

# **JOINT BPE/CSPAC MEETING**

**WEDNESDAY JULY 14, 2021**

**Montana State Capitol Building, Room 152**

**Helena, MT**

**MEET WITH MEMBERS OF EDUCATION INTERIM COMMITTEE**

**1:00 – 1:30 PM**



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# AGENDA

# JOINT BPE/CSPAC MEETING

WEDNESDAY JULY 14, 2021

*Montana State Capitol Building, Room 152*

*Helena, MT*

Join Zoom Meeting

<https://mt-gov.zoom.us/j/84303634078?pwd=MWVwSkl4YnBKM3pkZ1ZySitXdUhdz09>

Meeting ID: 843 0363 4078

Password: 357609

Dial by Telephone

+1 646 558 8656 or +1 406 444 9999

Meeting ID: 843 0363 4078

Password: 357609

1:00 PM

*Meet and Greet session with members of the Education Interim Committee. Board members will meet in room 152 at 12:55 pm to walk to meet with the Education Interim Committee.*

## **Board of Public Education (BPE) – McCall Flynn, Executive Director**

- **Overview of BPE Role and Duties**
- **Introduction of BPE and CSPAC members**
- **Requests/suggestions for work plan**

Beginning at 1:30 PM

## **CALL TO ORDER**

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

## **ADOPT AGENDA**

## **DISCUSSION**

**Item 1**                    **Board of Public Education Update – *Dr. Darlene Schottle***

**Item 2**                    **CSPAC Annual Report – *Kelly Elder***

**Item 3**                    **July 14, 2021 CSPAC Meeting Summary – *Kelly Elder***

- Item 4**                    **2021 CAEP-Montana State Partnership Agreement – Dr. Julie Murgel, OPI**
- Item 5**                    **Update on Revisions to ARM Title 10, Chapter 57, Educator  
Licensure – Crystal Andrews, Educator Licensure Manager, OPI**
- Item 6**                    **Update on Revisions to ARM Title 10, Chapter 58, Education  
Preparation Providers – Zack Hawkins, OPI**

**PUBLIC COMMENT**

**ADJOURN**

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*Agenda items are handled in the order listed on the approved agenda. Items may be rearranged unless listed "time certain". Action may be taken by the Board on any item listed on the agenda. Public comment is welcome on all items but time limits on public comment may be set at the Chair's discretion.*

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

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# **ITEM 1**

## **BOARD OF PUBLIC EDUCATION UPDATE**

**Dr. Darlene Schottle**

**ITEM 2**

**CSPAC ANNUAL REPORT**

**Kelly Elder**

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2020  
Annual Report  
of the  
Montana Certification  
Standards and Practices  
Advisory Council

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To The  
Montana Board of  
Public Education

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## *Mission Statement*

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

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

# Professional Educators of Montana Code of Ethics

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

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

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

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

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

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

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

***Adopted by the Certification Standards and Practices Advisory Council July 13, 2016***

**Certification Standards and Practices Advisory Council**  
**Members List 2020-2021**

**COUNCIL MEMBERS**

**Term Expires**

<b><u>6/01/21</u></b>	<b>Kelly Elder</b> Chair Teacher K-8 <a href="mailto:kelder@helenaschools.org">kelder@helenaschools.org</a>	<b>620 N Davis</b> Helena, MT 59601	<b>W 324-2799</b> <b>C 461-1995</b> <b>F 324-2801</b>
<b><u>06/01/21</u></b>	<b>Ann Wake</b> Vice Chair Trustee <a href="mailto:annioakley619@gmail.com">annioakley619@gmail.com</a>	<b>12043 Pleasant Meadows</b> Lolo, MT 59847	<b>H 214-1390</b> <b>C 214-1390</b>
<b><u>06/01/21</u></b>	<b>Tom Cabbage</b> Teacher 9-12 <a href="mailto:tom_cabbage@gfps.k12.mt.us">tom_cabbage@gfps.k12.mt.us</a>	<b>2814 3<sup>rd</sup> AVE N</b> Great Falls, MT 59401	<b>W 268-6217</b> <b>H 454-0242</b> <b>F 268-6109</b>
<b><u>06/01/22</u></b>	<b>Dr. Rob Watson</b> Administrator <a href="mailto:rwatson@mcps.k12.mt.us">rwatson@mcps.k12.mt.us</a>	<b>5034 Victor Ct</b> Missoula, MT 59803	<b>C 570-4135</b> <b>W 728-2400 X1023</b>
<b><u>06/01/23</u></b>	<b>Teresa Marchant</b> K-12 Specialist <a href="mailto:mrsMarchant@yahoo.com">mrsMarchant@yahoo.com</a>	<b>1700 River View Dr</b> Billings, MT 59105	<b>C 697-5252</b>
<b><u>06/01/23</u></b>	<b>Dr. Trent Atkins</b> Post-Secondary <a href="mailto:Trent.Atkins@umontana.edu">Trent.Atkins@umontana.edu</a>	<b>College of Education</b> 32 Campus Dr Missoula, MT 59871	<b>H 821-2183</b> <b>W 243-4978</b>
<b><u>06/01/23</u></b>	<b>Barbara Brown</b> Teacher K-8 <a href="mailto:bbrown@loloschools.org">bbrown@loloschools.org</a> <a href="mailto:bib1267@msn.com">bib1267@msn.com</a>	<b>5135 Cattle Dr</b> Missoula, MT 59808	<b>H 531-6654</b> <b>W 273-6686</b>

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**STAFF DIRECTORY**

<b>McCall Flynn</b> Executive Director <a href="mailto:mflynn@mt.gov">mflynn@mt.gov</a>	<b>O 444-0300</b> <b>C 691-0550</b>
<b>Kris Stockton</b> Administrative Specialist <a href="mailto:kmstockton@mt.gov">kmstockton@mt.gov</a>	<b>O 444-0302</b>
<b>Julie Balsam</b> Part time Administrative Assistant <a href="mailto:jbalsam@mt.gov">jbalsam@mt.gov</a>	<b>O 444-6576</b>

*Last Updated 03/02/2021*

# **CSPAC Goals 2020-2021**

- 1)** Study and make recommendations to the Board of Public Education on the status and efficacy of approved teacher educator programs in Montana.
  - a. Participate in CAEP/Montana accreditation reviews.
  - b. Professional Educator Preparation Program Standards update recommended to BPE by CSPAC on a 5-year review cycle
  - c. Continue to work with OPI to encourage the implementation of mentor programs across Montana to facilitate the induction of beginning teachers into the profession of teaching.
  
- 2)** Study and make recommendations to the Board of Public Education in the area of licensure renewal requirements and procedures.
  - a. Continued review of Chapter 57.
  - b. As funding permits, attend the following conferences: Western States Certification, National Association of State Directors of Teacher Education and Certification, and National Commission on Teaching and America's Future.
  - c. Meet annually with the Board of Public Education and with the Council of Deans of Postsecondary Education.
  
- 3)** Study and make recommendations to the Board of Public Education on policies related to the denial, suspension, and revocation of teachers' licenses and the appeals process.
  - a. Attend NASDTEC Professional Practices Institute.
  - b. Work with OPI Licensure staff on updates of Administrative Rules.
  
- 4)** Study and make recommendations to the Board of Public Education regarding establishing standards of professional practices and ethical conduct.
  - a. Work with OPI to develop a framework for professional development based on best practices.
  - b. As funding permits, attend NASDTEC Professional Practices Institute.
  - c. 5-year review of the Professional Educators of Montana Code of Ethics (To begin January 2021).
  - d. CSPAC will study the process utilized in Montana for reviewing cases of suspension, revocation and denial of educator licensure.
  
- 5)** Study and make recommendations to the Board of Public Education on the status and efficacy of alternative and/or nontraditional teacher preparation opportunities.
  - a. Complete reviews of Class 8 Dual Credit-Only Post-Secondary Faculty License applications at regularly scheduled meetings.
  - b. Gather information about diploma mills and find ways to inform teachers of this and other forms of fraud.

- c. Continue the awareness that issues such as distance learning, dual enrollment, alternative certification models, etc. are multi-faceted and inter-related concepts that cannot be viewed in isolation from one another.
- d. Continued involvement in the implementation of the Montana Content standards.

**Other CSPAC Activities:**

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

**Solicit input from the Board of Public Education and the Council of Deans regarding research priorities for CSPAC for 2020-2021.**

## Highlights of the July 15, 2020 CSPAC Meeting Zoom Meeting

On Wednesday, July 15, 2020, the Certification Standards and Practices Advisory Council met via Zoom for their regularly scheduled summer meeting and the annual joint meeting with the Board of Public Education. The Certification Advisory Council, created by the 1987 Montana Legislature, is composed of seven members, and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council are: Chair, Mr. Kelly Elder, Teacher, Helena, Ms. Teresa Marchant, Specialist, Billings, Mr. Tom Cabbage, Teacher, 9-12 Teacher, CM Russell High School, Great Falls; Ms. Ann Wake, Trustee, Missoula; Dr. Rob Watson, Missoula Public Schools, Administrator; Ms. Barbara Brown, K-8 Teacher, Missoula, Dr. Trent Atkins, Post-Secondary, University of Montana, Missoula.

Meeting attendees included: Dr. Linda Vrooman Peterson, OPI; Ms. Kris Thatcher, OPI; Ms. Phoebe Williams, OPI; Mr. Dennis Parman, MREA; Ms. Sharyl Allen, OPI; Ms. Emily Dean, MTSBA. Staff present were BPE Executive Director Mr. Pete Donovan and BPE Administrative Assistant Ms. Kris Stockton.

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### CSPAC Meeting July 15, 2020

#### **Executive Committee Report**

Chair Elder welcomed new CSPAC members Ms. Barbara Brown and Ms. Teresa Marchant to the Council and asked them to introduce themselves. The Council held Election of Officers, re-electing Mr. Elder as Chair and Ms. Ann Wake as Vice Chair. The Council set and approved their yearly meeting calendar, reviewed, and revised the Mission and Goals of the Council and reviewed the Annual Report for the presentation to the Board of Public Education at the joint meeting in the afternoon.

#### **Board of Public Education Report/Executive Director's Report**

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

#### **ARM 10.58.604 Advanced Programs Defined: Working Draft and Timeline for Revision of Administrative Review of Chapter 58 Advanced Program Standards**

Dr. Peterson reviewed the working draft and timeline for the ongoing revision of the Chapter 58 program standards.

#### **PRAXIS Tests at Home – ETS Solution Response to COVID-19**

Dr. Peterson discussed with the Council the response of PRAXIS to the COVID-19 pandemic and how the test is offered online, at home. Tests are proctored and more subject matter areas are being made available for at home testing. Security measures and test validity were also discussed.

#### **CLASS 8 License Applications**

No Class 8 License applications were received by the OPI for Council approval. Ms. Thatcher reviewed the Class 8 License application process and the Administrative Rules which provide for this license with the new Council members.

#### **Future Agenda Items**

Update on MSU Master of Arts in Teaching Program  
Update on Chapter 58 Revisions  
CSPAC By-Laws review  
Mentorship of New Teachers presentation  
Joint meeting with Council of Deans

## Highlights of the October 8, 2020 CSPAC Meeting Zoom Meeting

On Thursday, October 8, 2020, the Certification Standards and Practices Advisory Council met via Zoom for their regularly scheduled fall meeting. The Certification Advisory Council, created by the 1987 Montana Legislature, is composed of seven members, and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council are: Chair, Mr. Kelly Elder, Teacher, Helena, Ms. Teresa Marchant, Specialist, Billings, Mr. Tom Cabbage, Teacher, 9-12 Teacher, CM Russell High School, Great Falls; Ms. Ann Wake, Trustee, Missoula; Dr. Rob Watson, Missoula Public Schools, Administrator; Ms. Barbara Brown, K-8 Teacher, Missoula, Dr. Trent Atkins, Post-Secondary, University of Montana, Missoula.

Meeting attendees included: Dr. Linda Vrooman Peterson, OPI; Dr. Ann Ewbank, MSU; Dr. Ann Ellsworth, MSU; Ms. Malina Monaco, VP CAEP; Mr. Matt Vanover, CAEP Director of External Affairs; Mr. Nick Bellack, ETS; Dr. Julie Murgel, OPI. Staff present were BPE Executive Director Mr. Pete Donovan and BPE Administrative Assistant Ms. Kris Stockton.

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### CSPAC Meeting October 8, 2020

#### **Executive Committee Report**

The Council reviewed the By-Laws making no changes.

#### **Board of Public Education Report/Executive Director's Report**

Mr. Donovan updated the Council on several recent meetings and conferences he attended, including: ECS National State Boards of Directors Meeting; Education Interim Committee Meeting, MUS 2-Year Commission Meeting, and the MACIE Meeting.

#### **MSU Master of Arts in Teaching Program Update**

Dr. Ewbank and Dr. Ellsworth, MSU, updated the Council on the Master of Arts in Teaching Program at MSU, successes over the year, COVID-19 impact, upcoming graduation in Spring 2021 of the first class of students, and a new grant program available for teachers in the program.

#### **Proposed Changes to the 2013 Revised CAEP Standards for Educator Preparation and its Impact on Montana's Chapter 58 Professional Educator Preparation Program Standards (PEPPS)**

Dr. Peterson discussed the ongoing revisions to the CAEP Standards that will impact and require revisions to Montana's Chapter 58 Educator Preparation Program Standards.

#### **PRAXIS Testing at Home**

An additional update was given following the update at the July meeting regarding the PRAXIS at home test option due to COVID-19. Mr. Nick Bellack from ETS provided this information.

#### **Montana Mentoring and Induction Project Webpage Highlights**

Dr. Linda Vrooman Peterson reviewed the Mentoring and Induction Project web page on the OPI website for the Council and reviewed the program.

**Approve CLASS 8 License Applications**

The Council reviewed four Class 8 License Applications and approved all four applications.

**Future Agenda Items**

Educator Preparation Program for Counselors

Master of Arts in Teaching

## **Highlights of the February 10, 2021 CSPAC Meeting Zoom Meeting**

On Wednesday, February 10, 2021, the Certification Standards and Practices Advisory Council met via Zoom for their regularly scheduled winter meeting. The Certification Advisory Council, created by the 1987 Montana Legislature, is composed of seven members, and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council are: Chair, Mr. Kelly Elder, Teacher, Helena, Ms. Teresa Marchant, Specialist, Billings, Mr. Tom Cabbage, Teacher, 9-12 Teacher, CM Russell High School, Great Falls; Ms. Ann Wake, Trustee, Missoula; Dr. Rob Watson, Missoula Public Schools, Administrator; Ms. Barbara Brown, K-8 Teacher, Missoula, Dr. Trent Atkins, Post-Secondary, University of Montana, Missoula.

Meeting attendees included: Dr. Linda Vrooman Peterson, OPI; Dr. Julie Murgel, OPI; Ms. Tammy Lacey, BPE Vice-Chair; Ms. Tracy Moseman, OPI; Ms. Jessie Counts, OPI; Ms. Sharyl Allen, OPI; Ms. Evelyn Paz. Staff present were BPE Executive Director Ms. McCall Flynn and BPE Administrative Assistant Ms. Kris Stockton.

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### **CSPAC Meeting February 10, 2021**

#### **Executive Committee Report**

Chair Elder welcomed Ms. Flynn to her new position as Executive Director and to her first CSPAC meeting. Chair Elder discussed the Five-Year review cycle for the Educator Code of Ethics and asked for volunteers from the Council to review the Code. Dr. Rob Watson, Dr. Trent Atkins, and Mr. Tom Cabbage all volunteered.

#### **Board of Public Education Report/Executive Director's Report**

Ms. Flynn reviewed the Board's budget request before the Legislature and discussed bills the office is tracking in the 2021 Legislature.

#### **OPI Legislative Update**

Ms. Sharyl Allen, OPI, updated the Council on legislation the Office of Public Instruction is following.

#### **Seal of Biliteracy: Request for Recognition**

Ms. Lisa Werner reviewed the Seal of Biliteracy for the Council and that the group is seeking state recognition. The Council asked questions of Ms. Werner before sending the request to the Board of Public Education for consideration.

#### **Update on Chapter 57 Work**

Ms. Tracy Moseman, OPI, reviewed the timeline for the revisions to Chapter 57, Educator Licensure. Ms. Moseman noted that initial review has begun with a small work group, including Board of Public Education Vice-Chair Ms. Tammy Lacey. Council members asked questions of Ms. Moseman. This item will be back before the Council at the April meeting.

#### **Update on Chapter 58 Work**

Ms. Jessie Counts and Dr. Linda Vrooman Peterson reviewed the work to date on the revisions to Chapter 58, Educator Preparation Program Standards, and answered Council member questions. More information on this process will come before the Council at the April meeting.

**Approve CLASS 8 License Applications**

The Council reviewed one Class 8 License Application. The Council requested additional information from the applicant which will be presented at the April CSPAC Meeting. Dr. Julie Murgel, OPI, will be gathering the information requested by the Council.

**Future Agenda Items**

Master of Arts in Teaching

Chapter 57 revisions

Chapter 58 revisions

Legislative update

## **Highlights of the April 14, 2021 CSPAC Meeting Virtual Zoom Meeting**

On Wednesday, April 14, 2021, the Certification Standards and Practices Advisory Council met via Zoom Online meeting format for their regularly scheduled Spring meeting. The Certification Advisory Council, created by the 1987 Montana Legislature, is composed of seven members and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council are: Chair, Mr. Kelly Elder, Teacher, Helena; Vice Chair Ann Wake, Trustee, Missoula; Mr. Tom Cabbage, Teacher, 9-12 Teacher, CM Russell High School, Great Falls; Dr. Rob Watson, Administrator, Missoula Public Schools, Missoula; Ms. Barbara Brown, K-8 Teacher, Missoula; Dr. Trent Atkins, representing the Council of Deans, from the University of Montana, Missoula; Ms. Teresa Marchant, Specialist, Billings.

Meeting attendees included: Dr. Linda Vrooman Peterson, OPI; Dr. Julie Murgel, OPI; Dr. Ann Ewbank, MSU; Dr. Ann Ellsworth, MSU; Ms. Jamie O'Callaghan, MSU; Ms. Jessie Counts, OPI. Staff present were BPE Executive Director Ms. McCall Flynn, BPE Administrative Assistant Ms. Kris Stockton.

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### **CSPAC Meeting April 14, 2021**

#### **Executive Committee Report**

Chair Elder reviewed the draft Annual Report. No changes or revisions were made, and the Council moved to prepare the draft for presentation to the Board of Public Education in July. The Council reviewed the revisions and draft of the Code of Ethics. The revision will be added to the Draft Code of Ethics document for the Council to review at the July meeting.

#### **Board of Public Education Report/Executive Director's Report**

Ms. Flynn thanked Mr. Cabbage for his work on the Council and congratulated him on his new opportunity. Ms. Flynn reviewed legislative bills the Board is watching, the confirmation of three new Board members, and a new appointment to the Digital Academy.

#### **Master of Arts in Teaching Program at MSU and PRAXIS**

Dr. Ann Ewbank, Dr. Ann Ellsworth, and Ms. Jamie O'Callaghan updated the Council on how MSU uses the PRAXIS content knowledge in the Master of Teaching program, how candidates are reviewed, and how the process is working.

#### **Traffic Education Licensing Potential Changes**

Ms. Jessie Counts discussed for the Council that due to a shortage of Traffic Education instructors, the OPI is using an option that has been available in the past but never used where educators holding a Class 4B or 4C license can be Traffic Education instructors. Also discussed is a potential summer course for educators to take to become Traffic Education instructors.

#### **Memo of Understanding – CAEP, OPI, Board of Public Education**

Dr. Linda Vrooman Peterson reviewed the current CAEP agreement in place and then discussed the Draft MOU the Office of Public Instruction is working on.

#### **Approve Class 8 License Applications**

Dr. Julie Murgel introduced Ms. Crystal Andrews as the new Licensure Manager at the OPI. The Council reviewed two Class 8 License Applications and approved both applications.

**Future Agenda Items**

Class 8 Applications

Joint meeting with BPE

Annual Report Presentation to BPE

Set Annual Meeting Calendar

Election of Officers

Review Mission and Goals

Update of Chapters 57 and 58

Action on Code of Ethics

Traffic Education Rules at Joint COD Meeting in October

## **ITEM 3**

### **JULY 14, 2021, CSPACE MEETING SUMMARY**

**Kelly Elder**

**ITEM 4**

**2021 CAEP-MONTANA STATE PARTNERSHIP  
AGREEMENT**

**Dr. Julie Murgel, OPI**

# Montana Board of Public Education Executive Summary

**Date:** July 15 & 216, 2021

<b>Presentation</b>	Council for the Accreditation of Educator Preparation (CAEP) One Year Partnership Agreement MOU
<b>Presenter</b>	Dr. Julie Murgel
<b>Position Title</b>	Senior Manger Department of School Innovation & Improvement
<b>Overview</b>	Share CAEP MOU for Board Approval
<b>Requested Decision(s)</b>	Informational
<b>Related Issue(s)</b>	
<b>Recommendation(s)</b>	Partnership Agreement July 1, 2021 to June 30, 2022 Request Board Approval



**Montana Board of Public Education, the Montana State Superintendent of Public Education,  
and  
The Council for the Accreditation of Educator Preparation (CAEP)  
Partnership Agreement**

**OPI MOU #11245**

Whereas, CAEP) is a nongovernmental, voluntary association committed to the effective preparation of teachers and other P-12 professional educators; and

Whereas, CAEP, through an autonomous Accreditation Council, accredits educator preparation providers (EPPs) and advances educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning; and

Whereas, CAEP is a nationally recognized accreditor that has earned recognition by the Council for Higher Education Accreditation (CHEA) and is seeking recognition by the United States Secretary of Education. CAEP develops policy and procedures aligned with all applicable requirements of CHEA and, to the extent practicable, the U.S. Department of Education and

Whereas, the Montana Board of Public Education (BPE), through its constitutional authority, has sole responsibility to approve new and continuing Montana Educator Preparation Providers (EPPs) programs. The State Superintendent of Public Instruction makes recommendations regarding approval to the BPE and encourages EPPs to voluntarily seek national accreditation through CAEP; and

Whereas, Montana supports continuous improvement in educator preparation ensuring the development of effective, competent, and caring educators who have a positive effect on the wellbeing, achievement, and ongoing growth of every P-12 learner.

Montana Board of Public Education and the State superintendent of Public Instruction shall be herein referred to as the State or Montana.

This contract is entered into between CAEP and the Montana Board of Public Education and State Superintendent of Public Instruction (collectively, State or Montana) hereby enter into this agreement detailing the State's preferences with regard to program review options and review team composition for accreditation site review conducted by CAEP of EPPs operating within Montana and establishing the primary responsibilities each party has in supporting CAEP Accreditation activities involving such EPPs voluntarily requesting joint reviews.

**1. CAEP Standards and Scope of Accreditation**

The Parties understand and agree that:

1.1. The CAEP Board of Directors (CAEP Board or Board) has adopted standards (CAEP Standards or Standards) that serve as the basis for all accreditation reviews undertaken by CAEP. The CAEP Standards reflect the voice of the education field – on what makes a quality educator. The Standards and their components flow from two principles:

1.1.1. There must be solid evidence that the EPP's graduates (completers) are competent and

caring educators; and

- 1.1.2. There must be solid evidence that EPP’s educator staff have the capacity to create a culture of evidence and use it to maintain and enhance the quality of the professional programs they offer.
- 1.2. As a result of the ongoing critical self-review that CAEP undertakes to maintain and improve the quality of CAEP Accreditation, the CAEP Board will undertake a comprehensive review and revision of the CAEP Standards on a schedule set by the Board and may, as needed, make interim amendments to the Standards. In making any such changes, CAEP will seek stakeholder and public input, including input from the State and its EPPs.
- 1.3. It is the responsibility of the State and any EPPs seeking or continuing CAEP Accreditation to stay informed of any changes made to the CAEP Standards and the timeline(s) set by the Board for the implementation of or transition to new or revised Standards.
- 1.4. The CAEP scope of accreditation, defined in Accreditation Policy, provides for the review of Initial-Licensure Programs and Advanced-Level Programs.
  - 1.4.1.1. Initial-Licensure Programs are programs at the baccalaureate or post-baccalaureate level leading to initial-licensure, certification, or endorsement that are designed to develop P-12 teachers.
  - 1.4.1.2. Advanced-Level Programs are programs at the post-baccalaureate or graduate level leading to licensure: Class 3 Administrative License and Class 6 Specialist License.

## **2. CAEP’s Responsibility for Education Preparation Provider (EPP) Accreditation**

The Parties understand and agree that:

- 2.1. CAEP, through the Accreditation Council, has sole responsibility for granting CAEP Accreditation to an EPP and for supporting and overseeing National Council for the Accreditation of Teacher Education (NCATE) – and Teacher Education Accreditation Council TEAC- accredited EPPs through continuous accreditation and the CAEP eligibility processes described in CAEP policy.
- 2.2. The process required for national accreditation by CAEP is outlined in the policies and procedures of CAEP and the Accreditation Council, both of which may be revised from time to time. It is the responsibility of the State and any EPP seeking CAEP Accreditation to stay informed of any such changes as they may impact the CAEP Accreditation process from the time of their adoption or publication.

## **3. State’s Responsibility for Program Approval**

The Parties understand and agree that:

- 3.1. The State has responsibility for program approval. In granting program approval, Montana will utilize information generated from CAEP's review of an EPP, including but not limited to an Accreditation Council decision on CAEP Accreditation and the assignment of any Areas for Improvement (AFIs) and Stipulations, as described in Accreditation Policy. Although the State may elect to have state-specific standards and/or requirements incorporated into the CAEP review, consistent with the program review options outlined below, only information gathered on an EPPs compliance with CAEP Standards and requirements will be used by the Accreditation Council to make a decision.
- 3.2. The State will periodically review its program review requirements against the CAEP Standards and policies and will, in a timely manner, make CAEP aware of any conflicts or potential inconsistencies so that all parties to this agreement are aware of any such issues and can work constructively together to minimize any challenges that may arise from them.

#### 4. CAEP Accreditation Cycle

The Parties understand and agree that:

- 4.1. The CAEP Accreditation cycle involves an EPP in continuous improvement and requires an EPP to demonstrate that it meets CAEP's high standards of quality required to improve P-12 student learning.
- 4.2. A review, carried out by an Evaluation Team (which may also be referred to as a review team or site review team), is an essential part of the accreditation process. Members of the assigned team investigate the quality of an EPP's evidence, including the accuracy and consistency of the evidence provided in relation to CAEP Standards. In accordance with CAEP policy, CAEP may utilize a virtual site review or may have one or more Evaluation Team members participating using electronic means.
- 4.3. The State elects that CAEP's reviews of EPPs in the State will be carried out using review teams composed as follows:
  - 4.3.1. **Joint Review Team.** For any review except one required in conjunction with an accreditation decision of Accreditation with Stipulations or Probationary Accreditation, the composition of the Review Team will be as follows:
    - 4.3.1.1. For a Review involving only one level of accreditation (i.e., initial or advanced), the Joint Review Team includes four national reviewers appointed by CAEP and up to three reviewers appointed by the State.
    - 4.3.1.2. For a Review involving both levels of accreditation, initial and advanced-level, the team will include five CAEP-appointed reviewers and up to four state-appointed reviewers.
    - 4.3.1.3. For a Stipulation or Probation review, teams are comprised of two persons. The

state may choose to add one reviewer for a total of a three-person team. The lead reviewer is appointed by CAEP.

4.3.1.4. Montana shall provide CAEP with its recommended review team members within any timelines established by CAEP in the Accreditation Policy and handbook. If the state is unable to appoint members, CAEP will appoint from the national pool of site visitors a CAEP only team. All such teams are led by a review team chair appointed by CAEP. Prior to assignment to any site team, an individual must have successfully completed CAEP Review Team training and must adhere to CAEP's code of conduct, including with regard to confidentiality and conflicts of interest.

- 4.4. Prior to assignment to any CAEP review team, an individual must have successfully completed CAEP training for review team members and must acknowledge understanding of, and agreement to, adhere to CAEP's code of conduct, including with regard to confidentiality and conflicts of interest.
- 4.5. Each review team shall include a P-12 practitioner, when possible. The State will make recommendations for P-12 practitioners through the CAEP accreditation platform.
- 4.6. At the discretion of the State, the State's teachers' association(s) may appoint one (1) representative per association to observe the site review. Any expenses associated with the attendance of an observer must be covered by the association(s) or State. Prior to participation, any observer must acknowledge understanding of an agreement to adhere to CAEP's policies and procedures regarding site reviews and the CAEP code of conduct, including with regard to confidentiality and conflicts of interest.
- 4.7. All site review activities undertaken by a CAEP review team will be conducted in accordance with the policies and procedures of CAEP and the Accreditation Council.
- 4.8. CAEP is not responsible for site review expenses for state-assigned personnel.
- 4.9. An EPP that is subject to the jurisdiction of Montana may choose from among any of the following program review options for CAEP Accreditation:
- 4.9.1. **Specialty Program Review with National Recognition.** The goal of the specialized professional association (SPA) Program Review with National Recognition is to align specialty licensure area data with national standards developed by SPAs in order to receive national recognition at the program level. The Evaluation Team will consider evidence that the EPP presents as gathered from the National Recognition decision-making process and made available in SPA program level reports to meet the sufficiency criteria related to CAEP Standard 1, Component R1.2 (Initial) and/or Standard A.1, Component A1.2 (Advanced).
- 4.9.2. **State Review by State Authority.** The State conducts program reviews for purposes of State approval and to inform CAEP Accreditation. An EPP selecting the State Review option will follow State guidelines. The State provides forms and instructions on how to

meet all State standards for licensure/certificate program approval. Upon an EPP's completion of the State authority forms, trained reviewers are selected and assigned within appropriate content areas. Reviewers make recommendations for further action and/or approval. The State makes the final decision on the approval of any program. EPPs can use evidence gathered from program level review conducted by the state to meet the sufficiency criteria related to CAEP Standard 1, Component R1.2 (Initial) and/or Standard A.1, Component A1.2 (Advanced).

**4.9.3. CAEP Evidence Review of Standard 1/A.1.** Evidence for the CAEP Evidence Review of Standard 1 process is developed through the analysis of an EPP's outcome assessment data aligned to specialty licensure area standards delineated in CAEP Standard 1, Component R1.2 (Initial) and/or Standard A.1, Component A1.2 (Advanced). CAEP's Evidence Review of Standard 1/A.1 provides information to the State on both the alignment of evidence with state standards in an area of licensure and the disaggregated results that may be used for internal review of programs to demonstrate candidates' ability to apply content and pedagogical knowledge in the area of licensure..

- 4.10. The specific timeline established for the review of an EPP, as well CAEP's consideration of any request for an extension, will be decided by CAEP or the Accreditation Council, as appropriate, on a case-by-case basis and in accordance with CAEP and Accreditation Policies.
- 4.11. Once granted full CAEP Accreditation, an EPP's term of accreditation shall be seven (7) years. Shorter terms are granted with a decision of accreditation with stipulations or probationary accreditation. Throughout its term, to maintain accreditation, an EPP must comply with CAEP and Accreditation Policies, including policies regarding payment of annual dues and the submission of annual reports.
- 4.12. An EPP for which the Accreditation Council issues a decision to deny or revoke accreditation may have a right to petition for an appeal subject to Appeals Policy.
- 4.13. The State will provide to CAEP its policy leading to a "Change in State Status." The State will notify CAEP within thirty (30) days of action taken when a CAEP-accredited EPP has had a "Change in State Status" as a result of a decision on specialized professional association (SPA) program status by the State.
- 4.14. Accreditation-specific terminology and definitions used by CAEP as part of its EPP review and accreditation processes may vary from similar terms and definitions used by the State. Any definitions of key terms and glossaries created by CAEP are available on the CAEP website [<http://caepnet.org/glossary>]. The State should inquire with CAEP about the definition of any term if there is uncertainty regarding its meaning in the CAEP Accreditation context.

## **5. Opportunities for State Input**

The Parties understand and agree that:

- 5.1. CAEP will afford the State multiple opportunities to provide CAEP, the review team, and members of the Accreditation Council with any information or data the State deems relevant to the accreditation of an EPP, as follows:
- 5.2. At least sixteen (16) weeks prior to any scheduled site review, CAEP will give the State notice of the upcoming site review. At any time, up to six (6) weeks before the scheduled site review, the State may provide CAEP with comments and information on the EPP for consideration by the site team. EPPs will be given an opportunity to respond to any such comments prior to the site review.
- 5.3. At any time, the State may file a complaint regarding an EPP with the Accreditation Council for investigation and consideration as part of the EPP's ongoing cycle of CAEP Accreditation. In accordance with Accreditation Policy, adverse action may result from any such investigation.
- 5.4. In the event an EPP within the State petitions for the appeal of an adverse action of the Accreditation Council, CAEP will notify the State that such petition has been received. Any notification of a decision made by an ad-hoc appeal panel will be made in accordance with Section 7, below, and the detailed notification provisions included in Accreditation Policy.

## **6. Decisions of the Accreditation Council and Appeals Council**

The Parties understand and agree that:

- 6.1. The Accreditation Council makes decisions regarding the accreditation of EPPs at meetings held not less than two (2) times each year.
- 6.2. Following any decision of the Accreditation Council to deny or revoke the accreditation of an EPP, the EPP is promptly informed of its option to file a petition for an appeal and appeal requirements. Appeals criteria and process information are included in Appeals Policy.
- 6.3. CAEP provides written notice of each decision of the Accreditation Council and an Ad-hoc Appeal Panel in accordance with CAEP policies.

## **7. Data Sharing**

The Parties understand and agree that:

- 7.1. The CAEP Standards and process for CAEP Accreditation require an EPP to collect and share data. To the extent that the State maintains data necessary for CAEP's review of an EPP, subject to any data sharing agreement that may exist between an EPP and the State, CAEP expects that the State will make the relevant data available to CAEP at no cost, in a timely manner, with all personally identifiable information removed or redacted, and with all appropriate permissions to use the data for CAEP Accreditation activities.

- 7.2. In order to facilitate the reviews necessary for CAEP Accreditation, CAEP will provide the State and each dues paying EPP in the State with access to the CAEP accreditation platform, CAEP's data and information management system. Should the State or any EPP fail to pay annual dues to CAEP in a timely manner, CAEP reserves the right to suspend access to the CAEP accreditation platform until any outstanding dues are paid.
- 7.3. CAEP policies and the CAEP accreditation platform include information on the confidential nature of information maintained within the CAEP accreditation platform. All CAEP accreditation platform users must acknowledge CAEP's confidentiality policy and agree to adhere to it.

## **8. Partnership Dues, State Benefits, and Fees for Additional Services**

The Parties understand and agree that:

9. The State will be responsible for payment of annual State Partnership dues (See Appendix A). Dues may be reviewed and updated annually by CAEP. Should the amount of the State's annual State Partnership dues be changed during the term of this agreement, CAEP will notify the State of the new dues amount and the effective date.
  - 9.1. CAEP will provide up to three (3) individuals employed by the State with access to the CAEP accreditation platform.
  - 9.2. During each year covered by this agreement, CAEP will waive the CAEP Conference registration fee for one (1) designated State representative; however, the State or State representative must assume other expenses associated with attending the conference.
  - 9.3. During each year covered by this agreement, CAEP will assume all expenses for one (1) designated State representative to attend the annual CAEP Clinic. A registration fee will be assessed for any additional State staff and they must assume other expenses associated with attending the clinic.
  - 9.4. CAEP offers states access to CAEP National Training for up to five (5) site reviewers a year, including training and travel (additional participants may be added based on need and on a cost-recovery basis). CAEP may also offer supplemental training opportunities for state reviewers. Supplemental training events that are arranged, including events in the State, will be provided by CAEP on a cost-recovery basis and with specific arrangements negotiated according to CAEP's policies regarding fees and expenses for training.
  - 9.5. The State will work with associations that represent P-12 educators (NEA, AFT, NBPTS), EPPs, and education administrators to establish credit toward continuing education units or professional development requirements at the local district level in return for the State's P-12 educators' professional contributions to the work of CAEP as site review team members

## **10. State and CAEP Contacts**

The Parties understand and agree that:

10.1. The State will designate a liaison to serve as the primary contact for CAEP throughout the term of this agreement.

10.2. CAEP will designate a liaison to serve as the primary contact for the State through the term of this agreement.

### 11. Agreement Term and Amendments

The Parties understand and agree that:

11.1. CAEP and the State enter into this partnership agreement for a one-year agreement beginning July 1, 2021 and ending amended to June 30, 2022.

11.2. The Parties will review this agreement at least annually and, as necessary, propose any amendment deemed appropriate and which may be adopted upon the agreement of the Parties.

11.3. Should any provision of this agreement be determined to be in conflict with CAEP policy, including the policies of the Accreditation Council and Appeals Council, CAEP policy will be the prevailing authority and this agreement will be required to be amended to resolve the conflict.

11.4. Notwithstanding the annual review described above, this agreement may be modified by consent of the Parties at any point.

\_\_\_\_\_  
Christopher Koch, President  
Council for the Accreditation of Educator Preparation  
Christopher.Koch@caepnet.org

\_\_\_\_\_  
DATE

By signing this agreement, the undersigned agrees to be bound by the terms outlined above and affirms that he or she has the authority to enter into this agreement on behalf of the State.

\_\_\_\_\_  
Board of Public Education, Chair  
Darlene Schottle  
mtdarlene@hotmail.com

\_\_\_\_\_  
DATE

\_\_\_\_\_  
State Superintendent of Public Instruction  
Elsie Arntzen

\_\_\_\_\_  
DATE

## Appendix A: State Dues Structure

Beginning in FY18 (July 1, 2017), a new State Partnerships dues structure\* takes effect. The new structure more fairly aligns and delineates (1) the collective resources required to service state partners in conjunction with their respective EPPs (fixed and proportional amounts), and (2) the variable resources required to administer the CAEP-State joint reviews for States that choose to participate in the joint CAEP Accreditation processes (variable amount).

Annual costs for supporting activities associated with State Partnerships have both fixed and proportional components which include costs associated with the CAEP Clinic, fall and spring CAEP Conferences, staff time, technology costs for maintaining workspaces within CAEP's accreditation platform, and other indirect expenses.

For the fixed and proportional amounts, states would be assessed \$3,000 annually to cover expenses for the spring convening and conference registration plus a portion of indirect expenses which are based on the actual percentage of CAEP member EPPs within each state.

For example:

State A has 20 CAEP member EPPs, or 2.2% of total CAEP EPPs. The proportional amount will be set at 2.2% of \$315,000 (current total), or \$6,900. Therefore, the total fees for State A will be: \$3,000 (fixed) + \$6,900 (variable) = \$9,900.

\* This represents the dues structure in effect at the time this agreement is entered into by the Parties. CAEP reviews the dues structure annually and reserves the right to adjust the State's annual dues as needed to ensure that all costs of CAEP's accreditation activities are adequately covered. CAEP will notify the State upon the adoption of any changes to this structure and the data on which any new dues structure will take effect.

## **ITEM 5**

### **UPDATE ON REVISIONS TO ARM TITLE 10, CHAPTER 57, EDUCATOR LICENSURE**

**Crystal Andrews, Educator Licensure Manager, OPI**



**Montana**

**Office of Public Instruction**

**Chapter 57**  
**Review and Recommendations**  
**Task Force Updates**  
**CSPAC Meeting- July 14, 2021**

Presenter:

Crystal Andrews | Office of Public Instruction



# Co-Facilitators

- ★ Jacob Williams | Senior Researcher | Region 17 Comprehensive Center
  - Provides expertise in facilitation, guides conversations, asks key questions
  
- ★ Crystal Andrews | Educator Licensure Director | Office of Public Instruction
  - Provides research, historical data, and input from the OPI staff
  - Creates agendas, power points, and meeting times

# Members

- ★ Task Force consists of 25 members including administrators, trustees, teachers, parents, EPP representatives
  - Meets weekly
  - Forms recommendations for revisions to present to the Superintendent
  
- ★ Feedback Group consists of 17 members including similar to above
  - Meets once a month
  - Gives input on Task Force recommendations and makes suggestions to review



# Quality Educator

*What defines a quality educator?*

- strong relationship and commitment to students
- master at their skill (strong content knowledge and pedagogy)
- ability to adapt to change and continuously improve
- passionate about learning- growth mindset



# Norms of Behavior & Process Agreement

We agree that we will move forward with changes once consensus is reached.

Consensus does not mean unanimous, but does mean:

- I can live with the decision.
- I will support my colleagues in implementing this decision.
- I will do absolutely nothing to impede the implementation of the decision.

All consensuses will be reached in a public forum.

Consensus Vote:

Simple majority

• Super majority (>60%)

• Only one dissenter

• Only two dissenters

# Topics

Some of the key topics taken from research, surveys, and focus group feedback:

- Counselor to Administrator Pathway
- Reciprocity
  - coursework, experience, assessments, advanced credentials, military spouses, alternate pathways, endorsements
- Praxis Assessment
- Class 4 & 8 Licenses

## **ITEM 6**

### **UPDATE ON REVISIONS TO ARM TITLE 10, CHAPTER 58, EDUCATOR PREPARATION PROVIDERS (EPP)**

**Zack Hawkins, OPI**



# CHAPTER 58 REVIEW AND RECOMMENDATIONS OVERVIEW AND UPDATES

Zach Hawkins  
OPI Director Indian Education for All  
July 14, 2021



Putting Montana Students First **A+**

# MAPA TIMELINE

- Summer 2020-May 2021: Research With CAEP Standards
- Sept. 2020: BOPE Approves Chapter 58 Revision Timeline
- June-October 2021: Task Force Revision and Recommendations
- January-May 2022: Adoption Phase
- July 1, 2022: Implementation Begins

# TASK FORCE MEMBERS

Name	Role
Jennifer Smith	MACIE chairperson
Lisa Schmidt	Business in agriculture/parent
Gary Lusin	Bozeman School District Trustee
Curtis D Smeby	Professor
Barbara Frank	Elementary School Principal
Mary DuCharme	School occupational therapist, foster parent, assistive technology professional
Kirk J Miller	Executive Director, School Administrators of Montana
Gail Staffanson	Richland County Superintendent of Schools
Emily Dean	Director of Advocacy, Montana School Boards Association
Dr. Stephanie "Stevie" Schmitz	Director of Education
Lora Poser-Brown	School library media specialist
Shaundel Krumheuer	Tech Integration Specialist & Librarian
Kieran O'Mara	Elementary school teacher librarian
Jonathan Jay Eagleman	Ojibwe Neyio Language Culture History Instructor
Susan Gregory	University professor
Karie Orendorff	Assistant Professor at Montana State University
Nishala Silva	Assessment, Accreditation, and Data Coordinator
Alison Harmon	DEAN, College of Education Health and Human Development

# FOCUS GROUP CROSS-CUTTING THEMES

- High-quality educators embody both content knowledge and pedagogy
- Interpersonal skills
- Experiencing a variety of hands-on teaching experiences is critical.
- Mentorship opportunities
- Social and emotional learning and trauma informed instruction
- Increased flexibility in preparation and licensure

# TASK FORCE DISCUSSION AND THEMES

- How to differentiate the learning experience: Equality of educational opportunities. More active learning, personalized/individualized learning.
- Technological Proficiencies: Ensuring candidates are suited for the evolving technological landscape in education.
- Increasing Classroom Experience: Providing more opportunities for in-school and classroom experience in EPP programs. Year long internships. More diverse settings.
- What is necessary to ensure continuous improvement?
- Classroom content knowledge versus integration of college and career readiness standards.
- Developing relationships with students, parents, and the community at large

# QUESTIONS??

Zach Hawkins: [zachariah.hawkins@mt.gov](mailto:zachariah.hawkins@mt.gov); 444-0708

