CERTIFICATION STANDARDS AND PRACTICES ADVISORY COUNCIL MEETING

Wednesday February 6, 2019

Office of Public Instruction Conference Room
1300 11th AVE First Floor
Helena, MT

AGENDA

CERTIFICATION STANDARDS & PRACTICES ADVISORY COUNCIL MEETING

WEDNESDAY, FEBRUARY 6, 2019

Office of Public Instruction Conference Room
1300 11th AVE, First Floor
Helena, 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 October 2, 2018 Meeting Minutes

ITEM 1 **EXECUTIVE COMMITTEE REPORT – Mr. Kelly Elder**

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

- **Legislative Update**

ITEM 3 **EDUCATOR LICENSURE REPORT – Kris Thatcher**

ITEM 4 **MONTANA DIGITAL ACADEMY REPORT – Bob Currie**

ITEM 5 **COMPARISON OF THE ADVANCED PROGRAM STANDARDS: MONTANA PEPPS ARM 10.58.601-609 WITH THE REVISED COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION (CAEP) STANDARDS- Linda Peterson**

ITEM 6 **NOTICE OF THE NEGOTIATED RULEMAKING FOR NOMINATIONS/APPLICATIONS TO SERVE ON THE NR COMMITTEE TO AMEND ARM 10.55.606 ACCREDIATION PROCESS PERTAINING TO STUDENT PERFORMANCE MEASURES USED TO DETERMINE ACCREDITATION STATUS - Linda Peterson**

ITEM 7 **REVIEW OF CLASS 8 LICENSE APPLICATIONS – Kris Thatcher**

ITEM 8 **FUTURE AGENDA ITEMS**

PUBLIC COMMENT

ADJOURN

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

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

MINUTES

CERTIFICATION STANDARDS & PRACTICES ADVISORY COUNCIL MEETING

TUESDAY, OCTOBER 2, 2018

Carroll College – Lower Campus Center
DeSmet Room
Helena, MT

**********COFEE AND CONVERSATION BEGINNING AT 8:30 AM**********

Starting at 9:00 A.M.

CALL TO ORDER

Chair Elder called the meeting to order at 9:05 AM and Ms. Stockton took roll call.

CSPAC Members present included: Mr. Kelly Elder, Chair; Ms. Noreen Burris, Vice Chair; Ms. Angel Turoski, Dr. Rob Watson, Ms. LeAnne Lorenz; Mr. Tom Cubbage. Staff present: Mr. Pete Donovan, Executive Director Board of Public Education and CSPAC; Ms. Kris Stockton, Administrative Assistant Board of Public Education and CSPAC. Guests included: Dr. Linda Peterson, OPI; Dr. Tricia Siefert, MSU Bozeman; Ms. Jule Walker, OPI; Ms. Kristine Thatcher, OPI; Mr. Nick Bellack, ETS.

APPROVE AGENDA

Ms. Noreen Burris moved to approve the agenda as presented. Motion seconded by Ms. Angel Turoski.

No discussion. Motion passed unanimously.

APPROVE MINUTES

Ms. LeAnne Lorenz moved to approve the July 11, 2018 minutes as presented. Motion seconded by Mr. Tom Cubbage.

No discussion. Motion passed unanimously.

ITEM 1 EXECUTIVE COMMITTEE REPORT – Mr. Kelly Elder

- Committee Assignments

Committee assignments were discussed for the open positions and new assignments were as follows: Ann Wake – Pre-Professional Committee; Tom Cubbage – Professional Practices Committee; Noreen Burris – Licensure & Endorsement.

Dr. Watson moved to approve the committee assignments for 2018-19. Motion seconded by Mr. Cubbage.

No discussion. Motion passed unanimously.

- Review By-Laws

Mr. Donovan reviewed the reasons for the annual review of the By-Laws. The Council reviewed the existing By-Laws.

DRAFT

Ms. Noreen Burris moved to maintain the By-Laws as written. Motion seconded by Ms. LeAnne Lorenz.

No discussion. Motion passed unanimously.

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

Mr. Donovan introduced the new Deputy Superintendent at OPI Ms. Jule Walker to the Council. Mr. Donovan reviewed the September 14 Board of Public Education meeting including the new selection of Dr. Darlene Schottle as the Chair of the Board, and Ms. Tammy Lacey as the Vice Chair, the reauthorization of the Montana Advisory Council on Indian Education (MACIE), presentation from the Montana Digital Academy, and the approval of the Notice of Public Hearing for EMT and Emergency & Fire Services for Class 4 Licenses. Mr. Donovan fielded questions from the Council.

ITEM 3 REVIEW OF SEPTEMBER EDUCATION INTERIM COMMITTEE MEETING – Mr. Pete Donovan

Mr. Donovan discussed the recent Education Interim Committee meeting specifically the discussion surrounding Gifted and Talented programs in Montana. The Council and Mr. Donovan discussed Gifted and Talented programs, issues the interim committee is concerned about, and how to address those concerns.

ITEM 4 NEW PROGRAM PROPOSALS – MSU BOZEMAN – Dr. Linda Vrooman Peterson; Dr. Tricia Siefert, MSU Bozeman

Dr. Peterson reviewed for the Council the process an Educator Preparation Program goes through to bring on new programs of study in their respective department. Dr. Peterson and Dr. Siefert discussed each of the new proposals under consideration at MSU Bozeman. The program has received university approval and Board of Regents approval. Dr. Siefert fielded questions from the Council regarding the proposed program including student teaching component, placement of master's degree teachers in rural areas, and structure. Dr. Siefert noted that the growing Dual Enrollment program requires the high school teacher to have a master's degree, so this program fulfills this need for rural schools.

- **Master of Arts in Teaching**

Dr. Siefert discussed this new program for the Council, the reasons behind the development of this new program, and how the program will be rolled out if approved. The proposed program is 1 year (3 consecutive semesters) of graduate degree coursework leading to a teaching license. The degree is a hybrid program of on line and in person coursework.

Ms. Noreen Burris moved to recommend the Master of Arts in Teaching program at MSU to the Board of Public Education. Motion seconded by Ms. LeAnne Lorenz.

Mr. Elder asked if satellite campuses for MSU would have interaction and Dr. Siefert noted through the Field Supervisor at the satellite campus would be the contact.

No further discussion. Motion passed unanimously.

- **Family and Consumer Science**

Dr. Siefert noted this will be an information item to the Board of Public Education pending approval from the Council. Family and Consumer Science is a Critical Shortage area in Montana so adding this endorsement will help fulfill this need. Dr. Peterson noted that this will be presented as an information item to the Board of Public Education as well at their next meeting. Council questions were fielded by Dr. Siefert.

Mr. Tom Cubbage moved to forward the Family and Consumer Science item to the Board of Public Education as an Information Item. Motion seconded by Ms. Angel Turoski.

DRAFT

No discussion. Motion passed unanimously.

- **Secondary Education in Computer Science Grades 5-12**

Dr. Siefert briefly reviewed this new endorsement for the Council, which is a Minor for Secondary Education Majors. Interest has been expressed from teacher education students in Math, Consumer Science, etc who are interested in pursuing this option if approved. This program has received university and Board of Regents approval. The final approval will be from the Board of Public Education if moved forward from CSPAC. Dr. Siefert fielded questions from the Council. Dr. Peterson discussed the approval process in further detail for the Council for the program to be ready for students to enroll.

Ms. Angel Turoski moved to forward the Secondary Education in Computer Science Grades 5-12 to the Board of Public Education for approval. Motion seconded by Mr. Tom Cubbage.

Dr. Siefert thanked the Council for their work.

No further discussion. Motion passed unanimously.

ITEM 5 UPDATE OF NEGOTIATED RULEMAKING – Dr. Linda Vrooman Peterson

Dr. Peterson reviewed the Negotiated Rulemaking committees underway for Assessment and for Hazard and Emergency Response Plans. Dr. Peterson reviewed the statutes pertaining to Negotiated Rulemaking and which rules must follow the Negotiated Rulemaking process, specifically Accreditation, before discussing each of the Negotiated Rulemaking Committees currently ongoing. Dr. Peterson then discussed the role of the committees, how the committee report is forwarded to the Board of Public Education, and the Montana Administrative Rulemaking Process the BPE undergoes.

ITEM 6 REVIEW OF CLASS 8 LICENSE APPLICATIONS – Ms. Kristine Thatcher

Ms. Thatcher presented the Council with 5 applications for Class 8 Licensure for review. The Council reviewed 5 applications for Class 8 licensure

ITEM 7 FUTURE AGENDA ITEMS

Request Digital Academy Report
Legislative Update
Gifted and Talented Discussion??
Update from Pete on MSU new programs

PUBLIC COMMENT

No public comment

ADJOURN

Meeting adjourned at 11:28 AM.

********JOINT LUNCHEON WITH COUNCIL OF DEANS @11:30 FOLLOWED BY JOINT CSPAC/COUNCIL OF DEANS MEETING AT 12:30*********

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DRAFT

CALL TO ORDER

- **Call to Order**
- **Roll Call**
- **Statement of Public Participation**
- **Approval of the Agenda**
- **Approval of the October 2, 2018 Meeting Minutes**

ITEM 1

EXECUTIVE COMMITTEE REPORT

ITEM 2

BOARD OF PUBLIC EDUCATION REPORT

- **Legislative Update**

Mr. Pete Donovan

Meetings Attended by Peter Donovan

10/02/2018 – 02/06/2019

October

1.	CSPAC Meeting	10/02/2018
2.	Joint CSPAC/Montana Council of Deans Meeting	10/02/2018
3.	Meeting w/Rob Stutz to discuss pre-hearing process	10/05/2018
4.	Meeting w/Legislative Fiscal Analyst re: Personal Services	10/10/2018
5.	Meeting w/Legislative Fiscal Analyst re: MSDB Personal Services	10/11/2018
6.	Recruitment and Retention Task Force Conference Call	10/11/2018
7.	Meeting w/Siri Smillie	10/11/2018
8.	Future Ready Cabinet Meeting	10/16/2018
9.	Computer Science Workgroup Monthly Check in	10/17/2018
10.	Montana Conference of Education Leadership	10/18,19/2018
11.	Education Advocate's Meeting	10/23/2018
12.	Call w/OPI to discuss BPE Agenda	10/23/2018
13.	Montana High Tech Business Alliance CEO Roundtable	10/23/2018
14.	Public Hearing, Class 4 Rule Revisions	10/25/2018
15.	Agency Meeting – Economic Impact Survey	10/26/2018
16.	Computer Science Workgroup In-Person Meeting	10/29/2018
17.	ACT Meeting at OCHE	10/29/2018
18.	Meeting w/Senator McClafferty	10/31/2018

November

19.	Negotiated Rulemaking Committee	11/05/2018
20.	MACIE Meeting	11/08/2018
21.	Meeting w/Siri Smillie	11/08/2018
22.	BPE Meeting	11/09/2018
23.	Call w/ Kirk Miller	11/14/2018
24.	Agency Team Meeting – Negotiated Rulemaking	11/14/2018
25.	Computer Science Workgroup Monthly Meeting	11/19/2018
26.	Education Advocate's Meeting	11/20/2018
27.	MSDB Conference Call	11/27/2018
28.	Call w/Jule Walker	11/29/2018

December

29.	Meet w/Jule Walker to discuss NRM	12/03/2018
30.	Future Ready Montana Cabinet Meeting	12/04/2018
31.	Negotiated Rulemaking Hazard and Emergency Services	12/04/2018
32.	Conference Call w/Scott Stearns and Chair Schottle	12/07/2018
33.	Education Advocates Meeting	12/18/2018
34.	Computer Science Workgroup Check in Call	12/18/2018
35.	Call w/Tammy Lacey	12/19/2018
36.	MSDB Conference Call	12/20/2018

January

37.	Dyslexia Task Force	01/02/2019
38.	Board of Education Conference Call Meeting	01/02/2019

39.	Recruitment and Retention Task Force	01/03/2019
40.	Accreditation Committee Conference Call	01/04/2019
41.	Conference Call w/OPI re: Agenda	01/10/2019
42.	Check in w/Siri Smillie	01/10/2019
43.	Education Advocate's Meeting	01/15/2019
44.	Computer Science Workgroup	01/15/2019
45.	Board of Public Education Meeting	01/18/2019
46.	Legislative Audit Division Entrance Counseling	01/22/2019
47.	Meeting with Madalyn Quinlan	01/23/2019
48.	Accreditation Call	01/24/2019
49.	Joint Appropriations Subcommittee Section E	01/29/2019

February

50.	State of Education Address	02/04/2019
51.	Dyslexia Task Force	02/05/2019
52.	Governor's Future Ready Cabinet	02/05/2019
53.	CSPAC Meeting	02/06/2019

From: Donovan, Peter
To: Stockton, Kris
Subject: Item for Executive Director Report at the February 6, CSPAC meeting
Date: Thursday, January 24, 2019 10:04:15 AM

Dear CSPAC Members,

Below are notes from a phone conversation I had with a teacher from Great Falls who expressed concerns about transitioning her National Board Certification from Washington to Montana. I promised this teacher that I would provide CSPAC with a summary of the concerns discussed in the phone call as a discussion item for the February 6, CSPAC meeting. I will refer to the comments below during my Executive Director Report at the February 6, CSPAC meeting.

Pete

> Pete -
>
> Here are notes from what we talked about last week.
>
> Anne
>
> * National Board seen as a "pathway" on the OPI website, but requirements are not altered.
>
> * Out of state teacher license not acknowledged because OPI can't verify that the certificate was not obtained through a program - even though applicants must provide official transcripts of bachelor's degree/master's degree and a form signed by a university representative that completed a

program.

* Praxis test - even though National Board requires much more difficult and comprehensive exam.

* State certificate is mailed to candidate - then must be taken to county superintendent of education to be stamped and registered - redundant step.

Proposed changes to current license upkeep:

* National Board certificate has precedence and must be renewed every 10 years - and the Montana license is inline with that timeline. When a NBCT license renews, the Montana automatically renews with no requirements for continuing ed credits.

Bill Number	LC Number	Primary Sponsor	Status	Status Date	Short Title
House Bills					
HB 18	LC0314	Sharon Stewart Peregoy (D) HD 42	(H) Hearing	1/14/2019	Providing funding for school district programs serving English Learners
HB 27	LC0474	Moffie Funk (D) HD 82	(H) Hearing	1/23/2019	Generally revise special education funding
HB 41	LC0318	Jonathan Windy Boy (D) HD 32	(H) Hearing	1/14/2019	Extend the Cultural Integrity and Commitment Act (language immersion programs)
HB 61	LC0227	David Bedey (R) HD 86	(H) Scheduled for 3rd Reading	1/25/2019	Revise school data privacy laws
HB 105	LC0280	Katie Sullivan (D) HD 89	(H) Hearing	2/1/2019	Revise process for out-of-state licensure for professional licensing boards
HB 118	LC0439	Julie Dooling (R) HD 70	(H) Fiscal Note Printed	1/9/2019	Create grant program to remove lead from school water supplies
HB 186	9/17/2018	Mary Ann Dunwell (D) HD 84	(H) Committee Report--Bill Passed as Amended	1/25/2019	Revise laws related to depression screening in public schools
HB153	LC 1756	Kathy Kelker (D) 47	(H) Hearing	1/23/2019	Generally revise education laws related to gifted and talented
HB159	LC0371	Llew Jones (R) HD 18	(H) Hearing	1/28/2019	Generally revise education funding laws
HB 173	11/21/2018	Shane A Morigeau (D) HD 95	(H) Hearing	1/18/2019	Revise consent laws for elementary or high school students in a school setting
HB 191	11/15/2018	Bruce Grubbs (R) HD 68	(H) Fiscal Note Printed	1/22/2019	Provide for K-12 synchronous distance learning payment
HB 199	11/13/2018	Barry Usher (R) HD 40	(H) Fiscal Note Printed	1/22/2019	Generally revise laws related to bullying
HB 211	9/13/2018	Llew Jones (R) HD 18	(H) First Reading	1/16/2019	Generally revise education funding laws

HB 218	11/15/2018	Sue Vinton (R) HD 56	(H) First Reading	1/16/2019	Generally revise laws related to career and technical education
HB 225	11/6/2018	Ryan Lynch (D) HD 76	(H) First Reading	1/17/2019	Revise school laws related to inflation, preschool, and special education
HB 263	12/5/2018	Jonathan Windy Boy (D) HD 32	(H) First Reading	1/22/2019	Revise laws related to language immersion programs in schools
HB 295	11/15/2018	Fred Anderson (R) HD 20	(H) First Reading	1/24/2019	Create grant program to encourage work-based learning
HB 298	10/18/2018	Moffie Funk (D) HD 82	(H) Fiscal Note Requested	1/25/2019	Revise funding for students with disabilities
Senate Bills					
SB 6	LC0480	Edith (Edie) McClafferty (D) SD 38	(S) Tabled in Committee	1/23/2019	Revise school funding related to school safety
SB 8	LC0175	Keith Regier (R) SD 3	(S) Hearing	1/29/2019	Generally revise laws related to participation in extracurricular activities
SB 9	LC0479	Daniel R Salomon (R) SD 47	(S) Hearing	1/18/2019	Revise school funding related to overestimated ANB increases
SB 10	LC0475	Daniel R Salomon (R) SD 47	(S) 2nd Reading Passed	1/24/2019	Revise school funding related to major maintenance aid
SB 11	LC0478	Daniel R Salomon (R) SD 47	(H) First Reading	1/24/2019	Clarify age requirements related to the definition of pupil
SB 12	LC0476	Daniel R Salomon (R) SD 47	(S) Hearing	1/14/2019	Revise school funding related to oil and gas production taxes
SB 16	LC0477	Daniel R Salomon (R) SD 47	(H) First Reading	1/24/2019	Revise school funding related to special education joint boards
SB 35	LC0030	Fred Thomas (R) SD 44	(S) Hearing	1/28/2019	Generally revise school safety laws
SB 40	LC0319	Frank Smith (D) SD 16	(S) Hearing	1/18/2019	Require OPI to create and maintain electronic directory photograph repository

SB 50	LC0482	Edith (Edie) McClafferty (D) SD 38	(S) 2nd Reading Passed	1/24/2019	Revise administration of Quality Educator Loan Assistance Program
SB 92	LC027	Daniel R Salomon (R) SD 47	(S) Committee Report--Bill Passed as Amended	1/24/2019	Generally revise laws related to school safety
SB99	11/21/2018	Cary Smith (R) SD 27	(S) Hearing	1/25/2019	Revise laws related to informing on legal opt out options for vaccines
SB110	11/5/2018	Edith (Edie) McClafferty (D) SD 38	(S) Hearing	1/23/2019	Increase the age limit in the definition of pupil
SB 118	12/21/2018	Llew Jones (R) HD 18	(S) Tabled in Committee	1/23/2019	Generally revise education laws
SB 132	10/17/2018	Keith Regier (R) SD 3	(S) Hearing	1/28/2019	Creating a student safety accountability act
SB 140	11/12/2018	Cary Smith (R) SD 27	(S) Hearing	2/6/2019	Establish the Montana dyslexia screening and intervention act
SB 164	11/20/2018	Fred Thomas (R) SD 44	(C) Draft Delivered to Requester	1/22/2019	Generally revise school safety laws
Senate Resolutions					
SR 19	LC 3159	Daniel R Salomon (R) SD 47	(C) Introduced Bill Text Available Electronically	1/28/2019	Confirm Governor's appointees to board of public education
Bill Drafts					
LC0016	7/23/2018	Dick Barrett (D) SD 45	(C) Draft On Hold	10/4/2018	Generally revise distance learning laws

LC290	9/10/2018	Frederick (Eric) Moore (R) HD 37	(C) Draft On Hold	10/6/2018	Generally revise K-12 funding laws
LC0291	9/10/2018	Frederick (Eric) Moore (R) HD 37	(C) Draft Taken Off Hold	11/21/2018	Generally revise pre-kindergarten laws
LC0384	9/17/2018	Nancy Ballance (R) HD 87	(C) Draft On Hold	11/14/2018	Implement the provisions of section E of the general appropriations act
LC0385	9/13/2018	Edith (Edie) McClafferty (D) SD 38	(C) Draft Request Received	9/13/2018	Generally revise laws related to special education and dyslexia
LC0559	10/15/2018	Llew Jones (R) HD 18	(C) Draft Request Received	10/15/2018	Revise student data privacy laws
LC0578	10/22/2018	Mary Caferro (D) HD 81	(C) Draft Ready for Delivery	1/18/2019	Generally revise education laws
LC0579	10/22/2018	Mary Caferro (D) HD 81	(C) Draft On Hold	12/28/2018	Generally revise education laws
LC0595	10/26/2018	Llew Jones (R) HD 18	(C) Bill Draft Text Available Electronically	1/24/2019	Encourage transformational learning
LC0616	10/31/2018	Keith Regier (R) SD 3	(C) Draft On Hold	1/14/2019	Create the Montana school safety act
LC0617	10/31/2018	Keith Regier (R) SD 3	(C) Draft On Hold	1/14/2019	Referendum regarding the Montana school safety act
LC0653	11/2/2018	JP Pomnichowski (D) SD 33	(C) Draft On Hold	11/6/2018	Generally revise education laws
LC0773	11/2/2018	JP Pomnichowski (D) SD 33	(C) Draft On Hold	11/6/2018	Generally revise education funding laws
LC0810	11/5/2018	Tom Woods (D) HD 62	(C) Draft On Hold	11/6/2018	Generally revise education laws
LC0814	11/5/2018	Tom Woods (D) HD 62	(C) Draft Request Received	11/5/2018	Generally revise education laws
LC0824	11/5/2018	Tom Woods (D) HD 62	(C) Draft On Hold	11/6/2018	Generally revise education funding laws

LC0830	11/5/2018	Tom Woods (D) HD 62	(C) Draft On Hold	11/6/2018	Generally revise education funding laws
LC0833	11/5/2018	Tom Woods (D) HD 62	(C) Draft Request Received	11/5/2018	Generally revise education laws
LC0837	11/5/2018	Tom Woods (D) HD 62	(C) Draft On Hold	11/6/2018	Generally revise education laws
LC0839	11/5/2018	Tom Woods (D) HD 62	(C) Draft On Hold	11/6/2018	Generally revise education laws
LC0918	11/5/2018	Edith (Edie) McClafferty (D) SD 38	(C) Draft Back for Requester Changes	1/18/2019	Address vaping in schools
LC0933	11/6/2018	Ryan Lynch (D) HD 76	(C) Draft On Hold	11/15/2018	Generally revise board appointment laws
LC0934	11/6/2018	Ryan Lynch (D) HD 76	(C) Draft On Hold	11/15/2018	Generally revise board appointment laws
LC0968	11/6/2018	Fred Thomas (R) SD 44	(C) Draft On Hold	11/9/2018	Generally revise education laws
LC0970	11/6/2018	Fred Thomas (R) SD 44	(C) Draft On Hold	11/9/2018	Generally revise education laws
LC0981	11/6/2018	Fred Thomas (R) SD 44	(C) Draft On Hold	11/9/2018	Generally revise education laws
LC0982	11/6/2018	Fred Thomas (R) SD 44	(C) Draft On Hold	11/9/2018	Generally revise education laws
LC1056	11/12/2018	Steve Fitzpatrick (R) SD 10	(C) Draft On Hold	12/13/2018	Generally revise laws related to school buildings
LC1061	11/12/2018	Steve Fitzpatrick (R) SD 10	(C) Draft Request Received	11/12/2018	Generally revise education laws
LC1062	11/12/2018	Steve Fitzpatrick (R) SD 10	(C) Draft Request Received	11/12/2018	Generally revise education laws
LC1114	11/12/2018	Becky Beard (R) HD 80	(C) Draft On Hold	12/10/2018	Generally revise education laws

LC1115	11/12/2018	Becky Beard (R) HD 80	(C) Draft On Hold	12/10/2018	Generally revise education laws
LC1116	11/12/2018	Becky Beard (R) HD 80	(C) Draft On Hold	12/10/2018	Generally revise education laws
LC1117	11/12/2018	Becky Beard (R) HD 80	(C) Draft On Hold	12/10/2018	Generally revise education laws
LC1118	11/12/2018	Becky Beard (R) HD 80	(C) Draft On Hold	12/10/2018	Generally revise education laws
LC1157	11/13/2018	Jill Cohenour (D) SD 42	(C) Draft On Hold	12/12/2018	Generally revise education laws
LC1158	11/13/2018	Jill Cohenour (D) SD 42	(H) First Reading	1/15/2019	Generally revise school laws
LC1206	11/13/2018	Kimberly Dudik (D) HD 94	(C) Draft Request Received	11/13/2018	Provide career training in high school for needed entry level health professions
LC1257	11/14/2018	Susan Webber (D) SD 8	(C) Draft Delivered to Requester	1/8/2019	Allow Option of Indigenous People's Day to Replace Columbus Day
LC1261	11/14/2018	Rae Peppers (D) HD 41	(C) Draft On Hold	12/12/2018	Generally revise laws related to private and charter school funding
LC1265	11/14/2018	Susan Webber (D) SD 8	(C) Draft Request Received	11/14/2018	Generally revise education laws
LC1266	11/14/2018	Jill Cohenour (D) SD 42	(C) Draft On Hold	12/10/2018	Generally revise education transportation laws
LC1267	11/14/2018	Jill Cohenour (D) SD 42	(C) Draft On Hold	12/10/2018	Generally revise education transportation laws
LC1284	11/15/2018	Sharon Stewart Peregoy (D) HD 42	(C) Draft Request Received	11/15/2018	Generally revise education laws
LC1298	11/15/2018	Sue Vinton (R) HD 56	(C) Draft Back for Requester Changes	1/14/2019	Generally revise laws related to school bus safety

LC1309	11/15/2018	Rodney Garcia (R) HD 52	(C) Draft in Legal Review	1/14/2019	Restrict sexually explicit materials and sexually oriented busine
LC1338	11/15/2018	Seth Berglee (R) HD 58	(C) Draft On Hold	12/10/2018	Allow school officials to carry concealed firearms
LC1339	11/15/2018	Seth Berglee (R) HD 58	(C) Draft Request Received	11/15/2018	Generally revise education laws
LC1340	11/15/2018	Seth Berglee (R) HD 58	(C) Fiscal Note Probable	1/10/2019	Generally revise education laws
LC1343	11/15/2018	Dave Fern (D) HD 5	(C) Draft Request Received	11/15/2018	Generally revise education laws
LC1346	11/15/2018	Frank Garner (R) HD 7	(C) Draft Request Received	11/15/2018	Generally revise education laws
LC1349	11/15/2018	Frank Garner (R) HD 7	(C) Draft Request Received	11/15/2018	Request interim study on school safety
LC1350	11/15/2018	Frank Garner (R) HD 7	(C) Draft On Hold	12/10/2018	Generally revise bus safety laws
LC1354	11/15/2018	Frank Garner (R) HD 7	(C) Draft On Hold	12/10/2018	Generally revise education laws
LC1355	11/15/2018	Frank Garner (R) HD 7	(C) Draft On Hold	12/17/2018	Generally revise education laws
LC1360	11/15/2018	Edith (Edie) McClafferty (D) SD 38	(C) Draft On Hold	12/10/2018	Generally revise laws related to substitute teachers
LC1411	11/16/2018	Derek J Harvey (D) HD 74	(C) Draft On Hold	12/17/2018	Generally revise education laws
LC1437	11/19/2018	Duane Ankney (R) SD 20	(C) Draft On Hold	1/12/2019	Generally revise education laws
LC1448	11/19/2018	Bridget Smith (D) HD 31	(C) Draft On Hold	11/21/2018	Generally revise the Columbus Day holiday
LC1449	11/19/2018	Bridget Smith (D) HD 31	(C) Draft On Hold	11/21/2018	Generally revise the Columbus Day holiday

LC1467	11/19/2018	Bridget Smith (D) HD 31	(C) Draft On Hold	1/3/2019	Generally revise Columbus Day to Indigenous Peoples Da
LC1468	11/19/2018	Bridget Smith (D) HD 31	(C) Draft On Hold	12/10/2018	Generally revise Columbus Day in public schools
LC1481	11/20/2018	Nancy Ballance (R) HD 87	(C) Draft On Hold	12/17/2018	Generally revise education laws
LC1482	11/20/2018	Nancy Ballance (R) HD 87	(C) Draft On Hold	12/17/2018	Generally revise education laws
LC1491	11/21/2018	Frederick (Eric) Moore (R) HD 37	(C) Draft Request Received	11/21/2018	Generally revise early childhood education laws
LC1496	11/21/2018	Shane A Morigeau (D) HD 95	(C) Draft Request Received	11/21/2018	Revise penalties for failure to stop for school bus
LC1546	11/26/2018	Daniel Zolnikov (R) HD 45	(C) Draft On Hold	12/10/2018	Generally revise education laws
LC1556	11/26/2018	Daniel Zolnikov (R) HD 45	(C) Draft On Hold	12/10/2018	Generally revise education laws
LC1573	11/26/2018	Fred Thomas (R) SD 44	(C) Draft On Hold	12/28/2018	Generally revise education distance learning laws
LC1607	11/28/2018	Lola Galloway (R) HD 22	(C) Draft On Hold	1/22/2019	Generally revise eligibility for public school attendance
LC1630	11/28/2018	Greg DeVries (R) HD 75	(C) Draft Ready for Delivery	1/8/2019	Generally revise laws related to education and public schools
LC1672	11/28/2018	Kimberly Dudik (D) HD 94	(C) Draft Request Received	11/28/2018	Study resolution on job and career training to graduate high school students
LC1726	11/29/2018	Rhonda Knudsen (R) HD 34	(C) Draft Request Received	11/29/2018	Generally revise teacher certification requirement laws
LC1728	11/29/2018	Rhonda Knudsen (R) HD 34	(C) Draft Request Received	11/29/2018	Generally revise home school extra-curricular participation laws

LC1736	11/29/2018	Bruce Grubbs (R) HD 68	(C) Draft On Hold	12/10/2018	Generally revise education laws
LC1737	11/29/2018	Bruce Grubbs (R) HD 68	(C) Draft On Hold	12/10/2018	Generally revise education laws
LC1980	12/4/2018	Jennifer Fielder (R) SD 7	(C) Draft Request Received	12/4/2018	Revise education laws related to oath of office
LC1981	12/4/2018	Jennifer Fielder (R) SD 7	(C) Draft On Hold	12/10/2018	Provide education on the constitution and federalism
LC2137	12/3/2018	Mary Caferro (D) HD 81	(C) Draft Request Received	12/3/2018	Study early childhood care and education system
LC2139	12/3/2018	Mary Caferro (D) HD 81	(C) Draft Request Received	12/3/2018	Generally revise education
LC2163	12/5/2018	Sue Vinton (R) HD 56	(C) Draft On Hold	12/10/2018	Generally revise education laws
LC2173	12/4/2018	Seth Berglee (R) HD 58	(C) Draft On Hold	12/10/2018	Generally revise teacher professional development and school safety laws
LC2275	12/4/2018	Frank Garner (R) HD 7	(C) Draft On Hold	12/10/2018	Generally revise school bus safety laws
LC2283	12/4/2018	Shane A Morigeau (D) HD 95	(C) Draft Request Received	12/4/2018	Generally revise education laws
LC2284	12/4/2018	Shane A Morigeau (D) HD 95	(C) Draft On Hold	12/10/2018	Generally revise education laws
LC2285	12/4/2018	Shane A Morigeau (D) HD 95	(C) Draft On Hold	12/10/2018	Generally revise education laws
LC2304	12/5/2018	Kenneth Bogner (R) SD 19	(C) Draft On Hold	12/11/2018	Generally revise education laws
LC2305	12/5/2018	Kenneth Bogner (R) SD 19	(C) Draft On Hold	12/11/2018	Generally revise education laws

LC2306	12/5/2018	Kenneth Bogner (R) SD 19	(C) Draft On Hold	12/11/2018	Generally revise education laws
LC2307	12/5/2018	Kenneth Bogner (R) SD 19	(C) Draft On Hold	12/11/2018	Generally revise education funding laws
LC2308	12/5/2018	Kenneth Bogner (R) SD 19	(C) Draft On Hold	12/11/2018	Generally revise education funding laws
LC2309	12/5/2018	Kenneth Bogner (R) SD 19	(C) Draft On Hold	12/11/2018	Generally revise education accreditation and curriculum laws
LC2461	12/5/2018	Mark Blasdel (R) SD 4	(C) Draft Request Received	12/5/2018	Revise education laws
LC2462	12/5/2018	Mark Blasdel (R) SD 4	(C) Draft Request Received	12/5/2018	Revise education laws
LC2571	12/5/2018	Jennifer Fielder (R) SD 7	(C) Draft On Hold	12/10/2018	Generally revise education laws
LC2575	12/5/2018	Jennifer Fielder (R) SD 7	(C) Draft Request Received	12/5/2018	Generally revise education laws
LC2671	12/5/2018	Jessica Karjala (D) HD 48	(C) Draft Ready for Delivery	1/24/2019	Generally revise education laws
LC2693	12/5/2018	Jessica Karjala (D) HD 48	(C) Draft On Hold	12/10/2018	Generally revise education laws
LC2696	12/5/2018	Jessica Karjala (D) HD 48	(C) Draft Request Received	12/5/2018	Generally revise public education laws
LC2737	12/5/2018	Bradley Hamlett (D) HD 23	(C) Draft On Hold	12/10/2018	Revise laws on early education
LC2755	12/5/2018	Bradley Hamlett (D) HD 23	(C) Draft On Hold	12/10/2018	Revise laws related to county superintendent of schools
LC2769	12/5/2018	Jonathan Windy Boy (D) HD 32	(C) Draft On Hold	12/10/2018	Generally revise education laws

LC2796	12/5/2018	Mike Hopkins (R) HD 92	(C) Draft On Hold	12/10/2018	Generally revise education laws
LC2800	12/5/2018	Mike Hopkins (R) HD 92	(C) Draft Request Received	12/5/2018	Revise K-12 special education funding
LC2811	12/5/2018	Thomas Winter (D) HD 96	(C) Draft Request Received	12/5/2018	Providing for the educational opportunity tax credit
LC2854	12/5/2018	Andrea Olsen (D) HD 100	(C) Draft Request Received	12/5/2018	Enact a student online personal information protection act
LC2876	12/5/2018	Casey Schreiner (D) HD 26	(C) Draft Request Received	12/5/2018	Generally revise education funding laws
LC2913	12/11/2018	Jacob Bachmeier (D) HD 28	(C) Draft On Hold	12/11/2018	Revise laws related to school districts and fire code
LC2926	12/12/2018	Keith Regier (R) SD 3	(C) Draft On Hold	12/28/2018	Generally revise reimbursement for individual transportation for schools
LC3028	1/3/2019	Jonathan Windy Boy (D) HD 32	(C) Draft On Hold	1/7/2019	Provide grant assistance to community and tribal organizations
LC3037	1/4/2019	Lola Galloway (R) HD 22	(C) Draft Request Received	1/4/2019	Generally revise funding for autism services
LC3039	1/4/2019	Laurie Bishop (D) HD 60	(C) Draft Request Received	1/4/2019	Generally revise education laws
LC3049	1/5/2019	Lola Galloway (R) HD 22	(C) Draft On Hold	1/7/2019	Generally revise education laws related to autism
LC3064	1/7/2019	Denley M Loge (R) HD 14	(C) Draft Request Received	1/7/2019	Generally revise school laws

LC3068	1/7/2019	Denley M Loge (R) HD 14	(C) Draft Request Received	1/7/2019	Generally revise school taxation laws
LC3100	1/8/2019	Dee Brown (R) SD 2	(C) Draft Request Received	1/8/2019	Generally revise education laws
LC3101	1/8/2019	Dee Brown (R) SD 2	(C) Draft Request Received	1/8/2019	Generally revise education laws
LC3150	1/16/2019	Brian Hoven (R) SD 13	(C) Draft Request Received	1/16/2019	Provide protections for education administrators
LC3202	1/22/2019	Kathy Kelker (D) HD 47	(C) Draft Request Received	1/22/2019	Revise laws related to immunizations for post-secondary students
LC3205	1/22/2019	Jim Keane (D) HD 73	(C) Draft Request Received	1/22/2019	Create state program to incentivize school breakfast program
LC3210	1/22/2019	Jonathan Windy Boy (D) HD 32	(C) Draft Request Received	1/22/2019	Provide unemployment for teachers

ITEM 3

EDUCATOR LICENSURE REPORT

Kris Thatcher

Montana
Office of Public Instruction
Elsie Arntzen, Superintendent

OPI 2018 Educator Licensure Annual Report for the Board of Public Education

This report is a summary of educator licensure activity for 2018 as identified in the areas of:
1) Those obtaining their initial Montana educator license; the class of license and endorsement(s) given
2) Licenses issued for: renewals, upgrading from one class to another, adding an endorsement and duplicates; additionally, internships are included and identified with "N"
3) Emergency Authorizations of Employment issued to school districts and the subject areas they were issued in
4) A list of the license class and endorsement areas that were denied
5) A quick view of the number of newly hired educators and renewals in the fields that have been identified as areas of shortage
6) A summative trend of licensure new hires and renewals from 2015/16 to 2018/19

Requested & Formatted By: Kristine Thatcher
OPI Educator Licensure Program Manager

Compiled By: Robin Clausen
OPI Data Use Stakeholder Liaison/Analyst

Request Description: Pull licensure data for the Annual Board of Public Education Licensure Report

Request Date: 12/6/2018

Initial MT License 2018/19

License Class	1	2	3	4B	4C	5	Cl 6 SC	Cl 6 SP	7	8	Total
Agriculture (Class 1 or 2) 5-12		9				3					12
Agriculture Mechanics 5-12					1						1
Art K-12	2	31				2					35
Assiniboine K-12									2		2
Automotive Technology 5-12					1						1
Biology 5-12	12	17				2				2	33
Blackfeet K-12									4		4
Building Trades 5-12				2	3						5
Business Education (Broadfield) 5-12	1	4				5					10
Chemistry 5-12	1	4				2					7
Cheyenne K-12									4		4
Chippewa K-12									1		1
Computer and Information Sciences 5-12		1									1
Computer Information Systems 5-12				2	1						3
Cree K-12									2		2
Culinary Arts 5-12					1						1
Dakota K-12									3		3
Drafting 5-12				1							1
Drama 5-12		3				2					5
Dual Credit - Early Childhood Education										1	1
Dual Credit Business Education 5-12										2	2
Dual Credit Communication										1	1
Dual Credit Only-Criminal Justice 5-12										1	1
Early Childhood PK-3	2	26				2					30
Earth Science 5-12	2	2				1					5
Economics 5-12		1									1
Electronics 5-12					1						1
Elementary K-8	53	500				47					600
English as a second language 5-12	1										1
English as a second language K-12	3	6									9
English as a second language K-8		1									1
English, Language and Literature 5-12	16	53				11				4	84
Family and Consumer Sciences 5-12		11				3					14

Initial MT License 2018/19

License Class	1	2	3	4B	4C	5	Cl 6 SC	Cl 6 SP	7	8	Total
French 5-12	2										2
French K-12	1										1
Geography 5-12		2									2
German K-12		2									2
Graphic Arts 5-12				2							2
Health 5-12		1									1
Health and Physical Education K-12		5				3					8
Health Enhancement 5-12	1	2									3
Health Enhancement K-12	1	42				3					46
Health K-12		1									1
Health Professions -Therapeutics 5-12				4							4
History 5-12	1	33				9				1	44
Industrial Arts 5-12	1										1
Industrial Technology Education 5-12		2									2
Irish K-12						1					1
Latin K-12		1									1
Library K-12	4	3				2					9
Livestock Production 5-12				1							1
Machining 5-12					1						1
Mathematics 5-12	6	44				15				2	67
Metals 5-12					1						1
Middle Grades 4th-8th		1									1
Music 5-12	1									1	2
Music K-12	6	23				4					33
Native American Studies 5-12										1	1
Physical Education K-12		2									2
Physical Education--Secondary 5-12	1					1					2
Physical Science 5-12	2					1					3
Physics 5-12	1	1				1					3
Plant Science 5-12				1							1
Political Science 5-12		15				3					18
Principal 5-12			1			2					3
Principal K-12			5			8					13

Initial MT License 2018/19

License Class	1	2	3	4B	4C	5	Cl 6 SC	Cl 6 SP	7	8	Total
Principal K-8			1								1
Psychology 5-12		1								3	4
Reading K-12	6	35				1					42
ROTC				2							2
Salish K-12									3		3
School Counselor 1 K-12	1	1					2				4
School Counselor 6 K-12		1				6	28	1			36
School Psychologist						9		14			23
Science (Broadfield) 5-12	8	28				2					38
Small Engines 5-12					1						1
Social Studies (Broadfield) 5-12	6	48				8					62
Sociology 5-12	1	3								1	5
Spanish 5-12		2				1					3
Spanish K-12	1	11									12
Spec Education Supervisor PK-12						1					1
Special Education - Early Childhood		1									1
Special Education PK-12	15	79				22					116
Special Education PK-8		2									2
Superintendent K-12						4					4
Theater Arts 5-12				1							1
Traffic Education K-12	2					1					3
Videography 5-12					1						1
Welding 5-12				2	1						3
Total	161	1061	7	18	13	188	30	15	19	20	1532

Rnwls, Upgrds, +Endrs, Dups 2018/19

License Class	1	2	3	4A	4B	4C	5	Cl 6 SC	Cl 6 SP	7	8	N	Total
Agriculture (Class 1 or 2) 5-12	2	17											19
Agriculture Business 5-12						1							1
Agriculture Mechanics 5-12					1	3							4
Art 5-12	3	1											4
Art K-12	35	76										4	115
Auto Body 5-12				1									1
Automotive Technology 5-12				4	1	1							6
Biology 5-12	58	50					2				1		111
Blackfeet K-12										4			4
Broadcasting 5-12				1									1
Building Maintenance 5-12				1									1
Building Trades 5-12				3	1	1							5
Business Education (Broadfield) 5-12	56	46					1				1	5	109
Chemistry 5-12	29	10					1						40
Computer and Information Sciences 5-12	12	4					1					1	18
Computer Information Systems 5-12				3	1	1							5
Cree K-12										2			2
Crow K-12										1			1
Culinary Arts 5-12					1	1							2
Diesel Mechanics 5-12				1									1
Drafting 5-12	1					1							2
Drama 5-12	8	8											16
Early Childhood PK-3	2	7										5	14
Earth Science 5-12	6	8					1						15
Economics 5-12	4	1											5
Electronics 5-12				1									1
Elementary K-8	649	1016					9					7	1681
Engineering 5-12				3									3
English as a second language 5-12		1											1
English as a second language K-12	8	5											13
English as a second language K-8		2											2
English, Language and Literature 5-12	135	152					2					2	291
Family and Consumer Sciences 5-12	15	19					1					5	40
French 5-12	7	1											8
French K-12	6	5										1	12
Geography 5-12	4	5											9
German 5-12	2	1											3
German K-12	1	3											4
Graphic Arts 5-12					1								1
Health 5-12	5	1											6

Rnwls, Upgrds, +Endrs, Dups 2018/19

License Class	1	2	3	4A	4B	4C	5	Cl 6 SC	Cl 6 SP	7	8	N	Total
Health and Physical Education K-12	1	1					2						4
Health Enhancement 5-12	14	2					1						17
Health Enhancement K-12	113	137					2					6	258
Health Enhancement K-8	1	1											2
Health K-12	1												1
Health Professions - Biotechnology 5-12				2									2
Health Professions -Therapeutics 5-12				17	3								20
History 5-12	83	102					1					1	187
Industrial Arts 5-12	13	19											32
Industrial Mechanics 5-12				1									1
Industrial Technology Education 5-12	5	13											18
Journalism 5-12		1											1
Latin 5-12		1											1
Library 5-12		1											1
Library K-12	69	63					9					27	168
Library K-8	1	1					1						3
Livestock Production 5-12					1	1							2
Marketing Education 5-12	5										1		6
Mathematics 5-12	99	80					2				1	5	187
Metals 5-12				1		1							2
Middle Grades 4th-8th							1						1
Music 5-12	2	2											4
Music K-12	55	60										1	116
Music K-8		2											2
Physical Science 5-12	5	5					1						11
Physics 5-12	3	8					1						12
Political Science 5-12	22	20											42
Principal 5-12			43				1						44
Principal K-12			264				11					15	290
Principal K-8			29										29
PSC Early Childhood K-8	15	32											47
PSC Gifted and Talented K-8	1	1											2
PSC Technology in Education K-12	4												4
Psychology 5-12	22	18									1		41
Reading K-12	100	129					2						231
Reading K-8		2											2
Russian 5-12	1												1
Russian K-12	1	2											3
Salish K-12										3			3
School Counselor 1 K-12	68	9					2	6	1			6	92

Rnwls, Upgrds, +Endrs, Dups 2018/19

License Class	1	2	3	4A	4B	4C	5	Cl 6 SC	Cl 6 SP	7	8	N	Total
School Counselor 1 K-8	2												2
School Counselor 6 K-12	2						7	73	1				83
School Psychologist							1		37				38
Science (Broadfield) 5-12	57	62					2					4	125
Small Engines 5-12				2									2
Social Studies (Broadfield) 5-12	67	76					3					2	148
Sociology 5-12	10	6											16
Spanish 5-12	7	7											14
Spanish K-12	19	34										4	57
Spec Education Supervisor PK-12			13				1						14
Special Education 5-12	1						1						2
Special Education - Hearing Impaired PK-12	1	1											2
Special Education PK-12	215	221	8				13					59	516
Special Education PK-8	5	3											8
Special Education Vision Impaired PK-12	1	1											2
Speech Communications 5-12	5	12									1		18
Superintendent K-12			85				3					14	102
Supervisor 5-12 CTE			1										1
Supervisor K-12 Music			2										2
Theater Arts 5-12				1									1
Traffic Education K-12	12	17											29
Videography 5-12				1									1
Welding 5-12				4		3							7
Total	2156	2591	445	47	10	14	86	79	39	10	6	174	5657

Emergency Authorized by District 2018/19

District Name	Number
Absarokee Elem	1
Absarokee H S	1
Bainville K-12 Schools	2
Big Sky School K-12	1
Box Elder Elem	1
Box Elder H S	1
Brockton Elem	1
Brockton H S	1
Browning Elem	7
Butte Central High School	1
Chester-Joplin-Inverness Elem	3
Chester-Joplin-Inverness H S	1
Chinook Elem	1
Chinook H S	1
Conrad Elem	1
Culbertson Elem	2
Culbertson H S	1
Cut Bank Elem	2
Darby K-12 Schools	1
Deer Lodge Elem	1
Forsyth Elem	1
Forsyth H S	1
Fort Benton Elem	2
Fort Benton H S	1
Frazer Elem	2
Frazer H S	1
Glasgow K-12 Schools	1
Glendive Elem	3
Glendive H S	1
Hardin Elem	2
Hardin H S	2
Harlem Elem	5

Emergency Authorized by District 2018/19

District Name	Number
Harlem H S	4
Harlowton Elem	1
Harlowton H S	1
Judith Gap Elem	1
Judith Gap H S	1
Knees Elem	1
Lame Deer	3
Libby K-12 Schools	1
Medicine Lake K-12 Schools	1
Missoula H S	1
Nashua K-12 Schools	1
Noxon Elem	2
Noxon H S	1
Opheim K-12 Schools	3
Poplar Elem	1
Poplar H S	1
Rapelje Elem	1
Rapelje H S	1
S Y Elem (Miles City)	1
Saco Elem	1
Saco H S	1
Savage Elem	1
Savage H S	1
Sidney Elem	2
Sidney H S	2
Valier Elem	1
Valier H S	1
Westby K-12 Schools	1
Wolf Point Elem	3
Total # of Schools Benefiting	94

Emergency Authorized by Endorsement 2018/19

Endorsement Description	Total Issued
Art 5-12	2
Art K-12	2
Business Education (Broadfield) 5-12	3
Elementary K-8	21
English	1
Family and Consumer Sciences 5-12	1
Health and Physical Education 5-12	2
Health Enhancement K-12	1
History 5-12	1
Library K-8	1
Library 5-12	1
Library K-12	1
Mathematics 5-12	8
Music 5-12	2
Music K-12	7
Physical Education K-8	1
Reading 5-12	1
School Counselor 5-12	1
School Counselor K-8	1
School Counselor K-12	3
Science (Broadfield) 5-12	1
Social Studies (Broadfield) 5-12	1
Spanish 5-12	2
Special Education PK-8	5
Special Education 5-12	3
Special Education PK-12	2
Total	**75**

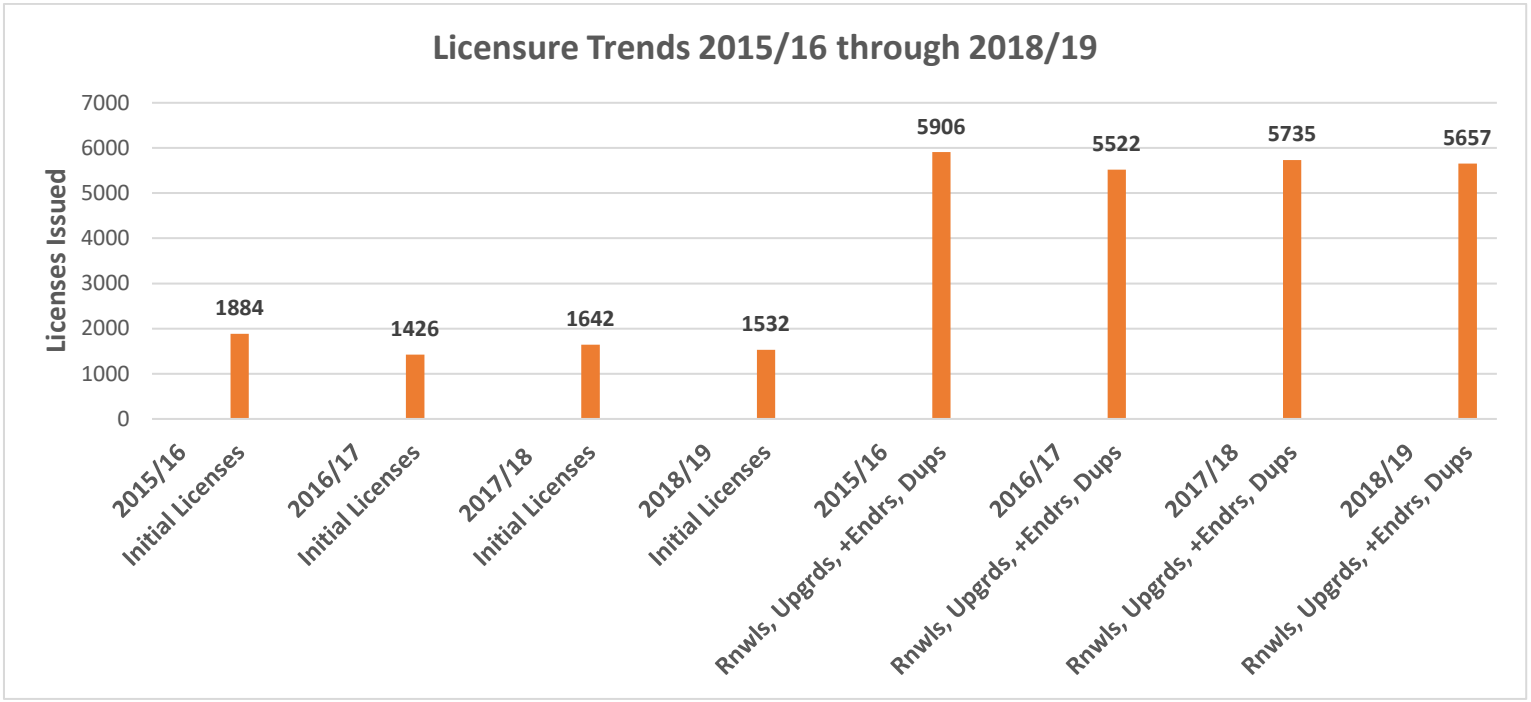
Denials 2018/19

License Class	1	3	5	8	Licensed Y/N	Totals
English			1		**Y** - Denied request for second class 5. Completed reinstatement process; holds valid Class 2, English endorsed.	**1**
Principal K-12		1			**Y** - Denied; did not have 3 yrs. of teaching experience at accredited school. Holds valid Class 2, History endorsed.	**1**
English				1	**Y** - Denied by CSPAC; content area of higher education is not English. Holds valid Class 1, Elementary Ed endorsed.	**1**
Superintendent		1			**Y** - Denied; did not have 1 yr. of administrative experience. Holds valid Class 3 principal endorsed.	**1**
Business Education			1		**N** - Denied; bachelor's not earned from an accredited institution. Not licensed.	**1**
Special Education PK-12			1		**N** - Denied; bachelor's not earned from an accredited institution. Not licensed.	**1**
Elementary Education			1		**N** - Denied; previously received 1 yr. extension on Class 5, requested another. Not licensed.	**1**
Principal K-12		1			**Y** - Denied; completed alternative route educator preparation program, did not have required 5 yrs. Out-of-state experience. Holds valid Class 1, Special Education endorsed, and valid Class 6, School Psychologist endorsed.	**1**
Class 2 to Class 1 Upgrade	1				**Y** - Denied; did not have 3 yrs. of teaching experience at accredited school. Holds valid Class 2, Elementary Education endorsed.	**1**
Class 2 to Class 1 Upgrade	1				**Y** - Denied; did not have 3 yrs. of teaching experience at accredited school. Holds valid Class 2, Elementary Education endorsed.	**1**
Totals	**2**	**3**	**4**	**1**		**10**

New Hires in Fields of Endorsement Shortages	2015-16	2016-17	2017-18	2018-19
Endorsement Description				
Art 5-12	3	0	1	0
Art K-12	47	35	47	35
Art K-8	0	0	0	0
English	124	100	99	84
Library 5-12	0	0	0	0
Library K-12	14	12	16	9
Library K-8	0	0	0	0
Mathematics	79	46	68	67
Music 5-12	0	0	2	2
Music K-12	61	48	43	33
Music K-8	0	0	3	0
SpEd Supervisor PK-12	1	0	2	1
SpEd Early Childhood	N/A	N/A	1	1
SpEd 5-12	2	0	2	0
SpEd PK-12	141	91	93	116
SpEd PK-8	0	2	5	2
SpEd Hearing Impaired ECE	N/A	N/A	0	0
SpEd Hearing Impaired PK-12	N/A	N/A	1	0
SpEd Vision Impaired ECE	N/A	N/A	0	0
SpEd Vision Impaired PK-12	N/A	N/A	1	0
Superintendent K-12	5	3	9	4

Renewals in Fields of Endorsement Shortages	2015-16	2016-17	2017-18	2018-19
Endorsement Description				
Art 5-12	5	1	5	4
Art K-12	93	92	116	115
Art K-8	0	0	1	0
English	293	271	283	291
Library 5-12	3	2	1	1
Library K-12	178	151	177	168
Library K-8	2	2	1	3
Mathematics	215	178	197	187

Renewals in Fields of Endorsement Shortages	2015-16	2016-17	2017-18	2018-19
Endorsement Description				
Music 5-12	0	3	2	4
Music K-12	105	106	116	116
Music K-8	2	2	0	2
SpEd Supervisor PK-12	13	13	14	14
SpEd Early Childhood	N/A	N/A	0	0
SpEd 5-12	2	3	1	2
SpEd PK-12	495	439	498	516
SpEd PK-8	7	4	6	8
SpEd Hearing Impaired ECE	N/A	N/A	0	0
SpEd Hearing Impaired PK-12	N/A	N/A	0	2
SpEd Vision Impaired ECE	N/A	N/A	0	0
SpEd Vision Impaired PK-12	N/A	N/A	1	2
Superintendent K-12	132	109	108	102


Licensure Trends 2015/16 through 2018/19
Licenses Issued
7000
6000
5000
4000
3000
2000
1000
0
1884
1426
1642
1532
5906
5522
5735
5657
2015/16 Initial Licenses
2016/17 Initial Licenses
2017/18 Initial Licenses
2018/19 Initial Licenses
2015/16 Rnwls, Upgrds, +Endrs, Dups
2016/17 Rnwls, Upgrds, +Endrs, Dups
2017/18 Rnwls, Upgrds, +Endrs, Dups
2018/19 Rnwls, Upgrds, +Endrs, Dups

ITEM 4

MONTANA DIGITAL ACADEMY REPORT

Bob Currie

ITEM 5

COMPARISON OF THE ADVANCED PROGRAM STANDARDS: MONTANA PEPPS ARM 10.58.601-609 WITH THE REVISED COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION (CAEP) STANDARDS

Dr. Linda Vrooman Peterson

Council for the Accreditation of Educator Preparation

excellence in educator preparation

2016 CAEP Standards for Advanced Programs

Standard A.1. Content and Pedagogical Knowledge

The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:

- *Applications of data literacy;*
- *Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;*
- *Employment of data analysis and evidence to develop supportive school environments;*
- *Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;*
- *Supporting appropriate applications of technology for their field of specialization; and*
- *Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.*

Evidence of candidate content knowledge appropriate for the professional specialty will be documented by state licensure test scores or other proficiency measures.

Provider Responsibilities:

A.1.2 Providers ensure that advanced program completers have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards. These specialized standards include, but are not limited to, Specialized Professional Association (SPA) standards, individual state standards, standards of the National Board for Professional Teaching Standards, and standards of other accrediting bodies [e.g., Council for Accreditation of Counseling and Related Educational Programs (CACREP)].

Standard A.2. Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.

Partnerships for Clinical Preparation:

A.2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for advanced program candidate outcomes.

Clinical Experiences:

A.2.2. The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component 1.1.

Standard A.3. Candidate Quality and Selectivity

The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility so that completers are prepared to perform effectively and can be recommended for certification where applicable.

Admission of Diverse Candidates Who Meet Employment Needs:

A. 3.1 The provider sets goals and monitors progress for admission and support of high-quality advanced program candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's teacher pool and, over time, should reflect the diversity of P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for school and district staff prepared in advanced fields.

Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully

A. 3.2 The provider sets admissions requirements for academic achievement, including CAEP minimum criteria, the state's minimum criteria, or graduate school minimum criteria, whichever is highest, and gathers data to monitor candidates from admission to completion. The provider determines additional criteria intended to ensure that candidates have, or develop, abilities to complete the program successfully and arranges appropriate support and counseling for candidates whose progress falls behind.

The CAEP minimum criteria are a college grade point average of 3.0 or a group average performance on nationally normed assessments, or substantially equivalent state-normed or educator preparation provider (EPP) administered assessments, of mathematical, reading, and writing achievement in the top 50 percent of those

assessed. An EPP may develop and use a valid and reliable substantially equivalent alternative assessment of academic achievement. The 50th percentile standard for writing will be implemented in 2021. The CAEP minimum criteria apply to the group average of enrolled candidates whose preparation begins during an academic year.

EPPs continuously monitor disaggregated evidence of academic quality for each branch campus (if any), mode of delivery, and individual preparation programs, identifying differences, trends and patterns that should be addressed.

Selectivity During Preparation:

A.3.3 The provider creates criteria for program progression and uses disaggregated data to monitor candidates' advancement from admissions through completion.

Selection at Completion:

A.3.4 Before the provider recommends any advanced program candidate for completion, it documents that the candidate has reached a high standard for content knowledge in the field of specialization, data literacy and research-driven decision making, effective use of collaborative skills, applications of technology, and applications of dispositions, laws, codes of ethics and professional standards appropriate for the field of specialization.

Standard A. 4. Program Impact

The provider documents the satisfaction of its completers from advanced preparation programs and their employers with the relevance and effectiveness of their preparation.

Satisfaction of Employers:

A.4.1.The provider demonstrates that employers are satisfied with completers' preparation and that completers reach employment milestones such as promotion and retention.

Satisfaction of Completers:

A. 4.2 The provider demonstrates that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

Standard A. 5. Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Quality and Strategic Evaluation:

5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Continuous Improvement:

5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

5.4. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

*CAEP is accrediting an EPP, and an EPP should only be required to respond to Standard 5 once—*not *separately for initial and for advanced preparation. That is:*

- *When its documentation would include measures used in advanced preparation along with other multiple measures used in initial preparation.*
- *When it documents the quality of its data (for component 5.2), it would include measures used in advanced preparation.*
- *When it documents continuous improvement efforts (for component 5.3), its self-study report would include measures and their use in continuous improvement from advanced preparation programs.*
- *When the EPP documents stakeholder involvement (for component 5.5), information on advanced preparation is included along with that on initial preparation.*

If an EPP conducts advanced preparation programs only, then it would document 5.1, 5.2, 5.3, 5.4, and 5.5 for those programs alone.

Comparison of CAEP And BPE Standards

10.58.605 ADVANCED CONTENT AND PEDAGOGICAL KNOWLEDGE: (1) The provider ensures that advanced program candidates:	**CAEP STANDARD A. 1. CONTENT AND PEDAGOGICAL KNOWLEDGE** The provider ensures that candidates for advanced preparation:	**COMMENTS**
Standard (a) develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards;	**Standard A.1** Develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.	In Standard A.1, CAEP standards have similar language for career readiness.
(b) demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline;	**A.1.1** Demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced.	
(c) use research and evidence to develop school environments that support and assess P-12 students' learning and their own professional practice specific to their discipline;	**A.1.1** • Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies • Employment of data analysis and evidence to develop supportive school environments; • Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.	In CAEP and ARM standards, the same language appears surrounding the use of research and evidence to support student learning. CAEP standards also reference using professional standards, but do not specifically reference the use of research and evidence to develop professional practice.

10.58.605 ADVANCED CONTENT AND PEDAGOGICAL KNOWLEDGE: (1) The provider ensures that advanced program candidates:	**CAEP STANDARD A. 1. CONTENT AND PEDAGOGICAL KNOWLEDGE** The provider ensures that candidates for advanced preparation:	**COMMENTS**
(d) apply content and discipline-specific knowledge as reflected in outcome assessments in response to standards of professional associations and national or other accrediting bodies;	**A.1.2** have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards. These specialized standards include, but are not limited to, Specialized Professional Association (SPA) standards, individual state standards, standards of the National Board for Professional Teaching Standards, and standards of other accrediting bodies [e.g., Council for Accreditation of Counseling and Related Educational Programs (CACREP)].	ARM and CAEP standards have the same expectations for discipline-specific knowledge and content.
Standard (e) demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college- and career-ready standards; and	**Standard A.1** are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.	
(f) integrate technology standards to support the design, implementation, and assessments of learning experiences and environments to engage students, improve learning, and enrich professional practice.	**A.1.1** supporting appropriate applications of technology for their field of specialization.	CAEP and ARM standards have similar language to use technology in their field. However, CAEP standards do not outline specific goals for the use of technology in the classroom.

10.58.606 ADVANCED CLINICAL PARTNERSHIPS AND PRACTICE	**CAEP STANDARD A. 2. CLINICAL PARTNERSHIPS AND PRACTICE**	**COMMENTS**
(1) The provider:	The provider:	
a) ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development;	**Standard A.2** ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.	ARM and CAEP standards have similar expectations for developing partnerships for clinical practice for teachers.
(b) ensures that partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for advanced program candidate outcomes;	**A.2.1** partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for advanced program candidate outcomes	

10.58.606 ADVANCED CLINICAL PARTNERSHIPS AND PRACTICE	**CAEP STANDARD A. 2. CLINICAL PARTNERSHIPS AND PRACTICE**	**COMMENTS**
(1) The provider:	The provider:	
(c) ensures that partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on advanced program candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings; and		CAEP and ARM standards have similar expectations for improving program partnerships. However, CAEP standards do not outline specific goals to help improve the quality of the community partners, only the EPP.
d) works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that advanced program candidates demonstrate their developing effectiveness in creating environments that support all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate advanced program candidates' development of the knowledge, skills, and professional dispositions, as delineated in ARM 10.58.605, that are associated with creating a supportive school environment that results in a positive impact on the learning and development of all P-12 students.	**A.2.2.** works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component 1.1.	

10.58.607 ADVANCED CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY (1) The provider:	**CAEP STANDARD A. 3. CANDIDATE QUALITY AND SELECTIVITY** The provider:	**COMMENTS**
Standard (a) demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that advanced program completers are prepared to perform effectively and are recommended for licensure where applicable, and demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program;	**Standard A.3** demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility so that completers are prepared to perform effectively and can be recommended for certification where applicable.	ARM and CAEP standards have similar expectations for candidate quality through the program. ARM standard includes an additional quality demonstration at recruitment and admission not addressed by CAEP standard.
(b) presents plans and goals to recruit and support completion of high-quality advanced program candidates from a broad range of backgrounds and diverse populations to accomplish its mission: i) admitted candidates reflect the diversity of Montana's P-12 students; and (ii) the provider demonstrates efforts to know and address local, community, tribal, Montana, regional, or national needs for school and district staff prepared in advanced fields;	**A.3.1** sets goals and monitors progress for admission and support of high-quality advanced program candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's teacher pool and, over time, should reflect the diversity of P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for school and district staff prepared in advanced fields.	

10.58.607 ADVANCED CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY (1) The provider:	**CAEP STANDARD A. 3. CANDIDATE QUALITY AND SELECTIVITY** The provider:	**COMMENTS**
(c) sets admissions requirements, including the CAEP minimum GPA of 3.0 of the average grade point average of its accepted cohort of candidates, and gathers data to monitor applicants and selected pool of candidates, and designs the selection to completion policy that includes multiple assessment measures to determine admission, continuation in, and completion of programs, providing: (i) data points are reliable and valid predictors of candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence; and (ii) these data are regularly and systematically compiled, summarized, and analyzed to improve the applicant pool, and candidate performance, program quality, and unit operations;	**A.3.2** sets admissions requirements for academic achievement, including CAEP minimum criteria, the state's minimum criteria, or graduate school minimum criteria, whichever is highest, and gathers data to monitor candidates from admission to completion. The provider determines additional criteria intended to ensure that candidates have, or develop, abilities to complete the program successfully and arranges appropriate support and counseling for candidates whose progress falls behind. The CAEP minimum criteria are a college grade point average of 3.0 or a group average performance on nationally normed assessments, or substantially equivalent state-normed or educator preparation provider (EPP) administered assessments, of mathematical, reading, and writing achievement in the top 50 percent of those assessed	

10.58.607 ADVANCED CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY	CAEP STANDARD A. 3. CANDIDATE QUALITY AND SELECTIVITY	COMMENTS
(1) The provider:	The provider:	
(d) establishes and monitors attributes and dispositions beyond academic ability that advanced program candidates must demonstrate at admissions and during the program, and selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and nonacademic factors predict advanced program candidate performance in the program and in service; and (e) creates criteria for program progression and monitors candidates' advancement from admissions through completion. All advanced program candidates demonstrate the ability to create and maintain supportive environments for teaching college- and career-ready standards. Providers present multiple forms of evidence to indicate advanced program candidates' application of content knowledge and research, data-informed decision making, and the integration of technology in all of these domains.	**A.3.3** creates criteria for program progression and uses disaggregated data to monitor candidates' advancement from admissions through completion	

10.58.607 ADVANCED CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY	CAEP STANDARD A. 3. CANDIDATE QUALITY AND SELECTIVITY	COMMENTS
(2) Prior to recommending any advanced program candidate for program completion, the provider documents that the advanced program candidate:	Before the provider recommends any advanced program candidate for completion, it documents that the candidate:	

(a) has reached a high standard for content knowledge, data- and research-informed decision making, integration of technology in the discipline, and demonstrates the ability to create, maintain, and enhance supportive environments for effective P-12 learning; and (b) understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.	**A.3.4** has reached a high standard for content knowledge in the field of specialization, data literacy and research-driven decision making, effective use of collaborative skills, applications of technology, and applications of dispositions, laws, codes of ethics and professional standards appropriate for the field of specialization.	

10.58.608 ADVANCED PROGRAM IMPACT	**CAEP STANDARD A. 4. PROGRAM IMPACT**	**COMMENTS**
(1) The provider:	The provider:	
Standard (a) demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation; (b) documents advanced program completers' impact on P-12 student learning and development using state-supported P-12 data and other measures employed by the provider, including employer surveys, and program completer surveys; (c) demonstrates, through structured and validated observation instruments and surveys, which completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve;	**Standard A.4** documents the satisfaction of its completers from advanced preparation programs and their employers with the relevance and effectiveness of their preparation.	CAEP standard does not include specific data points. The ARM standard outlines additional level of detail of the completer and employer surveys.
d) demonstrates, using measures that result in valid and reliable data that employers are satisfied with the advanced program completers' preparation for their assigned responsibilities in working with P-12 students; and	**A.4.1**.demonstrates that employers are satisfied with completers' preparation and that completers reach employment milestones such as promotion and retention.	
(e) demonstrates, using measures that result in valid and reliable data, that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.	**A.4.2** demonstrates that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective	

10.58.609 ADVANCED PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT (1) The provider:	CAEP STANDARD A.5. QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT The provider:	COMMENTS
Standard (a) maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development; supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers; and uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development;	**Standard A.5** maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.	
(b) develops a quality assurance system which is comprised of multiple measures, that can monitor candidate progress, completer achievements, and provider operational effectiveness;	**A.5.1** quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards	
(c) ensures that its quality assurance system relies on data that are relevant, verifiable, representative, cumulative, and provides specific guidance for improvement, and produces empirical evidence that interpretations of data are valid and consistent;	**A.5.2** quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.	
(d) regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations, and the effects of selection criteria on subsequent progress and	**A.5.3.** regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and	

10.58.609 ADVANCED PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT (1) The provider:	**CAEP STANDARD A. 5. QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT** The provider:	**COMMENTS**
completion, and uses results to improve program elements and processes;	uses results to improve program elements and processes.	
(e) ensures that measures of advanced program completer impact on the P-12 learning environment, including available outcome data, are based on established best practices, summarized, analyzed, shared widely, and acted upon in decision making related to programs, resource allocation, and future direction; and	**A.5.4.** measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.	
(f) assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.	**A.5.5** assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence	

ITEM 6

NOTICE OF THE NEGOTIATED RULEMAKING FOR NOMINATIONS/APPLICATIONS TO SERVE ON THE NR COMMITTEE TO AMEND ARM 10.55.606 ACCREDITATION PROCESS PERTAINING TO STUDENT PERFORMANCE MEASURES USED TO DETERMINE ACCREDITATION STATUS

Dr. Linda Vrooman Peterson

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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Negotiated Rulemaking Process Overview

PURPOSE

The Montana Office of Public Instruction (OPI) is charged with establishing an independent negotiated rulemaking committee (Committee). The Committee will consider issues to reach consensus on the proposed amendments to accreditation standards, and consult on the preparation of an economic impact statement that reflects the most accurate needs of schools to facilitate local practice. The negotiated rulemaking process is required by §20-7-101, Montana Code Annotated (MCA).

PROCESS STEPS AND ROLES

PROCESS STEPS

All process steps are pursuant to the general provisions of Titles 2 and 20, MCA.

- The OPI will establish a negotiated rulemaking committee.
- The Committee will consider the matters proposed by the OPI and will consider the issues to reach consensus on a proposed amendment to the ARM, and recommend an economic impact statement to the Superintendent of Public Instruction (SPI).
- The SPI will recommend a proposed amendment and an economic impact statement to the Board of Public Education (BPE).
- The BPE will submit each proposal, including the economic impact statement, to the Education Interim Committee for review at least one month prior to a scheduled committee meeting.
- The proposed amendment will pass through the Montana Administrative Procedure Act (MAPA) Title 2, Chapter 4, MCA, prior to any formal adoption by the BPE.
- School district trustees are responsible for administration of the requirements established by the rulemaking process, pursuant to §20-3-323(1)(a-b), MCA, and as outlined in the Constitution of the State of Montana, Article X, Part X, Section 8.

ROLES

Office of Public Instruction (OPI)—The OPI will establish the negotiated rulemaking committee, seeking nominations of/ applications from interested stakeholders to serve on the Committee.

State Agencies Committee (Agency Team) —The OPI will select individuals to represent state agencies to serve on the agency team for each negotiated rulemaking committee.

Negotiated Rulemaking Committee (Committee)— The Agency Team recommends to the SPI individuals to serve on the Committee who are likely to be significantly affected by the proposed rule amendment, including individuals from the following groups: school district trustees, K-12 school administrators, K-12 teachers and counselors, school clerks/business officials, parents, taxpayers, and students as needed.

Members of the Committee will be selected based on the following criteria:

- Cultural diversity
- Geographic location
- School and community members with experience in the content area of the proposed amendment
- District and school size
- Grade levels served

The Committee will consider issues to reach consensus on the proposed amendments to the ARM. In consultation with the OPI and the Agency Team, the Committee will prepare an economic impact statement, as outlined in §2-4-405, MCA.

Negotiated Rulemaking Facilitator (Facilitator)—The Facilitator will impartially aid in the discussions and negotiations among the members of the Committee. The Facilitator does not have decision-making authority. The Facilitator will apply the general provisions of §2-5-101, et seq., MCA.

Superintendent of Public Instruction (SPI)—The SPI reviews the work of the Committee and recommends a proposed amendment and an economic impact statement to the BPE.

Board of Public Education (BPE)— The BPE submits each proposal, including the economic impact statement, to the Education Interim Committee for review at least one month prior to a scheduled committee meeting. The BPE exercises general supervision over the public school system and other public educational institutions as may be assigned by law, pursuant to the Constitution of Montana, Article X, Part X, Section 9, and will adopt standards of accreditation and establish the accreditation status of every school, pursuant to §20-2-121(6), MCA.

Education Interim Committee— The Education Interim Committee will review the BPE's recommended economic impact statement. The Education Interim Committee has administrative rule review, draft legislation review, program evaluation, and monitoring functions of the BPE for administrative purposes, pursuant to §5-5-224, MCA.

Local School District Boards of Trustees (Trustees)— Trustees are responsible for policy creation and implementation in their school districts. Trustees will implement the policies of the BPE, or the rules of the SPI, pursuant to §20-3-324(31), MCA, and are responsible for the supervision and control of schools in their school district, pursuant to the Constitution of Montana, Article X, Part X, Section 8.

BEFORE THE OFFICE OF PUBLIC INSTRUCTION
OF THE STATE OF MONTANA

In the matter of soliciting applications for membership on a negotiated rulemaking committee to amend ARM 10.55.606 pertaining to the procedures in determining accreditation status using student performance measures based on results of the required statewide assessments	)))))))))	NOTICE OF NEGOTIATED RULEMAKING

TO: All Concerned Persons

1. The Office of Public Instruction intends to establish an independent negotiated rulemaking committee to amend ARM 10.55.606 pertaining to the procedures in determining accreditation status using student performance measures based on results of the required statewide assessments and to consult on the preparation of an economic impact statement. This negotiated rulemaking process is required by 20-7-101, MCA (2017).

2. The independent negotiated rulemaking committee will consider issues for reaching a consensus on the proposed rule amendment pertaining to the procedures in determining accreditation status using student performance measures based on results of the required statewide assessments.

3. Interests that are likely to be significantly affected by the proposed rule are those related to Montana K-12 public schools of all sizes.

4. The individuals proposed to represent state agencies on the negotiated rulemaking committee are: Jule Walker, Deputy Superintendent, Office of Public Instruction; Linda Vrooman Peterson, Accreditation and Educator Preparation Division Administrator, Office of Public Instruction; Patty Muir, Accreditation Program Director, Office of Public Instruction; Ashley McGrath, Assessment Director, Office of Public Instruction; Brett Carter, Measurement and Accountability, Office of Public Instruction; Kathi Tiefenthaler, Unit Director, Educational Opportunity and Equity, Office of Public instruction; Jack O'Connor, Title I Director, Office of Public Instruction; Kyle A. Moen, Chief Legal Counsel, Office of Public Instruction; and Peter Donovan, Executive Director, Board of Public Education.

5. The agency is seeking applications from interested parties to serve on the committee. The agency will seek individuals likely to be significantly affected by the proposed rule amendment, including individuals from the following groups: school district trustees, K-12 school administrators, K-12 teachers and counselors, school clerks/business officials, school district administrative staff, county superintendents,

parents, and taxpayers. Members of the committee will be selected based on the following criteria:

cultural diversity
K-12 accreditation process knowledge
K-12 statewide assessment knowledge
geographic distribution
district and school size
grade levels served

6. The proposed working schedule for the negotiated rulemaking committee is as follows:

(a) On January 25, 2019, this notice will be published in the Montana Administrative Register (MAR). The notice will also be mailed to persons known to the agency to have an interest in this matter.

(b) Applications for membership on the negotiated rulemaking committee must be received no later than February 6, 2019. After receipt and consideration of the comments and applications, the agency will establish a negotiated rulemaking committee no later than February 11, 2019. The members selected to serve on the committee must be able to adequately represent the interests of the persons that will be significantly affected by the proposed rule amendment. The committee members will be notified in writing of their selection and receive an information packet.

(c) The negotiated rulemaking committee will convene its first meeting in February 15, 2019. Teleconferencing and e-mail correspondence will be utilized as much as possible. The committee will begin with an initial draft of the amendment at this meeting.

(d) The committee will transmit a report to the agency specifying the areas in which the committee has reached consensus and the issues that remain unresolved.

(e) Thereafter the Superintendent of Public Instruction will develop recommendations and present them to the Board of Public Education for formal rulemaking.

7. Any individual or entity interested in applying for or nominating another person for membership on the committee must submit the following information in writing to Linda Vrooman Peterson, lvpeterson@mt.gov, Office of Public Instruction, P.O. Box 202501, Helena, Montana 59620, no later than February 6, 2019:

(a) the person's name or the nominee's name, address, and contact information including telephone or e-mail address where you can be contacted during the summer months and during the school year;

(b) evidence that the person or nominee represents any of the specific criteria of interest groups listed above;

(c) the name of the school district in which the nominee lives or works, and the relationship of the person or nominee to it;

(d) a commitment that the person or nominee will be able to participate in the negotiated rulemaking process and will actively participate in good faith in the development of the proposed rule amendment under consideration; and

(e) the ability of the person or nominee to cover committee participation costs (such as telephone calls, travel, and per diem expenses).

8. Interested parties may submit their views and comments concerning the proposed negotiated rulemaking process to Beverly Marlow, Office of Public Instruction, P.O. Box 202501, Helena, Montana 59620, faxed to (406) 444-2893, or electronic mail to bemarlow@mt.gov no later than February 6, 2019.

9. The agency proposes to limit the size of the negotiated rulemaking committee to no more than twelve persons and two "alternate" members selected in the event a member is unable to participate. However, after receipt of comments and applications, the agency may determine that a smaller or larger number is necessary to adequately represent the interests of the persons significantly affected by the proposed rule amendment. The selected committee members may represent other parties or agencies that have a significant relationship with Montana schools.

10. The agency will make reasonable accommodations for persons with disabilities who wish to participate on the committee. If you require an accommodation, please advise the agency of the nature of the accommodation you need when applying for membership on the committee.

11. Please note the following concerning the process of negotiated rulemaking:

(a) "Interest" for the purpose of this process means multiple parties that have similar points of view or that are likely to be affected in a similar manner in relationship to matters affected by the rule(s) (2-5-103(5), MCA).

(b) Negotiated rulemaking is not a substitute for the public notification and participation requirements of the Montana Administrative Procedure Act, and a consensus agreement by a negotiated rulemaking committee may be modified by an agency as a result of the subsequent rulemaking process (2-5-102, MCA).

12. The specific grant of rulemaking authority authorizing the Board of Public Education to adopt the proposed rules is found in 20-7-101, MCA. The proposed rule amendment will implement Title 20, chapter 7, part 1, MCA.

/s/ Kyle A. Moen
Kyle A. Moen
Rule Reviewer

/s/ Elsie Arntzen
Elsie Arntzen, Superintendent
Office of Public Instruction

Certified to the Secretary of State, January 15, 2019.

BEFORE THE OFFICE OF PUBLIC INSTRUCTION
OF THE STATE OF MONTANA

In the matter of soliciting applications for membership on a negotiated rulemaking committee to amend ARM10.55.606 pertaining to the procedures in determining accreditation status using student performance measures based on results of the required statewide assessments	)))))))))	AMENDMENT TO NOTICE OF NEGOTIATED RULEMAKING

TO: All Concerned Persons

1. The Office of Public Instruction published a Notice of Negotiated Rulemaking on January 25, 2019 in Volume 2 of the Montana Administrative Register at page 80. Paragraphs 6, 7, and 8 of the notice are being amended to extend the timeline for the negotiated rulemaking process. The following is the amended language for paragraphs 6, 7, and 8.

"6. The proposed working schedule for the negotiated rulemaking committee is as follows:

(a) On February 8, 2019, this notice will be published in the Montana Administrative Register (MAR). The notice will also be mailed to persons known to the agency to have an interest in this matter.

(b) Applications for membership on the negotiated rulemaking committee must be received no later than March 12, 2019. After receipt and consideration of the comments and applications, the agency will establish a negotiated rulemaking committee no later than March 27, 2019. The members selected to serve on the committee must be able to adequately represent the interests of the persons that will be significantly affected by the proposed rule amendment. The committee members will be notified in writing of their selection and receive an information packet.

(c) The negotiated rulemaking committee will convene its first meeting on April 4, 2019. Teleconferencing and e-mail correspondence will be utilized as much as possible. The committee will begin with an initial draft of the amendment at this meeting.

(d) The committee will transmit a report to the agency specifying the areas in which the committee has reached consensus and the issues that remain unresolved.

(e) Thereafter the Superintendent of Public Instruction will develop recommendations and present them to the Board of Public Education for formal rulemaking.

"7. Any individual or entity interested in applying for or nominating another person for membership on the committee must submit the following information in writing to Linda Vrooman Peterson, lvpeterson@mt.gov, Office of Public Instruction, P.O. Box 202501, Helena, Montana 59620, no later than March 12, 2019:

(a) the person's name or the nominee's name, address, and contact information including telephone or e-mail address where you can be contacted during the summer months and during the school year;

(b) evidence that the person or nominee represents any of the specific criteria of interest groups listed above;

(c) the name of the school district in which the nominee lives or works, and the relationship of the person or nominee to it;

(d) a commitment that the person or nominee will be able to participate in the negotiated rulemaking process and will actively participate in good faith in the development of the proposed rule amendment under consideration; and

(e) the ability of the person or nominee to cover committee participation costs (such as telephone calls, travel, and per diem expenses).

"8. Interested parties may submit their views and comments concerning the proposed negotiated rulemaking process to Beverly Marlow, Office of Public Instruction, P.O. Box 202501, Helena, Montana 59620, faxed to (406) 444-2893, or electronic mail to bemarlow@mt.gov no later than March 12, 2019."

2. All other paragraphs contained in the Notice of Negotiated Rulemaking remain unchanged.

Kyle A. Moen	Elsie Arntzen, Superintendent
Rule Reviewer	Office of Public Instruction

Certified to the Secretary of State, January 29, 2019.

Proposed Draft Timeline for Accreditation Process

ARM 10.55.606

Prepared on January 24, 2019

OPI NEGOTIATED RULEMAKING BEGINS

• File Notice of Negotiated Rulemaking (NR) with SOS	January 15, 2019
• Initial presentation to BPE for introduction of proposed NR timeline	January 18, 2019
• Publish Notice of NR in MAR	January 25, 2019
• File Notice of NR Amendment in MAR	January 29, 2019
• Publish Notice of NR Amendment in MAR	February 8, 2019
• Final Date to receive nominations/applications for Negotiated Rulemaking Committee (NRC)	March 12, 2019
• NR Proposed Timeline Presentation to BPE	March 14-15, 2019
• OPI appoints NRC	March 27, 2019
• First meeting of NRC	April 4, 2019
• Economic impact survey to districts and compile responses	April 15, 2019
• Second meeting of NRC	April 25, 2019
• Proposed rule change and proposed economic impact statement from NRC reviewed by State Superintendent	April 26, 2019
• Proposed rule change and economic impact statement to BPE	May 9-10, 2019
• Proposed rule change and economic impact statement submitted by BPE to Education Interim Committee (EIC) *EIC meetings not confirmed at this time.	*One month prior to EIC
• Proposed rule change and economic impact statement presented to Education Interim Committee	June 2019*

BPE MAPA PROCESS BEGINS

• Notice of proposed hearing with rule language as approved by the Superintendent and submitted to BPE for vote to publish notice	July 11-12, 2019
• File Notice of Public Hearing	July 2019
• Notice of Public Hearing is published	August 2019
• Public Hearing	August or Sept. 2019
• Final Date for Public comments	September 2019
• BPE review Notice of Amendment/Adoption and vote to amend/adopt rules	November 7-8, 2019
• File Notice of Amendment/Adoption	November, 2019
• Publication date of Notice of Amendment/Adoption	November, 2019
• Effective Date of rules	December, 2019

ITEM 7

REVIEW CLASS 8 LICENSE APPLICATIONS

Kris Thatcher

ITEM 8

FUTURE AGENDA ITEMS