

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

Thursday October 5, 2017

***Montana State University Bozeman
Reid Hall, Room 330
Bozeman, MT***

AGENDA

CERTIFICATION STANDARDS & PRACTICES ADVISORY COUNCIL MEETING

OCTOBER 5, 2017

*Reid Hall, Room 330
Montana State University
Bozeman, MT*

Starting at 9:00 A.M.

CALL TO ORDER

- A. Call to Order – Mr. Kelly Elder
- B. Roll Call
- C. Statement of Public Participation
- D. Approval of the Agenda
- E. Approval of the July 12, 2017 Meeting Minutes

ITEM 1 EXECUTIVE COMMITTEE REPORT – Mr. Kelly Elder

- **Committee Assignments**

ACTION:

- *Approve Revised Goals*

DISCUSSION

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

ITEM 3 DISCUSSION OF POTENTIAL EDORSEMENT FOR COMPUTER CODING Dr. Rob Watson

ITEM 4 PROPOSAL FOR CLASS 4, PUBLIC SAFETY – EMERGENCY & FIRE SERVICES, BASIC EMT PROGRAM – Ms. Renee Erlandsen, OPI

ITEM 5 EDUCATOR PREPARATION PROGRAM UPDATE- Dr. Linda Peterson

- BPE Grants Approval of MSU-N Regular Accreditation Status
- Proposed New Curricular Program – Elementary/Special Ed, at Carroll College
- Stone Child College Request for Provisional Accreditation for Bachelor of Science – Elementary Education for K-8 Endorsement

ITEM 6 PRAXIS WORKING COMMITTEE 2017 ANNUAL REPORT – Dr. Linda Peterson

ITEM 7 CLASS 8 LICENSE APPLICATIONS

FUTURE AGENDA ITEMS

PUBLIC COMMENT

ADJOURN

*******LUNCH WITH COUNCIL OF DEANS @NOON, MARGA HOSAEUS FINTESS
COMPLEX CONFERENCE ROOM*******

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

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

DRAFT

MINUTES

CERTIFICATION STANDARDS & PRACTICES ADVISORY COUNCIL MEETING MINUTES

WEDNESDAY JULY 12, 2017

*Holiday Inn Express Conference Room
3170 N Sanders
Helena, MT 59601*

Starting at 9:00 A.M.

CALL TO ORDER

Acting Chair Ms. Noreen Burris called the meeting to order at 9:00 AM. Ms. Stockton took roll call. Ms. Burris welcomed new CSPAC member Ms. Angel Turoski from the University of Great Falls representing the Council of Deans.

Council Members present included: Ms. Noreen Burris; Dr. Rob Watson; Ms. Leanne Yenny; Ms. Debbie Hendricks; Ms. Angel Turoski; Ms. Sabrina Steketee. Staff present included: Mr. Pete Donovan, Executive Director Board of Public Education and CSPAC; Ms. Kris Stockton, Administrative Assistant. Guests present included: Ms. Kristine Thatcher, OPI; Dr. Linda Vrooman-Peterson, OPI; Ms. Donna Sorensen, MSDB Superintendent; Mr. Hollis Fudge, Great Falls; Mr. Ray Severie, Great Falls; Ms. Sharon Carroll, Chair, Board of Public Education; Dr. Tim Tharp, Deputy Superintendent, OPI.

APPROVAL OF AGENDA

Ms. Debbie Hendricks moved to approve the agenda. Motion seconded by Ms. Sabrina Steketee.

No discussion. Motion passed unanimously.

APPROVAL OF MINUTES

Dr. Rob Watson moved to approve the April 19, 2017 Meeting Minutes. Motion seconded by Ms. Debbie Hendricks.

No discussion. Motion passed unanimously.

ITEM 1 EXECUTIVE COMMITTEE REPORT – Noreen Burris

- **Election of Officers**

Mr. Donovan opened the floor for Nominations for Chair.

Ms. Debbie Hendricks nominated Mr. Kelly Elder as Chair of CSPAC. Ms. Sabrina Steketee seconded the motion.

No discussion. Motion passed unanimously.

Mr. Donovan opened the floor for Nominations for Vice Chair.

Ms. Debbie Hendricks nominated Ms. Noreen Burris as Vice Chair of CSPAC. Ms. Sabrina Steketee seconded the motion.

No discussion. Motion passed unanimously.

- **Committee Appointments**
Ms. Burris noted that Mr. Elder will be making selections for committee appointments and asked if anyone had committees they wanted to be on or to change that she would forward to Mr. Elder. Ms. Turoski noted that she would like to be on the Pre-Professional Preparation and Development Committee.
- **Set 2017-2018 Calendar**
Tentative dates will be set to be confirmed with Mr. Elder upon his return. October dates for the Joint meeting with the Council of Deans are set for October 5-6th, then tentative dates of: February 7th, April 18th, and July 11, 2018.
- **Goal Setting**
Goal 2 – possible review of Chapter 57
Goal 5(d) – Graduation Matters Montana is listed and that program no longer exists. Goals will be updated and finalized at the October meeting.
- **Annual Report Review**
The Council reviewed the 2016 Annual Report for presentation to the Board of Public Education in the afternoon.
- **Planning for Joint BPE/CSPAC Meeting**
Ms. Burris will present the Annual Report to the Board of Public Education and review the past year.

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

Mr. Donovan reported to the Council the recent hearing he and Ms. Stockton attended before the Legislative Audit Committee to present the results of the 2016 Board audit. Mr. Donovan also spoke about his attendance at the Evening of Excellence Dinner for Administrators, and the Interim Education Committee meeting. Mr. Donovan reviewed the upcoming presentation at the meeting regarding licensure for Teachers of the Deaf to speak to the Council about what other states have done regarding this issue. Mr. Donovan announced the appointment of Scott Stearns to the Board of Public Education. Dr. Watson asked what the intent of the Education Interim Committee is regarding Special Education funding. Mr. Donovan discussed this issue, and Dr. Tim Tharp, OPI, also weighed in, but both noted that specifics are not available now.

ITEM 3 COMPUTER SCIENCE ENDORSEMENT OPTIONS – Mr. Pete Donovan, Dr. Rob Watson

Dr. Watson reviewed for the Council discussions that have taken place since the April 19th, CSPAC meeting regarding possible Computer Science Endorsement options for current and future teachers. Mr. Donovan and Dr. Watson have had discussions with Bozeman teachers and with OPI Staff. Dr. Watson discussed barriers for computer coding options for students as well as for teachers and reviewed how one of his current teachers became trained to teach coding. Dr. Watson discussed the new Educator Rising program to get high school students interested in becoming a teacher, which is like an FFA type of group. This is a national movement but new to Montana with only the Great Falls school district offering an entry level education course, EDU101. Going forward, Dr. Watson discussed continuing to work with OPI staff, mainly Mr. TJ Eyer, to begin looking at the rule and how this could be incorporated, and that involvement of the Education partners is also important. BPE Chair Sharon Carroll also weighed in on this discussion.

ITEM 4 LICENSURE FOR TEACHERS OF THE DEAF – Donna Sorensen, MSDB Superintendent

Ms. Sorensen, Superintendent of the MSDB, reviewed the purpose and mission of the MSDB for the Council members. Ms. Sorensen then discussed the Chapter 57 changes that gave flexibility in hiring Visual Impairment teachers and distributed a document that lists state by state, how other states handle their licensure for teachers of the deaf. Ms. Sorensen introduced Mr. Ray Severie, and Mr. Hollis Fudge, to present their request to the Council to list American Sign Language (ASL) as an approved World Language such as Latin or French. 43 of 50 states

recognize ASL as a World Language and teachers would have to be certified to teach ASL. American Universities who prepare teachers to teach ASL were researched, but in Montana, only the University of Montana offers some courses in teaching ASL, none of which lead to a degree. If ASL were recognized as a World Language, the UM may then be able to expand their current program into a program which could lead to a teaching degree in ASL. Dr. Watson asked about students receiving credit for taking ASL as a World Language, “Do these courses count for the 2-year World language requirement for University admissions?”. The University of Montana has accepted ASL as a World Language, and other colleges do the same. Ms. Steketee asked what the background was on why the state does not accept ASL as a World Language. Mr. Severie noted that a resolution was passed by a previous Legislature but nothing became of it. Ms. Hendricks noted that as a Latin teacher they have wanted ASL to be recognized as a World Language for years but it has always come down to funding. Dr. Linda Peterson also spoke to this topic. Ms. Burris asked what the next steps would be? Dr. Peterson noted that the list of World Languages is contained in the Chapter 55 appendices, and Mr. Donovan asked who makes that list in the and if that list is revised through ARM rule change, or some other way? Dr. Peterson noted that BPE approval via the ARM rule process would be required to add a new language to the list of World Languages. Ms. Steketee asked for a copy of the 1995 Legislative Resolution and Mr. Severie will provide that to Mr. Donovan.

ACTION

Dr. Rob Watson moved that the Council consider this topic and to request a report from OPI at October meeting. Ms. Sabrina Steketee seconded the motion.

Dr. Tharp discussed that ARM rule change may or may not be necessary, but the challenge in Montana would be finding teachers, though the Digital Academy would be an option.

Ms. Burris restated the motion. No further discussion. Motion passed.

Ms. Burris thanked the presenters for travelling from Great Falls and that they are welcome to attend the October 5-6 meeting.

DISCUSSION

ITEM 5 REPORT ON ACCREDITATION SITE VISITS @ MSU-NORTHERN, MSU-BILLINGS – Dr. Linda Peterson

Dr. Linda Peterson, OPI, presented the onsite Accreditation Visit reports for MSU-Northern and MSU-Billings. Dr. Peterson explained how the onsite visits work and how they coincide with the national accreditation review. Dr. Peterson briefly reviewed each of the reports for the Council and answered questions.

ITEM 6 CLASS 8 LICENSE APPLICATIONS – Kris Thatcher

20 Class 8 license applications were reviewed by the Council. Mr. Donovan briefly explained the reason behind the Class 8 licenses and what they are used for in the Dual Enrollment process. Clarifications were made for Council members. The Council approved 16 applications, disapproved 3 applications, and returned 1 application for more information. Ms. Thatcher noted that upon Council member request, copies of transcripts will be provided in future application packets, and the endorsement list will be updated as well.

ITEM 7 FUTURE AGENDA ITEMS

Action on revised Goals
OPI Report on World Languages for ASL
Ongoing discussion on Computer Coding

PUBLIC COMMENT

ADJOURN

Meeting adjourned at 12:01 PM

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DRAFT

CALL TO ORDER

- **Call to Order**
- **Roll Call**
- **Statement of Public Participation**
- **Approval of the Agenda**
- **Approval of the July 12, 2017 Meeting Minutes**

ITEM 1

EXECUTIVE COMMITTEE REPORT

- **Committee Appointments**

ACTION

- **Approve Goals**

CSPAC Goals – ~~2016-2017~~2017-2018

- 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 Rreview 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 2024).
 - d. CSPAC will study the process utilized in Montana for reviewing cases of suspension, revocation and denial of educator licensure.

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

Other CSPAC Activities:

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

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

Solicit input from the Board of Public Education and the Council of Deans regarding research priorities for CSPAC for ~~2016-2017~~2017-2018.

ITEM 2

BOARD OF PUBLIC EDUCATION REPORT

Mr. Pete Donovan

Meetings Attended by Peter Donovan

07/12/2017 – 10/05/2017

July

1. CSPAC Meeting – Helena 07/12/2017
2. Joint BPE/CSPAC Meeting & BPE Strategic Planning 07/12/2017
3. BPE Meeting – Helena 07/13/2017
4. Meeting w/CSPAC Chair Kelly Elder 07/18/2017
5. ESSA and SB 261 Meeting with OPI Staff 07/20/2017
6. Discussion re: new Bus Standards 07/21/2017
7. Gifted and Talented Meeting 07/25/2017
8. Writing Administrative Rules of Montana Class 07/27/2017

August

9. Big Sky Coding Academy Conference Call 08/03/2017
10. BPE Standards Adoption Meeting w/BPE Exec Committee/OPI Staff 08/07/2017
11. Bus Standards Meeting 08/09/2017
12. Continued ESSA Discussion 08/16/2017
13. MSDB Committee Meeting 08/17/2017
14. Meeting w/Senator Don Jones and Representative Moffie Funk 08/21/2017
15. Education Interim Committee Meeting 08/22/2017
16. Proposed Rule for Suicide Prevention Meeting 08/23/2017

September

17. Montana Digital Academy Conference Call 09/11/2017

- | | |
|-------------------------------|------------|
| 18. TLLC Workgroup Meeting | 09/12/2017 |
| 19. BPE Meeting | 09/15/2017 |
| 20. Continued ESSA Discussion | 09/25/2017 |

October

- | | |
|-------------------------------------|------------|
| 21. Legislative Fiscal Committee | 10/04/2017 |
| 22. CSPAC/Council of Dean's Meeting | 10/05/2017 |

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HOUSE JOINT RESOLUTION NO. 3

A JOINT RESOLUTION OF THE SENATE AND THE HOUSE OF REPRESENTATIVES OF THE STATE OF MONTANA URGING THE BOARD OF REGENTS OF HIGHER EDUCATION AND THE BOARD OF PUBLIC EDUCATION TO RECOGNIZE AMERICAN SIGN LANGUAGE AS A SEPARATE AND COMPLETE LANGUAGE AND TO AUTHORIZE THE TEACHING OF AMERICAN SIGN LANGUAGE AS PART OF THE PUBLIC SCHOOL AND UNIVERSITY SYSTEM CURRICULUM.

WHEREAS, the Legislature recognizes the unique social, cultural, and linguistic heritage of the deaf community and its substantial contribution to the enrichment and diversity of our society; and

WHEREAS, over the last 20 years, a significant and growing body of scientific inquiry has demonstrated that American sign language is a separate and complete language with its own unique grammar, vocabulary, and syntax; and

WHEREAS, American sign language is the third most used foreign language in the United States; and

WHEREAS, there is a significant and growing interest by the general public in learning American sign language; and

WHEREAS, the study and learning of American sign language contributes to a greater understanding of the social and cultural aspects of deafness and to the breakdown of communication barriers that have existed between hearing people and deaf people.

NOW, THEREFORE, BE IT RESOLVED BY THE SENATE AND THE HOUSE OF REPRESENTATIVES OF THE STATE OF MONTANA:

(1) That the Board of Public Education be strongly urged to recognize American sign language as a language that may be taught in all public elementary and high schools in educational programs for both hearing and deaf students.

(2) That the Board of Public Education be encouraged to adopt an accreditation standard authorizing a school district to offer courses in American sign language that may be used to fulfill the foreign language requirements for high school graduation.

(3) That the Board of Regents of Higher Education be strongly urged to recognize American sign language as a language and to adopt an administrative rule authorizing each unit of the university system to offer an elective course in American sign language for which a student may receive credit toward fulfillment of a foreign language requirement.

(4) That copies of this resolution be sent by the Secretary of State to the Commissioner of Higher Education, the Board of Regents of Higher Education, the Board of Public Education, and to the Office of Public Instruction.

Adopted February 1, 1995

ITEM 3

DISCUSSION OF POTENTIAL ENDORSEMENT FOR COMPUTER CODING

Dr. Rob Watson

Administrative Rules of Montana

10.57.420 CLASS 4 CAREER AND TECHNICAL EDUCATION LICENSE

(1) A Class 4 license is specific to career and technical education and shall be valid for a period of five years.

(2) There are three types of Class 4 licenses:

(a) A Class 4A license issued to individuals holding a valid Montana teaching license, but without an appropriate career and technical education endorsement;

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

(c) A Class 4C license issued to individuals who hold at least a high school diploma or high school equivalency diploma and meet the minimum requirements for endorsement.

(3) To obtain a Class 4 career and technical educator license an applicant must meet the requirements of (2)(a), (b), or (c) above and qualify for one or more endorsements as outlined in ARM [10.57.421](#).

(4) A Class 4 license shall be renewable pursuant to the requirements of ARM [10.57.215](#) and the requirements specific to each type of Class 4 license.

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

(i) curriculum and instruction in career and technical education; and

(ii) safety and teacher liability.

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

(i) curriculum and instruction in career and technical education; and

(ii) safety and teacher liability.

(c) Other professional development appropriate to renew a Class 4B or 4C license includes the following:

(i) principles and/or philosophy of career and technical education;

(ii) curriculum and instruction in career and technical education;

(iii) learning styles/teaching styles; including serving students with special needs;

(iv) safety and teacher liability;

(v) classroom management;

(vi) teaching methods;

(vii) career guidance in career and technical education; or

(viii) endorsement related technical studies, with prior OPI approval.

(5) A lapsed Class 4 license may be reinstated by showing verification of 60 renewal units earned during the five-year period preceding the validation date of the new license, including renewal units in:

- (a) curriculum and instruction in career and technical education;
- (b) safety and teacher liability; and
- (c) endorsement related technical studies or industry validated training.

History: Mont. Const. Art. X, sec. 9, [20-4-102](#), MCA; [IMP](#), Mont. Const. Art. X, sec. 9, [20-4-106](#), [20-4-108](#), MCA; [NEW](#), 2002 MAR p. 3309, Eff. 11/28/02; [AMD](#), 2003 MAR p. 2081, Eff. 9/26/03; [AMD](#), 2009 MAR p. 345, Eff. 3/27/09; [AMD](#), 2009 MAR p. 2244, Eff. 11/26/09; [AMD](#), 2014 MAR p. 2930, Eff. 7/1/15; [AMD](#), 2016 MAR p. 2330, Eff. 1/1/17.

10.57.421 CLASS 4 ENDORSEMENTS

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

(2) Endorsements removed from the list of recognized occupations may be retained as long as the licensee continues to renew the license.

(3) To obtain an endorsement on a Class 4 license, an applicant must provide verification of a minimum of 10,000 hours of documented, relevant work experience which may include apprenticeship training, documenting the knowledge and skills required in the specific trade in which they are to teach. Acceptable documentation of relevant work experience is determined by the Superintendent of Public Instruction and may include, but is not limited to:

- (a) work experience completed and verified by previous employers, to include a detailed description of the duties performed during employment;
- (b) for self-employed individuals, examples of projects completed, letters of verification from clients or customers, profit and loss statements demonstrating the viability of the business or self-employment;

(c) verification of teaching experience in the area requested for endorsement, accompanied by verification of substantial work experience in the area requested for endorsement; or

(d) certificates of completion of appropriate technical programs or related college degrees and coursework, and industry certification (e.g., ASE, AWS).

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

(a) For health science education:

(i) hold a Class 1 or 2 license with an endorsement in health or any of the science areas;

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

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

(iv) hold a current professional license in a related health occupation field.

(b) For engineering:

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

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

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

(d) For computer coding:

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

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

(5) A Class 4A, 4B, or 4C career and technical education license may be approved to teach traffic education if the license meets the requirements of ARM [10.13.310](#).

(6) To qualify for a ROTC instructor endorsement the applicant must provide evidence of certification by the appropriate branch of the U.S. military and successful completion of a criminal background check pursuant to ARM [10.57.201A](#). This endorsement does

not require verification of 10,000 hours of work experience and may not be issued as a Class 4C license. A Class 4A or 4B license with a ROTC endorsement may be renewed every five years with resubmission of certification by the appropriate branch of the U.S. military.

History: Mont. Const. Art. X, sec. 9, [20-4-102](#), MCA; IMP, Mont. Const. Art. X, sec. 9, [20-4-106](#), [20-4-108](#), MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2003 MAR p. 2081, Eff. 9/26/03; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15; AMD, 2016 MAR p. 2330, Eff. 1/1/17.

Trump to order huge investment in high-tech education

By [S.A. Miller](#) - The Washington Times - Monday, September 25, 2017

President [Trump](#) will announced Monday a \$200 million federal grant program to expand computer science and technology education in schools, part of a focus on training Americans for jobs of the future that was spearheaded by daughter and adviser [Ivanka Trump](#).

The program aims to increase the number of computer science classes across the country, including rural communities and inner cities, with a focus on bringing more women and minorities into tech fields, [Mrs. Trump](#) said.

“This administration is committed to building the workforce for tomorrow and equipping Americans with the skills they need to secure high-paying jobs and achieve the American dream,” said [Mrs. Trump](#), who provided reporters an overview of the initiative. The president is expected to formally announce the grant program at the White House later Monday.

[Mr. Trump](#) will sign a memorandum directing the secretary of education to invest a minimum of \$200 million of grant funding annually to expand classes in science, technology, engineering and mathematics, known as STEM, and computer science. White House officials stressed that the \$200 million was a minimum and that more was likely to be spent.

The administration also will be teaming up with high-tech companies from the private sector that will invest money and resources in the effort, [Mrs. Trump](#) said.

She will be kicking off the private sector partnership Tuesday at an event in Detroit with the Internet Association, Quicken Loans founder and CEO Dan Gilbert, Code.Org founder and CEO Hadi Partovi and Lockheed Martin CEO Marillyn A. Hewson.

[Mrs. Trump](#) is expected to announced the participation of other companies at upcoming events.

The president has made job training and high-tech education part of his economic agenda.

The Obama administration also pushed for more spending on STEM and computer science in schools, but the effort was unable to win funding in Congress. [Mr. Trump](#)'s initiative will not require Congressional action, but the funding will have to be diverted from other programs.

“Given the growing role of technology in American industry it is vital that our students become fluent in coding and computer science with early exposure to both,” [Mrs. Trump](#) said. “Today too many of our nation’s K-12 and post-secondary students lack access to high-quality STEM education and computer science.”

Less than half of K-12 schools currently offer a single computer science class, according to a Gallup poll of school principals.

ITEM 4

**PROPOSAL FOR CALSS 4, PUBLIC SAFETY –
EMERGENCY & FIRE SERVICES, BASIC EMT
PROGRAM**

Ms. Renee' Erlandsen, OPI

Law, Public Safety, Corrections and Security is the national Career Cluster title for occupations that fall under these headings. For OPI purposes, we are interested in developing the Public Safety- Emergency & Fire Services Pathway in order to offer the most appropriate Class 4 Endorsement for persons wishing to teach Basic EMT and/or fire services skills in a secondary school.

This Teaching Endorsement will allow MT secondary students, grades 10-12, to receive secondary Career & Technical Education (CTE) credit to fulfill graduation requirements. Students must be, however, 18 years of age to be eligible to apply for and receive EMT Certification.

Candidates applying for a Class 4 EMT Lead Instructor Endorsement must show a minimum of 2,000 hours or a minimum of 3 years of EMT experience, hold current First Aid/CPR certification, and a current License as a Lead Instructor, obtained through the MT State Board of Medical Examiners. All EMT Lead Instructors are regulated under ARM- Section 24.156.27. Copies of your license(s) will be required when applying for the endorsement. Candidates will also acknowledge that they have the skills listed below in a letter during the application process.

Candidates applying for a Class 4 Fire Services Endorsement must show a minimum of 2,000 hours of Fire Services or Law Enforcement employment. The MT Division of Criminal Investigation Fire & Safety Training certificates-of-completion are also accepted along with the minimum 2,000 hours.

Skills for Emergency & Fire Services Teachers:

- Speak and write using communication equipment and platforms common to emergency and fire management services in order to communicate effectively and professionally while facilitating work duties.
- Operate radio communication systems common to emergency and fire management services in order to convey and receive urgent information.
- Manage an incident scene as the first responder using emergency response skills in order to facilitate on-scene accident activities until relieved by a superior officer.
- Utilize up-to-date information technology applications to facilitate the management of emergency and fire management situations.
- Model behaviors, strategies and protocols that demonstrate an understanding of the objectives and a commitment to the mission of emergency and fire services in order to carry out duties while responding to a variety of emergency incidents.
- Execute safety procedures and protocols associated with local, state and federal regulations in order to effectively and safely conduct duties within fire and emergency management services.
- Summarize laws, ordinances, regulations, and organizational rules that define guidelines governing emergency and fire management service in order to perform assigned duties within a set of established rules and protocols.
- Compare and contrast relevant aspects of different career fields available for professionals in fire and emergency management services in order to demonstrate an understanding of the opportunities available in the pathway of related careers.
- Execute protocols for handling emergency situations that range from minor medical and/or fire emergencies to area-wide incidents to demonstrate the application and enhancement of key skills used to respond effectively in such instances.
- Execute operational and repair requirements when using equipment in order to maintain functional equipment ready for use in fire and medical emergency situations.
- Examine equipment and summarize the various applications for equipment commonly used in emergency and/or fire management services in order to ensure one is prepared to use the equipment when needed.

ITEM 5

EDUCATOR PREPARATION PROGRAM UPDATE

- *BPE Grants Approval of MSU-N Regular Accreditation Status*
- *Proposed New Curricular Program – Elementary Ed/Special Ed, at Carroll College*
- *Stone Child College Request for Provisional Accreditation for Bachelor of Science – Elementary Education for K-8 Endorsement*

Dr. Linda Peterson



Unit Standard Narrative Report

ARM 10.58.311 INITIAL CONTENT AND PEDAGOGICAL KNOWLEDGE

Summary of Findings

The Educator Preparation Provider at Montana State University Northern (MSUN) content and pedagogical knowledge program of study meets the requirements of the administrative rule with noted exceptions. Review of evidence included Institutional Preliminary Report, 2017 Institutional Unit Accreditation Summary Report, course syllabi, assessments, institutional data, forms, interviews with administration, faculty, candidates, and stakeholders, as well as other forms of evidence provided by MSUN.

Evidence Consistent with Meeting the Standard

Preponderance of evidence is consistent with meeting the standard.

Evidence Inconsistent with Meeting the Standard

Component 10.58.311(f): Met with notation. Although the use of educational technology is introduced in a dedicated course, evidence indicates minimal integration of technology across the program to engage students, improve student learning, and enrich professional practice.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each

None

Recommendation

ARM 10.58.311 Initial Content and Pedagogical Knowledge Standard is met with notation.



Unit Standard Narrative Report

ARM 10.58.312 INITIAL CLINICAL PARTNERSHIPS AND PRACTICE

Summary of Findings

Evidence supports the claim that the Educator Preparation Provider (EPP) partnership with area districts in evaluation and feedback and the overall student clinical experience. Professional Educator Preparation Program Standard 312: Clinical Partnerships and Practice delineates in several components requirements for strong connection, participation, and contribution by cooperating teachers, supervisors, and advisors. A collection of feedback and data gathering documents has been developed. The EPP needs to improve either its implementation of the instruments or the tracking and extrapolation of data collected through the utilization of the various measuring tools. Interviews with the EPP faculty and advisory board, cooperating teachers, and reviews were conducted of data reflecting results of field experience evaluations, including information on the evaluator. The standard is met with notation.

Evidence Consistent with Meeting the Standard

- Adequate evidence of descriptive feedback to candidates.
- Adequate evidence that school-based clinical educators evaluate candidates and share results with provider.
- Sufficient evidence that demonstrates the EPP offers sequential clinical experiences with specific goals, focused teaching experiences, and assessment using performance-based criteria.

Evidence Inconsistent with Meeting the Standard

- Limited evidence that P-12 schools are benefitting from partnership.
- Limited evidence that EPP and P-12 clinical educators and/or administrators co-construct criteria for selection, preparation, evaluation, and retention of clinical educators.
- Limited evidence of involvement in ongoing collaborative decision making.
- Limited evidence that the provider works with P-12 partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on the learning and development of every P-12 student.

Elsie Arntzen, Superintendent

PO Box 202501
Helena, MT 59620-2501
406.444.5643
In-State Toll-free: 1.888.231.9393
TTY Users: 406.444.0235
opi.mt.gov

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**Recommendations for New Areas for Improvement and/or Stipulations
Including a Rationale for Each**

None

Recommendation

ARM 10.58.312 Initial Clinical Partnerships and Practice Standard is met with notation.



Unit Standard Narrative Report

ARM 10.58.313 INITIAL CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY

Summary of Findings

The Educator Preparation Provider (EPP) uses a comprehensive system to (1) recruit a well-qualified and diverse candidate pool, (2) gather data to monitor the academic and non-academic abilities of candidates throughout the program, and (3) ensure that candidates have the professional and ethical proficiencies needed to receive licensure and to become effective educators in their fields. The standard is met with notation.

Evidence Consistent with Meeting the Standard

10.58.313(1)(a) The EPP demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment through graduation. Data collected includes background checks, transcripts, and substitutive feedback from program faculty and cooperating teachers. The measures gathered ensure candidates academic and dispositional qualities needed to become effective teachers.

10.58.313(1)(i) The EPP admits candidates that reflect the diversity of Montana's P-12 students.

Evidence Inconsistent with Meeting the Standard

The EPP indicate that applicants are screened for moral character prior to admission using background checks from the Montana State Department of Justice and the Child Protective Services. While both background searches are essential screens for candidates, intrinsic racial biases that are part of the legal and protective services systems make this an inconsistent measure of moral character.

The EPP recognizes the inconsistency of the way the language presents a possible "intrinsic racial bias" and will clarify the section to better describe the intent of the moral character measure.

Evidence in Need of Verification or Corroboration

The EPP states that the candidate pool is representative of the P-12 student population in the Montana Hi-line region; however, evidence is not presented to substantiate this claim.

The EPP will edit the section of the report by stating that the candidate pool is representative of the Montana P-12 student population.

Elsie Arntzen, Superintendent

PO Box 202501
Helena, MT 59620-2501
406.444.5643
In-State Toll-free: 1.888.231.9393
TTY Users: 406.444.0235
opi.mt.gov

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**Recommendations for New Areas for Improvement and/or Stipulations
Including a Rationale for Each**

None

Recommendation

ARM 10.58.313 Initial Candidate Quality, Recruitment, and Selectivity Standard is met with notation.



Unit Standard Narrative Report

ARM 10.58.314 INITIAL PROGRAM IMPACT

Summary of Findings

The Initial Program Impact Standard 10.58.314 is an Area for Improvement (AFI).

The EPP's Plan for Documenting Impact on Student Learning, as presented, only minimally addresses the components of Standard 314. There is little evidence of a sustainable planning cycle. A sustainable plan must contain measurable objectives, a timeline for completion of major milestones, identification of responsible staff, and evidence that the plan is continually reviewed, with transparent results and summaries provided to faculty and other relevant audiences.

MSU-Northern has participated in the 2016 pilot completer and employer survey, which is being used statewide. According to staff, the surveys are being administered again in the spring of 2017. This will aid the EPP in collecting meaningful, required data. However, Northern faculty has no sustainable planning cycle that regularly involves faculty and ensures that the Initial Program Impacts are considered and met.

To address the AFI, the EPP must show the calendar of planned application of these surveys; the calendar for all planned activities, which include data gathering; data summarization, along with planned meetings to consider the data; and report the results to relevant audiences. Minutes of all of these meetings and work sessions could be posted and immediately available. Ensure that all staff members are well-trained in all components of data capture and data review. What access will staff have to the new collection tool, and how can results be shared when needed? Ensure that a yearly report/summary is written and reviewed, with staff recommendations for the next year's data needs.

As yearly data are collected and considered, the data should be compared to previous data, with relevant observations within the EPP and across the Institution.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each

AFI: ARM 10.58.314 Initial Program Impact Standard is an Area for Improvement.

Rationale: The EPP's Plan for Documenting Impact on Student Learning, as presented, only minimally addresses the components of Standard 314. There is little evidence of a sustainable planning cycle.

Recommendation

ARM 10.58.314 Initial Program Impact Standard is an Area for Improvement.



Unit Standard Narrative Report

ARM 10.58.315 INITIAL PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

Summary of Findings

Although the system seems adequate to collect and analyze the data for quality assurance and continuous improvement, the utilization of this system is new and is unproven as to its effectiveness. Use of data gathering and analysis of that data will lead to quality assurance and continuous improvement as well as a communication and decision-making tool with relevant stakeholders.

Evidence Consistent with Meeting the Standard

- Provider uses evidence from multiple measures to inform and evaluate operational effectiveness.
- Adequate evidence shows that the system has the capacity to collect, analyze, and report the data on the standards.
- Adequate evidence that the system can disaggregate data.
- There is evidence of available access and use by a variety of users.

Evidence Inconsistent with Meeting the Standard

- Most general rules for Standard Five are not met, specifically components 315(1)(c) and 315(1)(d).
- No evidence that the system has the ability to monitor operational effectiveness.
- No or limited description of content validity or inter-rater reliability are provided.
- No or limited documentation that evidence is relevant, verifiable representative, cumulative, or actionable.
- Minimal documentation that interpretations of evidence are consistent, accurate, and supported by data.
- Minimal evidence that the EPP reviews quality assurance system data, identifies patterns across preparation programs, uses data for continuous improvement, and tests innovations.
- Minimal evidence that the EPP regularly reviews system operations and data.
- Unknown if most changes in program are linked to data.
- Minimal evidence from Standards 311, 312, 313, and 314 are cited and applied.
- No evidence that the selection data is measured in relationship to candidate success and completion.



- Minimal evidence that data-informed changes are ongoing and based on systematic assessment of performance and/or that innovations result in overall positive trends of improvement for EPPs, their candidates, and P-12 students.
- No evidence of the eight outcome and impact measures with relevant analysis of trends, comparisons with benchmarks, evidence of corresponding resource allocations, and alignment of results to future directions.
- No evidence that the annual outcome and impact measures and their trends are posted on the EPP website and in other ways widely shared.
- Minimal evidence that the program changes and modifications are linked to EPP's data.
- No evidence that provider provides evidence of diverse stakeholder involvement through multiple sources in decision making, program evaluation, and selection and implementation of changes for improvement.
- No evidence of at least two examples of input from stakeholders and use of that input.
- Although the EPP is working with the state and the Council of Deans to survey completers and employers, additional work needs to be done to complete program evaluation and decision-making for improvements and identification of models of excellence.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each

AFI: ARM 10.58.315 Initial Provider Quality Assurance and Continuous Improvement Standard is an Area for Improvement. Evidence was minimal, limited, or not found. Therefore, an AFI designation is assigned to components (1)(b), (c), (d), and (e) of standard 10.58.315 and to the overall standard.

Rationale: The EPP's quality assurance and continuous improvement efforts appear to be hindered by challenges in effective communication and clarity of institutional and EPP leadership and organizational structure. We acknowledge the understanding that the overall institution has been focused on sustaining itself through the diesel-energy program at the perceived temporary expense of work with the EPP. Distributive leadership and planning may resolve many of the issues that we have identified.

Recommendation

ARM 10.58.315 Initial Provider Quality Assurance and Continuous Improvement Standard is an Area for Improvement.



Program Standard Narrative Report

ARM 10.58.501 TEACHING STANDARDS

Summary of Findings

Review of the sections of the Institutional Report (IR) relating to 10.58.501 teaching standards and 10.58.311 content and pedagogical knowledge validate alignment across these standards. Evidence reviewed during the visit include, but were not limited to, the 2017 Institutional Unit Accreditation Summary Report, institutional program assessment data, interviews with administration, faculty, candidates, and stakeholders, and other documentation provided by MSUN. The standard is met with notation.

Evidence Consistent with Meeting the Standard

Preponderance of evidence is consistent with meeting the standard.

Evidence Inconsistent with Meeting the Standard

ARM 10.58.501 Correct IR and corresponding syllabi relating to (1) ARM 10.58.508 (TRANSFERRED) change to ARM 10.58.532 (2015) Elementary Education and (2) Correct IR and corresponding syllabi replacing INTASC or NTATSC with InTASC Standards.

Reinforce component 10.58.311(f) by purposefully integrating the use of technology across all programs to engage students, expand student learning, and enrich professional practice.

Recommendations for New Areas for Improvement and/or Stipulations

Including a Rationale for Each

None

Recommendation

ARM 10.58.501 Teaching Standards is met with notation.



Program Standard Narrative Report

ARM 10.58.503 ART K-12

Summary of Findings

The Educator Preparation Provider (EPP) at Montana State University Northern (MSUN) offers a teaching minor in Art K-12. Review of evidence included Institutional Report (IR), 2017 Institutional Unit Accreditation Summary Report, course syllabi, assessments, institutional data, forms, interviews with administration, faculty, candidates, and stakeholders, as well as other forms of evidence provided by MSUN onsite.

Evidence Consistent with Meeting the Standard

Evidence provided for most components is consistent with meeting the standard 10.58.503 Art K-12.

Evidence Inconsistent with Meeting the Standard

Components 10.58.503(1)(g), (h), (2)(a), (b), (c), (d), (e), (f), (g), and (h) are inconsistent with meeting the standard. These components are met with notation. The Art K-12 minor teaching endorsement program recently emerged from moratorium. As such, some courses have not been reinstated as the current cohort(s) have not reached this level of study. Discussion with faculty resulted in a plan to complete the sections above for final submission of the IR program documents.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each

None

Recommendation

ARM 10.58.503 Art K-12 Standard is met with notation. Complete IR.



Program Standard Narrative Report

ARM 10.58.509 ENGLISH LANGUAGE ARTS

Summary of Findings

The Educator Preparation Provider (EPP) at Montana State University Northern offers a teaching major in English Language Arts (ELA). Review of evidence included Institutional Report (IR), 2017 Institutional Unit Accreditation Summary Report, course syllabi, assessments, institutional and program data, interviews with administration, faculty, candidates, and stakeholders. Standard 10.58.509 is met with notation.

Evidence Consistent with Meeting the Standard

Components 10.58.509(1)(a), (b), (d), (e), (f), (g), (j), and (k) are consistent with meeting the standard.

Evidence Inconsistent with Meeting the Standard

Components 10.58.509(1)(c), (h), (i), (l), (m), (n), (o), and (p) are inconsistent with meeting the standard. Evidence provided for these components was not sufficient or was absent, which resulted in the standard designated “met with notation.” The ELA endorsement program of study has recently emerged from moratorium. The IR corrections are necessary to clarify the program of study across required courses, catalog citations, and other EPP and institutional source documents. Discussion with faculty resulted in a plan to complete the sections above for final submission of the IR program documents.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each

None

Recommendation

ARM 10.58.509 English Language Arts Standard is met with notation. Complete IR.



Program Standard Narrative Report

ARM 10.58.515 INDUSTRIAL TRADES AND TECHNOLOGY EDUCATION

Summary of Findings

The Educator Preparation Provider (EPP) at Montana State University Northern (MSUN) offers a secondary teaching major in Industrial Trades and Technology Education 5-12. Review of evidence included Institutional Report (IR), 2017 Institutional Unit Accreditation Summary Report, course syllabi, assessments, institutional data, and interviews with administration, faculty, and candidates, as well as other evidence provided by MSUN onsite. The program requirements for Industrial Trades and Technology Education are met with notation.

Evidence Consistent with Meeting the Standard

Evidence of components is consistent with meeting standard 10.58.515.

Evidence Inconsistent with Meeting the Standard

- Component (1)(a) listed EDU 380 as a required course for meeting component, and it does meet the standard. EDU 380 **Introduction to Curriculum Planning/Practice**: *This course is an introduction to curriculum planning and practice. An overview of curriculum development, unit planning with an emphasis on lesson planning is the focus.* The EDU 380 course title, syllabus dates, and syllabus content are inconsistent across EPP documents. Additionally, the syllabus link appears broken. Correct IR and other EPP documents.
- Component (1)(b), as with several components, provided limited data during the site review. The Industrial Trades and Technology Education program has recently emerged from moratorium. This secondary endorsement area is in the first stage of collecting and analyzing program and candidate performance data as part of the overall EPP assessment cycle.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each

None

Recommendation

ARM 10.58.515 Industrial Trades and Technology Education Standard is met with notation. Correct IR and other EPP documents.



Program Standard Narrative Report

ARM 10.58.513-520 HEALTH AND PHYSICAL EDUCATION K-12

Summary of Findings

The Educator Preparation Provider (EPP) at Montana State University Northern (MSUN) offers a teaching major in Health and Physical Education K-12. Review of evidence included Institutional Report (IR), 2017 Institutional Unit Accreditation Summary Report, course syllabi, assessments, institutional data, forms, interviews with administration, faculty, candidates, and stakeholders, as well as other forms of evidence provided by MSUN onsite.

Evidence Consistent with Meeting the Standard

Preponderance of evidence demonstrated consistency with meeting standards 10.58.13 and 10.58.520.

Evidence Inconsistent with Meeting the Standard

Provide consistent required course content in learning and applying emerging technology in the classroom.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each

None

Recommendation

ARM 10.58.513-520 Health and Physical Education Standards are met with notation.



Program Standard Narrative Report

ARM 10.58.521 READING SPECIALISTS K-12

Summary of Findings

The Educator Preparation Provider (EPP) at Montana State University Northern (MSUN) offers a teaching minor in Reading Specialists K-12. The Reading Specialists program at MSUN is comprehensive and covers the necessary foundations for teaching reading K-12. Review of evidence included Institutional Report (IR), 2017 Institutional Unit Accreditation Summary Report, course syllabi, assessments, institutional data, interviews with administration, faculty, candidates, and stakeholders, as well as other evidence provided by MSUN onsite. Areas of strength include Indian Education for All (IEFA) integration and balanced curriculum delivery via varied approaches and materials, which cross multiple courses. The standard is met.

Evidence Consistent with Meeting the Standard

Evidence provided for all components are consistent with meeting the standard 10.58.521 Reading Specialist K-12.

- Component (1)(a)(iii) provides evidence of the integration of IEFA across multiple courses.
- Component (1)(c) provides evidence of a broad range of courses cover the balanced curriculum delivery via varied instructional approaches and materials, including EDU 335 and EDU 484. EDU 481 also applies.

Evidence Inconsistent with Meeting the Standard

Course Catalog: Change EDU to EDUC for the following courses 334, 345, 355, and 356. Update catalog.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each

None

Recommendation

ARM 10.58.521 Reading Specialists K-12 Standard is met.



Program Standard Narrative Report

ARM 10.58.522 BROADFIELD SCIENCE 5-12

Summary of Findings

The Educator Preparation Provider (EPP) at Montana State University-Northern (MSUN) offers a teaching major in 10.58.522 Broadfield Science. Reviewing the Preliminary Institutional Report (IR) of the EPP self-study and all attending and supportive materials, the EPP at MSUN meets ARM 10.58.522(2) pedagogical knowledge but did not complete the Institutional Report pertaining to the Broadfield Science endorsement, 10.58.522(7). Reviewers examined all Broadfield Science coursework syllabi; all Education syllabi; the MSUN 2016-17 Course Catalog, Praxis II, the document "Steps to Teacher Education Level I Admittance" (brochure); General Science Assessments syllabi, Program Sheets syllabi, General Science syllabi, and the Program Sheet, Bachelor of Science in Education, Secondary Education: General Science (5-12).

Under 10.58.522(2)(a)(iii), there is no overt expression of mathematics or statistics courses or content being offered to fulfill those elements of the standard. While there are data to demonstrate that mathematics and statistics concepts are being developed in the courses mentioned below, there is not sufficient evidence that candidates are developing basic competency in basic mathematics and statistics. Broadfield licensure ensures that candidates are prepared to teach all science courses in both middle and high school. This includes courses and advanced-placement courses in biology, chemistry, and physical sciences, including physics. Meeting this need is paramount to provide a foundation for candidates to be successful.

Under 10.58.522(2)(a)(iv), there is no overt expression of ways that American Indians and tribes in Montana relate to the environment. To meet this standard, it is recommended that the EPP develop a plan to introduce indigenous perspectives about nature into appropriate points in the curriculum.

Evidence Consistent with Meeting the Standard

Evidence supplied by the MSUN EPP (as given in (2)(a)-(f)) supports general command of science teaching.

Evidence Inconsistent with Meeting the Standard

- Under 10.58.522(2)(a)(iii), there is no overt expression of mathematics or statistics courses or content being offered to fulfill those elements of the standard.
- BIOE 370/371 and BIOB 420 are offered under (2)(a)(iv) to fulfill this requirement. This section does not express a conceptual understanding of IEFA in this sub-heading (iv). Both BIOE 370/371 and BIOB 420 are presented as "all encompassing" for humanity; therefore Indigenous populations are included in this effort. This misses the point of IEFA. The point is how did indigenous peoples and Montana Indians understand and



teach about ecological systems, and the effects of environment on themselves and others?

- All science content endorsement programs of study include 10.58.522(2) pedagogy content or professional core. Broadfield Science includes 10.58.522(2) pedagogy and 10.58.522(7) Broadfield Science. The Institutional Report section of ARM 10.528.522(7) Broadfield Science is incomplete, therefore, does not address the standard. Complete IR section (7), pages 9-11.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each

Recommend AFI for Broadfield Science 10.58.522 (2)(a)(iii) and(iv) and 10.58.522(7). See below.

Recommendation

AFI: ARM 10.58.522 Broadfield Science Standard is an Area for Improvement.

Rationale: There are three concerns relating to the Broadfield Science Standard.

- Under 10.58.522(2)(a)(iii), “competency in basic mathematics, statistics ... applications to science teaching” are not explicitly addressed in BIOB 160/161, BIOE 370/371, BIOB 420, GEO 328, and BIOL 425. There is no indication the above courses offer math or statistics content to meet the standard.
- BIOE 370/371 and BIOB 420 are used to fulfill ARM 10.58.522(2)(a)(iv). However, these course syllabi do not explicitly address a conceptual understanding of IEFA. For example, how did indigenous peoples and Montana Indians understand and teach about ecological systems, and the effects of environment on themselves and others?
- All science content endorsement programs of study include 10.58.522(2) pedagogy content or professional core. Broadfield Science includes 10.58.522(2) pedagogy and 10.58.522(7) Broadfield Science. Complete IR section (7), pages 9-11.



Program Standard Narrative Report

ARM 10.58.523 BROADFIELD SOCIAL STUDIES

Summary of Findings

The Educator Preparation Provider (EPP) at Montana State University-Northern (MSUN) offers a teaching major in Broadfield Social Studies. Reviewing the Preliminary Institutional Report (IR) of the EPP self-study and all attending and supportive materials, the EPP at MSUN must complete IR components 10.58.523(5)(a)-(f) government and (6)(a)-(g) history. A concentration in government and history are required pursuant to ARM 10.58.523(1) Broadfield Social Studies. Reviewers examined all Broadfield Social Studies coursework syllabi; all Education syllabi; the MSUN 2016-17 Course Catalog, Praxis II, the document "Steps to Teacher Education Level I Admittance" (brochure); and the "Program Sheet, Bachelor of Science in Education, Secondary Education: Social Studies Broadfield (5-12), General Education Core." Preponderance of evidence from the site review found supported the claim that the standard is met. Because the IR is incomplete, the standard is met with notation.

Evidence Consistent with Meeting the Standard

Preponderance of evidence provided was consistent with meeting the standard.

Evidence Inconsistent with Meeting the Standard

ARM 10.58.523(1) is inconsistent with meeting the standard. A concentration in government and history are required pursuant to ARM 10.58.523(1) Broadfield Social Studies, which means the components (5) government and (6) history of the 2017 IR must be completed.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each

None

Recommendation

ARM 10.58.523 Broadfield Social Studies Standard is met with notation.



Program Standard Narrative Report

ARM 10.58.526 TRAFFIC EDUCATION 5-12

Summary of Findings

The Educator Preparation Provider (EPP) at Montana State University Northern (MSUN) offers a teaching minor in Traffic Education 5-12. Review of evidence included Institutional Report (IR), 2017 Institutional Unit Accreditation Summary Report, course syllabi, assessments, institutional data, forms, interviews with administration, faculty, candidates, and stakeholders, as well as other forms of evidence provided by MSUN onsite.

Evidence Consistent with Meeting the Standard

Evidence provided for all components are consistent with meeting the standard 10.58.526.

Evidence Inconsistent with Meeting the Standard

Components 10.58.526 (1)(c), (d), (l), (m), and (r) are inconsistent with meeting the standard. These components are met with notation. The Traffic Education minor program of study has recently emerged from moratorium. As such, some courses and course objectives were not aligned with the requirements of specific standard components. Additionally, the Traffic Education teaching minor was recently reinstated. Discussion with faculty resulted in a plan to complete the sections the IR listed above.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each

None

Recommendation

ARM 10.58.526 Traffic Education 5-12 Standard is met with notation. Complete IR.



Program Standard Narrative Report

ARM 10.58.532 ELEMENTARY EDUCATION

Summary of Findings

The Educator Preparation Provider (EPP) at Montana State University-Northern (MSUN) offers a teaching major in 10.58.532 Elementary Education. The elementary education program of study meets the requirements of the administrative rule. Review of evidence included Institutional Preliminary Report, 2017 Institutional Unit Accreditation Summary Report, course syllabi, assessments, institutional data, forms, interviews with administration, faculty, candidates, and stakeholders, as well as other forms of evidence provided by MSUN. General rules for the standards are met.

Evidence Consistent with Meeting the Standard

All evidence of the Elementary Education endorsement program is consistent with meeting standard 10.58.532.

Evidence Inconsistent with Meeting the Standard

None

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each

None

Recommendation

ARM 10.58.532 Elementary Education Standard is met.



Program Standard Narrative Report

ARM 10.58.610 SCHOOL COUNSELING K-12

Summary of Findings

The Educator Preparation Provider (EPP) at Montana State University Northern (MSUN) offers a Master of Education (M.Ed.) in Counseling Education for candidates interested in a career as a professional school counselor. The M.Ed. in School Counseling program is offered at two locations: off-site at the Great Falls College in Great Falls, Montana, and on campus at MSUN in Havre, Montana. Review of evidence included, but is not limited to, the 2017 Institutional Report (IR), course syllabi, program sheet, MSUN 2016-17 Online Course Catalog, 2017 Institutional Unit Accreditation Summary Report, Advanced Program Data, Employer and Completer survey development and pilot; 2016 Final Internship Evaluation comments, and interviews with school counseling faculty, staff, and school counseling program candidates and completers. Findings of the site review indicate that the School Counseling advanced endorsement program at MSUN meets ARM 10.58.610 standard with notation.

Evidence Consistent with Meeting the Standard

Preponderance of evidence is consistent with meeting ARM 10.58.610 School Counseling.

Evidence Inconsistent with Meeting the Standard

Component (2)(b) no evidence provided to this section of the Institutional Report.

Minor Corrections Needed

- Component (1)(a), CNSL 567 Community and Agency Consulting. Correct IR, catalog, course syllabus.
- Component (1)(c) CNSL 530 Life Span Development and Adjustment is also listed in the IR as Psychology of Development and Adjustment. Correct IR inconsistency.
- Components (2) CNSL 571 Counseling Practicum. Course objective numbers on syllabus are inconsistent with standard numbering as listed-(1)(g)(iv), (j), (j)(i), (j)(ii). Practicum is addressed by sub-standards (2), (2)(a) and (2)(b), not (j), (j)(i), (j)(ii). Correct syllabus.
- Component (2)(c)(d)(e) CNSL 594 and 596 School Counseling Internship I and II. Course objective numbers on syllabus are inconsistent with standard numbering. To provide consistency, align numbering and make corrections.



**Recommendations for New Areas for Improvement and/or Stipulations
Including a Rationale for Each**

None

Recommendation

ARM 10.58.610 School Counseling Standard is met with notation. Correct IR, catalog, course syllabus, and other institutional documents.



**Montana State University Northern
 Educator Preparation Provider
 State Exit Report
 April 9-11, 2017**

Dr. Stevie Schmitz, Team Chair

From April 9-11, 2017, a state accreditation review of the Educator Preparation Provider (EPP) in the College of Education, Arts and Sciences, and Nursing at the Montana State University Northern (MSUN) was conducted by a visiting team representing the Montana Board of Public Education (BPE) and the Superintendent of Public Instruction. The purpose of the state accreditation site review was to verify that the EPP's Institutional Report (IR) meets the Montana Professional Educator Preparation Unit and Program Standards. The state visiting team reviewed documents and corresponding evidence, examined data reports, and interviewed MSUN leadership, faculty and staff, current and graduated candidates, regional administrators and local teachers, and cooperating teachers and university supervisors. The purpose of this document is to summarize the results of the team's findings.

Subchapter 3—Initial Unit Standards

ARM	TITLE	STATUS	REPORT Page Number
10.58.311	Initial Content and Pedagogical Knowledge	MET w/Notation	1
10.58.312	Initial Clinical Partnerships and Practice	MET w/Notation	2
10.58.313	Initial Candidate Quality, Recruitment, and Selectivity	MET w/Notation	4
10.58.314	Initial Program Impact	AFI	6
10.58.315	Initial Provider Quality Assurance and Continuous Improvement	AFI	7



Subchapter 5–Initial Teaching Program Standards

ARM	TITLE	STATUS	REPORT Page Number
10.58.501	Teaching Standards	MET w/Notation	9
10.58.503	Art K-12 Minor	MET w/Notation	10
10.58.509	English/Language Arts	MET w/Notation	11
10.58.515	Industrial Trades & Technology Education	MET w/ Notation	12
10.58.520/513	Health and Physical Education K-12	MET w/Notation	13
10.58.521	Reading Specialist K-12 Minor	MET	14
10.58.522	Science–Broadfield	AFI	15
10.58.523	Social Studies–Broadfield	MET w/Notation	17
10.58.526	Traffic Education Minor	MET w/Notation	18
10.58.532	Elementary Education	MET	19

Subchapter 6–Advanced Teaching Program Standards

ARM	TITLE	STATUS	REPORT Page Number
10.58.610	School Counseling K-12	MET w/Notation	20



Commendations

- Reading Minor—10.58.521 (1)(a)(iii) Indian Education for All integration across multiple courses is exemplary in application.
- Initial Programs—The team acknowledges the difficult and successful journey that the initial programs have undertaken in the recent past. We celebrate with you the return of the secondary majors, including Industrial Trades and Technology, the only such program in the state of Montana. The support for the EPP overall was evident in the partners who came to offer expertise by making themselves available for interviews.
- Advanced Programs.
 - School Counseling—Current students and program completers shared accolades about the program and the faculty and expressed confidence in feeling well-prepared to serve as school counselors in Montana accredited P-12 schools.
 - Instruction and Learning—Although this online graduate program does not lead to licensure or endorsement, the site visiting team acknowledges the work and preparation of the graduate program for its relevance to various careers. Current members of the program acknowledged that the structure of the course and the career diversity of the students helped extend perspectives to learn from each other. We enjoyed learning more about the good work that is being done through the Instruction and Learning graduate program.

Areas for Improvement (AFI)

AFI: ARM 10.58.314 Initial Program Impact Standard is an Area for Improvement (AFI).

Rationale: The EPP's Plan for Documenting Impact on Student Learning, as presented, only minimally addresses the components of Standard 314. There is little evidence of a sustainable planning cycle.

AFI: ARM 10.58.315 Initial Provider Quality Assurance and Continuous Improvement is an Area for Improvement.

Rationale: Evidence is minimal, limited, or not found for most of the components of the standard. Of the five components (1)(b),(c),(d),&(e) of standard 10.58.315 are not met. The EPP's quality assurance and continuous improvement efforts appear to be hindered by challenges in effective communication and clarity of institutional and EPP leadership and organizational structure.



AFI: ARM 10.58.522 Broadfield Science Standard is an Area for Improvement.

Rationale: There are three concerns relating to the Broadfield Science Standard.

1. Under 10.58.522(2)(a)(iii), “competency in basic mathematics, statistics ...applications to science teaching” are not explicitly addressed in BIOB 160/161; BIOE 370/371; BIOB 420; GEO 328; and BIOL 425. There is no indication the above courses offer Math or Statistics content to meet the standard.
2. BIOE 370/371 & BIOB 420 courses are used to fulfill ARM 10.58.522(7)(a)(iv). However, these course syllabi do not explicitly address a conceptual understanding of IEFA. For example, how did Indigenous Peoples and Montana Indians understand and teach about Ecological Systems, and the effects of Environment on themselves and others?
3. All science content endorsement programs of study include 10.58.522(2) pedagogy content or professional core. Broadfield Science includes 10.58.522(2) pedagogy and 10.58.522(7) Broadfield Science. Complete IR section (1.58.522(7), pages 9-11.

The site visiting team wishes to thank the MSU Northern administration and faculty for a warm welcome and the comfortable work environments. From Sunday afternoon, when the team members arrived to the conclusion of the site visit on Tuesday, April 11, staff, faculty, administrators, and candidates welcomed the team and cooperated with its every request. A special thank you is extended to Dr. Reifschneider for her leadership and to her team for providing the necessary materials, organizing the visit, and the speedy and competent responses.

Thank you all for your commitment to Montana education.



Definitions that pertain to this report (CAEP Glossary)

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.



1601 N. Benton Avenue
Helena, MT 59625-0002
406-447-4300 p
406-447-4533 f
www.carroll.edu

July 26, 2017

Dr. Linda Vrooman-Peterson
Accreditation and Educator Preparation Administrator
Montana Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

Dear Linda:

Carroll College is seeking the Board of Public Education's approval of a combined major, Elementary and Special Education. I am sending you materials for review of our major.

You will find enclosed documentation of how our new major meets 10.58.501 Teaching Standards and 10.58.510 Students with Disabilities P-12. The Institutional Report documents provide an overview of how we meet each standard, and the syllabi, *2016-2017 Carroll College Catalog*, and the Portfolio Process provide more explanation of how we meet the standards. We retrieved the templates from the Office of Public Instruction Website in July of 2017.

We are providing the documentation in three formats: 1) Paper copies of all materials; 2) Thumb Drive containing all materials, and 3) Google location, <https://drive.google.com/drive/folders/OB0TnlQbdaRurak0wcnhKYmtjQXM> Any person with this address should be able to access our materials.

If you have questions about our review request, please contact Dr. Bob Stansberry, Director of Teacher Education, beginning August 1, or Allison Sever, Administrative Assistant to Teacher Education and Gifted Institute. Dr. Stansberry can be reached at 406-447-4353 or rstansberry@carroll.edu, and Allison Sever can be reached at 406-447-4365 or asever@carroll.edu.

Sincerely,

Lynette E. Zuroff, Ed.D.
Director of Teacher Education

COMBINED ELEMENTARY AND SPECIAL EDUCATION MAJOR: SUGGESTED FOUR-YEAR SCHEDULE--- OPTION "S"

FIRST YEAR

FALL

CO 101	Basic Communication (or ENWR 102)	3 cr. _____
ED 102	Found. of Education	3 cr. _____
_____	Physical, Life, or Earth Science (1)	4 cr. _____
LAS 101	Alpha Seminar	3 cr. _____
TH 101	Theological Foundations (or PHIL)	<u>3 cr. _____</u>
		16 cr.

SPRING

CS 103	Inst. Media & Tech.	3 cr. _____
ENWR 102	College Composition (or CO 101)	4 cr. _____
ED 228	Children's Literature	3 cr. _____
PSY 203	Developmental Psychology	3 cr. _____
PHIL _____	Philosophy Course (or TH 101)	<u>3 cr. _____</u>
		16 cr.

SECOND YEAR

_____	Fine Arts	3 cr. _____
ED/PSY 229	Educational Psychology	3 cr. _____
ED 329	Music Ed. in Elem. School	3 cr. _____
MA 201	Math for Elem Ed I (2)	3 cr. _____
_____	Physical, Life, or Earth Science (1)	4 cr. _____
SPED 300	Intro to Exceptional Child	<u>3 cr. _____</u>
		19 cr

ENLT _____	Literature	3 cr. _____
ED 245	Diversity Field Experience	1 cr. _____
MA 202	Math for Elem Ed II	3 cr. _____
HI _____	U.S. History Course (3)	3 cr. _____
SPED 304	Students with High Incidence Disabilities	3 cr. _____
SPED 305	Students with Low Incidence Disabilities	<u>3 cr. _____</u>
		16 cr

THIRD YEAR

ED/SPED305	Classroom Management	2 cr. _____
ED 323	Teach. Comm. Arts I	2 cr. _____
ED 325	Teach. Comm. Arts II	3 cr. _____
SPED 306	Collaboration & Conf. for Sp. Ed.	3 cr. _____
SPED 323	Assessment & Eval in Spec Ed	3 cr. _____
_____	Physical, Life, or Earth Science (1)	4 cr. _____
		17 cr

ED 212	Teaching Math in Elem Sch	3 cr. _____
ED 312	Elem Science & Soc Studies	4 cr. _____
ED 320	Art Ed in Elem School	2 cr. _____
ED/SPED3244	Diag-Based Interventions in Lit Inst	3 cr. _____
ED 412	Measure & Assessment in Teach	3 cr. _____
SPED 408	Meth. for Tchg. Stud. w/ Lrng & BD	<u>3 cr. _____</u>
		18 cr

FOURTH YEAR

AN/SO 218	Intro to N Am Studies (4)	3 cr. _____
SPED 409	Methods for Admin. SPED	<u>5 cr. _____</u>
HPE 314	PE in Elem Sch	3 cr. _____
PHIL _____	Philosophy Course (5)	3 cr. _____
_____	Theology	<u>3 cr. _____</u>
		17 cr.

ED 405	Education Seminar	1 cr. _____
ED 410	Student Teaching	<u>12 cr. _____</u>
		13 cr

NOTE: Students must earn a "C-" or better in courses marked by bold print. To be admitted to student teaching, students must have a cumulative GPA of 2.65 on 1) Content Knowledge Coursework as identified on the MT Assessment for Content Knowledge Verification Sheet and 2) Major and Professional Education Program requirements. The literature, fine arts, theology, and philosophy requirements may be fulfilled after student teaching. Writing Intensive Courses: You must have 2 courses; only one ED course counts for this requirement.

1. ED 102
 2. _____
- Global Diversity Course: 1.** _____
- National Diversity Course: 1.** _____
- National Diversity Course 1. _____

- 1) Students must take a life science, a physical science, and an earth science course. Suggested Science Courses: Life= BI 101 or BI 102; Physical= CH 111 or PHYS 103; Earth= EAS 101, EAS 102 or PHYS 104. Must take a lab. (PHSY 104 may count for either physical or earth science, but may not count for both.)
- 2) A student must be able to demonstrate proficiency in elementary algebra.
- 3) See the *Carroll College Catalog* for courses that will satisfy both the US and Contemporary World Cultures requirements. However, a history course is required for the CORE.
- 4) AN/SO 218 satisfies Contemp. World Cultures and Nat'l Diversity requirements.
- 5) If not met with other courses, take a writing intensive or global diversity course.

STONE CHILD COLLEGE

8294 Upper Box Elder Road
Box Elder, MT 59521

Phone: (406)395-4875
FAX: (406)395-4836

TO: Montana Board of Public Education
Dr. Linda Vrooman Peterson, Administrator
Accreditation and Educator Preparation Division
Montana Office of Public Instruction

FROM: Ms. Cory Sangrey-Billy, Interim President 
Dr. Kadene Drummer, Education Department Head 

DATE: August 28, 2017

RE: Accreditation for Montana Elementary Education (K-8) License and Teaching Endorsement

Stone Child College (SCC) is seeking accreditation to offer an Elementary Education (K-8) teaching endorsement. The College's Board of Directors authorized the College to offer the proposed Bachelor of Science (BS) degree program in Elementary Education (K-8) on April 19, 2016. On August 31, 2016, the College's Bachelor Degree Steering Committee unanimously approved the BS degree and the College's Curriculum Committee unanimously approved the BS degree program in Elementary Education (K-8) on September 23, 2016. On July 20, 2017, Northwest Commission on Colleges and Universities approved Stone Child College to offer a Bachelor of Science (BS) degree program in Elementary Education (K-8) effective Fall 2017.

Capacity has been built through an existing partnership with Salish Kootenai College (SKC) in which students were able to earn their teaching degree from SKC, while remaining in their home community, through a collaboration that offers advanced coursework on the SCC campus. SKC's Dean of Education mentors SCC's faculty until gradually, and for the past semester, all coursework is being taught by SCC faculty on the SCC campus. The program is managed through constant communication between SKC's Dean of Education and SCC's Education Department Head but simple logistics, different cultures, quarter vs. semester issues, as well as student financial considerations, indicated a continuing need to develop a local degree. Additional collaborative work through the Understanding Teacher Education at Minority Serving Institutions project and participation in the Penn Center for Minority Serving Institutions/W.K. Kellogg Foundation capacity building project helped guide curriculum and provided faculty professional development in preparation to offer a bachelor degree. As a member of the Montana Council of Deans of Education (MCDE) and its' Continuous Improvement Collaboration, Dr. Kadene Drummer has been working closely with faculty across the campus as well as with colleagues across the MUS system over the last three years to build a high quality academic program that meets the state's educator licensure standards.

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Congruently, multiple sources, over a period of time, revealed a community need and desire to develop a degree that is rigorous and meets state and accreditation standards, but is also infused with Chippewa Cree language, culture and history. Our desire to continue to address the issue of too few qualified native American teachers and its academic and social ramifications for Indian youth, motivates us to seek approval to provide a degree granting teacher preparation program that provides a culturally responsive teacher education curriculum that prepares teacher candidates to be the role-models needed in today's schools. SCC's program is based upon state and national standards with its foundation based on four key domains: a) the learner and learning; b) content, c) instructional practice, and d) professional responsibility.

The student clientele that will be enrolling into the Elementary Education program are new students who desire to teach kindergarten through eighth grade. The department expects that many past graduates (65 in the past 10 years) who earned their Associate Degree in Teacher Education, and are working in local schools as paraprofessionals, will return to campus to complete a four-year degree since the program will be delivered locally. Local school administrators have shared they plan to encourage and support the professional training of paraprofessionals they have employed in their school. Additionally, SCC expects to have interest in the program from those students who are close to receiving their associates in elementary education and may be motivated to continue, now knowing they can earn a teaching degree leading to licensure without having to relocate. Additionally, SCC has been awarded a four-year Indian Education Professional Development grant to prepare a minimum of 18 participants to earn a bachelor or master's degree in education. This opportunity provides full-time students with a monthly stipend, tuition, fees and books for three years, with an additional year of induction services. This funding opportunity comes at an opportune time as we started a new cohort group with SKC Spring 2017, and both schools are committed to working together to provide a seamless transition, for both students and faculty. We plan offering third year courses, under our own accreditation, beginning in the spring 2018 and seek provisional accreditation for a few months if the process is not complete, as discussed with Dr. Linda Vrooman Peterson. We will continue a partnership with SKC to provide an additional degree, Early Childhood P-3 degree, for those students who only want to teach Preschool to third grade.

A full course listing of SCC's Bachelor of Science (BS) degree program in Elementary Education (K-8) is attached.

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STONE CHILD COLLEGE BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION (K-8) EFFECTIVE SPRING SEMESTER 2018 THROUGH SPRING SEMESTER 2021

Required Courses:	Credits	Grade	Term
Fall – Year 1			
ART 110 Art Appreciation	3		
WRIT101 College Writing I	3		
NAS 101 History of Indians in U.S.	3		
NASX 100 Cree I	3		
EDU 200 Intro to Education	3		
Total credits	15		
Spring – Year 1			
MUS 110 Music Appreciation	3		
COMX 111 Public Speaking	3		
PSYX 100 Intro to Psychology	3		
BIOS 101 General Biology with Lab	4		
WRIT 201 College Writing II	3		
Total credits	16		
Fall – Year 2			
M130 Math for Elementary Teachers I	4		
PHSX 205N Fundamentals of Physics I	3		
PHSX 206N Fundamentals of Physics lab	1		
EDU 235 Introduction to Indian Education	3		
EDU 225 Intro to Education Psychology	3		
HPE 285 Principles of Health and Wellness	3		
Total credits	17		
Spring – Year 2			
M131 Math for Elementary Teachers II – College Algebra	4		
PSCI 210 American Government/History	3		
ESCI 150 Atmospheric Science with lab	4		
EDU220 Human Growth and Development	3		
EDU 270 Instructional Technology	3		
Total credits	17		

Stone Child College has been reaffirmed for Accreditation by the
Northwest Commission on Colleges and Universities
Stone Child College is an Equal Opportunity Employer

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Fall - Year 3			
GPHY 310 Human Geography	3		
EDU 301 Language, Literacy & Text for Children	3		
EDU 307 Curriculum, Planning and Assessment	3		
EDU 305 Parent Partnerships and Community Collaboration	2		
EDU 309 Guiding Social Development and Class Management	3		
EDU 350 Methods of PE and Health Enhancement with 10 hr. field experience	3		
Total credits	17		
Spring - Year 3			
EDU 311 Cultures, Diversity and Ed Ethics – includes field trip to MSDB	2		
EDU 330 Methods: Teaching and Assess. Soc. Studies K-8	3		
EDU 337 Teaching Exceptional Learners	3		
EDU 344 Methods: Teaching Reading and Language Arts	3		
EDU 340 Methods: Literacy Assessment, Diagnosis and Instruction	3		
EDU 380 Clinical Experience Level 1- Seminar + 6 hr. per week field (K-3)	2		
Total credits	16		
Current First Aid Card w/CPR (Must complete at least one semester prior to student teaching.)			
<input type="checkbox"/>			
Fall – Year 4			
EDU 420 Methods: Teaching and Assessing K-8 Mathematics	3		
EDU 430 Methods: Teaching and Assessing K-8 Science	3		
EDU 440 Methods: Teaching Creative Arts (Music, Art, Drama . . .)	3		
EDU 460 Action Research in Education	3		
EDU 480 Clinical Experience Level 2- Seminar + 10 hr. per week field (4-8)	3		
Total credits	15		
Spring – Year 4			
EDU 490 Student Teaching for Elementary Education	12		
EDU 495 Reflective Practice and Research in Education	2		
Total credits	14		
TOTAL CREDITS	127		

Practicum hours: 260 before student teaching

Proposed Stone Child College (SCC) Accreditation

Updated Timeline

October 5, 2017

- September 2017: Board of Public Education. Presentation of the elementary education program and development of the Educator Preparation Provider (EPP) at SCC.
- October 2017: Certification Standards and Practices Advisory Council. Presentation of the elementary education program and development of the Educator Preparation Provider at SCC.
- November 2017: BPE. Presentation of the off-site review report of Stone Child College's Institutional Report for both unit and program standards. Recommend approval of provisional accreditation for SCC effective January 1, 2018.
- Fall 2018: OPI facilitates site visit of the Elementary Education endorsement area that includes program alignment with the unit and program standards.
- TBD: Recommend final action of state exit report and regular accreditation of the EPP at Stone Child College.



ITEM 6

**PRAXIS WORKING COMMITTEE 2017 ANNUAL
REPORT**

Dr. Linda Peterson

Montana Test Review: ETS Praxis Subject Assessments Summary Report

Montana Test Review: ETS Praxis Subject Assessments

June 2, 2017

Carroll College – Campus Center

The Praxis Working Committee recommend to CSPAC and the MCDE to accept the Montana Test Review Summary Report of the ETS Praxis Subject Assessments in Library Media Specialists and Sociology.

The Montana Test Review Summary Report includes the following recommendations:

1. Adopt new Praxis Subject Assessments and corresponding Montana minimum scores.
1. Keep as is Praxis Subject Assessments and corresponding minimum scores.
2. Do not adopt Praxis Subject Assessment

Sociology: Content Knowledge (5391)

- Recommend—Adoption of Sociology: Content Knowledge (5391)
- Montana Minimum Score—154
- Conduct score review process Spring 2019
- Gather additional information from ETS, and include Sociology secondary teachers and postsecondary faculty members into upcoming Multistate Standard Setting Study (MSSS) or regeneration processes, National Advisory Council, and the ETS Working Committee.

Notes: For the Sociology: Content Knowledge (5391) test, an MSSS was held in 2013. The OPI conducted a test review in January 2016. The 2016 panel suggested that a “live” test review be conducted in the spring of 2017 for the Sociology Content Knowledge test.

In June 2017, the OPI brought panelists together to conduct a “live” test review. The panelists took the test, then discussed their impressions and the viability of using this test for Montana program completers. The test was the same test. Of 120 total questions in the areas of I. Sociological Perspectives and Methods of Inquiry; II. Culture, Socialization, and Social Organization; III. Social Stratification; IV. Deviance and Conformity; V. Social Institutions; and VI. Demography and Social Change, 100 questions were scored. Panelists from six states recommended a passing score of 63 out of a possible 100 raw-score points. The scaled score associated with a raw score of 63 is 154 on a 100–200 scale.

Rationale: The panelists determined a score of 154 is appropriate for this test. The panel had concerns about the test, similar to those concerns of the 2016 panel. The panel felt there was an even balance to the test, but would like to see Sociology regenerated to address out-of-date and inaccurate test items. Because there were no test takers for Sociology in Montana over the past five years, the panel recommended immediate implementation to generate data over the course of several years to provide aggregate to help improve the program.

Montana Test Review Protocol

ETS Praxis Subject Assessments

Purpose

Test reviews establish a score setting process for all teaching endorsement areas to help ensure the usability and consistency of Montana minimum scores for Educational Testing Services (ETS) Praxis Subject Assessments.

Montana Test Review Protocol

- OPI conducts ETS-facilitated test reviews and, when available, participate in multistate standard setting studies.
- OPI establishes panels of Montana educators to participate in ETS Praxis Subject Assessment test reviews for a specific endorsement area.
- Panelists take practice test in the specific endorsement area prior to participating in the panel discussion.
- Panel discusses impression of the subject assessment test or standard setting study experience.
- Panel reviews national, Montana Standards Data, and other state data.
- Panel reviews the standard setting technical report or other data report(s).
- Panel Discussion.
- Panel determines Montana minimum score.
- Recommendation (EXAMPLE):

The PWC recommends to the Montana Council of Deans of Education 158 as the Montana minimum score for the ETS Praxis Art Content Knowledge Test (5134).

- After a period of three years, the MCDE may request that the PWC review the test data and present a recommendation to maintain or adjust the minimum score for a Praxis Subject Assessment.

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ETS Praxis Subject Assessments

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ITEM 7

CLASS 8 LICENSE APPLICATIONS

Kristine Thatcher

FUTURE AGENDA ITEMS