), “organizations wishing to offer professional development activities for the award of Professional Development Units must receive approval from the Superintendent of Public Instruction prior to offering activities.” Status as an approved provider will continue as long as the provider meets the following guidelines by:

- Providing activities deemed appropriate for professional development in compliance with ARM [10.55.714](#) and [10.57.215](#),
- Following the Professional Development Unit activity certificate reporting process, and
- Maintaining records of all professional development activity for which Professional Development Unit certificates were awarded for five years following the date of completion.

Provider Categories

All providers are assigned provider categories for reporting. The categories are:

- County Superintendents
- Government Agencies
- Professional Education Organizations
- School Districts
- Tribal Organizations, and
- Universities and Colleges

Data Analysis

Professional Development Unit Provider Annual Report

The data for this report includes all Professional Development Unit activities entered in the Professional Development Unit Provider System with an event end date between July 1, 2021, and June 30, 2022 (FY2022). Professional learning providers that did not issue OPI Professional Development Unit Certificates during that time period were omitted from this report. For a complete list of approved OPI Professional Development Unit Providers, please see the [Approved Professional Development Unit Provider Directory](#).

As of the date of this report, providers are required to report the following data points to the OPI:

- Title of the Activity
- Description of the Activity
- Professional Development Unit Activity Category
- Instructor's Name
- Starting and Ending Dates of the Activity
- Location of the Activity
- Number of Hours
- Number of Certificates Issued

During the timeframe of this report, some providers may have canceled Professional Development Unit activities that were already logged in the system and may not have followed the procedure to get those events removed from their provider records. Additionally, some providers may not have returned to the Professional Development Unit activity to report the number of certificates issued. The OPI Professional Learning staff is working with those providers to ensure they return to the Professional Development Unit Provider System to report the number of certificates issued.

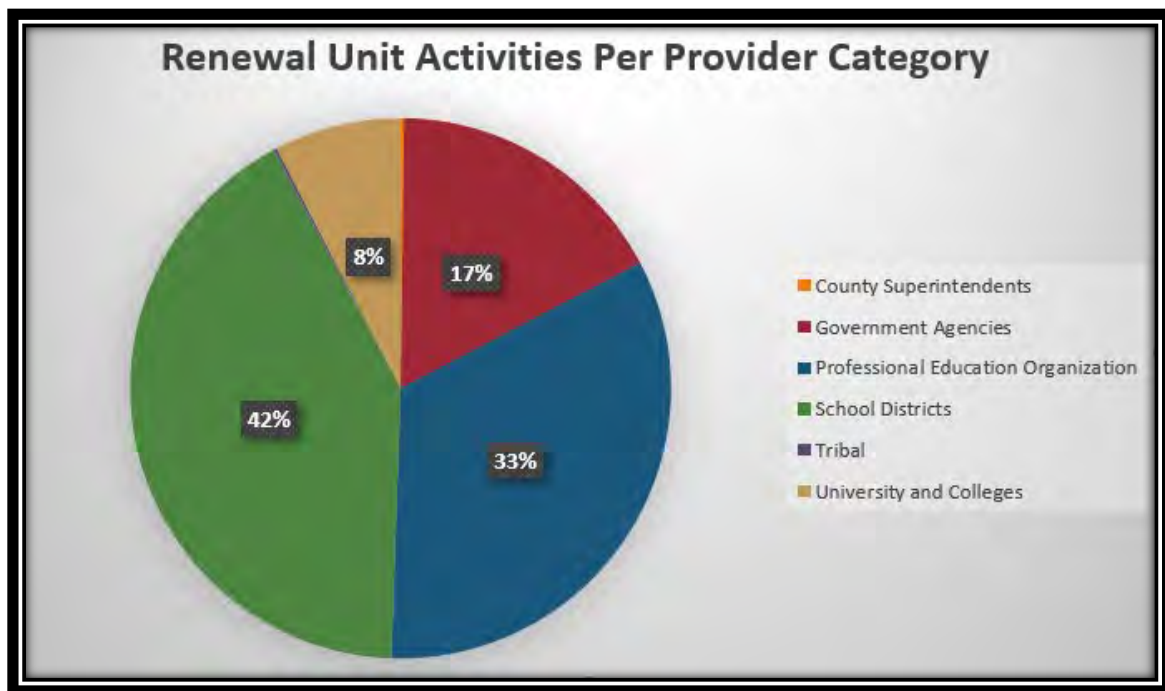
Fiscal 2021-2022 Provider Report Summary*

A total of 373 providers conducted 5,363 Professional Development Unit activities. The 5,363 activities were cumulatively worth 50,984 Professional Development Units. The number of certificates reported as issued throughout FY2022 was 56,456. School districts coordinated and provided the majority of the Professional Development Unit activities and certificates issued in the state, however, Professional Education Organizations reported the majority of units offered to Montana Teachers. The OPI Teacher Learning Hub issued the most (10,784) Professional Development Unit certificates of any individual provider between July 1, 2021, and June 30, 2022. The [Teacher Learning Hub Annual Report for 2021-2022](#) can be referenced for additional information related to their Professional Development Unit activities. The tables in the Appendix contain individual provider data, such as the number of Professional Development Unit activities, the number of Professional Development Units, and the number of certificates issued per provider. The following graphs and tables provide a brief analysis of the data collected.

*Data from two Professional Education Organization Providers were removed from aggregate totals of certificates issued after being identified as outliers and flagged for inaccurate reporting of certificates issued. The Professional Development Unit Provider System team is working with the two providers to update their data reporting practices to be in compliance with the RUPS data reporting policies and procedures.

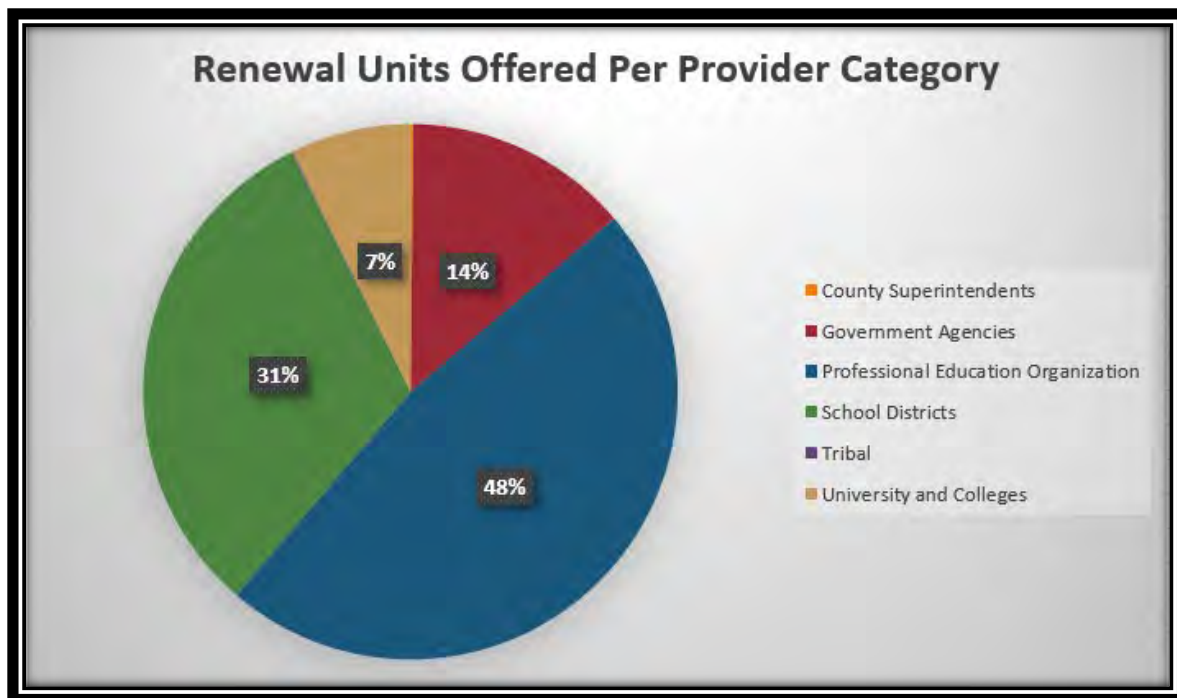
Professional Development Unit Activities Per Provider Category

Most of the Professional Development Unit activities in the state are provided or coordinated by schools and school districts. School Districts provided the most Professional Development Unit activities at 42%. Professional Education Associations provided 33%. Government Agencies, including the OPI and the Teacher Learning Hub, provided 17% of the activities. Universities and Colleges provided 8%. County Superintendents and Tribal organizations provided less than 1% of the overall Professional Development Unit activities.



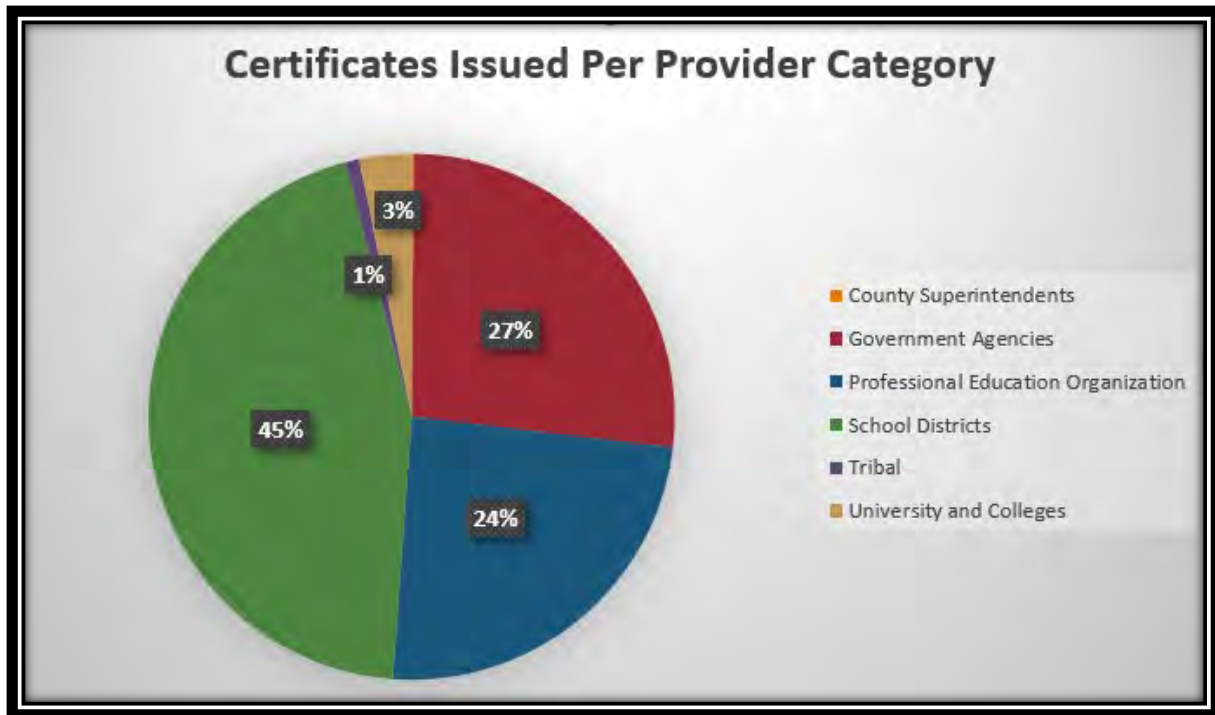
Professional Development Units Offered Per Provider Category

Professional Education Organizations offered most of the Professional Development Units with 48% of the overall Professional Development Units offered were from Professional Education Organizations. School Districts offered 31% of the Professional Development Units. Government Agencies, including the OPI and the Teacher Learning Hub offered 14% of the Professional Development Units, while Universities and Colleges offered 7% of the total Professional Development Units offered. County Superintendents, and Tribal organizations provided less than 1% of the total Professional Development Units offered to Montana educators.



Certificates Issued Per Provider Category

School districts issued 45% of the certificates in FY2022. Government Agencies, including the OPI and the Teacher Learning Hub, issued 27%. Professional Education Organizations* issued 24% of the certificates, and Universities and Colleges issued 3% and Tribal organizations issued 1% of the certificates. County Superintendents issued less than 1% of the certificates.



*Data from two Professional Education Organization Providers were removed from aggregate totals of certificates issued after being identified as outliers and flagged for inaccurate reporting of certificates issued. The Professional Development Unit Provider System team is working with the two providers to update their data reporting practices to be in compliance with the RUPS data reporting policies and procedures.

Appendix – Professional Development Unit Provider System Data Tables

*Data from two Professional Education Organization Providers were removed from aggregate totals of certificates issued after being identified as outliers and flagged for inaccurate reporting of certificates issued. The Professional Development Unit Provider System team is working with the two providers to update their data reporting practices to be in compliance with the RUPS data reporting policies and procedures.

Provider Number	Provider	Count of events	Total Units offered	Total certs awarded	Entity Type
2830	Fergus County Superintendent of Schools	1	6	0	County Superintendents
2560	Gallatin County Superintendent of Schools	124	468	0	County Superintendents
2427	Missoula County Superintendent of Schools	38	316	0	County Superintendents
8519	Victoria (Vicki) Proctor (Hill County Superintendent of	2	22	10	County Superintendents

Provider Number	Provider	Count of events	Total Units offered	Total certs awarded	Entity Type
8453	Anaconda-Deer Lodge County Coroners Office	3	7	0	Government Agencies
8555	Bozeman Public Library	1	1	2	Government Agencies
2848	Dept of Labor & Industry Employment Relations	112	605	250	Government Agencies
2399	DLI/Jobs for Montana's Graduates	43	108	163	Government Agencies
3086	Helena National Forest	8	109	36	Government Agencies
6166	Montana Arts Council	2	6	64	Government Agencies
2868	Montana Board of Crime Control	4	44	0	Government Agencies
2855	Montana Board of Public Education	3	75	10	Government Agencies
8495	Montana Department of Justice	8	102	107	Government Agencies
3108	Montana Department of Labor and Industry/Montana Career Information System	2	26	0	Government Agencies
8503	Montana Heritage Commission	1	12	14	Government Agencies
2431	Montana Historical Society	135	2419	294	Government Agencies
2517	Montana School for the Deaf and the Blind	3	24	65	Government Agencies
2521	Montana State Library	1	6	0	Government Agencies
8516	Montana Teachers' Retirement System	7	28	0	Government Agencies
7229	Montana Youth Challenge Academy	4	42	32	Government Agencies
2992	Office of Public Instruction	1	4	0	Government Agencies
2527	Office of Public Instruction - Assessment	13	26	0	Government Agencies
2528	Office of Public Instruction - Coordinated School Health	2	5	0	Government Agencies
2428	Office of Public Instruction - CTAE Division	4	50	49	Government Agencies
2594	Office of Public Instruction - Educator Licensure	2	5	0	Government Agencies
2460	Office of Public Instruction - Indian Education	10	198	0	Government Agencies

Provider Number	Provider	Count of events	Total Units offered	Total certs awarded	Entity Type
2627	Office of Public Instruction - School Support (formerly Educational Opportunity and Equity)	4	25	9	Government Agencies
2619	Office of Public Instruction - Special Education	17	342	932	Government Agencies
3067	Office of Public Instruction - Standards, Instruction, and Professional Learning	3	13	170	Government Agencies
8496	Office of Public Instruction - Superintendent's Office	3	95	2	Government Agencies
4139	Office of Public Instruction - Title I School Support	19	99	679	Government Agencies
2411	Office of Public Instruction - Traffic Education	47	306	390	Government Agencies
8448	OPI - 10.57.215(4)(d) Special Permission Certificate for Multiple License Holders	5	63	0	Government Agencies
8399	OPI - Single Event Providers	5	48	117	Government Agencies
8566	OPI Montana DRIVE Program	1	20	10	Government Agencies
8355	Roosevelt County Health Department	3	15	57	Government Agencies
6206	Teacher Learning Hub	2	4	22	Government Agencies
8553	Yellowstone County Weed District	1	15	1	Government Agencies

Provider Number	Provider	Count of events	Total Units offered	Total certs awarded	Entity Type
8446	Academy in Manayunk dba AIM Institute for Learning and Research	2	12	13	Professional Education Organization
2595	ACE-Alliance for Curriculum Enhancement	1	2	0	Professional Education Organization
8316	Action Potential Learning, LLC DBA Model Teaching	132	976	1129	Professional Education Organization
7296	Advancement Courses	16	27	0	Professional Education Organization
7260	Altacare of MT	20	119	80	Professional Education Organization
8538	America 1st Response	1	8	1	Professional Education Organization
8491	American Foundation for Suicide Prevention	23	491	55	Professional Education Organization
3094	Archie Bray Foundation	1	7	25	Professional Education Organization
8347	ASIST	6	52	133	Professional Education Organization
8461	Aspen's Angels Grief Outreach Foundation	5	24	58	Professional Education Organization
8424	AVID Center	1	6	0	Professional Education Organization
8371	Bear Paw Cooperative	8	24	0	Professional Education Organization
2474	Big Sky Special Needs Coop	1	8	20	Professional Education Organization
8335	Bighorn Basin Paleontological Institute	20	246	92	Professional Education Organization
6173	Billings Area Family Violence Task Force	43	177	301	Professional Education Organization
2575	Bitterroot Valley Education Coop	4	20	0	Professional Education Organization
8351	Brightways Learning	157	1115	2744	Professional Education Organization
2452	Bureau of Education & Research	2	16	49	Professional Education Organization
2875	Cabinet Mountain Cooperative	1	20	0	Professional Education Organization
8300	Carter County Museum	4	72	0	Professional Education Organization
2455	CE Credits Online	1	16	13	Professional Education Organization

Provider Number	Provider	Count of events	Total Units offered	Total certs awarded	Entity Type
2576	Central Montana Learning Resource Center Co-op	22	660	10	Professional Education Organization
8376	Central Montana Literacy Association	1	8	9	Professional Education Organization
3054	Child Care Connections	6	44	17	Professional Education Organization
6155	Child Care Resources	15	71	363	Professional Education Organization
8393	Childhelp Speak Up Be Safe Curriculum	2	18	0	Professional Education Organization
8489	Chrysalis School	15	15	40	Professional Education Organization
8521	Creative Teacher Education Institute	1	31	8	Professional Education Organization
2684	Delta Kappa Gamma Omicron Chapter	1	6	0	Professional Education Organization
2577	District 7 HRDC	3	18	135	Professional Education Organization
8380	Dr. Bella Bikowsky, Inua Group	1	6	12	Professional Education Organization
7278	Drama Teacher Academy	33	176	425	Professional Education Organization
8414	ECT Education	7	72	363	Professional Education Organization
6161	Education Northwest	16	84	588	Professional Education Organization
2566	Family Connections MT	1	16	0	Professional Education Organization
2672	Flathead Special Education Cooperative	1	10	2	Professional Education Organization
2640	Golden Triangle Cooperative	4	84	0	Professional Education Organization
2023	Great Divide Education Services	1	16	6	Professional Education Organization
8468	Happy Teacher Professional Development	1	16	0	Professional Education Organization
2752	High Trust Teacher Center	2	9	16	Professional Education Organization
3117	Inspired Classroom	3	35	0	Professional Education Organization
2906	Institute for Educational Development	10	90	170	Professional Education Organization

Provider Number	Provider	Count of events	Total Units offered	Total certs awarded	Entity Type
8342	Institute for Multi-Sensory Education	2	21	0	Professional Education Organization
2835	Intermountain Children's Home and Services	2	13	2	Professional Education Organization
8344	Jack Creek Preserve Foundation - Conservation Field School	1	6	0	Professional Education Organization
8473	Jeremy Bullock Safe Schools Summit	1	16	0	Professional Education Organization
8346	JIGSAW Consulting	2	7	15	Professional Education Organization
6216	Kaleva Law Office	2	15	56	Professional Education Organization
8515	Karl Rosston, LCSW	13	20	190	Professional Education Organization
8486	Kimberly Dudik & Associates	5	87	14	Professional Education Organization
8562	Library of Congress Teaching With Primary Sources Program	1	33	1	Professional Education Organization
2615	Lorman Education Services	2	20	0	Professional Education Organization
6154	MALT (Montana Association of Language Teachers)	1	16	0	Professional Education Organization
8423	MetaMetrics Inc.	1	21	0	Professional Education Organization
8304	MFPE	4	68	44	Professional Education Organization
8392	Missoula Area Education Cooperative	1	35	0	Professional Education Organization
6182	Missoula Writing Collaborative	1	6	50	Professional Education Organization
8437	Montana Afterschool Alliance	9	111	109	Professional Education Organization
2457	Montana Association for Career and Technical Education	2	26	10	Professional Education Organization
8483	Montana Association for Pupil Transportation	8	52	10	Professional Education Organization
2837	Montana Association for the Education of Young Children	4	21	0	Professional Education Organization

Provider Number	Provider	Count of events	Total Units offered	Total certs awarded	Entity Type
2387	Montana Association of Family and Consumer Sciences	7	9	0	Professional Education Organization
2923	Montana Association of School Psychologists	35	707	0	Professional Education Organization
6219	Montana Audubon Center	4	12	0	Professional Education Organization
7247	Montana Coaches Association	2	6	10	Professional Education Organization
7279	Montana College Attainment Network	4	23	28	Professional Education Organization
6214	Montana Council For Exceptional Children (MCEC)	47	165	23	Professional Education Organization
2403	Montana Council of Teachers of Mathematics	24	78	312	Professional Education Organization
2938	Montana Council on Economic Education	4	180	0	Professional Education Organization
8529	Montana Expressive Therapy Association/Jennifer L. Thompson	1	7	0	Professional Education Organization
7238	Montana Forensics Educators Association	4	9	118	Professional Education Organization
2909	Montana GEAR UP	66	340	66000	Professional Education Organization
8438	Montana Hospital Association (MHA)	3	14	21	Professional Education Organization
2458	Montana Learning Center	2	20	8	Professional Education Organization
2942	Montana Library Association	6	24	210	Professional Education Organization
2630	Montana Music Educators Association	1	16	10	Professional Education Organization
2586	Montana Natural History Center	1	11	56	Professional Education Organization
2945	Montana North Central Educational Service Region II	1	12	0	Professional Education Organization
8481	Montana Outdoor Science School (MOSS)	1	100	0	Professional Education Organization
7266	Montana PBS	36	134	585	Professional Education Organization

Provider Number	Provider	Count of events	Total Units offered	Total certs awarded	Entity Type
2766	Montana Post Secondary Educational Opportunities Council	5	47	472	Professional Education Organization
8340	Montana Registry of Interpreter for the Deaf	1	12	43	Professional Education Organization
2588	Montana School Boards Association	9	52	33	Professional Education Organization
2872	Montana School Counselor Association	9	9	0	Professional Education Organization
2447	Montana Small Schools Alliance	22	232	1260	Professional Education Organization
8328	Montana Social Scientists	34	366	1045	Professional Education Organization
8361	Montana State Literacy Association	3	19	0	Professional Education Organization
8518	Montana Technology Student Association	3	45	0	Professional Education Organization
8469	Montana Traffic Education Association	69	133	15	Professional Education Organization
8428	Montana World Affairs Council	5	63	0	Professional Education Organization
6175	Montana Youth in Transition	2	28	0	Professional Education Organization
8432	National Humanities Center	5	28	180	Professional Education Organization
8556	National Strength and Conditioning Association-Montana	2	80	6	Professional Education Organization
2525	Northwest Montana Educational Cooperative	2	9	0	Professional Education Organization
2600	Northwest Montana Reading Council	2	3	0	Professional Education Organization
2760	Ortho Montana	13	73	300	Professional Education Organization
8458	Pacific Northwest Council For Languages	2	18	95	Professional Education Organization
2425	Park County Special Education Coop	4	5	0	Professional Education Organization
2849	PESI, Inc	28	42	322	Professional Education Organization
2446	Prairie View Curriculum Consortium	2	65	0	Professional Education Organization

Provider Number	Provider	Count of events	Total Units offered	Total certs awarded	Entity Type
2535	Prairie View Special Services	3	135	1	Professional Education Organization
8472	Presidio Graduate School	3	32	25	Professional Education Organization
2408	Prickly Pear Cooperative	1	35	0	Professional Education Organization
8554	Project WET	1	6	13	Professional Education Organization
8523	Psych Hub	2	6	6	Professional Education Organization
8559	Reach Higher Montana	13	110	41	Professional Education Organization
7258	Red Lodge Clay Center	1	4	0	Professional Education Organization
8363	Redgrave Education, LLC	1	2	10	Professional Education Organization
2833	Region I CSPD	2	12	0	Professional Education Organization
2648	Region II CSPD	1	20	282	Professional Education Organization
2429	Region III CSPD/Montana Center	1	9	4	Professional Education Organization
2663	Region IV CSPD	1	14	8	Professional Education Organization
8452	Rehab Seminars	1	7	0	Professional Education Organization
2925	Renew a Teaching License by Professional Learning Board	69	237	1462	Professional Education Organization
8395	Rise Educational Consulting, LLC	1	6	0	Professional Education Organization
2463	School Administrators of Montana	5	54	22	Professional Education Organization
8375	School Services of Montana	1	10	0	Professional Education Organization
8535	Sheridan County Behavioral Health Coalition	71	442	16	Professional Education Organization
8404	Simply Me International	5	32	30	Professional Education Organization
8433	Society of Health & Physical Educators (SHAPE) Montana	2	11	19	Professional Education Organization
8537	Spark Educational Consulting	5	19	55	Professional Education Organization

Provider Number	Provider	Count of events	Total Units offered	Total certs awarded	Entity Type
2951	SpatialSci, INC	1	15	6	Professional Education Organization
7237	Summit Behavior Consulting	14	85	206	Professional Education Organization
4142	TeachMe Professional Development	2	32	0	Professional Education Organization
8402	TechnovatorEDU	8	68	30	Professional Education Organization
3114	The Center for Collaborative Solutions	1	6	20	Professional Education Organization
8548	The Family Tree Center	23	234	2	Professional Education Organization
8426	The Master Teacher, Inc.	2	32	55	Professional Education Organization
8550	The Parenting Place	6	162	4	Professional Education Organization
7262	The Source for Learning	7	22	38	Professional Education Organization
8430	Tim Tharp, Certified Instructor for Youth MHFA and QPR	5	15	80	Professional Education Organization
8416	Transformative Reading Teacher Group	7	52	28	Professional Education Organization
8542	Trish Schreiber, M.A., C.E.T.	28	190	518	Professional Education Organization
7300	Valley Oak Education Resource Center	1	3	3	Professional Education Organization
2621	WM-CSPD	5	114	13	Professional Education Organization
6197	WM-PLC/WM-RESA	1	39	0	Professional Education Organization
8533	Women Leading Montana	1	16	0	Professional Education Organization
2877	Yellowstone Art Museum	1	45	18	Professional Education Organization
2464	Yellowstone-West/Carbon County Special Services Coop	3	18	38	Professional Education Organization
8403	Youth Entrepreneurs	5	60	0	Professional Education Organization

Provider Number	Provider	Count of events	Total Units offered	Total certs awarded	Entity Type
8368	Alberton School District	1	18	0	School Districts
2395	Anaconda School District #10	1	12	0	School Districts
2900	Ashland Public School	55	354	974	School Districts
2420	Baker Public Schools	56	118	1416	School Districts
3066	Beaverhead County High School	13	88	2	School Districts
3034	Belfry School District	43	969	624	School Districts
2994	Belgrade Public Schools	10	14	2	School Districts
3133	Big Sky School District #72	1	6	35	School Districts
2570	Big Timber Grade School	1	6	20	School Districts
2916	Bigfork School District #38	2	90	0	School Districts
3062	Billings Catholic Schools	22	121	100	School Districts
2683	Billings Public Schools	6	248	107	School Districts
8315	Blue Creek School	1	6	6	School Districts
2944	Bonner School	2	6	23	School Districts
2448	Box Elder School District 13G	10	60	10	School Districts
2715	Bozeman Public Schools	3	13	0	School Districts
2605	Broadus Public Schools	6	6	0	School Districts
499	Brockton Public Schools	6	44	68	School Districts
2475	Browning Public Schools	1	14	2	School Districts
2454	Butte School District #1	1	5	0	School Districts
7268	Chester-Joplin-Inverness Schools	19	184	274	School Districts
7289	Clancy Elementary	1	17	0	School Districts
3079	Clinton School District	83	457	214	School Districts
1428	Colstrip Public Schools	2	5	0	School Districts
2788	Columbia Falls Schools	1	30	0	School Districts
2682	Conrad Public Schools	1	32	2	School Districts
2787	Corvallis School District	1	18	192	School Districts
7246	Cottonwood Day School	1	6	0	School Districts
8467	Culbertson K-12 Schools	10	40	476	School Districts
2492	Cut Bank Public Schools	2	8	78	School Districts
2884	Darby Public Schools	51	258	920	School Districts
2494	Deer Lodge Elementary	20	75	12	School Districts
8568	Deer Park School	1	36	0	School Districts
2405	Dillon Elementary	25	60	34	School Districts
6186	Dodson School District	1	3	0	School Districts
8552	Dutton/Brady School District #28C	1	40	7	School Districts
2572	East Helena Public Schools District #9	32	1230	0	School Districts
2022	Elder Grove School	1	9	0	School Districts
3012	Elysian School	1	15	0	School Districts

Provider Number	Provider	Count of events	Total Units offered	Total certs awarded	Entity Type
2434	Ennis School District #52	1	9	14	School Districts
2573	Eureka Public Schools	3	90	18	School Districts
3049	Evergreen School District # 50	1	5	0	School Districts
2728	Fairview Public Schools	52	152	703	School Districts
2680	Florence-Carlton School	2	16	33	School Districts
3113	Forsyth Public Schools	325	3372	3146	School Districts
8450	Fortine School	13	44	49	School Districts
2503	Frenchtown School District #40	3	20	147	School Districts
8405	Geraldine Schools	1	5	0	School Districts
2567	Glasgow K-12 Schools	2	8	3	School Districts
2504	Glendive Public Schools	13	24	43	School Districts
2443	Great Falls Public Schools	302	1714	10784	School Districts
2739	Hamilton K-12 Schools	4	17	0	School Districts
2562	Hardin Public Schools	1	15	5	School Districts
2876	Harlem Public Schools District #12	2	24	3	School Districts
2421	Havre Public Schools	29	132	58	School Districts
6205	Headwaters Academy	6	39	3	School Districts
2655	Helena Public Schools	1	15	0	School Districts
2996	Hellgate Elementary - Dr. Douglas Reisig	4	4	152	School Districts
8522	Heritage Christian School	2	59	10	School Districts
8415	Hinsdale Public School	1	12	0	School Districts
880	Huntley Project K-12 Schools	2	9	9	School Districts
3115	Independent Elementary School District 52	3	6	0	School Districts
3053	Jefferson High School	2	5	12	School Districts
3045	Jordan Public Schools	1	16	0	School Districts
1886	Judith Gap Public Schools	1	8	0	School Districts
2657	Kalispell Public Schools	1	18	30	School Districts
2414	Lambert Public Schools	9	52	144	School Districts
2406	Lame Deer Public Schools	10	16	412	School Districts
2508	Laurel Public Schools	40	1635	1	School Districts
2601	Libby K-12 Schools	2	18	22	School Districts
2407	Livingston School District #1 and #4	7	26	50	School Districts
2955	Lockwood School	142	388	3200	School Districts
3015	Lolo School District	10	36	30	School Districts
8567	Lone Rock School District	9	140	5	School Districts
2927	Malta Public Schools	1	8	1	School Districts
8357	Manhattan Christian School	13	46	252	School Districts

Provider Number	Provider	Count of events	Total Units offered	Total certs awarded	Entity Type
2625	Manhattan Public Schools	3	16	0	School Districts
2713	Miles City Unified School District	3	115	4	School Districts
2789	Missoula County Public Schools	1	15	0	School Districts
7270	Monforton School District #27	2	5	112	School Districts
2790	Montana City School	3	3	0	School Districts
2961	Montana Digital Academy	1	40	0	School Districts
2574	Moore Public School	1	8	0	School Districts
8475	MT Catholic Schools-GFB	11	97	93	School Districts
3119	Nashua K-12 Schools	108	831	2454	School Districts
2526	Noxon School District #10	4	9	0	School Districts
2424	Park City School	98	587	499	School Districts
2194	Philipsburg School District	14	64	75	School Districts
8498	Pine Hills Correctional Facility	1	13	14	School Districts
7242	Pioneer Elementary	5	35	112	School Districts
2569	Plains Public Schools	69	604	770	School Districts
2568	Plentywood K-12 Schools	18	91	109	School Districts
8411	Plevna School District	18	112	153	School Districts
1713	Polson Public Schools	1	6	5	School Districts
8517	Poplar Public Schools	1	18	0	School Districts
8327	Potomac School District #11	10	16	295	School Districts
2389	Powell County High School	11	25	40	School Districts
8497	Power Public Schools	12	64	97	School Districts
2907	Richey Public Schools	2	21	2	School Districts
2430	Rocky Boy Schools	3	180	0	School Districts
2416	Ronan School District #30	3	180	3	School Districts
8435	Roundup School District 55 & 55H	5	19	0	School Districts
1975	Scobey K-12 Schools	3	3	4	School Districts
1921	Shelby Public Schools	3	31	0	School Districts
2828	Shepherd Public Schools	25	176	417	School Districts
2656	Sidney Public Schools	4	15	52	School Districts
8512	Somers School District 29	2	68	15	School Districts
2607	St Labre Catholic School	3	22	19	School Districts
2415	St Regis K-12 School District	27	300	258	School Districts
8500	St. Andrew School	1	6	9	School Districts
2628	St. Ignatius School District	1	12	0	School Districts
2851	Stevensville Public Schools	11	51	17	School Districts
2970	Sun River Valley School District	59	160	189	School Districts

Provider Number	Provider	Count of events	Total Units offered	Total certs awarded	Entity Type
2793	Sunburst School District #2	1	13	39	School Districts
2894	Superior K-12 Public Schools	12	45	70	School Districts
2677	Sweetgrass County High School	1	2	18	School Districts
7232	Target Range School District #23	8	27	267	School Districts
2698	Three Forks Schools	1	14	257	School Districts
3032	Townsend School District #1	32	198	551	School Districts
8502	Trinity Lutheran School - Billings	1	3	1	School Districts
2449	Troy Public Schools	267	10755	24	School Districts
3109	Twin Bridges K-12 School District #7	6	58	48	School Districts
3071	Two Eagle River School	5	27	91	School Districts
8459	Ulm Elementary School	4	30	6	School Districts
8417	Valley Christian School	15	101	13	School Districts
2541	Victor Public School District	1	8	0	School Districts
3134	Walsworth Yearbooks	1	10	0	School Districts
8457	West Valley School District	112	768	0	School Districts
3073	Westby School District	2	12	30	School Districts
8332	White Sulphur Springs School District 8	7	29	307	School Districts
8441	Whitefish Christian Academy	2	15	0	School Districts
2450	Whitefish Public Schools	1	13	0	School Districts
894	Whitehall Public Schools	1	30	1	School Districts
7263	Winnett Schools	125	699	1930	School Districts
8350	Wolf Point School District	13	71	202	School Districts
2542	Yellowstone Academy	1	9	5	School Districts
6165	Yellowstone Boys and Girls Ranch	8	46	48	School Districts

Provider Number	Provider	Count of events	Total Units offered	Total certs awarded	Entity Type
8425	CSKT Education Department	7	98	94	Tribal

Provider Number	Provider	Count of events	Total Units offered	Total certs awarded	Entity Type
3057	Bitterroot College University of Montana	2	20	16	University and Colleges
1967	Blackfeet Community College	5	50	47	University and Colleges
8307	Butte Central Catholic High School	1	12	18	University and Colleges
2726	Carroll College	1	15	0	University and Colleges
2493	Dawson Community College	10	63	94	University and Colleges
8499	Department of Agricultural & Technology Education, Montana State University	1	35	4	University and Colleges
8359	English Language Institute	64	107	135	University and Colleges
2633	Flathead Valley Community College	5	29	76	University and Colleges
2774	Fort Peck Community College	6	18	0	University and Colleges
2444	Great Falls College MSU	1	6	0	University and Colleges
2631	Helena College	4	18	0	University and Colleges
8456	Linking Systems of Care - University of Montana Criminology Research Group, Department of Sociology	3	17	13	University and Colleges
8434	Maureen and Mike Mansfield Center at the University of Montana	5	75	30	University and Colleges
2585	Miles Community College	1	26	21	University and Colleges
8308	Missoula Catholic Schools	2	18	20	University and Colleges
2956	Missoula College UM, Outreach Office	2	40	18	University and Colleges
2821	Montana Fish Wildlife & Parks	1	8	5	University and Colleges
8549	Montana State Football Clinic	9	14	155	University and Colleges
8488	Montana State University - EQ STEMM Grant	1	10	1	University and Colleges
8367	Montana State University - Modern Languages and Literature	6	61	73	University and Colleges
8419	Montana State University - Storytelling Grant	3	13	230	University and Colleges

Provider Number	Provider	Count of events	Total Units offered	Total certs awarded	Entity Type
8564	Montana State University American Choral Directors Chapter	2	32	17	University and Colleges
8476	Montana State University Billings - Elk River Writing Project	1	30	0	University and Colleges
8528	Montana State University Dyslexia & Innovation Symposium	1	16	4	University and Colleges
8526	Montana State University Extension - Remote Work Professional Certificate	4	97	45	University and Colleges
7248	Montana State University Music Department	9	85	660	University and Colleges
6156	Montana State University; Dr. Jioanna Carjuzaa	23	117	0	University and Colleges
8391	Montana Team Nutrition Program	17	56	266	University and Colleges
8551	Montana Tech - Petroleum Engineering Dept	3	18	18	University and Colleges
2629	Montana Tech of the University of Montana	7	78	23	University and Colleges
2869	MSU - Department of Education	1	6	3	University and Colleges
7288	MSU Academic Technology and Outreach	201	1372	1620	University and Colleges
8383	MSU Extension Family and Consumer Sciences Program	1	18	13	University and Colleges
2767	MSU Extension Forestry	7	34	485	University and Colleges
6160	MSU Valley County Extension	3	88	70	University and Colleges
8466	Osher Lifelong Learning Institute at University of Montana (MOLLI)	3	58	45	University and Colleges
2536	Salish Kootenai College	6	12	29	University and Colleges
4144	spectrUM Discovery Area (University of Montana science museum)	3	15	43	University and Colleges
3141	The Art of Education	38	398	501	University and Colleges
2962	The University of Montana - Montana Safe Schools Center	1	4	2	University and Colleges

Provider Number	Provider	Count of events	Total Units offered	Total certs awarded	Entity Type
8388	UM - Center for Children, Families and Workforce Development	14	95	204	University and Colleges
8381	UM - College of Education	10	55	20	University and Colleges
2809	UM - Rural Institute	2	40	0	University and Colleges
2442	UM - Western	2	14	33	University and Colleges
8541	University of Kansas Center for Research on Learning	2	13	0	University and Colleges
8366	University of Montana - Computer Science	1	6	6	University and Colleges
8460	University of Montana - Counselor Education Department (John Sommers-Flanagan, Ph.D.)	7	70	0	University and Colleges
8406	University of Montana Conference Services	2	16	0	University and Colleges
8333	University of Montana Department of Psychology	47	215	573	University and Colleges
8484	University of Montana Health & Medicine	2	16	0	University and Colleges
8536	University of Montana Linguistics Program	3	27	1	University and Colleges
8485	University of Montana School of Music	14	209	142	University and Colleges
8398	University of Montana School of Public and Community Health Sciences	3	36	0	University and Colleges
8319	University of North Dakota Occupational Therapy Department	3	15	29	University and Colleges
3031	Yellowstone Writing Project	1	2	0	University and Colleges
8407	Youth Aware of Mental Health	6	60	24	University and Colleges

ITEM 8

TEACHER LEARNING HUB REPORT

Chris Noel

Montana Board of Public Education

Executive Summary

Date: November 2022

Presentation	Annual Teacher Learning HUB Report
Presenter	Chris Noel Office of Public Instruction
Position Title	Senior Manager of Teaching and Learning
Overview	A report on the Teacher Learning HUB activities for the 2021-2022 school year.
Requested Decision(s)	None – Information Only
Related Issue(s)	Professional Development, Licensure, Renewal Units, Teacher Learning HUB
Recommendation(s)	None



Montana
Office of Public Instruction
Elsie Arntzen, State Superintendent
opi.mt.gov



Teacher Learning Hub

Annual Report 2021-2022



Montana Office of Public Instruction | Standards, Instruction, and Professional Learning
PO Box 202501 | Helena, MT 59620
opi.mt.gov/learninghub

Contents

Executive Summary	1
The Hub Story	2
Salute to Our Partners	4
Supporting Educator Effectiveness	5
Equity of Access	9
Registered Users	10
Active Users	10
Hub Course Types	11
Course Completions	12
Renewal Units	14
Course Completions – About Our Participants	15
Additional Evaluation Questions	20
Self-Paced Courses	22
Facilitated Courses	23
OPI Indian Education for All (IEFA) on the Hub	24
Looking to the Future	26
Contact Us	27
Appendices	28

Executive Summary

The following is a brief summary of the information found in the Teacher Learning Hub Annual Report for the 2021-2022 fiscal year.

- Registered Users: 23,871, a 14.94% increase from the previous year (20,303)
- Course Completions: 11,640, a 0.03% decrease from the previous year (11,644)
- Renewal Units Issued: 34,873, a 3.8% decrease from the previous year (36,259)
- Course Types:
 - 116 self-paced courses were offered throughout the year. These accounted for 72.5% of the Hub's courses and 94.8% of all course completions.
 - 28 facilitated courses were offered for a total of 44 sessions. These accounted for 19.5% of the Hub's courses and 5.2% of all course completions.

This report was prepared by Chris Noel (Senior Manager of the Teaching and Learning Department), Rebecca Kranitz (Hub Coordinator), Allyson Briebe (Hub Coordinator), Mattie Murphy (Teacher Data Coordinator), and Emma Templeton (Administrative Specialist).

The OPI is committed to providing reasonable accommodations to people with disabilities. If you need reasonable accommodation, require an alternate format, or have questions concerning accessibility, contact the OPI ADA Coordinator, 406-444-3161, opiada@mt.gov, TTY 406-444-023

The Hub Story

Montana educators are a passionate and dedicated group of professionals who are deeply committed to the success of their students. They work tirelessly to ensure Montana's students are well prepared for community, college, and career and to assist them to achieve optimally and become productive members of our society. As professionals committed to maintaining high standards and expectations for their students, they also hold high expectations for their own performance as educators.

Successful educators are lifelong learners who continually hone their craft to the benefit of the students they serve by engaging in high-quality professional development throughout their careers. Professional development opportunities are an essential part of the ongoing professional work that educators engage in to not only maintain licensure but more importantly, to remain current with the standards and to keep their skills sharp. Despite tremendous growth in the last year, Montana is still very much a rural state. The isolation created by weather, geography, travel distances, or varied restrictions, as well as the expense involved, can be a deterrent to teachers who desire to increase their effectiveness in the classroom.

We are pleased to share the Teacher Learning Hub (Hub) Annual Report for the 2021-2022 fiscal year. It is our hope to demonstrate how the Office of Public Instruction (OPI) is utilizing a variety of resources to eliminate access barriers for all educators across the state of Montana and provide high-quality, cutting-edge professional development, that is locally relatable and aligned with our state standards, and in support of educator's needs across this great state.

Superintendent Arntzen's mission is "Putting Montana Students First" and includes four essential initiatives: HOPE for every child; TEACH them through teachers and administrative leadership; ensure that they LEARN and achieve academically; and that they are READY for their community, college, and career. The Hub Team is passionately committed to providing the professional development tools and support for educators as we endeavor to accomplish each essential component of that important mission.



The initial beginnings of the Hub came to be when Montana was awarded an American Federation of Teachers (AFT) Innovation Grant to create the Montana Digital Professional Learning Network (MDPLN) in July 2013. MEA-MFT (now MFPE) and the Montana Digital Academy (MTDA) partnered with the OPI to design a mechanism by which professional development could be delivered to Montana educators that addressed the challenges of distance, time, access, and equity for our

educators. At the conclusion of the AFT Innovation grant in August 2015, the MDPLN partners decided to transition the program fully to the OPI in order to ensure continued success and sustainability. In November 2015, MDPLN was transformed into the OPI Teacher Learning Hub.

The Hub started out with four courses and approximately 100 users. In its home at the OPI, the Hub, and our many collaborative partners, have grown to nearly 160 online professional development courses and thousands of participants earning free renewal units for their individual professional development programs and licensure. The Hub is committed to offering high-quality online learning for professional educators that is engaging, relevant, accessible, and always free of cost to all participants.

The Hub is administered and staffed in the OPI Teaching and Learning Department with fiscal support from Title II, Part A State-Level Activities, OPI Special Education Division, and Title IV, Part A, as well as the Montana educators who create and facilitate courses. This support allows for the diversification of course offerings, including two types of courses, and an expanding catalog of nearly 150 self-paced and facilitated courses. In 2017, a mere 2 years after the Hub initially opened, it rose to 9,000 participants. The Hub added a second full-time specialist in January 2018, and by the spring of 2022 the Hub had grown to 24,000 users, and a third full-time specialist was added. Since 2017, we have had 48,818 course completions and have issued 154,061 renewal units, and our numbers continue to grow!

While there are many exciting changes in store for the 2022-2023 fiscal year, the Hub's purpose of providing equitable, accessible, professional learning for educators throughout Montana remains at the forefront. We are thankful that we can impact our Montana educator community in such a powerful way as evidenced by our consistent growth, demand for additional courses, the quality of our offerings, and the professional as well as economic value we provide for Montana schools.

Salute to Our Partners

The Hub is very fortunate to have a number of highly qualified and positive individuals from every division of OPI who serve collaboratively with our Hub Administrative Team to ensure that the Hub continues to thrive in our ongoing efforts to provide exceptional quality professional development opportunities for all Montana educators.

On any given day, the wonderful group of people listed below provide the Hub with their time, flexibility, subject matter expertise, creativity, passion for education, willingness to monitor and grade courses, as well as a shared vision for, and a general understanding of, the big picture as we encourage ongoing professional growth and life-long learning among our state's educators.

Everyone on the Hub Team would like to sincerely thank the following OPI employees for supporting the essential work of the Hub throughout the 2021-22 fiscal year:

(Listed alphabetically by last name): Deputy Superintendent Sharyl Allen, Crystal Andrews, Superintendent of Public Instruction Elsie Arntzen, Kristen Bokovoy, Shannon Boswell, Carli Cockrell, Jessie Counts, Michelle Cusey, Rochelle Davies, Tara Dempsey, Tina Eblen, Jamey Ereth, Renee Erlandsen, Yvonne Field, Emily Fuller, Rachel Gott, Zach Hawkins, Michele Henson, Michael Houghton, Mike Jetty, Makayla Kennelly, Sara Kendrick, Jeff Kirksey, Carrie Kouba, Tammy Lysons, Katie Madsen, Danni McCarthy, Michelle McCarthy, Kris Minard, Stephen Morsette, Tracy Moseman, Julie Murgel, Jennifer Nettleton, Marti Paugh, Jamey Petersen, Jay Phillips, Jackie Roller, Jennifer Stadum, Michael Sweeney, Eric Swenson, Stephanie Swigart, Eric Tilleman, and Sonja Whitford.



Supporting Educator Effectiveness

Integral to any educator's ongoing professional growth and development is continuing education and staying apprised of industry standards. The Hub takes the purpose of professional development very seriously, and we are dedicated to providing high-quality, cutting-edge professional development opportunities for all educators to ensure their continued success and motivation toward excellence in their chosen field. In determining what goes into the Hub and out to Montana educators, we employ standards-based, empirically driven information in our decision-making processes, and we take great pride in knowing that our courses are soundly aligned with state standards and will provide maximum support to our educators in their role of educating our states greatest resource - our students.

In order to demonstrate how the Professional Educator Preparation Program Standards (PEPPS) correlate to course offerings on the Hub, we have grouped the PEPPS Administrative Rule of Montana (ARM) 10.58.501 into four categories: **Learning Environment, Instruction, Professional Responsibilities, and Supporting Diverse Cultures**. It is also important to note that many of the Hub courses meet the standards in more than one category, which is reflected in the totals. These offerings enrich and serve to develop the foundational baselines of educators as they complete these courses and implement their learning in the classroom as highly effective teachers. In addition, all course participants are required to evaluate each course upon completion. and we wanted to share a few of the comments received during the 2021-22 fiscal year for each category.

Course Category	Correlation to PEPPS	Number of Hub Offerings
Learning Environment	a, c, e	77
Instruction	d, f, g, h	122
Professional Responsibility	i, j, k	78
Supporting Diverse Cultures	b, l	29

Participant Comments for Learning Environment

"This course has not only taught me how to stay more aware of human trafficking in all its forms, but has provided me with strategies that I can implement in my school setting. I appreciate the many hours the instructor put into planning and researching this difficult topic. This course motivates me to want to do all I can to help people understand how to address some of these issues. Thank you." - *Child Trafficking Awareness and Prevention*

"This course is so relevant to what our students are going through now. Students have had to deal with fear of Covid, schools closing, teachers/staff quitting, family members losing jobs, having to move, etc. The tools for helping students are very useful." - *Dealing with Grief and Loss in Adolescents*

"I loved the learning format of this class-- jigsaw reading and reporting, some videos, some articles to read. Great variety! The content was engaging and inspiring with some helpful resources I can use in my classroom. Thank you for this interesting and helpful class!" - *Problem Solving: Bring Your Classroom Alive!*

"Bullying is a chronic problem, even at the second-grade level. I found this simulation to be helpful, mostly in the section where the teachers were discussing an incident. I feel comfortable in addressing bullying within my classroom, but it is difficult and uncomfortable to address it with a staff member. This offered a different perspective on relating to a peer." - *Building Respect: Bullying Prevention*

"Really great course. I thought I was pretty competent with having conversations about this topic with either students or colleagues, but realize that when you are in this situation the conversation is much more delicate than ever imagined. It takes thought and practice so you know how to proceed without assuming or being judgmental. The modules gave me a lot to think about and reflect upon. Thank you." - *Resilient Together: Coping with Loss At School*

A lot of good information and great ideas for classroom management. I enjoyed the videos which gave examples of using the strategies. I think this class would be helpful for all educators. - *Effective Classroom Practices*

Participant Comments for Instruction

"EXCELLENT content and beautifully presented for maximum effectiveness. The resources are amazing!" - *But What About Fact Fluency?*

"So helpful! I never learned how to teach math in college, and curriculum books don't even compare to what I gained in this course!" - *Addition and Subtraction Strategies*

"Great course! I really liked the exemplary lessons that we can modify and use in the classroom. Very practical and useful approach." - *Exploring Inquiry with NASA*

"I liked the opportunity to better understand the most recent standards regarding Library Media and Information Literacy for grades 9-12. I enjoyed the challenge of the quizzes and matching exercises. I have a better idea of the process of standards revision." - *MT Content Standards 101*

“This was such a quick and easy course to take! I appreciate that, as time is always an issue, but I am especially grateful for how inspiring this information was! I needed a quick kick in the pants to energize myself as winter comes to an end. I have some great new ideas to try! Thank you!” - *Using Writing to Teach Critical Thinking*

“This course did a great job of connecting the standards to vocabulary instruction and development. I am glad that there are other courses on vocabulary so that I can continue to learn more about the topic.” - *Vocabulary: Diction and Word Consciousness*

“Thank you for these science courses! They have been extremely helpful in fully transitioning to the science standards in small, manageable chunks!” - *Crosscutting Concepts: Making Learning Real Through the Big Picture*

“Again, the work that the facilitators put into the online courses through the Teacher’s Hub is superb! This course delved into the various facets of using geography in greater detail and there were quite a few points that I see that I could have used. So the information in this online course was terrific!!!!” - *Introduction and Integration of Geography for Classroom Teachers*

“I think this was one of the best online courses I have taken online. I will be teaching first grade next year, which is a big jump for me coming from upper elementary. I found everything to be so helpful in learning how to shift my expectations.” - *Write From the Start: K-2 Writing Strategies (Part 1)*

Participant Comments for Professional Responsibility

“Great course, well organized, I liked the fact that the course saved your progress for those of us that had to take this course in separate blocks of time due to life events. Additionally, I liked your creativity with the two discussion posts in addition to the quiz, all three were good knowledge checks.” - *Digital Citizenship*

“I work with a lot of children with trauma so this course was especially salient in my world. I’ve always been able to help children feel safe, open up to me, and to heal but this uplifted me as I feel less alone in the work involved. I also love the visuals and links, which I am sharing with others. Thank you so much!” - *Overcoming ACES in MT Schools: Childhood Trauma and Its Impact on Learning*

“This course was one of the most engaging that I have taken part in. All of the info discussed was highly relevant to the students that I have in my classroom. I feel more prepared to help those students that are suffering from some type of trauma in their lives.” - *Trauma-Informed Practices*

“OPI on-line courses of this quality are much more useful than the typical staged speaker-based lectures given at ACE Consortium PIR events.” - *Mandatory Reporting for Educators*

“What a treat to have this content for educators! Self-Care is necessary for the teacher, as well as the students. This course provided applicable knowledge, as well as applicable strategies to practice self-care. After finishing this course...I feel very fortunate to have picked this course...and feel blessed to have gone through the content at my home.” - *Sustainable Self-Care*

"I actually feel like the actual interaction did me a lot more justice than just reading an article. It made me use my thought process which means it will stick with me a lot longer than the article I read." - *At Risk: Mental Health & Suicide Prevention Role-Play Simulations (Elementary)*

"I enjoyed the course just due to the fact that it fit into what I am currently doing. The information was also critical in my personal life as my family tries to navigate from one crisis to the next here in Indian Country." - *Community-Based Crisis Interventions for Rural and Tribal Schools*

This was a great two-hour training that is so beneficial to teachers, administrators, and any school staff who wants to learn more about protecting students during a horrific event. - *Run, Lock, Fight: School Safety Preparedness*

Participant Comments for Supporting Diverse Cultures

"I very much enjoyed and appreciated the content and perspective of this course and I love that at the end you are guided to look through the IEFA resources that can be used in the classroom, so you are more easily able to apply the knowledge gained in this class to the classroom." - *An Introduction to Indian Education for All in Montana*

"This was easily one of the best classes I have taken on the Learning Hub! So much good information in a very accessible format. Thank you!" - *Building your IEFA Mindset: Unpacking the Essential Understandings*

"Thank you. I really appreciate the use of a tribal perspective, and representing a Native American narrative to inform of trauma, response, and resilience as we empower our younger generations to thrive." - *Resilience: Strategies to Increase Optimism*

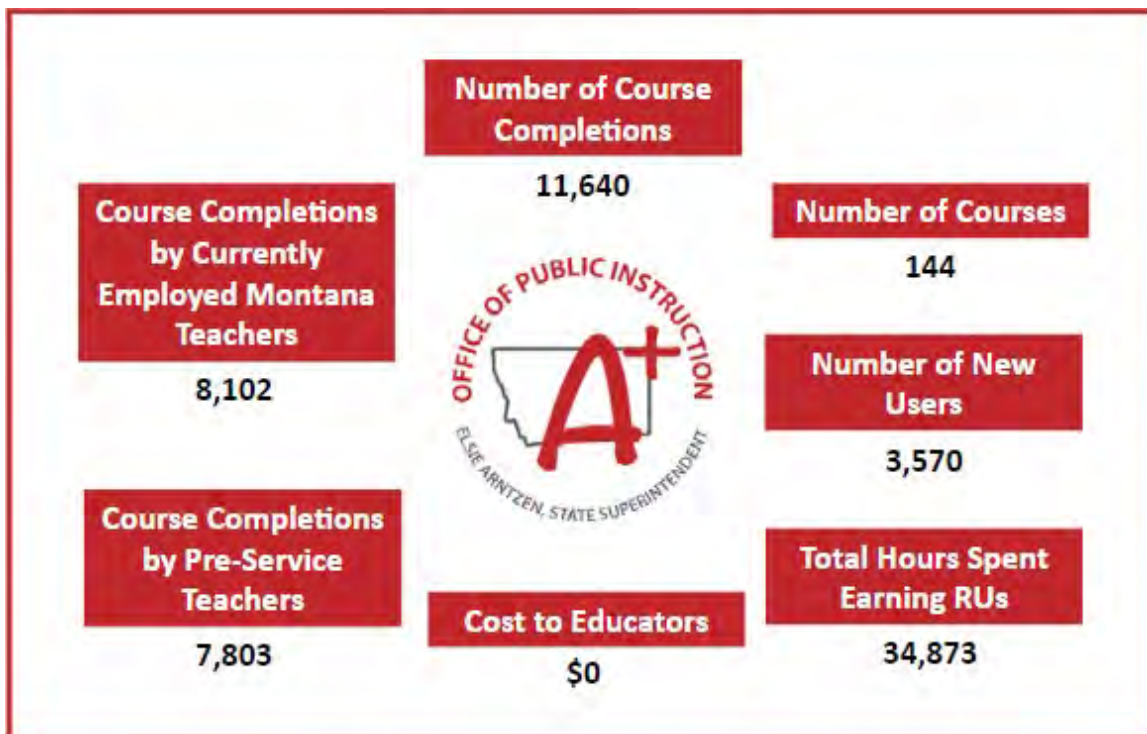
"This course was rich with information and perspective. I feel inspired to look to the IEFA resources for ways to continually include native culture into all subjects of my future classroom. The information was presented in a welcoming and loving way which makes it feel accessible to teachers." - *An Introduction to Indian Education for All in Montana*

"As an experienced counselor, this course was an excellent reminder about confidentiality, boundaries, and social media use." - *Introduction to Rural and Tribal Counselor Ethics*

"The IEFA elements were new to me in this context but I found them extremely relevant and interesting. I am inspired to try to figure out ways to integrate this new information." - *Montana's Science Standards 501: IEFA and Equity*

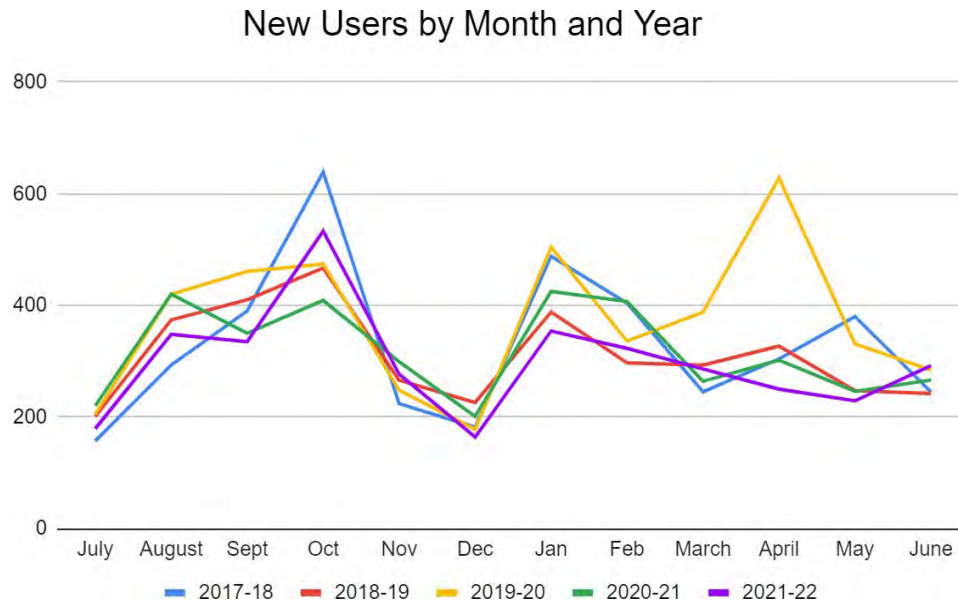
Equity of Access

The goal of The Hub is to provide equitable access to high-quality professional development. We experienced tremendous growth during the COVID-19 pandemic illustrating the great ease of access for our Montana educators. We've since returned to some sense of normalcy in the 2021-22 fiscal year, though the Hub continues to be a highly utilized resource by both certified and pre-service teachers. The statistics below provide a snapshot of the consistent Hub usage over the past fiscal year.



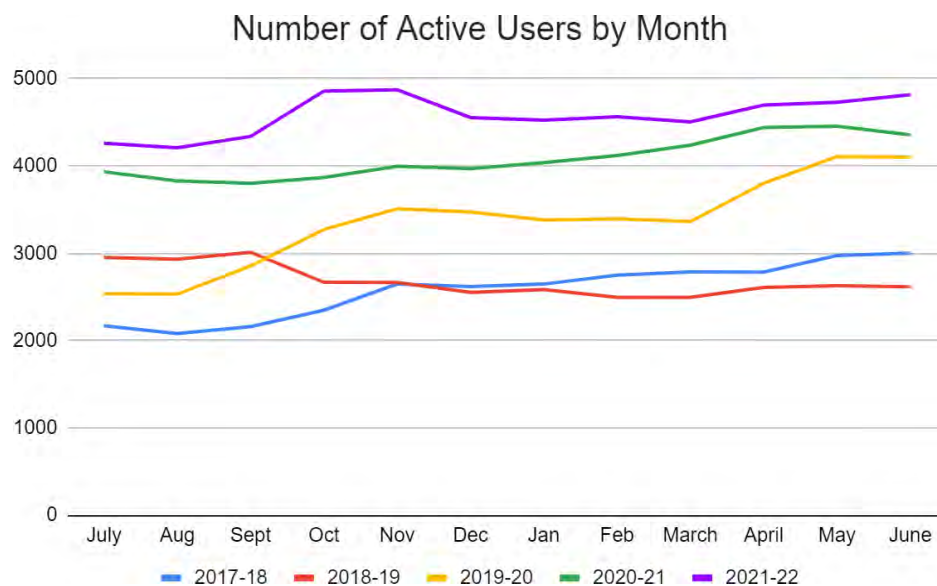
Registered Users

The Hub had 23,871 total registered users in 2021-22, an increase of 14.94% from the 2019-2020 total of 20,303 registered users.



Active Users

An active user is defined as a user who is enrolled in an open course. A user is automatically unenrolled from a course after 120 days of inactivity. The graph below highlights that we have maintained a higher number of active users on the Hub during each month of 2021-22.



Hub Course Types

Self-Paced

These courses are less structured in that they do not have a start or end date and are always available for participants to enroll and engage at their own pace as their schedule allows. Engaged learning is a core principle.

In 2021-22, the Hub offered 116 self-paced courses, a 2.6% increase from the 2021-22 year. These accounted for 80.5% of the Hub's courses and 94.8% of course completions.

Facilitated

These courses are more structured and have a succinct timeline for enrollment and activity/assignment completion. Each course may run numerous times per year. Courses are typically 3-6 weeks long, but some may be longer. An online facilitator is assigned to each course to guide participants and provide feedback. Course enrollment is capped between 25-30 participants.

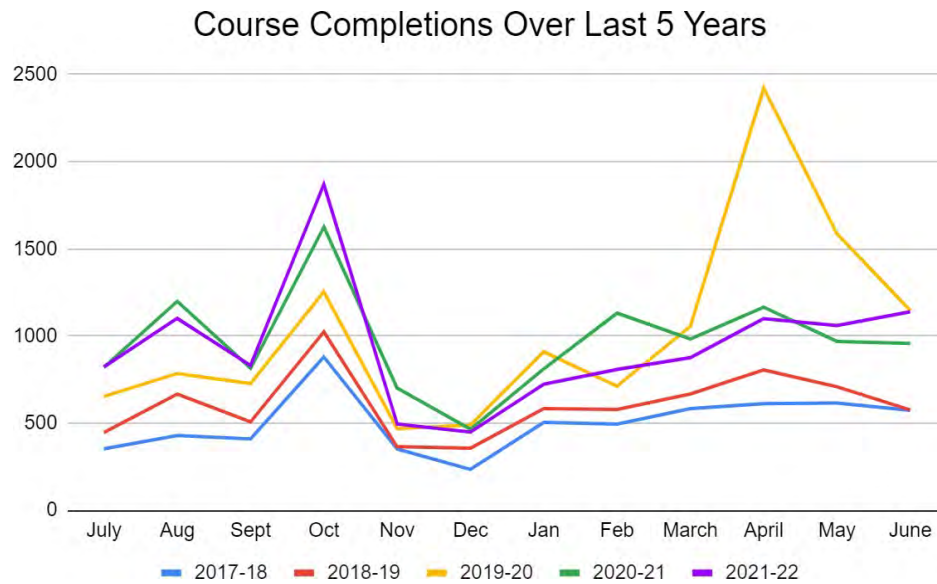
In 2021-22, the Hub offered 28 facilitated courses, a 13.5% decrease from the 2020-21 year. There were a total of 44 sessions, a 21.4% decrease from the 2020-21 year. These accounted for 19.5% of the Hub's courses and 5.2% of course completions.

Course Completions

During this fiscal year, the Hub offered 144 courses. This table represents the Hub's course offerings, including courses that have been retired, split by the course categories used on the Hub, with the number of courses and completions in each category ordered by the percent of the total 2021-22 completions. We have consistently noted a high percentage of completions in courses related to student and educator mental health for the past several years.

Course Category	Number of Courses	Number of Completions	Percent of Total Completions
Mental Health & Behavior	15	2720	23.37
General School Issues & Administration	14	1557	13.38
Indian Education for All	3	1372	11.79
Universal Instructional Strategies	14	1066	9.16
ELA & Literacy	23	997	8.57
Mathematics	24	808	6.94
Science	12	576	4.95
Technology	10	540	4.64
Support Staff	4	504	4.33
Special Education	4	400	3.44
Suicide Prevention	7	344	2.96
Fine Arts	3	282	2.42
MTSS	2	165	1.42
Other	6	132	1.13
Health Enhancement	1	99	0.85
Social Studies	1	49	0.42
Career & Technical Education	1	29	0.25
Assessment	2	0	0.00

The Hub had 11,274 course completions, a 3.2% decrease from the 2020-21 total of 11,644. The 2021-22 course completions followed similar trends to previous years and experienced a spike in completions in October.



Renewal Units

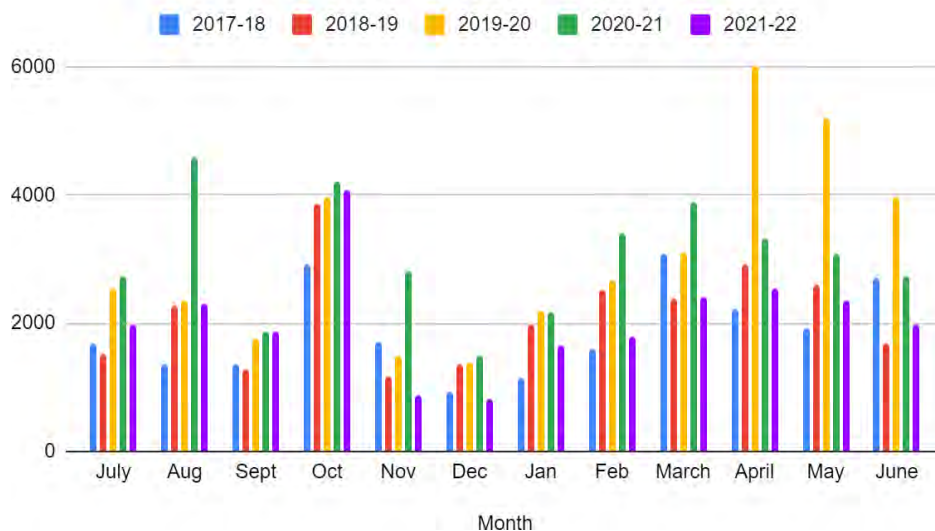
The Hub issued 34,873 renewal units this year, a 3.8% decrease from the 2020-21 total of 36,259 renewal units.

Renewal Units Earned Over Last 5 Years



The most renewal units were earned in October, at 4,059 renewal units. In 2020-21, the most renewal units were earned in August, at 4,590 renewal units.

Renewal Units by Month and Year

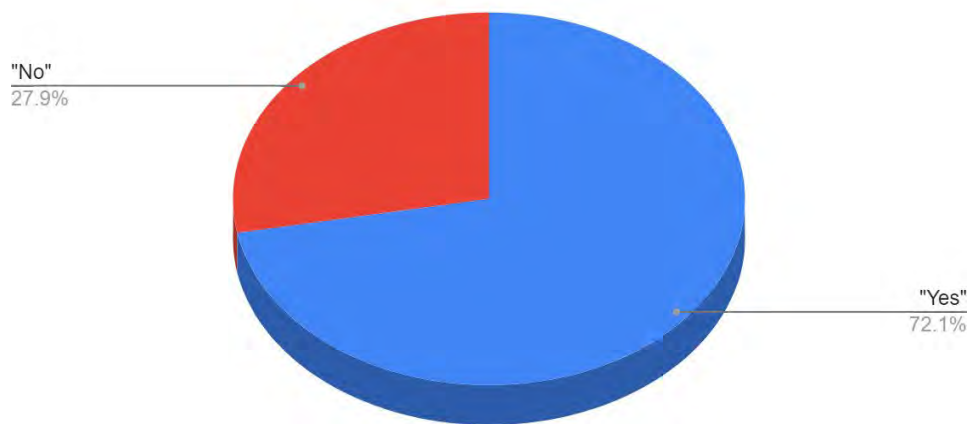


Course Completions – About Our Participants

At the conclusion of each course, participants fill out a brief course evaluation. The following information is compiled from the participant data collected.

The majority (72.1%) of the 2021-22 course completions were completed by educators currently working in Montana schools, a 3.34% increase from 2020-21.

Do You Work in a K-12 Montana School?

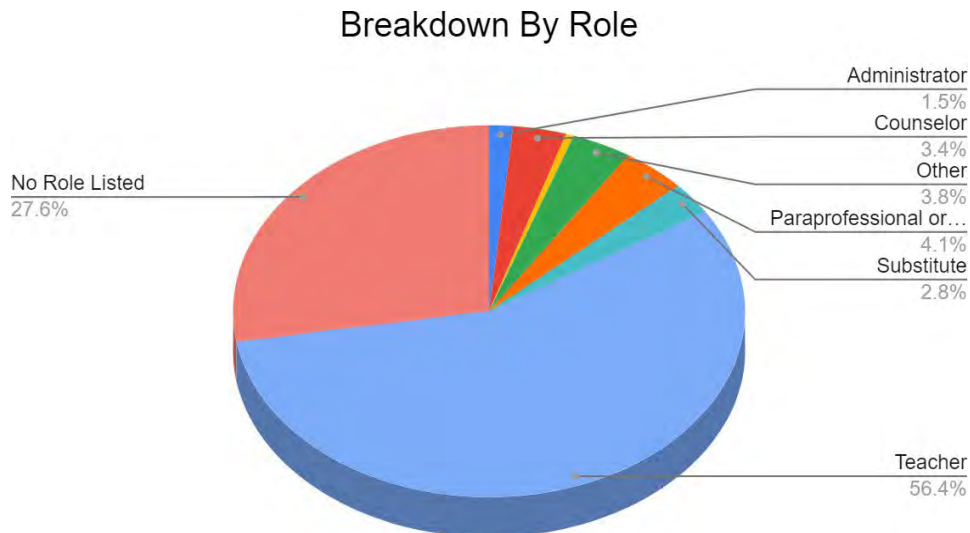


72.1% of participants (7,974) indicated they are currently working in a K-12 Montana school (public or nonpublic). Educators from 682 Montana schools completed one or more Hub courses this year out of 998 schools available for this report (68% of schools). 16% of the schools reached were located on or near an Indian reservation.

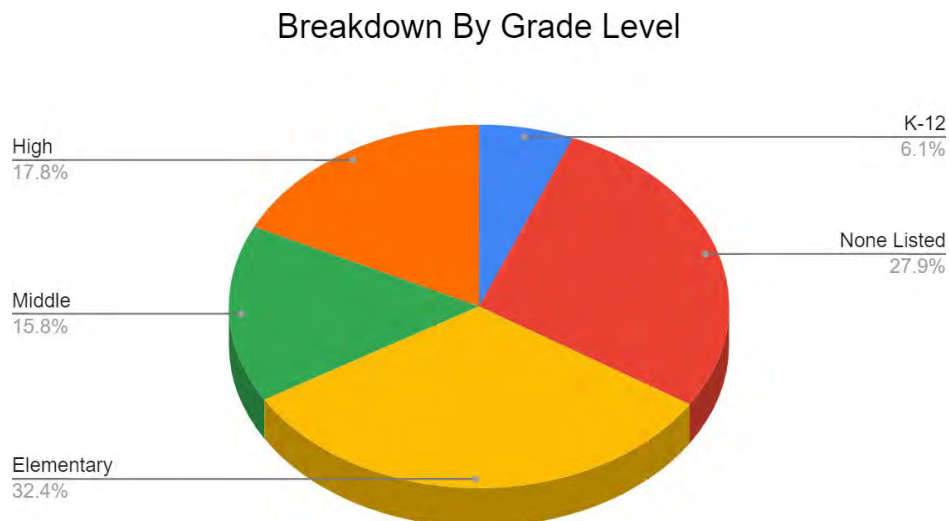
The following charts on the next two pages show a breakdown of these schools and their educators by three different methods of categorization: role, grade level, and by MASS region.

Participants Working in a K-12 Montana School

Of the participants working in a K-12 Montana school who listed their role, the majority were teachers (56.4%). Additional roles included Paraprofessionals (4.1%), Other (3.8%), Counselor (3.4%), Substitute (2.8%), and Administrator (1.5%). No role was listed for 27.6% of participants.

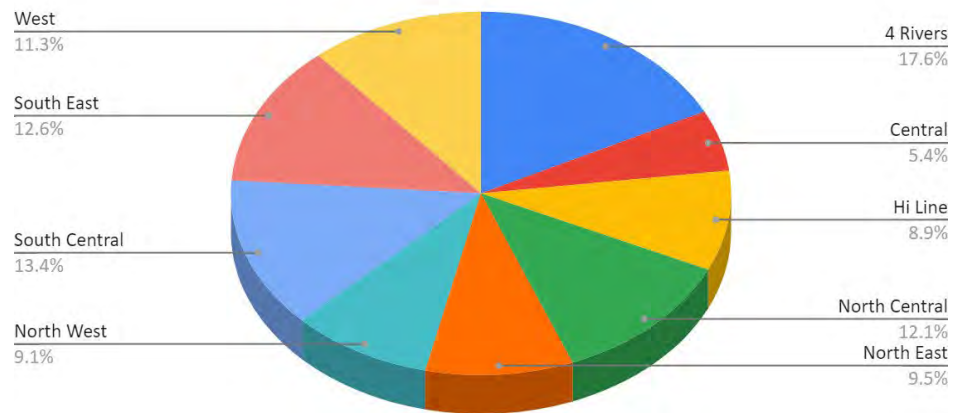


Nearly one third (32.4%) of the participants chose Elementary as their grade level, a 29% decrease from 2020-21. 28% of participants did not list their grade level.



The top three [MASS regions](#) with the most course completions were: Four Rivers with (18%), Both South East and South Central regions with (13%), and North Central region with (12%).

Breakdown by MASS Region



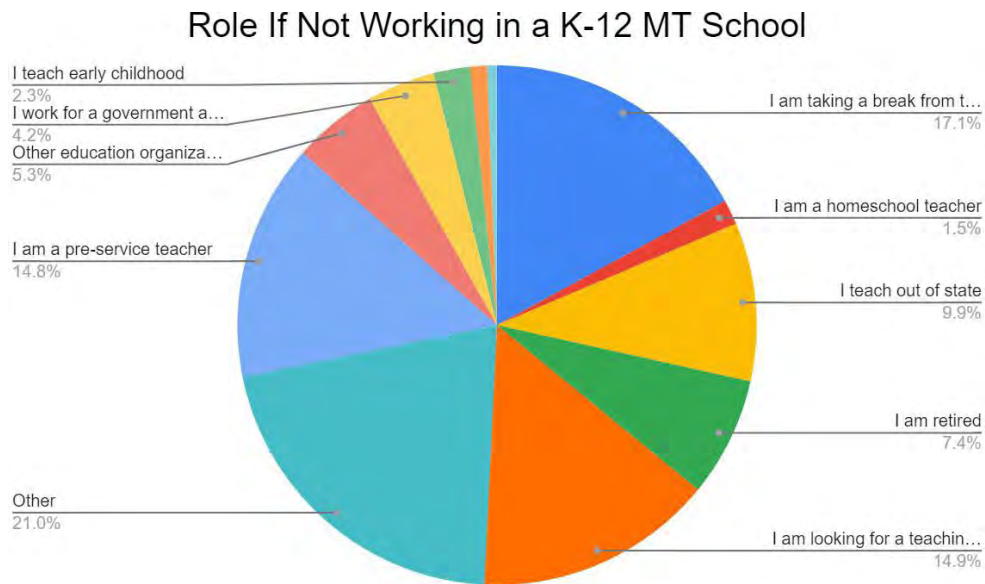
Nonpublic Educators

In 2020-21, we made a change to the course evaluation school list to make it easier to report on nonpublic educator usage of the Hub, as required by our Title II-A State-Level Activity reporting requirements. As such, we have found that our educators serving in nonpublic schools have used the Hub frequently over the past year. We saw 505 nonpublic educator completions on the Hub this year from 495 nonpublic schools.

Course	Completions by Nonpublic Educators
Mandatory Reporting for Educators	171
An Introduction to IEFA In Montana	31
Sustainable Self-care	20
Trauma-Informed Practices	10
Effective Classroom Practices	10
Trauma-Informed Practices	9
Child Trafficking Awareness Protection	9

Participants Not Working in a K-12 Montana School

27.9% of participants (85) indicated they are not currently working in a K-12 Montana school. The role breakdown below shows the area within education that the participants chose. The most selected option was “other”. 14.9% of participants indicated that they were looking for a teaching position, and 14.8% indicated that they were pre-service teachers.



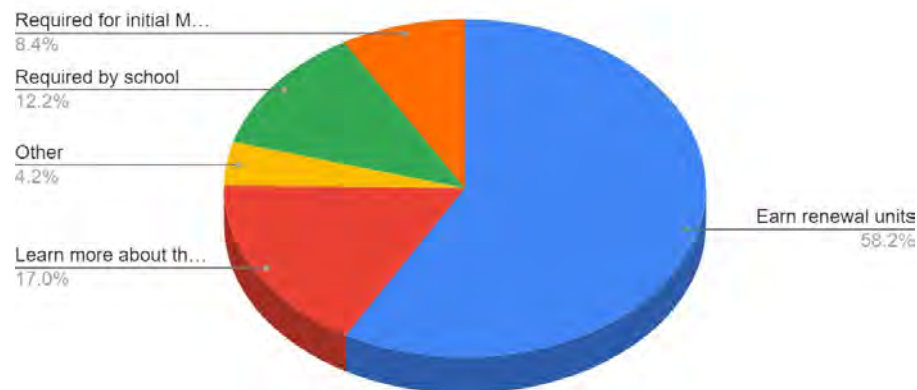
Additional Evaluation Questions

The following data represents questions answered on the evaluation by all participants who have completed at least one course on the Hub. Along with identifying their role in education, participants are asked the following questions:

- What is your primary reason for taking this course?
- How did you hear about this course?
- How would you rate your satisfaction with the course, the course content, your engagement, and the applicability of the course?

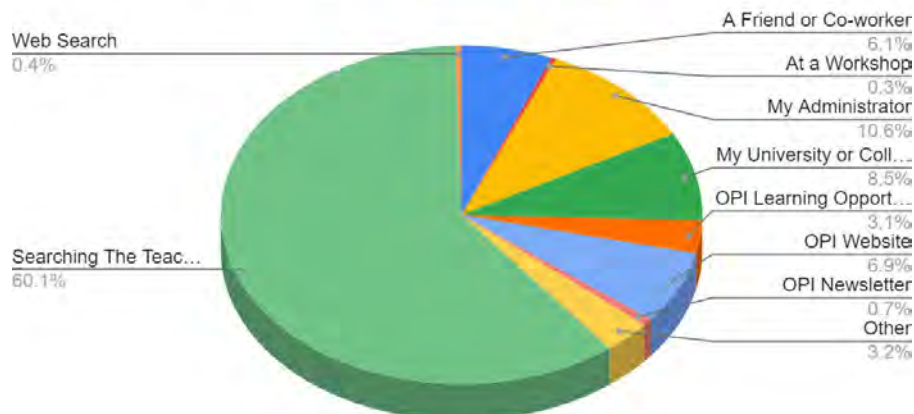
The most common reason selected for taking a course was to earn renewal units (58.2%).

What Is Your Primary Reason For Taking This Course?



The most common way participants heard about a course was by searching through course offerings on the Hub website.

How Did You Hear About This Course?



Method	Times Selected	Percentage
Searching on the Teacher Learning Hub	6,326	56.23%
My university or college	894	7.95%
My administrator	1,117	9.93%
A friend or co-worker	641	5.70%
OPI Licensure	728	6.47%
OPI Website	730	6.49%
OPI Learning Opportunities Portal	329	2.92%
Other	336	2.99%
OPI Newsletter	70	0.62%
At a workshop	34	0.30%
Web search	45	0.40%

Hub participants were asked to rate courses on a scale of 1-4, with four being the highest. Overall, Hub participants rated the 2021-22 course offerings very well. The ratings were similar in 2020-21. The question asked and cumulative acreage across all course offerings are as follows:

Question	Site-Wide Average
Overall, how satisfied are you with this course? (Overall Satisfaction)	3.73
Rate the content in this course. (Content Rating)	3.68
How engaged were you during the course? (Engagement Level)	3.48
How much of what you learned will you apply to your teaching? (Application Rating)	3.44

Ratings of individual courses can be found later in the report

Self-Paced Courses

This section highlights the completions and ratings of our top self-paced courses. See Appendix A for a listing of data from all self-paced course offerings in 2021-22.

Most Completions

Course	Course Length (RUs)	Completions
An Introduction to IEFA in Montana*	2	1283
Welcome to Our School! An Introduction for Substitute/Guest Teachers	3	458
Mandatory Reporting for Educators	2	388
Step In Speak Up!	1	368
Sustainable Self-Care	3	351

*Required for licensure.

Highest Ratings

This table shows the five highest participant-rated self-paced courses based on overall satisfaction. To qualify, the course session must have at least 20 completions. Participants rate each category on a scale of 1-4, with four being the highest.

Course	Overall Satisfaction	Content Rating	Engagement Level	Application Rating
Google Workspace for Beginners	3.96	3.90	3.66	3.72
Tech-ify Your Classroom	3.94	3.84	3.53	3.44
At Risk: Mental Health Role-Play Simulation (Early Childhood)	3.90	3.81	3.76	3.62
Foundational Skills: Phonics and Word Recognition	3.90	3.83	3.70	3.53
Playing with Pythagoras	3.89	3.74	3.54	3.14

Facilitated Courses

This section highlights the completions and ratings of our top facilitated courses. See Appendix B for a listing of data from all self-paced course offerings in 2021-22.

Most Completions

Course	Number of Sessions	Completions
Google Workspace Advanced	5	87
Novice Special Education Teacher Training	2	57
Number Sense Routines (K-8)	3	51
STREAM: Algebraic Thinking (K-5)	2	40
Student Created Digital Learning Portfolios	3	35

Highest Ratings

This table shows the five highest participant-rated facilitated courses based on overall satisfaction. To qualify, the course session must have at least 10 completions. Participants rate each category on a scale of 1-4, with four being the highest.

Course	Overall Satisfaction	Content Rating	Engagement Level	Application Rating
STREAM: Describing Data (4-7)	4.00	4.00	3.64	3.29
STREAM: You Decide How to Divide (3-5)	4.00	4.00	3.85	3.85
Crosscutting Concepts: Making Learning Real Through the Big Picture	3.96	3.88	3.52	3.52
Number Sense Routines (K-8)	3.94	3.94	3.82	3.65
Student Created Digital Learning Portfolios	3.93	3.91	3.77	3.68

OPI Indian Education for All (IEFA) on the Hub



The OPI Indian Education for All unit continues to have strong participation and engagement within the courses of the Hub. **An Introduction to Indian Education for All in Montana (IEFA)** continues to be the most frequently completed course on the Hub as it is required for certification. Two new IEFA courses were also recently added to the Hub. **Teaching and Learning About Contemporary Issues in Indian Country** was designed as an IEFA/Social Studies crossover to help teachers use current events and issues that might have relevance to students as a means of teaching about the Essential Understandings Regarding Montana Indians and the Social Studies content standards. Additionally, **Bison Restoration and Tribal Sovereignty in Montana** explores current and historical bison restoration efforts and their significance for Montana Indian tribes. The major objectives of this course are for participants to become aware of the deep connection between the bison restoration and Essential Understandings 3,4 and 7.

Participant comments from course evaluations demonstrate the impact of our IEFA courses and how they help participants to see and appreciate new cultural perspectives, strengthening their overall understanding of who Montana Indians were and are today. A sampling of participant comments is found below:

“Bison restoration is important because it gives the Fort Peck community a sense of pride and tradition. Bison were/are a huge aspect of native culture and having bison reintroduced gives them an opportunity to still feel that connection of strength and perseverance.” - *Bison Restoration and Tribal Sovereignty in Montana*

“We as teachers and community members need to be more aware of past historical events and traumas regarding First Nations peoples and others and use this history to better inform our instruction of students. Another key takeaway for me is that many of these issues are much more complex than we think, even from tribe to tribe or person to person, and require critical thinking and problem-solving to ensure that we listen to and respect the opinions and issues that affect Indigenous people and that we are acting in a way that respects tribal sovereignty.” - *Teaching and Learning About Contemporary Issues in Indian Country*

“The Hexagonal Thinking activity reiterated the complex nature and understanding of mathematics that Indigenous cultures had. These were complex societies that built amazing, purposeful structures. To think that they did not have a solid understanding or made use of these mathematical principles is naïve.” - *Indian Education & Seamless Math Integration*

“ IEFA integration will help students get a better understanding of our Montana Indian heritage. It will help them to understand there are different perspectives. They will learn to think critically. I hope they will learn to ask questions and do research. I also think it will benefit them by understanding that American Indians are not just relics of the past but continue to live and thrive in our modern world while still embracing their cultural heritage.”
- *How to Use the Framework: A Practical Guide for Implementing IEFA*

“Finally, a resource I have long loved is “Birthright: Born to poetry”, which is a beautiful collection of poems written by and about Native people’s experiences. I use poetry within my classroom for a variety of different reasons and I am always looking for new, unique poetry and this resource has quickly become a favorite. The connection to the landscape and tribal lands expressed in the poetry is a beautiful example of the deeper connections between tribes for students.” - *An Introduction to Indian Education for All*

Looking ahead, the IEFA unit seeks to continue developing and releasing courses in collaboration with the Hub and the OPI Content Standards and Instruction team in the coming year. Two courses that are currently in development cover a general understanding of how to foster an “IEFA mindset” when thinking about curriculum and teaching and how to develop a deeper understanding of the Essential Understandings.

Looking to the Future

The Hub continues to strive for excellence as we support teacher effectiveness across the great state of Montana in the coming fiscal year. We are expanding our course offerings to support Montana Educators in implementing and integrating the new standards that were introduced in July of 2021 and will go into effect for all Montana public schools' in July 2024. These content areas include Career and Technical Education, Computer Science, Library Media and Information Systems, Social Studies, and Technology Integration. We will also begin to gather ideas and resources in support of work that is beginning with the Montana Math Standards.

In addition to our self-paced and facilitated courses, the Hub is taking a new approach to increase the variety of and access to professional development opportunities. Using a hybrid course model, we will reproduce synchronous trainings into asynchronous online experiences, making resources accessible beyond the date of the synchronous activity. Collaborative spaces will support specific initiatives and projects where Montana educators not only need access to resources, but also need a space to discuss and process new information. We are in the early stages of planning and will begin piloting these new ideas in the 2022-23 fiscal year.

As always, data continues to drive our decision-making processes and we seek new and innovative ways to collect and analyze course evaluation data. Streamlining our current data practices is a major focus of this coming year with our ultimate goal being able to produce the highest quality, standards-based, professional development opportunities, both synchronously and asynchronously, using data driven methodologies that maximally benefit our participants.

At the Hub, we hope to not just fill educator's minds with professional development knowledge, but rather to serve as the kindling that provokes thought and innovation, and ignites a flame of personal and professional growth and development that in turn is passed on in every classroom across Montana. There are currently 25,000 registered users on the Hub. If each one of those participants was inspired in some small way by their Hub experience, and in turn sparked a love of learning and ignited a fire within others, our impact is far-reaching! The future appears bright and we are so looking forward to the coming new year!

Contact Us

Standards, Instruction, and Professional Learning

Chris Noel
Senior Manager
chris.noel@mt.gov
444-2765



Allyson Brieze
Learning Hub Content Specialist
allyson.brieze@mt.gov
444-0716



Rebecca Kranitz
Learning Hub Coordinator
rebecca.kranitz@mt.gov
444-0466



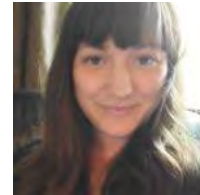
Mattie Murphy
Teacher Data Coordinator
mattie.murphy2@mt.gov
459-5095



Michelle McCarthy
Science Instructional Coordinator
mmcarthy5@mt.gov
444-3537



Stephanie Swigart
ELA & Literacy Instructional Coordinator
stephanie.swigart@mt.gov
444-0736



Rachel Gott
Montana Comprehensive Literacy Specialist
rachel.anderberg@mt.gov
303-552-1332



Sonja Whitford
Math Instructional Coordinator
sonja.whitford@mt.gov
444-0706



Makayla Kennelly
Montana Comprehensive Literacy Program Manager
makayla.kennelly@mt.gov
444-6476



Sara Kendrick
Montana Comprehensive Literacy Specialist
sara.kendrick@mt.gov
444-0688



Appendices

Appendix A – Self-Paced Courses

This table shows the data for all self-paced courses during the 2021-22 fiscal year. The table is sorted alphabetically by course name. Courses that closed in the 2021-22 fiscal year are italicized.

Course Name	Renewal Units	Open Date	Overall Satisfaction	Content Rating	Engagement Level	Application Rating	Completions
A Bit About Braille	1	2019	3.72	3.73	3.54	3.01	85
Addition and Subtraction Strategies	5	2018	3.83	3.81	3.67	3.44	99
Allergies and Anaphylaxis Training for All School Staff	1	2018	3.73	3.74	3.56	3.66	124
An Intro to Indian Education For All in Montana	2	2017	3.76	3.71	3.49	3.36	1283
Arts Integration 101	1	2018	3.72	3.62	3.44	3.35	163
At Risk: Mental Health Role-Play Simulation (Early Childhood)	1	2022	3.90	3.81	3.76	3.62	21
At-Risk: Mental Health & Suicide Prevention Role-Play Simulations (Elem)	1	2017	3.76	3.82	3.66	3.56	50
At-Risk: Mental Health & Suicide Prevention Role-Play Simulations (HS)	1	2017	3.77	3.74	3.69	3.63	35
At-Risk: Mental Health & Suicide Prevention Role-Play Simulations (MS)	1	2017	3.75	3.84	3.66	3.56	32
Backpack Science: Bring Mapping Into Your Classroom	2	2017	3.82	3.59	3.50	3.29	22
Building Respect: Bullying Prevention	1	2019	3.69	3.69	3.54	3.55	272
Building the Foundation of Data Literacy	3	2020	3.60	3.63	3.35	3.26	43

Course Name	Renewal Units	Open Date	Overall Satisfaction	Content Rating	Engagement Level	Application Rating	Completions
Bullying and Cyberbullying Prevention Among Rural and Tribal Youth	3	2021	3.70	3.65	3.47	3.47	199
But What About Fact Fluency	2	2018	3.86	3.79	3.76	3.58	175
CDTP Refresher	1	2019	3.88	3.88	3.42	3.71	7
Child Trafficking Awareness and Prevention	3	2020	3.78	3.77	3.61	3.46	227
Community-Based Crisis Interventions for Rural and Tribal Schools	3	2021	3.76	3.67	3.64	3.59	83
Creating an Online Environment Where All Students Thrive	3	2021	3.50	3.54	3.21	3.18	28
Creating Asthma Friendly Schools	1	2017	3.76	3.69	3.42	3.60	87
Current Tobacco Trends and Impacts on Montana Youth	1	2018	3.74	3.70	3.51	3.26	124
Curriculum Integration: What It Is and What It Isn't	1	2018	3.65	3.54	3.41	3.44	46
Data Informed: An Introduction to GEMS	1	2021	3.31	3.38	3.31	3.00	13
Dealing with Grief and Loss in Adolescents	2	2016	3.85	3.81	3.62	3.57	220
Diabetes Care in Your School	2	2019	3.87	3.88	3.73	3.64	125
Digital Accessibility Fundamentals	1	2018	3.69	3.69	3.37	3.46	35
Digital Citizenship	2	2017	3.79	3.75	3.44	3.40	114
Disciplinary Literacy: Close Reading	3	2019	3.00	2.67	2.67	2.83	6

Teacher Learning Hub Annual Report 2021-2022

Course Name	Renewal Units	Open Date	Overall Satisfaction	Content Rating	Engagement Level	Application Rating	Completions
Disciplinary Literacy: Cognitive Secrets	5	2019	3.00	3.00	3.00	3.00	8
Diving Into Computer Science: Tools for Every Grade	4	2019	3.63	3.56	3.42	3.31	13
Effective Classroom Practices	4	2019	3.72	3.65	3.40	3.49	89
Emergency Operations Plan Review	1	2020	3.53	3.53	3.33	3.47	15
Evidence-Based Practices	2	2021	3.61	3.53	3.34	3.20	77
Exploring Inquiry With NASA	4	2017	3.70	3.64	3.44	3.14	50
Foundational Skills: Fluency	3	2018	3.76	3.70	3.51	3.46	37
Foundational Skills: Phonics and Word Recognition	4	2018	3.90	3.83	3.70	3.53	30
Foundational Skills: Phonological Awareness	3	2018	3.74	3.76	3.74	3.68	50
Foundational Skills: Print Concepts	2	2018	3.86	3.77	3.67	3.72	43
General Education Teachers' Role in Special Education	2	2021	3.78	3.75	3.58	3.63	166
Google Workspace for Beginners	6	2018	3.96	3.90	3.66	3.72	68
Growth Mindset	2	2021	3.80	3.73	3.62	3.55	240
High-Leverage Practices Spotlight	2	2021	3.73	3.66	3.28	3.41	71
How to Use The Framework: A Practical Guide for Implementing IEFA	4	2019	3.56	3.55	3.34	3.26	62
Indian Ed & Math Seamless Integration	2	2021	3.52	3.42	3.24	3.09	33

Teacher Learning Hub Annual Report 2021-2022

Course Name	Renewal Units	Open Date	Overall Satisfaction	Content Rating	Engagement Level	Application Rating	Completions
Information Sharing: HIPAA and FERPA for Schools	2	2018	3.61	3.54	3.26	3.35	158
Integrating Arts to Reduce Student Tobacco Use	1	2018	3.76	3.71	3.55	3.28	51
Introduction and Integration of Geography for Classroom Teachers	4	2021	3.73	3.67	3.47	3.33	49
Introduction to Computer Science	2	2020	3.74	3.74	3.58	3.43	31
Introduction to Course Design 2.0	9	2018	4.00	3.83	3.75	3.83	12
Introduction to Disciplinary Literacy & The Standards	3	2019	3.65	3.54	3.27	3.22	37
Introduction to Dyslexia	1	2019	3.73	3.71	3.46	3.46	173
Introduction to Foundational Skills	2	2018	3.75	3.68	3.36	3.50	165
Introduction to Gifted Students	5	2017	3.82	3.75	3.55	3.48	44
<i>Introduction to Online Course Design</i>	<i>1</i>	<i>2020</i>	<i>3.62</i>	<i>3.54</i>	<i>3.38</i>	<i>3.31</i>	<i>13</i>
Introduction to Rural and Tribal Counselor Ethics	3	2021	3.78	3.65	3.55	3.54	56
Introduction to Twice-Exceptional	2	2022	3.48	3.48	3.33	3.38	41
Local School Wellness Policy	1	2019	3.49	3.39	3.09	3.04	99
Mandatory Reporting for Educators	2	2019	3.79	3.70	3.43	3.70	388
Mathematical Practices K-8	3	2018	3.77	3.77	3.50	3.35	26
Media Arts 101	2	2017	3.75	3.72	3.49	3.19	68
Montana Content Standards 101	1	2019	3.55	3.60	3.21	3.22	53

Course Name	Renewal Units	Open Date	Overall Satisfaction	Content Rating	Engagement Level	Application Rating	Completions
Montana DRIVE Instructors Review	4	2017	3.50	3.50	3.00	4.00	2
Montana's New Science Standards 101	2	2017	3.65	3.56	3.14	3.36	171
Montana's New Science Standards 201: Three-Dimensional Learning	3	2018	3.59	3.52	3.14	3.33	90
Montana's New Science Standards 301: Phenomena-Based Learning	2	2018	3.61	3.57	3.25	3.39	99
Montana's New Science Standards 401: Project-Based Learning	4	2018	3.78	3.72	3.67	3.53	29
Montana's Science Standards 501: IEFA and Equity	3	2020	3.33	3.41	3.22	3.41	27
More Than Making the Grade: Intro to Standards-Based Grading	2	2016	3.57	3.43	3.30	3.14	60
Moving CTAE to Online and Remote Learning	3	2020	3.62	3.55	3.48	3.36	29
MT Educator Performance and Appraisal System (EPAS): What Teachers Should Know	1	2020	3.55	3.47	3.18	3.20	49
MTDA Credit Recovery Orientation: Local Support	2	2016	3.55	3.64	3.27	3.73	11
MTDA Credit Recovery Orientation: Site Facilitator	2	2016	3.64	3.55	3.36	4.00	11
MTSS Overview	1	2017	3.41	3.33	2.92	3.12	132
MTSS Tier 2	3	2020	3.78	3.87	3.57	3.70	23
Multiplication Strategies	4	2020	3.80	3.74	3.56	3.44	83

Course Name	Renewal Units	Open Date	Overall Satisfaction	Content Rating	Engagement Level	Application Rating	Completions
Multiplication Strategies: Multi-Digit Numbers	5	2021	3.85	3.79	3.73	3.41	33
<i>Navigating The Other Side of Teaching</i>	6	2017	3.72	3.59	3.37	3.48	108
New Standards for 2021 Overview and Planning for Implementation	3	2021	3.70	3.65	3.49	3.58	31
Overcoming ACEs in MT Schools: Childhood Trauma and Its Impact on Learning	4	2018	3.84	3.78	3.62	3.66	223
Overview of Youth Suicide	2	2018	3.68	3.61	3.31	3.27	139
Place-based Education: Your Local Watershed	4	2018	3.80	3.70	3.60	3.33	20
Playing with Pythagoras	4	2020	3.89	3.74	3.54	3.14	46
Practical Strategies for Using Technology to Assist Notetaking	1	2018	3.72	3.60	3.40	3.22	92
Problem Solving: Bring Your Classroom Alive!	3	2018	3.67	3.59	3.41	3.26	69
Reading Between the Lines: Close Reading Strategies for Secondary Schools	3	2017	3.73	3.58	3.32	3.31	62
Reciprocity and Sustainability in Rural and Tribal Communities	2	2021	3.71	3.60	3.48	3.35	52
Relationship Building and Self Care in a Rural or Tribal Setting	3	2020	3.77	3.74	3.53	3.55	111
Resilience: Strategies to Increase Optimism	2	2020	3.80	3.71	3.56	3.33	119
Resilient Together: Coping with Loss at School	1	2020	3.50	3.50	3.30	3.42	139
Run, Lock, Fight - School Safety Preparedness	2	2021	3.80	3.75	3.65	3.64	235

Course Name	Renewal Units	Open Date	Overall Satisfaction	Content Rating	Engagement Level	Application Rating	Completions
Rural and Tribal Strength Based Approaches Part 1	2	2021	3.80	3.71	3.53	3.45	51
Rural and Tribal Strength Based Approaches Part 2	3	2021	3.71	3.71	3.59	3.41	17
Science Fair 101: Using Science Fair Projects in Your Classroom	3	2022	3.78	3.61	3.44	3.24	18
Standards-based Grading and Reporting: Feedback	2	2020	3.78	3.78	3.67	3.53	18
Step In Speak Up! Supporting LGBTQ Youth	1	2018	3.82	3.78	3.63	3.56	368
Suicide Prevention for Schools Part 1: Strategies	2	2018	3.85	3.67	3.46	3.47	39
Suicide Prevention for Schools Part 2: Protocols	2	2018	3.61	3.61	3.32	3.29	28
Supporting Readers with Informational Text	5	2018	3.65	3.62	3.38	3.24	34
Sustainable Self-Care	3	2021	3.79	3.72	3.53	3.43	351
Tech-ify Your Classroom! The Basics of K-5 Technology Integration	4	2017	3.94	3.84	3.53	3.44	32
Threat Assessment and Intervention	3	2022	3.77	3.72	3.58	3.39	71
Trauma-Informed Practices	2	2020	3.76	3.66	3.59	3.47	243
UDL: Digital Tools and Digital Learning	2	2017	3.67	3.64	3.27	3.28	97
Using Assessment to Enhance Writing	6	2018	3.70	3.70	3.48	3.61	23
Using Writing to Teach Critical Thinking	1	2017	3.63	3.56	3.28	3.23	81
Vocabulary: Diction and Word Consciousness	2	2020	3.60	3.43	3.23	3.14	53

Course Name	Renewal Units	Open Date	Overall Satisfaction	Content Rating	Engagement Level	Application Rating	Completions
Vocabulary: Explicit Instruction of Word Knowledge	2	2019	3.68	3.63	3.41	3.23	109
Vocabulary: Understanding How It Fits In the Montana Standards	1	2019	3.44	3.37	3.08	3.07	59
Warning Signs: Child Sexual Abuse	2	2019	3.81	3.75	3.52	3.60	191
Welcome to Our School! An Introduction for Substitute/Guest Teachers	3	2016	3.62	3.58	3.39	3.47	458
Write From the Start: K-2 Writing Strategies (Part 1)	6	2016	3.83	3.75	3.46	3.38	69
Write From the Start: K-2 Writing Strategies (Part 2)	6	2016	3.82	3.82	3.53	3.35	17
Writing Across the Disciplines (High School)	6	2017	3.86	3.71	3.71	3.57	7
Writing Across the Disciplines (Middle School)	6	2017	3.62	3.62	3.23	3.00	13
Writing for Disciplinary Literacy	2	2019	3.80	3.80	3.40	3.40	5
Writing to Learn: 3-6 Writing Strategies (Part 1)	6	2016	3.88	3.77	3.60	3.37	43
Writing to Learn: 3-6 Writing Strategies (Part 2)	6	2016	3.88	3.56	3.63	3.44	16

Appendix B – Facilitated Courses

This table shows the data from all facilitated courses that ran during the 2021-22 fiscal year. The table is sorted alphabetically by course name. Courses that closed in the 2021-22 fiscal year are italicized.

Course Name	Run Dates	Completions	Renewal Units	Overall Satisfaction	Content Rating	Engagement Level	Application Rating
3D Learning in Your Classroom	3/7/22 - 4/17/22	7	24	3.86	3.86	3.71	3.86
	9/19/21 - 10/30/21	18	24	3.89	3.89	3.78	3.56
Building your IEFA Mindset: Unpacking the Essential Understandings	1/24/22 - 3/4/22	27	15	3.81	3.93	3.81	3.48
Crosscutting Concepts: Making Learning Real Through the Big Picture	7/18/21 - 8/14/21	13	20	3.92	3.77	3.54	3.54
	10/3/21 - 10/30/21	2	20	4.00	4.00	3.50	3.50
Google Workspace Advanced	4/4/22 - 05/15/22	19	24	3.74	3.89	3.74	3.74
	7/12/21 - 8/1/21	20	20	3.75	3.70	3.65	3.53
	11/8/21 - 12/5/21	17	24	3.88	3.82	3.65	3.53
	1/10/22 - 2/20/22	15	24	3.87	3.67	3.47	3.47
	9/13/21 - 10/24/21	16	24	3.81	3.75	3.44	3.38
Instructional Teamwork for Paraeducators	9/12/21 - 10/9/21	12	15	3.67	3.58	3.33	3.08
It's Your First Year Teaching, Now What?!	3/7/22 - 4/17/22	8	12	3.75	3.63	3.50	3.25
	10/18/21 - 11/26/21	6	12	3.50	3.67	3.17	3.00
<i>Novice Special Education Teacher Training</i>	<i>3/28/22 - 5/22/22</i>	<i>7</i>	<i>16</i>	<i>3.71</i>	<i>3.86</i>	<i>3.57</i>	<i>3.71</i>
	<i>6/28/21 - 8/22/21</i>	<i>50</i>	<i>16</i>	<i>3.58</i>	<i>3.44</i>	<i>3.32</i>	<i>3.66</i>
Number Sense Routines (K-8)	7/11/21 - 8/1/21	20	9	3.95	3.95	3.80	3.70
	1/9/22 - 1/30/22	14	9	4.00	3.93	3.93	3.86
	9/12/21 - 10/3/21	17	9	3.94	3.94	3.82	3.65
Paraprofessionals Achieving Standards Successfully Math	11/8/21 - 12/12/21	12	N/A	3.67	3.50	3.08	3.09

Course Name	Run Dates	Completions	Renewal Units	Overall Satisfaction	Content Rating	Engagement Level	Application Rating
PASS: Reading	1/31/22 - 3/13/22	12	N/A	3.67	3.50	3.08	3.09
	9/27/21 - 11/8/21	10	N/A	3.80	3.70	3.30	3.33
Preparing Young Writers for College, Career, and Community	6/13/21 - 7/25/21	17	15	3.88	3.76	3.65	3.47
	1/10/22 - 2/18/22	7	15	3.71	3.86	3.14	3.14
	9/13/21 - 10/22/21	6	15	4.00	4.00	3.67	3.50
STREAM: Algebraic Thinking (K-5)	2/6/22 - 2/27/22	24	15	3.75	3.79	3.67	3.27
	10/31/21 - 11/21/21	16	15	3.87	3.73	3.67	3.67
STREAM: Connecting Length, Area, and Volume (K-5)	5/1/22 - 5/22/22	23	15	3.91	3.83	3.65	3.57
STREAM: Describing Data (4-7)	3/6/22 - 3/27/22	14	15	4.00	4.00	3.64	3.29
STREAM: Developing Fraction Sense (3-5)	1/9/22 - 2/6/22	18	15	3.78	3.72	3.61	3.44
STREAM: Functions as Objects (HS)	10/31/21 - 11/21/21	8	15	3.88	3.88	3.50	3.38
STREAM: Geometric Thinking (4-7)	4/3/22 - 4/24/22	11	15	3.90	4.00	3.70	3.80
STREAM: Geometric Thinking (K-3)	11/28/21 - 12/18/21	6	15	3.83	3.67	3.67	3.60
STREAM: Linear Relationships (7-9)	11/28/21 - 12/19/21	7	15	3.57	3.57	3.57	3.50
STREAM: Making Sense of Modeling (HS)	2/6/22 - 2/27/22	3	15	4.00	4.00	4.00	4.00
STREAM: Mathematical Practices (HS)	7/11/21 - 8/1/21	6	15	3.83	3.83	3.83	3.67

Course Name	Run Dates	Completions	Renewal Units	Overall Satisfaction	Content Rating	Engagement Level	Application Rating
STREAM: Mathematical Practices (K-8)	9/12/21 - 10/3/21	24	15	3.79	3.71	3.67	3.54
STREAM: Number Systems and Operations (K-3)	10/3/21 - 10/24/21	14	15	3.86	3.86	3.50	3.71
STREAM: Ratios and Proportions (5-8)	10/31/21 - 11/21/21	9	15	4.00	3.89	3.33	3.33
STREAM: Statistical Inferences (HS)	3/6/22 - 3/27/22	7	15	3.86	4.00	3.57	3.50
STREAM: You Decide How to Divide (3-5)	11/28/21 - 12/19/21	13	15	4.00	4.00	3.85	3.85
Student Created Digital Learning Portfolios	3/14/22 - 4/10/22	10	15	4.00	4.00	4.00	3.90
	1/10/22 - 2/6/22	6	15	3.83	3.83	3.67	3.50
	9/13/21 - 10/10/21	19	15	3.95	3.89	3.63	3.63
Supercharge Your Classroom with Montana Field Science Data	9/19/21 - 11/20/21	10	36	3.40	3.40	3.10	2.90

Appendix C – PEPP Standards

10.58.501 TEACHING STANDARDS (1) All programs require that successful candidates:

- (a) demonstrate understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, behavioral health continuum, and physical areas, and individualize developmentally appropriate and challenging learning experiences of learners of all cognitive abilities;
- (b) use understanding of individual differences and diverse cultures and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards;
- (c) work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self- motivation;
- (d) demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) the candidate teaches and create individualized learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, and include the instruction of reading and writing literacy into all program areas;
- (e) demonstrate understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues;
- (f) use multiple methods of assessment, including formative and summative assessments, to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making;
- (g) plan and implement individualized instruction that supports students of all cognitive abilities in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context;

- (h) use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and build skills to apply knowledge in meaningful ways;
- (i) engage in ongoing professional learning and use evidence to continually evaluate candidate's practice, particularly the effects of candidate's choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner;
- (j) interact knowledgeably and professionally with students, families, and colleagues based on social needs and institutional roles;
- (k) engage in leadership or collaborative roles, or both, in content-based professional learning communities and organizations and continue to develop as professional educators; and
- (l) demonstrate understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana

❖ **ASSESSMENT COMMITTEE – (Item 9)**

Anne Keith

ITEM 9

ASSESSMENT UPDATE

Chris Noel

Montana Board of Public Education

Executive Summary

Date: November 2022

Presentation	Assessment Update
Presenter	Chris Noel Office of Public Instruction
Position Title	Senior Manager of Teaching and Learning
Overview	Overview updates to student assessment and an update on the MAST Pilot Program
Requested Decision(s)	None
Related Issue(s)	Assessment, MAST Pilot Program
Recommendation(s)	None



Montana
Office of Public Instruction
Elsie Arntzen, State Superintendent
opi.mt.gov



Montana

Office of Public Instruction

Nov. Board of Public Education Meeting

OPI Assessment Update

**Chris Noel | Senior Manager of Teaching and Learning | Assessment Unit
Teaching and Learning Department**

November 17-18, 2022

***Note:** slides are current as of November 2, 2022.*



Presentation Overview

1. CGSA Grant Update
2. MAST Pilot Implementation
3. MSA/ASMA Science Scores
4. 2022-2023 Testing Windows

CGSA Grant Key Activities

1. Stakeholder Engagement
2. Testlet Design
3. User Friendly Reporting
4. Evaluation for Summative Use Within a State Proficiency Framework
5. Professional Development
6. Stakeholder Communications

CGSA Grant Timeline



MAST Pilot Participating Districts



Montana Alternative Student Testing (MAST) Pilot Program



Participating School Districts by County (44)

Beaverhead County (1)	Garfield County (1)	Missoula County (1)	Teton County (1)
Blaine County (1)	Hill County (1)	Park County (1)	Toole County (1)
Carbon County (1)	Jefferson County (2)	Petroleum County (1)	Treasure County (1)
Cascade County (1)	Judith Basin County (2)	Philips County (1)	Valley County (1)
Choteau County (1)	Lake County (2)	Ravalli County (3)	Yellowstone County (2)
Dawson County (1)	Lewis and Clark County (2)	Richland County (2)	
Flathead County (6)	McCone County (1)	Silver Bow (1)	
Gallatin County (2)	Mineral County (2)		

MAST Year 1 Assessment Timeline

Testing Windows:

- Testing Window #1: November 7-18, 2022
- Testing Window #2: January 17-30, 2023
- Testing Window #3: March 2023: TBD
- Testing Window #4: April 2023: TBD



MAST Professional Development

- Technical Platform Support
 - Training 1 - Week of October 17
 - Training 2 - Week of October 24
- Implementation Support
 - HUB Collaborative for all participants including:
 - Live Chats
 - Training Material Storage
 - Teacher Forums

MSA/ASMA Score Release

At the Meeting,
the OPI will
provide a Live
Demonstration:

gems.opi.mt.gov



Growth & Enhancement of Montana Students (GEMS)

GEMS provides access to data collected from Montana's educational community to help inform the OPI, schools, educators, and the community about the success of Montana's schools.

NAVIGATION GUIDE FOR NEW GEMS

LOGIN

Search...



Montana Education Facts



Public Schools Districts: 402*



Enrolled Students: 145,632**



Statewide Graduation Rate:
85.89%*

*Figures represent 2019-2020 data.

**Figures represent 2020-2021 data.

Explore Data

2022-2023 Testing Windows

	ACCESS for ELLs	Multi-State Alternate	Alternate Science	Science	Smarter Balanced	ACT with Writing
Required Subjects	English Language Proficiency (ELP)	Math and ELA	Science	Science	Math and ELA	Math, ELA, and Science
Student Group	English Learners	SwSCDs	SwSCDs	General	General	General
Grades Tested	Grades K–12	Grades 3–8, 11	Grades 5, 8, 11	Grades 5, 8	Grades 3–8	Grade 11
Window Period	12 weeks	7 weeks	7 weeks	12 weeks	12 weeks	2 weeks Tues/Wed/Thurs
SY2023 Test Windows	Dec 5 – Feb 24	Mar 13 – Apr 28	Mar 13 – Apr 28	Mar 6 – May 26	Mar 6 – May 26	Window 1: March 28 – 30 & April 4 – 6
						Window 2: April 11 – 13 & April 18 – 20
						Window 3: April 25 – 27 & May 2 – 4

Note: ACT with Writing is transitioning to a fully online administration for the 2022-2023 school year.

Note: SwSCDs= Students with Significant Cognitive Disabilities.

Questions?

Chris Noel

Senior Manager of Teaching and Learning

Department of Teaching and Learning

Montana Office of Public Instruction

Phone: 406.444.2765

E-mail: chris.noel@mt.gov

Project Phases and Milestones

Note: Tasks in **yellow** are budget requests for CGSA. X indicates major milestones or deliverables.

	Owner	2022		2022-23			2023-24			2024-25			2025-26		
		Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su
Activity 1: Stakeholder Engagement															
Empathy interviews	New Meridian	x	x												
Phase 1 focus groups	New Meridian	x													
Stakeholder surveys	New Meridian				X			X			X			X	
Pilot participant focus groups	New Meridian				x										
Pilot participant surveys	New Meridian				x			x			x			x	
Stakeholder task force	OPI, Assessment Director		x												
Activity 2: Test Development & Deployment															
Elaborate and refine learning progressions	New Meridian	x		x			x			x			x		
Develop and refine reporting claims	New Meridian	x		x			x			x			x		
Develop and refine testlet specs and blueprints	New Meridian		x	x			x			x			x		
Develop low-fidelity prototypes	New Meridian		x												
Testlet development workshop with educators	New Meridian		x		x			x			x			x	
Demonstrate alignment of testlets to Montana standards	New Meridian		x	x	x	x			x			x			x
Review and revise testlets and prepare for delivery	New Meridian		x	x	x	x			x	x		x	x		
Testing platform design and deployment	New Meridian			x	x		x	x		x	x		x	x	
Full statewide administration	New Meridian												x	x	
Activity 3: Report Development & Deployment															
Raw score report delivery in new pilot grades	New Meridian			x	x		x	x		x	x				

	Owner	2022		2022-23			2023-24			2024-25			2025-26		
		Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su
Score report design and development	New Meridian									X					
Administrative data access	OPI, Chief Information Officer			X	X	X	X	X	X	X	X	X	X	X	X
Conduct cognitive labs for score report interpretation	New Meridian								X						
Develop reporting infrastructure	New Meridian											X			
Develop parent portal	New Meridian											X			
Activity 4a: Research and Evaluation															
Finalize research agenda	New Meridian			X											
Evaluate psychometric models	New Meridian					X			X			X			
Psychometric analysis	New Meridian														
Research to support comparability	New Meridian					X			X			X			X
Annual technical reports	New Meridian						X			X			X		
Activity 4b: State Proficiency Framework															
Kick-off at legislative summit	OPI, Deputy Superintendent		X												
Catalog multiple measures used by LEAs.	OPI, Project Manager														
Produce report on existing measures and standards	OPI, Chief Operating Officer			X											
Bill draft for statutory changes	OPI, Deputy Superintendent			X	X										
Second superintendent summit	OPI, Deputy Superintendent														
Iterative revisions with LEAs	OPI														
Board of Education review and adoption as statewide guidance	OPI, Assessment Director														
Implementation of guidance	OPI, Deputy Superintendent														

	Owner	2022		2022-23			2023-24			2024-25			2025-26		
		Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su
Activity 5: Professional Development															
Intro onboarding workshop for teachers and leaders	OPI, Teaching & Learning Dept		x	x		x	x		x	x					
Train-the-trainer program	OPI, Teaching & Learning Dept			x	x										
Develop and launch trainer-led, multi-session courses	OPI, Teaching & Learning Dept					x	x								
Develop and launch multi-session, remote course	OPI, Teaching & Learning Dept									x					
Pre-service integration with higher ed partners	OPI, Teaching & Learning Dept														
Activity 6: Stakeholder Communication															
Superintendent bulletins	OPI, Teaching & Learning Dept			x	x	x	x	x	x	x	x	x			
Social media posts	OPI, Teaching & Learning Dept			x	x	x	x	x	x	x	x	x			
Dedicated resource page on the OPI website	OPI, Teaching & Learning Dept									x					
Updates to stakeholder groups	OPI, Teaching & Learning Dept	x	x	x	x	x	x	x	x	x	x	x			
Board of Ed updates	OPI, Teaching & Learning Dept	x	x	x	x	x	x	x	x	x	x	x			
Activity 7: Grant Management															
Attend CGSA meetings	OPI/New Meridian														
Submit annual reports	OPI, Exec Staff Project Manager						x			x			x		
Submit final report	OPI, Exec Staff Project Manager														x

❖ **LICENSURE COMMITTEE – (Items 10-12)**

Susie Hedalen

ITEM 10

ACCREDITATION SITE VISIT SCHEDULE

Dr. Julie Murgel

Montana Board of Public Education

Executive Summary

Date: November 2022

Presentation	Accreditation Site Visit Schedule
Presenter	Dr. Julie Murgel Office of Public Instruction
Position Title	Chief Operating Officer
Overview	A schedule of accreditation site visits from 2015-2029 for higher education institutions in Montana.
Requested Decision(s)	None
Related Issue(s)	Accreditation
Recommendation(s)	None



Montana
Office of Public Instruction
Elsie Arntzen, State Superintendent
opi.mt.gov

MONTANA EDUCATOR PREPARATION PROVIDERS (EPPs)
ACCREDITATION SITE VISIT SCHEDULE
Seven-year Cycles: Current – 2015-2022; Future – 2022-2029

EPP	SCHEDULE 2015-2022	SCHEDULE 2022-2029
University of Montana-Western	F2015 CAEP-MT	F2022 CAEP-MT
Montana State University-Bozeman	F2015 CAEP-MT	F2022 CAEP-MT F2023*
Salish Kootenai College	F2017 STATE	S2023 STATE
Montana State University-Northern	S2017 STATE	S2024 STATE
Montana State University-Billings	S2017 CAEP-MT	S2024 CAEP-MT
Carroll College	S2019 STATE S2021*	S2026 STATE
Stone Child College	S2019 STATE	S2026 STATE
University of Providence	S2019 STATE S2022*	F2026 STATE
University of Montana-Missoula	S2020 CAEP-MT 2022*	S2027 CAEP-MT
Rocky Mountain College	F2020 STATE S2021*	F2027 STATE

CAEP Council for the Accreditation of Educator Preparation

* Good Cause Extension



Elsie Arntzen, Montana Superintendent of Public Instruction
 September of 2022

ITEM 11

**ACTION ON MSU-BILLINGS GOOD CAUSE
EXTENSION REQUEST**

Dr. Julie Murgel

Montana Board of Public Education Executive Summary

Date: November 17-18, 2022

Presentation	MSU-B Good Cause Extension-Joint Accreditation
Presenter	Julie Murgel
Position Title	Chief Operating Officer Office of Public Instruction
Overview	<p>This is an action item.</p> <p>Dr. Thomas Manthey, Associate Dean, Montana State University-Billings College of Education requests the BPE grant a one-year Good Cause Extension of the College of Education site visit. The rationale for the extension request includes:</p> <ul style="list-style-type: none">• The Dean of the College of Education resigned in June 2021 after a two-year term of service.• Since the resignation of the Dean, a team of administrators have shared responsibilities to administer and lead the MSU Billings College of Education.• At the same time a new Chancellor and Provost began their term of service. <p>State Superintendent Arntzen recommends the approval of the Montana State University-Billings request for a one-year extension of the scheduled site visit in Spring 2024 to Spring 2024.</p> <p>Dr. Thomas Manthey will be available to answer questions BPE members may have.</p>
Requested Decision(s)	Action Item
Related Issue(s)	If Montana State University-Billings is granted a one-year GCE for the Spring 2024 visit, the GCE scheduled visit will occur in Spring 2025. The following regular visit will



Montana
Office of Public Instruction
Elsie Arntzen, State Superintendent
opi.mt.gov

	occur in six years or in 2030. The original seven-year cycle will remain intact.
Recommendation(s)	Approve the Montana State University-Billings request for a One-year Good Cause Extension. Next site visit will occur in 2025.



Supt. of Public Instruction Elsie Arntzen
P.O. Box 202501
Helena, MT 59620-2501
ATTN: Dr. Julie Murgel

10-20-2022

Subject: Request for Good Cause Extension

Dear Superintendent of Public Instruction Elsie Arntzen:

Montana State University Billings hereby requests a good cause extension for the period of one year from the Office of Public Instruction for accreditation of the programs in their College of Education. The factor below and supporting narrative indicates the need and the reason for the good cause extension in keeping with the State of Montana and the Council for Accreditation of Education Programs (CAEP) requirements.

(3) Other extenuating circumstances, such as an Act of God, natural disaster, or civil unrest.

The Dean of the College of Education resigned in June 2021 after a two-year term of service. At roughly the same time a new Chancellor and Provost began their term of service. Since the resignation of the Dean, the University held a search for a new Dean. Unfortunately, the search was unsuccessful. A team of administrators have shared responsibilities to administer and lead the MSU Billings College of Education in addition to their regular duties and responsibilities since that time. As would be expected, this period without a dedicated Dean to focus on the needs of the College of Education has been a significant stressor and somewhat disruptive for the College of Education faculty & staff. MSUB aims to have a permanent Dean in place before re-accreditation. If granted, this one-year extension would allow for the newly hired Dean to become acquainted before going through re-accreditation, yielding a higher quality experience for all involved.

Yours truly,



Thomas C. Manthey, Ph.D.
Associate Dean, College of Education
Montana State University Billings



Good Cause Extension Request Form

Completed by EPP

EPP: Montana State University-Billings College of Education	
Requested By (Name and Title): Dr. Thomas Manthey	Contact Information (e-mail): tom.manthey@msubillings.edu
Scheduled Visit Semester: Spring 2024	Scheduled Visit Type (e.g. Continued, First): Joint Visit-Continued
Requested New Visit Semester: Spring 2025	Requested Length of Extension: ___ one semester <input checked="" type="checkbox"/> one year ___ two years

The Montana Board of Public Education and State Superintendent of Public Instruction maintain a 7-year accreditation cycle. The semester of the visit following a rescheduled visit will be based on the original Scheduled Visit Semester, e.g., fall of 2021 may be the rescheduled visit request; rescheduled visit will occur during the spring of 2021. The next site accreditation visit would occur seven years from the original fall of 2021 schedule, in the fall of 2028.

Programs selecting the Specialized Professional Association (SPA) review option with National Recognition will be scheduled to submit the initial SPA review reports three years prior to the final approved site visit date. See the CAEP Accreditation Handbook for details. Click link below.

<http://caepnet.org/accreditation/caep-accreditation/spa-standards-and-report-forms>

Basis for Requesting a Good Cause Extension*:

___ State or federal standards or legislation requiring significant programmatic change.

___ Substantive changes – CAEP Accreditation Policy 6.02: Substantive Changes. Click link below.

<http://caepnet.org/~media/Files/caep/accreditation-resources/accreditation-policy.pdf?la=en>

X Other extenuating circumstances such as, an Act of God, natural disaster, or civil unrest.

**The State Superintendent of Public Instruction reserves the right to approve or deny requests for Good Cause Extension and reserves the right to adjust the length of the extension based on the nature of the request. The EPP must provide sufficient justification to demonstrate need for an extension.*

Submit this completed form along with:

EPP Rationale: The EPP leadership explaining the basis for the request.

Submit GCE documentation via email to:

Julie.murgel@mt.gov



Updated July 2017

Montana Office of Public Instruction Adapted March 2021

ITEM 12

REVIEW OF THE VIRTUAL JOINT SITE VISIT AND STATE EXIT REPORT OF THE UNIVERSITY OF MONTANA EDUCATION PREPARATION PROGRAM PROVIDER (EPP) IN THE PHYLLIS J. WASHINGTON COLLEGE OF EDUCATION

Dr. Julie Murgel

Montana Board of Public Education Executive Summary

Date: November 17-18, 2022

Presentation	Review of the Virtual Joint Site Visit and State Exit Report of the University of Montana Educator Preparation Provider (EPP) in the Phyllis J. Washington College of Education, April 10-12, 2022
Presenter	Julie Murgel
Position Title	Chief Operating Officer Office of Public Instruction
Overview	<p>The State Superintendent of Public Instruction presents to the Board of Public Education (BPE) the State Exit Report of the University of Montana Educator Preparation Provider Programs at the Phyllis J. Washington College of Education.</p> <p>Review the summary of results and overall impressions of the virtual visit on April 10-12, 2022.</p> <p>Dr. Adrea Lawrence, Dean of Education and Kristine Steinberg, Director of Accreditation, will be available to provide comments and respond to questions from the BPE.</p> <p>The State Exit and Narrative Reports are included in the BPE Agenda Packet.</p>
Requested Decision(s)	Information only
Related Issue(s)	The BPE approval process follows: November 2022: State Exit & Narrative Reports January 2023: Recommend Action
Recommendation(s)	None



Montana
Office of Public Instruction
Elsie Arntzen, State Superintendent
opi.mt.gov



**University of Montana
Educator Preparation Provider
State Exit Program Report
November 10, 2022**

Dr. Julie Murgel, Team Chair

From April 10-12, 2022, the State Accreditation Virtual Joint Site Review of the Educator Preparation Provider (EPP) at the Phyllis J Washington College of Education at the University of Montana was conducted by a team representing the Council for the Accreditation of Educator Preparation (CAEP) and a state representative for the Montana Board of Public Education (BPE) and the Montana Superintendent of Public Instruction. The purpose of the State Accreditation Virtual Joint Site Review was to verify the Institutional Report (IR) as presented by the EPP and self-study report submitted to CAEP. A State Team reviewed the Montana Professional Educator Preparation Provider Standards (Subchapter 5, 10.58.705, and 10.58.706) prior to the site visit. The CAEP team reviewed documents and conducted focus groups regarding ARM 10.58.311 to 10.58.315 initial standards and 10.58.605 to 10.58.610 advanced standards. The purpose of this document is to summarize the results of the joint review.

Initial Program Standards: ARM 10.58.311 to 10.58.315

ARM	TITLE	CAEP STATUS
10.58.311	Initial Content and Pedagogical Knowledge	MET
10.58.312	Initial Clinical Partnerships and Practice	MET AFI
10.58.313	Initial Candidate Quality, Recruitment, and Selectivity	MET AFI
10.58.314	Initial Program Impact	MET AFI
10.58.315	Initial Provider Quality Assurance and Continuous Improvement	MET AFI

Advanced Program Standards: ARM 10.58.605 to 10.58.610

ARM	TITLE	CAEP STATUS
10.58.605	Advanced Content and Pedagogical Knowledge	MET

10.58.606	Advanced Clinical Partnerships and Practice	MET AFI
10.58.607	Advanced Candidate Quality, Recruitment, and Selectivity	MET AFI
10.58.608	Advanced Program Impact	MET AFI
10.58.609	Advanced Provider Quality Assurance and Continuous Improvement	MET AFI
10.58.610	School Counseling	CACREP Accredited

Subchapter 5 – Initial Teaching Program Standards

ARM	TITLE	STATUS
10.58.501	Teaching Standards Elementary Undergraduate Elementary Graduate Secondary Undergraduate Secondary Graduate Early Childhood	MET MET MET MET MET
10.58.503	Art K-12	MET
10.58.507	Theatre	MET WITH NOTATION
10.58.509	English/Language Arts	MET
10.58.510	Students with Disabilities P-12	MET
10.58.511	World Languages English as a Second Language French German Latin Russian Spanish	MET MET MET MET MET MET
10.58.517	Library Media K-12	MET
10.58.518	Mathematics	MET
10.58.519	Music K-12	MET
10.58.521	Reading Specialist K-12	MET
10.58.522	Science Biology Broadfield – Biology based Broadfield – Physics based Chemistry	MET MET MET MET

	Earth Science Physics	MET MET
10.58.523	Social Studies Broadfield Social Studies Economics Geography Government History Psychology Sociology	MET MET MET MET MET MET MET
10.58.531	Early Childhood Education Undergraduate Graduate	MET MET
10.58.532	Elementary Undergraduate Graduate	MET MET
10.58.705	School Principals, Supervisors, and Curriculum Directors-Master's Degree (M.Ed)	MET
10.58.705	School Principals, Supervisors, and Curriculum Directors-Principal Leadership Certificate	MET
10.58.706	Superintendents	MET
10.58.707	School Psychologists	NASP Accredited

COMMENDATIONS:

There were numerous commendations from across the programs attesting to the quality of the professional educational preparation program at the University of Montana. Many of these commendations would not be possible without the collaboration of the Education faculty across the university. That type of collaboration takes time and effort. Below are some, though certainly not all, of the specific commendations.

Students with Disabilities: The alignment to the standards includes an array of course assessments with significant rigor. These assessments include both qualitative and quantitative measures and opportunities for applied learning to demonstrate knowledge.

World Languages: The language programs clearly address the expectations of the EPP standards and documentation indicates that students are well prepared for instruction in world language education.

School Principals, Supervisors, and Curriculum Directors, as well as Superintendents: The field experience is a cumulative experience for principal candidates to apply theory and knowledge gained throughout the course sequence.

Reading Specialist: The required course content is well-aligned and balanced between assignments that support conceptual knowledge mastery and practical in-service opportunities to apply this knowledge.

Early Childhood: The required course content is well-aligned internally from one course to the next. Coursework is heavily focused on problem solving, application and reflection.

English/Language Arts: Rigorous and highly regarded pedagogical and theoretical texts and articles have been selected to provide rich context, promote critical literacy of considerations within the field and to build teacher-candidate skill in best practices for the teaching of English Language Arts.

Overall: The institutional report was well developed and provided information on the course objectives that met the intent of the standards.

AREAS FOR IMPROVEMENT (AFI)

None

Standard Met with Notation

10.58.507 Theatre has several gaps (10.58.507(1)(b) and 10.58.507(2)(a) which have been noted in the review. However, the department has a plan on how to close those gaps. The department is encouraged to follow through with those plans and report on their progress in two years.

DEFINITIONS WHICH PERTAIN TO THIS REPORT (CAEP)

Standard is met: Regular accreditation for a period of seven years.

Standard is met with notation: Regular accreditation with minor deviations with most of the components of a standard met. This could involve incomplete items on the Institutional Report or clarification/corrections needed. As those items are rectified, the recommendation to the BPE will reflect the current and corrected status.

Area for Improvement (AFI): Standard is met with weakness. The site review team identified a weakness in the evidence for a standard or component. Area for Improvement should be remediated by the next accreditation cycle, and progress toward improvement is reported annually through the annual report to the OPI/BPE. During the next accreditation review, the EPP must demonstrate that the AFIs have been corrected. If the AFIs have not been corrected, a stipulation may be cited in the same area.

Stipulation: A standard or component is not met. The site visiting team identified a deficiency related to one or more components or the BPE standard. A stipulation is of sufficient severity that a standard may be determined to be unmet. A stipulation must be addressed within two years to retain accreditation.

Council for the Accreditation of Educator Preparation (CAEP) Report

University of Montana-Missoula

Draft Action Report – October 2022 Accreditation Council

Initial-Licensure Level Decision: Full Accreditation

Term: October 23, 2022 – December 31, 2027

All Standards Met

Area(s) for Improvement

Standard R1: None

Standard R2:

1. The EPP provided limited evidence of mutually beneficial P-12 school and community arrangements for clinical preparation and shared responsibility for continuous improvement. (component R2.1)
 - a. *Rationale:* The EPP provided a sample MOU and emails but no details about partnerships, action items, data review, or decisions.
2. The EPP provided limited evidence on the training and evaluation of high-quality clinical educators. (component R2.2)
 - a. *Rationale:* The EPP provided a training PowerPoint and email communication but no data on training details nor data on the clinical evaluator survey.
3. The EPP provided limited evidence that it works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration. (component R2.3)
 - a. *Rationale:* The EPP provided contact hours and course sequences (duration) but limited details about breadth, depth, and coherence of experiences.

Standard R3:

1. The EPP provided limited evidence of goals and progress for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that align with their mission and address local, state, regional, or national needs for hard-to-staff schools and shortage fields. (component R3.1)
 - a. *Rationale:* The EPP provided limited evidence that there have been sustained, targeted recruitment efforts for teacher candidates, including those who are diverse. The EPP did present a recruitment plan to indicate future efforts in this area, but no baseline data were provided. The EPP did not provide evidence that demonstrates annual monitoring and progress of recruitment and revisions made based on the monitoring or effectiveness of listed recruitment efforts.

Standard R4:

1. The EPP provided limited evidence demonstrating employer satisfaction with completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families. (component R4.2)
 - a. *Rationale:* The EPP did not provide evidence of employer satisfaction data that could be tied to any specific EPP in the state; disaggregated by program of preparation, year of completion, or race/ethnicity. The one cycle of data presented was on all EPPs in the state, collected in 2018 from employers who employed alumni from any EPP in the state of Montana from 2014 - 2017.

Standard R5:

1. The EPP provided limited evidence that it developed, implemented, and modified, as needed, a functioning Quality Assurance System (QAS) that ensures a sustainable process to document operational effectiveness. (component R5.1)
 - a. *Rationale:* The EPP provided limited evidence of a functional QAS system. The EPP has not developed, implemented, and modified, as needed, a functioning quality assurance system that ensures a sustainable process to use data to document operational effectiveness.
2. The EPP provided limited evidence that its Quality Assurance System relies on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent. (component R5.2)
 - a. *Rationale:* The EPP provided limited evidence that data used for assessment purposes is relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent.
3. The EPP provided limited evidence of internal and external stakeholder involvement in program design, evaluation, and continuous improvement process. (component R5.3)
 - a. *Rationale:* The EPP provided limited evidence of internal and external stakeholder involvement in the development, analysis, and program changes associated with data collected.
4. The EPP provided limited evidence that it regularly, systematically, and continuously assesses performance against its goals and relevant standards, tracks results over time, documents modifications and/or innovations and their effects on EPP outcomes. (component R5.4)
 - a. *Rationale:* The EPP provided limited evidence of regularly, systematically, and continuously assessing performance goals and relevant standards, tracking results over time, and documenting modifications and the effects on EPP outcomes.

Advanced Level Decision: Full Accreditation

Term: October 23, 2022 – December 31, 2027

All Standards Met

Area(s) for Improvement

Standard A1: None

Standard A2:

1. The EPP provided an insufficient plan for partners co-constructing mutually beneficial P-12 school and community arrangements. (component A2.1)
 - a. *Rationale:* An insufficient plan was provided to support co-constructing mutually beneficial and co-designed experiences.

Standard A3:

1. The EPP provided limited evidence of goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations, and limited evidence that the provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields. (component A3.1)
 - a. *Rationale:* Insufficient evidence was provided that there have been sustained, targeted recruitment efforts for advanced candidates. The EPP provided limited evidence that demonstrated annual monitoring and progress of recruiting events and revisions made based on the effectiveness of listed recruitment efforts. There was no evidence of targeted efforts of recruitment of diverse candidates or that any efforts are targeted to meet the needs of community, state, national, and regional needs.

Standard A4:

1. The EPP provided limited evidence that the provider demonstrates employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families. (component A4.2)
 - a. *Rationale:* The EPP did not provide evidence of Employer Satisfaction data that could be tied to any specific EPP in the state; disaggregated by program of

preparation, year of completion, or race/ethnicity. The one cycle of data presented is on all EPPs in the state, collected in 2018 from employers who employed alumni from any EPP in the state of Montana from 2014 - 2017.

Standard A5:

1. The EPP provided limited evidence that its Quality Assurance System (QAS) is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. (component A5.1)
 - a. *Rationale:* The EPP provided limited evidence of a functional QAS system. The EPP has not developed, implemented, and modified, as needed, a functioning Quality Assurance System that ensures a sustainable process to use data to document operational effectiveness.
2. The EPP presented limited evidence to ensure that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, were involved in program evaluation, improvement, and identification of models of excellence. (component A5.5)
 - a. *Rationale:* The EPP provided limited evidence of internal and external stakeholder involvement in the development, analysis, and program changes associated with data collected.

Previous Area(s) for Improvement

1. (1) [NCATE STD4] Candidates have limited opportunities to work with diverse P-12 students. [Both]
 - a. (1) Team recommends removal. This is included within Standard R2/A2.

University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard: 10.58.501 Teaching Standard for ELEMENTARY UNDERGRADUATE

Validating Statement: Evidence was presented in the syllabi for the Elementary Undergraduate Program.

Sources of Evidence: Course syllabi and course descriptions were reviewed in the preliminary report.

Assessment Aligned to Standard: PEPP standards alignment was found in course objectives outlined in the syllabi.

Evaluation: Based on the syllabi provided by the UM faculty, the standards were met.

Commendations: The institutional report was well developed and provided information on the objectives that met the intent of the standards.

Improvements: The course descriptions in the catalog and those presented in the syllabi were a bit different. At some point it might be beneficial for the course descriptions to be more aligned. Also, the faculty might consider a standard syllabi template. Most of the EDU syllabi had the INTASC standards while some did not.

Accreditation Recommendation

- Meets Standard



Elsie Arntzen, Superintendent
University of Montana

Educator Preparation Provider Accreditation Review

April 10-12, 2022

Number and Name of Standard: 10.58.501 Teaching Standards for ELEMENTARY GRADUATE

Validating Statement: Evidence was presented in the syllabi for the Elementary Graduate Program.

Sources of Evidence: Course syllabi and course descriptions were reviewed in the preliminary report.

Assessment Aligned to Standard: PEPP standards alignment was found in course objectives outlined in the syllabi.

Evaluation: Based on the syllabi provided, the intent of the standards has been met.

Commendations: The institutional report was well developed and provided information on the course objectives that met the intent of the standards.

Improvements: The course descriptions need to be better aligned. A standardized education syllabi template might be considered. Most of the EDU syllabi had the InTASC standards while some did not.

Accreditation Recommendation

- Meets Standard

University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard: 10.58.501 Teaching Standards for SECONDARY UNDERGRADUATE

Validating Statement: Evidence was presented in the syllabi for the Secondary Undergraduate Program.

Sources of Evidence: Course syllabi and course descriptions were reviewed in the preliminary report.

Assessment Aligned to Standard: PEPP standards alignment was found in course objectives in the syllabi.

Evaluation: The intent of the standards was met based on the syllabi provided.

Commendations: The institutional report was well developed and provided information on the objectives that met the intent of the standards.

Improvements: At some point a review of the catalog descriptions might be considered to more clearly align them with course descriptions used in the syllabi. The education faculty also might consider standardizing the syllabus template. Most of the EDU syllabi had the InTASC standards while some did not.

Accreditation Recommendation

- Meets Standard



University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard: 10.58.501 Teaching Standards for SECONDARY GRADUATE

Validating Statement: Evidence was presented in the syllabi for the Secondary Graduate Program.

Sources of Evidence: Course syllabi and course descriptions were reviewed in the preliminary report.

Assessment Aligned to Standard: PEPP standards alignment was found in course objectives in the syllabi.

Evaluation: The syllabi provided presented the objectives of the courses that met the intent of the standards.

Commendations: The institutional report was well developed and provided information on the objectives that met the intent of the standards.

Improvements: At some point a review of the catalog descriptions might be considered to more clearly align them with course descriptions used in the syllabi. The education faculty also might consider standardizing the syllabus template. Most of the EDU syllabi had the InTASC standards while some did not.

Accreditation Recommendation

- Meets Standard

**University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022**

Number and Name of Standard: 10.58.501 Teaching Standard for EARLY CHILDHOOD

Validating Statement: Evidence was presented in the syllabi for the Early Childhood Undergraduate Program.

Sources of Evidence: Course syllabi and course descriptions were reviewed in the preliminary report.

Assessment Aligned to Standard: PEPP standards alignment was found in course objectives outlined in the syllabi.

Evaluation: Based on the syllabi provided by the UM faculty, the standards were met.

Commendations: The institutional report was well developed and provided information on the objectives that met the intent of the standards.

Improvements:

Accreditation Recommendation

- Meets Standard



University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard: 10.58.503 ART K-12

Validating Statement: Evidence was presented in the syllabi for the Art Program.

Sources of Evidence: Course syllabi and course descriptions were reviewed in the preliminary report.

Assessment Aligned to Standard: PEPP standards alignment was found in course objectives outlined in the syllabi.

Evaluation: The information provided in the syllabi support that the intent of the standards are met.

Commendations: None

Improvements: None

Accreditation Recommendation

- Meets Standard

University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard: 10.58.507 THEATRE

Validating Statement: Evidence was presented in the syllabi for the Theatre Teaching Major ((46-48 credit hours) and the Theatre Education Minor (21 credit hours).

Sources of Evidence: Course syllabi and course descriptions were reviewed in the preliminary report.

Assessment Aligned to Standard: PEPP standards alignment is found in course objectives in the syllabi.

Evaluation: Based on the evidence presented by UM faculty, this preliminary reviewer found alignment that met each of the standards, although there was a lack of clarity in some cases.

Commendations: The program is intensive and focused on developing theatre professionals who can expand their talents and skills professionally in the theatre.

Improvements: The UM Major and Minor programs are well developed for theatre professionals. The teaching component of the program appears less well designed and coordinated based on the institutional report and syllabi presented. For example, 10.58.507(a) is limited to Methods of Teaching Theatre THTR 439 with major content provisions outlined in course syllabi. Also, as outlined in the syllabus, 10.58.507(2)(a) embedded in THTR 235L is also unclear.

Accreditation Recommendation

- Meets Standard with Notation

University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard: 10.58.509 English/Language Arts

Validating Statement: Evidence was presented in the syllabi for the English Language Arts Teaching Major (42 credit hours) and the English language Arts Teaching Minor (36 credit hours).

Sources of Evidence: Course syllabi (including texts, topics/content, objectives, and assignments for assessment), and UM course descriptions were reviewed in the preliminary report.

Assessment Aligned to Standard: Assignments and assessments in the syllabi submitted for review align with expectations for measuring competencies described in the standard.

Evaluation: Based on the evidence presented by UM faculty, this preliminary reviewer found alignment that met each of the standards without reservations or concerns.

Commendations: The UM Major and Minor programs are well developed for English Language Arts Teaching candidates. The teaching component of the program is robust and offers ample opportunity for pre-service teachers to practice methods in the act of teaching through the development and implementation of model units and lessons that directly address content within the PEPP standards. Teaching methods support direct learning and, modeling and role-playing learning for students to experience and participate in the art of teaching as opposed to just learning about it.

Rigorous and highly regarded pedagogical and theoretical texts and articles have been selected to provide rich context, promote critical literacy of considerations within the field and to build teacher-candidate skill in best practices for the teaching of English Language Arts.

The program is intensive and focused on developing English Language Arts professionals who will be prepared for the many facets of teaching reading, writing, language, and speaking and listening.

Improvements:

1. Regarding PEPP Standard **10.58.509 ENGLISH/LANGUAGE ARTS (f) demonstrate understanding of theory and research and apply knowledge in the areas of language, oral discourse, reading processes, writing processes, literature, print and non-print texts, which**

are inclusive of texts from and about American Indians and tribes in Montana, and technology.

ENT 439 and ENT 441 course reading selections include texts by and about American Indians, and the Linguistics 270s course includes the following Learning Objective:

Understand the importance of intergenerational connection as well as indigenous knowledge from a perspective of sustainability.

2. Regarding PEPP Standard **10.58.509 ENGLISH/LANGUAGE ARTS (m) prepare to interact knowledgeably and professionally with students, families, and colleagues based on social needs and institutional roles; engage in leadership and/or collaborative roles in English/language arts professional learning communities; and continue to develop as professional educators.**

All ENT syllabi require participation in MATELA and NCTE for all pre-service teachers, and collaborative group learning and projects throughout all ENT courses model PLCs.

Accreditation Recommendation

- Meets Standard

University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard: 10.58.511 World Languages

Validating Statement: Evidence was reviewed and accountability to this standard was demonstrated through the expectations, stated learning outcomes, and methods of assessment in each world language program.

Sources of Evidence: Course syllabi, university graduation requirements, and documentation of course content.

Assessment Aligned to Standard: Assignments and assessments in the syllabi submitted for review align with expectations for measuring competencies described in the standard.

Evaluation: The IR indicates that the course work and requirements for the World Languages endorsements largely align with the EPP standard in ARM 10.58.511. Particular notes on each individual program are as follows:

- ESL
 - The syllabi for LING 470 and WLC 410 clearly describe learning outcomes, assignments, and assessments that align with the standard.
 - The syllabus for LING 477 and LING 478 need to more explicitly describe learning objectives and outcomes that align to the standards.
- French
 - The syllabi submitted for review clearly describe learning outcomes, assignments, and assessments that align with the standard.
- German
 - The syllabi submitted for review clearly describe learning outcomes, assignments, and assessments that align with the standard.
- Latin
 - The syllabi submitted for review clearly describe learning outcomes, assignments, and assessments that align with the standard.
- Russian
 - The syllabi submitted for review clearly describe learning outcomes, assignments, and assessments that align with the standard.

- Spanish
 - The syllabi submitted for review clearly describe learning outcomes, assignments, and assessments that align with the standard.

Commendations: The language programs clearly address the expectations of the EPP standard, and documentation indicates that students are well prepared for instruction in world language education.

Accreditation Recommendation

- Meets Standard

DRAFT



University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard: 10.58.510 STUDENTS WITH DISABILITIES P-12

Validating Statement: Standards are clearly tailored to the instruction, projects, and evaluative measures for the course of study. Course syllabi include opportunities for candidates to practice and demonstrate knowledge and skills through clinical experience/fieldwork, case studies, written work and assessments. Development of the professional occurs through a focus on evaluative and instructional skills to enhance and support the education of students with disabilities.

Sources of Evidence: Primarily through the examination of detailed course syllabi with additional documentation of course content through the institutional report 10.58.510.

Assessment Aligned to Standard: A distinct program alignment with standards is evident in course syllabi and course descriptions. The learning outcomes in the special education endorsement program correlate to the Standards. For indicator “K”, there is only limited mention of Montana specific legal requirements and no mention of Achievement in Montana (AIM).

Evaluation: The evidence demonstrates the depth and breadth of the special education endorsement at the University of Montana. Multiple measures and opportunities for assessment occur throughout program fieldwork and coursework which demonstrates considerable rigor. Students demonstrate proficiency through projects, written and oral presentations, papers, fieldwork, case studies, and course and standardized (PRAXIS) assessments. Multiple measures are utilized to develop a comprehensive demonstration of successful outcomes. Assessment descriptions in the institutional report and syllabi does not include actual student performance data, aggregated and disaggregated.

Commendations: The alignment to the standards includes an array of course assessments with significant rigor. These assessments include both qualitative and quantitative measures and opportunities for applied learning to demonstrate knowledge.

Improvements: NONE

Accreditation Recommendation

- Meets Standard



University of Montana

Educator Preparation Provider Accreditation Review

April 10-12, 2022

ARM 10.58.517 Library Media K-12

Validating Statement

The EEP has a joint program with University of Montana-Western that leads to K-12 licensing in Library Media. This preliminary review consisted of an examination of the narrative itemized on the Institutional Report, as well as a review of attached syllabi. A review of the syllabi in these programs found that course content was consistent with content standards in the Institutional Report.

Evaluation

Evidence Consistent with meeting the standard

The Institutional Report provides evidence for each content knowledge component of 10.58.517. A clear description is provided in the IR evidence column of how the content knowledge is addressed and assessed within each syllabus. This reviewer found that the content provided in the syllabi was keyed directly to the content knowledge address in the IR. Each syllabi addressed the specific content knowledge and/or Library Media Program Delivery Standards.

Evidence Inconsistent with meeting the standard

None

Commendation

The Library Media is a well-organized program that provides students with a program balanced in theory and real-world practice activities.

Accreditation Recommendation

Meets standard



University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard: **10.58.518 MATHEMATICS**

Validating Statement:

Supporting materials were reviewed, with accountability to this standard being demonstrated through various documents and online information. Incorporation of the Professional Educator Preparation Program (PEPP) Standards is well-documented through the course syllabi and other documents, where available.

Sources of Evidence:

Course syllabi, online University of Montana Course Catalog for Mathematics courses, Phyllis J. Washington College of Education Secondary Education Licensure Program Requirements; and in some cases (M171, M221, M301, M431) online Open-Source texts.

Assessment Aligned to Standard

Course descriptions are available on the course syllabi and in the course catalog. Course content aligns with specific sub standards of the PEPP Mathematics Standard, and assessments are aligned with course content. Assessments include homework, quizzes, mid-semester and final exams and, in some cases, projects. Where appropriate, rubrics are included in the course syllabi, which are aligned with specific sub standards of the PEPP Mathematics Standard.

Evaluation

The Institutional Report (IR) lists each course that aligns with specific sub standards of the PEPP Mathematics Standard. Where evidence for that alignment is not readily apparent on the course syllabi, the IR elaborates on the course content, and includes examples that illustrate the alignment. In these cases, additional evidence may be necessary in order to assure alignment.

The PEPP Standards are not specifically referenced in any of the course descriptions or course outcomes/goals either in the syllabi or the course catalog. PEPP Standards are also not referenced in any of the assessment rubrics that are included in the syllabi, where applicable.

Commendations

The required courses include a wide range of course requirements, with broad mathematical content providing a solid foundation of knowledge and skills for secondary mathematics

educators. Likewise, courses are taught by mathematics educators with a wide range of research interests. In addition to mathematics content, teacher candidates also complete a methods course and field experience, along with student teaching.

Improvements:

Though candidates will have a solid foundation of knowledge and skills in mathematics content, more than one methods course may be necessary in order for candidates to also be masters of the craft of teaching mathematics, along with being experts in math content. The current required mathematics methods course explores a wide range of readings on current trends in mathematics education; nonetheless, it may take additional coursework/field experiences in order to further explore the science of teaching and learning.

Accreditation Recommendation

- Meets Standard



University of Montana

Educator Preparation Provider Accreditation Review

April 10-12, 2022

Number and Name of Standard: ARM 10.58.519 MUSIC K-12

Validating Statement: Evidence was presented in the syllabi for the Music K-12 Program.

Sources of Evidence: Course syllabi and course descriptions were reviewed in the preliminary report.

Assessment Aligned to Standard: PEPP standards alignment was found in course objectives in the syllabi.

Evaluation: Based on the information provided, the intent of the standards is met.

Commendations: The Institutional Report was very well prepared and provided background in addition to the course objectives that aligned with the standards.

Improvements: None.

Accreditation Recommendation

- Meets Standard



University of Montana

Educator Preparation Provider Accreditation Review

April 10-12, 2022

Number and Name of Standard: 10.58.521 Reading Specialist K-12

Validating Statement: Supporting materials were reviewed. Accountability to this standard was demonstrated through the syllabi documents and other pieces of evidence. Integration of the Reading Specialist standards k-12, minor requirements, and the opportunities for candidates to observe data through case analysis, interview assignments, mini-case studies, clinical experiences, and literacy practicum all provide various opportunities to apply conceptual knowledge to practice.

Sources of Evidence: Evidence was gathered from the course syllabi, course descriptions, course objectives and task assignments

Assessment Aligned to Standard: For each course in the Reading Specialist program, the learning outcomes correlate to the reading specialist K-12 EPP standards.

Evaluation: Evidence has been presented to verify that the course work in the Reading specialist K-12 program is aligned with the EPP standards. As a result of the examination of each syllabus the following information was noted:

In the syllabi for all the courses the standards are referenced in the course descriptions, class objectives or learning outcomes. For all of the courses the assessments are mostly in the form of service learning, projects and various assignments. There doesn't appear to be a summative assessment to measure content mastery explicitly and quantifiably besides the final Praxis test #5206.

EDU 497, EDU 481, EDU 397- Assessments are carried out through projects and field work.
EDU 456, EDU 438, EDU 339, EDU 331- Assessments are carried out through a set of various instructional components.

EDU 432-It is unclear how assessment is carried out.

Commendation: The required course content is well-aligned and balanced between assignments that support conceptual knowledge mastery and practical in-service opportunities to apply this knowledge.

Improvements: Perhaps a discussion is necessary regarding some supplemental course assessments serving as a more quantifiable way to measure knowledge mastery mentioned in standard 10.58.521 for reading specialist k-12. Specifically, this could assist in preparing students for relevant content in the Praxis and also to measure that true knowledge and awareness of American Indians and tribes in Montana has been attained.

-“understand the theoretical and evidence-based foundations of reading and writing processes and instruction...”

-“demonstrating knowledge and awareness of the distinct and unique cultural heritage of American Indians and tribes in Montana.”

Accreditation Recommendation

- Meets Standard



University of Montana

Educator Preparation Provider Accreditation Review

April 10-12, 2022

Number and Name of Standard 10.58.522 SCIENCE

Validating Statement

Supporting materials were reviewed, with accountability to this standard being demonstrated through syllabi. Incorporation of the Professional Educator Preparation Program (PEPP) Standards is mostly documented through the course syllabi.

Sources of Evidence

Course syllabi, online University of Montana Course Catalog for Mathematics courses, [Phyllis J. Washington College of Education](#) Secondary Education Licensure Program Requirements.

Assessment Aligned to Standard

Course descriptions are available on the course syllabi and in the course catalog. Course content aligns with specific sub standards of the PEPP Sciences Standards, and assessments are aligned with course content. Assessments include homework, quizzes, mid-semester and final exams and, in some cases, projects. Where appropriate, rubrics are included in the course syllabi, which are aligned with specific sub standards of the PEPP Science Standard.

Evaluation

The Institutional Report (IR) lists each course that aligns with specific sub standards of the PEPP Sciences Standards. Where evidence for that alignment is not readily apparent on the course syllabi, the IR elaborates on the course content, and includes examples that illustrate the alignment. In these cases, additional evidence may be necessary in order to assure alignment.

The PEPP Standards are not specifically referenced in any of the course descriptions or course outcomes/goals either in the syllabi or the course catalog. PEPP Standards are also not referenced in any of the assessment rubrics that are included in the syllabi, where applicable.

Through an examination of the syllabi, the following was noted:

10.58.522 SCIENCE: Science Endorsements for grades 5th-12th: 2, a, i: The course EDU 497 Methods 5-12 Science is the only course listed to meet this standard. In the syllabus, the Next

Generation Science Standards are listed as the New Generation Science standards, however the link does go to the correct Next Generation Science Standards (NGSS) webpage, there is no link to the Montana Content standards or mention of them in the syllabus, however in the IR they state that MT Science Standards are addressed in the lesson planning assignments.

Commendations: None

Improvements: None

Accreditation Recommendation

- Meets Standard



University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard: ARM 10.58.523 Social Studies

Validating Statement:

The University of Montana offers endorsements in broadfield social studies, economics, geography, government, history, psychology, and sociology. This preliminary review consisted of an examination of the narrative itemized on the Institutional Report, as well as a review of attached syllabi. Some courses that appeared to cover the content knowledge requirements were optional for students. In review of the IR, the EDU 497, Methods 5-12 Social Studies course is a comprehensive course.

Evaluation

Evidence Consistent with meeting the standard

The Institutional Report often provides specific evidence for the content knowledge component. This reviewer found that the content provided in the syllabi was often keyed directly to the content knowledge address in the IR. A review of the IR and the attached syllabi find that content standards appear to be addressed by the documented coursework.

Improvements: All content areas have a template for developing syllabi that addresses learning outcomes to show content knowledge is being addressed.

Accreditation Recommendation

Meets standard



**University of Montana
Professional Education Unit Accreditation Review**

Number and Name of Standard: 10.58.531 Teaching Areas: Early Childhood

Validating Statement. Supporting materials were reviewed. Accountability to this standard was demonstrated through various documents and online information. Integration of the standards are well documented throughout the course syllabi and other documents.

Sources of Evidence: Evidence was gathered from the course syllabi, and the online course catalog. Course descriptions and target outcomes stated in the course catalog match the outcomes described in the course syllabi.

Assessment Aligned to Standard: For each of the standards addressed in various classes, a rubric is used for assessment that addresses the knowledge, dispositions, and performances of the student. Class assignments in the required classes focus on the standards.

Evaluation: The IR indicates that all course work in the program is aligned with the standards. Through an examination of each syllabus the following information was noted: In the syllabi for EDEC 540, C & I 501, EDU 588, EDEC 508, EDED 495, EDU 338, 360, 370, 397, HSTA 255, NASX 105, MUSE 397, MATH 213, NASX 235 the standards are not referenced in the course descriptions, objectives for assignments, or goals. In all other syllabi for standards framework is included. However, in each of these cases the assignments and assessments were not specifically, intentionally, tied to any standards.

Commendations: The required course content is well-aligned internally from one course to the next. Coursework is heavily focused on problem solving, application and reflection.

Improvements: None

Accreditation Recommendation: Meets Standard

University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard: 10.58.532 - Elementary Education

Validating Statement: Supporting materials were reviewed. Multiple documents and online information demonstrated accountability to this standard.

Sources of Evidence: Course syllabi and course descriptions were reviewed in the preliminary report. Goals, objectives, and assignments/projects display evidence of addressing the different components of the standard.

Assessment Aligned to Standard: Most sections of the standard are assessed in multiple courses, with a focus on collaboration and reflection. There is also an emphasis on the Universal Design for Learning (UDL).

Evaluation: The Institutional Report indicates that course work in the EDU program addresses all the different components of 10.58.501.

- EDU 497 5-8 Mathematics Methods - Sometimes difficult to find evidence of how it was addressing the identified section of the standard.

Commendations: The methods classes include many opportunities for practical application of the standards. Students are provided many opportunities for collaboration and reflection.

Improvements: None

Accreditation Recommendation:

Meets Standard



University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard: 10.58.705 SCHOOL PRINCIPALS, SUPERVISORS, AND CURRICULUM DIRECTORS

Validating Statement

Several documents were viewed to validate standard implementation. Starting with the course descriptions, it was evident that the standard 10.58.705 is addressed throughout the principal certification. State standard is fully supported with ISLLC, and PEPPS standards taught in the various courses are identified by course syllabi's. The field experience consists of a final review of the standard, translating into the standard both taught in the classroom and reinforced during the outside experience.

Sources of Evidence

Course Syllabi Units of Study with Assignments
Course Syllabi Identification of ISLLC and PEPPS Standards
Course Conceptual Frameworks and Course Descriptions located on the online catalog
Institutions Self-Report with Appendices
Internship Task Assignments

Assessment Aligned to Standard

A clear distinction of standard alignment is found in course syllabi and institutions self-report.

Evaluation

The materials submitted show a commitment to implement the ISLLC and PEPPS standards. The syllabi indicate flexibility of taking the course in-person or remote.

Commendations

Evidence shows that the courses are designed to meet the standard. The expectations of the courses are high quality as reflected by syllabi. The field experience is a cumulative experience for principal candidates to apply theory and knowledge gained throughout the course sequence.

Improvements: None

Accreditation Recommendation

- Meets Standard



University of Montana

Educator Preparation Provider Accreditation Review

April 10-12, 2022

Number and Name of Standard: 10.58.706 Superintendent

Validating Statement:

Program Requirements, Course Descriptions/Syllabi and the ELD were viewed to validate standard implementation. It was evident that Standard 10.58.706 is addressed throughout the Superintendent certification program. The state standard is fully supported with ISLLC and PEPPS standards taught in the various courses are identified by course syllabi. The field experience consists of a final review of the standard and activities related to each of the sub-standards, resulting in the standard being taught in the classroom and reinforced during the internship experience.

Sources of Evidence:

Course Syllabi Units of Study with Assignments
Course Syllabi Identification of ISLLC and PEPPS Standards
Course Conceptual Frameworks
Course Descriptions located on the online catalog
Institutions Self-Report with Appendices
Internship Task Assignments

Assessment Aligned to Standard:

Standard alignment is found in course syllabi, ELD and the institution's self-report.

Evaluation:

The materials submitted show a commitment to implement the ISLLC and PEPPS standards across the program.

Commendations:

Evidence shows the courses are designed to meet the standard. The expectations of the program are evident in the course syllabi. The internship is a cumulative experience for superintendent candidates which allows them to apply theory and knowledge gained throughout the course sequence and aligns specifically with the standard.

Improvements:

The only real improvements we suggest do not necessarily relate to the overall program, but the collecting, compiling and utilization of data related to how the program is meeting the standards.

Accreditation Recommendation

- Meets Standard

DRAFT

BOARD OF PUBLIC EDUCATION LUNCH
WITH STUDENTS

WILLSON SCHOOL, ROOM 217A

❖ **MACIE LIAISON – (Item 13)**

Susie Hedalen

ITEM 13

MACIE REPORT

Action Item

- **Action on Nomination of John Stiffarm –
Class 7 Representative**

Jordann Lankford Forster

Montana Board of Public Education
MACIE Summary
November 2022

Presentation	MACIE Report
Presenter	Jordann Lankford Forster
Position Title	MACIE Chair
Overview	<p>The purpose of MACIE is to provide recommendations and guidance to the Board of Public Education and the Office of Public Instruction on initiatives and actions aimed at increasing American Indian student achievement. As your advisory board, and partner in American Indian education improvement, we offer the following report:</p>
Requested Decision	<p>1. Approve new MACIE member:</p> <ul style="list-style-type: none">• John Mark Stiffarm, Class 7 Representative
Related Issue(s)	November MACIE meeting
Recommendations	Approve new MACIE member

1. Approve new MACIE member:
John Stiffarm

John has served as a Class 7 teacher (Aaniiih) for the past 15 years at Harlem Schools. He has taught grades K-12 for 8 of those 15 years. He has a great passion for teaching and learning the Aaniiih Language and Culture. He hopes to share some of that passion through being involved with the Montana Advisory Council on Indian Education.



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION
ADVISORY TO THE BOARD OF PUBLIC EDUCATION AND
SUPERINTENDENT OF PUBLIC INSTRUCTION

Please fill out this form and return to:

Joan Franke

Administrative Assistant

ifranke@mt.gov

☒ Yes, I wish to be appointed as the person to represent Class 7 teachers on the Montana Advisory Council on Indian Education (MACIE).

Name John Mark Stiffarm

Address PO Box 364

City, ZIP Harlem 59526

Phone

Cell Phone 406-344-3005

Email jnstiffarm@me.com

Please provide a brief bio articulating your qualifications for membership on MACIE.

I have served as a Class 7 teacher (Aaniiih) for the past 15 years at Harlem Schools. I have taught grades k-12 for 8 of those 15 years. I have a great passion for teaching and learning our Language and Culture. I hope to share some of that passion through being involved with the Montana Advisory Council on Indian Education.

Signature John Stiffarm

Date November 2, 2022

❖ **LICENSURE COMMITTEE – (Items 14-15)**

Susie Hedalen

ITEM 14

**ACTION ON REVISED TIMELINE FOR
REVISIONS TO ARM TITLE 10, CHAPTER
58, PROFESSIONAL EDUCATOR
PREPARATION PROGRAM STANDARDS**

Susie Hedalen



**BOARD OF PUBLIC EDUCATION TIMELINE
PROPOSED CHAPTER 58 RULES**

- BPE approves rulemaking timeline November 17-19, 2021
- BPE approves revised rulemaking timeline March 10-11, 2022
- Proposal notice to BPE for consideration May 12-13, 2022
- BPE authorization to publish proposal notice July 14-15, 2022
- Proposal notice to SOS for publication in MAR July 26, 2022
- MAR publication of proposal notice August 5, 2022
- Public Hearing Date August 30, 2022
- Final public comment deadline September 2, 2022
- Adoption notice to BPE for consideration/respond to comments September 14-15, 2022
- ~~BPE authorization to publish adoption notice~~ November 17-18, 2022
Adoption notice to BPE for consideration/respond to comments (cont.)
- ~~Adoption notice to SOS for publication in MAR~~ January 12-13, 2023
BPE authorization to publish adoption notice
- ~~MAR publication of adoption notice~~ January 2023
Adoption notice to SOS for publication in MAR
- ~~Effective date of rules~~ January 2023
Adoption notice to SOS for publication in MAR
- Effective date of rules ~~January 2023~~
July 2023

ITEM 15

**ACTION ON AND RESPONSE TO PUBLIC
COMMENTS SUBMITTED ON REVISIONS
TO ARM TITLE 10, CHAPTER 58,
PROFESSIONAL EDUCATOR
PREPARATION PROGRAM STANDARDS**

Susie Hedalen

BPE Licensure Committee – Ch. 58 Follow-up

At the Board of Public Education meeting in September, Board members decided to pause on several areas and work on them before the November meeting. The Board's Licensure Committee, led by Chair Quinlan, worked on providing the following recommendations.

1) New Rule I English as a Second Language (ESL)

COMMENT 3: One commenter supported New Rule 1 and acknowledged that English may not be a learner's second language and that the Board should work with experts to identify the most up-to-date language and standards used in the field to refer to teaching speakers of languages other than English.

Follow Up: McCall touched base with a professor in the Center for Bilingual and Multicultural Education at Montana State University. The professor shared that there is other terminology, though when referring to this type of teacher in an educator preparation program, it is more appropriate to refer to it as English as a Second Language.

Recommendation: Keep English as a Second Language title, as proposed.

2) 10.58.511 World Languages

COMMENT 14: The Board Licensure Committee supported better aligning the general standards for world languages and those that apply to the classical language standards and stated that of the World Language standards listed in 10.58.511(1), all but (b), (c), (d), (e), and (g) are applicable to Classical Languages in subsection 10.58.511(2). The committee would recommend working with experts to align this section.

Follow Up: McCall touched base with language professors at Montana State University and Carroll College. Both professors agreed that there was some important language missing from (2) in reference to the classical languages and helped craft the following recommendation.

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

(a) demonstrate understanding of the major linguistic features of the target language (i.e., phonology, morphology, syntax, semantics) and ~~describe~~ explain the rules that govern the structure, function, and meaning of target language discourse;

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

~~(c) (b)~~ identify and explain pragmatic and sociolinguistic features ~~(e.g., including, but not limited to, politeness, and formal/informal address)~~ of the target discourse and identify features for creating coherence and discourse in extended spoken and written texts;

~~(d) (c)~~ demonstrate listening comprehension to understand short conventional narrative and descriptive texts, such as descriptions of persons, places, and things; and narrations about past, present, and future events;

~~(e) in paragraph-length discourse, narrate and describe in the major time frames with some control of aspect;~~

~~(d)~~ narrate in oral and/or written form and describe in past, present, and future tenses using connected discourse;

~~(f) handle the linguistic challenges presented by a complication or unexpected turn of events appropriately within the context of a situation;~~

~~(g) (e) deliver oral presentations extemporaneously on familiar literary and cultural topics and those of personal interest, using a variety of strategies to tailor the presentation to the needs of their audience;~~

~~(h) (f) understand conventional written narrative and descriptive texts, such as descriptions of persons, places, and things and narrations about past, present, and future events;~~

~~(i) (g) write narratives, descriptions, and summaries on topics of general interest in all major time frames with good some appropriate control of aspect;~~

~~(j) (h) demonstrate understanding of language as an essential element of culture;~~

~~(k) (i) demonstrate knowledge of cultural perspectives as reflected in daily living patterns and societal structures, including geography, history, religious, and political systems, literature, fine arts, media, and a variety of cultural products;~~

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(c) understand conventional written narrative and descriptive texts;

(d) demonstrate understanding of language as an essential element of culture;

(e) demonstrate knowledge of cultural perspectives as reflected in daily living patterns and societal structures, including geography, history, religious, and political systems, literature, fine arts, media, and a variety of cultural products;

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

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

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

~~(3) The English as a Second Language (ESL) program requires that successful candidates:~~

~~(a) demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics, and semantics;~~

~~(b) use the major language acquisition theories to develop a standards-based ESL curriculum which teaches language and literacy through academic content areas;~~

~~(c) demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement;~~

~~(d) demonstrate understanding of various assessment issues as they affect English language learners (ELLs), such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations;~~

~~(e) demonstrate understanding of language proficiency instruments used for identification, placement, and reclassification of ELLs;~~

~~(f) demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for equal access to educational resources for ELLs; and~~

~~(g) demonstrate successful completion of a two-year program, or the equivalent experience, in learning a second language.~~

~~(4) (3) The Native American language program and culture specialist licensure requires that successful candidates demonstrate the knowledge of and competence in languages of American Indians and tribes in Montana, as attested by the appropriate tribal authority, pursuant to ARM 10.57.436.~~

(4) The American Sign Language program requires that successful candidates:

(a) demonstrate understanding of first and second language acquisition;

(b) demonstrate knowledge and application of linguistics of American Sign Language;

(c) demonstrate understanding of aspects of the deaf culture and community;

(d) demonstrate understanding of methods of teaching American Sign Language;

(e) demonstrate knowledge and application of American Sign Language IV or higher; and

(f) demonstrate understanding of American Sign Language literature.

3) 10.58.515 Industrial Trades

COMMENT 18: One commenter noted that the proposed name of the rule is confusing and supported the nationally recognized name of the profession that is “Technology and Engineering Education” for consistency.

COMMENT 19: One commenter supported changing the language in (1)(a)(i) to read, “...as guided by the *International Technology and Engineering Education Association*”.

Follow Up: McCall reached out to the Dean at Missoula College to confer on the appropriate language. He shared that many colleges and universities are still using trades education language, and shared that Missoula College has used the term **Industrial Technology**, but is moving away from that nomenclature and is now using **Trades Education**. The trades education language aligns with both state and national DLI employment opportunities. He urged the Board to refrain from using **Technical Science** as most employers and students do not associate with this term, and **Engineering**, as it has its own recognition as a separate career field.

Recommendation: Retain the current title, “Industrial Trades and Technology Education”.

4) **10.58.521 Reading K-12 Specialist**

COMMENT 20: The Board Licensure Committee stated that 10.58.521 is difficult to understand and likely needs work. The committee would recommend working with experts to align this section.

Follow Up: Chair Quinlan revised the section and worked with professors at University of Montana Western and University of Montana to ensure the revisions did not change the intent and that the information was still accurate.

Recommendation:

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

(a) ~~understand the~~ demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, their correlation to the Montana Content Standards, and the role of the reading/literacy specialist in schools. ~~theoretical and evidence-based foundations of reading and writing processes and instruction as outlined in the Montana Content Standards, including:~~ Successful candidates demonstrate knowledge of the following:

(i) ~~understanding of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components~~ components of reading development, including, but not limited to, concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, and comprehension through the development of reading throughout the grades and the their relationship with other aspects of literacy;

(ii) ~~understanding of the role of analyzing data and adjusting instruction for improving all students' reading development and achievement in order to meet the needs of individual learners~~ aspects of writing development and writing processes, including, but not limited to, revising and audience, and writing foundational skills, including, but not limited to, spelling sentence construction and word processing throughout the grades and the their relationship with other aspects of literacy; and

(iii) ~~demonstrating knowledge and awareness of the distinct and unique cultural heritage of American Indians and tribes in Montana~~ the components of language, including, but not limited to, language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, and visually representing through the development of language throughout the grades and the their relationship with other aspects of literacy; and

(iv) ~~the knowledge and awareness of the distinct and unique cultural heritage of American Indians and tribes in Montana;~~

(b) through (b)(ii) remain the same.

(iii) developing and implementing strategies to advocate for ~~equity~~ equality of educational opportunity and to develop the full educational potential of each student;

(c) ~~use instructional approaches, materials, and an integrated comprehensive, balanced curriculum to support student learning in reading and writing~~ foundational knowledge to design literacy curricula to meet the unique needs of learners by:

(i) ~~utilizing foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum~~ designing, selecting, critiquing, adapting, and evaluating evidence-based literacy curricula that meet the needs of all learners;

(ii) ~~utilizing appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading/writing connections, including the use of appropriate technology; and~~ designing, selecting, adapting, teaching, and evaluating evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class

and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent;

(iii) utilizing a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources; selecting, adapting, teaching, and evaluating evidence-based, supplemental, and intervention approaches and programs while using instruction that is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing; and

(iv) demonstrating the ability to collaborate with school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum;

(d) use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; and advocate for appropriate literacy practices to relevant stakeholders by:

(i) understanding types of assessments and their purposes, strengths, and limitations the purposes, attributes, formats, strengths/limitations including, but not limited to, validity, reliability, inherent language and culture, and dialect, and cultural bias, and influences of various types of tools in a comprehensive literacy and language assessment system and applying that knowledge when using assessment tools;

(ii) selecting, developing, administering, and interpreting assessments, both traditional print and electronic, in order to make decisions based on data collaborating with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individuals and groups of students; and

(iii) using assessment information to plan, evaluate, reflect on, and adjust instruction; participating in and leading professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools;

(iv) using both written and oral communication to explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians;

(e) create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; and foster a positive climate that supports a literacy-rich learning environment by:

(i) designing the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction consulting with families and colleagues to meet the developmental needs of all learners;

(ii) designing a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write; and collaborating with school personnel and providing opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners;

(iii) utilizing routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback). integrating digital technologies into their literacy instruction in appropriate, safe, and effective ways and assisting colleagues in these efforts;

(iv) facilitating efforts to foster a positive climate that supports the physical and social dimensions of a literacy-rich learning environment, including knowledge of routines, grouping structures, student voice, and social interactions; and

(f) demonstrate ability to be reflective literacy professionals who critically analyze and synthesize research, policy, and promising practices; work collaboratively with individuals and groups of colleagues; demonstrate their coaching skills; and advocate on behalf of students, families, and communities by:

(i) reflecting on their work, belonging to professional organizations, and as critical consumers of research, policy, and practices, sharing findings with colleagues and other stakeholders

(ii) designing, facilitating, and leading professional learning experiences for groups including, but not limited to, data team meetings, professional learning communities, grade-level teams, academic department teams, and workshops while using collaborative data collection, analysis, and decision-making processes;

(ii) using their knowledge of adult learning to support teacher inquiry and reflectivity through coaching tools and processes including, but not limited to, modeling, problem solving, observation feedback cycles, and coteaching in their work with teachers; and

(iii) facilitating and working with teachers and other school leaders to advocate on behalf of students, families, and communities for effective literacy programs, practices, and policies.

5) 10.58.610 School Counseling K-12

COMMENT 39: CSPAC supported reviewing the stricken language in 10.58.610(1)(e) to evaluate whether the language is actually encompassed in other parts of 10.58.610, like Dr. Murgel stated it was.

COMMENT 40: Two commenters opposed removing the following language in 10.58.610(1)(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 American Indians and tribes in Montana.”

Follow Up: The Board agreed that this section needed work. Chair Quinlan and McCall updated the language to make it easier to understand.

Recommendation: (1)(e) demonstrate knowledge of the role in school counseling of ethnic and cultural heritage, including American Indians and tribes in Montana, 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 American Indians and tribes in Montana.~~

COMMENT 44: One commenter opposed the removal of the “equity in academic achievement” language in 10.58.610(1)(f)(iii), which is essential to professional school counselor training in order to address systemic barriers that may exist.

Follow Up: McCall and Madalyn reviewed the public comment and the other parts of rule and determined that the spirit of equity in academic achievement can be found elsewhere in the standards.

Recommendation: Disagree with the comment to reinsert “equity in academic achievement” language in (1)(f)(iii), and instead insert, “and gaps in student achievement”.

6) 10.58.705 School Principals, Supervisors, and Curriculum Directors

COMMENT 46: EPP Faculty and SAM support using the National Educational Leadership Preparation Program Standards to guide the revisions to educational leadership preparation standards and offer the following suggested language...

Follow Up: Chair Quinlan reviewed the EPP/SAM recommendations and made additional recommendations noted in the language below.

Recommendation: 10.58.705 SCHOOL PRINCIPALS, SUPERVISORS, AND CURRICULUM DIRECTORS

(1) The program requires that a candidate who completes a school principal, supervisor, and curriculum director educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to:

(a) collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity supports for each student's learning needs, diversity, digital citizenship, and community. Successful candidates understand and demonstrate the capacity to:

(a) ~~(i) understand and demonstrate the capacity to~~ collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect ~~at the~~ core set of values and priorities ~~that include data use, technology, equity, diversity, digital citizenship, and community~~, and have knowledge of:

(iA) research on the role and importance of school mission and vision;

(iB) processes for collaboratively developing a mission and vision;

(iC) processes for developing an actionable mission and vision attentive to the core set of values and priorities ~~that include data use, technology, values, equity, diversity, digital citizenship, and community~~; and

(iD) the characteristics of well-written mission and vision statements;

(b) ~~(ii) understand and demonstrate the capacity to~~ lead improvement processes that include data use, design, implementation, and evaluation, and have knowledge of:

(iA) research on school improvement;

(iB) formal processes of iterative, evidence-informed improvement;

(iC) data collection, analysis, and use; and

(iD) ~~i~~implementation theory and research.

(b) (2) ~~The program requires that a candidate who completes a school principal, supervisor, and curriculum director educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to~~ understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms. Successful candidates understand and demonstrate the capacity to:

(a) ~~(i) understand and demonstrate the capacity to~~ reflect on, communicate about, cultivate, and model professional dispositions and norms, ~~(i.e.,~~ including fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning, that support the educational success and well-being of each student and adult, and have knowledge of:

(iA) professional norms, including integrity, competency, fairness, transparency, trust, equity supports for each student's learning needs, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn, which support student success and well-being;

(iB) practices that reflect professional norms;

(iC) approaches to cultivating professional norms in others; and

(iD) reflective practice;

(b) ~~(ii) understand and demonstrate the capacity to~~ evaluate, communicate about, and advocate for ethical and legal decisions, and have knowledge of:

(i) ~~research on decision making~~;

(ii) ~~decision-making processes~~; and

(iii) ~~guidelines for ethical and legal decision making~~;

(eiii) ~~understand and demonstrate the capacity to~~ model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others, and have knowledge of:

(i) ~~ethical practice~~; and

~~(ii)~~ approaches to cultivating ethical behavior in others.

~~© (3) The program requires that a candidate who completes a school principal, supervisor, and curriculum director educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult, including American Indians and tribes of Montana, by applying the knowledge, skills, and commitments necessary to~~ develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture. Successful candidates understand and demonstrate the capacity to:

~~(a)(i) understand and demonstrate the capacity to~~ use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture, and have knowledge of;

~~(iA)~~ dimensions of positive school culture (i.e., safe, healthy, caring, responsive, inclusive, and respectful);

~~(iB)~~ research on inclusive school cultures;

~~(iC)~~ processes for evaluating school culture;

~~(iD)~~ processes for effecting changes to school culture; and

~~(iE)~~ engaging in advocacy for all students, including American Indians and tribes of Montana;

~~(bii) understand and demonstrate the capacity to~~ evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student, and have knowledge of;

~~(iA)~~ research on the consequences for students importance to student success of equitable ~~and inequitable~~ use of educational resources and opportunities;

~~(iB)~~ equitable allocation of educational resources, procedures, and opportunities (i.e., materials, technologies, media, teachers, social and behavioral supports, interventions, and adult relationships); and

~~(iC)~~ broader social, cultural, and political context concerns with equity and inequality in for the equitable access to and use of educational resources, procedures, and opportunities to develop the full educational potential and well-being of each person through our public schools, including those unique to American Indians and tribes of Montana;

~~(eiii) understand and demonstrate the capacity to~~ evaluate, cultivate, and ~~advocate, advocate for~~ equitable, inclusive, and culturally responsive instruction and behavioral support practices among teachers and staff, and have knowledge of:

~~(iA)~~ leadership strategies related to Montana Indian Education for All, including the Essential Understandings;

~~(iB)~~ culturally responsive instructional and behavior support practices that recognize the distinct and unique cultural heritage of the American Indians and tribes in Montana, with special consideration for American Indians and tribes of Montana;

~~(iC)~~ characteristics and foundations of equitable ~~and inequitable~~ educational practice, especially among teachers and staff;

~~(iD)~~ research on implications for students of equitable, culturally responsive, and inclusive practices; and

~~(iE)~~ broader social, cultural, and political context and ~~concerns with equity and inequality in schools~~, including those unique to American Indians and tribes of Montana.

~~(4d) The program requires that a candidate who completes a school principal, supervisor, and curriculum director educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to~~ evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment. Successful candidates understand and demonstrate to capacity to:

~~(ai) understand and can demonstrate the capacity to~~ evaluate, develop, and implement high-quality, technologically-rich curricula, programs, and other supports for academic and non-academic student programs, and have knowledge of:

~~(iA)~~ research on the leadership of academic and non-academic programs;

(~~iiB~~) approaches to coordinating curricula, instructional technologies, and other supports with academic and non-academic systems;

(~~iiiC~~) evidence-based curricula, use of technology, and other supports for academic and non-academic programs; and

(~~ivD~~) infrastructures for the ongoing support of academic and non-academic programs;

(~~bii~~) ~~understand and can demonstrate the capacity to~~ evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity student learning, digital literacy, and the school's academic and non-academic systems, and have knowledge of:

(~~iA~~) evidence-based instructional practices for different student populations, including American Indians and tribes of Montana;

(~~iiB~~) curricula, educational technologies, and other educational resources that support digital literacy among students and adults;

(~~iiiC~~) educational service providers; and

(~~ivD~~) approaches to coordinating resources and services in support of the school's academic and non-academic services;

(~~eiii~~) ~~understand and can demonstrate the capacity to~~ evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being, and have knowledge of:

(~~iA~~) research on ~~the effective and ineffective~~ assessment of student learning and well-being;

(~~iiB~~) research on assessment practices that are culturally responsive and accessible for each student;

(~~iiiC~~) formative and summative measures of student learning and well-being; and

(~~ivD~~) approaches to coordinating among assessments, instructional improvement, and educational service delivery;

(~~div~~) ~~understand and demonstrate the capacity to~~ collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner, and have knowledge of:

(~~iA~~) appropriate and ethical use of data to monitor and continuously improve the school's curriculum, instruction technology, and assessment practices;

(~~iiB~~) research on the coordination ~~(or lack thereof) within and among of~~ academic and non-academic services and its impact on student learning and well-being;

(~~iiiC~~) approaches and strategies for building a coherent and equitable system of academic and non-academic services; and

(~~ivD~~) approaches and strategies for supporting faculty collaboration.

(~~5c~~) ~~The program requires that a candidate who completes a school principal, supervisor, and curriculum director educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to~~ engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community. Successful candidates understand and demonstrate the capacity to:

(~~ai~~) ~~understand and demonstrate the capacity to~~ collaboratively engage diverse families in strengthening student learning in and out of school, and have knowledge of;

(~~iA~~) research on the role of families in supporting student learning in and out school;

(~~iiB~~) research on student and family diversity; and

(~~iiiC~~) strategies for understanding and cultivating relationships with families and engaging them in their children's education; ~~with special consideration of American Indians and tribes of Montana~~;

(~~bii~~) ~~understand and demonstrate the capacity to~~ collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development, and have knowledge of:

(iA) school organizational cultures that promote community engagement, including American Indians and Tribes of Montana;

(iiB) research on how community members, partners, and other constituencies can support school improvement and student success;

(iiiC) collaboration methods to develop and sustain productive relationships with diverse community partners; and

(ivD) practices for accessing and integrating external resources into the school;

(eiii) ~~understand and demonstrate the capacity to~~ communicate through oral, written, and digital means with the larger organizational, community, and political context when advocating for the needs of their school and community, and have knowledge of:

(iA) research on the importance and implications of social, cultural, economic, legal, and political contexts;

(iiB) strategies for effective oral, written, and digital communication with members of the organization, community, and policy communities; and

(iiiC) educational policy and advocacy for all students, including American Indians and tribes of Montana.

(6f) ~~The program requires that a candidate who completes a school principal, supervisor, and curriculum director educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to~~ improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations. Successful candidates understand and demonstrate the capacity to:

(ai) ~~understand and demonstrate the capacity to~~ evaluate, develop, and implement ~~management, communication, technology, school-level governance, and operation~~ systems that support each student's learning needs and promote the mission and vision of the school, and have knowledge of:

(iA) research on school management, operations, use of technologies, communication, and governance systems;

(iiB) principles of systems management and continuous improvement;

(iiiC) management theories on the effective use of school resources and structures (i.e., school time and schedules) to achieve equitable outcomes for diverse student populations;

(ivD) processes for developing and implementing management, communication, technology, school-level governance, and operation systems; and

(vE) use of technology to enhance learning and program management;

(bii) ~~understand and demonstrate the capacity to~~ evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development, and have knowledge of:

(iA) school-based budgeting;

(iiB) strategies for acquiring resources;

(iiiC) processes for gathering, synthesizing, and evaluating data ~~(i.e., data literacy)~~ to develop and implement management, communication, school-level governance, and operation systems;

(ivD) strategies for aligning and allocating resources according to school priorities and student needs;

(vE) methods and procedures for managing school resources; and

(viF) Montana school finance;

(eiii) ~~understand and demonstrate the capacity to~~ reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being, and have knowledge of:

(iA) laws, rights, policies, and regulations enacted by state, local, and federal authorities that affect schools, students, and adults, including Montana school law and special education law;

(iiB) implications of laws, rights, policies, and regulations for diverse student populations, subgroups, and communities, including tribal laws and regulations;

(iiiC) research on emerging challenges such as privacy, social media, ~~(i.e., cyber-bullying)~~, and safety; and

(ivD) the role of collective bargaining agreements.

~~(7g) The program requires that a candidate who completes a school principal, supervisor, and curriculum director educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to~~ build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning. Successful candidates understand and demonstrate the capacity to:

~~(ai) understand and have the capacity to~~ collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff, and have knowledge of:

(iA) research on teacher recruitment, hiring, and selection;

(iiB) best practices for recruiting, selecting, and hiring school staff; and

(iiiC) strategic staffing based on student, school, and staff needs;

~~(bij) understand and have the capacity to~~ develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school, and have knowledge of:

(iA) research based on ~~and~~ strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being;

(iiB) effective communication; and

(iiiC) the role of relationships, trust, and well-being in the development of a healthy and effective professional culture;

~~(eiii) understand and have the capacity to~~ personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success, and have knowledge of:

(iA) research on teacher professional learning;

(iiB) practices for supporting and developing school staff;

(iiiC) practices for cultivating and distributing leadership among staff;

~~(ivD) providing professional learning that promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success; and~~

~~(vE) how to use digital technology in ethical and appropriate ways to foster professional learning for self and others;~~

~~(div) understand and have the capacity to~~ evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success, and have knowledge of:

(iA) research-based strategies for personnel supervision and evaluation;

(iiB) importance of, and the ability to access, specific personnel evaluation procedures for a given context;

(iiiC) multiple approaches for providing actionable feedback and support systems for teachers; and

~~(ivD) the role of collective bargaining agreements in the supervision process.~~

~~(82) Internship: Candidates~~ The program requires successful candidates to participate in clinical/field experiences, which may be completed for graduate credit, 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 endorsed school administrators.

7) **10.58.706 Superintendents**

COMMENT 48: EPP Faculty and SAM support using the National Educational Leadership Preparation Program Standards to guide the revisions to educational leadership preparation standards and offer the following suggested language...

Follow Up: Chair Quinlan reviewed the EPP/SAM recommendations and made additional recommendations noted in the language below.

Recommendation: 10.58.706 SUPERINTENDENTS (1) The program requires that a candidate who completes a superintendent educational leadership preparation program understands and demonstrates the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to:

(a) collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, support for each student's learning needs, diversity, digital citizenship, and community. Successful candidates understand and demonstrate the capacity to:

(i) collaboratively evaluate, develop, and communicate a district mission and vision designed to reflect the core set of values and priorities, and have knowledge of:

- (A) research on the role and importance of district mission and vision;
- (B) processes for collaboratively developing a mission and vision;
- (C) processes for developing an actionable mission and vision attentive to the core set of values; and
- (D) the characteristics of well-written mission and vision statements;

(ii) lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation, and have knowledge of:

- (A) research on district improvement;
- (B) formal processes of system-wide, iterative, evidence-informed improvement;
- (C) research-based strategic planning processes;
- (D) data collection, diagnosis, and use; and
- (E) implementation theory and research.

(b) advocate for ethical decisions and cultivate professional norms and culture. Successful candidates understand and demonstrate the capacity to:

(i) reflect on, communicate about, and cultivate professional dispositions and norms, including equity support for each student's learning needs, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, and digital citizenship, and professional district and school cultures, and have knowledge of:

- (A) professional norms, including integrity, fairness, transparency, trust, equity support for each student's learning needs, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn, that promote a productive, equitable, and effective district;
- (B) approaches to cultivating professional norms in others;
- (C) approaches to building organizational culture; and
- (D) reflective practice

(ii) evaluate, and advocate for ethical and legal decisions, and have knowledge of:

- (A) research on and practices for decision making;
- (B) knowledge of law and ethics, including special education law, Montana school law, and Montana collective bargaining and employment law; and
- (C) guidelines for ethical and legal decision making;

(iii) model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others, and have knowledge of ethical practice and approaches to cultivating ethical behavior in others.

(c) develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture. Successful candidates understand and demonstrate the capacity to:

(i) evaluate, cultivate, and advocate for a supportive and inclusive district culture, and have knowledge of;

(A) research on inclusive district cultures;

(B) dimensions of positive and inclusive district culture (i.e., fair, safe, healthy, caring, responsive, inclusive, and respectful);

(C) processes for evaluating district culture;

(D) processes for fostering cultural change; and

(E) strategies for advocacy for all students, including American Indians and tribes of Montana;

(ii) evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student, and demonstrate knowledge of:

(A) research on the ~~consequences for students~~ importance to student success of equitable ~~and inequitable~~ use of educational resources and opportunities;

(B) equitable allocation of educational opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships; and

(C) broader social, cultural, and political ~~concerns with equity and inequality in context for equitable access to and the~~ use of educational resources and opportunities, ~~including those unique to American Indians and tribes of Montana.~~

(iii) evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff, and have knowledge of:

(A) Leadership strategies related to Montana Indian Education for All including the Essential Understandings;

(B) culturally responsive instructional and behavior support practices, with special consideration for American Indians and tribes of Montana;

(C) characteristics and foundations of equitable ~~and inequitable~~ educational practice

(D) research on implications for students of equitable, culturally responsive, and inclusive practice; and

(E) broader social, cultural, and political concerns with strategies to support students' learning needs ~~equity and inequity~~ in district schools, including those unique to American Indians and tribes of Montana.

(d) evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership. Successful candidates understand and demonstrate the capacity to:

(i) evaluate, design and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs, and have knowledge of:

(A) research on the leadership of academic and non-academic programs;

(B) research-based curricula, technologies, and other supports for academic and non-academic programs;

(C) approaches to coordinating among ~~(a)~~ curricula, ~~(b)~~ the use of technology, and ~~(c)~~ academic and non-academic systems of support; and

(D) infrastructures for the ongoing support of academic and non-academic programs;

(ii) collaboratively evaluate, design, and cultivate systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success, and have knowledge of:

(A) research on instructional leadership at the school and district level; and

(B) research-based approaches on using data to design, implement, and evaluate professional development for teachers and other educational professionals that promotes reflection, digital literacy, distributed leadership, data literacy, equity, school improvement, and student success;

(C) research-based approaches to leadership development focused on improving instructional practice (i.e., leadership evaluation, coaching, development of professional learning communities, etc.);

(D) approaches and strategies for supporting district and school collaboration

(iii) design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, ~~equity~~, student learning and well-being, and instructional leadership, and have knowledge of:

(A) research, theory, and best practice regarding effective and ineffective assessments of academic and non-academic factors ~~(i.e., instruction, student learning and well-being, instructional leadership, etc.)~~;

(B) research on assessment practices that are culturally responsive and accessible; and

(C) research and best practices regarding systems for collecting, analyzing, managing, and utilizing assessment results and other sources of data;

(iv) design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district, and have knowledge of;

(A) research on the coordination ~~(or lack thereof)~~ within and among academic and non-academic services and its impact on student learning and well-being;

(B) appropriate and ethical use of data to monitor and continuously improve the district's curriculum, instruction, and assessment practices; and

(C) approaches and strategies for developing and implementing coherent and equitable systems of curriculum, instruction, assessment, student services, technology, and instructional resources.

(e) understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs. Successful candidates:

(i) understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school, and have knowledge of:

(A) research on the role of families in supporting student learning in and out of school; and

(B) strategies for supporting schools in cultivating relationships with and engaging families in strengthening student learning in and out of school, with special consideration of American Indians and tribes of Montana;

(ii) engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole, and have knowledge of:

(A) research on student, family, and community diversity;

(B) research on how community members, partners, and other constituencies effectively engage in and support district and school improvement and student success;

(C) effective practice for communicating through oral, written, and digital means;

(D) strategies for understanding and engaging district constituents, including American Indians and tribes of Montana; and

(E) governance and decision-making processes that support family-school communications and engagement.

(iii) communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs, and have knowledge of:

(A) research on the importance and implications of social, cultural, economic, legal, and political contexts;

(B) strategies for effective oral, written, and digital communication with members of the business, civic, and policy community;

(C) strategies for cultivating relationships with members of the business, civic, and policy community;

(D) public relations; and

- (E) educational advocacy for all students, including American Indians and tribes of Montana.
- (f) develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management. Successful candidates:
 - (i) understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision, and have knowledge of:
 - (A) research, theories, and best practices concerning continuous improvement and the use of data to achieve equitable outcomes for diverse student populations;
 - (B) research, theories, and best practices concerning the management of operations, technology, communications, and governance systems;
 - (C) methods for analyzing the design and effectiveness of management, communication, technology, district-level governance, and operation systems in supporting equity learning for all students; and
 - (D) use of technology to enhance learning and the management of systems;
 - (ii) develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans., and have knowledge of:
 - (A) school and district-based budgeting;
 - (B) processes for gathering, synthesizing, and evaluating data to develop resourcing plans;
 - (C) research and best practices for allocating district- and school-level resources to support equity student learning and excellence;
 - (D) methods for accessing and integrating external resources into the district and schools; and
 - (E) Montana school finance.
 - (iii) develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff to support the district's collective instructional and leadership capacity, and have knowledge of:
 - (A) research-based practices for recruiting, hiring, supporting, supervising, developing, and retaining school and district staff;
 - (B) strategies for engaging school and district staff in the recruitment and selection process;
 - (C) strategic data-informed staffing based on student, school, and district needs;
 - (D) research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being; and
 - (E) strategies for cultivating leadership among school and district staff.
- (g) cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations. Successful candidates understand and demonstrate the capacity to:
 - (i) represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education trustees focused on achieving the district's shared mission and vision, and have knowledge of:
 - (A) research and best practice focused on school board governance and relations;
 - (B) management theory;
 - (C) communication strategies;
 - (D) negotiation strategies; and
 - (E) Montana collective bargaining and employment law;
 - (ii) design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members, and have knowledge of:
 - (A) research and best practice concerning effective systems for district governance;
 - (B) processes for engaging multiple and diverse community stakeholders; and
 - (C) developing and sustaining effective board relations;

(iii) evaluate, engage in decision making around, implement, and appropriately communicate about district, state, tribal, and national policy, laws, rules, and regulations, and have knowledge of:

(A) educational policy, laws, rules, and regulations, including tribal governance of education, Montana school law, Individuals with Disabilities Education Act (IDEA), and Americans with Disabilities Act (ADA);

(B) educational policy systems, formulation, adoption, and actors;

(C) strategies for accessing information about: ~~(a) policy;~~ ~~(b) local, state, tribal, and federal contexts;~~ and ~~(c) the policy implications for various contexts;~~

(D) strategies for collaborating with and/or influencing local, state, and federal policy and policy leaders; and

(E) the role of the collective bargaining agreement;

(iv) understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level, and have knowledge of:

(A) the use of evidence to evaluate district needs and priorities vis-à-vis education policy conversations and emerging challenges;

(B) represent the district and its priorities and needs at the local, state, and national level; and

(C) advocate for the needs and priorities of the district at the local, state, and national level.

(2) The program requires successful candidates to participate in clinical/field experiences, which may be completed for graduate credit, 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 endorsed school administrators.

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the adoption of NEW)	NOTICE OF PUBLIC HEARING ON
RULE I and the amendment of ARM)	PROPOSED ADOPTION AND
10.58.102, 10.58.103, 10.58.104,)	AMENDMENT
10.58.311, 10.58.312, 10.58.313,)	
10.58.314, 10.58.315, 10.58.501,)	
10.58.502, 10.58.503, 10.58.505,)	
10.58.507, 10.58.509, 10.58.510,)	
10.58.511, 10.58.513, 10.58.514,)	
10.58.515, 10.58.516, 10.58.517,)	
10.58.518, 10.58.521, 10.58.522,)	
10.58.523, 10.58.524, 10.58.526,)	
10.58.528, 10.58.531, 10.58.532,)	
10.58.533, 10.58.604, 10.58.605,)	
10.58.606, 10.58.607, 10.58.608,)	
10.58.609, 10.58.610, 10.58.705,)	
10.58.706, and 10.58.707 pertaining)	
to professional educator preparation)	
program standards)	

TO: All Concerned Persons

1. On August 30, 2022, at 9:00 a.m., the Board of Public Education will hold a public hearing in Room 152 of the Montana State Capitol in Helena, Montana, to consider the proposed adoption and amendment of the above-stated rules.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on August 16, 2022, to advise us of the nature of the accommodation that you need. Please contact Kris Stockton, Board of Public Education, 46 N. Last Chance Gulch, Suite 2B, Helena, Montana, 59635; telephone (406) 444-0302; or e-mail bpe@mt.gov.

3. The rule as proposed to be adopted provides as follows:

NEW RULE I ENGLISH AS A SECOND LANGUAGE (ESL) (1) The English as a Second Language (ESL) program requires that successful candidates:

- (a) demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics, and semantics;
- (b) use the major language acquisition theories to develop a standards-based ESL curriculum which teaches language and literacy through academic content areas;

- (c) apply knowledge of the functions and registers of language to develop and modify instructional materials, deliver instruction, and promote English learner (EL) students' academic English language proficiency;
- (d) facilitate students' use of their first language as a resource to promote academic learning and further development of the second language;
- (e) implement a repertoire of research and evidence-based strategies that promote students' critical thinking and problem solving at all stages of language development;
- (f) demonstrate understanding of Montana's major language and cultural groups and how cultural histories and identities affect language learning and achievement;
- (g) establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity, promotes respect for linguistic differences, and creates a culturally responsive classroom environment;
- (h) demonstrate understanding of language proficiency assessment tools used for identification, placement, and reclassification of ELs;
- (i) demonstrate the ability to use a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance;
- (j) demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for EL students;
- (k) apply knowledge of historical, theoretical, and policy factors in EL education to the planning, implementation, evaluation, and improvement of instructional programs; and
- (l) demonstrate successful completion of a two-year program, or the equivalent experience, in learning a second language.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

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

10.58.102 PROCESS LEADING TO ACCREDITATION OF EDUCATOR PREPARATION PROVIDERS (1) and (2) remain the same.

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

- (i) be nominated by ~~K-20~~ P-20 teachers, administrators, supervisors, and members of professional organizations, educational boards, and agencies; and
- (ii) through (3) remain the same.

AUTH: 20-2-114, MCA;

IMP: 20-2-121, MCA

10.58.103 ACCREDITATION SITE REVIEWS (1) remains the same.

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

(3) remains the same.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.104 ACCREDITED PROGRAMS (1) through (2)(a) remain the same.

(b) The report shall be accessible to ~~K-20~~ P-20 educators and the general public within the state, and to other state education agencies, and shall be posted to the Office of Public Instruction and Board of Public Education web sites.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.311 INITIAL CONTENT AND PEDAGOGICAL KNOWLEDGE (1) The provider ensures that candidates:

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

(b) demonstrate an understanding of the 11 Montana teaching standards (ARM 10.58.501) ~~within the categories "the learner and learning," "content," "instructional practice," and "professional responsibility;"~~ that apply to critical concepts and principles of learner development and learning differences and that create safe and supportive learning environments in order to work effectively with all P-12 students and their families;

(c) ~~use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice~~ demonstrate knowledge and concepts of their content area and are able to apply the content in developing learning experiences for all P-12 students;

(d) ~~apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of professional associations and national or other accrediting bodies~~ assess, plan for instruction, and utilize a variety of instructional strategies to provide learning experiences for all P-12 students;

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

(f) engage in professional learning, take responsibility for student learning, and collaborate with others to work effectively with all P-12 students and their families; and

(g) integrate select and utilize appropriate technology in the design, delivery, implementation, and assessment of learning experiences to engage P-12 students and families, improve learning, and enrich professional practice.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.312 INITIAL CLINICAL PARTNERSHIPS AND PRACTICE (1) The provider:

(a) ensures that effective partnerships and high-quality clinical practice in different settings and modalities are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development;

(b) ~~ensures that partners co-construct~~ co-constructs mutually beneficial P-12 school and community arrangements, ~~including technology-based collaborations~~ for clinical preparation and share responsibility for continuous improvement of candidate preparation- by:

(i) ensuring partnerships Partnerships for clinical preparation ~~can~~ follow a range of forms, participants, and functions-;

(ii) establishing ~~They establish~~ mutually agreeable expectations for candidate entry, preparation, and exit;

(iii) ensuring ~~ensure~~ that theory and practice are linked; ~~maintain~~ by maintaining coherence across clinical and academic components of preparation; and

(iv) sharing ~~share~~ accountability for candidate outcomes; and

(v) to the extent possible, providing opportunities for candidates to student teach in the district and school of their choice, including through recruitment and retention programs adopted by school districts, in accordance with statewide agreements among providers;

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

(d) works with partners to design and implement clinical experiences, utilizing various modalities of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, ~~including technology-enhanced learning opportunities,~~ are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in ARM 10.58.311.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.313 INITIAL CANDIDATE QUALITY, RECRUITMENT, PROGRESSION, AND SELECTIVITY SUPPORT (1) The provider:

(a) demonstrates that the development of candidate quality ~~of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission,~~

through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for licensure is the goal of educator preparation and provides support services in all phases of the program;

(b) develops and implements plans and efforts to know and address local, state, regional, and national needs for hard-to-staff schools and shortage fields. The goals and evidence show progress toward a high-quality candidate pool that reflects the diversity of Montana's P-12 students; presents plans and goals to recruit and support completion of high-quality initial candidates from a broad range of backgrounds and diverse populations to accomplish its mission;

(i) admitted candidates reflect the diversity of Montana's P-12 students; and

(ii) the provider demonstrates efforts to know and address local, community, tribal, Montana, national, or regional needs for hard-to-staff schools and current shortage fields;

(c) sets admissions requirements, including the CAEP minimum GPA of 3.0 of the average grade point average of its accepted cohort of candidates, gathers data to monitor the applicants and selected pool of candidates and designs the selection to completion policy that includes multiple assessment measures to determine admission, continuation in, and completion of programs, including data points that are valid and reliable predictors of candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence;

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

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

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

(e) remains the same.

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

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

(g) implements a system for effectively maintaining records of candidate formal complaints and resolution documentation.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.314 INITIAL PROGRAM IMPACT (1) The provider:

- (a) demonstrates the impact effectiveness of its ~~completers~~ completers' instruction on P-12 student learning and development, ~~classroom instruction, and schools,~~ and completer and employer ~~the~~ satisfaction of its completers with the relevance and effectiveness of their preparation;
- (b) ~~documents impact on P-12 student learning and development using state-supported P-12 data and other measures employed by the provider, including employer surveys~~ demonstrates that program completers effectively contribute to P-12 student learning using valid and reliable data, including employer and program completer surveys;
- (c) demonstrates, through structured and validated ~~observation~~ observation instruments, including, but not limited to, and surveys, interviews, and observations, that which program completers effectively apply the professional knowledge, skills, and dispositions as ~~delineated~~ described in ARM 10.58.501;
- (d) demonstrates, using ~~measures that result in~~ valid and reliable data, that employers are satisfied with the program completers' preparation for their assigned responsibilities in working with P-12 students and their families; and
- (e) demonstrates, using ~~measures that result in~~ valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they ~~confront~~ encounter on the job and that the preparation was effective.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.315 INITIAL PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT (1) The provider:

- (a) ~~maintains~~ develops a quality assurance system ~~comprised that consists~~ of valid and reliable data from multiple measures, ~~including evidence of candidates' and completers' positive impact on P-12 student learning and development; students and~~ supports continuous improvement that is sustained and evidence-based ~~and that evaluates the effectiveness of its completers; and.~~ The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and ~~test~~ highlight innovations ~~to improve completers' impact on P-12 student learning and development;~~
- (b) ~~develops~~ implements and maintains a quality assurance system comprised of multiple measures that can monitor candidate progress, completer ~~achievements~~ impacts, and provider operational effectiveness. The provider documents the process of data entry and how data are reported and used in decision making to make programmatic improvement;
- (c) ensures that ~~its~~ the quality assurance system relies on data that are relevant, verifiable, representative, cumulative; ~~provides specific guidance for improvement; and produces empirical evidence that,~~ and actionable measures to ensure interpretations of data are valid and consistent;
- (d) regularly and systematically assesses program performance against its goals and relevant standards, ~~tracks~~ monitors results over time, tests innovations,

and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes;

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

(f) assures that ~~appropriate~~ internal and external stakeholders, including, ~~but not limited to, faculty staff, candidates, completers, alumni, employers, practitioners, and school and community partners, and others defined by the provider,~~ are ~~involved~~ engaged in program design, evaluation, and continuous innovative improvement processes, and ~~identification of models of excellence.~~

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.501 TEACHING STANDARDS (1) All programs require that successful candidates:

(a) demonstrate understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, behavioral health continuum, and physical areas, and differentiate developmentally appropriate instruction for learners of all abilities based on evidence-based practices and individualize developmentally appropriate and challenging learning experiences for learners of all cognitive abilities;

(b) use understanding of individual differences and diverse cultures, languages, and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards;

(c) remains the same.

(d) demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) the candidate teaches and create individualized personalized learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, and include the instruction of reading and writing literacy into all program areas;

(e) and (f) remain the same.

(g) ~~plan and implement individualized instruction that supports students of all cognitive abilities in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context~~ evidence-based practices that support the well-being, behavioral, and academic needs of all students;

(h) remains the same.

(i) engage in ongoing professional learning and use evidence to continually evaluate candidate's practice, particularly the effects of ~~candidate's~~ their choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner;

(j) and (k) remain the same.

(l) demonstrate understanding of and ability to integrate history, cultural heritage, language, and contemporary status of American Indians and tribes in Montana.

AUTH: 20-2-114, MCA

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

10.58.502 AGRICULTURAL EDUCATION (1) The program requires that candidates have one year (~~2000~~ minimum 500 hours) of practical farm or agricultural-related experience within five years prior to completion of the program and that successful candidates:

(a) through (c) remain the same.

(d) demonstrate the development of personal and leadership competencies ~~(e.g. including, but not limited to,~~ citizenship, personal development, goal setting, parliamentary procedure, and teamwork);

(e) remains the same.

(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; and create a culture of safety~~ during classroom, laboratory, leadership, and supervised agricultural experiences ~~(facilities are related to instructional areas mentioned in (1))~~;

(g) and (h) remain the same.

AUTH: 20-2-114, MCA

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

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

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

(b) demonstrate understanding and application of global, historical, and contemporary theories of art education curriculum and instruction, visual culture, and cross-curricular and interdisciplinary skills enabling ~~them~~ learners to reflect and refine personal art education practices;

(c) engage in inquiry into the ~~history~~ diverse histories of art, enabling ~~them~~ learners to acquire be exposed to knowledge of the cultural ~~context~~ contexts in which artworks ~~have been~~ are created, including that of American Indians and tribes in Montana, and fostering respect for all forms of art through the study of diverse traditional and contemporary artists;

(d) develop abilities to critically study, see, and respond to the diverse qualities within artworks, ~~both in~~ including the process of creating their own artworks and ~~in observing~~ curating the artworks of others, and teaching candidates to communicate their perceptions about artworks in verbal and written language languages;

(e) ~~develop competence and~~ demonstrate a working vocabulary in art production through developing the ability to create and present imaginative and

original artworks ~~ideas and feelings by creating images in~~ with a concentration of one or more of the visual art forms;

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

(g) ~~comprehend and appropriately use copyright laws in relation to original art works and reproductions;~~ demonstrate an awareness of copyright purposes and practices, reproduction, and diverse methods of appropriation, including cultural appropriation.

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

(2) The program requires that successful candidates demonstrate an understanding of:

(a) the stages of artistic development of children, adolescents, and young adults as these relate to art curriculum, and ensuring that the scope and sequence of the curriculum is age developmentally appropriate;

(b) and (c) remain the same.

(d) budgeting and purchasing; ~~and~~

(e) remains the same.

(f) appropriate assessment strategies for evaluating student progress and accomplishments in the visual and media 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) remains the same.

(h) diverse career opportunities in art and art related fields to provide encouragement and advice to students about future options.

AUTH: 20-2-114, MCA

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

10.58.505 BUSINESS EDUCATION (1) The program requires that successful candidates:

(a) create, analyze, revise, and implement business education curricula that ~~facilitates the learning of dynamic~~ communicates the challenges and opportunities for students in a global economy and the impact of evolving demographic trends, international competition, and technological innovation within subject matter in diverse learning environments;

(b) ~~build professional relationships with stakeholders to produce a relevant learning environment that reflects the~~ develop partnerships with members of the educational, business, and other communities to improve programs, develop new programs, ensure a curriculum based on real world and provides benefits to the student and the community, experience, and provide students access to advanced learning opportunities including development of career pathways and work-based learning experiences;

(c) demonstrate the development of personal and leadership competencies ~~(e.g., including, but not limited to,~~ citizenship, personal development, goal setting, and collaboration);

(d) demonstrate and apply ethical professional practice based on the principles and philosophy of business education and career and technical education through civic engagement, advocacy, and active participation in professional development and professional growth activities;

(e) integrate professional ~~student~~ student-directed organizations into the curriculum to provide an environment in which students grow professionally, personally, and socially; involve the business and professional community; and recognize the organization provides opportunities for personal growth and leadership development;

(f) ~~identify methods for selection and application of~~ demonstrate appropriate technology tools relating to enhance academic, business, and personal and business decision making, including, but not limited to, current and emerging devices, input technologies, operating systems, applications, digital media, and web development and design;

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

~~(h) (g)~~ demonstrate effective communication skills to facilitate learning, incorporate quality standards in all forms of communications, and recognize that culture impacts business communication is founded on respect, fairness, and honesty;

~~(i) (h)~~ determine the nature and extent of the information needed, access needed information effectively and efficiently, and evaluate information and its sources critically;

~~(j) (i)~~ demonstrate ethical and social responsibility related to all elements of business and the legal framework for personal, business, and social interactions;

~~(k) (j)~~ identify careers and promote student access and use a variety of resources to gather information, present personal data, and explore educational and career opportunities in business and related occupational fields;

~~(l) (k)~~ demonstrate the importance of employment communications to career success (e.g., including, but not limited to, resume, application letter, application forms and online application system, follow-up letter, electronic database employment search engines), interview techniques, and the skills needed to successfully obtain and maintain employment;

~~(m) (l)~~ assess student interests, aptitudes, personal qualities, students' personal skills, abilities, and aptitude for a career; use career resources to explore opportunities in business, develop workplace expectations, assist students in transitioning from school to work, and other information necessary for students to make informed career choices;

~~(n) (m)~~ demonstrate effective techniques for managing employees, personnel relations, and the budgeting of time and resources;

~~(o) (n)~~ apply marketing concepts through responsible marketing practices, including usage of marketing technologies and management fundamentals;

~~(p) (o)~~ organize, manage, and synthesize information to make wise business decisions;

~~(q) (p)~~ demonstrate techniques for business problem solving and critical thinking skills needed to function as citizens, consumers, workers, managers, business owners, and directors of their own economic futures;

(f) (g) apply interpersonal, teamwork, and leadership skills necessary to function with professionalism in multicultural business and social settings;

(r) develop an understanding of legal principles and systems, and how law impacts commerce, society, regulations, and participation in the global business environment;

(s) demonstrate an awareness of the interrelatedness of ~~one country's~~ political policies and economic practices on another other nations, including interactions with sovereign tribal nations, and an understanding of the global business environment, including the ~~interconnectedness of~~ connection among social, cultural, political, legal, economic, and ethical, and technological systems;

(t) through (v) remain the same.

(w) demonstrate accounting procedures and ~~use of~~ application of generally accepted accounting principles, accounting tools, strategies, and systems to maintain, monitor, control, and plan the use of financial resources;

(x) remains the same.

(y) demonstrate understanding of professional behavior by respecting intellectual property, personal privacy, and information security;

~~(y)~~ (z) develop students' ability to analyze, synthesize, evaluate, and apply technologies to solve problems, increase productivity, and improve quality of life; and

~~(z)~~ (aa) demonstrate the different functional areas of business as interrelated parts rather than distinct and separate entities.

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

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

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

(b) the relationship ~~between~~ among the ~~actor~~ practitioner, the literature, and the audience, including the ~~actor's~~ practitioner's ability to assess personal growth; and

(c) through (5) remain the same.

AUTH: 20-2-114, MCA

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

10.58.509 ENGLISH/LANGUAGE ARTS (1) through (1)(b) remain the same.

(c) plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creative engagement with complex issues ~~related to social justice, diversity, and democracy;~~

(d) through (m) remain the same.

AUTH: 20-2-114, MCA

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

10.58.510 STUDENTS WITH DISABILITIES SPECIAL EDUCATION P-12

(1) and (1)(a) remain the same.

(b) ~~understand how~~ demonstrate the ability to create and implement personalized, safe, respectful, inclusive, and culturally responsive learning environments for all individuals with exceptionalities to become active and effective learners with positive social interactions, self-determination, and healthy well-being; that:

(i) is based on ongoing analysis of student learning, self-reflection, and professional standards, research, and contemporary practices;

(ii) allows all individuals with exceptionalities to become active, effective learners with positive social interactions, self-determination, and healthy well-being;

(c) ~~use~~ demonstrate knowledge of ~~general and specialized curricula,~~ including curricula standards used in Montana schools, and the ability to use general and specialized curricula to implement individualized learning opportunities that align with the needs of students with exceptionalities;

(d) use multiple methods of assessment and data sources to evaluate and identify individualized learning needs and make a variety of education decisions, including: ~~(i.e., administer and score standardized assessments, interpret and present assessment results, write Present Levels of Academic Achievement and Functional Performance (PLAAFPs) (34 CFR 300.320(a)(1)), write measurable goals and objectives, and use data to monitor progress);~~

(i) ability to identify, collect, and understand quantitative and qualitative data;

(ii) ability to accurately prepare Present Level of Academic Achievement and Functional Performance;

(iii) ability to accurately prepare Measurable Annual Goals,

(iv) ability to accurately administer, score, and analyze the results of formative, summative, and standardized assessments; and

(v) ability to accurately interpret and present the assessment results and make ongoing adjustments to instruction;

(e) select, adapt, and use a repertoire of evidence-based instructional strategies including explicit, systematic instruction, and assistive technology, whole group instruction, small group instruction, and individual instruction to support and self-regulate learning ~~to advance learning of individuals with exceptionalities;~~

(f) ~~guide professional practices by using~~ use foundational knowledge of the field along with professional ethics and standards;

(g) ~~collaborate, and communicate, and advocate~~ in culturally responsive ways with all individuals involved in the special education process to improve programs, services, and outcomes for individuals with exceptionalities and their families ~~(i.e., facilitating meetings, scheduling services, implementing accommodations and modifications), including, but not limited to, facilitating meetings, scheduling services, working with paraeducators and related providers, and implementing accommodations and modifications;~~

(h) demonstrate an understanding of the philosophical, historical, and legal foundations of special education including:

(i) identification of social and cultural movements in special education law;

(ii) knowledge of court cases which shaped special education law; and

(iii) understanding of legal resources to assist decision making;

(i) remains the same.

(j) demonstrate knowledge and understanding of special education laws and regulations, procedural safeguards, ethical concerns, evaluations/documentation, and appropriate instructional strategies and techniques to support students with ~~social-emotional/behavioral needs (e.g., positive behavior intervention plans/supports)~~ social, emotional, and/or behavioral needs through the use of preventative and responsive practices; and

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

(l) demonstrate an understanding of disability categories and characteristics to the extent necessary to use eligibility criteria to make informed decisions concerning learner identification; and

(m) demonstrate the ability to determine service and transitional needs and placement in a least restrictive environment (LRE) in order to ensure a free and appropriate public education (FAPE) once a student has been identified and qualified for services.

AUTH: 20-2-114, MCA

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

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

(a) demonstrate understanding of the major linguistic features of the target language (i.e., phonology, morphology, syntax, semantics) and ~~describe~~ explain the rules that govern the structure, function, and meaning of target language discourse;

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

~~(c) (b)~~ identify and explain pragmatic and sociolinguistic features ~~(e.g., including, but not limited to, politeness, and formal/informal address)~~ of the target discourse and identify features for creating coherence and discourse in extended spoken and written texts;

~~(d) (c)~~ demonstrate listening comprehension to understand short conventional narrative and descriptive texts, such as descriptions of persons, places, and things; and narrations about past, present, and future events;

~~(e) in paragraph-length discourse, narrate and describe in the major time frames with some control of aspect;~~

(d) narrate and describe in past, present, and future tenses using connected discourse;

~~(f) handle the linguistic challenges presented by a complication or unexpected turn of events appropriately within the context of a situation;~~

~~(g)~~ (e) deliver oral presentations extemporaneously on familiar literary and cultural topics and those of personal interest, using a variety of strategies to tailor the presentation to the needs of their audience;

~~(h)~~ (f) understand conventional written narrative and descriptive texts, ~~such as descriptions of persons, places, and things and narrations about past, present, and future events;~~

~~(i)~~ (g) write narratives, descriptions, and summaries on topics of general interest in all major time frames with ~~good~~ some control of aspect;

~~(j)~~ (h) demonstrate understanding of language as an essential element of culture;

~~(k)~~ (i) demonstrate knowledge of cultural perspectives as reflected in daily living patterns and societal structures, including geography, history, religious, and political systems, literature, fine arts, media, and a variety of cultural products;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

~~(3) The English as a Second Language (ESL) program requires that successful candidates:~~

~~(a) demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics, and semantics;~~

~~(b) use the major language acquisition theories to develop a standards-based ESL curriculum which teaches language and literacy through academic content areas;~~

~~(c) demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement;~~

~~(d) demonstrate understanding of various assessment issues as they affect English language learners (ELLs), such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations;~~

~~(e) demonstrate understanding of language proficiency instruments used for identification, placement, and reclassification of ELLs;~~

~~(f) demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for equal access to educational resources for ELLs; and~~

~~(g) demonstrate successful completion of a two-year program, or the equivalent experience, in learning a second language.~~

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

(4) The American Sign Language program requires that successful candidates:

(a) demonstrate understanding of first and second language acquisition;

(b) demonstrate knowledge and application of linguistics of American Sign Language;

(c) demonstrate understanding of aspects of the deaf culture and community;

(d) demonstrate understanding of methods of teaching American Sign Language;

(e) demonstrate knowledge and application of American Sign Language IV or higher; and

(f) demonstrate understanding of American Sign Language literature.

AUTH: 20-2-114, MCA

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

10.58.513 HEALTH (1) through (1)(m) remain the same.

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

(o) through (w) remain the same.

AUTH: 20-2-114, MCA

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

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

(a) analyze family, community, and work interrelationships; investigate career paths through work-based learning activities; examine family and consumer sciences careers in education and human services, hospitality and food production, and visual arts design; and apply career decision making and transitional processes; and implement service learning;

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

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

(d) apply culturally responsive principles of ~~early childhood~~, human development, and interpersonal and family relationships to strengthen relationships for individuals ~~in the family, workplace, and communities throughout the life span~~ and families across the lifespan in contexts such as parenting, caregiving, and the workplace;

(e) ~~apply principles of~~ promote nutrition, ~~culinary arts, and sustainability of wellness practices~~ science, and food literacy practices; develop food preparation and production skills in personal and professional settings that enhance individual and family well-being across the lifespan, and address related concerns in a global society;

(f) develop, justify, and implement course curricula that address perennial and evolving family, career, and community issues; ~~and reflect the integrative nature of family and consumer sciences; integrate core academic areas; and reflect high quality career and technical education practices across all academic areas~~;

(g) create and implement a safe, supportive, and culturally responsive learning environment that shows sensitivity to diverse needs, values, and characteristics of students, families, and communities, including American Indians and tribes in Montana;

(h) ~~demonstrate~~ engage in ethical professional practice based on the history and philosophy of family and consumer sciences; ~~and relationship to career and technical education through civic engagement, advocacy, and collaboration with other professionals; recruitment and mentoring of prospective and new professionals~~; and ongoing professional development;

(i) collect student and program data to assess, evaluate, and improve student learning and programs in family and consumer sciences using appropriate evidence-based criteria, standards, and processes;

(j) ~~integrate leadership strategies from Family, Career, and Community Leaders of America (FCCLA) or other sources~~ into the program to develop students'

academic growth, application of family and consumer sciences content, leadership, service learning, and career development; ~~and~~

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

(l) develop, implement, and demonstrate laboratory policies and procedures based on current industry standards specific to the focus of the course to ensure a culture of safety for students and clients.

AUTH: 20-2-114, MCA

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

10.58.515 INDUSTRIAL TRADES AND TECHNOLOGY EDUCATION
TECHNICAL SCIENCES (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 trades and technology education programs, as guided by the technical sciences national professional organizations;

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

(iii) content orientated toward industrial trades and technology education; ~~and~~

(iv) classroom and laboratory instruction; experiential, project, and work-based learning; and leadership and personal development;

(b) through (b)(v) remain the same.

(vi) transportation technology, which includes physical-related technology using transportation technologies to maintain contact and exchange ~~among~~ between 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; ~~and~~

(viii) energy and engineering technology, including information related to engineering and robotics;

(c) through (j) remain the same.

(k) apply and use content knowledge from other disciplines to ~~solve~~ address individual and social problems ~~inclusive of gender equity and culturally sensitive opportunities;~~

(l) remains the same.

~~(m) demonstrate and apply safe laboratory skills including OSHA 10 requirements, with emphasis on the facilities, personal safety equipment, and environmental concerns~~ demonstrate 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, and create a culture of safety during classroom, laboratory, and supervised industrial technical experiences;

(n) and (o) remain the same.

(p) ~~demonstrate a knowledge of the value of building professional relationships with stakeholders to produce a relevant learning environment and provide benefits to the student and the community including development of career pathways and work-based learning experiences~~ demonstrate knowledge of experiential, project, and work-based learning by enhancing student learning through continuous experiential, project, and work-based learning experiences with community stakeholders;

(q) ~~articulate industrial trades and technology education to the school and the local community~~ demonstrate knowledge of program marketing by engaging key stakeholders through involvement, recognition, and the sharing of information about all components of the program;

(r) and (s) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.516 JOURNALISM (1) through (1)(m) remain the same.

(n) ~~develop a plan and apply strategies on how to organize staffs~~ recruit and develop a student journalism staff and demonstrate skills in leadership and group dynamics;

(o) through (q) remain the same.

(r) integrate a variety of instructional strategies, materials, and technologies appropriate to the breadth of journalism content and the individual needs of students; ~~and~~

(s) incorporate instruction in reading literacy and writing literacy in journalism as required by the Montana Content Standards, understanding that course organization needs to allow continuous student learning; ~~and~~

(t) design a variety of assessment tools that guide students in assessing their learning.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

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

(a) ~~demonstrate the ability to collaboratively design, implement, and assess, and evaluate an information literacy program that prepares independent lifelong learners and includes the ability to demonstrate collaboration techniques with students and staff in the development and implementation of K-12 curriculum efforts~~ that engage diverse learners in critical thinking and inquiry processes;

(b) remains the same.

(c) promote reading for learning and enjoyment by demonstrating the ability to:

(i) ~~manage~~ curate library collections through evaluation, selection, acquisition, and organization of all formats of library materials;

(ii) collaborate with teachers and students ~~in the selection of reading materials in print and digital formats~~ to ensure that the collection meets the interest of all learners and is aligned to state standards; and

(iii) select materials which reflect knowledge of current youth literature, support a wide range of information needs and interests, and support American Indians and tribes in Montana; and

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

~~(e) (d) model and facilitate the effective and ethical use of current and emerging digital information tools to locate, analyze, evaluate, and efficiently and ethically use information to~~ and use varying instructional strategies and technologies to support research, learning, creating, and communicating in a digital society.

AUTH: 20-2-114, MCA

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

10.58.518 MATHEMATICS (1) through (1)(b) remain the same.

~~(c) demonstrate an appreciation for~~ promote mathematical rigor and inquiry;

~~(d) remains the same.~~

~~(e) demonstrate understanding of the mathematical modeling process by interpreting, and analyzing, and explaining~~ mathematical results and models in terms of their reasonableness and usefulness;

~~(f) through (i) remain the same.~~

~~(j) demonstrate content knowledge in:~~

~~(i) remains the same.~~

~~(ii) different perspectives on algebra including knowledge and understanding of algebraic structures, basic function classes, functional representations, algebraic models and applications, formal structures and results in abstract algebra, and linear algebra;~~

~~(iii) through (vii) remain the same.~~

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

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

~~(a) understand the~~ demonstrate knowledge of the role of the reading/literacy specialist in schools, and the Montana Content Standards and how they interrelate with the major theoretical, conceptual, historical, and evidence-based foundations of literacy and language including: theoretical and evidence-based foundations of reading and writing processes and instruction as outlined in the Montana Content Standards, including:

~~(i) understanding of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components~~ the components of reading, including, but not limited to, concepts of print, phonological awareness, phonics, word recognition, fluency,

vocabulary, and comprehension through the development of reading throughout the grades and the relationship with other aspects of literacy;

(ii) understanding of the role of analyzing data and adjusting instruction for improving all students' reading development and achievement in order to meet the needs of individual learners the aspects of writing development and writing processes, including, but not limited to, revising and audience, and writing foundational skills, including, but not limited to, spelling sentence construction and word processing through the development of writing throughout the grades and the relationship with other aspects of literacy; and

(iii) demonstrating knowledge and awareness of the distinct and unique cultural heritage of American Indians and tribes in Montana the components of language, including, but not limited to, language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, and visually representing through the development of language throughout the grades and the relationship with other aspects of literacy; and

(iv) the knowledge and awareness of the distinct and unique cultural heritage of American Indians and tribes in Montana;

(b) through (b)(ii) remain the same.

(iii) developing and implementing strategies to advocate for equity equality of opportunity;

(c) use instructional approaches, materials, and an integrated comprehensive, balanced curriculum to support student learning in reading and writing foundational knowledge to design literacy curricula to meet the unique needs of learners by:

(i) utilizing foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum designing, selecting, critiquing, adapting, and evaluating evidence-based literacy curricula that meet the needs of all learners;

(ii) utilizing appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading/writing connections, including the use of appropriate technology; and designing, selecting, adapting, teaching, and evaluating evidence-based instructional approaches, using both informational and narrative texts to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent;

(iii) utilizing a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources; selecting, adapting, teaching, and evaluating evidence-based, supplemental, and intervention approaches and programs while using instruction that is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing; and

(iv) demonstrating the ability to collaborate with school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum;

(d) use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student

literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; and advocate for appropriate literacy practices to relevant stakeholders by:

(i) understanding types of assessments and their purposes, strengths, and limitations the purposes, attributes, formats, strengths/limitations (including, but not limited to, validity, reliability, inherent language and culture, and dialect), and influences of various types of tools in a comprehensive literacy and language assessment system and applying that knowledge when using assessment tools;

(ii) selecting, developing, administering, and interpreting assessments, both traditional print and electronic, in order to make decisions based on data collaborating with colleagues to administer, interpret, and use for decision making student assessment, instruction, intervention, and evaluation for individuals and groups of students; and

(iii) using assessment information to plan, evaluate, reflect on, and adjust instruction; participating in and leading professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools;

(iv) using both written and oral communication to explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians;

(e) create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments meet the developmental needs of all learners and collaborating with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrating digital technologies in appropriate, safe, and effective ways; and fostering a positive climate that supports a literacy-rich learning environment by:

(i) designing the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction consulting with families and colleagues to meet the developmental needs of all learners;

(ii) designing a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write; and collaborating with school personnel and providing opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners;

(iii) utilizing routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback). integrating digital technologies into their literacy instruction in appropriate, safe, and effective ways and assisting colleagues in these efforts;

(iv) facilitating efforts to foster a positive climate that supports a literacy-rich learning environment; and

(f) demonstrate ability to work collaboratively with individuals and groups of colleagues; demonstrate their coaching skills; and advocate on behalf of, students and families by:

(i) designing, facilitating, and leading professional learning experiences for groups including, but not limited to, data team meetings, professional learning

communities, grade-level teams, academic department teams, and workshops while using collaborative data collection, analysis, and decision-making processes;

(ii) using their knowledge of adult learning to support teacher inquiry and reflectivity through coaching tools and processes including, but not limited to, modeling, problem solving, observation feedback cycles, and coteaching in their work with teachers; and

(iii) facilitating and working with teachers and other school leaders to advocate on behalf of students and families, for effective literacy programs, practices, and policies.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

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

(i) recent significant changes in the field, as reflected by Montana Science Content Standards, the science framework and their impact on the content knowledge necessary for teaching K-12 students;

(ii) through (7) remain the same.

AUTH: 20-2-114, MCA

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

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

(2) and (2)(a) remain the same.

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

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

(d) demonstrate knowledge of and ability to plan instruction on the history, cultural heritage, and contemporary status of American Indians and tribes in Montana, including an awareness and application of the Montana 7 Essential Understandings Regarding Montana Indians; ~~and~~

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

(f) plan and implement a variety of pedagogical practices that engage students and promote understanding of contemporary events.

(3) The economics endorsement program requires that successful candidates demonstrate knowledge of content and pedagogy related to:

(a) and (b) remain the same.

(c) the basic economic goals for society, through a free market economy, including freedom of choice, personal financial literacy, ethical action, efficiency, ~~equity~~ equality of opportunity, full employment, price stability, growth, and security;

(d) through (d)(iv) remain the same.

(v) the influence of political events on ~~the~~ state, national, and international economic ~~order~~ conditions.

(4) The geography endorsement program requires that successful candidates demonstrate knowledge of content and pedagogy related to:

(a) through (c) remain the same.

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

(5) through (8) remain the same.

AUTH: 20-2-114, MCA

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

10.58.524 COMMUNICATION (1) through (1)(c) remain the same.

(d) demonstrate understanding of diagnostic techniques, assessment, designing, and prescriptions applying formative and summative assessments for improving students' formal and informal communication skills and communicate with students providing appropriate and targeted feedback about their performance in ways that actively involve them in their own learning by encouraging them to analyze their own communication skills;

(e) design instruction that incorporates students' home and a variety of community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes;

(f) and (g) remain the same.

AUTH: 20-2-114, MCA

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

10.58.526 TRAFFIC EDUCATION (1) through (1)(b) remain the same.

(c) demonstrate an understanding of the state requirements regarding vehicle usage (~~i.e.,~~ including, but not limited to, required and recommended equipment, maintenance, identification, vehicle use and restrictions, licensing, course completion certificates, and insuring);

(d) demonstrate an understanding of the general administrative procedures and policies required for conducting an approved traffic education program (~~i.e.,~~ including, but not limited to, approval and reimbursement forms);

(e) through (h) remain the same.

- (i) demonstrate an understanding of the consequences resulting from violations ~~(i.e., including, but not limited to,~~ driving record, loss of driving privilege, higher insurance premiums, and license retesting);
- (j) remains the same.
- (k) demonstrate an understanding of the importance of positive attitudes toward safe driving ~~(i.e., including, but not limited to,~~ 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., including, but not limited to,~~ pedestrians, bicyclists, passengers, motorcyclists, drivers, vehicles, and roadways);
- (m) demonstrate an understanding of the responsibilities of vehicle ownership ~~(i.e., including, but not limited to,~~ basic mechanical operation, maintenance, and insuring);
- (n) remains the same.
- (o) demonstrate an understanding of current traffic education issues ~~(i.e., including, but not limited to,~~ parent involvement, zone control, reference points, distracted, drowsy, impaired, and aggressive driving, and graduated driver licensing);
- (p) and (q) remain the same.
- (r) develop a logical scope and sequence plan for training driving skills in the repeated safe operation of a motor vehicle ~~(i.e., including, but not limited to,~~ controlled but varied situations and environments);
- (s) demonstrate knowledge, application, and evaluation of specific student competencies ~~(i.e., including, but not limited to,~~ scanning, vehicle balance and control, roadway markings, maneuvers, intersections, and highways);
- (t) demonstrate an understanding of specific competencies as defined by recognized agencies and organizations ~~(i.e., including, but not limited to,~~ the Office of Public Instruction and the American Driver and Traffic Safety Education Association);
- (u) design educational strategies for visual perceptual skill development ~~(i.e., including, but not limited to,~~ scanning, zone control, limiting distractions, risk management, and defensive driving principles);
- (v) and (w) remain the same.
- (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 and current legislation as they relate to use of the highway transportation system;
- (y) through (ac) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.528 COMPUTER SCIENCE (1) through (1)(b)(iii) remain the same.

- (iv) knowledge of ~~at least one of the programming languages, C++, Java, C#, or Ada, and one other~~ current programming language and current programming language trends;
- (c) through (g)(iii) remain the same.

(iv) and ability to teach social issues related to the use of computers and information systems in society and the principles for making informed decisions including, but not limited to, security, privacy, intellectual property, and equitable access to technology resources, ~~gender issues, cultural diversity, differences in learner needs, limits of computing, and rapid change;~~ and

(g)(v) and (h) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.531 EARLY CHILDHOOD EDUCATION (1) The program requires that successful candidates:

(a) identify, apply, and reflect on their knowledge of child development by:

(i) ~~demonstrate~~ demonstrating an understanding of ~~young children's~~ early childhood (birth-age 8) characteristics and needs ~~encompassing across~~ multiple, interrelated areas of children's development and learning including physical, cognitive, social, emotional, language, and aesthetic domains as well as learning processes, bilingual/multilingual development, and motivation to learn; and

(ii) understanding and valuing developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning for all children;

(b) base their practice on coherent early childhood theoretical perspectives, current understanding of the influence of theory and research about brain growth and development, executive function, motivation, and the importance of play, and dispositions toward learning on development;

(c) apply their understanding of the multiple influences on the contexts of young children's development and learning including family, community, cultural, and linguistic contexts, temperament, approaches, and dispositions to learning (including initiative, self-direction, persistence, and attentiveness), motivation, attachment, economic conditions, health status, opportunities for play and learning, technology and media, and developmental variations;

(d) understand the potential influence of early childhood programs, including early intervention, on short- and long-term outcomes for children; and

(e) demonstrate the ability to use developmental knowledge including strengths of families and children to create physically and psychologically safe learning environments that are healthy, respectful, supportive, and challenging for each child; children, with full family engagement in establishing the most effective environment for their child.

(2) The program ensures that successful candidates identify, apply, and reflect on their knowledge of family and community partnerships by:

(f) (a) ~~know~~ knowing about, ~~understand,~~ and ~~value~~ valuing the complex characteristics and importance of children's families and communities including home language, cultural values, ethnicity, socioeconomic conditions, family structures, relationships, ~~stresses, childhood trauma and adverse childhood experiences;~~ supports, and community resources;

~~(i) understand the effects of childhood trauma on social, emotional, physical, and behavioral development and be able to demonstrate trauma-informed classroom management strategies; and~~

- ~~(ii) demonstrate a knowledge of the implications of secondary trauma;~~
- ~~(g) (b) collaborating with families as equal partners in creating create~~ respectful, reciprocal relationships with families using a range of formal and informal strategies such as home visits, parent teacher conferences, family nights, and transition planning into and out of early childhood programs including kindergarten;
- ~~(h) (c) promote and encourage promoting and encouraging family involvement engagement~~ in all aspects of children's development and learning including assisting families to find curriculum and refer resources concerning parenting, mental health, health care, and financial assistance; and
- ~~(i) (d) demonstrate demonstrating~~ essential knowledge and core skills in team building and in communicating with families and colleagues from other disciplines to encourage and value families' participation in curriculum and program development as well as assessment of children's learning, ~~including identification of children's strengths and needs;~~
- (3) The program ensures that successful candidates identify, apply, and reflect on their knowledge of observation, documentation, and assessment by:
 - (a) understanding the importance of different types of developmentally appropriate assessments, including, but not limited to, observation, portfolio assessment, and work samples, as well as the importance of providing play-based experiences for children to demonstrate their skills and abilities;
 - (b) understanding the goals of assessment to summarize, analyze, and use assessment information gathered to:
 - (i) learn about children's characteristics, including the unique qualities of American Indians;
 - (ii) document all children's growth in all developmental domains and promote positive outcomes for each child;
 - (iii) make data-driven decisions to guide curriculum planning and instruction;
 - and
 - (iv) evaluate effective curriculum to maximize children's development and learning; and
 - ~~(j) recognize the goals of assessment and summarize, analyze, and use assessment information gathered through ongoing, systematic observations and other informal and formal assessments, including play-based assessments and developmental screenings to:~~
 - ~~(i) learn about children's unique qualities;~~
 - ~~(ii) guide instruction; and~~
 - ~~(iii) evaluate effective curriculum to maximize children's development and learning;~~
 - ~~(k) make ethical considerations when administering and interpreting assessments including:~~
 - (c) understanding assessments that have established reliability and validity that consider children's development, ability, culture, and language.
 - ~~(i) an understanding of family context and involving families in the assessment process;~~
 - ~~(ii) recognizing the importance of establishing positive conditions for assessment (in familiar settings with familiar people); and~~

~~(iii) avoiding bias and using culturally sensitive assessments that have established reliability and validity;~~

(4) The program ensures that successful candidates identify, apply, and reflect on their knowledge of teaching and engagement by:

(a) utilizing the environment, schedule, and routine as learning opportunities, including:

(i) designing learning centers and interest areas for indoor and outdoor spaces;

(ii) scheduling extended time for play; and

(iii) teaching through individual and small group contexts that personalize the learning for the child;

~~(b) create~~ creating a caring community of learners that:

(i) supports positive relationships among educators, families, and children;

(ii) promotes the development of children's social, emotional, and friendship skills; and

(iii) assists children in the development of security, self-regulation self-discipline, responsibility, and problem solving;

~~(c) utilize~~ utilizing a broad repertoire of developmentally appropriate teaching skills and strategies supportive of young learners, such as:

(i) incorporating play, project based and experiential learning as core teaching practices;

(ii) integrating curricular areas;

(iii) scaffolding learning;

(iv) personalization of learning

(v) teaching through social interactions;

(vi) providing meaningful child choice;

(vii) implementing positive guidance strategies; and

(viii) making appropriate use of technology; and

~~(d) provide~~ providing curriculum and learning experiences that reflect the principles of universal design for learning, the languages, cultures, traditions, and individual needs of diverse families and children, with particular attention to the cultures of the children and families in the classroom and to American Indians and tribes in Montana;

~~(e) use a variety of learning formats and contexts to support young learners, including creating support for extended play, creating effective indoor and outdoor learning centers, teaching primarily through individual and small group contexts, and utilizing the environment, schedule, and routines as learning opportunities;~~

(5) The program ensures that successful candidates identify, apply, and reflect on their knowledge of curriculum by:

~~(a) design, implement, and evaluate~~ designing, implementing, and evaluating developmentally meaningful, integrated, and challenging curriculum for each child using professional knowledge, Montana's Early Learning Standards, Montana Content Standards (K-5), and Indian Education for All; and

~~(b) integrate and support~~ integrating and supporting in-depth learning using both spontaneous and planned curricula and teaching practices in each of the academic discipline content areas including language and literacy; science;

mathematics; social studies; the performing and visual arts; health and well-being; and physical development, skills, and fitness by:

(i) through (vi) remain the same.

(vii) demonstrating knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles, including health nutrition, and enhanced quality of life for all students;

~~(f) base curriculum planning on the understanding of the particular significance of social, emotional, and behavioral development as the foundation for young children's school readiness and future achievements;~~

(6) The program ensures that successful candidates identify, apply, and reflect on their knowledge of professionalism by:

(a) identifying and involving oneself with the distinctive history, values, knowledge base, and mission of the early childhood field to become an informed advocate for all young children and their families.

~~(s) (b) uphold and use upholding and using state and national codes of ethical conduct for the education of young children and other applicable regulations and guidelines to analyze, resolve, and discuss implications of professional ethical dilemmas with respect to the child, family, colleagues, and community;~~

~~(t) (c) collaborate~~ collaborating with multiple stakeholders, including:

(i) through (iii) remain the same.

~~(u) (d) use~~ using formal and informal assessments, early learning professional knowledge, reflection, collaborative relationships, and critical thinking to analyze and continuously improve professional practices with young children and their families;

~~(v) identify and involve oneself with the distinctive history, values, knowledge base, and mission of the early childhood field;~~

~~(w) engage in informed advocacy for young children and the early childhood profession; and~~

~~(x) demonstrate knowledge, skills, and dispositions during well-planned and sequenced clinical experiences working with children and families in two different age groups (3-5 and 5-8) and two types of the settings:~~

~~(i) one of which must include a Kindergarten-3rd grade experience in an accredited school setting for a formal student teaching experience; and~~

~~(ii) the second clinical site may include state-licensed child care centers or homes, Head Start, and community or school-based preschool programs.~~

(e) engaging in continuous, collaborative learning to inform practice; and

(f) developing and sustaining the habit of reflective and intentional practice in their daily work with young children.

(7) The program ensures successful completion of clinical and student teaching experiences that:

(a) are well-planned and sequenced in a variety of settings (i.e., state-licensed child care, Head Start, or community programs);

(b) provide the opportunity to connect early childhood classroom experiences to home and community settings;

(c) include experience in two different age groups (grades 3-6 and grades 5-8); and

(d) include a K-3 student teaching experience in a P-12 school setting.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.532 ELEMENTARY (1) and (1)(a) remain the same.

(b) demonstrate knowledge, understanding, and use application of the central concepts as outlined in Montana content standards, ~~tools of inquiry, and structures of content~~ for students across grades K-8 and engage students in meaningful learning experiences that ~~develop students' competence in subject matter and skills for various developmental levels~~ support students in meeting standards;

(c) ~~demonstrate knowledge and understanding of theory and research and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication;~~ apply knowledge in the areas of language, speaking and listening, reading and writing processes, literature, ~~print and non-print texts, which are inclusive of new literacies, and technology;~~ include texts from and about American Indians and tribes in Montana; and technology, and plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creates engagement; teach children how to read; and recognize that there are major theories of reading, writing, and communication processes and development, including first and second literacy acquisition; and the role of a heritage language in learning to listen, speak, read, and write in a new language;

(d) demonstrate knowledge, understanding, and use application of the fundamental concepts of physical science, life science, earth, and space sciences, and engineering design to design and implement ~~age-appropriate developmentally appropriate~~ inquiry lessons based in the history and nature of science, including tribal ways of knowing and scientific contributions related to tribes in Montana, to teach science, to build student understanding for personal and social applications, to convey the nature of science, the concepts in science and technology, the history and nature of science, including scientific contributions of American Indians and tribes in Montana;

(e) demonstrate knowledge, understanding, and use utilization/application of the major concepts and procedures that define number and operations in base ten, fractions, operations, algebraic thinking algebra, geometry, measurement, data, analysis and ratios and proportional relationships, the number system, expressions and equations, statistics, data science, probability, and functions to engage elementary students in problem solving, reasoning, constructing arguments, communication, connections, and representation, ~~including through~~ culturally inclusive instruction, including tribal ways of knowing and lessons and examples relating to American Indians and tribes in Montana;

(f) demonstrate knowledge, understanding, and use application of the major concepts and modes of inquiry from the social studies, including the use of original historic documents, which include the integrated study of history, civics and government, geography, and economics, including personal financial literacy, and an understanding of the social sciences and other related areas to promote elementary students' abilities to make informed decisions as citizens of an interdependent world

~~that includes a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and interdependent world;~~

(g) demonstrate knowledge, understanding, and ~~use~~ application of the content, functions, and achievements of dance, music, theater, media arts, and the visual arts as ~~primary media for an essential part of~~ communication, inquiry, perspective, and engagement among elementary students, and culturally diverse performing and visual arts inclusive of the works of American Indian artists and art in Montana;

(h) demonstrate knowledge, understanding, and ~~use~~ application of the major concepts in ~~the subject matter of~~ health education to create opportunities for ~~student development~~ students to develop and practice of skills that contribute to good physical and mental health ~~for all elementary students;~~

(i) demonstrate knowledge, understanding, and ~~use~~ application of human movement and physical activity as central elements to foster students' active, healthy ~~life styles~~ habits in order to promote mental well-being and enhanced quality of life ~~for all elementary students;~~

(j) remains the same.

(k) plan and implement instructional strategies based on knowledge of individual students, families, learning theory, content, connections across the curriculum, curricular goals, and community;

(l) demonstrate understanding of how elementary students, within different populations, including American Indians and tribes in Montana, differ in development and approaches to learning and demonstrate the ability to differentiate instruction ~~for learners of all cognitive abilities~~ to meet the needs of individual students;

(m) remains the same.

(n) demonstrate knowledge and ~~understanding~~ application of individual and group ~~motivation and behavior and apply this knowledge and understanding~~ relationship building and developmentally appropriate behavior responses to create learning communities that foster active engagement in learning, self-motivation, self-discipline, and positive, healthy interactions ~~interaction and to create supportive learning environments;~~

(o) ~~use~~ demonstrate knowledge and ~~understanding~~ application of effective verbal, nonverbal, and media communication techniques in elementary learning environments to foster active inquiry, collaboration, and supportive ~~interaction~~ interactions among students and transparency with students' families; and

(p) demonstrate knowledge and understanding of formative and summative assessments ~~assessment strategies and use this knowledge and understanding to support data-driven decision making to monitor student growth~~ evaluate and ensure the continuous intellectual, ~~social-emotional~~, and physical development of elementary students.

AUTH: 20-2-114, MCA

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

10.58.533 MIDDLE GRADES (4-8) (1) remains the same.

(a) knowledge and understanding of the major concepts, principles, theories, and research related to young adolescent development (grades 4 through 8) and

apply this knowledge and understanding when making curricular decisions, planning and implementing instruction, and participating in ~~middle grades programs and practices~~ professional development activities;

(b) ~~knowledge of young adolescents in the areas of intellectual, physical, nutritional, social, emotional, behavioral, and moral characteristics, individual needs, and interests, and apply this knowledge of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own;~~

(i) ~~understand the effects of childhood trauma on social, emotional, physical, and behavioral development and be able to demonstrate trauma-informed classroom management strategies;~~

(ii) ~~demonstrate a knowledge of the implications of secondary trauma;~~

(c) through (2) remain the same.

(a) knowledge and understanding of theory and research and apply knowledge in the areas of language, speaking, and listening; reading and writing processes; literature, print, and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana; and effective technology integration; and plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking, critical analysis, and creative engagement for young adolescents;

(b) and (c) remain the same.

(d) knowledge, understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics including personal financial literacy, and an understanding of the social sciences, including the use of original historic documents, and other related areas to promote middle grades students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and the interdependent world;

(e) knowledge, understanding, and use of the content, functions, and achievements of the performing arts (~~dance, music, theater~~) and the visual arts as primary media for communication, inquiry, perspective, and engagement among young adolescent students, and culturally diverse performing and visual arts inclusive of the works of American Indian artists and art in Montana;

(f) knowledge, understanding, and use of health enhancement education to create opportunities for middle grades student development and practice of skills that contribute to good ~~physical, social, emotional, and behavioral~~ health for all young adolescents; and

(g) knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy habits ~~life styles~~, including health nutrition and enhanced quality of life for all young adolescent students.

(3) and (4) remain the same.

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

(b) through (f) remain the same.

(g) knowledge and understanding of formative and summative assessment strategies and use this knowledge and understanding to evaluate and ensure the continuous intellectual, social-emotional, behavioral, and physical development of middle grades students.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.604 ADVANCED PROGRAMS (1) ~~Advanced programs are offered at postbaccalaureate levels for~~ Advanced-level preparation is provided through programs at the graduate level leading to licensure, certification, or endorsement. Advanced-level programs are designed to develop P-12 teachers who have already completed initial licensure, currently licensed administrators, and other licensed school professionals for employment in P-12 districts. Advanced programs reviewed include the following:

(a) ~~the continuing education of teachers who have previously completed initial preparation programs for the preparation of school counselors and school psychologists, if the program is not currently accredited through another national approved accreditor; or~~

(b) ~~the preparation of other school professionals~~ educational leadership programs leading to the preparation of principals, curriculum directors, supervisors, and superintendents.

(2) ~~Advanced programs commonly award graduate credit and include master's, specialist, and doctoral degree programs as well as non-degree educator preparation programs offered at the postbaccalaureate level. Examples of these programs include~~ Advanced-level programs not reviewed include the following:

(a) ~~teachers who are preparing for a second endorsement at the graduate level in a field different from the field in which they had their first endorsement~~ any advanced-level program not specific to the preparation of teachers or other school professionals for P-12 districts;

(b) ~~programs for teachers who are seeking a master's degree in the field in which they teach~~ any advanced-level non-licensure programs, including those specific to content areas, including, but not limited to, M.A., M.S., and Ph.D.; and

(c) ~~programs not tied to endorsement, such as programs in curriculum and instruction; and~~

(d) ~~programs for other school professionals such as school counselors, school psychologists, educational administrators, and curriculum directors~~ educational leadership programs not specific to the preparation of teachers or other school professionals for P-12 districts.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.605 ADVANCED CONTENT AND PEDAGOGICAL KNOWLEDGE

(1) The provider ensures that advanced program candidates:

(a) ~~develop a deep~~ understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices

flexibly to advance the learning of all students toward attainment of college- and career-readiness standards specific to their discipline;

(b) demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline to effectively work with all P-12 students and their families;

(c) ~~use research and evidence to develop school environments that support and assess P-12 students' learning and their own professional practice specific to their discipline~~; demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced by:

(i) utilizing data literacy;

(ii) using research and understanding of qualitative, quantitative, and mixed methods research methodologies;

(iii) employing data analysis and/or evidence to develop a supportive learning environment;

(iv) leading and participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; and

(v) supporting appropriate applications of technology for their field of specialization; and

(vi) applying laws, policies, and professional standards appropriate to their field of specialization;

(d) ~~apply content and discipline-specific knowledge as reflected in outcome assessments in response to standards of professional associations and national or other accrediting bodies~~ have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards; and

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

~~(f) integrate technology standards to support the design, implementation, and assessments of learning experiences and environments to engage students, improve learning, and enrich professional practice.~~

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.606 ADVANCED CLINICAL PARTNERSHIPS AND PRACTICE

(1) The provider:

(a) ensures that effective partnerships and high-quality clinical practice are central to candidates' preparation so that candidates to develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development and appropriate for their professional specialty field;

(b) ~~ensures that partners co-construct~~ co-constructs mutually beneficial P-12 school and community arrangements, ~~including technology-based collaborations,~~ for

clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation. ~~Partnerships by:~~

~~(i) ensuring partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish;~~

~~(ii) establishing mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensure~~

~~(iii) ensuring that theory and practice are linked; maintain by maintaining coherence across clinical and academic components of preparation; and share~~

~~(iv) sharing accountability for advanced program candidate outcomes; and~~

~~(v) to the extent possible, providing opportunities for advanced candidates to complete clinical experiences in the district and school of their choice, including through recruitment and retention programs adopted by school districts, in accordance with statewide agreements among providers;~~

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

~~(d) works with partners to design and implement clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that advanced program candidates demonstrate their developing effectiveness in creating environments that support all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate advanced program candidates' development of the knowledge, skills, and professional dispositions, as delineated in ARM 10.58.605, that are associated with creating a supportive school environment that results in a positive impact on the learning and development of all P-12 students.~~

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.607 ADVANCED CANDIDATE QUALITY, RECRUITMENT, PROGRESSION, AND SELECTIVITY SUPPORT (1) The provider:

~~(a) demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that advanced program completers are prepared to perform effectively and are recommended for licensure where applicable, and demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program is an ongoing and intentional focus so that completers are prepared to perform effectively and can be recommended for certification where applicable;~~

~~(b) develops and implements plans and efforts to know and address local, state, regional, and national needs for hard-to-staff schools and shortage fields. The~~

goals and evidence show progress toward a high-quality advanced candidate pool, which reflects the diversity of Montana's P-12 students presents plans and goals to recruit and support completion of high-quality advanced program candidates from a broad range of backgrounds and diverse populations to accomplish its mission:

~~(i) admitted candidates reflect the diversity of Montana's P-12 students; and~~
~~(ii) the provider demonstrates efforts to know and address local, community, tribal, Montana, regional, or national needs for school and district staff prepared in advanced fields;~~

(c) sets admissions requirements, including ~~the CAEP~~ a minimum GPA of 3.0 of the average grade point average of its accepted cohort of candidates, and gathers data to monitor applicants and selected pool of candidates, and designs the selection to completion policy that includes multiple assessment measures to determine admission, continuation in, and completion of programs, providing using data points that are valid and reliable predictors of advanced candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence:

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

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

~~(d) establishes and monitors attributes and dispositions beyond academic ability that advanced program candidates must demonstrate at admissions and during the program, and selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict advanced program candidate performance in the program and in service; and using valid and reliable measures;~~

(e) creates criteria for program progression and ~~monitors candidates' advancement~~ uses data to monitor advanced candidates from admissions through completion. All advanced program candidates demonstrate the ability to create and maintain supportive environments for teaching college- and career-ready standards. Providers present multiple forms of evidence to indicate advanced program candidates' application of content knowledge and research, data-informed decision making, and the integration of technology in all of these domains. The provider ensures that knowledge of and progression through transition points are transparent to candidates. The provider documents the need for candidate support, so advanced candidates meet milestones; and

(f) implements a system for effectively maintaining records of advanced candidate formal complaints and resolution documentation.

(2) ~~Prior~~ Ensuring that prior to recommending any advanced program candidate for program completion, the provider documents that the advanced program candidate:

(a) ~~has reached a high standard for content knowledge, data- and research-informed decision making, integration of technology in the discipline, and demonstrates the ability to create, maintain, and enhance supportive environments for effective P-12 learning~~ possesses academic competency to help facilitate

learning with positive impacts on all P-12 student learning and development through application of content knowledge, data literacy and research-driven decision making, effective use of collaborative skills, and application of technology in the field(s) where certification is sought; and

(b) understands the expectations of the profession, including ~~codes of ethics~~ ethical conduct, professional standards of practice, and relevant laws and policies.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.608 ADVANCED PROGRAM IMPACT SATISFACTION WITH PREPARATION (1) The provider:

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

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

~~(c) demonstrates, through structured and validated observation instruments and surveys, which completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve;~~

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

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

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.609 ADVANCED PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT (1) The provider:

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

~~(b) develops implements and maintains a quality assurance system which is comprised of multiple measures, that can monitor advanced program candidate progress, completer achievements, and provider operational effectiveness. The~~

provider documents the process of data entry and how data are reported and used in decision making to make advanced programmatic improvement;

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

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

(e) ensures that data from the quality assurance system ~~measures of advanced program completion~~ impact on the P-12 learning environment, including ~~available outcome data,~~ are based on established best practices, summarized, analyzed, shared widely, and acted upon in decision making related to advanced programs, resource allocation, and future direction; and

(f) assures that appropriate internal and external stakeholders, including, but not limited to, faculty, staff, candidates, completers, alumni, employers, practitioners, and school and community partners, ~~and others defined by the provider,~~ are ~~involved~~ engaged in advanced program design, evaluation, and continuous innovative improvement processes, ~~and identification of models of excellence.~~

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.610 SCHOOL COUNSELING K-12 (1) through (1)(d) remain the same.

~~(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 American Indians and tribes in Montana;~~

(f) ~~(e)~~ demonstrate competence in the coordination of school counseling program components and understand how they are integrated within the school community in collaboration with the efforts of other educators and agencies, as well as the roles of leaders, advocates, and systems change agents in schools;

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

(i) planning, designing, implementing, and evaluating a comprehensive and developmental school counseling program that includes mission statements and objectives;

(ii) appraising and interpreting interviews, observations, and formal assessments ~~(e.g. including, but not limited to,~~ aptitude, interest, achievement, and personality tests) and other assessments relevant to K-12 education;

(iii) promoting student success using strategies and interventions that address academic development, career counseling, school and life transitions, promotion and graduation rates, college and career readiness, ~~equity in academic achievement, as well as skills to critically examine the connections between social, familial, emotional, and behavioral issues and academic achievement;~~

(iv) utilizing a variety of developmentally appropriate intervention strategies in individual, family, and group contexts such as personal/social counseling, parent conferences, teaching ~~guidance~~ curriculum lessons using lesson planning and classroom management strategies, training and overseeing peer intervention programs, and other strategies that foster collaboration and teamwork in schools;

(v) and (vi) remain the same.

(vii) managing school counseling programs by using accountability data to inform decision making to advocate for students and programs, analyzing, and presenting educational research, performance, and evaluation data ~~(e.g.,~~ including, but not limited to, standardized test scores, grades, retention, and placement) that advocate for students and programs;

(viii) demonstrating new knowledge and skills, and refining existing skills through professional renewal ~~(e.g.,~~ including, but not limited to, self-reflection, continuing education, and professional development);

(ix) through (xii) remain the same.

~~(h)~~ (g) 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); and~~

~~(i)~~ (h) demonstrate knowledge of the ASCA American School Counselor Association national standards ~~for student development related to mindsets and behaviors for student success~~ (academic, career, and personal/social developmental domains) and demonstrate competence integrating ~~the~~ these national standards throughout the school counseling program.

(2) through (2)(c) remain the same.

(d) an internship of 240 hours of supervised direct service to K-12 students performing a variety of school counseling activities related to a school counseling program that may include ~~delivering guidance curriculum (classroom teaching), student planning (academic, career, or personal/social), responsive services (counseling and referral), and system support (management and consultation)~~ designing and implementing developmentally appropriate classroom lessons, individual student planning (assisting students in the development of educational, career, and personal plans), responsive services (groups, individual counseling, and crisis response), indirect student services (referrals, consultation, and collaboration), and program planning and school support;

(e) through (g) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.705 SCHOOL PRINCIPALS, SUPERVISORS, AND CURRICULUM DIRECTORS (1) and (1)(a) remain the same.

(b) promote the development of the full educational potential and well-being of each person through our public schools by advocating, nurturing, and sustaining positive school culture and instructional program conducive to student learning; staff

professional growth based upon current brain-based research for effective teaching and learning; and exhibiting genuine concern for students and:

(i) through (v) remain the same.

(c) ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential and well-being of each person with the use of data and time management and:

(i) through (iii) remain the same.

(d) collaborate with families and other community members, respond to diverse community interests and needs, including American Indians and tribes in Montana and mobilize community resources in order to fully develop the educational potential and well-being of each person and:

(i) through (iii) remain the same.

(e) act with integrity, fairness, and in an ethical manner in order to develop the full educational potential and well-being of each person through our public schools by exhibiting open-mindedness, integrity, consistency, and ethics; ~~and:~~

~~(i) ensure a system of accountability for every student's academic, social, and emotional success;~~

~~(ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior;~~

~~(iii) safeguard the values of democracy, equity, and diversity; and~~

~~(iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling;~~

(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential and well-being of each person through our public schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through the knowledge of community, understanding of political climate, and community relations and resources; and

(g) remains the same.

AUTH: 20-2-114, MCA

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

10.58.706 SUPERINTENDENTS (1) The successful candidate completes the requirements of ARM 10.58.705 and the following requirements. The program requires that successful candidates:

~~(a) facilitate the development, articulation, implementation, and stewardship of a school and/or district vision of learning supported by the school community and:~~

~~(i) collaboratively develop, implement, and promote a commitment to a shared district vision and mission integrated throughout the school system by strategic planning, aligning districtwide curriculum, and facilitating policy-making processes;~~

~~(ii) (b) promote continuous and sustainable district improvement by using data to inform goals, assess organizational effectiveness, and promote~~

organizational learning and designing; implementing, assessing, and adjusting plans to achieve goals; and

~~(iii) (c)~~ demonstrate skill in working with school boards;

~~(b) (d)~~ promote the development of the full educational potential of each person through our public schools by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth; and:

~~(i) advocate, nurture, and sustain a culture of collaboration, trust, learning, and high expectations to create a comprehensive, rigorous, and coherent curricular program that addresses post-secondary and life readiness through district academic standards;~~

~~(ii) (e)~~ develop the instructional and leadership capacity of staff in order to create a personalized and ~~motivated~~ motivating learning environment for students through comprehensive professional learning opportunities with principals and leaders;

~~(iii) appraise, support, and supervise instruction in accordance with state standards and associated accountability systems by fostering a culture of continuous improvement which promotes growth and informs practice and promotes learning with multiple measures through district/state standards-based systems;~~

~~(iv) (f)~~ develop districtwide assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs; and

~~(v) (g)~~ maximize instructional time, use appropriate and effective instructional strategies and technologies to support teaching and learning through principal supervision and evaluation and developing principal leadership skills;

~~(c) ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential of each person and:~~

~~(i) (h)~~ develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning;

~~(ii) (i)~~ efficiently and effectively use human, fiscal, and capital resources, applying fiscal and management theory;

~~(iii) (j)~~ advocate, promote, and protect the ~~social, emotional, and physical~~ safety of students and staff;

~~(iv) (k)~~ demonstrate knowledge of information systems;

~~(v) (l)~~ demonstrate knowledge of student transportation laws and best practices; and

~~(vi) (m)~~ demonstrate knowledge of Montana school law, Montana school finance, and Montana collective bargaining and employment law;

~~(d) (n)~~ collaborate with families and other community members, respond to diverse community interests and needs, including American Indians and tribes in Montana families, and mobilize community resources in order to fully develop the educational potential and well-being of each person and:

~~(i)~~ promote family engagement by fostering and sustaining positive relationships with parents, families, caregivers, community members and partners; and

~~(ii)~~ promote understanding, appreciation, and use the community's diverse cultural, social, and intellectual resources to expand the educational experience; and

~~(iii) collect and analyze data and information pertinent to the educational environment;~~

~~(e) (o) act with integrity, fairness, and in an ethical manner in order to develop the full educational potential and well-being of each person through our public schools; and:~~

~~(i) ensure a system of accountability for every student's academic, social, and emotional success;~~

~~(ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior;~~

~~(iii) safeguard the values of democracy, equity, and diversity;~~

~~(iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling; and~~

~~(v) (p) demonstrate knowledge of the Americans with Disabilities Act (ADA) and the Individual Individuals with Disabilities Education Act (IDEA);~~

~~(f) (q) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential and well-being of each person through our public schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through systemic analysis of issues, knowledge of collective bargaining, marketing strategies, and political and economic trends; and~~

~~(g) (r) complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.~~

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.707 SCHOOL PSYCHOLOGISTS (1) through (1)(b) remain the same.

(i) applying data-based decision making and accountability through varied models and methods of assessment and data collection for identifying strengths and needs; developing effective interventions, services, and programs, and measuring progress and outcomes within a multi-tiered system of supports;

(ii) using a problem-solving framework as the basis for all professional activities;

(iii) collecting data systematically from multiple sources as a foundation for decision making at the individual, group, and system levels, and considering ecological factors including, but not limited, to classroom, family, and community characteristics as a context for assessment and intervention;

(ii) (iv) applying varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems, and methods to promote effective implementation of services;

~~(iii)~~ (v) applying effective interventions and instructional support to develop academic skills through a thorough understanding of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies;

~~(iv)~~ (vi) applying interventions as well as ~~and~~ mental and behavioral health services to develop social and life skills to promote ~~social-emotional~~ understanding of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies;

~~(v)~~ (vii) understanding individual differences, abilities, disabilities, and other individual student characteristics, principles, and research related to diversity factors for children, families, and schools, factors related to culture, including American Indians and tribes in Montana, context, and individual and role difference; ~~and~~ evidence-based strategies and adaptive skills to enhance services and address potential influences related to diversity in development, ~~and learning, and behavioral health;~~

~~(vi)~~ (viii) applying evidence-based schoolwide practices, implementation science, systems' structures, and systems organization and theory, policy development, and climate to promote learning, positive behavior, and mental health;

~~(vii)~~ (ix) applying principles and research related to well-being, to resilience, and risk factors in learning and mental and behavioral health, supporting services in schools and communities, multi-tiered prevention, and evidence-based strategies to create and maintain safe, effective, and supportive learning environments for students and school staff for effective crisis response;

~~(viii)~~ (x) applying principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools;

(xi) applying evidence-based strategies to enhance services in both general and special education and to address potential influences by providing professional services that promote effective functioning for individuals, families, and schools;

~~(ix)~~ (xii) applying research, design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings;

~~(x)~~ (xiii) applying the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity ~~and effective practice as of~~ school psychologists psychologists' legal, ethical, and professional practice; and

~~(xi)~~ (xiv) integrating information technology into school psychologist practice and utilizing various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and system levels.;

~~(d) demonstrate knowledge and understanding of orientation to the educational process, assessment for intervention, direct intervention, and indirect intervention.~~

(2) The provider shall ensure candidates complete supervised and sequenced practica experiences that:

- (a) ~~practica experiences~~ are distinct from and occur prior to the internship;
- (b) ~~practica~~ occur at scheduled time(s), are of sufficient length, and are in settings appropriate and relevant to the specific training program objectives of the ~~program~~ and student competency development;
- (c) ~~there is~~ have a direct and obvious relationship ~~between practica experiences and~~ to the objectives for which the practica are intended; are designed collaboratively between the school psychology program and placement agencies; demonstrate a commitment to candidate learning; are consistent with program goals; and ensure the development of professional competencies;
- (d) ~~practica experiences~~ occur under conditions of supervision appropriate to the specific training objectives of the program;
- (e) ~~practica experiences are provided~~ provide appropriate recognition through the awarding of academic credit;
- (f) ~~practica experiences~~ occur with university involvement appropriate to the specific training objectives of the program and have program oversight to ensure appropriate placement, and diverse activities to address national practice model and program objectives, adequate supervision, and collaboration between the practicum site and practicum site supervisors;
- (g) ~~the quality of practica experiences is~~ are systematically evaluated in a manner consistent with the specific training objectives of the program and use performance-based evaluations that are systematic and designed to ensure that candidates demonstrate professional work characteristics and competencies; and
- (h) ~~practica experiences~~ are conducted in accordance with current legal-ethical standards for the profession; and
- (i) ~~candidates demonstrate knowledge of the roles, responsibilities, and functions of other pupil service personnel, including the operation of interdisciplinary teams; and~~
- (j) ~~candidates demonstrate knowledge of available school and community resources.~~
- (3) through (3)(a)(ix) remain the same.
- (x) is conducted in a manner consistent with the current legal-ethical standards of the profession; and
- (xi) remains the same.
- (xii) is a diversified learning experience that includes a variety of professional roles and functions for the intern to attain professional competencies through carefully supervised activities;
- (xiii) addresses all National Association of School Psychologists (NASP) domains of practice;
- (xiv) has a written agreement that specifies the term of appointment terms of compensation;
- (xv) supports services for the intern commensurate as to what is provided the agency's school psychologist;
- (xvi) provides access to continuing educational activities;
- (xvii) has appropriately and regularly scheduled supervision;
- (xviii) is provided appropriate recognition through the awarding of academic credit; and

(b) ~~complete a field-based internship supervised, on average, at least two hours per week of direct supervision for each intern;~~

(c) ~~(b)~~ accept an internship placement that provides appropriate support for the internship experience including:

(i) through (v) remain the same.

(4) The provider ensures that ~~school psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality.~~ a school psychology program employs systematic, comprehensive assessment of candidate knowledge, skills, and professional work characteristics needed for effective practice as early-practitioner, independent school psychologists. A key aspect of program accountability is the assessment of candidate ability to provide, and evaluate the impact of, direct and indirect services to children and youth, families, and schools. Faculty must be involved in the evaluation of candidate skill application including, but not limited to, products such as individual, group, or system-wide case studies, program evaluations, and psychoeducational evaluations, and use assessment results to evaluate and improve the program. The provider ensures that school psychology graduate programs shall:

(a) ~~establish and maintain an accountability program to assess the knowledge and capabilities of school psychology candidates and of the impact that interns and graduates have on services to children, youth, families, and other consumers that employs a variety of methods to assess the candidate knowledge, skills, and professional work characteristics consistent with the national practice model, including results on licensing exams, course-embedded methods, practicum and capabilities of school psychology candidates intern evaluations, and performance-based products that include assessment 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., including, but not limited to, 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.~~ The assessment of practicum outcomes must include a formal evaluation process of all candidates conducted by field supervisors and/or program faculty. The assessment is expected to focus on specific competencies and professional work characteristics and be based on observations or other evaluation methods. The evaluation criteria or benchmark is expected to be relevant to the professional developmental stage of the candidate at the particular level of the practica;

(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)~~ The internship outcomes include formative and summative performance-based evaluations

completed by faculty and field-based supervisors that are systematic, address the academic and professional competencies, and ensure that interns attain the competencies, as well as demonstrate the professional work characteristics needed for effective practice as an early-career, independent school psychologist;

(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; where the candidate must:

(i) demonstrate evidence of the ability to provide and evaluate the impact of direct and indirect intervention-based services for children and youth, families, and schools; and

(ii) provide evidence of services in the form of two performance-based products, one of which can be completed during practica and one product must have a primary focus on academic/cognitive skills and another with a primary focus on mental and behavioral health. Faculty must evaluate candidates' products;

(e) utilize systematic procedures to evaluate and improve the quality of the program. Different sources of process and performance information including, but not limited to, instructional evaluation, performance portfolios, field supervisor evaluations, and candidate/graduate performance on licensing/certification examinations are used, as appropriate, to evaluate and improve the program;

(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) is comprehensive, sequential, and experiential, and it fosters the number of development credit hours acquired for candidates' professional identity as school psychologists, as reflected in the following:

(i) clear identification as a "school psychology program" and communication of a program framework or model, in which its philosophy/mission is represented in explicit goals and objectives for school psychology competencies that candidates are expected to attain;

(ii) an integrated, sequential program of study and supervised field experiences that are based on the program's philosophy/mission, goals, and objectives and are consistent across candidates;

(iii) full-time, part-time, or alternative types of enrollment that provide multiple and systematic opportunities through courses, seminars, coursework, supervised practices, and other comprehensive program activities for candidates to develop and encourage an affiliation with peers, faculty, and the profession;

(iv) multiple instructional delivery methods including, but not limited to, online, face to face, or hybrid may be utilized, the program documents that it provides supervision and evaluates candidate learning outcomes relevant to particular courses and field experiences not open exclusively to graduate students in a systematic manner;

(v) use of a systematic process to ensure that candidates demonstrate the student's knowledge and skills needed for effective school psychology service delivery; the ability to integrate competencies across NASP domains of school

psychology practice; and direct, measurable effects on children and youth, families, schools, and other consumers; and

(vi) use of data from multiple measures, including performance-based evaluation regarding candidates and program; graduates (including, but not limited to, employment, licensure/certification, satisfaction) to improve the quality of the program;

~~(f)~~ (g) 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)~~ (h) include a full-time continuous residency or an alternate planned experience for all students and programs allowing alternate planned experiences as a substitute for full-time residency must demonstrate how those experiences are equivalent to experiences commonly associated with residency requirements.

(5) The provider ensures that specialist-level programs follow the standards described by ~~NASP~~ a national accrediting entity, and:

(a) through (c) remain the same.

(d) specialist level programs include a minimum of one academic year of supervised internship experience consisting of a minimum of 1200 clock hours, including a minimum of 600 hours in a school setting.

(6) through (6)(b) remain the same.

(c) the program includes a minimum of one academic year of doctoral supervised internship experience consisting of a minimum of 1500 clock hours, including a minimum of 600 hours in a school setting, as part of a doctoral program or prior specialist degree, or 600 hours of advanced practicum experience.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

5. REASON: The Office of Public Instruction staff facilitated a comprehensive process to review and revise ARM Title 10, chapter 58 with involvement from Montana P-20 education stakeholders, including the Montana Council of Deans of Education, professional education organizations and associations, and content-specific professionals.

The proposed new and amended rules are necessary to provide clear guidance to Montana educator preparation providers regarding program requirements to prepare educator candidates to meet the teaching, learning, and leading expectations in Montana's P-12 accredited schools. National accrediting standards have been modified to reflect research-based practice and improvements in instructional strategies. Montana must incorporate necessary changes to ensure that our educator preparation providers will continue to be in compliance. Rules were amended for clarity, consistency, and currency. Content areas were updated to address evidence-based instructional practice.

6. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: McCall Flynn, Executive Director, Board of Public Education, 46 N.

Last Chance Gulch, Suite 2B, P.O. Box 200601, Helena, Montana, 59635; telephone (406) 444-0300; or e-mail bpe@mt.gov, and must be received no later than 5:00 p.m., September 2, 2022.

7. McCall Flynn, Executive Director, Board of Public Education, has been designated to preside over and conduct this hearing.

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

9. An electronic copy of this proposal notice is available through the Secretary of State's web site at <http://sosmt.gov/ARM/Register>.

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

11. With regard to the requirements of 2-4-111, MCA, the Board of Public Education has determined that the adoption and amendment of the above-referenced rules will not significantly and directly impact small businesses.

/s/ McCall Flynn
McCall Flynn
Rule Reviewer

/s/ Tammy Lacey
Tammy Lacey
Chair
Board of Public Education

Certified to the Secretary of State July 26, 2022.

❖ **ACCREDITATION COMMITTEE – (Item 16)**

Dr. Tim Tharp

ITEM 16

**ACTION ON AND RESPONSE TO PUBLIC
COMMENTS SUBMITTED ON REVISIONS
TO ARM TITLE 10, CHAPTER 55,
STANDARDS OF ACCREDITATION**

Dr. Tim Tharp

Board of Public Education
Chapter 55 Public Comment-Compiled

Key:

Education Organizations: Montana Association of School Business Officials, Montana Rural Education Association, Montana Schools Boards Association, School Administrators of Montana, and Montana Quality Education Coalition

CSPAC: Certification Standards and Practices Advisory Council

MFPE: Montana Federation of Public Employees

MOFE: Montanans Organized for Education

MHD: Montana House Democrats

MUS: Montana University System

NWMASS: Northwest Montana Association of School Superintendents

Note: The number of comments may not match the number of commenters, as many made comments on multiple sections, and comments are compiled based on “like themes” as indicated below.

NEW RULE I CHARTER SCHOOL APPLICATION
Pages 1966-1967

COMMENT 1: 36 commenters supported moving Charter Schools to its own section but recommends that the Board allow Charter Schools to operate independently of existing school boards of trustees.

COMMENT 2: CSPAC, MFPE, MOFE, and 11 commenters opposed moving charter schools to its own section and suggested that it remain under the variances to standards section in 604.

COMMENT 3: One commenter supported the proposed new rule and recommended removing the language in (1)(d)(i)-(vi).

NEW RULE II FAMILY AND COMMUNITY ENGAGEMENT
Pages 1967-1968

COMMENT 4: The Education Organizations and three commenters recommended replacing *action* with *strategic* in New Rule II and in several other sections throughout rule.

COMMENT 5: CSPAC, MOFE, and four commenters recommended striking all language after children in (1)(c) and stated that the language is aspirational and cannot be measured.

COMMENT 6: MFPE commented that the new rule needs to be simplified, provide an extended implementation timeline, and assure adequate technical assistance on best practices to meet community needs.

COMMENT 7: One commenter supported the proposed new rule.

COMMENT 8: One commenter opposed the proposed new rule.

COMMENT 9: The MUS proposed the following language in (1)(d)(vii), “families and school staff collaborate with members of the community to connect students, families, and staff to post-secondary education opportunities including FAFSA completion, College Application Week (Apply Montana), Decision Day, and other Montana University System post-secondary workforce training and degree program efforts”.

NEW RULE III MENTORSHIP AND INDUCTION

Pages 1968-1969

COMMENT 10: CSPAC, MFPE, and three commenters supported the proposed new rule.

NEW RULE IV EVALUATION

Page 1969

COMMENT 11: The Education Organizations and three commenters recommended making changes in this section and suggest the following, “(1) The local board of trustees shall ensure the completion of periodic written evaluations of all regularly employed instructional personnel who are under written contract. Employees evaluated shall have access to a copy of the evaluation instrument, the opportunity to respond in writing to the completed evaluation, and access to the employee’s files. (2) The Superintendent of Public Instruction shall develop and publish model evaluation instruments that comply with this rule in collaboration with MFPE, Montana Rural Education Association, Montana School Boards Association, School Administrators of Montana, and Montana Small School Alliance. A school district adopting and using one of the model instruments shall be construed to have complied with this rule, though use of one of the models shall not be required provided that the district's evaluation instrument and process substantially conforms to the requirements set forth in this section.”

COMMENT 12: MFPE commented that the collective bargaining agreements often specify evaluation timelines, processes, and evaluation instruments to be used and should be taken under consideration. They stated that the rule should clarify that the collective bargaining process must be followed where appropriate, and that employees be given access to the evaluation instrument being used before evaluation is conducted, and employees be given access to and copies of documents in the personnel file, and the opportunity to respond in writing.

COMMENT 13: The Board Accreditation Committee recommended retaining the language in 701 (4)(a) and (b) that states the following: “(4) The local board of trustees shall have written policies and procedures for regular and periodic evaluation of all regularly employed personnel. The individual evaluated shall have access to a copy of the evaluation instrument, the opportunity to respond in writing to the completed evaluation, and access to his or her files.

Personnel files shall be confidential.

- (a) The evaluation system used by a school district for licensed staff shall, at a minimum:
 - (i) be conducted on at least an annual basis with regard to nontenure staff and according to a regular schedule adopted by the district for all tenure staff;
 - (ii) be aligned with applicable district goals, standards of the Board of Public Education, and the district's mentorship and induction program required under ARM 10.55.701(5)(b);
 - (iii) identify what skill sets are to be evaluated
 - (iv) include both formative and summative elements; and
 - (v) include an assessment of the educator's effectiveness in supporting every student in meeting rigorous learning goals through the performance of the educator's duties.
- (b) The Superintendent of Public Instruction shall develop and publish model evaluation instruments that comply with this rule in collaboration with the MEA-MFT, Montana Rural Education Association, Montana School Boards Association, School Administrators of Montana, and Montana Small School Alliance. A school district adopting and using one of the model instruments shall be construed to have complied with this rule, though use of one of the models shall not be required provided that the district's evaluation instrument and process substantially conforms to the requirements set forth in this section."

NEW RULE V ENGLISH LEARNERS

Page 1969

COMMENT 14: MFPE supported this proposed new rule and recommended that technical assistance be provided when needed.

10.55.601 ACCREDITATION STANDARDS: PROCEDURES

Pages 1969-1970

COMMENT 15: The Education Organizations and three commenters recommended making changes in this section and suggest the following, "(3) To ensure a learner-centered system and establish a plan for continuous education improvement, the school district ~~and each of its schools~~ shall develop, implement, monitor, and evaluate ~~continuous~~ an integrated school improvement ~~plans~~ action strategic plan and make the ~~plans~~ plan publicly ~~publically~~ available. ~~These plans shall be reviewed on a yearly basis to~~ To align with local context and needs, the district integrated action strategic plan shall be ~~developed~~ updated at least every three years based on a comprehensive needs assessment with meaningful stakeholder input and feedback ~~that comply, at a minimum, with applicable requirements in Title 2, Chapter 3, Part 1, MCA. The integrated action plan must be evaluated, and progress reviewed annually.~~ The plan must clarify what specific steps must be taken to achieve the district ~~graduate profile~~ education profile and reflect a continuous improvement process. (4) Each plan shall include: (a) a school district ~~level education~~ level education profile ~~of a graduate as defined in ARM 10.55.602(22);~~ (b) ~~the school district's educational goals pursuant to the requirements of ARM 10.55.701; the school district's and each of its school's identified area(s) of need based on an analysis of school level comprehensive needs assessment;~~ (c) a description of planned progress toward implementing all content and

program area standards, in accordance with the schedule in ARM 10.55.603; ~~the school district's and each of school's desired outcomes that align with the district graduate profile;~~ (d) a description of strategies for assessing student progress toward meeting all content standards, pursuant to the requirements of ARM 10.55.603 and ARM 10.56.101; ~~and the school district's educational goals for the school district that are incorporated and made applicable to and each school within the district; pursuant to the requirements of ARM 10.55.701;~~ (e) a professional development component, in accordance with ARM 10.55.714. ~~a description of the district's and each school's evidence-based strategies, action steps, measures, success criteria, and evidence that are aligned with the graduate profile and will be implemented, monitored, and evaluated;~~ (f) a description of how the district ~~and each of its schools~~ will meet programmatic requirements of state and federal grants; ~~(g) a description of planned progress toward implementing all content and program area standards, in accordance with the schedule in ARM 10.55.603;~~ (iv) (h) a description of strategies for assessing student progress toward meeting growth and proficiency of all content standards and content-specific learning progressions, pursuant to the requirements of ARM 10.55.603 and ARM 10.56.101; and (v) (i) a professional development, mentoring, induction, and evaluation components, in accordance with ARM 10.55.714, [New Rule III], and [New Rule IV];. (j) a description of strategies for family and community engagement, in accordance with [New Rule II]; ~~(k) a description of strategies to maintain and enhance a positive school climate, in accordance with ARM 10.55.801;~~ (l) a description of a learning model(s) aligned to the graduate profile; and (g) a description of strategies for addressing the needs of gifted and talented students in accordance with ARM 10.55.804, ~~special education children with disabilities~~ in accordance with ARM 10.55.805, English learners students in accordance with [New Rule V], and ~~other populations with individual needs at-risk students as defined in section 20-1-101, MCA.~~ (5) The local board of trustees shall report and submit their adopted ~~continuous integrated school improvement~~ strategic action plan with to the Superintendent of Public Instruction. (6) The Superintendent of Public Instruction shall develop and implement procedures necessary to monitor and evaluate the effectiveness of the implementation of the ~~continuous integrated improvement~~ strategic action plan of each school district ~~and its schools~~. (7) To ensure learner centered systems and continuous educational improvement, the Superintendent of Public Instruction shall provide guidance, resources, and evaluation to assist in the implementation of the district and school integrated action strategic plan to improve teaching and learning outcomes for all students.”

COMMENT 16: The Board Accreditation Committee noted that there are inconsistencies when referring to “integrated action plan” or “district action plan” and recommended remaining consistent in using “integrated action plan” throughout rule.

10.55.602 DEFINITIONS

Pages 1970-1977

COMMENT 17: The Board Accreditation Committee recommended reviewing the following definitions, as they are not used in rule:

- (7) Class 8 license: only referenced one other time in definition (17) dual credit.
- (8) Combined elementary-high school district: only referenced one other time in definition (57) School system

- (11) Concurrent enrollment: not referenced elsewhere in rule
- (17) Dual credit: not referenced elsewhere in rule
- (18) Dual enrollment: not referenced elsewhere in rule
- (24) Independent elementary school district: only referenced in (57) School system
- (25) Indian Education for All: not referenced elsewhere in rule
- (30) K-12 district: not referenced elsewhere in rule
- (37) Minimum aggregate hours: not referenced elsewhere in rule
- (39) Misassignment: not referenced elsewhere in rule
- (40) Nonlicensed: not referenced elsewhere in rule
- (41) Offsite instructional setting: not referenced elsewhere in rule
- (42) Online learning: not referenced elsewhere in rule
- (44) Postsecondary and workforce readiness: not referenced elsewhere in rule
- (51) Pupil instruction: referenced in (37) Minimum aggregate hours, (52) Pupil instruction day, and (53) Pupil instruction-related day
- (52) Pupil instruction day: not referenced elsewhere in rule
- (53) Pupil instruction-related (PIR) day: not referenced elsewhere in rule
- (58) Stakeholder engagement: not referenced elsewhere in rule
- (64) Synchronous: referenced in (16) Distance learning
- (68) Work-based learning: referenced in (43) Personalized learning

COMMENT 18: MFPE proposed the following addition to (5), “charter school operates under... locally elected board of trustees in an existing public school district.”

COMMENT 19: MFPE noted that the definition in (7) has a citation error, as 10.57.102 does not include a definition for Class 8 licenses.

COMMENT 20: The Education Organizations and three commenters recommended removing the definition for (22) “Graduate profile”, per their recommended revisions throughout rule.

COMMENT 21: The Board Accreditation Committee noted that there are inconsistencies with the use of “graduate profile” or “profile of a graduate” and recommended remaining consistent throughout rule.

COMMENT 22: The Education Organizations and three commenters proposed changes to the definition for (27) “Integrated action plan” and recommended the following, “Integrated ~~action~~ strategic plan” means a district plan adopted by the board of trustees that: (a) is aligned with the peoples’ goal in Article X, Section 1 of the Montana Constitution of developing the full educational potential of each person; (b) ensures a learner centered system and continuous improvement that reflects local context and needs.; (c) is based on school level comprehensive needs assessment.; (d) has engaged stakeholders and addresses ~~incorporates~~ stakeholder input and feedback.; and (e) aligns ~~plans across with requirements of applicable required~~ state and federal programs.”

COMMENT 23: The Education Organizations and three commenters proposed changes to the definition for (31) “Learning model” and recommended the following, “Learning model” means

the learning experiences students engage in and teachers facilitate that are aligned to the desired attributes of a graduate profile: an education profile.”

COMMENT 24: MFPE inquired whether there should be a definition for grade-band.

COMMENT 25: The Education Organizations and three commenters proposed changes to the definition for (35) “Measure” and recommended the following, "Measure" means a way to assess the level of proficiency on a performance indicator aligned to the district graduate profile: education profile.”

COMMENT 26: One commenter noted that the definition for (36) “Middle grades” is confusing.

COMMENT 27: MFPE noted that (38) “Minimum requirements” seems unnecessary and questioned where “10 or more students” was stated in the rules.

COMMENT 28: MFPE recommended adding public entities to (43)(b) “Personalized learning”.

COMMENT 29: One commenter supported the definition for (49) “Program area standards”.

COMMENT 30: The Education Organizations and three commenters proposed changes to the definition for (51) “Pupil instruction” and recommended the following, "Pupil instruction" as provided in section 20-1-101(17), MCA, means the conduct of organized instruction of learning opportunities for pupils enrolled in public schools while under the supervision of a teacher. learning opportunities for pupils enrolled in public schools while under the supervision of a teacher. The term includes any directed, distributive, collaborative, or work-based or other experiential learning activity provided, supervised, guided, facilitated, or coordinated under the supervision of a teacher that is conducted purposely to achieve content proficiency and facilitate the acquisition of knowledge, skills, and abilities by pupils enrolled in public schools, and to otherwise fulfill their full educational potential.”

COMMENT 31: The Education Organizations and three commenters proposed changes to the definition for (52) “Pupil instruction day” and recommended the following, "Pupil instruction day" means a school day of pupil instruction when organized instruction is conducted with students under the supervision of a teacher.”

COMMENT 32: MFPE noted that 20-9-396, MCA, referenced in (54)(b) “School” does not exist in statute and recommended it be struck.

COMMENT 33: The Education Organizations and three commenters proposed changes to the definition for (56)(a)(b)(c) “School system” and recommended the following, “combined elementary-high school district” means an elementary district and a high school district which are combined into a single school system for district administration purposes through a k-12 district, unified school system or joint board.; (b) “independent high school district” means a district organized for the purpose of providing public education for all or any combination of grades 9 through 12 that is operated independent of an elementary district; and (c) independent

elementary school district" means a district organized for the purpose of providing public education for all or any combination of grades kindergarten through grade 8 that is operated independent of a high school district."

COMMENT 34: The Education Organizations and three commenters proposed changes to the definition for (57) "Stakeholder engagement" and recommended the following, "Stakeholder engagement" means a measurable, inclusive, intentional, and ongoing process of communicating to, learning from, and partnering with stakeholders to best support continuous school improvement and learning outcomes for all students. Stakeholder engagement shall satisfy, at a minimum, the applicable requirements for encouraging and facilitating public participation in Title 2, Chapter 3, Part 1, MCA."

COMMENT 35: MFPE noted that the definition in (58) "Stakeholder engagement" involves continuous engagement, ongoing, measurable, etc., and stated that these requirements will take more time for proper implementation.

COMMENT 36: The Education Organizations and three commenters proposed changes to the definition for (62) "Student performance standards" and recommended the following, "Student performance standards" means ~~minimum standards of a quality education, which measures the~~ measurement of student performance and proficiency on annual state level summative assessments and graduation rates used to determine the accreditation status of a school."

COMMENT 37: MFPE recommended adding a reference to public service and public workplace settings to (68) "Work-based learning".

10.55.603 CURRICULUM AND ASSESSMENT

Pages 1977-1978

COMMENT 38: CSPAC and one commenter recommended the Board consider available resources and training to support school districts as they implement requirements for proficiency-based learning.

COMMENT 39: One commenter supported replacing "parents" with "families" in (3)(a).

10.55.604 VARIANCES TO STANDARDS

Pages 1978-1981

COMMENT 40: MFPE suggested reconsideration of the proposed due date for an application for a variance in (c) and stated it could be a reaction to a shortage or inability to hire, rather than a plan to meet or exceed standards through a creative approach.

COMMENT 41: MFPE opposed the removal of the "joint endorsement of reviewed board members" and recommended retaining the groups in (1)(d)(i) and recommended MACIE be

included to review and recommend the tribal council representative.

COMMENT 42: MFPE opposed the deletion of language related to seeking advice from a pool of experts in (1)(d)(ii)(A)-(C).

COMMENT 43: NWMASS supported the variance to standards process to assist and provide flexibilities with hard-to-fill positions.

COMMENT 44: One commenter shared concern with the appointment process outlined in (d)(i) and stated there could be political bias.

COMMENT 45: One commenter proposed the elimination of (1)(a).

10.55.605 CATEGORIES OF ACCREDITATION

Pages 1981-1982

COMMENT 46: The Education Organizations, MFPE, and three commenters proposed changes to this section and recommended the following, “(1) Accredited with distinction means the school has met the assurance standards, exceeded student performance standards as defined in ARM 10.55.606, and met the licensure endorsement requirements related to teaching assignments. A copy of the Accreditation Status Criteria Reference Guide must be made publicly available by the Superintendent of Public Instruction. Three consecutive years in the accredited with distinction status allows the local board of trustees to ~~waive assurance standards for the school for three years remain accredited with distinction thereafter solely on the basis of whether the school continues to exceed student performance standards as defined in ARM 10.55.606 performance from year to year thereafter. If the school ceases to exceed student performance standards, the accreditation of such school will be determined through standards applicable to initial accreditation.~~”

COMMENT 47: Eight commenters opposed the new category “Accredited with Distinction” and stated that the distinction category goes above the requirement for minimum standards.

COMMENT 48: MFPE opposed the 3 years on probation and stated that is too long and recommended a revision in (3).

COMMENT 49: The Board Accreditation Committee stated that there are inconsistencies in the “accredited with probation” and “accredited on probation” language and recommended remaining consistent by using “accredited with probation” throughout rule.

COMMENT 50: The Board Accreditation Committee commented that this section needs more work. There are major concerns from the committee on numerous areas, worth noting are removing the nonaccredited status language in (9), the ability for a board of trustees to waive assurance standards in (1), and the new names and levels of accreditation. Potential changes in this section will also require changes in 10.55.606.

10.55.606 ACCREDITATION PROCESS

Pages 1982-1983

COMMENT 51: One commenter opposed the language in (3)-(7).

10.55.701 BOARD OF TRUSTEES

Pages 1983-1986

COMMENT 52: The Education Organizations and three commenters proposed changes to this section and recommended the following, “(2) Each school district shall make available to the staff and public: (a) ~~goals that reflect the district's strategic plan of education~~ an integrated strategic action plan that includes a graduate profile an education profile as outlined in ARM 10.55.601; (b) sequential K-12 curriculum for each program area that aligns to the content standards, ~~specific grade-level~~ grade band learning progressions, and program area standards; (c) policies establishing student assessment procedures that ensure evaluation of the district's curriculum and student learning. These procedures shall specify how and when data are to be collected, analyzed, and reported; ~~and~~ (d) ~~policies that delineate~~ policies providing descriptions of the roles and responsibilities of the local board of trustees, superintendent, and personnel employed by the school district. (e) a policy addressing grievances for students, families, staff, and stakeholders. (f) any other policies required by state or federal law”

COMMENT 53: The Education Organizations and three commenters proposed changes to this section and recommended the following, “(3)(a) ~~keep parents/guardians up to date on students' progress; implement family and community engagement strategies as found in [New Rule II]; and (ii) (b) engage in a continuous school improvement process~~ that is aligned with the school district's integrated strategic plan; ~~and: (b) establish mentoring and induction programs to assist licensed staff in meeting teaching standards as defined in ARM 10.55.701(4)(a) and (b).~~ (4) The local board of trustees shall develop, with stakeholder input, a district mission and vision an integrated strategic plan to which that aligns to the district graduate profile education profile is aligned. (5) The local board of trustees with meaningful stakeholder involvement shall establish and implement such additional policies as the board deems necessary that: (a) provide for the safety and well-being of all students and staff;”

COMMENT 54: MFPE and three commenters recommended retaining the language in (e)-(s).

COMMENT 55: One commenter opposed the proposed revisions to eliminate the requirement that school boards adopt policies pertaining to bullying, academic freedom, due process, materials selection, IEFA, suicide prevention, emergency plans, etc.

COMMENT 56: Six commenters opposed the proposed revisions and stated that required policies should be listed in rule.

10.55.702 LICENSURE AND DUTIES OF DISTRICT ADMINISTRATOR – DISTRICT SUPERINTENDENT

Page 1986

COMMENT 57: MFPE noted that the proposed rules regarding superintendent duties do not align with requirements in current Educator Preparation Program Standards.

10.55.703 LICENSURE AND DUTIES OF SCHOOL PRINCIPAL

Page 1986

COMMENT 58: MFPE noted that the proposed rules regarding principal duties do not align with requirements in current Educator Preparation Program Standards.

10.55.704 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF DISTRICT SUPERINTENDENTS

Pages 1986-1987

COMMENT 59: CSPAC, MFPE, the Education Organizations, and 87 commenters opposed the proposed revisions and recommended retaining the ratios for superintendents.

COMMENT 60: The Board Accreditation Committee recommended removing (1)(a) -(c) and stated that this language is already referenced in statute, which is referenced in (1).

10.55.705 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF SCHOOL ADMINISTRATORS/PRINCIPALS

Pages 1987-1989

COMMENT 61: CSPAC, MFPE, the Education Organizations, and 95 commenters opposed the proposed revisions and recommended retaining the ratios for principals.

COMMENT 62: The Board Accreditation Committee stated that this section needs work and that they are unclear of the differences in (1) and (2).

10.55.706 TEACHER INVOLVEMENT

Page 706

COMMENT 63: The Education Organizations and three commenters proposed changes to this section and recommended the following, “(1) Teachers ~~should~~ **shall** use their professional

judgment and measures of student growth and proficiency to provide engaging and highly effective ~~deliver high-quality~~ pupil instruction to all students based on individual need.

10.55.708 TEACHING ASSIGNMENTS

Pages 1989-1990

COMMENT 64: MFPE, the Education Organizations, and 55 commenters opposed the proposed revisions and recommended retaining the language in this section regarding teaching assignments.

10.55.709 LIBRARY MEDIA SERVICES, K-12

Page 1990

COMMENT 65: CSPAC, MHD, MOFE, NWMASS, the Education Organizations, and 1044 commenters opposed the proposed revisions and recommended retaining the ratios for school librarians.

COMMENT 66: MFPE supported the use of consortiums, multidistrict agreements, and interlocal cooperatives.

COMMENT 67: The Board Accreditation Committee noted that this section needs work and stated that the language in (2) does not require any action from the local board of trustees, and therefore recommended that the Board approve language that requires the local board of trustees take action to provide library services personnel.

COMMENT 68: One commenter supported reducing the ratio for school librarians to 250:1.

COMMENT 69: One commenter supported the proposed revisions.

COMMENT 70: One commenter opposed striking language in (1) and noted that this removed the responsibility of having a library in each school.

10.55.710 ASSIGNMENT OF SCHOOL COUNSELING STAFF

Pages 1990-1991

COMMENT 71: CSPAC, MHD, MOFE, MFPE, NWMASS, the Education Organizations, Missoula County Public Schools Counselor Leadership Team, and 1273 commenters opposed the proposed revisions and recommended retaining the ratios for school counselors.

COMMENT 72: 34 commenters supported reducing the ratio for school counselors (300:1, 250:1).

COMMENT 73: The Board Accreditation Committee noted that this section needs work and stated that the language in (2) does not require any action from the local board of trustees, and therefore recommended that the Board approve language that requires the local board of trustees take action to provide library services personnel.

COMMENT 74: One commenter supported the proposed revisions.

10.55.712 CLASS SIZE: ELEMENTARY

Page 1991

COMMENT 75: CSPAC, MOFE, MFPE, and 59 commenters opposed the proposed revisions and recommended retaining the requirement for instructional aides.

COMMENT 76: Seven commenters supported the proposed revisions and recommended the following language, “The school district must provide additional ~~and competent~~ human resources when exceeding the maximum class size.”

COMMENT 77: The Board Accreditation Committee stated that the “human resources” language in (5) is unclear in terms of who and what would qualify as a human resource, and recommended the following language, “The school district must ~~provide additional~~ ~~assign~~ ~~qualified~~ human resources ~~that comply with all fingerprint and background check requirements~~ when exceeding maximum class sizes.”

10.55.714 PROFESSIONAL DEVELOPMENT

Page 1992

COMMENT 78: The Education Organizations and three commenters proposed changes to this section and recommended the following, “(1) (a) shall be aligned with the district ~~graduate profile~~ ~~education profile~~ and educational goals outlined in the district integrated ~~action~~ ~~strategic~~ plan described in ARM 10.55.601 ~~and objectives~~; (b) shall be provided to address safety, well-being, and mental health of students ~~and staff~~.”

COMMENT 79: MFPE supported the proposed revisions.

10.55.715 INSTRUCTIONAL PARAPROFESSIONALS: QUALIFICATIONS AND SUPERVISION

Page 1993

COMMENT 80: The Education Organizations and three commenters proposed changes to this section and recommended the following, “(1)(a)... The designated professional has the responsibility to provide regularly scheduled communication and direction to the instructional

paraprofessional and not to delegate any activity to the instructional paraprofessional that requires professional skill, knowledge, and judgment reserved to licensed teachers.”

COMMENT 81: MFPE supported the proposed revisions.

10.55.716 SUBSTITUTE TEACHERS

Page 1993

COMMENT 82: MFPE supported the proposed revisions.

10.55.717 ASSIGNMENT OF PERSONS PROVIDING INSTRUCTION TO BRAILLE STUDENTS

Pages 1993-1994

COMMENT 83: MFPE supported the proposed revisions.

10.55.718 ASSIGNMENT OF PERSONS PROVIDING SIGN LANGUAGE INTERPRETING FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING

Page 1994

COMMENT 84: MFPE supported the proposed revisions.

10.55.721 HAZARD AND EMERGENCY PLANS

Page 1995

COMMENT 85: The Education Organizations and three commenters proposed changes to this section and recommended the following, “(1) A local board of trustees shall adopt a policy addressing a school safety plan or emergency operations plan. The plan required by this rule shall be periodically reviewed with stakeholder input and updated as determined necessary by the trustees based on changing circumstances pertaining to school safety. Nothing in this rule shall be construed to require disclosure of elements of a school safety plan protected from public disclosure under the safety and security exceptions set forth in section 2-6-1003, MCA”

COMMENT 86: MFPE supported the proposed revisions.

10.55.801 SCHOOL CLIMATE

Page 1995

COMMENT 87: MFPE supported the proposed revisions.

10.55.802 OPPORTUNITY AND EDUCATIONAL EQUITY

Page 1995

COMMENT 88: The Education Organizations and three commenters proposed changes to this section and recommended the following, “(1) It is the purpose of the accreditation standards to guarantee equality of educational opportunity and to respect the dignity of every person in accordance with Article II, Section IV of the Montana Constitution and federal law regardless of race, color, sex, culture, social origin or condition, or political or religious ideas, ~~without~~ with prejudice of any kind toward none. This includes, but is not limited to, programs, facilities, educational materials, curriculum, counseling, library services, and extracurricular activities”.”

COMMENT 89: The Board Accreditation Committee stated that the language under (1)(a) is not consistent with the stem and recommended the following changes, “(1)(a) high quality instruction provided by a qualified educator that meets each of the following criteria: (i) ~~students are engaged~~ engages students in authentic learning experiences that tie to their interests; (ii) ~~students are all included~~ includes students in activities and given equal opportunity;”

10.55.804 GIFTED AND TALENTED

Page 1997

COMMENT 90: MFPE supported the proposed revisions.

10.55.901 BASIC EDUCATION PROGRAM: ELEMENTARY

Page 1997

COMMENT 91: MFPE supported the proposed revisions.

10.55.902 BASIC EDUCATION PROGRAM: MIDDLE GRADES

Pages 1997-1999

COMMENT 92: CSPAC, MFPE, MOFE, and 113 commenters opposed the proposed changes to remove required elective offerings for middle grades.

COMMENT 93: The Education Organizations and three commenters proposed changes to this section and recommended the following, “10.55.902 BASIC EDUCATION PROGRAM: MIDDLE GRADES JUNIOR HIGH SCHOOL, 7TH AND 8TH GRADE PROGRAM, OR MIDDLE SCHOOL (1) A school district’s junior high school, 7th and 8th grade program, or middle school that complies with the requirements of this rule shall be accredited by the Board of Public Education in such capacity, according to the school district’s compliance through a junior high school, 7th and 8th grade program, or middle school. To earn accreditation for its junior high school, 7th and 8th grade program, or middle school, the school district A school with middle grades must have an education program aligned to the program area standards that enables all students to meet the content standards and content specific ~~grade-level~~ grade-band learning progressions and recognizes the distinct and unique cultural heritages of American Indians.”

COMMENT 94: One commenter supported adding native languages.

COMMENT 95: One commenter supported the additional of computer science.

10.55.904 BASIC EDUCATION PROGRAM OFFERINGS: HIGH SCHOOL

Page 1999

COMMENT 96: The MUS supported adding the following language to (2)(j), “1/2 unit of economics or financial literacy (including instruction about the importance of FAFSA completion) within the 3 units of social studies, the 3 units of mathematics, or the 2 units of career and technical education.”

10.55.905 GRADUATION REQUIREMENTS

Pages 1999-2000

COMMENT 97: Two commenters supported the proposed revisions to add ½ unit of financial literacy for graduation.

COMMENT 98: MFPE supported the proposed revisions.

COMMENT 99: One commenter supported the proposed revisions to add ½ unit of civics for graduation.

COMMENT 100: The MUS supported adding the following language to (2)(h), “1/2 unit of economics or financial literacy (including instruction about the importance of FAFSA completion) within the 3 units of social studies, the 3 units of mathematics, or the 2 units of career and technical education.”

COMMENT 101: One commenter noted that the addition of civics and economics does not go far enough.

COMMENT 102: One commenter expressed the need for more electives for students to choose from.

10.55.906 HIGH SCHOOL CREDIT

Page 2000

COMMENT 103: The Education Organizations and three commenters proposed changes to this section and recommended the following, “(1)(a) A unit of credit is defined as the equivalent of at least 8100 minutes for one year or equivalent proficiency without regard to time or demonstration of an equivalent course that meets the district's curriculum and assessment requirements, which are aligned with each of the content standards.”

10.55.907 DISTANCE, ONLINE, AND TECHNOLOGY- DELIVERED LEARNING

Pages 2000-2001

COMMENT 104: MFPE opposed the removal of the requirement that teachers of distance, online, and technology-delivered courses receive a license granted because of the completion of an accredited professional educator preparation program in (3) and recommended that the proposed rule be amended to comply with the provisions of current rule in (5)(a), (b), and (c).

COMMENT 105: The Board Accreditation Committee noted that this section needs some cleanup and recommended striking “taught” in (3).

COMMENT 106: The Board Accreditation Committee suggested the following changes, “(5) Digital content providers serving Montana schools accredited by the Board of Public Education shall: (a) annually, ~~by the first Monday in August,~~ register, prior to delivering courses, with the Office of Public Instruction;”

10.55.908 SCHOOL FACILITIES

Page 2001

COMMENT 107: MFPE supported the proposed revisions.

COMMENT 108: The Board Accreditation Committee noted that a school district does not have the discretion to decide whether they want to follow state or federal accessibility standards, rather they are required to follow both, and recommended the following language to be consistent with previous language, “(3) The local board of trustees shall provide for educational facilities which are functional and safe for the conduct of the educational and extracurricular

activities of students, and which will meet state ~~or~~ and federal accessibility standards”.

10.55.1001 PROGRAM STANDARDS

Page 2001

COMMENT 109: MFPE supported the proposed revisions.

GENERAL COMMENTS

COMMENT 110: CSPAC, MOFE, and 18 commenters supported adding ratio requirements for special education teachers (30:1).

COMMENT 111: The Board Accreditation Committee recommended retaining “specific grade level” language when referring to grade band and suggested the following changes throughout rule, “specific grade level or grade-band”.

COMMENT 112: Two commenters supported the proposed changes.

COMMENT 113: 55 commenters opposed the proposed changes.

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the adoption of New)	NOTICE OF PUBLIC HEARING ON
Rules I through V; the amendment of)	PROPOSED ADOPTION,
ARM 10.55.601, 10.55.602,)	AMENDMENT, REPEAL, AND
10.55.603, 10.55.604, 10.55.605,)	TRANSFER
10.55.606, 10.55.701, 10.55.702,)	
10.55.703, 10.55.704, 10.55.705,)	
10.55.706, 10.55.707, 10.55.708,)	
10.55.709, 10.55.710, 10.55.712,)	
10.55.714, 10.55.715, 10.55.716,)	
10.55.717, 10.55.718, 10.55.721,)	
10.55.801, 10.55.802, 10.55.803,)	
10.55.804, 10.55.901, 10.55.902,)	
10.55.904, 10.55.905, 10.55.906,)	
10.55.907, 10.55.908, 10.55.1001,)	
10.55.1003, 10.55.1101, 10.55.1301,)	
10.55.1701, 10.55.1801, 10.55.1901,)	
and 10.55.2101; the repeal of ARM)	
10.55.711 and 10.55.1302; and the)	
transfer of ARM 10.55.607 pertaining)	
to Standards of Accreditation)	

TO: All Concerned Persons

1. On October 31, 2022, at 9:00 a.m., the Board of Public Education will hold a public hearing in Room 152 of the Montana State Capitol Building, in Helena, Montana, to consider the proposed adoption, amendment, repeal, and transfer of the above-stated rules.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact Board of Public Education no later than 5:00 p.m. on October 28, 2022, to advise us of the nature of the accommodation that you need. Please contact McCall Flynn, Executive Director, Board of Public Education, 46 N Last Chance Gulch, Suite 2B, P.O. Box 200601, Helena, MT 59620-0601; telephone (406) 444-0300; fax (406) 444-0847; or e-mail bpe@mt.gov.

3. The rules as proposed to be adopted provide as follows:

NEW RULE I CHARTER SCHOOL APPLICATION (1) A school district with the approval of an existing local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to form a charter school.

(a) A charter school must provide an education that meets or exceeds the requirements of the Montana Constitution, state law, and student performance standards.

(b) The Board of Public Education may only grant charters to publicly funded schools or programs under the supervision and control of an existing 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 an existing local board of trustees 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) Charter school applications must comply with statutory criteria, assurance standards pertaining to ARM Title 10, chapter 55, subchapter 6, General Provisions, ARM 10.55.601 through 10.55.606, ARM 10.57.114, ARM 10.55.719 through 10.55.721, or subchapter 8, Educational Opportunity, ARM 10.55.801 through [New Rule V], assurance standards pertaining to educator licensure or endorsement, student performance standards, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction.

(f) 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.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE II FAMILY AND COMMUNITY ENGAGEMENT (1) The local board of trustees shall implement a comprehensive family and community engagement plan that:

- (a) is aligned to the district integrated action plan required in ARM 10.55.601;
- (b) includes effective engagement practices that are linked to relational, developmental, collaborative, and interactive learning;

(c) recognizes that family and school staff have a shared responsibility in the learning of their child(ren) as evidenced by the following core beliefs:

- (i) families have dreams for their children and want the best for them;
- (ii) all families have the capacity to support their children's learning;
- (iii) family and school staff are partners; and
- (iv) the responsibility for cultivating and sustaining an inviting and inclusive climate rests primarily with school staff; and

(d) meets the following goals:

- (i) families actively participate in the life of the school and are welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class;
- (ii) families and school staff engage in regular, two-way meaningful communication about student learning;
- (iii) families and school staff continuously collaborate to support student learning and healthy development both at home and at school and have regular opportunities to strengthen their knowledge and skills to do so effectively;
- (iv) families and school staff are empowered to advocate for children, to ensure that students are treated equitably and have access to learning opportunities that will support their success;
- (v) families and school staff partner in decisions that affect children and families and together inform and influence policies, practices, and programs; and
- (vi) families and school staff collaborate with members of the community to connect students, families, and staff to expand learning opportunities, community services, and civic participation.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE III MENTORSHIP AND INDUCTION (1) The local board of trustees shall implement a mentorship and induction program as outlined in the integrated action plan described in ARM 10.55.601 that:

(a) is research-based to ensure inclusion of high-impact professional learning strategies;

(b) is implemented to assist initial licensed and incoming educators in meeting teaching standards embedded in the district evaluation framework outlined in [New Rule IV];

(c) supports initial licensed and incoming teachers' planning, implementation, and assessment of instruction aligned to the program area and content standards and content-specific learning progressions;

(d) supports initial licensed and incoming teachers to establish and maintain a positive classroom climate; and

(e) encourages continuous learning, reflection, and growth.

(2) The mentorship and induction program may include the following criteria:

(a) provide training for mentors through the Montana Teacher Learning Hub, professional organizations, or other professional development opportunities;

(b) prioritize mentor-mentee matches that are grade and subject-level aligned;

- (c) focus on research-based instructional practice;
- (d) engage with mentoring partners in professional collaboration; and
- (e) establish effective coaching for learning methods.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE IV EVALUATION (1) The local board of trustees shall ensure written evaluations of all regularly employed instructional personnel.

(2) The local board of trustees shall implement an evaluation component as outlined in the integrated action plan described in ARM 10.55.601.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE V ENGLISH LEARNERS (1) Districts shall provide educational services to help English learners become proficient in English and meet state standards by creating high level language instruction programs, professional development, and family outreach.

(2) Each district shall comply with all federal and state laws and regulations addressing English learners.

(3) Each district shall identify students who are eligible for language assistance, provide a sound program of instruction, assess their English proficiency annually, and notify parents of their initial placement in, progress within, and exit from the language program.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

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

10.55.601 ACCREDITATION STANDARDS: PROCEDURES (1) and (2) remain the same.

(3) To ensure a learner-centered system and establish a plan for continuous education improvement, the school district ~~and each of its schools~~ shall develop, implement, monitor, and evaluate ~~continuous~~ an integrated school improvement plans action plan and make the plans plan publicly ~~publically~~ available. ~~These plans shall be reviewed on a yearly basis to~~ To align with local context and needs, the district integrated action plan shall be developed every three years based on a comprehensive needs assessment with meaningful stakeholder input and feedback. The integrated action plan must be evaluated, and progress reviewed annually. The plan must clarify what specific steps must be taken to achieve the district graduate profile and reflect a continuous improvement process.

~~(a)~~ (4) Each plan shall include:

(i) ~~(a)~~ a school district ~~level education~~ profile of a graduate as defined in ARM 10.55.602(22);

(b) the school district's and each of its school's identified area(s) of need based on an analysis of school level comprehensive needs assessment;

(c) the school district's and each of school's desired outcomes that align with the district graduate profile;

(ii) (d) the school district's educational goals for the school district and each school within the district; pursuant to the requirements of ARM 10.55.701;

(e) a description of the district and each school's evidence-based strategies, action steps, measures, success criteria, and evidence that are aligned with the graduate profile and will be implemented, monitored, and evaluated;

(f) a description of how the district and each of its schools will meet programmatic requirements of state and federal grants;

(iii) (g) a description of planned progress toward implementing all content and program area standards, in accordance with the schedule in ARM 10.55.603;

(iv) (h) a description of strategies for assessing student progress toward meeting growth and proficiency of all content standards and content-specific learning progressions, pursuant to the requirements of ARM 10.55.603 and ARM 10.56.101; and

(v) (i) a professional development, mentoring, induction, and evaluation components, in accordance with ARM 10.55.714, [New Rule III], and [New Rule IV];

(j) a description of strategies for family and community engagement, in accordance with [New Rule II];

(k) a description of strategies to maintain and enhance a positive school climate, in accordance with ARM 10.55.801;

(l) a description of a learning model(s) aligned to the graduate profile; and

(m) a description of strategies for gifted and talented in accordance with ARM 10.55.804, special education in accordance with ARM 10.55.805, English learners in accordance with [New Rule V], and other populations with individual needs.

(b) (5) The local board of trustees shall report and submit their adopted continuous integrated school improvement action plan with to the Superintendent of Public Instruction.

(c) (6) The Superintendent of Public Instruction shall develop and implement procedures necessary to monitor and evaluate the effectiveness of the implementation of the continuous integrated improvement action plan of each school district and its schools.

(4) (7) To ensure learner centered systems and continuous educational improvement, the Superintendent of Public Instruction shall provide guidance, resources, and evaluation to assist in the implementation of district and school integrated action plans to improve teaching and learning outcomes for all students.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.602 DEFINITIONS For the purposes of this chapter, the following terms apply:

(1) remains the same.

(2) "Assessment" means the gathering, organizing, and evaluation of information about student learning progression, growth, and proficiency in order to

monitor and measure the effectiveness of the instructional program.

(3) remains the same.

(a) Subchapter 6, General Provisions, ARM 10.55.601 through ~~40.55.607~~ [New Rule I];

(b) Subchapter 7, School Leadership, ARM 10.55.701 through ~~40.55.719~~ [New Rule IV];

(c) Subchapter 8, ~~Academic Requirements~~ Educational Opportunity, ARM 10.55.801 through ~~40.55.805~~ [New Rule IV];

(d) Subchapter 9, ~~Educational Opportunity~~ Academic Requirements, ARM 10.55.901 through 10.55.910; and

(e) ~~Subchapter 10, Program Area Standards~~, ARM 10.55.1001 through ~~40.55.1003~~ 10.55.2301.

(4) remains the same.

~~(5) "At-risk student" means any student who is affected by environmental conditions that negatively impact the student's educational performance or threaten a student's likelihood of promotion or graduation, as defined in 20-1-101(4), MCA.~~

(5) "Charter school" means a publicly funded school that may be exempt from an assurance standard or a section of assurance standards as defined in ARM 10.55.602(3). A charter school operates under the supervision and control of an existing locally elected board of trustees in an existing school district.

(6) "Class 6 specialist" means a person with a Class 6 specialist license in a nonteaching role of school psychologist or school counselor.

~~(6)~~(7) "Class 8 license" means an educator license as defined in ARM 10.57.102.

~~(7)~~(8) "Combined elementary-high school district" means an elementary district and a high school district, which are combined into a single school system for district administration purposes.

(9) "Community engagement" means the partnership between members of the community and schools that may share resources and volunteer to support student well-being and learning development.

(10) "Comprehensive needs assessment" means a process that is used to identify district and school area(s) of need, the root causes of identified gaps, set priorities, and inform an action plan for improvement.

(11) "Concurrent enrollment" means the district offers these courses during the school day and they are taught by district high school faculty who have been approved by the post-secondary institution to teach these college level courses. Students receive both high school and college credit for the completed course.

~~(8)~~(12) "Content standard" means what all students should know, understand, and be able to do in a specific content area.

~~(9)~~(13) "Corrective plan" means a systematic procedure and timeline for resolving deviations ~~from regular accreditation~~ when a school has an accredited with probation status.

~~(10)~~(14) "Deviation" means a citation of noncompliance with any given standard.

~~(11)~~(15) "Digital content provider" means an entity, organization, or individual registered pursuant to ARM 10.55.907 offering K-12 educational content for distance, online, and technology-delivered programs and courses.

~~(12)~~(16) "Distance learning" means instruction in which students and teachers are separated by time ~~and/or~~, location, or both with synchronous or asynchronous content, instruction, and communication between student and teacher. This instruction may consist of learning opportunities provided through online (Internet-based) and other emerging technologies.

~~(17)~~ "Dual credit" means students receive both college credit and high school credit for courses taken from a postsecondary institution. Students may or may not be taking these courses during the school day. The college faculty member must have an appropriate license and endorsement in the subject taught or a Class 8 license.

~~(13)~~(18) "Dual enrollment/~~dual credit~~" means opportunities for high school students to be enrolled in high school and postsecondary courses at the same time. There are three categories of such opportunities:

~~(a) "College credit only" means students receive college credit for courses taken from a postsecondary institution but do not receive high school credit. Students may or may not be taking these courses during the school day.~~

~~(b) "Dual credit" means students receive both college credit and high school credit for courses taken from a postsecondary institution. Students may or may not be taking these courses during the school day. The faculty member must have an appropriate K-12 license and endorsement in the subject taught or a Class 8 license.~~

~~(c) "Concurrent enrollment" means the district offers these courses during the school day and they are taught by district high school faculty who have been approved by the post-secondary institution to teach these college level courses. Students receive both high school and college credit for the completed course.~~

~~(14)~~(19) "Endorsement" means an official indication on a license of the subject area(s) ~~and/or~~, specialized program area(s), ~~or both~~ for which the holder of the license is authorized to practice in Montana accredited schools.

~~(15)~~(20) "Facilitator" means the individual assigned to monitor distance, online, and technology-delivered learning programs pursuant to ARM 10.55.907. The facilitator may be an instructional paraprofessional as long as there is a licensed teacher providing the instruction.

~~(21)~~ "Family engagement" means a partnership with shared responsibility among families, educational staff, and community groups to promote each student's learning, well-being, and development of full educational potential during their entire K-12 experience.

~~(22)~~ "Graduate profile" means a learner centered model(s) based on a shared vision of learner attributes that students should have when they graduate.

~~(23)~~ "Graduation rate" means a calculation based on the four-year adjusted cohort graduation rate for all students and for each student group.

~~(16)~~(24) "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.

~~(17)~~(25) "Indian Education for All" means the constitutionally declared policy of this state to recognize the distinct and unique cultural ~~heritage~~ heritages of American Indians and to be committed in its educational goals to the preservation of their cultural ~~heritage~~ heritages. Implementation of these requirements ensures:

(a) every Montanan, Indian or non-Indian, is encouraged to learn about the distinct ~~heritage~~ heritages and contributions of Montana tribal groups and

governments in a culturally responsive manner; and

(b) every educational agency ~~shall~~ must work cooperatively with Montana tribes to provide means by which school personnel will gain an understanding of and appreciation for American Indian people.

~~(18)~~(26) "Instructional paraprofessional" means school or district personnel whose positions are instructional in nature and who work under the direct supervision of licensed school personnel. The supervising licensed school personnel are responsible for:

(a) the design, implementation, and assessment of learner progress; and

(b) the evaluation of the effectiveness of learning programs and related services for children.

(27) "Integrated action plan" means a district plan that ensures a learner centered system and continuous improvement that reflects local context and needs, is based on school level comprehensive needs assessment, incorporates stakeholder input and feedback, and aligns plans across required state and federal programs.

~~(19)~~(28) "Intensive assistance" means a required process for schools in ~~continuous or serious deficiency accreditation~~ accredited with probation status. Such schools have failed to develop or implement an approved corrective plan to remedy accreditation deviations within the designated timeline.

~~(20)~~(29) "Internship" as provided for in ARM ~~40.55.607~~ 10.57.114 means an agreement between a fully licensed Class 1, 2, or 3 educator, the school district, and a Montana accredited educator preparation program. Internships are permitted in endorsement areas approved by the Board of Public Education in ARM 10.57.412 and ~~40.57.413~~ 10.57.414 through 10.57.419.

~~(21)~~(30) "K-12 district" as defined in 20-6-701, MCA, means an elementary district, with the same district boundaries as a high school district, which has been attached to that high school district. The high school district remains an organized district and the elementary district is an inactive district pursuant to 20-6-101, MCA.

(31) "Learning model" means the learning experiences student engage in and teachers facilitate that are aligned to the desired attributes of a graduate profile.

~~(22)~~(32) "Learning progression" means the specific performance expectations in each content area ~~at each and grade-level~~ grade-band from kindergarten through grade 12.

~~(23)~~(33) "Licensure" means a certificate ~~certification issued or applied for under 20-4-101, et seq., MCA. of an educator/specialist as issued by the state of Montana, based on completion of an approved educator preparation program.~~ Licensure indicates grade-level(s), endorsement(s), and classification.

~~(24)~~(34) "Literacy" means constructing and validating knowledge in specific content areas which includes interpretation and learning with language, numeracy, and media ~~learning to read, write, speak, listen, and use language effectively.~~

(35) "Measure" means a way to assess the level of proficiency on a performance indicator aligned to the district graduate profile.

~~(25)~~(36) "Middle grades" means grades 4 through 9.

~~(26)~~(37) "Minimum aggregate hours" means the minimum hours of pupil instruction that must be conducted during the school fiscal year in accordance with 20-1-301, MCA and includes passing time between classes. Minimum aggregate

hours ~~does~~ do not include lunch time and periods of unstructured recess, as defined in 20-1-101, MCA.

~~(27)~~(38) "Minimum requirement" means groups of 10 or more students.

~~(28)~~(39) "Misassignment" means a licensed educator/specialist teaching outside their endorsed teaching area(s) ~~and/or~~ level (elementary K-8 and secondary 5-12).

~~(29) "Nonaccredited status" means previously accredited school which failed to meet the requirements of intensive assistance and is out of compliance with the Board of Public Education standards of accreditation.~~

~~(30)~~(40) "Nonlicensed" means a person who does not hold a current Montana educator license, except for a person for whom an emergency authorization of employment has been issued under the provisions of 20-4-111, MCA.

(41) "Offsite instructional setting" means an instructional setting at a location, separate from a main school site, where a school district provides for the delivery of instruction to a student who is enrolled in the district.

(31)(42) "Online learning" means educational activity in which instruction and content are delivered primarily via the Internet and through emerging technologies. Online learning is a form of distance learning.

(43) "Personalized learning" means to:

(a) develop individualized pathways for career and postsecondary educational opportunities that honor individual interests, passions, strengths, needs, and culture;

(b) support the student through the development of relationships among teachers, family, peers, the business community, postsecondary education officials, and other community stakeholders;

(c) embed community-based, experiential, online, and work-based learning opportunities; and

(d) foster a learning environment that incorporates both face-to-face and virtual connections.

(44) "Postsecondary and workforce readiness" means the knowledge, skills, and dispositions that a student should attain prior to completing a high school program.

~~(32)~~(45) "Principal" means a person who holds a valid Montana Class 3 educator license with an applicable principal endorsement and who is employed by a district as a principal, or who is enrolled in a Board of Public Education approved principal internship program under ARM ~~40-55-607~~ 10.57.114.

(46) "Professional development" means adult learning that increases educator effectiveness and learning outcomes for all students.

(47) "Proficiency-based learning" means systems of instruction, assessment, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills as outlined in the state content standards.

(48) "Proficient" means that a student demonstrated a level of knowledge and skills that are expected to be learned signaling that a student is well prepared to progress on the learning continuum aligned to the content standards, learning progressions, and necessary readiness skills.

~~(33)~~(49) "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 English language arts, arts, health enhancement and physical education, mathematics, science, social studies, career and technical education, technology integration, workplace competencies, computer science, library media and information literacy, world languages, and school counseling.

~~(34)~~(50) "Program delivery standards" means the conditions and practices school districts are required to provide ensuring that every student is afforded equal educational opportunities to learn, develop, and demonstrate achievement in content standards and content-specific grade-level grade-band learning progressions.

(51) "Pupil instruction" means the conduct of organized instruction of learning opportunities for pupils enrolled in public schools while under the supervision of a teacher.

~~(35)~~(52) "Pupil instruction day" means a school day when organized instruction is conducted with students under the supervision of a teacher.

~~(36)~~(53) "Pupil instruction-related (PIR) day" means days of teacher activities devoted to improving the quality of instruction. The activities may include, but are not limited to in-service training, attending state meetings of teacher organizations, and conducting parent conferences.

~~(37)~~(54) "School" means, for accreditation purposes, an educational program and grade assignments designated by the local board of trustees in one of the following categories:

(a) an elementary school, which offers any combination of kindergarten through eighth grade;

(b) a seventh and eighth grade school, which comprises the basic education program for grades 7 and 8 that may be funded at the high school rate pursuant to 20-9-396, MCA;

(c) a junior high school, which offers the basic education program for grades 7 through 9;

(d) a middle school, which offers education programs for grades 4 through 8 or any combination thereof; and

(e) a high school, which offers the educational programs for grades 9 through 12 or grades 10 through 12 when operating in conjunction with a junior high school.

~~(38)~~(55) "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 ~~10-55-607~~ 10.57.114.

~~(39)~~(56) "School district" means the territory, regardless of county boundaries, organized under the provisions of Title 20, MCA to provide public educational services under the jurisdiction of the local board of trustees. A high school district may encompass all or parts of the territory of one or more elementary districts. "School district" ~~shall~~ refers to all state-funded special purpose schools that are accredited under this chapter.

~~(40)~~(57) "School system" means the administrative unit of a district or combination of districts. In Montana, types of school systems are as follows:

(a) "combined elementary-high school district" means an elementary district and a high school district which are combined into a single school system for district

administration purposes;

(b) "independent high school district" means a district organized for the purpose of providing public education for all or any combination of grades 9 through 12; and

(c) independent elementary school district" means a district organized for the purpose of providing public education for all or any combination of grades kindergarten through grade 8.

~~(41) "Specialist" means a person with a Class 6 Specialist license in a nonteaching role of school psychologist or school counselor.~~

(58) "Stakeholder engagement" means a measurable, inclusive, intentional, and ongoing process of communicating to, learning from, and partnering with stakeholders to best support continuous school improvement and learning outcomes for all students.

(59) "Stakeholders" means community members who may be involved and invested in districts, schools, programs, and outcomes for students. Stakeholders include students, families, educators, leaders, business and community leaders, taxpayers, and the many partners who support them.

~~(42)(60)~~ "State accountability system" means federally mandated academic measures and Montana defined flex indicator(s) within the annual meaningful differentiation process ~~and the other state defined indicators.~~

(61) "Student growth" means changes in student learning as measured from one point in time to another as determined by state or local measures, or both. The federal accountability system uses a growth model to demonstrate student learning across time as measured by statewide assessments.

~~(43)(62)~~ "Student performance standards" means ~~minimum standards of a quality education, which measures the measurement of~~ student performance proficiency on annual state level summative assessments and graduation rates used to determine the accreditation status of a school.

~~(44)(63)~~ "Superintendent" means a person who holds a valid Montana Class 3 educator license, with an applicable superintendent's endorsement ~~and who is employed by a district as a district superintendent,~~ or who is enrolled in a Board of Public Education approved superintendent internship program under ARM 10-55-607 ~~10.57.114.~~

~~(45)(64)~~ "Synchronous" means occurring at the same time. "Synchronous" refers to instruction and communication between participants (i.e., students and teachers) that occurs at the same time even though they may be in different physical locations. For example, instruction in which students and teachers are online at the same time so that a question can be immediately answered ~~(e.g., telephone calls, face-to-face meetings, physical classrooms, chat rooms, and videoconferencing).~~

~~(46)(65)~~ "Teacher" means a person, except a district superintendent, who holds a valid Montana educator license issued by the Superintendent of Public Instruction under the policies adopted by the Board of Public Education and who is employed by a district as a member of its instructional, supervisory, or administrative staff. This definition of a teacher includes a person for whom an emergency authorization of employment has been issued under the provisions of 20-4-111, MCA.

~~(47)(66)~~ "Technology-delivered learning" means instruction and content

digitally delivered via digital technologies, (e.g., online, CD-ROM, DVD-ROM, or learning experiences that involve primarily the use of computers).

~~(48)~~(67) "Variance to standard" means an alternate approach to meeting or exceeding the minimum standards.

(68) "Work-based learning" means sustained interactions with industry or community professionals in workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks of a given career field, that are aligned to curriculum and instruction.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.603 CURRICULUM AND ASSESSMENT (1) Local school districts shall ~~ensure their~~ develop and implement a proficiency-based learning model that includes curriculum is aligned to all content standards and the appropriate learning progression progressions for each grade level.

(2) School districts shall ~~maintain~~ review, update, and align their learning programs ~~consistent with~~ following or after the state's schedule for revising standards.

(3) School districts shall ~~assess the progress of all students~~ students' progression, growth, and proficiency of toward achieving content standards and content-specific ~~grade-level~~ grade-band learning progressions in each program area as aligned with the district assessment plan in (5). The district shall use multiple measures ~~assessment results~~, including state-level achievement information obtained by administration of assessments pursuant to ARM 10.56.101 to examine the ~~educational~~ learning program and measure its effectiveness.

(a) The examination of program effectiveness using assessment results shall include current students and be supplemented with information about graduates and other students no longer in attendance; ~~and~~

(b) the information obtained shall be considered in curriculum and assessment development.

(4) For content standards in all program areas pursuant to the requirements of ARM 10.55.602, 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~~ families, community members, and, when appropriate, tribal representatives and state resource ~~people~~ staff;

(b) review curricula at least every five years or consistent with the state's standards revision schedule, and modify, as needed, to meet the educational goals of the ~~continuous school improvement~~ integrated action plan pursuant to ARM 10.55.601;

(c) review materials and resources necessary for implementation of the curriculum and assessment at least every five years, or consistent with the state's standards revision schedule, that are consistent with the goals of the ~~continuous school improvement~~ integrated action plan pursuant to ARM 10.55.601; and

(d) review curricula and instructional materials and resources to ensure the inclusion of the distinct and unique cultural ~~heritage~~ heritages and contemporary portrayal of American Indians.

(5) The school district shall develop and implement ~~its~~ an assessment plan that details progression, growth, and proficiency, promotes demonstrations of student learnings, and used to measure ~~measures~~ student progress ensuring alignment to the local curriculum in all program areas pursuant to ARM 10.56.101.

(a) The assessment plan shall be included in the ~~continuous school improvement~~ integrated action plan pursuant to ARM 10.55.601 and be in place within two years following the development of local curriculum.

(b) School districts shall use appropriate multiple measures and methods, including state-level achievement information obtained by administration of assessments pursuant to the requirements of ARM 10.56.101, to assess student ~~progress~~ growth and proficiency of in achieving content standards and content-specific ~~grade-level~~ grade-band learning progressions in all program areas.

(c) The Superintendent of Public Instruction shall develop criteria and procedures for the selection of appropriate multiple measures and methods to be used to assess student ~~progress in achieving~~ growth and proficiency of content standards and appropriate content-specific ~~grade-level~~ grade-band learning progressions in all program areas.

(d) remains the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.604 VARIANCES TO STANDARDS (1) A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement a variance to a an assurance standard or a section of assurance standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction.

(a) In its application, the local board of trustees shall outline how and why its proposed variance would be workable, educationally sound, and designed to meet or exceed results under established standards and, where applicable, aligned with program standards under ARM 10.55.1101 through ~~10.55.1904~~ 10.55.2201.

(b) In its application, the school district shall provide evidence through official minutes of the board of trustees that local school community stakeholders were involved in the consideration and development of the proposed variance to an assurance standard or a section of assurance standards. Stakeholder groups include trustees, administrators, teachers, classified school staff, ~~parents~~ families, community members, and students as applicable. A district shall provide evidence it adopted its application for variance at an official, properly noticed meeting of its board of trustees.

(c) An application for variance to an assurance standard or a section of assurance standards ~~to take effect at the beginning of the academic year~~ is due in writing to the Superintendent of Public Instruction no later than the ~~first~~ second

Monday in March ~~October~~ for the current academic year. An application for variance to standards to take effect the second semester of the academic year is due in writing to the Superintendent of Public Instruction no later than the first Monday in July.

(d) Upon receipt, the Superintendent of Public Instruction shall refer applications for variance to an assurance standard ~~standards~~ or a section of assurance standards to a pre-appointed review board. The Superintendent of Public Instruction shall facilitate and provide organizational support for the meetings of the review board.

(i) The review board shall consist of the following, appointed by the Superintendent of Public Instruction and approved by the Board of Public Education from a list of qualifying individuals jointly endorsed by MEA-MFT, Montana Rural Education Association (MREA), Montana Small Schools Alliance (MSSA), School Administrators of Montana (SAM), and Montana School Boards Association (MTSBA): one trustee, one district superintendent, one high school principal, one elementary principal, two high school teachers, ~~and two elementary school teachers,~~ one tribal council representative, and one family or community representative.

~~(ii) As needed, the review board shall seek advice from experts.~~

~~(A) The Superintendent of Public Instruction shall solicit a pool of experts from curriculum groups and educational associations to serve "on call" in an advisory capacity.~~

~~(B) The Superintendent of Public Instruction shall notify the review board of the pool participants with rationale and present them for review board approval.~~

~~(C) The review board shall notify the Superintendent of Public Instruction when and what type of experts are needed.~~

~~(D) The Superintendent of Public Instruction shall notify the appropriate pool of experts of this needed input and arrange for the pool member(s) to advise the committee.~~

~~(iii)~~(ii) The review board members shall serve five-year terms with no limit to the number of terms any one person may serve. Terms shall be staggered where half of all positions shall be filled every three years prior to the first meeting of the review board in the third year.

(e) The review board shall review all applications and use a uniform rubric, made available to districts in advance of applying to implement a variance to a an assurance standard or a section of assurance standards. The uniform rubric will ensure consistent and ~~high-quality~~ high-quality applications from school districts across Montana.

(f) through (h) remain the same.

(2) The Board of Public Education shall approve or deny proposed variances to an assurance standard or a section of assurance standards. If the board denies a proposed variance to an assurance standard or a section of assurance standards, it shall remit in writing to the applicant school district why it has done so.

(3) If the Board of Public Education approves a proposed variance to an assurance standard or a section of assurance standards, it shall initially do so for no more than two years pending ongoing review of the implementation by the Superintendent of Public Instruction.

(4) Following the second year of implementation of a variance to an

assurance standard or a section of assurance standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards.

(5) through (7) remain the same.

(8) If the Superintendent of Public Instruction finds the variance to an assurance standard or a section of assurance standards is not working as intended or does not meet or exceed results that could be achieved under established standards, the superintendent shall recommend to the Board of Public Education that the variance be revoked.

(9) and (10) remain the same.

~~(11) 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.~~

~~(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.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.605 CATEGORIES OF ACCREDITATION (1) Accredited with distinction means the school has met the assurance standards, exceeded student performance standards as defined in ARM 10.55.606, and met the licensure endorsement requirements related to teaching assignments. A copy of the Accreditation Status Criteria Reference Guide must be made publicly available by the Superintendent of Public Instruction. Three consecutive years in the accredited with distinction status allows the local board of trustees to waive assurance standards for the school for three years.

~~(1) (2) Regular accreditation Accredited means the school has met the assurance standards with minor and/or few deviations from the standards, and met or exceeded the student performance standards as defined and delineated in ARM 10.55.606, and met the Licensure Endorsement Requirements Related to Teaching Assignments, a copy of which may be found A copy of the Accreditation Status Criteria Reference Guide must be made publicly available by the Superintendent of Public Instruction.~~

~~at: <http://opi.mt.gov/Portals/182/Page%20Files/School%20Accreditation/Standards%20of%20Accreditation/Appendix%20Files/B/Endorsement%20Codes.pdf?ver=2019-09-04-130721-823>.~~

~~(2) Regular with minor deviation accreditation means the school does not meet all the requirements of regular accreditation outlined in (1) and delineated in the Accreditation Status Criteria Reference Guide, a copy of which may be found at: <http://opi.mt.gov/Portals/182/Page%20Files/School%20Accreditation/Standards%20of%20Accreditation/Appendix%20Files/A/Accreditation%20Status%20Criteria%20Reference%20Guide.pdf?ver=2019-06-13-113341-203>.~~

~~(3) A school with regular accreditation with a deviation in student performance standards, as defined in ARM 10.55.606, or regular with minor deviations accreditation as defined in ARM 10.55.606(7), shall remedy the deviations within three years or will be reassigned to a lower category of accreditation.~~

~~(4) (3) Advice accreditation Accredited on probation status means the school exhibits serious and/or numerous deviations from the assurance standards and/or does not meet the student performance standards as defined and delineated in ARM 10.55.606, and the Licensure Endorsement Requirements Related to Teaching~~

Assignments. A copy of the Accreditation Status Criteria Reference Guide must be made publicly available by the Superintendent of Public Instruction. For a district with a school accredited on probation status, the district administrator and the chair of the local board of trustees shall submit to the Superintendent of Public Instruction a corrective plan, including a systematic procedure and timeline for resolving the deviations noted. Schools identified as accredited on probation will be required to participate in an annual review of progress from the Office of Public Instruction. If a school has three consecutive years on probation, the school shall be placed into the intensive assistance process.

~~(5) Deficiency accreditation means the school is in advice status for two years, has not complied with the required corrective plan, and continues to have serious and/or numerous deviations, or has substantially increased the seriousness of deviations over the previous year.~~

~~(6) For a district with a school in advice or in deficiency status, the district administrator and the chair of the local board of trustees shall submit to the Superintendent of Public Instruction a corrective plan, including a systematic procedure and timeline for resolving the deviations noted.~~

~~(7) A school shall be immediately placed in deficiency status if:~~

~~(a) the school employs a teacher who does not have a Montana teaching license; or~~

~~(b) the school has a facility that creates an unhealthy environment with safety and health hazards.~~

~~(8) A school in deficiency status failing to comply with the required corrective plan shall be placed into the intensive assistance process as defined in the Accreditation Status Criteria Reference Guide, a copy of which may be found at: <http://opi.mt.gov/Portals/182/Page%20Files/School%20Accreditation/Standards%20of%20Accreditation/Appendix%20Files/A/Accreditation%20Status%20Criteria%20Reference%20Guide.pdf?ver=2019-06-13-113341-203>.~~

~~(9) Nonaccredited status means that a school in deficiency status fails to meet the requirements of intensive assistance and is out of compliance with the Board of Public Education standards of accreditation.~~

~~(10) (4)~~ A school seeking initial accreditation or reinstatement of accreditation shall meet the requirements of regular accreditation outlined in ~~(4) (2)~~. This process shall include an on-site review from the Office of Public Instruction.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.606 ACCREDITATION PROCESS (1) remains the same.

(2) Assurance standards are comprised of the following subchapters in ARM Title 10, chapter 55:

(a) Subchapter 6, General Provisions, ARM 10.55.601 through ~~40.55.607~~ [New Rule I];

(b) Subchapter 7, School Leadership, ARM 10.55.701 through ~~40.55.719~~ [New Rule IV];

(c) Subchapter 8, ~~Academic Requirements~~ Educational Opportunity, ARM 10.55.801 through ~~40.55.805~~ [New Rule V];

(d) Subchapter 9, Educational Opportunity Academic Requirements, ARM 10.55.901 through ~~10.55.940~~ 10.55.911; and

(e) ~~Subchapter 10, Program Area Standards~~, ARM 10.55.1001 through ~~10.55.1003~~ 10.55.2301.

(3) Student performance standards are comprised of measures required under ARM 10.56.101(3) and other measures described in the state accountability system, defined in ARM 10.55.602, recommended by the state superintendent and approved by the Board of Public Education (~~BPE~~).

(a) ~~BPE~~ The Board of Public Education shall annually review the minimum requirement, defined in ARM 10.55.602, for reporting valid and reliable student group results and to protect student privacy based on the recommendation of the State Superintendent of Public Instruction.

(b) The State Superintendent of Public Instruction shall recommend to the ~~BPE~~ Board of Public Education modifications to the student performance standards after consultation with representative stakeholders.

(4) and (5) remain the same.

(6) A school shall be designated accredited with distinction by using the combined results of accredited status for assurance standards and distinguished status for student performance results, where 80% of students are proficient or advanced and/or obtain an 80% or higher graduation rate.

~~(6) A school shall be designated regular accreditation status by using the combined results of the assurance standards and student performance standards as follows:~~

~~(a) Regular status for assurance standards and regular status for student performance standards;~~

~~(b) Regular status for assurance standards and regular with minor deviation for student performance standards; or~~

~~(c) Regular with minor deviation for assurance standards and regular status for student performance standards.~~

(7) A school shall be designated ~~regular with minor deviation~~ accredited status by using the combined results of both assurance standards and student performance standards in ~~regular with minor deviation status~~ accredited status, or as stated in ARM 10.55.605.

(8) A school shall be designated in ~~advice~~ accredited on probation status by using the combined results of the assurance standards and student performance standards in accredited with probation for either set of standards, or as stated in ARM 10.55.605.

~~(9) A school shall be designated deficiency status by using the combined results of assurance standards and student performance standards in deficiency in either set of standards, or as stated in ARM 10.55.605.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.701 BOARD OF TRUSTEES (1) remains the same.

(2) Each school district shall make available to the staff and public:

(a) ~~goals that reflect the district's strategic plan of education~~ an integrated

action plan that includes a graduate profile as outlined in ARM 10.55.601;

(b) sequential K-12 curriculum for each program area that aligns to the content standards, ~~specific grade-level~~ grade-band learning progressions, and program area standards;

(c) policies establishing student assessment procedures that ensure evaluation of the district's curriculum and student learning. These procedures shall specify how and when data are to be collected, analyzed, and reported; and

(d) ~~policies that delineate~~ descriptions of the roles and responsibilities of the local board of trustees, superintendent, and personnel employed by the school district. ~~The local board of trustees shall review these policies on a regular basis;~~

(e) ~~policy on student, parent, and school employee due process rights;~~

(f) ~~policies addressing bullying, hazing, intimidation, and harassment of students and meeting the requirements in ARM 10.55.719;~~

(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) ~~comprehensive family engagement policy aligned to meet the following goals:~~

(i) ~~families actively participate in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class;~~

(ii) ~~families and school staff engage in regular, two-way meaningful communication about student learning;~~

(iii) ~~families and school staff continuously collaborate to support student learning and healthy development both at home and at school and have regular opportunities to strengthen their knowledge and skills to do so effectively;~~

(iv) ~~families are empowered to be advocates for their own and other children, to ensure that students are treated equitably and have access to learning opportunities that will support their success;~~

(v) ~~families and school staff partner in decisions that affect children and families and together inform, influence, and create policies, practices, and programs; and~~

(vi) ~~families and school staff collaborate with members of the community to connect students, families, and staff to expand learning opportunities, community services, and civic participation;~~

(n) ~~a policy incorporating the distinct and unique cultural heritage of American Indians, ensuring integration of the history and contemporary portrayals of Indians, and that is aligned with district goals;~~

(o) ~~a policy addressing distance, online, and technology-delivered learning as defined in ARM 10.55.602;~~

(p) ~~a policy, procedure, or plan addressing suicide prevention and response as outlined in ARM 10.55.720;~~

~~(q) a policy addressing hazard and emergency plans as outlined in ARM 10.55.721;~~

~~(r) a policy that defines a significant writing program; and~~

~~(s) a policy that addresses student health issues that arise in the school setting.~~

~~(3) The local board of trustees shall have valid, written contracts with all regularly employed licensed administrative, supervisory, and teaching personnel.~~

~~(4) The local board of trustees shall have written policies and procedures for regular and periodic evaluation of all regularly employed personnel. The individual evaluated shall have access to a copy of the evaluation instrument, the opportunity to respond in writing to the completed evaluation, and access to his or her files. Personnel files shall be confidential.~~

~~(a) The evaluation system used by a school district for licensed staff shall, at a minimum:~~

~~(i) be conducted on at least an annual basis with regard to nontenure staff and according to a regular schedule adopted by the district for all tenure staff;~~

~~(ii) be aligned with applicable district goals, standards of the Board of Public Education, and the district's mentorship and induction program required under ARM 10.55.701(5)(b);~~

~~(iii) identify what skill sets are to be evaluated~~

~~(iv) include both formative and summative elements; and~~

~~(v) include an assessment of the educator's effectiveness in supporting every student in meeting rigorous learning goals through the performance of the educator's duties.~~

~~(b) The Superintendent of Public Instruction shall develop and publish model evaluation instruments that comply with this rule in collaboration with the MEA-MFT, Montana Rural Education Association, Montana School Boards Association, School Administrators of Montana, and Montana Small School Alliance. A school district adopting and using one of the model instruments shall be construed to have complied with this rule, though use of one of the models shall not be required provided that the district's evaluation instrument and process substantially conforms to the requirements set forth in this section.~~

~~(5)(3) The local board of trustees shall:~~

~~(a) establish conditions that contribute to a positive school climate which:~~

~~(i) (a) keep parents/guardians up to date on students' progress; implement family and community engagement strategies as found in [New Rule II]; and~~

~~(ii) (b) engage in a continuous school improvement process; and,~~

~~(b) establish mentoring and induction programs to assist licensed staff in meeting teaching standards as defined in ARM 10.55.701(4)(a) and (b).~~

~~(4) The local board of trustees shall develop, with stakeholder input, a district mission and vision that aligns to the district graduate profile.~~

~~(5) The local board of trustees with meaningful stakeholder involvement shall establish and implement policies that:~~

~~(a) provide for the safety and well-being of all students;~~

~~(b) emphasize student learning and each student's growth;~~

~~(c) allow for personalized and proficiency-based learning models; and~~

~~(d) establish other policies for the effective operation of the school district.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.702 LICENSURE AND DUTIES OF DISTRICT ADMINISTRATOR – DISTRICT SUPERINTENDENT (1) and (1)(a) remain the same.

(b) considered appropriately assigned if the superintendent is enrolled in an internship program as defined in ARM 10.55.602 and meets the requirements of ARM ~~10.55.607~~ 10.57.114.

(2) and (3) remain the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.703 LICENSURE AND DUTIES OF SCHOOL PRINCIPAL (1) and (1)(a) remain the same.

(b) be considered appropriately assigned if the principal is enrolled in an internship as defined in ARM 10.55.602 and meets the requirements of ARM ~~10.55.607~~ 10.57.114.

(2) remains the same.

(3) The principal shall carry out the district's policies and procedures, provide instructional leadership that allows for personalized and proficiency-based learning models, engage in strategic planning and school improvement, intentionally engage families and community members, ensure a positive school climate, and be responsible for the effective day-to-day operation of the school, including the management of finances, materials, and human resources to maximize student learning outcomes.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.704 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF DISTRICT SUPERINTENDENTS (1) The assignment of licensed superintendents for all configurations of school systems shall be determined by the local board of trustees, who recognize that in order to have a quality school system, leadership and leadership stability matter. The employment, assignment, functions, and duties of superintendents must comply with 20-3-207, 20-4-401, 20-4-402, MCA, based upon full-time equivalency (FTE) and shall be assigned as follows: The local board of trustees shall hire a district superintendent when:

(a) It operates a County High School, except the trustees may employ a Class 3 holder with a district superintendent endorsement as the county high school principal in lieu of a superintendent.

(b) The trustees of any high school district that operates under a separate board of trustees due to alternate methods of electing members of the high school board of trustees and the trustees of the elementary district where its high school building is located shall jointly employ and appoint a district superintendent.

(c) A joint board of trustees has been formed by a county high school and the elementary district where the county high school is located, the joint board shall jointly employ and appoint a district superintendent.

(d) The trustees of any other district may employ and appoint a district superintendent or when practicable seek the services of the county school superintendent as outlined in 20-3-207, MCA, to assist with the supervision or other support requirements identified by the county superintendent (e.g., employ a principal, subcontract with a licensed superintendent).

(2) When a district superintendent is employed, the trustees shall enter into a minimum of a one-year negotiated contract with the superintendent but can negotiate up to three years. Renewal of contracts must comply with 20-4-401, MCA.

(3) Based on the enrollment of a school system and the scope, functions, and duties of the superintendent, the district superintendent is encouraged to recommend to the local board of trustees the assignment of additional staff (e.g., assistant superintendents, coordinators, directors, supervisors) to assist with the operation of the school district to provide a quality education that results in actualized learning outcomes and the safety and wellness of students.

~~(a) School systems with 14 or fewer FTE licensed staff and without a licensed superintendent employed may use a supervising teacher and the services of the office of the county superintendent to satisfy administrator requirements;~~

~~(b) School systems with more than 14 and fewer than 18 FTE licensed staff shall employ a part time, at a minimum of .10 FTE, licensed superintendent. One individual may serve as both superintendent and principal as defined in ARM 10.55.705(2)(a) or (2)(b);~~

~~(c) School systems with more than 18 and fewer than 31 FTE licensed staff shall employ a half time (.50 FTE) licensed superintendent. One administrator may serve as both superintendent and principal as defined in ARM 10.55.705(2)(a) or (2)(b);~~

~~(d) school systems with 31 or more FTE licensed staff shall employ a full-time (1.0 FTE) licensed superintendent who shall devote full time to administration and supervision not to exceed a total assignment of 1.0 FTE.~~

~~(e) No individual superintendent assigned pursuant to the ratios in (1) may be assigned as more than 1.0 FTE.~~

(2) (4) School systems with 100 or more full-time equivalency (FTE) 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 fewer than 100 FTE licensed staff and no full-time curriculum coordinator shall employ the services of a consortium, multidistrict collaborative, or interlocal cooperative, or a part-time, designated curriculum coordinator.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.705 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF SCHOOL ADMINISTRATORS/PRINCIPALS (1) School systems with nine or fewer FTE

licensed staff and without a licensed superintendent may use a supervising teacher and the services of the office of the county superintendent to satisfy principal requirements. The assignment of licensed school administrators/principals for all configurations of school systems shall be recommended by the district superintendent or county superintendent to the local board of trustees based on the scope, functions, and duties of the administrator/principal outlined in ARM 10.55.703, who recognize that in order to have a quality school system, leadership and leadership stability matter. Further, it is recognized that principals and assistant principals are the school leaders whose impact is second only to the classroom teacher in quality student learning outcomes and the safety and well-being of students.

(a) The local board of trustees may employ a principal/superintendent combination to lead their school districts.

(b) The local board of trustees shall ensure that administrator/principal duties shall be met through the employment of a superintendent/principal or, where practicable, seek the needed services of the county superintendent in a school district with fewer than 125 students.

(c) A school district must assign a licensed school administrator/principal full or partial FTE based on scope, function, and responsibilities for a school district with an enrollment of 125 students or more.

~~(2) The assignment of licensed principals shall be based upon student enrollment and prorated as applicable. Principal assignments are as follows:~~

~~(a) 0.25 FTE licensed principal shall be assigned to schools with enrollments of 125 to fewer than 175 students;~~

~~(b) 0.50 FTE licensed principal shall be assigned to schools with enrollments of 175 to fewer than 250 students;~~

~~(c) 1.0 FTE licensed principal shall be assigned to schools with enrollments of 250 to fewer than 550 students;~~

~~(d) 2 FTE licensed principals shall be assigned to schools with enrollments of 550 to fewer than 1050 students;~~

~~(e) 3 FTE licensed principals shall be assigned to schools with enrollments of 1050 to fewer than 1550 students;~~

~~(f) 4 FTE licensed principals shall be assigned to schools with enrollments of 1550 to fewer than 2050 students;~~

~~(g) 5 FTE licensed principals shall be assigned to schools with enrollments of 2050 or more students.~~ Dependent on the student enrollment of the school and the scope, function, and responsibility of a principal/administrator, local boards of trustees are encouraged to set staffing levels of principals/administrators that will provide a quality education that results in learning outcomes and supports the safety and well-being of students.

(a) The local board of trustees may employ and assign a principal/superintendent combination to lead their school districts.

(b) The local board of trustees may assign a supervising teacher and/or county superintendent to fill the duties of the principal in schools.

(c) The local board of trustees may assign a licensed school administrator/principal at a partial or full-time equivalency.

(3) No individual principal assigned pursuant to the ratios in (2) may be

assigned as more than 1.0 FTE. Additional administrator/principal FTE may be recommended by the district or county superintendent to the local board of trustees for consideration at any time during the school year.

~~(4) In a school that requires two or more FTE administrators/principals, at least one individual shall be appropriately endorsed as principal. At least a second administrator shall have an 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. No individual administrator assigned pursuant to the ratios in ARM 10.55.705(2) may be assigned as more than 1.0 FTE.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.706 TEACHER INVOLVEMENT (1) Teachers should use their professional judgment and measures of student growth and proficiency to provide engaging and highly effective ~~deliver high-quality~~ instruction to all students based on individual need.

(2) remains the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.707 TEACHER AND SPECIALIST LICENSURE (1) and (1)(a) remain the same.

(b) considered appropriately assigned if enrolled in an internship as defined in ARM 10.55.602 and meet the requirements of ARM ~~10.55.607~~ 10.57.114.

(2) remains the same.

(3) School psychologists shall be licensed under ARM 10.57.432(1) or 10.57.433 and 10.57.434, or considered appropriately assigned if they are enrolled in an internship as defined in ARM 10.55.602 and meet the requirements of ARM ~~10.55.607~~ 10.57.114.

(4) and (4)(a) remain the same.

(b) considered appropriately assigned if they hold a Class 1 or 2 license and are enrolled in an internship as defined in ARM 10.55.602 and meet the requirements of ARM ~~10.55.607~~ 10.57.114.

(5) remains the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.708 TEACHING ASSIGNMENTS (1) Teachers shall be assigned at the levels and in the subjects for which they are licensed and endorsed, unless they are enrolled in an internship as defined in ARM 10.55.602 and meet the requirements of ARM ~~10.55.607~~ 10.57.114.

(2) 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 K-8 classroom.~~

(3) ~~Clarifications of teaching assignments in grades 5 through 12 departmentalized settings are published in the Licensure Endorsement Requirements Related to Teaching Assignments, a copy of which may be found at: <http://www.opi.mt.gov/pdf/Accred/Ch55/Appendices.pdf>.~~

(4) Licensure at the elementary level entitles the holder to teach in grades K through 8.

(5) ~~No teacher shall have more than 28 hours of assigned student responsibility per week except for one-, two-, and three-teacher schools.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.709 LIBRARY MEDIA SERVICES, K-12 (1) Each school must have a library media and literacy information program aligned to the content standards in ARM 10.53.1201 and the program standards in ARM 10.55.1801 that results in student learning outcomes for media and information literacy. The school library shall be housed in a central location, and each shall have a licensed and endorsed library media specialist 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 of fewer than 126 students shall employ or contract with a licensed and endorsed school library media specialist. Based on the needs of the district, in concert with national and state program standards, the superintendent must recommend to the local board of trustees the assignment of library media staff to provide library media and information literacy services that result in the knowledge, skills, and dispositions students need by:~~

- (a) employing licensed and endorsed library media specialist(s); or
- (b) contracting with a licensed and endorsed school library media specialist;

or

- (c) utilizing a consortium, multidistrict agreement, interlocal cooperative; or
- (d) utilizing any other cooperative method that is authorized to secure these services.

(3) ~~If a district has fewer than 126 students, the district may utilize a consortium, multidistrict agreement, or interlocal cooperative to secure these services.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

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. Each school must have a school counseling program for K-12 students aligned to delivery standards in ARM 10.55.1901 and national counselor and student standards. The school system will assess the need for student supports that result in the knowledge, skills, and dispositions students need to:~~

~~(a) address mental health, safety, and well-being;
(b) achieve academic success and college and career readiness; and
(c) develop the mindsets and behaviors as identified in the national school counseling standards.~~

~~(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. Based on the needs of the district in concert with national and state standards, the superintendent must recommend to the local board of trustees the assignment of counseling staff based on the capacity of individual counselors to provide school counseling programming and services by:~~

~~(a) employing licensed school counselor(s) or Class 6 specialist(s); or
(b) contracting licensed school counselor(s) or Class 6 specialist(s); or
(c) utilizing a consortium, multidistrict agreement, or interlocal cooperative to secure these services; or~~

~~(d) utilizing any other cooperative method that is authorized to secure these services.~~

~~(3) Districts with fewer than 126 students may employ or contract with a licensed, endorsed school counselor or Class 6 specialist or utilize a consortium, multidistrict agreement, or interlocal cooperative to secure these services. Based on the student need and school population(s), the district superintendent must recommend to the local board of trustees the assignment of additional degreed, licensed, or credentialed staff (e.g., school counselors, school psychologists, career advisors, licensed clinical social workers, licensed professional counselors, behaviorists, other mental health professionals, and/or other resources) that supports the staffing levels based on evidence-based research and national counseling standards.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.712 CLASS SIZE: ELEMENTARY (1) through (4) remain the same.

~~(5) The school district must provide additional human resources when exceeding maximum class sizes. 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 six or more five students per classroom is not allowed considered excessive.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.714 PROFESSIONAL DEVELOPMENT (1) Professional development:

(a) shall be aligned with the district graduate profile and educational goals outlined in the district integrated action plan described in ARM 10.55.601 and objectives;

(b) shall be provided to address safety, well-being, and mental health of students;

~~(b)~~(c) focuses on teachers as central to student learning and includes all other members of the school community;

~~(e)~~(d) focuses on individual, collegial, and organizational learning, reflection, and growth improvement;

~~(d)~~(e) respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community by incorporating active learning and adult learning theory;

~~(e)~~(f) reflects ~~proven~~ research and demonstrates models of effective practice in teaching, learning, and leadership;

~~(f)~~(g) enables teachers to develop further experience in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards;

~~(g)~~(h) ~~promotes continuous inquiry and improvement embedded in daily life of schools~~ offers opportunities for feedback and reflection;

~~(h)~~(i) is ongoing and sustained;

~~(i)~~(j) is planned collaboratively by those who will participate in and facilitate that development;

~~(j)~~(k) requires substantial time, ~~and other resources, and where practical~~ provides coaching and expert support;

(l) is job-embedded to encourage teachers to meet, share, collaborate, and grow their practice;

~~(k)~~(m) is driven by a coherent long-term plan; and

~~(i)~~(n) is evaluated on the impact of professional development on teacher effectiveness and student learning, and the results of this assessment guides subsequent professional development.

(2) remains the same.

(3) The local board of 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, which is a required component of the integrated action plan outlined in ARM 10.55.601.

(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 the local board of trustees shall adopt a professional development plan embedded in the district integrated action plan for the subsequent school year based on the recommendation of the advisory committee.

(c) through (h) remain the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.715 INSTRUCTIONAL PARAPROFESSIONALS: QUALIFICATIONS AND SUPERVISION (1) remains the same.

~~(b)~~ (a) Instructional paraprofessionals 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 paraprofessional and not to delegate any activity to the instructional paraprofessional that requires professional skill, knowledge, and judgment.

~~(e)~~ (b) Instructional paraprofessionals 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.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, MCA

10.55.716 SUBSTITUTE TEACHERS (1) through (4)(b) remain the same.

~~(c) The district may 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 or from a public or nonpublic state accredited school that previously employed the substitute. 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) Sections (2), (3), and (4) may be waived by the local board of trustees in whole or in part, if the nonlicensed substitute has previous teaching or substitute teaching experience in a Montana accredited public school prior to November 28, 2002 and who has continued to substitute yearly thereafter.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-4-102, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-4-102, 20-7-101, MCA

10.55.717 ASSIGNMENT OF PERSONS PROVIDING INSTRUCTION TO BRAILLE STUDENTS (1) No licensed or classified employee of a school district, cooperative, or any contracted service provider shall be assigned to provide instruction of Braille to a student or produce Braille materials who has not

demonstrated competency in "contracted" (grade two) standard literary Braille code by:

~~(a) successful completion of the National Literary Braille Competency Test~~
successful completion of a program, for teaching visually impaired students, from an approved educator preparation program as defined in ARM 10.57.102; or

~~(b) successful completion of the Braille competency test developed by Portland State University (Braille Literacy Usage Exam)~~
National Certification in Unified English Braille Test and maintenance of that certificate; or

~~(c) successful completion of Library of Congress transcriber's certificate~~
the Unified English Braille Exam (Washington State School for the Blind) and ongoing maintenance; or

~~(d) successful completion of a program, for teaching visually impaired students, from an accredited college or university~~
successful completion of the Literary Braille Transcribing Course available through the National Federation of the Blind.

(2) The employing agency (school district and/or cooperative) is responsible for:

(a) monitoring appropriate assignment of personnel under (1);

(b) assuring personnel working towards certification are making adequate gains in their coursework; and

(c) assuring maintenance of certification.

(3) through (6) remain the same.

(7) If a paraprofessional, who has not successfully met the requirements found in (1), is assigned to work with a student who has a visual impairment, the paraprofessional will be supervised by the ~~district's~~ designated special education teacher in collaboration with a teacher of the visually impaired who holds a credential from an ~~accredited university~~ approved educator preparation program as defined in ARM 10.57.102. In addition, the assigned paraprofessional and the school district shall meet the requirements contained in (1) within two years of the date a student with a visual impairment has been identified as in need of Braille instruction and/or materials.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-1-121, 20-2-121, 20-3-106, 20-7-101, 20-7-475, MCA

10.55.718 ASSIGNMENT OF PERSONS PROVIDING SIGN LANGUAGE INTERPRETING FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING

(1) through (4) remain the same.

(5) Employees who have met the requirements in (1) and who seek to remain eligible to work as educational sign language interpreters are responsible for documenting a completion of 12 clock hours of professional development and/or Office of Public Instruction ~~renewal~~ professional development units per calendar year related to the improvement of educational interpreting, performance, and knowledge skills. Such individuals will provide documentation of completion to their employing school district, cooperative, or contracting agency.

(6) remains the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.721 HAZARD AND EMERGENCY PLANS (1) A local board of trustees shall adopt a policy addressing a school safety plan or emergency operations plan. The plan required by this rule shall be periodically reviewed with stakeholder input and updated as determined necessary by the trustees based on changing circumstances pertaining to school safety.
(2) remains the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.801 SCHOOL CLIMATE (1) through (1)(b) remain the same.
(c) offer programs and services which, in content and presentation, endeavor to be free of stereotyping in terms of Article II, Section IV of the Montana Constitution and federal law ~~age, sex, religion, race, national origin~~ with prejudice toward none, ~~or handicapping condition~~;
(d) through (f) remain the same.
(g) encourage the active involvement of parents, families, and guardians in their children's education and in their school; ~~and~~
(h) provide opportunities for parents, families, guardians, educators, and members of the community to take active roles in developing and reviewing district and school educational goals; ~~and~~
(i) measure school climate through a valid and reliable tool to understand student, staff, family, and community perceptions of climate in their school and make data-driven decisions about programs and practices that could improve school climate.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.802 OPPORTUNITY AND EDUCATIONAL EQUITY (1) It is the purpose of the accreditation standards to guarantee equality of educational opportunity and to respect the dignity of every person in accordance with Article II, Section IV of the Montana Constitution and federal law ~~regardless of race, color, sex, culture, social origin or condition, or political or religious ideas~~, with prejudice toward none. This includes, but is not limited to, programs, facilities, educational materials, curriculum, counseling, library services, and extracurricular activities.

AUTH: ~~Montana Constitution, Article II, Section 4,~~ Mont. Const. Art. II, sec. 4, Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: ~~Montana Constitution, Article II, Section 4,~~ Mont. Const. Art. II, sec. 4, Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

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 local board of trustees shall develop and implement processes that ensure each learner has access to the following: for assessing the educational needs of its students.

(a) high quality instruction provided by a qualified educator that meets each of the following criteria:

(i) students are engaged in authentic learning experiences that tie to their interests;

(ii) students are all included in activities and given equal opportunity;

(iii) uses formative and interim assessments to guide instruction;

(iv) supports student metacognition, self-assessment, and reflection; and

(v) provides opportunities for individual self-direction and decision making;

(b) rigorous learning activities that are complex, engaging, can be accessed by all learners, and match student interests;

(c) standards aligned curriculum and instructional materials that are place based, culturally diverse, honor differences among learners, reflect authentic historical and contemporary portrayals of American Indians, and include opportunity for choice and voice;

(d) technology hardware and software appropriate to support individual student learning;

(e) time for learning that includes opportunities for multiple modalities, collaboration in a variety of configurations, and student discussion;

(f) supportive learning environment that provides a safe physical space for learning, furniture and other fixtures that provide adequate space for students to fully engage in learning activities, is accessible to all learners, regardless of physical limitations; and

(g) other resources, such as after school programming, tutoring, paraprofessionals, counselors, librarians and libraries, and support staff.

(2) In implementing curriculum in all program areas, the local board of trustees shall:

(a) provide learning experiences matched to student's' interests, readiness, and learning styles;

(b) recognize individual and cultural diversity and differences among learners, including American Indians. 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) ensure integration of the history, contemporary portrayals, and contributions of American Indians, with an emphasis on Montana Indians, across all content areas;

(d) provide learning resources that are relevant, culturally inclusive, and current;

(e) provide opportunities for individual self-direction and decision making;

(f) provide equal access to learning resources;

(g) provide instructional materials that support the adopted curricula; and

(h) provide books and materials that reflect authentic historical and contemporary portrayals of American Indians.

(3) The local board of trustees shall identify, using appropriate criteria,

students who may be at risk or in need of special services.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.804 GIFTED AND TALENTED (1) Districts shall provide educational services to gifted and talented students that are commensurate to their needs, and foster a positive self-image, and create a supportive learning environment.

(2) and (3) remain the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

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 standards and content-specific ~~grade-level~~ grade-band learning progressions and recognizes the distinct and unique cultural heritages of American Indians.

(2) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana Content Standards.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

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 standards and content-specific ~~grade-level~~ grade-band learning progressions and recognizes the distinct and unique cultural heritages of American Indians.

(2) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana Content Standards. ~~The Board of Public Education, upon recommendation of the Superintendent of Public Instruction, may approve a 7 and 8 grade program that must follow either the middle school philosophy and components described in (3) or the departmentalized philosophy and components described in (4).~~

(3) ~~The Board of Public Education, upon recommendation of the Superintendent of Public Instruction, may approve a middle school program that:~~

~~(a) 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) incorporates critical and creative thinking, career awareness, lifelong learning, and safety;~~

~~(c) incorporates instruction in reading literacy and writing literacy into all required and elective program areas as required in the Montana Common Core Standards, ARM Title 10, chapter 53;~~

~~(3)(d) includes, at~~ At a minimum, the following program areas; as aligned with ARM 10.55.603 and 10.55.1001 are required of all students yearly:

~~(i)(a)~~ English language arts;

~~(ii)(b)~~ mathematics;

~~(iii)(c)~~ physical and life sciences;

~~(iv)(d)~~ social studies; and

~~(v)(e)~~ health and physical enhancement education; and

(f) elective/exploratory offerings at the discretion of the local board of trustees to provide a minimum of three of the following:

(i) arts (visual arts, media arts, theater arts, music, and dance);

(ii) career and technical education;

(iii) computer science;

(iv) world languages; and

(v) exploratory courses, for example: mathematics exploration, science exploration, business, creative writing, financial education, photography, and leadership.

~~(e) at a minimum maintains 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) career and technical education courses or pathways such as agriculture, business education, family and consumer sciences, health occupations and industrial technology education; and~~

~~(iv) world languages.~~

~~(f) offers as electives to all students exploratory courses such as creative writing, dance, drama, financial education, photography, and leadership.~~

~~(4) A junior high (grades 7-9) or 7-8 school must offer an educational program, aligned to the program area standards, that enables all students to meet the content standards and content-specific grade-level progressions.~~

~~(a) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana Common Core Standards, ARM Title 10, chapter 53.~~

~~(b) All students shall complete the following program areas each year:~~

~~(i) English language arts--1 unit;~~

~~(ii) social studies--1 unit;~~

~~(iii) mathematics--1 unit;~~

~~(iv) science--1 unit; and~~

~~(v) health enhancement--1/2 unit.~~

~~(c) 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) career and technical education--1/2 unit; and~~
- ~~(iv) world languages and cultures--1/2 unit.~~
- ~~(d) A unit is defined as the equivalent of at least 8100 minutes for one school year.~~
- ~~(e) Time to pass between classes may be counted toward the standard school day but shall not be counted toward class time.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

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 standards and content-specific grade-level grade-band learning progressions and recognizes the distinct and unique cultural heritages of American Indians.
- (2) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana Content Common Core Standards, ARM Title 10, chapter 53.
- (3) 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 (including 1/2 unit of Civics or Government);
 - (e) 2 units of career and technical education;
 - (f) 2 units of arts;
 - (g) 1 unit of health enhancement and physical education;
 - (h) 2 units of world languages; and
 - (i) 2 units of electives; and
 - (j) 1/2 unit of economics or financial literacy within the 3 units of social studies, the 3 units of mathematics, or the 2 units of career and technical education.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

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 standards and content-specific grade-level grade-band learning progressions. Students may demonstrate achievement through a flexible system of pupil-centered learning.

- (2) In order for students to graduate, they must to meet the content and performance standards; The the following 13 units shall be part of the 20 units. The required units may be satisfied by an equivalent course that meets the district's curriculum and assessment requirements, which are aligned with each of the content standards required for all students to graduate:
 - (a) 4 units of English language arts;
 - (b) 2 units of mathematics;

- (c) 2 units of social studies (including a 1/2 unit of Civics or Government);
 - (d) 2 units of science;
 - (e) 1 unit of health ~~enhancement~~, and physical education with ~~1/2 unit each year for two years~~;
 - (f) 1 unit of arts; ~~and~~
 - (g) 1 unit of career and technical education; and
 - (h) 1/2 unit of economics or financial literacy within the 2 units of social studies, the 2 units of mathematics, or the 1 unit of career and 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.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

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) A unit of credit is defined as the equivalent of at least 8100 minutes for one year or demonstration of an equivalent course that meets the district's curriculum and assessment requirements, which are aligned with each of the content standards.

(b) through (4) remain the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.907 DISTANCE, ONLINE, AND TECHNOLOGY-DELIVERED LEARNING (1) through (2)(a) remain the same.

(b) Distance, online, and technology-delivered learning programs and/or courses shall at a minimum be aligned with state content standards and content-specific ~~grade-level~~ grade-band learning progressions.

(c) Annually, ~~by the first Monday in June~~, a school district shall provide a report to the Superintendent of Public Instruction documenting all distance, online and technology-delivered courses, student enrollments, and the digital content providers.

(3) Except as provided in (3)(a), teachers of distance, online, and technology-delivered learning programs shall be licensed and endorsed in Montana or elsewhere in the area of instruction taught ~~with such license granted as a result of the completion of an accredited professional educator preparation program as defined in ARM 10.57.102(3).~~ School districts receiving distance, online, and technology-delivered learning programs described in this rule shall have a distance learning facilitator for each course and available to the students.

(a) When a teacher of distance, online, and technology-delivered learning programs and/or courses does not possess the qualifications specified in (3), the facilitator must be licensed and endorsed in Montana or elsewhere in the area of instruction facilitated ~~with such license granted as a result of the completion of an~~

accredited professional educator preparation program as defined in ARM ~~10-57-102(3)~~.

(b) through (4) remain the same.

(5) Digital content providers serving Montana schools accredited by the Board of Public Education shall:

(a) annually, ~~by the first Monday in August~~, register with the Office of Public Instruction;

(b) annually, ~~by the first Monday in June~~, identify the Montana school districts served in the current school year by the digital content provider, including the courses and student enrollments for each school district served; and

(c) remains the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.908 SCHOOL FACILITIES (1) and (2) remain the same.

(3) The local board of trustees shall provide for educational facilities which are functional and safe for the conduct of the educational and extracurricular activities of students, and which will meet state or federal accessibility standards.

(4) through (6) remain the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.1001 PROGRAM STANDARDS (1) It is the local board of trustees' responsibility to ensure the district's curricula align with the state content standards and content-specific ~~grade-level~~ grade-band learning progressions.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.1003 PROGRAM FOUNDATION STANDARDS (1) remains the same.

(2) Program foundation standards are the common conditions and practices that will be evident in all programs within a school system to ensure that all students have educational opportunity to learn, develop, and demonstrate learning in the content standards and content-specific ~~grade-level~~ grade-band learning progressions. All programs shall follow the content standards in the ~~accreditation~~ Administrative Rules of Montana. The local board of trustees shall:

(a) through (b)(vi) remain the same.

(vii) integrate information literacy skills, and technology tools, ~~and workplace competencies~~ to support learning in all curricular areas; and

(viii) remains the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.1101 COMMUNICATION ARTS ENGLISH LANGUAGE ARTS AND

LITERACY PROGRAM DELIVERY STANDARDS (1) In general, a basic program in ~~communication~~ English language arts and literacy shall:

- (a) meet the following conditions:
 - (i) ~~promote literacy and language excellence in the spoken, written, and visual form; and~~ reading, writing, speaking, and listening for creative and purposeful expression in language;
 - (ii) engage with high-quality literary and informational text that builds knowledge, expands experiences, and broadens views; and
 - (iii) emphasize reasoning and use of evidence that is essential for deliberation;
 - ~~(ii)~~ (iv) 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; and
 - (v) promote critical reading that is necessary to navigate the vast amount of information available both in print and digitally; and
- (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~~ English language arts and literacy;
 - (ii) through (vi) remain the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.1301 HEALTH AND PHYSICAL EDUCATION ENHANCEMENT PROGRAM DELIVERY STANDARDS (1) In general, a basic health and physical education ~~enhancement~~ program shall:

- (a) meet the following conditions:
 - (i) maintain class size in accordance with other curriculum areas;
 - (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 and physical education enhancement; and
 - (v) provide for the participation of all students in a health and physical education program; and
 - (vi) maintain adequate first aid materials and communication device capabilities; and
- (b) remains the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.1701 CAREER AND VOCATIONAL/TECHNICAL EDUCATION PROGRAM DELIVERY STANDARDS (1) through (1)(b)(iii) remain the same.

- (iv) leadership, ~~and character development, and character, and employability~~ skills through participation in career and technical student organizations (CTSOs);
- (v) remains the same.
- (vi) integration of career and ~~vocational~~ technical competencies with academic knowledge in a contextual setting.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.1801 LIBRARY MEDIA AND INFORMATION LITERACY PROGRAM DELIVERY STANDARDS (1) remains the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.1901 SCHOOL COUNSELING PROGRAM DELIVERY STANDARDS

- (1) In general, school counseling shall:
 - (a) meet the following conditions:
 - (i) provide a comprehensive, preventive, and developmentally planned program to all students systematically;
 - (ii) develop and implement a counseling program based on data-informed decision making;
 - ~~(ii)~~(iii) advocate for all students and encourage students to develop to their full potential;
 - ~~(iii)~~(iv) respect the worth and dignity of all individuals by building trust and respecting confidentiality; ~~and~~
 - (v) value and respond to the diversity and individual differences in communities in a culturally responsive manner; and
 - ~~(iv)~~(vi) contribute as an integral part of the education process that is delivered through a variety of systems by school staff, students, ~~parents~~ families, business, and industry.
 - (b) include the following practices:
 - (i) remains the same.
 - (ii) develop, implement, and assess a guidance curriculum aligned with the American School Counselor Association (ASCA) national model which includes the student standards for success, mindsets, and behaviors which is presented through structured groups and classroom presentations;
 - (iii) and (iv) remain the same.
 - (v) provide system support through management, consultation with staff, community outreach, and public relations; and collaborate with families, community stakeholders, and other educators to create environments resulting in positive impact on student achievement, attendance, and discipline.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.2101 WORLD LANGUAGES PROGRAM DELIVERY STANDARDS

(1) through (1)(b)(ii) remain the same.

(iii) ~~build an authentic cultural ambiance~~ gain understanding of the cultural perspectives of the target culture.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

5. The Board of Public Education proposes to repeal the following rules:

10.55.711 GENERAL: CLASS SIZE AND TEACHER LOAD

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.55.1302 HEALTH ENHANCEMENT PARTICIPATION

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

6. The Board of Public Education proposes to transfer the following rule:

OLD

10.55.607

NEW

10.57.114 INTERNSHIPS

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

REASON: By authority of 20-7-101, MCA, Standards of Accreditation for all schools are adopted by the Board of Public Education upon the recommendation of the Superintendent of Public Instruction. The board considers recommendations for revision of the policies at any time it deems necessary and conducts a comprehensive review of standards of accreditation policies on a regular cycle to ensure that such policies are meeting the needs of the state. There have been numerous revisions over the last decade, but the last comprehensive review was in 2013.

The Office of Public Instruction facilitated the comprehensive review process to amend ARM Title 10, chapter 55, Standards of Accreditation, with input from a task force and negotiated rulemaking committee comprised of education stakeholders appointed by the superintendent.

Based on recommendations from the task force and the negotiated rulemaking committee, the superintendent has proposed new rules specific to charter school applications, family and community engagement, mentorship and induction, evaluation, and English learners. The superintendent has proposed comprehensive amendments to existing rules to clarify language and process; clarify and add necessary definitions; clarify and amend school district policy requirements;

add and define student performance and provide transparency to the accreditation process; address the process for application for variance to accreditation standards; clarify the categories of accreditation and the consequences for deficiencies; delineate the procedures used by the Office of Public Instruction when reviewing accreditation status, program, and assurance standards; and update program foundation standards. Other amendments are made for consistency with other Board of Public Education rules.

7. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: McCall Flynn, Executive Director, Board of Public Education, 46 N Last Chance Gulch, Suite 2B; P.O. Box 200601, Helena, MT 59620-0601; telephone (406) 444-0300; fax (406) 444-0847; or e-mail bpe@mt.gov, and must be received no later than 5:00 p.m., November 4, 2022.

8. McCall Flynn, Executive Director, Board of Public Education, has been designated to preside over and conduct this hearing.

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

10. An electronic copy of this proposal notice is available through the Secretary of State's web site at <http://sosmt.gov/ARM/Register>.

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

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

/s/ McCall Flynn
McCall Flynn
Rule Reviewer

/s/ Tammy Lacey
Tammy Lacey
Chair
Board of Public Education

Certified to the Secretary of State September 27, 2022.

❖ **EXECUTIVE COMMITTEE – (Items 17-19)**

Madalyn Quinlan

ITEM 17

**COMMISSIONER OF HIGHER
EDUCATION'S REPORT**

Dr. Angela McLean

ITEM 18

**PRESENTATION ON PROFICIENCY-BASED
LEARNING**

Dr. Tricia Seifert, MSU

ITEM 19

DATA MODERNIZATION UPDATE

Chris Sinrud

Montana Board of Public Education

Executive Summary

Date: November 2022

Presentation	Data Modernization Report
Presenter	Chris Sinrud Office of Public Instruction
Position Title	Chief Information Officer
Overview	A report providing updates on the data modernization project at OPI.
Requested Decision(s)	None
Related Issue(s)	Data Modernization, Information Technology
Recommendation(s)	None



Montana
Office of Public Instruction
Elsie Arntzen, State Superintendent
opi.mt.gov



Montana Office of Public Instruction

Data Modernization Project Status & Overview

Chris Sinrud, OPI CIO
Zam Alidina, Project Manager

Nov 2022





Data Modernization Overview

Current State

- Teach Montana (TMT) implemented
- IT Data Vendor RFP Released
- Meeting with Microsoft to discuss solutions for data access, security and management
- Interagency analysis and discovery meetings to evaluate current state and requirements to share data
- Review RTIP for Microsoft Purview for data security and governance requirements
- SSO deployed for 30 OPI departments (4500+ Users)

Future State

- IT Data Vendor onboarded and commence data evaluation/recommended strategy
- RFP Development
- Interagency analysis and proposed solution for data sharing (Snowflake or best fit option with state technology)
- Procure 2 Temp (state) OPI programmers
 - Current 2 programmers retiring 2024 – supporting OPI data and applications
- SSO deployed throughout all OPI departments

Timelines

- Data Vendor RFP Tentative award – Nov 15, 2022
- Data Vendor Commence – Dec 15, 2022
- Data Analysis & Recommendation – March 15, 2023
- Data Modernization RFP – April 15, 2023
- System Implementation – June 2023 – Dec 2024

Goals

- IT data vendor data modernization analysis & recommended strategy
- OPI confirm data modernization technology and deployment model (via RFP process)
- Implement solution to meet security, access, reporting and interagency data needs



Data Modernization Workstreams & 2-Yr Timeframe

Activities	2022								2023												2024
	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	2024
Survey Analysis																					
Biz Requirements																					
Data Vendor RFP																					
Data Vendor Selection																					
Data Vendor Analysis																					
SI RFP																					
SI Vendor Selection																					
Implementation*																					

*Implementation timeline will continue until December 31, 2024



Data Systems Modernization Budget Snapshot

Fiscal Year	FY2022 Projected Spend	FY2023 Projected Spend	FY2024 Projected Spend	Obligated
ESSER Data Recruitment	\$250K			
Systems Analysis - RFP	\$250K			
DSM System Integrator - RFP		\$1mil		
Student Management		\$1.475mil	\$925K	
Educator Management	\$500K	\$300K	\$200k	
Fiscal Management		\$1.5mil	\$1.5mil	
Digital Infrastructure Management		\$1.55mil	\$350K	
DSM Contractors	\$692K	\$805K	\$195K	

❖ CSPAC LIAISON – (Items 20-21)

Tammy Lacey

ITEM 20

**ACTION ON CSPAC EARLY CHILDHOOD
RECOMMENDATION TO THE BOARD OF
PUBLIC EDUCATION**

McCall Flynn

Certification Standards and Practices Advisory Council Recommendation to the Board of Public Education Early Childhood Education

At the Board of Public Education meeting in July, the Board tasked CSPAC with researching and reviewing early childhood education and whether the Board should support potential legislation to expand early childhood education opportunities in the state of Montana. At their October meeting, CSPAC heard from a panel of experts on the state of early childhood education in Montana and across the nation, as well as impacts on the workforce and how local school districts are making the investment without statewide funding. After the presentation, CSPAC made a recommendation to the Board.

The following panelists gave presentations to CSPAC and shared information on very specific aspects of early childhood education. Caitlin Jensen, Executive Director at Zero to Five Montana, was the moderator and opened the discussion talking about the state of early childhood education in Montana. Dr. Georgenne “GG” Weisenfeld, Senior Early Childhood Education Policy Specialist at the National Institute for Early Education Research, shared on the state of early childhood education from the national perspective, and steps that we can take in Montana to prepare for potential state-funded programs in the future. Dr. Christine Lux, Associate Professor, Child Development Center Director at Montana State University, shared her work at the higher education level and how they’re connecting early childhood education and workforce needs. And finally, Thom Peck, Superintendent of Lewistown Public Schools, shared the steps that his school district has taken to invest in early childhood education at the local level, and why they’ve made it a priority.

Throughout the presentation, panelists shared PowerPoint presentations, materials, and resources to help CSPAC make a recommendation. Some of those resources are:

[National Association of State Boards of Education Early Childhood Education Workgroup](#)

[Zero to Five one-pager](#)

Before making a recommendation, CSPAC recognized that the Board has done a great deal of work to prepare for statewide early childhood education programs through their standards revisions, specifically in Chapter 63, Chapter 57, and Chapter 58. **After research and review, CSPAC made a recommendation that the Board work with the legislature and other budgetary entities on a funding strategy to promote access to early childhood education programs for children and families.**

ITEM 21

ACTION ON CSPAC CODE OF ETHICS
RECOMMENDATIONS TO THE BOARD OF
PUBLIC EDUCATION

McCall Flynn

Professional Educators of Montana Code of Ethics

Model Principles

To serve the needs of all students, it is essential that professional educators strive to maintain the highest ethical standards. It is their responsibility to create learning environments to help all students reach their full potential while honoring the trust and confidence placed in them by students, families, colleagues, and the community.

The Professional Educators of Montana Code of Ethics serves as a set of aspirational principles intended to guide educator conduct and protect the rights of all students. These model principles are intended to be used by school districts, educator preparation programs, and other educational entities as they seek to adhere to the highest ethical standards in their service to students and families, the profession, and the community.

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.
- H. Demonstrates an understanding of educational inclusion, respects human diversity, and provides opportunities and resources for all students to reach their full potential.

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 student data and assessments, with integrity.
- 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. Protects the civil and human rights of students and colleagues.
- C. Assumes responsibility for personal actions.
- D. Demonstrates good stewardship of public resources.
- E. Exemplifies a positive, active role in school-community relations.
- F. Adheres to the terms of contracts, district policies and procedures, and relevant statutes and regulations.
- G. Uses social media and digital communications responsibly and professionally.

❖ **MSDB LIAISON – (Item 22)**

Tammy Lacey

ITEM 22

MSDB REPORT

ACTION ITEMS:

- **Action on Personnel Items**
- **Action on Out of State Travel Requests**
- **Action on Pay Increase for Exempt Pay Plan 61 Employees**
 - **Action on MSDB ESSER II Grant**
 - **Action on OPI Discretionary Grant**

Paul Furthmyre

**Montana School for the Deaf and the Blind
Board of Public Education Report
November 2022**

Agenda Action Items:

- 1. Personnel Action Report**
 - 12 Family Advisor Hires
 - 10 Deaf Mentors
 - 4 Hires
- 2. Out of State Travel**
 - Flying Hooves – March 23 - 26, 2023 to Salt Lake City (NHS Deaf Theatre Festival)
 - Academic Bowl – February 9-14, 2023 to Salem Oregon (Academic Bowl Regional)
- 3. Exempt Pay Plan (061) Pay Increase Authorization**
- 4. Approve Amended MSDB ESSER II Grant**
- 5. Approve OPI Discretionary Grant**

Attached Documents:

- Personal Action Report
- Out of State Travel Forms (2)
- Exempt Pay Plan Memo and Employee List
- ESSER II Grant (Payment Summary, Payment Detail Report, Amendment Description)
- OPI Discretionary Grant
- Bi-Monthly MSDB Committee Notes
- AER Accreditation Handbook
- MSDB Expenditure to Appropriations Report Oct 2022
- MSDB Detail Budget Tracking Sheets (All Programs)
- MSDB Foundation Approved Budget
- Student Life Activities Explanation
- Cottage Staff Structure
- Current Enrollment Numbers as of 10/24/2022

**MSDB Personal Action for BOPE Meeting
November Meeting 2022**

MSDB asks that the board please approves the following personnel actions:

Retirement

Resignation

Probationary Layoff

Hire

Family Advisors (Grant Cycle is Oct - Sept)

Alice Anderson
Cathy Copeland
Emily Cortez
Deb Domsalla
Geri Darko
Katherine Fager
Kathleen Love
Ginni Paulson
Lisa Pepper
Cille Patten
Denise Rutledge
Sherri Widhalm

Deaf Mentors (Grant Cycle is Oct - Sept)

Mutzi Brown
Tearra Donovan
Lisa Gault
Tyler Hanson
Char Harasymczuk
Andrew Kauffman
Brenda LeMieux
Amanda Taylor
Shawn Tulloch
Dorri Holzheimer

Lifeguards

Neveah Kelley
Damen Furthmyre

Sub Paraprofessional

Melanie Broshi

Part-Time Maintenance

Donovan Williams

Positions open at MSDB Currently

LPN Nurse
FT Paraprofessional

Lead Interpreter
CLA LEAP
CLA Boys Cottage

Positions currently on hold

School Psychologist (Filled with TVI currently)
FT Interpreter

STATE OF MONTANA

REQUEST AND JUSTIFICATION
FOR OUT-OF-STATE TRAVEL

1) Agency Number/Name /Montana School for the Deaf and the Blind		2) Division	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Jessteene Clifford, Bruce Catron, Mary Thompson, Brenda LeMieux		

5) Justification

Travel is for the Flying Hooves Club to the National High School Deaf Theater Festival. Students are exposed to successful Deaf role models, interaction and collaboration with Deaf peers cumulating with a variety performance in front of a mostly Deaf audience that is streamed nationwide. Students also participate in theater-focused workshops taught by Deaf performers from nationally recognized programs. These activities support the MSDB Mission by contributing to the growth of the whole child within their specific sensory need. The activities also support the MSDB Going Places Plan under the student growth initiative for ASL language specific goals.

6) Itinerary

Destination: Utah School for the Deaf, Salt Lake City, Utah

Travel Dates: March 23 - 26, 2023

7) Estimated Costs

Transportation \$400	Meals \$ 300	Lodging \$ 0	Other \$ 500
----------------------	--------------	--------------	--------------

Total estimated cost \$ 1200

Provide details to support estimated costs:

(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)

Meals and Other are supported by the MSDB Foundation and the Flying Hooves Club fundraising.

Travel is estimated gas for 2 vans for a combined total of 2400 miles

8) Submitted By		Title		Date
<i>Jessteene Clifford</i>		Curriculum Specialist		9/22/2023
Approval of Authorized Agency Personnel per Department Policy				
Supervisor	Date	Administrator	Date	
Dept. Head/Designee	Date			

NOTE: A travel expense voucher form must be filed within three months after incurring the travel expenses, otherwise the right to reimbursement will be waived.

REVISED 11/17

STATE OF MONTANA

REQUEST AND JUSTIFICATION
FOR OUT-OF-STATE TRAVEL

1) Agency Number/Name MSDB		2) Division	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Jennifer Wasson 007805 & Tearra Donovan 039635		

5) Justification

Academic Bowl team traveling to the Oregon School for the Deaf to compete in the Deaf Academic Bowl competition. 2 staff, 4 students. Trip paid for by MSDB's Foundation

6) Itinerary

Destination: Salem, OR

Travel Dates: February 9-14, 2023

7) Estimated Costs

Transportation \$ 5000 Meals \$ 1000 Lodging \$ 1000 Other \$ 1000

Total estimated cost \$ 8000

Provide details to support estimated costs:

(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)

Alaska Airlines: \$3200 plus tax/fees for 6 people

Courtyard by Marriot- \$157/night plus tax/fees, 2 rooms/2 nights

Rental car-\$1000

Meals- 6 people @ \$54/day for 3 days + tip- other days meals provided

8) Submitted By	Title	Date
<i>Jennifer Wasson</i>	Teacher	10/07/22

Approval of Authorized Agency Personnel per Department Policy

Supervisor	Date	Administrator	Date
Dept. Head/Designee	Date		

NOTE: A travel expense voucher form must be filed within three months after incurring the travel expenses, otherwise the right to reimbursement will be waived.

REVISED 11/17



**MONTANA
DEPARTMENT OF
ADMINISTRATION**

125 North Roberts
PO Box 200127
Helena, MT 59620-0127
406.444.3871
hr.mt.gov

State Human Resources Division

Greg Gianforte, Governor

Misty Ann Giles, Director

DATE: October 4, 2022

TO: Department Human Resources and Payroll Staff

FROM: Anjenette Schafer, Administrator, State Human Resources Division

SUBJECT: HB 13 Implementation Guidelines

Governor Greg Gianforte signed into law HB 13 on April 11, 2021, which states, "Effective on the first day of the first complete pay period that includes November 15, 2022, the base salary of each employee must be increased by 55 cents an hour." These guidelines apply to all eligible employees defined in 2-18-101 (11) (a) and (b), MCA, who will receive an automatic pay adjustment.

HB 13 Guidelines

1. Executive Branch employees who are actively employed on November 5, 2022, will receive a 55-cent-per-hour base-salary increase effective during the pay period ending November 18, 2022.
2. This increase will be reflected on the November 30, 2022, paycheck.
3. Temporary and seasonal employees will receive increases. Short-term workers and student interns will not receive the increase. To ensure accurate processing, short-term workers must be properly coded with the correct Reg/Temp indicator of Short-Term Worker or Short-Term Recurring. Student interns must be assigned to job code 000957.
4. Collective Bargaining Agreements (CBAs) must be ratified prior to November 5, 2022, to have union employees be included in the automatic pay adjustment.
5. Legislative and Judicial Branch employees are not covered under these guidelines. Please contact Central Payroll if your Legislative or Judicial branch chooses to implement an across-the-board increase.
6. Salary adjustments for employees in the Exempt Pay Plan (061), including elected and appointed officials defined in 2-18-103, MCA, and 2-18-104, MCA, must be authorized in writing by the approving authority. For assistance with entering the Exempt Pay Plan (061) increases into SABHRS HR, please submit a ticket to sabhrrs@mt.gov no later than November 15, 2022.

The SABHRS HR process to implement the increase will be initiated the morning of November 16, 2022, and will be reflected on employee's job record using the action code of "Pay Rate Change" and the reason code of "Statutory Appropriations Adj."

Agencies planning to provide pay adjustments in addition to the statutory increase must wait until November 17, 2022, to create additional pay rate changes in SABHRS HR. **Any increases given by your agency that do not meet the guidelines of the statutory raise should not be coded as "Statutory Appropriations Adj."** You must use the correct reason code (see [Action Reason Code Catalog](#)).

If you have questions regarding the guidelines for this statutory increase, please contact the Central Payroll Help Desk at payroll@mt.gov or 406-444-2962.

Exempt Pay Plan (061) Employees

MCA 2-18-103

(9) academic and professional administrative personnel and live-in houseparents who have entered into individual contracts with the state school for the deaf and blind under the authority of the state board of public education;

Administration

Julie-Dee Alt
Carol Clayton Bye
Paul Furthmyre
Jim Kelly
Donna Schmidt

Outreach

Lisa Cannon
Michelle Cross
Susan Davis
Jane Garrison
Leann Goss
Katie James
Cathy Jury
Emily LaSalle
Kerri Norick
Crystal Oring
Barb Peterson
Amy Tangen
Sharon Woods

Paraprofessionals

Taylor Davis
Christy Haagenenson
Jamie Jones
Sandra Ortiz
Sue Stewart
Mary Thompson
Tiffany Wood

Specialists

Stephanie Annis
Dianne Eddy
Trudy Hill
Katherine Lynch
Laurie McRae
Chris Siller
Yvette Smail

Sherri Widhalm

Teachers / Cottage

Joel Auers
Erin Barr
Amber Bateen
Staci Bechard
Victoria Brooking
Jessteene Clifford
Carrie Dawes
Tearra Donovan
Erin Faulkner
Heidii Fettinger
Missie Hill
Miche Jarvey
Cheri Luongo
Alissa Kline
Brenda LeMieux
Lace Lesofski
Morgan Makar
Mackenzie Merja-Rivenes
Melissa Miller
Kelly Olson
Mickhael Rosenberg
Denise Rutledge
Brenda Warren
Jen Wasson
Naomi Whitham-Travers

Ask the Board to Approve Updating the School's ESSER II Grant to reflect the following:

1. Use the remaining \$11,000 from the stipends for staff to pay staff another stipend.
Stipend amount would depend on the number of staff and would be spread equally.
Currently we have 107 employees which would result in stipends of roughly \$102.
2. Amend the grant to include \$30,000 to pay for the Outreach Database system. Summer program will be taken out of the grant if approved.



E-Grants System

Applicant: 9258 Mont Sch for Deaf Blind

Application: 2020-2021 ESSER Consolidated - 00-
Expenditure Report 1

School Year: 1/1/2021 - 11/10/2023

[Printer-Friendly](#)

[Click to Return to eGrants Access/Select Page](#)

[Click to Return to Payment Summary](#)

[Click to Return to CashReqst/Expend Menu](#)

[Click to Return to Menu List / Sign Out](#)

Payment Summary

[Click for Instructions](#)

Vendor 51130

[VIEW CASH REQUESTS/EXPENDITURE REPORTS](#)

Payment Summary as of 11/1/2022

	ESSER_Base	School_Dist	Supplemental	Other_Eductl	Institutions	Special_Needs	School_District	Targeted	Supplemental	Targeted
Current Grant Year Allocation	\$0		\$0		\$76,560	\$0		\$0		\$0
(+/-) Adjustments	\$0		\$0		\$0	\$0		\$0		\$0
(+/-) Consortiums	\$0		\$0		\$0	\$0		\$0		\$0
(+/-) Transfers	\$0		\$0		\$0	\$0		\$0		\$0
Total Funds Available	\$0		\$0		\$76,560	\$0		\$0		\$0
Approved	\$0		\$0		\$76,560	\$0		\$0		\$0

**Budget --
Amendment
1**

Anticipated Payments

Auto-Scheduled	\$0	\$0	\$0	\$0	\$0	\$0
Cash Requests	\$0	\$0	\$76,560	\$0	\$0	\$0
Total	\$0	\$0	\$76,560	\$0	\$0	\$0

Pending Payments

Auto-Scheduled	\$0	\$0	\$0	\$0	\$0	\$0
Approved Cash Requests	\$0	\$0	\$35,560	\$0	\$0	\$0
Total	\$0	\$0	\$35,560	\$0	\$0	\$0

1 Time striped

Have \$11,000 Remaining

Completed Payments

Auto-Scheduled	\$0	\$0	\$0	\$0	\$0	\$0
Cash Requests	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0

Remaining Payments

Auto-Scheduled	\$0	\$0	\$0	\$0	\$0	\$0
Cash Requests	\$0	\$0	\$41,000	\$0	\$0	\$0
Total	\$0	\$0	\$41,000	\$0	\$0	\$0

**Final PER
Status**

Created

[CLOSE PRINTER FRIENDLY PAGE](#)

E-Grants System

[OPI Home](#)

Applicant: 9258 Mont Sch for Deaf Blind

Application: 2020-2021 ESSER Consolidated - 00-
Cash Request 1

School Year: 1/1/2021 - 11/10/2023

[Printer-Friendly](#)[Click to Return to CashReqst/Expend Menu](#)

[CASH REQUEST](#) [CASH REQUEST DETAIL](#) [SUBMIT](#)

Cash Request 1

[Click for Instructions](#)

This request has been approved. No more updates will be saved.

Program: Other_Eductl_Institutions

Itemize and explain each expenditure amount. Click on the "Create Additional Entries" button to enter additional information. (Use whole dollars only. Omit Decimal Places, e.g. 2536)

Description of Object Codes

Object Code	Use of Funds	Expenditure Description and Itemization	Final Approved Budget	Previously Requested	Cash Request	Delete Row
		(1000 Character Maximum)				
100	Address Learning Loss	\$300.00 one-time-only stipends for all staff that worked during the COVID-19 Pandemic. 99 employees qualified for the stipend. List attached. Our staff is committed to equitable	\$40,000	\$0	29700	<input type="checkbox"/>
		(1000 Character Maximum)				
200	Address Learning Loss	Benefits for the stipend above.	\$6,560	\$0	5860	<input type="checkbox"/>

					Total	\$35,560	
		Indirect Cost	Approved Rate 0 %	Derived Rate 0 %	\$0	\$0	\$0
					Total	\$35,560	

NOTE: Data displayed on this page was effective as of 9/15/2022

Vendor Invoice Number 92582105011

End Period Expense (MM/DD/YYYY) 5/23/2022

RECAP	Amount
Grant Award (Allocation)	\$76,560
Approved Budget	\$76,560
Amount Paid To Date	\$0
Expenses To Date	\$0
Balance Due LEA	\$0
Funds on Hand	\$0

Please upload supporting information files. File names should not include special characters (i.e. #, \$, % etc.) No file chosen

Uploaded Files:

[ESSER II x x300 STIPENDS.pdf](#)

By submitting this [expenditure report/reimbursement request], I certify to the best of my knowledge and belief that the information contained here is true, complete and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious or fraudulent information or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

[Close Printer Friendly Page](#)

E-Grants System

[OPI Home](#)

Applicant: 9258 Mont Sch for Deaf Blind

Click dropdown to access program specific pages:

ESSER Consolidated



Application: 2020-2021 ESSER Consolidated -

School Year: 1/1/2021 -

Cycle: 00-

11/10/2023

[Printer-Friendly](#)

Amendment Description

[Click for Instructions](#)

Please describe what has changed. (338 of 500 maximum characters used)As a result of COVID, our outreach services were halted. When we were able to start seeing students again, it was noticeable that we did not have a good grasp of who was on our caseloads. Many moved into the state, some went to homeschool. This money will be using to pay for a creation of a database to better serve outreach services.

PART I. PROJECT APPROVAL STATISTICAL DATA AND ABSTRACT

1. Prime Applicant District/Cooperative/Organization

☐ Elem. _____ 9258
Or _____ Legal Entity

☐ H.S. _____
District Name _____ District No. _____ Cascade
County

☒ If a cooperative/organization: Montana School for the Deaf and the Blind
Cooperative Name

Project Director Carol Clayton-Bye 3911 Central Avenue Director of Outreach 406-403-1322
Name Address Position Telephone

Board of Trustees has designated the following person responsible for keeping the financial records for this project.

Paul Furthmyre Superintendent 3911 Central Avenue, Great Falls 59405 406-771-6001
Name Position Address ZIP Code
Telephone

2. STATE EDUCATION AGENCY ACTION (To be completed by OPI)

Project Number _____ Approved Amount _____
60-9258-77-23 \$ 110,000

3. PROJECT DURATION from (a) Month Day Year to (b) Month Day Year
09 /30 /2022 10 /30 /2023

4. Funding Authority: (check one)

☐ Preschool _____
☐ Part B _____
☐ Other _____

Date of Approval _____

Signature, OPI Approval _____

5. TITLE OF PROJECT: Montana School for the Deaf and Blind Outreach Program

PART II. STATEMENT OF ASSURANCES

The Board of Trustees of the Prime Applicant in a meeting held on 11.18.22 authorized Paul Furthmyre to file this application for the district /cooperative/organization to make representations and to make commitments on behalf of the district /cooperative/organization under the provisions of the Individuals with Disabilities Education Act as amended by 101-476.

Signature—Authorized Representative _____ Date _____

Print or Type Name of the Authorized Representative _____

GENERAL INSTRUCTIONS FOR PROVISIONS AND ASSURANCES DEBARMENT AND SUSPENSION CERTIFICATION

DEFINITIONS

Lower Tier Participant – Any organization (such as a school district or university) or person receiving a grant or contract under this “Application.” This also includes subsequent sub grants or subcontracts.

Covered Transaction – The act of applying for federal funds or submitting a proposal for federal funds.

Lower Tier Transaction – The making of a (1) sub grant to another entity or person or (2) procurement contracted by a Lower Tier Participant to some other entity or person for goods or services, regardless of type, expected to equal or exceed a cumulative value of \$25,000.

Principals – An administration head, key project/grant management person, officer, director, within the Lower Tier Participant’s organization or a sub organization contracted with (i.e., superintendents and the key person in the school district who will exert control or management influence over this project; at a university, it would be the president and principal investigator).

INSTRUCTIONS FOR CERTIFICATION

1. By signing and submitting this proposal, the prospective lower tier participant is stating that it is neither debarred nor suspended.
2. This certification is a material representation of fact upon which reliance was placed when this certification was signed. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment from federal fund participation.
3. The prospective lower tier participant shall provide written notice to the organization to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this certification, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the organization to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the two-paragraph “Certifying Statement,” without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required. The knowledge of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly entered into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies including suspension and/or debarment.

Elsie Arntzen, Superintendent
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

**SCHOOL YEAR 2022-23
PROVISIONS AND ASSURANCES
DEBARMENT AND SUSPENSION CERTIFICATION**

School District Name Montana School for the Deaf and the Blind	Elem. Legal Entity No. SC9368
County Name Cascade	H.S. Legal Entity No. SC9371

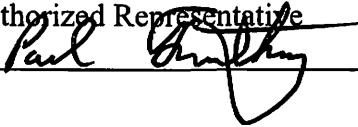
This certification covers all federal programs in this application and is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities. The regulations were published as Part VII of the May 25, 1988 Federal Register (pages 19160-19211). Copies of the regulations may be obtained by contacting the person to whom this proposal is submitted.

(BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS ON REVERSE.)

CERTIFYING STATEMENT

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NOTE: This certification is required of the Prime Applicant District.

Organization Name Montana School for the Deaf and the Blind	
Name and Title of Authorized Representative Paul Furthmyre, Superintendent	
Signature of Authorized Representative 	Date 11-1-22

PART III. PROJECT INFORMATION

Complete the following for each project. A project should address one or more related performance indicators that are in need of improvement for the region. There must be at least one measurable improvement activity associated with each project. Keep in mind that if districts within your region fall in the needs improvement level of determination, the CSPD may be required to provide specific targeted improvement activities.

PROJECT 1

Identified Need (s):

(Reference the IDEA-Part B State Performance Indicator Report in describing the need. Specifically, identify the individual performance indicator(s) and the corresponding Montana correlate(s) that will be addressed by this project.)

Only 3 school districts in Montana employ a trained teacher of the deaf to serve deaf and hard of hearing students. Most districts are also lacking trained personnel who are familiar with the audiological/educational needs of deaf and hard of hearing students. The public schools of the state need a cost-effective, rural service delivery model for providing consultation and technical assistance.

Project Outcome(s) Statement:

(Provide a rationale for how the following improvement activity(s) should impact the target for the identified indicator(s).)

Coordination and delivery of regionalized consultation, technical assistance, information and training for parents and public school personnel and activities designed to enhance the language and communication skills of deaf and hard of hearing students will have occurred; therefore enabling the students to remain being served in their local LEA.

Improvement Activity(s):

Title: Outreach Consultant for Deaf and Hard of Hearing Date: August 2022-July 2023 Cost: 39, 000

Expected Outcome:

(1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

From August-July, this funding will cover partial wage for an Outreach Consultant to provide consultation and training to the assigned school personnel and parents so they will be better able to understand the needs of deaf and hard of hearing students to develop and implement IEPs to meet those needs.

Evidence: list of in-services training dates and numbers served in addition to IEPs attended.

Title: Consulting Audiologist Date: August 2022- July 2023 Cost 15, 000

Expected Outcome:

(1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

From August-July, the cost will cover partial wage for a Consulting Audiologist who will provide consultation and technical assistance in regards to managing referrals on young children identified as having a confirmed hearing diagnosis. Management includes following up with referrals through the UNHS program and CSHS, via the CHRIS System, Part C and medical providers, HCP audiologists and Outreach Consultants to help ensure compliance with the State's standards of early intervention services after diagnosis.

Evidence: Data related to number of contracts/in-services with service providers and consumers listed above.

Title _____

Date _____ **Cost** _____

Expected Outcome:

(1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

Title _____	Date _____	Cost _____
Expected Outcome: (1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)		

Title _____	Date _____	Cost _____
Expected Outcome: (1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)		

PROJECT 2

Identified Need (s): (Reference the IDEA-Part B State Performance Indicator Report in describing the need. Specifically, identify the individual performance indicator(s) and the corresponding Montana correlate(s) that will be addressed by this project.) The families and professionals working with sensory impaired children need additional opportunities to learn about the disability and professional development in the best practices/strategies to meet the needs of these children. They, along with the children themselves, need an opportunity to learn, socialize and network with others in order to grow. These activities provide recruitment and training opportunities for professionals who work with children with vision or hearing conditions. Outreach provides support for the family, professionals and students when they return back to the home district. Indicator: 5 Correlates: 3, 5,& 6.					
Project Outcome(s) Statement: (Provide a rationale for how the following improvement activity(s) should impact the target for the identified indicator(s).) Sensory impaired students, their families and professionals working with them have a greater understanding of the sensory impairment, learn about methods of manual communication, language options and Braille literacy, assistive technology and accommodations and be able to network and socialize with others who have similar experiences. Specific professional development activities will support ARM 10.55.717 Assignments of persons Providing Instruction to Braille Students and ARM 10.55.718 Assignment of Persons Providing Sign Language Interpreting for Students who are Deaf and Hard of Hearing.					
Improvement Activity(s):					
Title 2023	Family _____	Learning _____	Weekends _____	Date:	June
Cost		22,000			

Expected Outcome:

(1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

Parents of and professionals working with sensory impaired children will be provided an opportunity to learn more about the sensory impairment, learn about best practices and network with other parents/professionals of sensory impaired students so they can be better prepared to meet the educational, language, and communication needs of their children in the home setting and school.

Evidence: Family Learning Weekend evaluations and data.

Title: Summer Camps for Sensory Impaired Children Date: June 2023

Cost: \$7,500

Expected Outcome:

(1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

Students will have an opportunity, through educational, social and recreational activities with other sensory impaired peers to develop enhanced language, communication, self-help, life skills and social emotional developments skills.

Evidence: Student and parent evaluations.

Title: Enrichment Weekends

Date: Oct. 2022-May 2023 (4 weekends total)

Cost \$6,500

Expected Outcome:

(1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

Students will have an opportunity, during the school year, to learn about their specific sensory needs and socialize with other sensory impaired peers while working directly with professionals trained to meet their sensory specific (hearing or vision) needs.

Evidence: Student evaluations and data.

Title: Sign Language and Braille Training, Materials and Mentors Date August 2022- July 2023 Cost: 10, 000

Expected Outcome:

(1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

Parents and school personal for children who are deaf or hard of hearing will be given resources and training on language and communication modes. Parents and school personal will be given resources and taught the basics of braille to develop written language through Braille instruction. These trainings will be ongoing and include materials to support families.

For children who are deaf or hard of hearing, information on topics such as sign language systems, linguistic principles of American Sign Language, vocabulary development, expressive and receptive sign fluency, aspects of deafness and deaf culture materials need to be available.

For children who are blind and visually impaired, school personal need access to information on providing Braille instruction, opportunity to improve skills related to Braille literacy and formatting and access to a Perkins Braille Writer or other such technology to improve knowledge of Braille.

School personnel providing instruction of Braille to students will be provided an opportunity to develop basic skills related to using a Braille Writer, understanding Contracted and Uncontracted Braille using Unified English Braille and the functions of a Perkins Braillewriter.

Deaf mentorship for families of school age children to build understanding of deaf culture and other unique attributes as outlined in the Deaf Mentor/Ski Hi program.

Equipment and materials will be purchased to support Braille and Sign Language Instruction to students and staff served by MSDB.

Evidence: Participants evaluations and number of participants who are working to meet standards in ARM 10.55.717 and 10.55.718

Title _____

Date _____

Cost _____

Expected Outcome:

(1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

PROJECT 3**Identified Need (s):**

(Reference the IDEA-Part B State Performance Indicator Report in describing the need. Specifically, identify the individual performance indicator(s) and the corresponding Montana correlate(s) that will be addressed by this project.)

Families need home-based educational services to help ensure that their children enter kindergarten with developmentally age appropriate skills. 7 & 12. Correlates: 5

Project Outcome(s) Statement:

(Provide a rationale for how the following improvement activity(s) should impact the target for the identified indicator(s).)

Families will be knowledgeable of the effects of different hearing levels on language, communication and social development of their children.

Improvement Activity(s):

Title: Family Advisors/Deaf Mentors

Date Aug 2022- July 2023

Cost 10,000

Expected Outcome:

(1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

MSDB will provide home based Family Advisor or Deaf Mentor services to families of preschool age children to develop understanding of sensory impairment needs.

Evidence: Data indicating number of family advisors serving students aged 3-6 and the number of students served.

Title: _____**Date** _____ **Cost** _____**Expected Outcome:**

(1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

Title _____**Date** _____ **Cost** _____**Expected Outcome:**

(1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

Title _____**Date** _____ **Cost** _____**Expected Outcome:**

(1. In measurable terms, describe the expected outcome of this activity. 2. Describe the evidence (data reports, evaluation results, etc.) you will have to support those results.)

CONTINGENT UPON AVAILABILITY OF FEDERAL FUNDS

The budget period is July 1 – June 30. Amendments to this budget may occur up to project close-out, but no later than June 30. *Discretionary grant funds may not be “carried-over” into the next state fiscal year.*

Optional: Attach a supplementary budget outlining the projected expenses for each of the budget items listed below.

Prime Applicant District:

Legal Entity:

Project Number:

Budget Items	Proposed Budget	Approved Budget 1	Approved Budget 2	Approved Budget 3
1. Salaries and Benefits	100,000			
2. Operating Expenses	10,000			
3. Professional Development				
4. Transfer to other districts 6200-930				
5. TOTAL BUDGET	110,000			

OPI USE ONLY: APPROVED BY / DATE

Board of Public Ed Meeting

BOPE Meeting – October 24, 2022

Those in attendance - Paul Furthmyre, Donna Schmidt, Jim Kelly, Carol Clayton-Bye, Julie-Dee Alt, Tammy Lacey, McCall Flynn

Absent- Madalyn Quinlin

Note Taker – Paula Mix

Approval of Agenda

Meeting Objectives:

- Provide BOPE information about all MSDB Programs
- Seeking guidance from the BOPE

Madalyn Quinlin - Chair of the Board of Public Ed

Tammy Lacey term is up in January, she has asked to be reappointed for the next term- waiting to hear

Administration

- [Personnel Action Plan](#)
 - Family Advisors and Deaf Mentors have not been brought to be hired by the Board before
 - Their contracts are from Oct - Sept.
 - Lifeguard - 2 new, certified
 - Sub Para- former employee
 - Part time Maintenance - 3 applications, 2 backed out, Third candidate has little experience. Interview him again tomorrow.
 - Five positions - opened
 - Interpreter - Idaho State University- program for a Student Teacher works for us, living in our cottage, be able to get a Interpreter or Lead Interpreter out of the program
 - Met with Lieutenant Gov Juras, she is interested in helping us find a solution to the Interpreter problem. Will be reaching out to JP Willimas, OPI Special Ed Director to help as well.
- Out of State Travel
 - [Flying Hooves](#)
 - March 23-26, Salt Lake City, Foundation pays
 - [Academic Bowl](#)
 - February 9-14, Salem, OR, Foundation pays
- [Exempt Pay Plan \(061\) Pay Increase Authorization](#)
 - [Employees](#)
 - HB 13 Statutory increases .55 on Nov. 30, salary adjustments for employees and exempt pay plans. 61 must be authorized in writing by the approving authority- BOPE
 - **McCall**- are you asking for this to get approved in November?
 - **Paul** -yes please
 - **Tammy**- I think that is fine
- [Policy 2335](#) - HB 99
 - [Form 1](#)
 - [Form 2](#)
 - We do not have a Policy 3120, Compulsory Attendance
 - Asked our staff to not to do anything human sexuality, until we can work with our lawyers make sure we do this policy correctly

- **McCall-** a lot of school districts are doing this now.
 - **Tammy-** Everyone is battling this right now.
 - **Paul-** Working with Bea- Who can be students at MSDB? Can a student that is already identified on a 504 be referred to MSDB. By state law, the answer's no. Because it says a student needs to be under IDA and 504 is not under IDA.
- Professional Development Provided
 - PLC - third day-we are using the PLC Plus Framework.
 - NRAER- Northern Rookies of Accreditation for Education and Rehabilitation, Outreach VI did a tremendous job organizing this event. People all over the country came together for this. Cottage person with no vision, VI staff presenting, DHH staff
- Accreditation
 - [AER Focus](#) Blind and VI Accreditation
 - Management Standards we need to complete all of them A-G
 - Program Standards- we can pick which ones we want
 - Involvement of the Board - when we do a section, bring it before the board, ask questions, approve or not approve it.
 - **Tammy-** a way for the Board to really gain a lot more knowledge about your work there
- 23 HB 5 Projects - still waiting to hear back.
 - Drop Off Loop
 - Mustang Sprinklers
 - Cafeteria Sprinklers
 - [ARPA 602 Funds](#)
 - [Camera System](#)
 - **McCall-** these are tied to your budget?
 - **Paul-** not in our general budget, they are part of the state budget
- Infrastructure Projects
 - Lighting Project
 - almost completed, Pool lights won't be here until November 12
 - Cottage 90%, Aspen today, Bitterroot -programed lights over MEA
 - Cottage Roofing Project
 - almost completed
 - Mustang Pool Project
 - complete- had training for Lifeguards last week for 5 staff that will be certified
- Outreach Database Project - Silver Back- Ed Hub
 - Outreach consultants go into a classroom, a home, anywhere, take the their device with them and input the information right on the spot
 - Upload their visual reports or hearing reports right to this database
 - Pull reports quicker for grant writing,
 - **Tammy-** they give a good bid
 - **Paul-** thought so..\$48,000, database is paid for three years. They built the program.
 - **Tammy-** they'll also be able to sell it to other states, or to other similar types of organizations.
 - **Paul-** They have another company Ed Insights is the report mechanism program that they use and Ed Hub is the database

Maintenance/Business Office

- [2023 Expenditure to Appropriations Report](#)
 - Quick snapshot - 27.65% on our spending for the year compared to last year 24.25%
- [MSDB Detail Budget Tracking - 2023](#)
 - Tabs of all the Programs where the money is being spent

- [Foundation Financials](#)
 - Financial reports for the Foundation, received and spent
- [Foundation Restricted Accounts](#)
 - Funds specifically donated for specific items. Received and spent on those so far year to date.
- [Foundation Income Summary & Balance Sheet](#)
 - Balance sheet of all the investments, and kind of where the foundation sits financially
 - **Tammy**- this is all new because of the separation. It's nice to have it broken out separately.
 - **Donna** - Yes
- Major repairs:
 - Action Plumbing and Construction = \$7,890. Aspen gas leak repair.
 - Enterprise Electric - \$1,536.33. Power location change for new walk in cooler condenser.
 - FICO - \$595.00. Freezer not working, repaired
- **Paul**- Foundation is going through some changes, Asked the Foundation for a budget in April the year prior. Kevin taking over the Foundation, and a new President will be good.
- **Donna**- appreciate Kevin being on the Board. He is proactive in getting the audit done which we have waited for two years.
- **McCall**- we will start our audit in Jan. There were questions at our last audit as to why the Foundation was not going through their own audit. They were kind enough not to include it in our findings this last time. I think as soon as the Foundation can start that process it will be better for us.

Residential

- [Cottage Newsletter 2022](#)
 - Counselors send out before travel weekend
- Cottage Staff - Training
 - Instruction in the Workplace and Manage Conflict - Professional Development - Dr. Sullivan
- [Cottage Staff Structure](#)
 - Staff names and involvement .
- [Student Life Activities](#)
 - 9 full time Cottage students, 8 Part time- Mon-Thurs, 8 after school activities = 25 reside on campus or can attend the campus program.
- Formal Dinner Dates in the MSDB Dining Room:
 - November 20, 2022 5:00 PM
 - December 18, 2022 5:00 PM
 - March 26, 2023
- **Tammy**- That list of Student Life Activities is impressive. Certainly the support that is provided to those students is essential for them to have success in those activities. So thank you for making that happen and for supporting students and being able to do such a wide variety of activities.

Education: School

- [Current Numbers](#)
 - 28 EL students, 16 HS students = 44
- LEAP - 6 Students
- Referral numbers
 - 1 DHH HS
 - 1 VI MS
 - 1 Elem DHH/VI
 - 1 DHH preschool possible referral
 - 1 VI preschool possible referrals
 - Governor's Award - Paraprofessional team

- Receive the Governor's Excellence Award- Para's have been an incredible asset to us the past couple of years when we have been short handed.
- Experiential Learning and Volunteering Wednesdays
 - Albertsons/Food Bank
 - Had a raffle and gathered food and money for the Food Bank here at the local Albertsons in town
 - Highland Cemetery - Grounds clean-up/fencing
 - Older students helped put fencing around trees to protect from the deers and the younger students collect plastic flowers to get ready for winterization
 - Free Coffee drive-thru - Cookies for L&C staff - Red Ribbon week
 - Putting a sign in our chain link fence by the playground, drug free saying there.
- Beginning PLC meetings
- Continuing SEL Professional Development on travel days
- **Tammy**- Facebook coverage of the Albertsons was excellent.. Really appreciate the students who are highlighted in the work.. So thanks for that good work!

Education: Outreach

- AER- Accreditation for Education and Rehabilitation of the Blind
 - Two Outreach Consultants who attended the National AER conference over the summer, made some great connections, which was in support of our North Northern Rockies AER Conference.
 - CEASD- Council of Education Administration of Schools of the Deaf
 - Several attended and brought information back to the DHH Outreach
 - a few new assessments that are coming out specific to Deaf and Hard of Hearing and specific to ASL that our Outreach team is wanting to look at and start to get some people trained in
 - COSB/APH - Council of Schools for the Blind
 - meeting with other administrators from schools for the Blind, Outreach Directors, and getting an opportunity to talk with them about what's working, what challenges they're having
 - NRAER- Northern Rookies of Accreditation for Education and Rehabilitation of the Blind
 - Montana, Idaho, Wyoming attend the conference normally about 70. We had 11 states attend. 97 people attended.
 - VI Outreach did an amazing job..
 - UTD - Untangling the Dot
 - Once a month virtually leading into an on campus event later in the year.
 - DEW- Deaf Enrichment Weekend
 - We had 26 students - Thurs-Fri. Six of those students had never been on campus before
 - One family not able to get to campus is now talking about the potential of referral for their preschooler.
 - Older kids - tried to get one of the boys since he was three years old. Young man saw the Cottage Newsletter that his grandma received and came to the Enrichment Weekend. He is 17 yrs old and now looking at coming to MSDB.
 - VIEW
 - FLWD - June 2023
 - FLWB - June 2023
 - Deaf Mentors - signed contracts
 - It was an asset to have our Deaf Mentors be a part of our Enrichment Weekend, they supported the activities on campus with kids and families,
- Tammy**- Board members receive the newsletter as well. It is a highlight for me to read those things as well. So Jim, thank you! Just like that young man," I want to go to that school." Because the love, smiles, fun activities really shine through.. It's a good PR piece and a part of the goal that I know Paul is working on..

Organizations and Schools Accreditation Handbook



Included Contents

Background

Purpose of Accreditation

AER National Accreditation Council (AERAC)

Organizations and Schools Accreditation Commission (OSAC)

Eligibility

Application Process

Self-Study Process

Review Process

Panel Reviewers

Communication of Accreditation Status/Annual Reports

Frequently Asked Questions

Appendix – Sample Application Form/Information Form

Background

As professionals we are dedicated to ensuring that the services being provided to individuals who are blind and those who have low vision are of the highest quality. The

providers of these services must apply specialized knowledge and skills to benefit those receiving such services.

In addition, consumers who are blind or low vision, leadership of organizations and schools, and professional and support staff must have access to information regarding:

- A. The performance of AER Accreditation Program in the U.S. in terms of fairness, transparency, support for innovation and improvement, communication on standards and acceptable documentation, quality of reviewers and reviews, timeliness and responsiveness, and promotion of quality services.
- B. The performance of AER Accreditation Program in Canada and other international entities in terms of fairness, transparency, support for innovation and improvement, communication on standards and acceptable documentation, quality of reviewers and reviews, timeliness, and responsiveness, and promotion of quality services.
- C. Accreditation status of Organizations and Schools for the Blind and Low Vision.

To meet the needs of both professionals and consumers, the Association of Education and Rehabilitation of the Blind and Visually Impaired (AER) Accreditation Program is designed to ensure that the “AER Accredited” distinction is awarded to services offered directly to people who are blind or have low vision are provided by organizations and schools who have demonstrated through performance, systems, processes, ~~faculty~~ and procedures that they offer excellent learning experiences, that lead to success in school and work, and full integration in family life and community participation.

Purpose of Accreditation

AER Accreditation Program Mission: to advance excellence in the field of blindness and low vision services by ensuring that:

- organizations and specialized schools that provide direct services to individuals who have a visual impairment deliver high quality direct services, and
- institutions of higher education prepare professionals to provide services of the highest quality to individuals who have a visual impairment.

OSAC Mission: AER’s Organizations and Schools Accreditation Commission (OSAC) employs a forward thinking and outcomes-based approach, supporting entities’ continuous improvement efforts through analysis of current practices, to ensure services of the highest quality to individuals who are blind or have low vision.

OSAC Vision: The interests of consumers and the public will be served by high quality direct specialized services provided by organizations and schools to people who are blind or have low vision.

Accreditation is used to describe both a status and a process.

As a status, it denotes a third-party's validation of an organization's conformity with specific standards as set forth by an accrediting authority. The scope of an accreditation is determined by the specific services being assessed, in the context of the organization's mission and the needs of the locale where it is located.

As a process, accreditation symbolizes an organization's sustained commitment to self-monitoring and continuous quality improvement. The process begins when an organization or higher education program applies, pays the fee, and undertakes an internal self-study to assess its conformity with specific standards and other normative attributes that are described for accreditation. This self-study consists of a thorough and systematic process that documents the organization's conformity to recognized standards for service infrastructure, administration, and performance. The process continues with independent verification by reviewers using a systematic, documented approach to evaluate the organization's self-reported conformity to the specific standards, outcomes data and other normative attributes that are described for accreditation.

The overarching goal of this process is to provide the valuable experience of self-review to the organization or school, and to support the pursuit of best practices and innovative responses to the needs of individuals who are blind or visually impaired in a constantly changing world.

The AER Annual Report is a requirement for maintaining accreditation status through the entire term. Achieving accreditation demonstrates that an organization has met relevant standards and confers on the organization the obligation to document its self-monitoring and continuous quality improvement. The Annual Report provides evidence that an organization that serves individuals who are blind and those with low vision is maintaining a clearly articulated purpose and ensuring a setting that is accessible, functional, and safe for consumers, students, visitors, staff, and volunteers.

Continuous learning, improvement and striving for best practices is a goal of the very best organizations. Accreditation enables the organization to demonstrate to their constituents and to the general public that their programs have met the stringent standards set by the accrediting authority.

AER Accreditation Council (AERAC)(The Council)

The AER Accreditation Council has chief responsibility for setting and enforcing standards set forth in the accreditation program. The Council consists of 10 members who are appointed by the Council Chair; the AER Executive Director serves as the Council Chair. The Council consists of individuals who have skills and experience with program administration, systems, educational and rehabilitation protocols and service delivery. The Council acts as the overseeing body that ensures that the standards are current, relevant, and advance excellence in service delivery and that those entities seeking accreditation meet the standards.

The primary responsibilities of the Council include:

- Define standards and criteria for evaluation of entities and programs and assure compliance to the standards.
- Develop methods for measuring the effectiveness of standards and the accreditation process.
- Establish guidelines and policies applicable to the accreditation and approval processes.
- Review accreditation application with supporting documentation and recommendations for reviewers.
- Move to either approve or deny the accreditation request.
- Hear and decide appeals related to the denial of full accreditation.
- Establish the re-evaluation of standards cycle and make improvements to the standards as needed.
- Work in collaboration with workgroups and the Higher Education Accreditation Commission (HEAC) and the Organizations and Schools Accreditation Commission (OSAC)
- to advance the mission of the accreditation program.

Organizations and Schools Accreditation Commission (OSAC)

Established by the Council, the Organizations and Schools Accreditation Commission (OSAC) has chief responsibility for creating and revising program standards, establishing policies and procedures, and submitting them to the Council for approval. In addition, the OSAC approves each review panel that is selected to conduct a program review; and the Commission examines and ratifies the review report and accreditation recommendation submitted by the panel. The OSAC completes a written Accreditation Decision report and submits to the Chair of the AER Accreditation

Council (Council) for final consideration and vote. The accreditation manager communicates the final decision to the institution.

The accreditation process entails a self-study by the organization or school to determine if standards that are deemed indicators of quality performance and measures of sound practices are met. This self-study is submitted to AER for evaluation by an external team (i.e. Review Panel). Upon confirmation that the standards are met sufficiently, accreditation is awarded by AERAC.

Eligibility Requirements

There are certain baseline criteria that must be met in order to be eligible to apply for accreditation. These objective requirements affirm that the organization or school is in good standing and meets a threshold that indicates program performance over at least a 1-year period of time.

Application Process

Applications are accepted at any time throughout the year. The application includes an Organizations and Schools Application Form (see <https://aerbvi.org/the-national-accreditation-council/organizations/>), and payment of the application fee (\$500 for first-time accreditation and \$350 for re-accreditation). In addition the organization or school pays an annual fee equal to 0.001 X annual expenses as reported on the IRS 990 return (minimum \$350/maximum \$3000), or for programs within a larger entity, on an approved annual budget.

The Application Form, and payment should be sent via email to accreditation@aerbvi.org. If paying by credit card, please call 703-671-5875 to make arrangements.

Once the Application Form and payment have been received by AER and processed, the AER Accreditation Manager will contact the organization/school to reach mutual agreement on the target date to submit its self-study forms for each Standard (see <https://aerbvi.org/the-national-accreditation-council/organizations/>):

- All the Management Standards self-study forms and
- The Program Standards self-study forms that the organization/school chooses based on relevance to its services and determination of need for accreditation in a given area.

On both sets of standards the institution will have inserted links to all files and supporting documents. These links will be shown in the column entitled "Documents Submitted." The actual linked files do not need to be sent to AER. Only the Management Standards Self-Study forms and the Program Standards Self-Study forms need to be emailed to accreditation@aerbvi.org. Each form will show both the links and the ratings decided by the organization/school's self-study committee.

Self-Study Process

Self-study is the process undertaken internally by an organization or school to assess its conformity with specific standards and other normative attributes that are described for accreditation. Independent verification by peer reviewers uses a systematic, documented process to evaluate the institution's conformity to the specific standards and other normative attributes that are described for accreditation.

The institution uses the self-study forms provided by AER for both Management and Program Standards.

- Management Standards are administrative in nature and are designated Absolute Standards. All Absolute Standards must be fully met.
- Program Standards pertain to the specific services the organization or school wishes to have accredited. These standards are either Absolute Standards (indicated by an *) or Critical Standards; at least 95% of critical standards must be fully met for full accreditation. No standards can be unmet.

Full accreditation requires that 100% of Absolute Standards be fully met and 95% of Critical Standards.

Provisional accreditation is conferred if between 85% and 94% of critical standards are met or 1 management standard is not met; an institution that is provisionally accredited has one year to correct the flaws.

Self-assessment is optimally effective when it is conducted by leadership (Board and management staff), professional and support staff, consumers and other stakeholders who are knowledgeable about the organization or school and its services as they pertain to the standards under consideration. For transparency purposes, all members of the Self-Assessment Committee who participated in the preparation of each section are identified in the summary table provided at the end of the guide.

The following rating scale is embodied to evaluate the extent to which the program meets each of the standards:

- The standard is met.

- The standard is partially met.
- The standard is not met.

In the space provided for Committee Decision, the institution indicates by a check mark in the Met, Partially Met or Not Met columns its assessment of its perceived compliance with each standard. In the Supporting Documentation column, the institution provides links to the documents or specific sections of larger documents that provide evidence that the standards are being met.

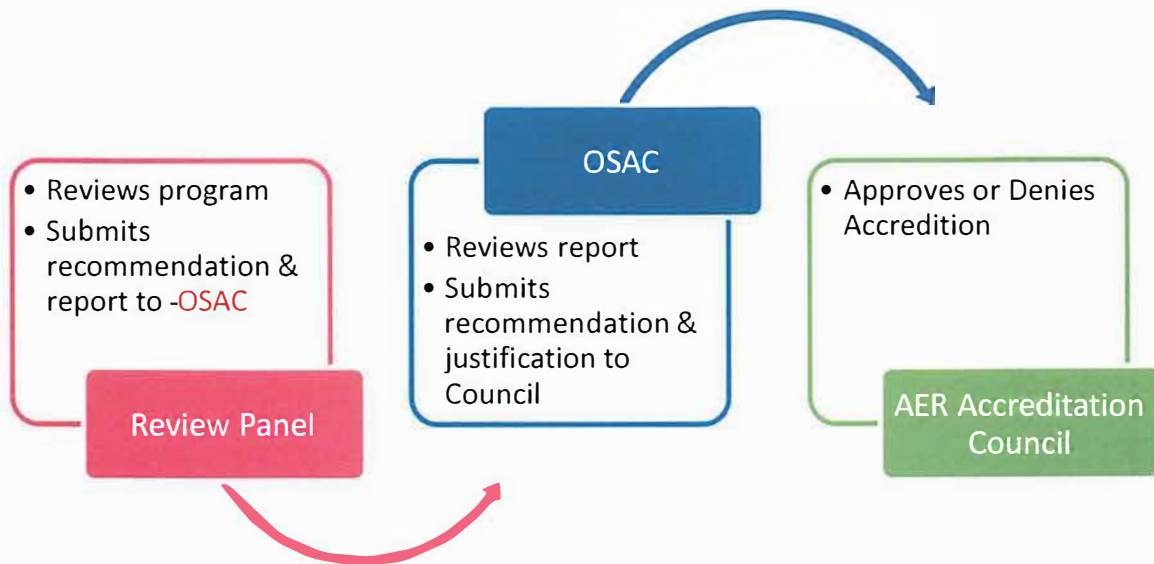
When the organization or school's own self-assessment committee deems that a standard is not met or partially met (or not applicable), additional commentary is required on a separate document labelled as a comment on a given standard to explain the response. A link to this comment should be inserted into the Supporting Documentation column. Whenever any non-compliance is recognized for a relevant standards section, the institution must acknowledge this and propose an actionable remedial response (a proposed plan of action with a timeline not to exceed one year).

Upon receipt of the institution's complete packet—its self-study with links to all supporting documents—the AER Accreditation program manager will form a review panel of 2 members, in coordination with the institution to ensure no panel member has a conflict of interest. The review panel is composed of independent content experts with recognized knowledge and experience in the field of blind and low vision rehabilitation. The panel will meet in Zoom conferences to review the self-assessment and the various documents that make up the body of evidence. Once this electronic review has been completed, the review panel will hold Zoom or telephone conference calls with members of the Board, management team, professional staff, consumers and collateral agencies of the institution in review to gather information on specifics and/or verify certain compliance with certain standards. Upon completion of these conferences, the review panel will meet to confirm they have resolved the unanswered or ambiguous questions. In addition, the review panel will conduct a zoom-based tour of the organization or school's facility, primarily as it relates to the buildings and grounds standards, but also for an overview of the educational/training (and residential) locations.

Finally, the review panel completes a recommendation form. The AER accreditation manager submits it along with the aggregate reviews of all self-study forms to the Chair of OSAC within 5 working days of the last review panel meeting. OSAC reviews the materials at its next scheduled monthly meeting, prepares its own recommendation and forwards this package to AERAC for a final decision at its next scheduled meeting (usually later in the same month as the OSAC meeting). The AER accreditation manager will communicate the decision to the institution.

If the institution disagrees with the decision, the appeals process is explained in the AERAC Policies and Procedures Manual: <https://aerbvi.org/the-national-accreditation-council/>

Additional information on the review process follows, below.



Review Process

Review teams study the materials submitted for both the Management and Program sections.

Each reviewer completes the last columns of an individual copy of the Standards Self-Study forms, scoring each standard as either fully met, partially met, or not met/insufficient information. The review team notes if there is insufficient information to determine that standards are met so that questions about those standards can be addressed in the upcoming teleconference interviews.

After gathering as much information as possible from the submitted application, the reviewers schedule a zoom-based tour and zoom or teleconference calls with management, Board members, staff, consumers and collateral agencies. The purpose of the zoom-based/teleconferences are three-fold: (1) the teleconferences confirm that the information represented in the application packet is accurate and reflects the true

state of the program; (2) some standards may not be fully documented in the supporting documents and must be partially evaluated through interviews. For example, whether or not program accessibility meets the students' needs should be reflected in the application and confirmed by interviews and virtual zoom tour; and (3) on occasion, a team may have questions about a few standards that can best be answered through interviews. However, if the team feels that the application did not provide enough information, the team is NOT expected to use the interview to gather information that should have been submitted in the application. In that case, following the conference call, the organization or school is asked to supply the missing information in written form.

After the application documents have been fully evaluated and the virtual tour and interviews completed, and all remaining documentation is received and shared with the team members, the review team then meets via zoom/teleconference call to discuss their findings. If there is disagreement about any scores and no consensus can be reached, the chair of the OSAC is called in to cast the deciding vote. Likewise, if the review team cannot come to agreement on whether or not to recommend approval, the Chair of OSAC will make the determination. When the review panel has completed voting on each of the standards, members of the panel make a recommendation for the appropriate accreditation status:

- Full accreditation—usually conferred for 5 years
- Provisional Accreditation—conferred for one year whereupon the organization or school submits a report showing the deficits have been cured. AERAC reviews it to make a final determination.
- Accreditation Denial—an appeals process is clearly defined in the AERAC Policies Manual: <https://aerbvi.org/the-national-accreditation-council/>

For full accreditation, the absolute criteria must all be met for each of the Management standards and any Program Standards designated by an asterisk (*) as being absolute. Also for full accreditation at least 95% of the Program critical standards must be fully met and the remaining standards partially met.

Provisional accreditation can be granted if one of the absolute Management standards is not met and/or if 85% to 94% of the critical Program standards are met. Provisional accreditation will only be granted when a program commits to meeting all absolute Management and Program standards and achieving fully met scores of 95% of critical Program standards within one year. Provisionally approved programs that have demonstrated that they meet the conditions stipulated by the OSAC within one year from the date of review will be granted full approval status; if the provisional approval is not satisfied in that one-year time frame, the accreditation status will be reclassified as denied.

Accreditation Denial is issued when the organization or school did not meet minimum standards in a large number of criteria and this situation cannot be remedied in the short term.

Panel Reviewers

The AER Accreditation Program is made possible by a volunteer-based review process system. The success of the program depends on having experienced and skilled professionals to carry out the task of evaluating an applicant's compliance to identified standards. These professionals, known as Reviewers, provide each organization with an objective, professional and quality review of their services and operations. Review teams consist of 2 individuals.

Reviewer Requirements

AER seeks individuals with strong core competencies to review agencies, schools and higher education institutions. Reviewers will be responsible for evaluating service delivery systems and operations against a set of accreditation standards. Reviewers will have the following desired requirements:

- Three or more years of related field and or administrative experience.
- No conflict of interest with the subject agency, school or higher education institution.
- Completion of the reviewer training and exam with a passing score of 80.
- Excellent oral and written communication skills.

Reviewer Training & Onboarding

The Council is committed to ensuring that each reviewer has the skills needed to successfully complete an accreditation review. Each reviewer is required to:

- Review the OSAC and/or HEAC accreditation handbook, and the AERAC Policy and Procedures manual. HEAC reviewer candidates also study Instructional Modules I, II and III.
- Complete a pass/fail based-exam with a score of 80 or higher.
- Complete the Accreditation Reviewer Information Form.

Communication of Accreditation Status/Annual Reports

Achieving accreditation demonstrates that an organization has met relevant standards and confers on the organization the obligation to document its self-monitoring and continuous quality improvement by submitting the AER Annual Report at the end of

each calendar year. A sample of the report is located here: <https://aerbvi.org/the-national-accreditation-council/organizations/>.

This report is a requirement for maintaining accreditation status through the entire term approved by AERAC. Accreditation can be reclassified as provisional for failure to provide the report.

Frequently Asked Questions

What is the AER Accreditation Council?

The Council is the governing body responsible for the standards and has final authority to award or deny accreditation. It awards accreditation to degree programs that demonstrate evidence of high quality by meeting administrative and professional preparation standards.

What is the Organizations and Schools program accreditation?

It is an in-depth review of an organization or school that provides direct services to people who are blind or have low vision. The review affirms the quality of management and programs offered.

Is accreditation important?

The Accreditation of an organization or school communicates an institution's commitment to quality and provides an opportunity to raise the visibility of the program. Accreditation encourages intentional, insightful, and innovative program design and facilitates an alignment between the institution and the programs' missions and goals.

How long is the accreditation process?

The accreditation process includes submitting an Application Form/fee, a self-study, and a review by a 2-member panel, OSAC and AERAC. The entire process can take up to three months following the receipt of all components of the application and self-study.

How do I obtain an application for accreditation?

Applications and related information can be obtained on the website:

<https://aerbvi.org/the-national-accreditation-council/organizations/>

or by sending an email to accreditation@aerbvi.org.

How can I become a reviewer?

All information for becoming a reviewer is available on the website:

<https://aerbvi.org/the-national-accreditation-council/become-a-reviewer/> or you can send an email to accreditation@aerbvi.org for more information.

What is the period of Accreditation for an Organization or School?

An accreditation is valid for 5 years and requires that the institution submit an annual update report.

Can an institution's accreditation be revoked?

Yes, the accreditation can be revoked at the discretion of the Council if the institution does not submit an annual update report and/or fails to demonstrate a continuous adherence to the standards.

Is there an application fee to seek accreditation?

There is a fee of \$500 for an initial accreditation review or \$350 for a re-accreditation review. In addition, annual dues are calculated at 0.001 X total expenses on organization's 990. These dues are integral to the cost of maintaining the accreditation program and continued accreditation is based on submission of the annual dues by all accredited organizations.

Contact Information:

Should you have any questions, please do not hesitate to call (703-671-4500) or send an email to accreditation@aerbvi.org.

MONTANA SCHOOL FOR THE DEAF AND THE BLIND APPROPRIATIONS - VS - EXPENDITURES FISCAL YEAR 2023 YEAR TO DATE

AS OF 10/23/2022

	GENERAL FUND	STATE SPECIAL REVENUE	FEDERAL SPECIAL REVENUE	TOTAL	PERCENT YEAR TO DATE FY 2023 10/23/2022	PERCENT YEAR TO DATE FY 2022 10/8/2021
ADMINISTRATION PROGRAM BUDGET (01)	\$ 627,582.10	\$ 3,394.00	\$ -	\$ 630,976.10		
EXPENDITURES YEAR TO DATE	\$ 224,070.61	\$ -	\$ -	\$ 224,070.61	35.51%	29.40%
UNSPENT ALLOCATED BUDGET:	\$ 403,511.49	\$ 3,394.00	\$ -	\$ 406,905.49	64.49%	70.60%
GENERAL SERVICES PROGRAM BUDGET (02)	\$ 629,429.25	\$ -	\$ -	\$ 629,429.25		
EXPENDITURES YEAR TO DATE	\$ 226,143.20	\$ -	\$ -	\$ 226,143.20	35.93%	36.84%
UNSPENT ALLOCATED BUDGET:	\$ 403,286.05	\$ -	\$ -	\$ 403,286.05	64.07%	63.16%
STUDENT SERVICES BUDGET (03)	\$ 1,855,473.00	\$ -	\$ 34,729.00	\$ 1,890,202.00		
EXPENDITURES YEAR TO DATE	\$ 457,501.79	\$ -	\$ -	\$ 457,501.79	24.20%	19.79%
UNSPENT ALLOCATED BUDGET:	\$ 1,397,971.21	\$ -	\$ 34,729.00	\$ 1,432,700.21	75.80%	80.21%
EDUCATIONAL PROGRAM BUDGET (04)	\$ 5,206,034.00	\$ 289,863.00	\$ 377,426.10	\$ 5,873,323.10		
EXPENDITURES YEAR TO DATE	\$ 1,552,335.63	\$ -	\$ 34,805.47	\$ 1,587,141.10	27.02%	23.71%
UNSPENT ALLOCATED BUDGET:	\$ 3,653,698.37	\$ 289,863.00	\$ 342,620.63	\$ 4,286,182.00	72.98%	76.29%
ALLOCATED TOTALS:	\$ 8,318,518.35	\$ 293,257.00	\$ 412,155.10	\$ 9,023,930.45		
TOTAL EXPENDITURE TO DATE:	\$ 2,460,051.23	\$ -	\$ 34,805.47	\$ 2,494,856.70	27.65%	24.25%
UNSPENT ALLOCATED BUDGET:	\$ 5,858,467.12	\$ 293,257.00	\$ 377,349.63	\$ 6,529,073.75	72.35%	75.75%

Administration
2023 - Detail Budget Tracking Sheet

			100 - Budget	100 ADMIN	Balance
01100 - General Fund	300H1 - Administration	61100 - Salaries		\$ 88,296.90	
		61400 - Employee Benefits		\$ 37,179.96	
			\$ 444,827.00		\$ 319,350.14
		62100 - Other Services		\$ 41,174.28	
		62200 - Supplies & Materials		\$ 2,535.33	
		62300 - Communications		\$ 1,021.97	
		62400 - Travel		\$ 643.63	
		62500 - Rent		\$ (605.42)	
		62700 - Repair & Maintenance		\$ (323.62)	
		62800 - Other Expenses		\$ 3,539.00	
		\$ 52,217.00		\$ 4,231.83	
		\$ 497,044.00	\$ 173,462.03	\$ 323,581.97	
01100 - General Fund	300H2 - Audit -RST/BIEN	62100 - Other Services		\$ 494.50	
			\$ 26,810.10	\$ 494.50	\$ 26,315.60
01100 - General Fund	300H5 - State ITSD (RST)	62100 - Other Services		\$ 11,084.96	
		62200 - Supplies & Materials		\$ 36,366.40	
		62300 - Communications		\$ 2,662.72	
			\$ 103,728.00	\$ 50,114.08	\$ 53,613.92
02050 - School Trust Interest/Income	300H1 - Administration	62100 - Other Services			
			\$ 3,394.00	\$ -	\$ 3,394.00
02259 - MSDB Misc MOU's	300A1	61100 - Salaries			
		61400 - Employee Benefits			
			\$ -		\$ -
		62100 - Other Services			
		62800 - Other Expenses			
			\$ -		\$ -
			\$ -	\$ -	\$ -
			\$ 630,976.10	\$ 224,070.61	\$ 406,905.49
				35.51%	64.49%

Maintenance
2023 - Detail Budget Tracking Sheet

			200 - Budget	200 MAINT	201 BOND REPAYMENT	Balance
01100 - General Fund	305F1 - FY2021 CARRYFORWARD	63100 - Equipment				
		68100 - Transfer Out				
			\$ 46,196.25			\$ 46,196.25
			\$ 46,196.25	\$ -	\$ -	\$ 46,196.25
01100 - General Fund	305H1 - General Services	61100 - Salaries		\$ 40,723.63		
		61400 - Employee Benefits		\$ 20,990.47		
			\$ 257,804.00			\$ 196,089.90
		62100 - Other Services		\$ 74,191.68		
		62200 - Supplies & Materials		\$ 1,305.49		
		62300 - Communications		\$ 250.46		
		62400 - Travel				
		62500 - Rent				
		62600 - Utilities		\$ 39,357.67		
		62700 - Repair & Maintenance		\$ 17,965.20		
		62800 - Other Expenses		\$ 2,908.19		
			\$ 295,978.00			\$ 159,999.31
		68000 - Transfers Out				
			\$ 1,000.00			\$ 1,000.00
		69200 - Loans		\$ 28,450.41		
			\$ 28,451.00			\$ 0.59
			\$ 583,233.00	\$ 226,143.20	\$ -	\$ 357,089.80
01100 - General Fund	305H5 - Phone Infrasturcture (R\$T/OTC 63104 - Communications					
			\$ -	\$ -	\$ -	\$ -
			\$ 629,429.25	\$ 226,143.20	\$ -	\$ 403,286.05
			35.93%		0.00%	64.07%
			\$ 226,143.20			

Cottage
2023 - Detail Budget Tracking Sheet

			3 - Budget	300 ADMIN	301 CLA'S	302 INFIRMARY	303 CLA'S	304 FOOD SERV.	305 SUBSTITUTES	306 TRAVEL	Balance
01100 - General Fund	310H1 - General Services	61100 - Salaries		\$ 69,907.28	\$ 139,547.15		\$ 25,144.35	\$ 17,430.63	\$ 338.64		
		61400 - Employee Benefits		\$ 28,541.89	\$ 106,569.69		\$ 10,545.06	\$ 15,736.07	\$ 28.94		
			\$ 1,697,855.00								\$1,284,065.30
		62100 - Other Services		\$ 1,115.92		\$ 20.00		\$ 40.00			
		62200 - Supplies & Materials		\$ 1,824.74		\$ 271.36		\$ 16,468.29			
		62300 - Communications		\$ 555.16	\$ 92.32			\$ 34.62			
		62400 - Travel			\$ 31.50					\$ 403.20	
		62500 - Rent								\$ 9,588.31	
		62600 - Utilities									
		62700 - Repair & Maintenance		\$ 13.55							
		62800 - Other Expenses		\$ 253.12							
			\$ 122,618.00								\$ 91,905.91
01100 - General Fund	310H6 - Student Travel (RST/OTO)	62400 - Travel	\$ 1,320,473.00	\$ 102,211.88	\$ 246,240.65	\$ 291.36	\$ 35,639.41	\$ 49,709.61	\$ 367.53	\$ 9,991.51	\$1,375,971.21
			\$ 35,000.00							\$ 13,000.00	\$ 22,000.00
			\$ 35,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 13,000.00	\$ 113,915.91
03167 - National School L	310H1 - Student Services	61100 - Salaries	\$ 79.00								\$ 79.00
		62200 - Supplies & Materials	\$ 34,650.00								\$ 34,650.00
			\$ 34,729.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 34,729.00
			1,890,202.00	102,211.88	246,240.65	291.36	35,639.41	49,709.61	367.53	22,991.51	1,432,720.21

Actual payroll spend YTD
\$ 252,368.05 60.99%
\$ 161,421.65 39.01%
\$ 413,789.70

\$ 457,501.79

Education
2023 - Detail Budget Tracking Sheet

			4 Budget	400	401	402	403	404	405	406	409	490	Balance			
			ED ADMIN	TEACHER - BLIND	TEACHER - DEAF	QUIRREACH	SUPPORT STAFF	INTERPRETERS	ASSISTANTS	SUBSTITUTES	COVID-19					
01100 - General Fund	315H1 - Education	61100 - Salaries	\$ 51,600.11	\$ 145,251.43	\$ 287,704.70	\$ 169,712.25	\$ 59,922.80	\$ 48,849.16					\$ 963,540.97	67.75%		
		61400 - Employee Benefits	\$ 18,897.80	\$ 154,477.27	\$ 123,879.20	\$ 75,964.89	\$ 36,362.13	\$ 41,151.05	\$ 7,905.00				\$ 458,637.34	32.25%		
			\$ 4,948,274.00										\$ 1,422,178.31	100.00%		
01100 - General Fund	315H1 - Education	62100 - Other Services		\$ 60.00	\$ 18,295.50	\$ 158.70	\$ 50.00	\$ 65.00								
		62200 - Supplies & Materials	\$ 52,351.47	\$ 163.90	\$ 997.31	\$ 130.45	\$ 919.49									
		62300 - Communications	\$ 1,249.08		\$ 11.54	\$ 5,123.55										
		62400 - Travel	\$ 1,328.00		\$ 427.09	\$ 7,788.44										
		62500 - Rent				\$ 19,669.44										
		62600 - Utilities														
		62700 - Repair & Maintenance	\$ 3,786.9													
		62800 - Other Expenses	\$ 19,579.41		\$ 385.00	\$ 1,637.66	\$ (612.40)									
			\$ 230,827.00										\$ 100,664.68			
01100 - General Fund	315H4 - Extracurricular Comp	61100 - Salaries	\$ 5,179,096.00	\$ 145,384.58	\$ 163.90	\$ 502,109.64	\$ 464,228.94	\$ 246,143.43	\$ 96,334.93	\$ 90,065.21	\$ 7,905.00	\$ -	\$ 3,626,760.37			
		61400 - Employee Benefits														
			\$ 26,938.00										\$ 26,938.00			
02050 - School Trust Income	315H1 - Education	61000 - Personal Services														
		61400 - Employee Benefits														
			\$ 278,319.00										\$ 278,319.00			
02245 - Medicaid	315H1 - Education	61000 - Personal Services														
		61400 - Employee Benefits														
			\$ 11,534.00										\$ 11,534.00			
03017 - F.C.I.A. Chapter 1	315AH - IDEA PART B 9/30/22	61000 - Personal Services														
		61400 - Employee Benefits														
			\$ 48,760.00										\$ 48,760.00			
03064 EHA, Part B (Outreach Grant)	315H1 - Education	61000 - Personal Services														
		61400 - Employee Benefits														
			\$ 100,827.00										\$ 100,827.00			
03235 DPHHS GRANT - PRE-ETS	315AF DPHHS GRANT AA	62100 - Other Services														
		62200 - Supplies & Materials														
			\$ -										\$ -			
03396 - DPHHS GRANT - NEWBORN HEAR 315AI NEWBORN HEARING GRANT		61000 - Personal Services														
		61400 - Employee Benefits														
			\$ 16,120.25										\$ 16,120.25			
03396 - OPHHS GRANT - NEWBORN HEAR 315AJ NEW BORN HEARING GRANT		62100 - Other Services														
		62200 - Supplies & Materials														
		62400 - Travel														
		62800 - Other Expenses														
			\$ 15,332.80										\$ 15,332.80			
			\$ 31,453.05										\$ 31,453.05			
03590 - Federal Literacy Grant	315AK - LITERACY GRANT 9/30/22	61000 - Personal Services														
		61400 - Employee Benefits														
			\$ 88,656.00										\$ 88,656.00			
03590 - Federal Literacy Grant	315AK - LITERACY GRANT 9/30/22	62100 - Other Services														
		62200 - Supplies & Materials														
		62700 - Repair & Maintenance														
		62800 - Other Expenses														
			\$ 4,244.92										\$ 4,244.92			
			\$ 92,900.92										\$ 92,900.92			
03658 - DeafBlind Project	315AG DEAFBLIND PROJECT 10/14/2022	61000 - Personal Services														
		61400 - Employee Benefits														
			\$ (0.27)										\$ (0.27)			
		62800 - Other Expenses														
			\$ 0.28										\$ 0.28			
			\$ 0.01										\$ 0.01			
03990 - FEDERAL COVID-19 FUNDS	31547 - ESSER III - COVID 9/30/23	61000 - Personal Services														
		61400 - Employee Benefits														
			\$ 41,429.12										\$ 41,429.12			
03990 - FEDERAL COVID-19 FUNDS	35147 - ESSER III - COVID 9/30/23	62100 - Other Services														
		62200 - Supplies & Materials										\$ 1,999.00				
		62800 - Other Expenses										\$ 7,806.47				
			\$ 21,056.00										\$ 16,250.53			
			\$ 62,485.12									\$ 4,805.47	\$ 5,7879.65			
03990 - FEDERAL COVID-19 FUNDS	31561- ESSER II - COVID - 6/23/23	61000 - Personal Services														
		61400 - Employee Benefits														
			\$ 11,000.00										\$ 11,000.00			
03990 - FEDERAL COVID-19 FUNDS	31561- ESSER II - COVID - 6/23/23	62100 - Other Services				\$ 2,800.00										
		62200 - Supplies & Materials				\$ 22,400.00										
		62800 - Other Expenses				\$ 4,800.00										
			\$ 30,000.00										\$ -			
			\$ 41,000.00			\$ 30,000.00							\$ 11,000.00			
			\$ 5,873,123.10	\$ 145,384.58	\$ 163.90	\$ 502,109.64	\$ 464,228.94	\$ 246,143.43	\$ 96,334.93	\$ 90,065.21	\$ 7,905.00	\$ 4,805.47	\$ 4,286,182.00	\$ 4.28%		\$ 4,286,182.00

1.587,141 10

MSDB Foundation					
Budget					
FYE June 30, 2023					
	BUDGET ITEM	FY 2023 Budget	FYE 2022 Historical	FYE2021 Historical	FYE 2020 Historical
Revenue:					
	Contributions (Unrestricted)	54,000.00	53,822.64	52,618.04	83,547.12
	Contributions - Temp Res.	7,500.00	7,395.00	3,017.24	2,626.00
	Fundraising				
	Grant Income (Unrestricted)				
	Investment Capital Gains	0.00	1,099.83	0.00	3,274.29
	Investment Income - Interest & Dividends	63,000.00	62,799.69	49,273.74	61,670.27
	Interest Income	100.00	16.15	0.00	444.64
	Other				
	Total Revenue:	124,600.00	125,133.31	104,909.02	151,562.32
Operating Budget:					
	Administrative Expense				
	Accounting Fees	2,600.00	1,600.00	2,600.00	0.00
	Contract Labor	0.00	0.00	0.00	0.00
	Audit Fees	15,000.00	0.00	0.00	0.00
	Bank Charges	1,300.00	1,254.97	1,077.60	1,031.37
	Board Travel / Administrative Expense	2,000.00	1,297.59	0.00	1,154.83
	Broker Fees	13,000.00	10,024.63	13,426.25	12,481.41
	Office Expense	5,000.00	11,269.20	4,775.03	2,587.27
	QuickBooks	1,080.00	0.00	0.00	0.00
					Bookkeeper (Shirley), Administrative services director, Foundation Accountant
	Wages	28,000.00	16,193.94	13,156.21	15,213.99
	Worker Comp Insurance	950.00	295.23	384.60	366.21
	Total	68,930.00	41,935.56	35,419.69	32,835.08
	Fundraising & Development				
	Public Relations and Development	8,500.00	408.50	1,836.00	18,146.90
	Grant Writing Expense	5,000.00	4,800.00	2,587.50	9,232.85
	Express Magazine	24,000.00	19,451.42	18,096.23	
	Fundraising	0.00	0.00	0.00	0.00
	Advertising (LION'S PROJECT)	0.00	0.00	0.00	15,376.50
	Total	37,500.00	24,659.92	22,519.73	42,756.25
	Montana School for Deaf and Blind				
	Accreditation	11,338.68	18,661.32	11,000.00	1,318.28
					Various Accreditation
	Cottage Support	2,500.00	1,879.76	2,314.62	390.58
	Cottage Remodel	4,207.00	45,855.00	24,369.29	0.00
	Hearing Evaluations	3,000.00	2,544.18	1,771.27	3,143.14
					Fixed Charge- provides staffing from NWABA to provide events on campus and though the state
	Northwest Association of Blind Athletes	11,500.00	9,000.00	9,000.00	9,000.00
	Staff Professional Development	30,000.00	27,571.63	4,783.35	20,444.89
	Special Equipment Repair	2,500.00	2,160.89	0.00	0.00
					Specific to repairing equipment
	Staff Awards	5,500.00	4,413.10	3,533.61	5,347.84
					Staff Awards - most valuable peer etc., gift cards at christmas and teacher appreciation
	Student Support	6,500.00	1,083.77	4,066.69	4,523.57
					Catch all - various student expenses could include event activities
	Visual Evaluations	100.00	0.00	0.00	95.00
	Yearbook	850.00	760.62	739.20	447.90
					Funds yearbook expense
	Total	77,995.68	113,930.27	61,578.03	44,711.20
	Student Activities				
	Academic Bowl	9,000.00	779.12	1,071.46	10,921.82
					Jeopardy format - Involves travel for a 2-3 day academic competition
	Arbor Day	500.00	750.00	450.00	0.00
					Celebration - Spring Music Program / Plant to honor retirees
	ASL Can Film Camp	0.00	0.00	0.00	0.00
	Awards	4,000.00	1,389.61	1,755.55	0.00
					Student Awards - various
	Butterfly Garden Sign	500.00	0.00	0.00	0.00
					was a one time purchase for planters by cottages - sign was never placed.
	Christmas	850.00	794.64	278.19	356.47
					Gift bags from Santa / various Christmas activities
	Easter	300.00	0.00	0.00	0.00
					Easter Activities for students
	Expressions of Silence	1,500.00	1,030.57	0.00	1,740.00
					Sign Language club - supplement student fundraising
	Family Learning weekend - Blind	6,000.00	2,403.40	984.65	1,050.38
					Weekend event - Weekend activity - provides mileage, material, crafts, t-shirts and bags. State pays wages for staff.
	Family Learning weekend - Deaf	6,000.00	2,981.63	1,355.43	1,250.40
					Weekend event - Weekend activity - provides mileage, material, crafts, t-shirts and bags. State pays wages for staff.
	Flying Hooves Club	500.00	381.98	0.00	237.73
					After school club - helps support completion academic completion trip
	Games Visually Impaired	2,500.00	0.00	72.00	0.00
					Spring Event - students compete in activities cost include t-shirts, food and misc.
	Goalball	500.00	0.00	0.00	0.00
					Games - uniforms snacks etc. Club formed Spring of 2022
	Graduation	1,000.00	769.32	504.90	367.28
					Pays for flowers, cakes cost for caps and gown, speaker, diplomas
	Halloween	300.00	8.10	137.36	393.92
					Provide money for treats, decorations for parties etc.
	Jogging Jokes	500.00	179.05	0.00	119.65
					After School Club - physical activities
	Prom	300.00	133.14	271.86	0.00
					Provide funds for decorations, foods, DJ
	PTHA - Parent Teacher House Association	300.00	1,012.38	0.00	0.00
					Parent Teacher House Parent Assoc.
					Provides funds sponsors, typically \$300 per student. Students also fundraise to supplement.
	Senior Trip	5,750.00	2,886.24	3,922.55	2,195.55
					Provides funds for student activity (2 or 3 trips to Showdown, rental cost learn to ski program)
	Ski Trip	3,500.00	1,859.00	0.00	1,772.00
					and bags. State pays wages for staff.
	Summer Camp - Blind	4,000.00	2,500.00	0.00	3,643.05
					and bags. State pays wages for staff.
	Summer Camp - Deaf	4,000.00	1,829.01	3,513.74	0.00
					and bags. State pays wages for staff.
	Visually Impaired Performers (VIP)	500.00	0.00	0.00	0.00
					After School Activity - purchase t-shirts, equipment
	Total	52,300.00	21,687.19	14,317.69	24,048.25
	Capital Budget				
	Technology / Equipment	15,000.00	1,299.99	1,913.63	25,023.90
					Assisting with purchasing and improving equipment
	Total	15,000.00	1,299.99	1,913.63	25,023.90
Net Income / Loss		(127,125.68)	(70,379.62)	(30,839.75)	(17,812.36)
Liquidation cash assets or sale of stock		127,125.68	78,379.62	30,839.75	17,812.36
		0.00	0.00	0.00	0.00
Loss to be funded through cash on hand i.e., checking, savings and sale of investment stocks.					
Notes:					
Year to date contributions (10/24/2022): \$4,260.54					
Technology / Equipment spending year to date \$11,000.					
Income and expenses only include non-restricted items					
Express Magazine YTD spending is \$7,368.68					
Last board meeting a purchase request of Audiology Equipment for \$14,139 was mentioned this is not in the budget. Assumption we will write a grant for it.					

Student Life Activities

The Student Life Program is a very active place for each and every student that enters our building.

What are the numbers:

Full time cottage students for 2022-2023: 9

Part time: 8

Students that receive after school support and join special activities: 8

Total number of the MSDB school population supported by the cottage; 25. Twenty of these students receive support at least weekly.

What are the students involved in afterschool?

❖ On campus activities

- Expressions of Silence*
- Flying Hooves*
- Visually Impaired Performers
- Goalball*
- Jr NAD*
- Academic Bowl
- Class fundraising activities- concessions*
- Student Council*
- Student Store
- ILSP educational classes*
- Work Experiences
- Homework and life skill development
- Swimming* as soon as the pool opens
- DEW/VIEW weekends*
- Game and Movie nights

*denotes clubs and activities in which student life staff are involved as ongoing support

❖ Off Campus Activities

- Jr. High Basketball
- Jr. High Volleyball (starting January)
- HS Football
- Art class at the Heisey
- Piano lessons
- Off campus mental health services
- Bowling
- Roller Skating
- Out to Dinner
- Swimming at the Peak
- Mini Golf
- Flipping Family Fun
- Laser Tag
- Shopping

Student life staff provide transportation for all off campus activities

❖ **Special Activities**

- Griz game in Missoula
- Superbowl Party
- Cat Griz game
- Labor Day
- Formal Dinners
- The Christmas Stroll
- Ice Breaker Fun Run
- ASL Deaf Story Night
- Memorial Day Activities
- End of the Year Student Council trip
- Senior trip

These lists are not inclusive of all the activities the students and staff are active with in the Student Life Program. We hope it does serve as a springboard to discuss the happenings of the program and open up any questions people may have.

COTTAGE STAFF STRUCTURE

Roles and Responsibilities

Cottage Behavioral Counselor

- Coordinates with Leads to plan activities
- Assesses students, develops and monitors goals, and reports on progress to families
- Participates in planning and IEP meetings
- Communicates directly with parents
- Counsels students on emotional and behavioral concerns
- Participates in Intervention Team meetings and other campus committees

Lead Resident Advisor

- Communicates with teachers/staff about student needs
- Develops and implements protocols and procedures for their Cottage
- Shares information from Lead meetings with RAs
- Leads monthly (or more often) meetings with all staff in their Cottage
- Orders supplies and food
- All duties that are listed under Resident Advisor

Resident Advisor

- Ensures the health and safety of students
- Follows the plans put in place by the Leads
- Follows behavioral strategies put in place by the Cottage Counselors
- Works on homework and educational activities with students
- Teaches daily living skills from personal hygiene to cooking and cleaning
- Uses teachable moments to develop social skills

Staff

Geyser

Cottage Counselor

Cheri Luongo

Lead Resident Advisor

Amy Crachy

Resident Advisors

Amanda Taylor, Christine Lay, Cheyanne Tucker

Obsidian

Cottage Counselor ES and MS Boys

Cheri Luongo

Cottage Counselor HS Boys

Erin Faulkner

Lead Resident Advisor

Bill Andrews

Resident Advisors

AJ Kauffman, Trevor Morse, Teresa Leese

Shoshone

Cottage Counselor

Erin Faulkner

Lead Resident Advisor

Dorothy Nutter

Resident Advisors

Seri Brammer, Christine Lay, Cheyanne Tucker

**9089 Mont Sch for
Deaf & Blind District**

3911 Central Avenue, Great Falls, MT 59405
Generated on 10/24/2022 10:45:50 AM Page 1 of 1

Student Enrollment Summary Report

Effective Date: 10/24/2022 Enrollment Types: P, S, N
Total Race/Ethnicities: 6 of 7 Total Schools: 2
Race/Ethnicity Source: Federal Male/Female/Total: 22/22/44

Student Population by Race/Ethnicity and Grade Level (Male/Female/Total)

MT Sch For Deaf & Blind EI

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Total
01	-	-	-	-	-	1/0/1	-	1/0/1
02	-	-	-	-	-	2/2/4	-	2/2/4
03	-	-	-	-	-	1/0/1	1/0/1	2/0/2
05	-	-	-	0/1/1	-	0/3/3	-	0/4/4
06	-	-	1/0/1	-	-	-	-	1/0/1
07	-	1/0/1	-	-	-	0/3/3	-	1/3/4
08	-	-	-	-	-	1/1/2	-	1/1/2
KF	-	-	-	-	-	1/1/2	-	1/1/2
KH	-	-	-	-	-	2/0/2	-	2/0/2
PK	-	-	-	-	-	0/1/1	-	0/1/1
PS	0/1/1	-	-	-	-	3/1/4	-	3/2/5
All Grades	0/1/1	1/0/1	1/0/1	0/1/1	-	11/12/23	1/0/1	14/14/28

MT Sch For Deaf & Blind HS

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Total
09	-	1/0/1	-	-	-	2/3/5	-	3/3/6
10	-	0/1/1	-	0/1/1	-	2/1/3	-	2/3/5
12	-	-	0/1/1	-	-	3/1/4	-	3/2/5
All Grades	-	1/1/2	0/1/1	0/1/1	-	7/5/12	-	8/8/16

Student Population Excluding White not of Hispanic Origin

School	Total	Percentage
MT Sch For Deaf & Blind EI	5	17.86%
MT Sch For Deaf & Blind HS	4	25.00%
Total	9	20.45%

*******Closed Session*******

ITEM 23

MSDB SUPERINTENDENT EVALUATION

Madalyn Quinlan

*******OPEN SESSION*******

FUTURE AGENDA ITEMS

January 12-13, 2022

Helena, MT

Exiting Board Member – Last Meeting and Recognition

MSDB Superintendent Contract Extension

Transportation Report

MACIE Update

Assessment Update

Federal Update

Accreditation Report

Teacher Licensure Report

Qualify Transformational Learning & Advanced Opportunity Grant

Applications

Critical Quality Educator Shortage Area Report

12:00 PM

BOARD OF PUBLIC EDUCATION LUNCH
WITH BOARD OF REGENTS

MONTANA STATE UNIVERSITY
STUDENT UNION BUILDING
ROOM 233

1:00 PM

BOARD OF EDUCATION MEETING

MONTANA STATE UNIVERSITY STRAND
UNION BUILDING, BALLROOM