

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

WEDNESDAY, APRIL 15, 2020

ZOOM MEETING

AGENDA

**CERTIFICATION STANDARDS & PRACTICES
ADVISORY COUNCIL MEETING**

**WEDNESDAY, APRIL 15, 2020
9:00 AM
ZOOM MEETING**

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 February 5, 2020 Meeting Minutes

ITEM 1 EXECUTIVE COMMITTEE REPORT – Mr. Kelly Elder

- Review Draft Annual Report

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

ITEM 3 ASSESSMENT UPDATE – Ashley McGrath, OPI

ITEM 4 PRESENTATION ON MICRO-CREDENTIALS – Angela McLean, Joel Thiel, Jacque Treaster, OCHE

ITEM 5 STATE EXIT REPORT OF THE EDUCATOR PREPARATION PROGRAM AT STONE CHILD COLLEGE – Dr. Linda Vrooman Peterson, OPI

ITEM 6 PROPOSED MONTANA QUALIFYING SCORES FOR PRAXIS SUBJECT ASSESSMENTS COMPUTER SCIENCE 5-12 (5652) AND TEACHING READING K-12 (5206) – Dr. Linda Vrooman Peterson, OPI

ITEM 7 CONTENT STANDARDS REVISION UPDATE – Colet Bartow, OPI

ITEM 8 APPROVE CLASS 8 LICENSE APPLICATION(S) – Kris Thatcher, OPI

ITEM 9 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.

CALL TO ORDER

MINUTES

CERTIFICATION STANDARDS & PRACTICES ADVISORY COUNCIL MEETING

WEDNESDAY, FEBRUARY 5, 2020

*Montana State Capitol Building
Room 422
Helena, MT*

Starting at 9:00 A.M.

CALL TO ORDER

Chair Elder called the meeting to order at 9:00 AM. The Chair read the Statement of Public Participation and welcomed guests.

Council members present: Mr. Kelly Elder, Chair; Ms. Noreen Burris, Vice-Chair; Dr. Rob Watson; Dr. Trent Atkins; Ms. Ann Wake; Mr. Tom Cabbage. Staff present: Mr. Pete Donovan, Executive Director Board of Public Education and CSPAC; Ms. Kris Stockton, Administrative Assistant. Guest present: Dr. Linda Vrooman Peterson, OPI; Ms. Jule Walker, OPI

APPROVE AGENDA

Dr. Rob Watson moved to approve the agenda as presented. Motion seconded by Ms. Ann Wake.

No discussion. Motion passed unanimously.

APPROVE MINUTES

Ms. Ann Wake moved to approve the minutes as presented. Motion seconded by Ms. Noreen Burris.

No discussion. Motion passed unanimously.

ITEM 1 EXECUTIVE COMMITTEE REPORT – Mr. Kelly Elder

Chair Elder noted that being a non-legislative year, the Executive Committee has not had any meetings.

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

Mr. Donovan gave the Board of Public Education report announcing the resignation of the Superintendent at the Montana School for the Deaf and Blind and the appointment of current MSDB Principal Paul Furthmyre as the interim Superintendent. Mr. Furthmyre will serve as interim Superintendent while the Board conducts a search for a new Superintendent. Mr. Donovan discussed the Espinoza case that was recently heard before the US Supreme Court regarding state funding for private education. Ms. Diane Burke, Executive Director of the Montana Quality Education Coalition (MQEC) attended the oral arguments in Washington DC and gave an overview of her experience attending the court proceedings. Council members asked questions of Ms. Burke. Mr. Donovan thanked Ms. Burke for her hard work in this area.

ITEM 3 UPDATE: VIRTUAL SITE VISIT OF THE EDUCATOR PREPARATION PROGRAM AT STONE CHILD COLLEGE, NOVEMBER 24-26, 2019– Dr. Linda Vrooman Peterson

Dr. Peterson explained the reason for the virtual site visit, due to weather conditions, that prevented the accreditation

team from traveling to Stone Child College for the On-Site review. Dr. Peterson, the accreditation team, and OPI staff, were able to conduct the review via virtual networking. Dr. Peterson reviewed the site visit with the Council. Dr. Peterson and the Stone Child staff, plus the accreditation team, will present the review to the Board of Public Education at their March meeting. Dr. Peterson answered Council member questions

ITEM 4 PRAXIS UPDATE – Dr. Linda Vrooman Peterson

Dr. Peterson updated the Council with information regarding possible additions to the subject matter test areas for the PRAXIS. Dr. Peterson discussed that currently there are 30 subject matter areas for the PRAXIS in Montana. Computer Science 5-12 and Reading K-12 are under consideration right now of two new areas to be added to the PRAXIS subject matter test areas. Dr. Peterson explained how the process for adding new test subjects is handled and the process moving forward. Dr. Peterson noted the schedule for the review and invited Council members to take part in the review of the test and review the process.

ITEM 5 SITE VISIT SCHEDULE FOR MONTANA’S 10 EDUCATOR PREPARATION PROGRAMS – Dr. Linda Vrooman Peterson

Dr. Peterson reviewed the site visit schedule for the ten Educator Preparation Programs in Montana. The schedule has been revised due to some requests for Good Cause Extensions that caused the existing schedule to be revised. Mr. Donovan thanked Dr. Peterson for her work and noted that the transition to CAEP is a major undertaking and explained there is an opportunity for observing an accreditation review and invited Council members to take part in any of the review cycles.

ITEM 6 UNIVERSITY OF PROVIDENCE REQUEST FOR GOOD CAUSE EXTENSION – Dr. Linda Vrooman Peterson

Dr. Peterson explained the request for a Good Cause Extension from the University of Providence. This request is due to a program review and restructuring at the University in which several programs have been eliminated. The proposal from the University has been approved by their Board of Trustees and the process is moving forward. A Teach Out program has been created for current candidates enrolled and for how they will complete their programs. The process will be complete in 2022. The Board of Public Education will consider the approval of the request at their May meeting.

ITEM 7 TEACHER LICENSURE REPORT – Jule Walker

Ms. Walker introduced Mr. Jason Butcher, the new Assistant Deputy Superintendent at OPI. Ms. Walker then presented the Teacher Licensure report on behalf of Ms. Kris Thatcher and noted that the report was first presented at the January Board of Public Education meeting. Ms. Walker reviewed the report with the Council. Council members asked questions of Ms. Walker regarding information contained in the report.

ITEM 8 FUTURE AGENDA ITEMS

Draft Annual Report
Class 8 License Applications

PUBLIC COMMENT

No public comment.

ADJOURN

Adjourned at 9:55 AM.

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.

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ITEM 1

EXECUTIVE COMMITTEE REPORT

- **Draft Annual Report**

2019
Annual Report
of the
Montana Certification
Standards and Practices
Advisory Council



To The
Montana Board of
Public Education

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Mission Statement

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

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

Professional Educators of Montana Code of Ethics

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

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

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

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

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

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

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

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

Certification Standards and Practices Advisory Council 2019

Members:

Term Expires

6/01/21	Kelly Elder Chair Teacher K-8 kelder@helenaschools.org	620 N Davis Helena, MT 59601	W 324-2799 C 461-1995 F 324-2801
6/01/20	Noreen Burris Vice Chair K-12 Specialist nburris2721@hotmail.com	2721 Terrace Drive Billings, MT 59102	W 281-6802 H 248-5932 C 698-7632
6/01/21	Ann Wake Trustee annieoakley619@gmail.com	12043 Pleasant Meadows Lolo, MT 59847	H 214-1390 C 214-1390
6/01/21	Tom Cabbage Teacher 9-12 tom_cabbage@qfps.k12.mt.us	2814 3 rd Avenue N Great Falls, MT 59401	W 268-6217 H 454-0242 F 268-6109
6/01/20	LeAnne Lorenz Teacher K-8 leanne.lorenz@bsd7.org	3880 Equestrian Lane Bozeman, MT 59718	H 581-2845
06/01/22	Dr. Robert Watson Administrator rwatson@mcps.k12.mt.us	5034 Victor Court Missoula, MT 59803	C 570-4135 W 728-2400 ext 1023
06/01/20	Dr. Trent Atkins Post-Secondary Trent.Atkins@umontana.edu	College of Education 32 Campus Drive Missoula, MT 59871	H 821-2183 W 243-4978

Staff:

Pete Donovan Executive Director pdonovan@mt.gov	Office 444-0300 Fax 444-0847 Cell 459-8813
Kris Stockton BPE Administrative Assistant kmstockton@mt.gov	Office 444-0302 Fax 444-0847 Cell 459-7729
Julie Balsam Administrative Assistant jbalsam@mt.gov	Office 444-6576 Fax 444-0847

CSPAC Goals 2019-2020

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

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

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

- 4)** Study and make recommendations to the Board of Public Education regarding establishing standards of professional practices and ethical conduct.
 - a. Work with OPI to develop a framework for professional development based on best practices.
 - b. As funding permits, attend NASDTEC Professional Practices Institute.
 - c. 5-year review of the Professional Educators of Montana Code of Ethics (To begin January 2021).
 - d. CSPAC will study the process utilized in Montana for reviewing cases of suspension, revocation and denial of educator licensure.

- 5)** Study and make recommendations to the Board of Public Education on the status and efficacy of alternative and/or nontraditional teacher preparation opportunities.
 - a. Complete reviews of Class 8 Dual Credit-Only Post-Secondary Faculty License applications at regularly scheduled meetings.
 - b. Gather information about diploma mills and find ways to inform teachers of this and other forms of fraud.

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

Other CSPAC Activities:

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

Solicit input from the Board of Public Education and the Council of Deans regarding research priorities for CSPAC for 2019-2020.

**Highlights of the July 10, 2019 CSPAC Meeting
Montana State Capitol Building
Room 102
Helena, MT**

On Wednesday, July 10, 2019, the Certification Standards and Practices Advisory Council met at the Montana State Capitol building for their regularly scheduled summer meeting and the annual joint meeting with the Board of Public Education. The Certification Advisory Council, created by the 1987 Montana Legislature, is composed of seven members and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council are: Chair, Mr. Kelly Elder, Teacher, Helena, Vice Chair Ms. Noreen Burris, Specialist, Billings, Mr. Tom Cabbage, Teacher, 9-12 Teacher, CM Russell High School, Great Falls; Ms. Ann Wake, Trustee, Missoula; Dr. Rob Watson, Missoula Public Schools, Administrator; Ms. Leanne Lorenz, K-8 Teacher, Bozeman. The Council of Deans position is currently vacant.

Meeting attendees included: Ms. Kristine Thatcher, OPI, BPE Chair Sharon Carroll, Ms. Patty Muir, OPI. Staff present were BPE Executive Director Mr. Pete Donovan, BPE Administrative Assistant Ms. Kris Stockton.

**CSPAC Meeting
July 10, 2019**

Executive Committee Report

The Council nominated and approved the re-election of Chair Elder and Vice-Chair Burris for another year. The Council reviewed and revised their Goals and reviewed the Annual Report that the Council presents yearly to the Board of Public Education.

Board of Public Education Report/Executive Director's Report

Mr. Donovan discussed the passage of HB 351 Transformational Learning and HB 387 Advanced Opportunity Grant during the 2019 session and the work that the Board of Public Education and the OPI have done to begin implementation of the two pieces of legislation. Mr. Donovan highlighted items the Board of Public Education will be covering at their meeting.

Review of 2019 Legislature

Mr. Donovan briefly reviewed the 2019 Legislature and noted that the Superintendent has a report available of the session that covers all educational legislation passed and encouraged the Council to review that report for a good overview of the session.

Update on the Educator Preparation Providers: Approved EPPS; Initial and Advanced Programs; Seven-Year Site Visit Cycle

Ms. Patty Muir presented this item to the Council noting that some Education Preparation Providers are accredited by both the BPE and CAEP, and that some are only BPE accredited, and that is by choice. Ms. Muir noted that Carroll College is requesting a Two-Year Good Cause Extension on their accreditation due to reorganization at the College which is affecting the Education Program, and that will be before the BPE for approval. Ms. Muir reviewed the Seven-year Site Visit Cycle and answered Council member questions.

Advanced Program Standards Update – BPE and CAEP

Ms. Muir reviewed a request from the Council of Deans to define Advanced Program Standards, which normally covers graduate or post-graduate work, and noted that Montana programs all align perfectly with the definition.

CLASS 8 License Applications

Ms. Kris Thatcher, OPI, presented the Council with two applications for Class 8 licenses. The council reviewed and approved both applications.

Future Agenda Items

MSU Master of Arts in Teaching Report
Report on Class 8 License Applications

Highlights of the October 3, 2019 CSPAC Meeting
OPI Conference Room
1300 11th AVE
Helena, MT

On Thursday, October 3, 2019, the Certification Standards and Practices Advisory Council met in the OPI Conference Room in the 1300 Building for their regularly scheduled fall meeting. The annual joint meeting with the Council of Deans of Education was held in the afternoon in the Mike Cooney Conference Room in the State Capitol Building. The Certification Advisory Council, created by the 1987 Montana Legislature, is composed of seven members and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

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

Meeting attendees included: Dr. Linda Vrooman Peterson, OPI; Ms. Kristine Thatcher, OPI; Dr. Tricia Siefert, MSU; Ms. Jule Walker, OPI; and Ms. Emily Dean, MTSBA. Staff present were BPE Executive Director Mr. Pete Donovan, BPE Administrative Assistant Ms. Kris Stockton.

CSPAC Meeting
October 3, 2019

Executive Committee Report

Committee Assignments were reviewed for the upcoming year.

Board of Public Education Report/Executive Director's Report

Mr. Donovan reported the re-election of Chair Schottle and Vice-Chair Lacey at the Board of Public Education September meeting. Mr. Donovan highlighted the BPE September meeting which included reports on the PRAXIS, Content Standards, ESSA Revisions, and MACIE. Mr. Donovan noted that the Board has seen an increase in licensure cases and discussed that this is a trend also being seen nationwide.

Update on HB 351 Transformational Learning and HB 387 Advanced Opportunity Act

Mr. Donovan and Ms. Jule Walker, Deputy Superintendent, OPI, reviewed the ongoing work the Board and the OPI have done to implement these two new pieces of legislation. Ms. Walker reviewed the application process for the Transformational Learning Grant already underway, and how schools apply, how funds are allocated, and how the Advanced Opportunity Grant will work. Ms. Walker and Mr. Donovan answered Council member questions.

MSU Master of Arts in Teaching Program Update

Dr. Tricia Sieffert, Department Chair, MSU, reported to the Council the progress of this program in the last year since the Council approved this program. Dr. Sieffert discussed the number of students enrolled, subject areas students are studying, the hands-on component, and applications now being reviewed for the next year.

Overview of the Stone Child College Site Visit

Dr. Linda Vrooman Peterson reported that the site visit for Stone Child has been delayed due to the recent blizzard which prevented the visit from happening. This item will be reported on later.

Update: PRAXIS Content Knowledge Test Data

Dr. Peterson discussed the PRAXIS Content Knowledge Test, reasons the test is used for potential teacher candidates. Dr. Peterson noted that out of state applicants are also required to take the test or provide proof of passing the test prior to licensure. Additionally, Dr. Peterson reviewed content areas available for testing, average scores, and national scores, and answered member questions.

CLASS 8 License Applications

The Council reviewed one application for a Class 8 licenses and approved the application.

Future Agenda Items

Class 8 Applications

PRAXIS follow up

Stone Child College Site Visit review

Update on Transformational Learning Grant applications

Micro-credentials

Highlights of the February 5, 2020 CSPAC Meeting
Montana State Capitol Building
Room 422
Helena, MT

On Wednesday, February 5, 2020, the Certification Standards and Practices Advisory Council met in room 422 of the Montana State Capitol Building for their regularly scheduled winter meeting. The Certification Advisory Council, created by the 1987 Montana Legislature, is composed of seven members and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

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

Meeting attendees included: Dr. Linda Vrooman Peterson, OPI; Ms. Jule Walker, OPI; Ms. Patty Muir, OPI; Mr. Jason Butcher, OPI. Staff present were BPE Executive Director Mr. Pete Donovan, BPE Administrative Assistant Ms. Kris Stockton.

CSPAC Meeting
February 5, 2020

Executive Committee Report

No report as the Executive Committee has not met since the October meeting.

Board of Public Education Report/Executive Director's Report

Mr. Donovan's report covered the resignation of the Superintendent at the Montana School for the Deaf and Blind and the hiring of Principal Paul Furthmyre as the Interim Superintendent, the recent US Supreme Court oral arguments in the Espinoza vs. Montana Department of Revenue and a summary from Ms. Diane Burke, Executive Director of Montana Quality Education Coalition, who attended the oral arguments.

Update: Virtual Site Visit of the Educator Preparation Program at Stone Child College, November 24-26, 2019

Dr. Linda Vrooman Peterson reviewed the Virtual Site Visit done in November due to winter storms that prevented the visit from taking place on site at the college. The visit is complete and the accreditation team will present their report to the Board of Public Education at their March meeting.

PRAXIS Update

Dr. Linda Vrooman Peterson reviewed possible content areas to be added to the list of PRAXIS Subject matter areas, including Computer Science 5-12 and Reading K-12. Dr. Peterson discussed how subject matter areas are added and the process moving forward should those areas be added.

Site Visit Schedule for Montana's 10 Educator Preparation Programs

Dr. Linda Vrooman Peterson reviewed the schedule and the need for revisions to the timeline due to the fact that two Colleges have requested Good Cause Extensions to their schedule due to program revisions on the campuses.

University of Providence Request for Good Cause Extension

Dr. Peterson discussed the request from the University of Providence for a Good Cause Extension. The University is undergoing a restructuring and the Education Program is being discontinued. Dr. Peterson reviewed the teach out options for current students and that the University will present their request to the Board of Public Education for approval in May.

Teacher Licensure Report

Deputy Superintendent Jule Walker presented the Teacher Licensure Report to the Board, noting this is an annual report to the Board of Public Education and that the report was recently presented to the Board at their January meeting.

Future Agenda Items

Class 8 Applications

Draft Annual Report

ITEM 2

BOARD OF PUBLIC EDUCATION REPORT

Pete Donovan

ITEM 3

ASSESSMENT UPDATE

Ashley McGrath, OPI

Montana Board of Public Education Executive Summary

Date: April 2020

Presentation	Assessment Update for the 2019–2020 School Year
Presenter	Ashley McGrath
Position Title	State Assessment Director Assessment Department Office of Public Instruction
Overview	The Office of Public Instruction (OPI) will present four updates for the Montana Comprehensive Assessment System (MontCAS) including: <ol style="list-style-type: none">1. status of the Assessment COVID-19 waiver,2. status of the science assessments,3. alternative testing plans, and4. remote-learning tools.
Requested Decision(s)	Informational Item.
Related Issue(s)	Chapter 56 Assessment
Recommendation(s)	None.



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



Montana

Office of Public Instruction

2020 April CSPAC Meeting

OPI Assessment Update

Ashley McGrath | Assessment Director | OPI Assessment Unit

Location: Zoom Meeting

Note: slides were prepared on April 7, 2020.



Presentation Overview

1. 2020 Assessment COVID-19 Waiver
2. Science Assessment Update
3. Alternative Testing Plans
4. Remote Learning Tools

Assessment COVID-19 Waiver

Novel coronavirus (COVID-19)

- March 17-OPI Intent Letter
- March 19-OPI Intent Letter
- March 26-Board Meeting
- March 27-CCSSO Meeting
- March 30-USED Letter

More info.: [Assessment FAQ](#)



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

March 27, 2020

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

Dear Superintendent Arntzen:

I am writing in response to Montana's request on March 26, 2020 that the U.S. Department of Education (Department) waive statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19).

Specifically, Montana requested a waiver of the following:

- Assessment requirements in section 1111(b)(2) for the school year 2019-2020.
- Accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D) that are based on data from the 2019-2020 school year.
- Report card provisions related to assessments and accountability in section 1111(h) based on data from the 2019-2020 school year. These include:
 - Section 1111(h)(1)(C)(i) (accountability system description);
 - Section 1111(h)(1)(C)(ii) (assessment results);
 - Section 1111(h)(1)(C)(iii)(I) (other academic indicator results);
 - Section 1111(h)(1)(C)(iv) (English language proficiency results);
 - Section 1111(h)(1)(C)(v) (school quality or student success indicator results);
 - Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress);
 - Section 1111(h)(1)(C)(vii) (percentage of students assessed and not assessed);
 - Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment); and
 - Section 1111(h)(2)(C) with respect to all waived requirements in section 1111(h)(1)(C) as well as 1111(h)(2)(C)(i)-(ii) (information showing how students in an LEA and each school, respectively, achieved on the academic assessments compared to students in the State and LEA).

After reviewing Montana's request, I am pleased to approve, pursuant to my authority under section 8401(b) of the ESEA, a waiver of the assessment, accountability and reporting requirements listed above for the 2019-2020 school year.

[Click Here](#)

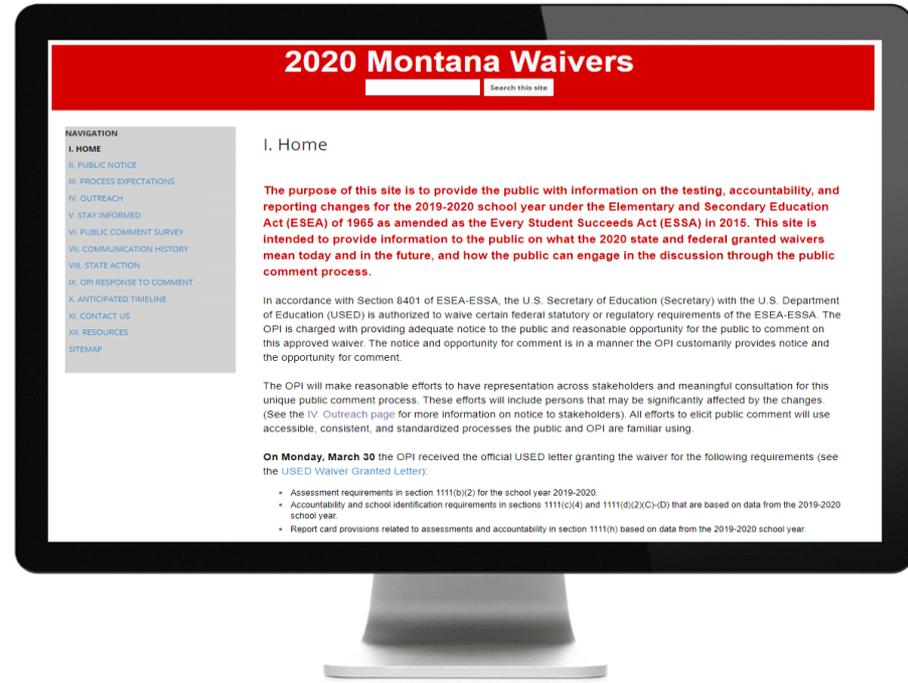
Waiver Public Comment

Purpose: Public participation matters. Input will help the OPI address real-world concerns and understand how stakeholders are feeling about the changes in testing, accountability, and reporting. These ideas will strengthen the quality and relevance of resources to support the implementation of the current plan.

- **What is impacted?**
- **What do we know today?**
- **What don't we know?**
- **What questions do we have?**

Why? Waiving these testing requirements is likely to have vast implications under the Administrative Rules for Montana (ARM) Chapter 56 and 55 and the Every Student Succeeds Act (ESSA).

More info.: [Assessment Bulletin](#)



[Montana 2020 Website \(coming soon!\)](#)

Comments should be directed to
essainput@mt.gov



Science Update

MSA

Montana
Science
Assessment

AMSA

Alternate
Montana
Science
Assessment

Given the inability to conduct a census independent field test for 2020 the OPI proposes an alternative timeline and solution:

- Plan for no double-testing in 2020-21 school year
- Operational field test in spring 2021
- Working with test delivery contractor to finalize contingency plan
- Continue design and development efforts
- Conduct test validation activities this summer



Alternative Testing Plans

ACT with Writing

American
College
Testing

The OPI and Office of Commissioner of Higher Education (OCHE) announced Montana juniors have the opportunity to take the ACT free of charge this coming fall semester of their senior year.

The alternative testing dates for these students will be:

- **October 6** (initial), and
- **October 20** (makeup).

Conduct Science Standards Setting Event

- July 27-31, 2020
- Bozeman, MT

More info.: [Assessment Bulletin](#)

OCTOBER 2020						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

March 24 OPI/OCHE Joint Press Release

Assessment 411

OPI Press March 31 Release

Remote-Learning Tools



Smarter Balanced Interims

- Available in Grades K–12 and will remain available to schools until May 22.
- **The OPI recommends (see [OPI Allowed Interim Use to Support Remote Learning](#)):**
 - [IABs](#) to show individual student attainment of the math and ELA standards for specific learning targets and to connect to online instructional resources within the [Digital Library](#).
 - [ICAs](#) to be given in the fall to show prior knowledge and growth over the school year on the same scale as the summative assessment.



WIDA Exit and Screening

Implement the new exit criteria (overall 4.7 composite) during the 2020–21 school year pending final approval from US Department of Education. Providing educational services and identifying EL students is still a requirement under state and federal law.

- The [Provisional English Learner Identification Procedure](#) remote-learning guidance document provides a means of *provisionally* identifying ELs in times of extended school closures. Exiting a student requires the student meets the criteria for proficiency in both English language proficiency, academic achievement, and full participation in society within and without school per the [Montana English Learner Guidance for School Districts](#).
- **Here are some online instructional resources:**
 - [Working with WIDA Global Educators: Teaching Multilingual Learners Online](#)
 - [EL Online Resources](#)

Remote-Learning Tools



ACT Resources

- [ACT Academy](#) as a free resource to support educators, students, and parents.
- It provides personalized practice to help students work on college- and career-readiness skills.
- It is an online learning tool and test practice program designed to help students be successful on the ACT test and beyond.



Multi-State Alternate Assessment Resources

- Ensuring access and equity for all students.
- Much of the guidance is related to core fundamental components of the IDEA, Office of Civil Rights, the Federal Educational Rights to Privacy Act, as well as numerous other federal laws, agency regulations and guidance.
- Visit the OPI's [Special Education COVID-19](#) information page.

Questions?

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State Assessment Director

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ITEM 4

PRESENTATION ON MICRO-CREDENTIALS

Joel Thiel, Jacque Treaster, Angela McLean – OCHE

Introduction to Micro-credentials

What are micro-credentials?

- Micro-credentials offer competency-based *recognition* for teachers who engage in self-paced professional learning focused on competencies related to a variety of instructional areas including questioning, thinking, and problem-solving, academic feedback, assessment, and grouping students. They provide a way for **all** teachers to demonstrate *outcomes* of professional learning and increased skills directly related to classroom practice.

How do teachers earn a micro-credential?

- Register with Digital Promise, powered by BloomBoard at <https://bloomboard.com/>
- Select the micro-credential(s) of interest
- Learn through any mode or format, from suggested resources or any resource of choice
- Submit evidence of learning through audio, video, student work samples, reflections
- Earn micro-credential when evidence submission meets predefined criteria, or receive feedback on suggestions for improvement - with an opportunity to resubmit

What are the benefits of micro-credentials?

- Flexibility:
 - *Time*: Earning micro-credentials is not time-constrained; teachers can learn at their own pace and demonstrate competency when they are fully ready.
 - *Learning Styles*: Teachers have complete autonomy over how they acquire the skill. Teachers may choose to learn the target skill by reading books, journals or articles, watching videos, visiting classrooms, participating in webinars, and learning from virtual communities.
 - *Content*: Micro-credentials address a variety of impactful skills including content knowledge and knowledge related to industry certification.
- Relevance: When teachers have choice over the content, the learning becomes more relevant to their needs and the needs of their students at that time.
- Manageable Chunks: Focusing on one skill at a time allows teachers to demonstrate competence of a single focus, and they can add more competencies over time, without being overwhelmed by an entirely new system.

Educator Retention

The following list represents aspects of non-teaching professions that former educators described as “markedly” better than within teaching. Increasing the professional atmosphere around teaching could have a positive impact on the recruitment and retention of talented teachers. Micro-credentialing addresses these areas.

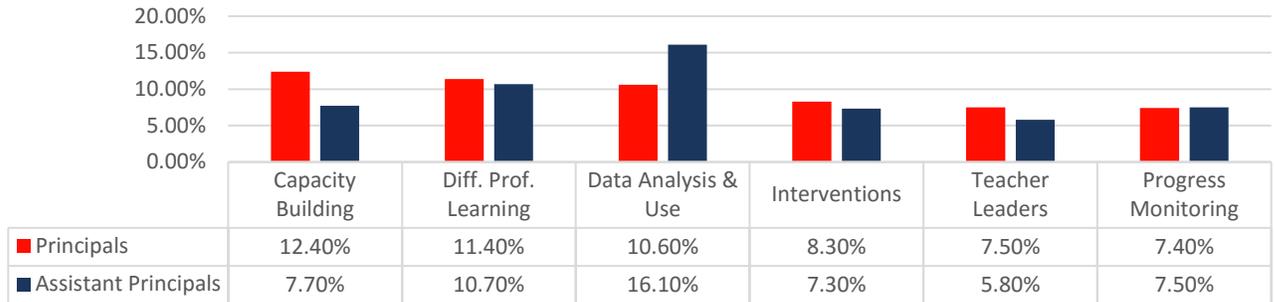
- Professional advancement
- Professional development
- Learning from colleagues
- Recognition and support (from managers)
- Autonomy over own work¹

¹ Provini, C. (2014, May 02). Why are teachers leaving the profession? Retrieved August 26, 2016, from http://www.educationworld.com/a_curr/why-are-teachers-leaving-profession.shtml

Support for School Administrators

- Differentiated professional learning was the second highest area of refinement for principals at the end of the 2015-16 school year.²
- Differentiated professional learning was the third highest area of refinement for assistant principals at the end of the 2015-16 school year.
- The department's work on micro-credentials could provide school administrators with concrete ways to differentiate professional learning for their staff.

Areas of Administrator Refinement



Questions?

Please contact Machel Mills by email at Machel.Mills@tn.gov or by phone at (615) 712-0314.

² Source: Tennessee Department of Education End-of-Year Distribution Report (2015-16)

ITEM 5

STATE EXIT REPORT OF THE EDUCATOR
PREPARATION PROGRAM AT STONE CHILD
COLLEGE

Dr. Linda Vrooman Peterson, OPI

Elsie Arntzen, Superintendent

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Stone Child College
State Accreditation Site Visit
November 24-26, 2019

State Exit Report

**Stone Child College (SCC)
Educator Preparation Program
November 24-26, 2019**



State Site Visitor Team Members

Dr. Stevie Schmitz, Team Chair

Dr. Janet Thomson

Dr. Mary Susan Fishbaugh

Montana Office of Public Instruction State Consultant

Dr. Linda Vrooman Peterson

From November 24-26, 2019, a State Site Visitor Team conducted a virtual review of the Educator Preparation Program (EPP) at Stone Child College (SCC). The review was facilitated by the Office of Public Instruction (OPI) on behalf of the Montana Board of Public Education (BPE). The State Accreditation Site Review verifies that SCC’s Institutional Self-Study Report (IR) meets Montana Professional Educator Preparation Program Standards. The Team reviewed documents, examined data, and conducted virtual interviews with SCC leadership, faculty and staff, local and regional school administrators and teachers, cooperating teachers, and candidates at various stages in their educator preparation progress from admission to the program through program completion. The purpose of this document is to summarize the results of the Team's findings.

Subchapter 3–Initial Unit Standards

ARM	TITLE	STATUS	REPORT Page Number
10.58.311	INITIAL CONTENT AND PEDAGOGICAL KNOWLEDGE	MET	8
10.58.312	INITIAL CLINICAL PARTNERSHIPS AND PRACTICE	Met w/Notation	10
10.58.313	INITIAL CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY	MET	12
10.58.314	INITIAL PROGRAM IMPACT	AFI	15
10.58.315	INITIAL PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT	AFI	18



Subchapter 5—Initial Teaching Program Standards

ARM	TITLE	STATUS	REPORT Page Number
10.58.501	TEACHING STANDARDS	MET	21
10.58.532	ELEMENTARY EDUCATION	MET	22

Area for Improvement (AFI) ARM 10.58.314 Program Impact.

AFI

SCC has not demonstrated how program completers positively impact the K-8 system, 10.58.314(1)(a) through (e) Program Impact and has not yet collected program completer impact data.

AFI Rationale

SCC has described its intent to use the state-approved surveys and case study protocols to meet the requirements of ARM 10.58.314 Program Impact (1)(a) through (e) but has not provided a detailed plan to measure the impact of SCC’s completers on K-8 student learning. A plan would include a specific timeline, resources, and continuous program improvement data and K-8 student learning data.

- SCC will demonstrate the level of impact of its completers on K-8 student learning and development by
- Using data to show how program completers positively impact the K-8 system and the learning of its students, annually. See 10.58.314 (1)(a) through (e).
 - Developing a detailed plan with specific timeline, resources, and the system for collecting, analyzing, and using continuous program improvement data and K-8 student learning.
 - Addressing data quality issues at the completer level.
 - Providing content faculty with ongoing staff development related to data analysis and continuous program improvement.



Area for Improvement (AFI) ARM 10.58.315 Quality Assurance and Continuous Improvement.

AFI

SCC has not regularly and systematically assessed program effectiveness and candidate and completer performance as required by standard 10.58.315(1)(a) through (e) Quality Assurance and Continuous Improvement.

AFI Rationale

The EPP has developed but not implemented a plan for quality assurance and continuous improvement.

- Develop and maintain a quality assurance system comprised of valid data from multiple measures that can monitor annually candidate progress, completer achievements, and provider operational effectiveness. See 10.58.315(1)(a)-(b)
- Develop a specific, detailed plan with multi-year timelines, resources including the personnel, technology, regular and systematic analysis of data, report and act on the data for continuous program improvement for completer impact on learning. See 10.58.315(1)(a)-(e)
- Develop measures of completer impact on K-8 learning and development that are established evidence-based practices and acted upon in decision making related to programs, resource allocation, and future direction. See 10.58.315(1)(e)
- Assure that appropriate stakeholders are involved in program evaluation, improvement, and identification of strong evidence-based models of practice. See 10.58.315(1)(f)
- Provide content faculty with ongoing staff development related to data analysis and continuous program improvement. See 10.58.315(1)(f)

Commendation

- Assessment results for current students and recent graduates are impressive.
- Graduates and current students were able to reflect on the InTASC principles.
- Data demonstrate students' knowledge and implementation of the InTASC Standards.
- SCC clearly has support from both on-campus and off-campus constituencies. College administration, school administrators, schoolteachers are unanimous in support of the Educator Preparation Program and its growth.
- The EPP has detailed plans for entry into the Teacher Education Program and is to be commended for its planning in this area. Even though the initial class is small, the plan for entry into the program will serve the EPP well in the future as the program grows.



- SCC students show a strong commitment to the program and their future profession as teachers; they love their college and their communities, and interviews with these students illustrated their commitment to continuous growth as professionals. Data demonstrate students' knowledge and implementation of the InTASC Standards.
- Tribal leaders and SCC administration value the program, and the local school administrators and Boards have shown their appreciation and commitment to this program.
- SCC is commended for its strong working relationship with students, faculty, administration and the community.

Recommendation

- Include general education faculty within program data analysis and planning.
- Clearly report proposals, seconds, and votes in both Advisory Group and EPP meetings related to data-informed decisions and program changes made based on those decisions.
- Clearly list in meeting minutes stakeholders and the constituencies whom they represent.

The Team wishes to thank the Stone Child College leadership, faculty, current candidates and recent completers for a warm virtual welcome and the comfortable interaction between the site review team and the SCC campus family and the broader Stone Child College community. The Team recognizes Dr. Kadene Drummer, Education Department Head, for her vision, fearless leadership, and tenacity, her strong and loyal education faculty team, and the long-time support from friends and colleagues at Salish Kootenai College and Montana State University Northern in the creation of the teacher education program at SCC.

Thank you all for your commitment to Montana education.



Definitions* that pertain to this report:

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

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

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

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

*Council for the Accreditation of Educator Preparation (CAEP) Definitions

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Stone Child College
State Accreditation Site Visit
November 24-26, 2019

Unit Standards Narrative Reports



Unit Standard Narrative Report

ARM 10.58.311 INITIAL CONTENT AND PEDAGOGICAL KNOWLEDGE

Key components of the standard: (a) ensures deep understanding of the critical concepts and principles of their discipline; (b) ensures understanding of 11 Montana teaching standards within the categories learn and learning, content, instructional practice, and professional responsibility; (c) use research and evidence to develop an understanding of the teaching profession and use to measure their P-12 students' progress and their own professional practice; (d) apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of professional associations and national or other accrediting bodies; (e) demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards; (f) integrate technology in the design, implementation, and assessment of learning experiences to engage P-12 students, improve learning, and enrich professional practice.

Summary of Findings

Stone Child College (SCC) in Montana prepares candidates to meet the requirements as outlined in ARM 10.50.311 Initial Content and Pedagogical Knowledge. The Educator Preparation Program (EPP) addresses each section of this standard to ensure that program candidates demonstrate a deep understanding of the critical concepts and principles of their discipline and can use those practices to advance the learning of all P-12 students toward attainment of college- and career-readiness standards. The program review indicates that the content and pedagogical knowledge processes are consistent with ARM 10.58.311 as presented by the EPP's institutional self-study report.

Evidence Examined

SCC Institutional Self-Study Report

SCC Course Catalog

SCC Data Analysis Report

SCC Conceptual Framework

Other documents provided by SCC

Interviews conducted virtually with SCC Leadership, Education Department Head and faculty, General Education content area faculty, current candidates and graduates, local and tribal school administrators and teachers.

Evidence Consistent with meeting the standard

The EPP provides a broad educational foundation with a focus on how science, technology and math interconnect within the language arts, social studies, creative arts and health enhancement curricula. This component is demonstrated in program assessments, including the Montana Assessment of Content



Knowledge (MACK), Clinical Experience Observations and Evaluations, and Reflective Essays and is housed in the master data spreadsheet.

Affirmation of support for this component is iterated in the Conceptual Framework. Assessment of the four categories described in the standard and are illustrated in the Schematic Model of the Conceptual Framework. The Action Research Project and the Individualized Intervention Project on Literacy Instruction provide evidence of the use of research to measure their K-8 students' progress as well as the candidates' professional practice. Embedded assessment provides evidence that candidates afford all K-8 students access to rigorous college-and career-ready standards and integrate technology to improve K-8 students' learning and enrich professional practice. Ongoing data collection and assessment processes are described in the Data Report.

Evidence Inconsistent with meeting the standard

None

Recommendations: Areas for improvement (AFI) and/or stipulations including a rationale for each

None

Commendations

- Assessment results for current students and recent graduates are impressive.
- Graduates and current students were able to reflect on the *InTASC (Interstate Teacher Assessment and Support Consortium)* principles.

Recommendation

- Include general education faculty within program data analysis and planning.

Recommendation ARM 10.58.311 Initial Content and Pedagogical Knowledge Standard is Met.



Unit Standard Narrative Report

ARM 10.58.312 INITIAL CLINICAL PARTNERSHIPS AND PRACTICE

Key components of the standard: (a) ensures effective partnerships; b) ensures that partners co-construct; (c) ensures that partners co-select, prepare, evaluate, support, and retain high-quality clinical educator; (d) works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration.

Summary of Findings

SCC clearly is valued by its community partners. Both on and off campus constituencies support growth in the current program and expansion into K-12/secondary programs (e.g., special education, business education, math, science).

Evidence Examined

Agendas and minutes of Advisory Group and Educator Preparation Program meetings

Evidence Consistent with meeting the standard

There is clear evidence of collaborative working relationships with the community. There is clear evidence of support for the program and for program growth from both the community and from the SCC administration.

Evidence Inconsistent with meeting the standard

Agendas and minutes of meetings are not in enough detail to demonstrate to an outsider what was planned, what was discussed, and what the vote was to determine next steps.

It is not clear what constituencies the meeting participants represent in either agendas or minutes.

It is not clear if groups met according to the planned schedule. Thus, it is not clear if the schedule follows the standard requirement of four times per year.

- 2016: Three meetings
- 2017: One meeting
- 2018: Four meetings
- 2019: One meeting

Recommendations for new areas for improvement and/or stipulations including a rationale for each

None



Commendation

- SCC clearly has support from both on-campus and off-campus constituencies. College administration, school administrators, teachers, and current teacher education candidates are unanimous in support of the Educator Preparation Program and its growth.

Recommendation

- Clearly report proposals, seconds, and votes in both Advisory Group and EPP meetings related to data-informed decisions and program changes made based on those decisions.
- Clearly list in meeting minutes the stakeholders and constituencies whom they represent.

Recommendation ARM 10.58.312 Clinical Partnerships and Practice Standard is Met with Notation.



Unit Standard Narrative Report

ARM 10.58.313 INITIAL CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY

Key components of the standard: (a) demonstrates the quality of candidates is a continuing and purposeful part of *provider's* responsibility from recruitment, at admission, progression of courses and clinical experiences to decisions; (b) presents plans and goals to recruit and support completion of high-quality initial candidates from a broad range of backgrounds and diverse populations to accomplish its mission; (c) sets admission requirements, gathers data to monitor the applicants and selected pool of candidates and designs the selection to completion policy including multiple assessment measures to determine admission; (d) establishes and monitors attributes and dispositions beyond academic ability; (e) creates criteria for program progression and monitors candidates' advancement from admissions through completion, ensures candidates demonstrate the ability to teach to college- and career-ready standards, presents multiple forms of evidence to indicate candidates develop content and pedagogical knowledge and skill, and integrate technology in all of these domains; (f) prior to recommending completing candidate for licensure, *provider* documents that the candidate has reached a high standard for content knowledge in the fields where licensure is sought and can teach effectively with positive impacts on P-12 student learning and development; and (g) prior to recommending completing candidates for licensure, provider documents that candidate understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant laws and policies.

Summary of Findings

Stone Child College (SCC) in Montana recruits and selects candidates that meet the requirements as outlined in ARM 10.50.313 Initial Candidate Quality, Recruitment, and Selectivity. The EPP addressed each section of this standard to ensure that the quality of program candidates is continuing and purposeful, from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for licensure. Preliminary program reviews indicate that the recruiting and selectivity processes are consistent with ARM 101.58.313 as presented for offsite review.

Documents reviewed include SCC Institutional Report (IR), SCC Course Catalog; HEA Title II Report, Data Analysis Report, Conceptual Framework, Teacher Education Handbook, Critical Dispositions Assessment and other documents provided by the EPP.

The EPP gathered, analyzed, and reported data based on key assessments and evaluations of candidates' knowledge, skills, dispositions, and performance across the program from admissions to student teaching, through recommendation and completion of the SCC program. In addition, the EPP plans include annual



candidate and program evaluation as described in the Conceptual Framework and Self-Study and the 2019 Date Analysis Report. Evidence for recruiting and supporting completion of high-quality initial candidates includes data on candidate demographics as described in the HEA Title II federal reporting system and in education assessment reports. SCC is working toward meeting the needs of hard-to-staff schools and current shortage fields. An institution research director has been hired and will help to monitor and collect data on graduates.

The EPP strives to select candidates with a 3.0 GPA and in instances where provisional candidates are selected, the faculty follow an established process to individually assist the candidate improve content knowledge requirements prior to student teaching and recommendation for licensure. A Teacher Education Candidate Success flowchart is included in the Teacher Education Handbook and posted in each classroom. This flowchart describes the formative and summative assessments used to monitor candidate success at each benchmark of the program. Ongoing data collection and assessment processes are described in the Data Report.

Evidence Examined

- SCC Institutional Self-Study Report
- SCC Course Catalog
- SCC Data Report
- SCC Handbook
- SCC Conceptual Framework

Evidence Consistent with meeting the standard

- SCC Institutional Self-Study Report
- SCC Course Catalog
- SCC Data Report
- SCC Student Handbook
- SCC Conceptual Framework

Evidence Inconsistent with meeting the standard

None

Preliminary recommendations for new areas for improvement and/or stipulations including a rationale for each

None



Commendation

- The EPP has detailed plans for entry into the Teacher Education Program and is commended for its planning in this area. Even though the initial class is small, the plan for entry into the program will serve the EPP well in the future as the program grows.

Recommendation ARM 10.58.313 Quality, Recruitment, and Selectivity Standard is Met.



Unit Standard Narrative Report

ARM 10.58.314 INITIAL PROGRAM IMPACT

Key components of the standard: (a) demonstrates the impact of 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 impact of 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) demonstrate, through structured and validate observation instruments and surveys, which completers effectively apply the professional knowledge, skills, and dispositions as delineated in ARM 10.58.501; (d) demonstrates, using measures that result in valid and reliable data that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students; (e) demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job and that their preparation was effective.

Summary of Findings

Stone Child College (SCC) in Montana has begun a Phase-in Plan to describe the overall goals associated with Initial Program Impact, as described in the EPP Institutional Report. The EPP plans to meet 10.58.314 (1)(a) through (e) by following a common statewide protocol for continuous improvement using employer and completer surveys and case studies. Since 2015, the Montana Education Preparation Providers (MEPP) developed the Continuous Improvement Collaborative (CIC), a standing committee of the Montana council of Deans of Education, to develop a statewide protocol for a 3 year cycle of data collection. The data collection protocols are designed to support continuous program improvement and meet Montana's ARM 10.58.314 through analyses of employer satisfaction and completer impact, performance, and perception of program relevance. Thus, the SCC's EPP plan makes a compelling argument that this future data/evidence is appropriate. However, the Institutional Self-Study Report is incomplete; no specific timelines were provided, and specific plans beyond 2019-2020 were not provided.

The EPP Institutional Self-Study Report includes summary performance data about the two students who have graduated, while appropriately cautioning that data has not been obtained through employer and completer surveys and case studies since those two students graduated Spring, 2019. These two students are in their first year as teachers.

Evidence Examined

SCC Institutional Self-Study Report
SCC Data Analysis Report



Evidence consistent with meeting the standard:

Documents reviewed include: EPP Institutional Self-Study Report - 10.58.314 and the SCC Data Analysis Report. Interviews of faculty also revealed preliminary plans as stated in the IR.

The EPP has exhibited a strong commitment to the assessments and common protocol to determine program impact on K-12 student learning. Interviews with the SCC faculty and advisory groups clearly show a shared commitment to a quality program. There is clear evidence of the collaborative working relationships with the community including support for the program and its growth from within and outside of the SCC community.

Evidence inconsistent with meeting the standard

There is not yet program completer impact on K-8 learner data. The EPP has described its intent to use state-approved surveys and case studies for ARM 10.58.314 (a)-(e) but has not included a detailed plan with a specific timeline and resources. Such a plan needs to include the strategies, steps, and a time-line for collection, analysis, and reporting of program impact data. Calendar year by calendar year, the EPP and the SCC internal and external community need to specifically show a plan for Initial Program Impacts on K-8 student learning and development, including, for example, state-supported K-8 data as stated in state standards. Personnel, technology, and resources available to ensure data collection, analysis capability of that data, and reporting should also be detailed for each calendar year. In addition, data quality needs to be addressed with specific attention to interpretation of the findings and ways in which to use these findings for continuous program improvement each year.

Recommendations: areas for improvement (AFI) and /or stipulations including a rationale.

AFI: SCC has not demonstrated how program completers positively impact the K-8 system, 10.58.314(a) through (e) Program Impact and has not yet collected program completer impact data.

AFI Rationale

SCC has described its intent to use the state-approved surveys and case study protocols to meet the requirements of ARM 10.58.314 Program Impact (1)(a) through (e) but has not provided a detailed plan to measure the impact of SCC's completers on K-8 student learning. A plan would at least include a specific timeline, resources, and the system for collecting, analyzing, and using continuous program improvement data and K-8 student learning data.

SCC will demonstrate the level of positive impact of its completers on K-8 student learning and development by

- Using data to show how program completers impact the K-8 system and the learning of its students. See 10.58.314 (1)(a) through (e), each calendar year.



- Developing a detailed plan with specific timeline, resources, and the system for collecting, analyzing, and using continuous program improvement data and K-8 student learning.
- Addressing data quality issues at the completer level.
- Providing content faculty with ongoing staff development related to data analysis and continuous program improvement.

Commendation

- SCC students show a strong commitment to the program and their future profession as teachers; candidates love their college and their communities, and interviews with these students illustrated their commitment to continuous growth as professionals. Data demonstrate students' knowledge and implementation of the InTASC Standards.
- Tribal leaders and SCC leadership value the program, and the local school administrators and local trustees have shown their appreciation and commitment to this program. SCC is commended for its strong working relationship with students, faculty, administration, and the community.

Recommendation ARM 10.58.314 Initial Program Impact Standard is Met with Weakness.



Unit Standards Narrative Report

ARM 10.58.315 INITIAL PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

Key components of the 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; (b) develops a quality assurance system comprised of multiple measures; (c) ensures that its quality assurance system relies on data that are relevant, verifiable, representative, cumulative ;(d) regularly and systematically assesses performance against its goals and relevant standards; (e) ensures that measures of completer impact on P-12 learning; (f) assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners.

Summary of findings

Stone Child College (SCC) has developed a program assessment system complete with assessment points, benchmarks, a spreadsheet for data entry/storage, and scheduled annual reviews. SCC shares these data within the Educator Preparation Program and determines necessary program changes based upon the data analysis. It is not clear how broadly the program shares the data and analyses with constituencies beyond the program.

Evidence reviewed

Completed 10.58.314 and 10.58.315 Educator Preparation Program Templates
SCC Program PowerPoint presentation
Program Advisory Group agendas and minutes
Interviews with faculty within and beyond the program, program advisory group member interviews, community/college constituency groups interviews.

Evidence consistent with meeting the standard

The program has a well-defined, detailed (perhaps too detailed) assessment system defined and in use. The program presented data and changes necessitated by data in its report and PowerPoint presentation.

Evidence inconsistent with meeting the standard

- There is not yet program completer impact on K-8 learner data.
- The assessment system, as currently conceptualized and implemented, may be too detailed for sustainability.



Recommendations: areas for improvement (AFI) and/or stipulations including rationale.

AFI 10.58.315 (c), (d), and (d) the EPP has not regularly and systematically assessed performance against the standards.

AFI Rationale

The EPP has developed but not implemented a plan for quality assurance and continuous improvement.

- Develop and maintain a quality assurance system comprised of valid data from multiple measures that can monitor annually candidate progress, completer achievements, and provider operational effectiveness. See 10.58.315(1)(a)&(b)
- Develop a specific, detailed plan with multi-year timelines, resources including the personnel, technology, regular and systematic analysis of data, report and act on the data for continuous program improvement for completer impact on learning. See 10.58.315(1)(a)-(e)
- Develop measures of completer impact on K-8 learning and development that are established evidence-based practices and acted upon in decision making related to programs, resource allocation, and future direction. 10.58.315(1)(e)
- Assure that appropriate stakeholders are involved in program evaluation, improvement, and identification of strong evidence-based models of practice. See 10.58.315(1)(f)
- Provide content faculty with ongoing staff development related to data analysis and continuous program improvement. 10.58.315(1)(f)

Commendation

- Data demonstrate students' knowledge and implementation of the InTASC Standards.

Recommendation ARM 10.58.315 Quality Assurance and Continuous Improvement Standard is Met with Weakness.

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Stone Child College
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Program Standards Narrative Reports



Program Standard Narrative Report

ARM 10.58.501 Teaching Standards

Summary of findings

Stone Child College (SCC) teacher education program incorporates ARM 10.58.501 Teaching Standards across the curriculum. Montana's teaching standards align with the national InTASC standards addressed in ARM 10.58.311.

Evidence reviewed

SCC completer Educator Preparation Program Templates 10.58.311 and 10.58.501
SCC Assessment Plan relating to ARM 10.58.311 and ARM 10.58.501
SCC Schematic Model of the Conceptual Framework
SCC Institutional Self-Study Report – Program of Study and Related coursework
Professional Actions and Critical Dispositions
Interviews with education faculty, current candidates, and completers

Evidence consistent with meeting the standard

SCC Assessment Plan is based on the InTASC four domains: learner and learning, content, instructional practice, and professional responsibility and includes the 11 Montana teaching standards as addressed in 10.58.501 Teaching Standards. The EPP incorporates the four domains within the Cree Medicine Wheel seasons and directions, reflecting a culturally relevant application of the domains. The SCC self-study report includes the elementary education program of study with required courses and key assessments.

Although, SCC is a tribal college and students know and live their culture, there was an example of a student who has trouble infusing IEFA into lessons. Program data collected demonstrated the IEFA is a weaker area for candidates. The review team encourages the EPP to continue to improve the implementation of Montana's Indian Education for All (IEFA).

Evidence inconsistent with meeting the standard

None

Commendation

- Data demonstrate students' thorough knowledge, reflection, and implementation of the InTASC Standards as integrated into ARM 10.58.501 Teaching Standards.

Recommendation: ARM 10.58.501 Teaching Standard is Met.



Program Standard Narrative Report

ARM 10.58.532 Elementary Education

Summary of Findings

The Department of Education at Stone Child Collage (SCC) collaboratively designed an elementary education teacher education program for teacher candidates seeking teaching careers in Kindergarten through 8th grade. The curriculum is founded on the basic elementary education curriculum outlined in ARM 10.58.532 Elementary Education. Candidates are given opportunities to honor Native American perspectives and to reflect on their own school experiences as they prepare to be teachers in local schools. The Educator Preparation Program (EPP) at SCC successfully graduated two candidates in 2018. Both graduates are employed locally as teachers.

Evidence Reviewed

SCC Institutional Self-Study Report
SCC Course Catalog
SCC Data Report
Action Research Project
SCC Conceptual Framework
SCC Student Teaching Handbook

Evidence consistent with meeting the standard

As described in the Elementary Education Conceptual Framework, the overall purpose of the Stone Child College EPP is to develop culturally responsive and well-prepared teachers to meet the challenges of contemporary education. The Conceptual Framework also provides principles to guide the work in teacher preparation 1) All learning begins with a focus on the learner and the learning process. The elementary education program is a strong program with engagement of the internal SCC community and the surrounding tribal and nontribal schools including the EPP at MSU Northern. Interviews with SCC leadership, faculty, local school district administration and teachers, current candidates, and graduates confirmed the evidence that the EPP evidence provided is consistent with meeting the standard.

Evidence inconsistent with meeting the standard

None

Commendation

- Through reflective essays and scored artifacts, candidates were able to provide an inclusive environment for all learners.



- Through reflective practice and professional growth plan candidates demonstrated a supportive learning environment.

Recommendation: ARM 10.58.532 Elementary Education Standard is Met.

ITEM 6

PROPOSED MONTANA QUALIFYING SCORES FOR
PRAXIS SUBJECT ASSESSMENTS COMPUTER
SCIENCE 5-12 (5652) AND TEACHING READING K-12
(5206)

Dr. Linda Vrooman Peterson, OPI

February 26, 2020

Educational Testing Service
Montana **Computer Science : 5652** Test Review

Summary

Per the request of the Montana Council of Deans of Education, I have composed a summary of the February 19, 2020 Computer Science: 5652 test review.

A review for the Computer Science: 5652 test was conducted on February 19th at the Montana Office of Public Instruction in Helena, MT. The test review was scheduled from 10:30 a.m. until 2:30 p.m. Two professionals from MT in addition to members of the MT Praxis Working Committee made up the panel of reviewers.

The review commenced with a general overview of Educational Testing Service (ETS), its mission, and composition. Next, participants were given an overview of the test generation and standard setting process and then provided with the blueprint and components of the Computer Science: 5652 test itself. After this, the reviewers were asked to sign non-disclosure paperwork before receiving and taking an actual form of the test.

After taking the multiple choice section of the test, reviewers had the opportunity to address technical questions with ETS test developer Roslyn Franklin via teleconference.

When all parts of the test were fully reviewed, national data for the test was presented. Data included national and state passing rates and state-adopted scores. In addition, ETS resources (e.g. study companion, curriculum crosswalk, and practice test) were provided to reviewers.

With a comprehensive lens by which to see and understand the test within the context of what constitutes a “just qualified” candidate, the reviewers were asked to engage in a discussion regarding what recommendation(s) they felt should be made for a cut score adoption in Montana that would accurately identify a candidate who is likely to be qualified to teach on day one in a classroom.

At the conclusion of the review, the reviewers concluded that the recommended cut score that came out the Multistate Standard Setting Study performed by ETS would accurately represent the amount of knowledge necessary for what constitutes a “just qualified” candidate in a Montana classroom. ***The recommended cut score is 149 on a 100-200 scale.***

Again, it was a pleasure to facilitate this test review and be part of the process. As always, I am happy to offer any additional assistance at any time.

Respectfully Submitted,



Nicholas A. Bellack
Client Relations Director
ETS Teacher Licensure and Certification

Multistate Standard-Setting Technical Report

***PRAXIS*® COMPUTER SCIENCE (5652)**

Educational Testing Service

Princeton, New Jersey

February 2018

EXECUTIVE SUMMARY

To support the decision-making process of education agencies establishing a passing score (cut score) for the *Praxis*[®] Computer Science (5652) test, research staff from Educational Testing Service (ETS) designed and conducted a multistate standard-setting study.

PARTICIPATING STATES

Panelists from 17 states and Washington, DC were recommended by their respective education agencies. The education agencies recommended panelists with (a) experience as either computer science teachers or college faculty who prepare computer science teachers and (b) familiarity with the knowledge and skills required of beginning computer science teachers.

RECOMMENDED PASSING SCORE

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the *Praxis* Computer Science test, the recommended passing score¹ is 47 out of a possible 80 raw-score points. The scale score associated with a raw score of 47 is 149 on a 100–200 scale.

¹ Results from the two panels participating in the study were averaged to produce the recommended passing score.

To support the decision-making process for education agencies establishing a passing score (cut score) for the *Praxis*[®] Computer Science (5652) test, research staff from ETS designed and conducted a multistate standard-setting study in January 2018 in Princeton, New Jersey. Education agencies² recommended panelists with (a) experience as either computer science teachers or college faculty who prepare computer science teachers and (b) familiarity with the knowledge and skills required of beginning computer science teachers. Seventeen states and Washington, DC (Table 1) were represented by 36 panelists. (See Appendix A for the names and affiliations of the panelists.)

Table 1
Participating Jurisdictions and Number of Panelists

Alabama (2 panelists)	Pennsylvania (3 panelists)
Arkansas (2 panelists)	South Carolina (1 panelist)
Georgia (4 panelists)	South Dakota (1 panelist)
Idaho (2 panelists)	Tennessee (2 panelists)
Kentucky (3 panelists)	Utah (2 panelists)
Maryland (2 panelists)	Virginia (2 panelists)
Nevada (1 panelist)	Washington, DC (2 panelists)
New Jersey (2 panelists)	West Virginia (2 panelists)
North Dakota (1 panelist)	Wisconsin (2 panelists)

The following technical report contains three sections. The first section describes the content and format of the test. The second section describes the standard-setting processes and methods. The third section presents the results of the standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to education agencies. In each jurisdiction, the department of education, the board of education, or a designated educator licensure board is responsible for establishing the operational passing score in accordance with applicable regulations. This study provides a recommended passing score,³ which represents the combined judgments of two panels of experienced educators. Each jurisdiction may want to consider the recommended passing score but also other sources of information when setting the final

² States and jurisdictions that currently use *Praxis* tests were invited to participate in the multistate standard-setting study.

³ In addition to the recommended passing score averaged across the two panels, the recommended passing scores for each panel are presented.

Praxis Computer Science passing score (see Geisinger & McCormick, 2010). A jurisdiction may accept the recommended passing score, adjust the score upward to reflect more stringent expectations, or adjust the score downward to reflect more lenient expectations. There is no *correct* decision; the appropriateness of any adjustment may only be evaluated in terms of its meeting the jurisdiction's needs.

Two sources of information to consider when setting the passing score are the standard error of measurement (SEM) and the standard error of judgment (SEJ). The former addresses the reliability of the *Praxis* Computer Science test score and the latter, the reliability of panelists' passing-score recommendation. The SEM allows a jurisdiction to recognize that any test score on any standardized test—including a *Praxis* Computer Science test score—is not perfectly reliable. A test score only *approximates* what a candidate truly knows or truly can do on the test. The SEM, therefore, addresses the question: How close of an approximation is the test score to the *true* score? The SEJ allows a jurisdiction to gauge the likelihood that the recommended passing score from a particular panel would be similar to the passing scores recommended by other panels of experts similar in composition and experience. The smaller the SEJ, the more likely that another panel would recommend a passing score consistent with the recommended passing score. The larger the SEJ, the less likely the recommended passing score would be reproduced by another panel.

In addition to measurement error metrics (e.g., SEM, SEJ), each jurisdiction should consider the likelihood of classification errors. That is, when adjusting a passing score, policymakers should consider whether it is more important to minimize a false-positive decision or to minimize a false-negative decision. A false-positive decision occurs when a candidate's test score suggests that he should receive a license/certificate, but his actual level of knowledge/skills indicates otherwise (i.e., the candidate does not possess the required knowledge/skills). A false-negative decision occurs when a candidate's test score suggests that she should not receive a license/certificate, but she actually does possess the required knowledge/skills. The jurisdiction needs to consider which decision error is more important to minimize.

OVERVIEW OF THE *PRAXIS* COMPUTER SCIENCE TEST

The *Praxis* Study Companion for the Computer Science (5652) test (ETS, in press) describes the purpose and structure of the test. In brief, the test is designed to assess the computer science knowledge and competencies necessary for a beginning teacher of secondary school computer science.

The three-hour assessment contains 100 selected-response items⁴ covering five content areas: *Impacts of Computing* (approximately 15 items), *Algorithms and Computational Thinking* (approximately 25 items), *Programming* (approximately 30 items), *Data* (approximately 15 items), and *Computing Systems and Networks* (approximately 15 items).⁵ The reporting scale for the *Praxis* Computer Science test ranges from 100 to 200 scale-score points.

PROCESSES AND METHODS

The design of the standard-setting study included two expert panels. Before the study, panelists received an email explaining the purpose of the standard-setting study and requesting that they review the content specifications for the test. This review helped familiarize the panelists with the general structure and content of the test.

The standard-setting study began with a welcome and introduction by the meeting facilitators. The facilitators described the test, provided an overview of standard setting, and presented the agenda for the study. Appendix B shows the agenda for the panel meeting.

REVIEWING THE TEST

The standard-setting panelists first took the test and then discussed it. This discussion helped bring the panelists to a shared understanding of what the test does and does not cover, which serves to reduce potential judgment errors later in the standard-setting process.

⁴ Twenty of the 100 selected-response items are pretest items and do not contribute to a candidate's score.

⁵ The number of items for each content area may vary slightly from form to form of the test.

The test discussion covered the major content areas being addressed by the test. Panelists were asked to remark on any content areas that would be particularly challenging for entry-level teachers or areas that address content particularly important for entry-level teachers.

DEFINING THE JUST QUALIFIED CANDIDATE

Following the review of the test, panelists described the just qualified candidate. The *just qualified candidate description* plays a central role in standard setting (Perie, 2008); the goal of the standard-setting process is to identify the test score that aligns with this description.

Both panels worked together to create a description of the just qualified candidate — the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate. To create this description, they first split into smaller groups to consider the just qualified candidate. Then they reconvened and, through whole-group discussion, created the description of the just qualified candidate to use for the remainder of the study. After the description was completed, panelists were split into two, distinct panels that worked separately for the remainder of the study.

The written description of the just qualified candidate summarized the panel discussion in a bulleted format. The description was not intended to describe all the knowledge and skills of the just qualified candidate but only highlight those that differentiate a *just* qualified candidate from a *not quite* qualified candidate. The written description was distributed to panelists to use during later phases of the study (see Appendix C for the just qualified candidate description).

PANELISTS' JUDGMENTS

The standard-setting process for the *Praxis* Computer Science test was a probability-based Modified Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006). In this study, each panelist judged each item on the likelihood (probability or chance) that the just qualified candidate would answer the item correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that the just qualified candidate would answer the item correctly because the item is difficult for the just qualified candidate. The higher the value, the more likely it is that the just qualified candidate would answer the item correctly.

Panelists were asked to approach the judgment process in two stages. First, they reviewed both the description of the just qualified candidate and the item. Then the panelists estimated what chance a just qualified candidate would have of answering the question correctly. The facilitator encouraged the panelists to consider the following rules of thumb to guide their decision:

- Items in the 0 to .30 range were those the just qualified candidate would have a low chance of answering correctly.
- Items in the .40 to .60 range were those the just qualified candidate would have a moderate chance of answering correctly.
- Items in the .70 to 1 range were those that the just qualified candidate would have a high chance of answering correctly.

Next, panelists decided how to refine their judgment within the range. For example, if a panelist thought that there was a high chance that the just qualified candidate would answer the question correctly, the initial decision would be in the .70 to 1 range. The second decision for the panelist was to judge if the likelihood of answering it correctly is .70, .80, .90, .95 or 1.

After the training, panelists made practice judgments and discussed those judgments and their rationales. All panelists completed a post-training evaluation to confirm that they had received adequate training and felt prepared to continue; the standard-setting process continued only if all panelists confirmed their readiness.

Following this first round of judgments (*Round 1*), item-level feedback was provided to the panel. The panelists' judgments were displayed for each item and summarized across panelists. Items were

highlighted to show when panelists converged in their judgments (at least two-thirds of the panelists located an item in the same difficulty range) or diverged in their judgments.

The panelists discussed their item-level judgments. These discussions helped panelists maintain a shared understanding of the knowledge/skills of the just qualified candidate and helped to clarify aspects of items that might not have been clear to all panelists during the Round 1 judgments. The purpose of the discussion was not to encourage panelists to conform to another's judgment, but to understand the different relevant perspectives among the panelists.

In Round 2, panelists discussed their Round 1 judgments and were encouraged by the facilitator (a) to share the rationales for their judgments and (b) to consider their judgments in light of the rationales provided by the other panelists. Panelists recorded their Round 2 judgments only for items when they wished to change a Round 1 judgment. Panelists' final judgments for the study, therefore, consist of their Round 1 judgments and any adjusted judgments made during Round 2.

Other than the description of the just qualified candidate, results from Panel 1 were not shared with Panel 2. The item-level judgments and resulting discussions for Panel 2 were independent of judgments and discussions that occurred with Panel 1.

RESULTS

EXPERT PANELS

Table 2 presents a summary of the panelists' demographic information. The panel included 36 educators representing 17 states and Washington, DC. (See Appendix A for a listing of panelists.) Twenty-two panelists were teachers, one was an administrator or department head, nine were college faculty, and four held another position. All of the faculty members' job responsibilities included the training of computer science teachers.

The number of experts by panel and their demographic information are presented in Appendix D (Table D1).

Table 2
Panel Member Demographics (Across Panels)

	<i>N</i>	<i>%</i>
Current position		
Teacher	22	61
Administrator/Department Head	1	3
College Faculty	9	25
Other	4	11
Race		
White	24	67
Black or African American	4	11
Hispanic or Latino	1	3
Asian or Asian American	5	14
Other	1	3
No Response	1	3
Gender		
Female	18	50
Male	18	50
Are you currently certified to teach this subject in your state?		
Yes	20	56
No	16	44
Are you currently teaching this subject in your state?		
Yes	32	89
No	4	11
Are you currently supervising or mentoring other teachers of this subject?		
Yes	20	56
No	16	44
At what K–12 grade level are you currently teaching this subject?		
Middle school (6–8 or 7–9)	1	3
High school (9–12 or 10–12)	20	56
Middle and High School	1	3
All Grades	1	3
Other	3	8
Not currently teaching at the K–12 level	10	28

Table 2 (continued)***Panel Member Demographics (Across Panels)***

	<i>N</i>	<i>%</i>
Including this year, how many years of experience do you have teaching this subject?		
3 years or less	7	19
4–7 years	9	25
8–11 years	7	19
12–15 years	5	14
16 years or more	8	22
Which best describes the location of your K–12 school?		
Urban	7	19
Suburban	12	33
Rural	8	22
Not currently working at the K–12 level	9	25
If you are college faculty, are you currently involved in the training/preparation of teacher candidates in this subject?		
Yes	7	19
No	2	6
Not college faculty	27	75

STANDARD-SETTING JUDGMENTS

Table 3 summarizes the standard-setting judgments (Round 2) of panelists. The table also includes estimates of the measurement error associated with the judgments: the standard deviation of the mean and the standard error of judgment (SEJ). The SEJ is one way of estimating the reliability or consistency of a panel’s standard-setting judgments.⁶ It indicates how likely it would be for several other panels of educators similar in makeup, experience, and standard-setting training to the current panel to recommend the same passing score on the same form of the test. The confidence intervals created by adding/subtracting two SEJs to each panel’s recommended passing score overlap, indicating that they may be comparable.

Panelist-level results, for Rounds 1 and 2, are presented in Appendix D (Table D2).

⁶ An SEJ assumes that panelists are randomly selected and that standard-setting judgments are independent. It is seldom the case that panelists are randomly sampled, and only the first round of judgments may be considered independent. The SEJ, therefore, likely underestimates the uncertainty of passing scores (Tannenbaum & Katz, 2013).

Table 3
Summary of Round 2 Standard-setting Judgments

	Panel 1	Panel 2
Average	44.48	48.72
Lowest	35.70	39.90
Highest	54.00	55.65
SD	5.65	4.38
SEJ	1.33	1.03

Round 1 judgments are made without discussion among the panelists. The most variability in judgments, therefore, is typically present in the first round. Round 2 judgments, however, are informed by panel discussion; thus, it is common to see a decrease both in the standard deviation and SEJ. This decrease — indicating convergence among the panelists’ judgments — was observed for each panel (see Table D2 in Appendix D). The Round 2 average score is the panel’s recommended passing score.

The panels’ passing score recommendations for the *Praxis* Computer Science test are 44.48 for Panel 1 and 48.72 for Panel 2 (out of a possible 80 raw-score points). The values were rounded to the next highest whole number, to determine the functional recommended passing score — 45 for Panel 1 and 49 for Panel 2. The scale scores associated with 45 and 49 raw points are 145 and 152, respectively.

In addition to the recommended passing score for each panel, the average passing score across the two panels is provided to help education agencies determine an appropriate passing score. The panels’ average passing score recommendation for the *Praxis* Computer Science test is 46.60 (out of a possible 80 raw-score points). The value was rounded to 47 (next highest raw score) to determine the functional recommended passing score. The scale score associated with 47 raw points is 149.

Table 4 presents the estimated conditional standard error of measurement (CSEM) around the recommended passing score (the average across the two panels) A standard error represents the uncertainty associated with a test score. The scale scores associated with one and two CSEM above and below the recommended passing score are provided. The conditional standard error of measurement provided is an estimate.

Table 4***Passing Scores Within 1 and 2 CSEM of the Recommended Passing Score⁷***

Recommended passing score (CSEM)		Scale score equivalent
	47 (4.43)	149
-2 CSEM	39	135
-1 CSEM	43	142
+ 1 CSEM	52	158
+ 2 CSEM	56	165

Note. CSEM = conditional standard error(s) of measurement.

FINAL EVALUATIONS

The panelists completed an evaluation at the conclusion of their standard-setting study. The evaluation asked the panelists to provide feedback about the quality of the standard-setting implementation and the factors that influenced their decisions. The responses to the evaluation provided evidence of the validity of the standard-setting process, and, as a result, evidence of the reasonableness of the recommended passing score.

Panelists were also shown their panel's recommended passing score and asked (a) how comfortable they are with the recommended passing score and (b) if they think the score was too high, too low, or about right. A summary of the final evaluation results is presented in Appendix D.

All panelists *strongly agreed* or *agreed* that they understood the purpose of the study and that the facilitator's instructions and explanations were clear. All panelists *strongly agreed* or *agreed* that they were prepared to make their standard-setting judgments. All panelists *strongly agreed* or *agreed* that the standard-setting process was easy to follow.

All panelists reported that the description of the just qualified candidate was at least *somewhat influential* in guiding their standard-setting judgments; 27 of the 36 panelists indicated the description was *very influential*. All of the panelists reported that between-round discussions were at least *somewhat influential* in guiding their judgments. More than half of the panelists (21 of the 36 panelists) indicated that their own professional experience was *very influential* in guiding their judgments.

⁷ The unrounded CSEM value is added to or subtracted from the rounded passing-score recommendation. The resulting values are rounded up to the next-highest whole number and the rounded values are converted to scale scores.

All but two of the panelists, both on Panel 1, indicated they were at least *somewhat comfortable* with the passing score they recommended; 23 of the 36 panelists were *very comfortable*. Thirty-two of the 36 panelists indicated the recommended passing score was *about right*; four panelists on Panel 1 indicated that the passing score was *too low*.

SUMMARY

To support the decision-making process for education agencies establishing a passing score (cut score) for the *Praxis* Computer Science test, research staff from ETS designed and conducted a multistate standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the *Praxis* Computer Science test, the recommended passing score⁸ is 47 out of a possible 80 raw-score points. The scale score associated with a raw score of 47 is 149 on a 100–200 scale.

⁸ Results from the two panels participating in the study were averaged to produce the recommended passing score.

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APPENDIX A

PANELISTS' NAMES & AFFILIATIONS

Participating Panelists With Affiliation

<u>Panelist</u>	<u>Affiliation</u>
Jason Beach	Tennessee Tech University (TN)
Patricia Beach	Georgia Department of Education (GA)
Nanette Brothers	Sandpoint High School (ID)
Kent Brown	New Rockford - Sheyenne School District 2 (ND)
Cindi Chang	Nevada Department of Education (NV)
Drew Fulkerson	Bowling Green High School (KY)
Mark Grammer	Uintah High School (UT)
Rabiah Harris	Dunbar High School/District of Columbia Public Schools (DC)
Lila Holt	University of Tennessee (TN)
Robert Honomichl	Dakota State University (SD)
Jennifer Howard	West Jessamine Middle School (KY)
Lori Hunt	Middleton High School (WI)
Amal Ileiwat	Paterson Public Schools (NJ)
Amit Jain	Boise State University (ID)
Russel Johnson	Auburn High School (AL)
Robert Juranitch	University School of Milwaukee (WI)
Lisa Kovalchick	California University of Pennsylvania (PA)
Yesem Kurt Peker	Columbus State University (GA)
Yu Liu	Fayette County Board of Education (GA)
Curt Minich	Wyomissing Area High School (PA)
Jigish Patel	Northwest Arkansas Education Service Cooperative (AR)

Participating Panelists With Affiliation (continued)

<u>Panelist</u>	<u>Affiliation</u>
Jandelyn (Jan) Plane	University of Maryland College Park (MD)
Douglas Poland	Stone Bridge High School (VA)
Lauren Poutasse	Delaware County Intermediate Unit (PA)
Cong Pu	Marshall University (WV)
Nicole Reitz-Larsen	West High School (UT)
Andrea Robertson	Wheaton High School (MD)
Justin Smith	Metcalf County High School (KY)
Kyle Tower	Lee-Davis High School (VA)
Donnita Tucker	Francis Marion School (AL)
Blake Vaught	Academy for the Arts, Science, and Technology (SC)
Kelly L. Vostal	West Windsor-Plainsboro Board of Education (NJ)
Paulus Wahjudi	Marshall University (WV)
Karl Walker	University of Arkansas at Pine Bluff (AR)
Shirl Williams	Houston County High School (GA)
Melanie Wiscount	District of Columbia Public Schools (DC)

APPENDIX B
STUDY AGENDA

AGENDA

***Praxis*[®] Computer Science (5652) Standard-Setting Study**

Day 1

Welcome and Introduction

Overview of Standard Setting and the *Praxis* Computer Science Test

Review the *Praxis* Computer Science Test

Discuss the *Praxis* Computer Science Test

Define the Knowledge/Skills of a Just Qualified Candidate

Standard-Setting Training

Round 1 Standard Setting Judgments

Collect Materials; End of Day 1

Day 2

Overview of Day 2

Round 1 Feedback and Round 2 Judgments

Feedback on Round 2 Recommended Cut Score

Complete Final Evaluation

Collect Materials; End of Study

APPENDIX C

JUST QUALIFIED CANDIDATE DESCRIPTION

Description of the Just Qualified Candidate⁹

A just qualified candidate ...

I. Impacts of Computing

1. Is familiar with harmful and beneficial impacts of contemporary computing on society, economy, and culture
2. Knows challenges to equal access to computing among different groups and impacts of those obstacles and familiar with existing strategies to address them
3. Is familiar with basic issues regarding intellectual property and ethics in computing
4. Knows basic trade-offs involved in privacy and security issues regarding the acquisition, use and disclosure of information in a digital world

II. Algorithms

1. Knows how to use pattern recognition, problem decomposition and abstraction
2. Is familiar with how to analyze algorithms expressed in multiple formats (natural language, flowcharts, pseudocode)
3. Is familiar with basic algorithms (e.g., count, sum, swap, search, sort)

III. Programming

1. Understands the three basic constructs used in programming: sequence, selection, and iteration
2. Understands how to use variables, a variety of data types, and the basic array/list data structure
3. Knows how to implement, debug, trace and test computer programs for correctness
4. Knows how to write and call procedures with parameters and return values

IV. Data

1. Knows how data is represented by computers
2. Is familiar with how computers are used to transform (e.g., number conversion, binary, encryption) and process data
3. Is familiar with the applications of computing in modeling and simulation

V. Computing Systems and Networks

1. Knows the basic hardware and software components of a computer and their functions
2. Is familiar with networking, including security issues and the Internet

⁹ Description of the just qualified candidate focuses on the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate.

APPENDIX D

RESULTS

Table D1
Panel Member Demographics (by Panel)

	Panel 1		Panel 2	
	<i>N</i>	%	<i>N</i>	%
Current position				
Teacher	12	67	10	56
Administrator/Department Head	0	0	1	6
College Faculty	4	22	5	28
Other	2	11	2	11
Race				
White	11	61	13	72
Black or African American	2	11	2	11
Hispanic or Latino	1	6	0	0
Asian or Asian American	3	17	2	11
No Response	1	6	0	0
Other	0	0	1	6
Gender				
Female	9	50	9	50
Male	9	50	9	50
Are you currently certified to teach this subject in your state?				
Yes	11	61	9	50
No	7	39	9	50
Are you currently teaching this subject in your state?				
Yes	15	83	17	94
No	3	17	1	6
Are you currently supervising or mentoring other teachers of this subject?				
Yes	10	56	10	56
No	8	44	8	44
At what K–12 grade level are you currently teaching this subject?				
Middle school (6–8 or 7–9)	1	6	0	0
High school (9–12 or 10–12)	11	61	9	50
Middle and High School	0	0	1	6
All Grades	0	0	1	6
Other	1	6	2	11
Not currently teaching at the K–12 level	5	28	5	28

Table D1 (continued)***Panel Member Demographics (by Panel)***

	Panel 1		Panel 2	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
Including this year, how many years of experience do you have teaching this subject?				
3 years or less	5	28	2	11
4–7 years	5	28	4	22
8–11 years	3	17	4	22
12–15 years	3	17	2	11
16 years or more	2	11	6	33
Which best describes the location of your K–12 school?				
Urban	4	22	3	17
Suburban	7	39	5	28
Rural	3	17	5	28
Not currently working at the K–12 level	4	22	5	28
If you are college faculty, are you currently involved in the training/preparation of teacher candidates in this subject?				
Yes	2	11	5	28
No	2	11	0	0
Not college faculty	14	78	13	72

Table D2
Passing Score Summary by Round of Judgments

Panelist	Panel 1		Panel 2	
	Round 1	Round 2	Round 1	Round 2
1	44.40	42.40	49.25	48.85
2	35.65	35.70	55.50	52.40
3	35.25	37.15	51.35	54.40
4	39.10	38.80	45.45	46.35
5	37.45	35.95	51.35	51.65
6	36.65	39.45	43.50	44.10
7	47.05	49.30	58.10	55.65
8	54.70	54.00	38.20	45.65
9	43.40	45.50	54.40	51.40
10	56.65	53.85	54.50	54.60
11	44.50	43.00	58.20	52.75
12	44.35	47.35	50.25	48.85
13	46.00	45.50	45.70	45.35
14	50.70	50.30	46.60	47.70
15	47.65	46.85	35.90	39.90
16	44.15	48.90	45.70	46.30
17	42.25	42.55	47.90	48.00
18	40.00	44.10	43.90	43.00
Average	43.88	44.48	48.65	48.72
Lowest	35.25	35.70	35.90	39.90
Highest	56.65	54.00	58.20	55.65
SD	6.10	5.65	6.26	4.38
SEJ	1.44	1.33	1.47	1.03

Table D3***Final Evaluation: Panel 1***

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
• I understood the purpose of this study.	14	78	4	22	0	0	0	0
• The instructions and explanations provided by the facilitators were clear.	16	89	2	11	0	0	0	0
• The training in the standard-setting method was adequate to give me the information I needed to complete my assignment.	12	67	6	33	0	0	0	0
• The explanation of how the recommended passing score is computed was clear.	12	67	6	33	0	0	0	0
• The opportunity for feedback and discussion between rounds was helpful.	15	83	3	17	0	0	0	0
• The process of making the standard-setting judgments was easy to follow.	13	72	5	28	0	0	0	0
• I understood how to use the survey software.	16	89	2	11	0	0	0	0

Table D3 (continued)
Final Evaluation: Panel 1

How influential was each of the following factors in guiding your standard-setting judgments?	Very influential		Somewhat influential		Not influential			
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%		
• The description of the just qualified candidate	10	56	8	44	0	0		
• The between-round discussions	8	44	10	56	0	0		
• The knowledge/skills required to answer each test item	14	78	4	22	0	0		
• The passing scores of other panel members	2	11	13	72	3	17		
• My own professional experience	12	67	6	33	0	0		
	Very comfortable		Somewhat comfortable		Somewhat uncomfortable		Very uncomfortable	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
• Overall, how comfortable are you with the panel's recommended passing score?	9	50	7	39	2	11	0	0
	Too low		About right		Too high			
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%		
• Overall, the recommended passing score is:	4	22	14	78	0	0		

Table D4***Final Evaluation: Panel 2***

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
• I understood the purpose of this study.	18	100	0	0	0	0	0	0
• The instructions and explanations provided by the facilitators were clear.	18	100	0	0	0	0	0	0
• The training in the standard-setting method was adequate to give me the information I needed to complete my assignment.	15	83	3	17	0	0	0	0
• The explanation of how the recommended passing score is computed was clear.	16	89	2	11	0	0	0	0
• The opportunity for feedback and discussion between rounds was helpful.	17	94	1	6	0	0	0	0
• The process of making the standard-setting judgments was easy to follow.	15	83	3	17	0	0	0	0
• I understood how to use the survey software.	17	94	1	6	0	0	0	0

Table D4 (continued)
Final Evaluation: Panel 2

How influential was each of the following factors in guiding your standard-setting judgments?	Very influential		Somewhat influential		Not influential			
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%		
• The description of the just qualified candidate	17	94	1	6	0	0		
• The between-round discussions	13	72	4	22	1	6		
• The knowledge/skills required to answer each test item	14	78	4	22	0	0		
• The passing scores of other panel members	3	17	14	78	1	6		
• My own professional experience	9	50	8	44	1	6		
	Very comfortable		Somewhat comfortable		Somewhat uncomfortable		Very uncomfortable	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
• Overall, how comfortable are you with the panel's recommended passing score?	14	78	4	22	0	0	0	0
	Too low		About right		Too high			
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%		
• Overall, the recommended passing score is:	0	0	18	100	0	0		

ITEM 7

CONTENT STANDARDS REVISION UPDATE

Colet Bartow, OPI

Certification Standards & Practices Advisory Council Executive Summary

April 15, 2020

Presentation	Content Standards Revision Timeline and Overview of Activities
Presenter	Colet Bartow
Position Title	Director, Content Standards and Instruction
Overview	<p>This brief presentation is intended to provide a timeline of activities and updates on work-to-date on the revision of Social Studies, CTE/Workplace Competency, Technology Integration, and Library Media/Information Literacy Content Standards, as well as the addition of Computer Science content standards.</p> <p>Timeline and overview of activities is attached to the Executive Summary.</p>
Requested Decision(s)	Information item only.
Related Issue(s)	None.
Recommendation(s)	None.

Content Standards Revision Timeline and Overview



Research and Review

- Completed in May 2019

Revision

- Work sessions held July 24-26, and July 31-August 2, at Helena College
- All work and resources may be viewed on the [OPI Website](#) and [Revision Workspace site](#)
- First drafts prepared for early feedback by mid-August 2019
- Feedback surveys due September 2019
- Draft recommendations finalized and approved by Superintendent Arntzen in November 2019

Negotiated Rulemaking

- Three committees
 - Computer Science, Technology, Library Media
 - Career, Technical, and Vocational Education
 - Social Studies
- MAR Notice for Committee Applications published October 2019
- Committee members selected by the Superintendent in November 2019
- Meetings in December 2019, January 2020, February 2020
- Public Comment due January 31, 2020

Economic Impact Surveys

- CTE, Computer Science, Social Studies – responses due January 31, 2020
- Technology Integration – responses due March 27, 2020
- Library Media/Information Literacy – responses due TBD
- Recommendation and Economic Impact Reports ready for Board of Public Education and Education Interim Committee by May 2020

Visit [K-12 Content Standards and Revision webpage](#) to access all meeting information

Adoption of Administrative Rules

- September 2020 (proposed)

Effective Date of Rules

- Upon adoption if no significant economic impact determined
- July 1, 2021, if significant economic impact determined

CONTENT STANDARDS REVISION UPDATE

Board of Public Education
March 2020



Putting Montana Students First **A+**

PROCESS

Where are WE?

Montana Constitution

Montana Code Annotated (Legislature)



Administrative Rules of Montana (OPI >> NR Committee >> OPI >> BPE)

Policy (School Trustees)

Procedure (School Administrator)

GUIDELINES FOR RULE CHANGE

The Board of Public Education sets forth the following guidelines for content standards revision:

- Standards will define what all students should know and be able to do;
- Standards will be challenging and rigorous;
- Standards will be clear, understandable, and free of jargon;
- Standards will be measurable;
- Standards will address diversity, specifically fulfilling the commitment to implementing Indian Education for All;
- Standards will be consistent with the grade level and grade band structures in ARM Chapter 53; and
- Content standards will be consistent with the program delivery standards described in ARM Chapter 55.

NEGOTIATED RULEMAKING ROLES AND RESPONSIBILITIES

Committee Members

- review drafts prepared by the revision team to provide feedback and a recommendation to the Superintendent on the draft
- assist in determining the economic impact of the draft

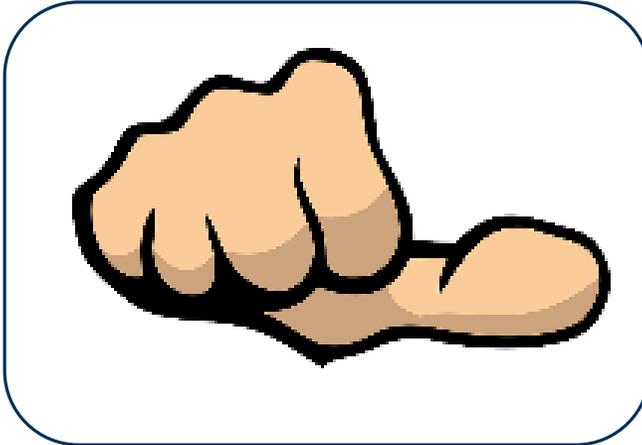
OPI and BPE Staff

- support the work of the committee

PROPOSED RULE CHANGES



A thumb held up indicates that I understand and am in agreement with the proposal.

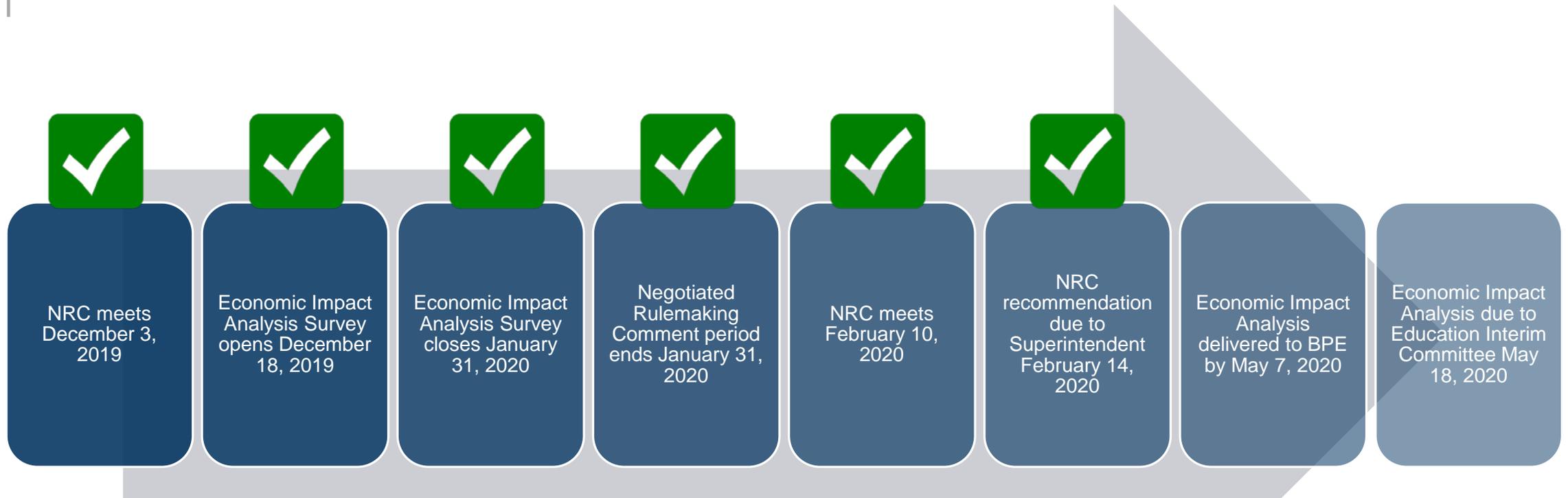


A thumb held sideways indicates that I do not understand the proposal.

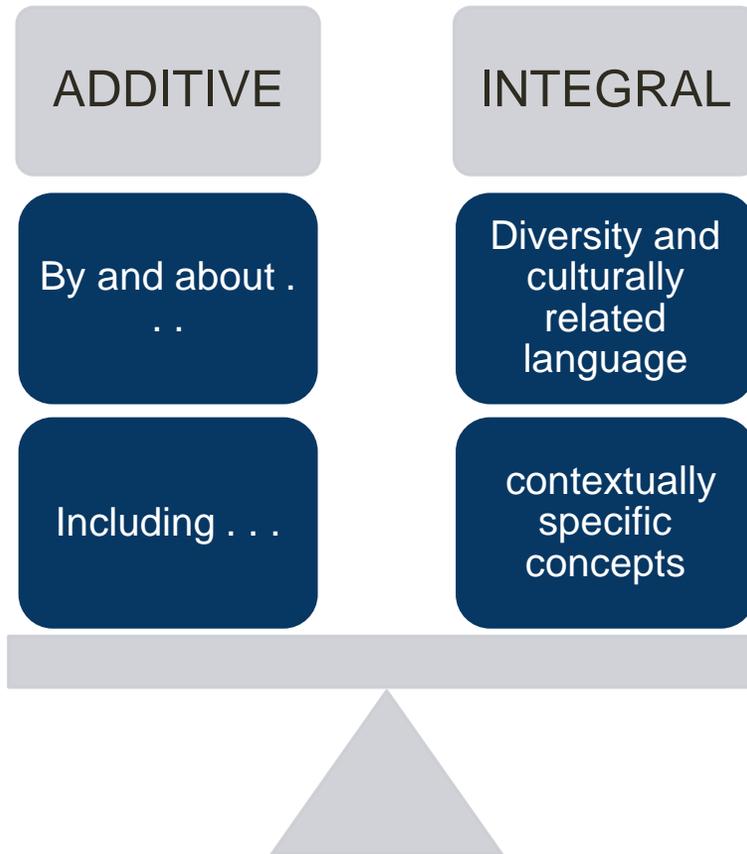


A thumb held down indicates that I understand and do not agree with the proposal.

SOCIAL STUDIES NRC REVISED TIMELINE



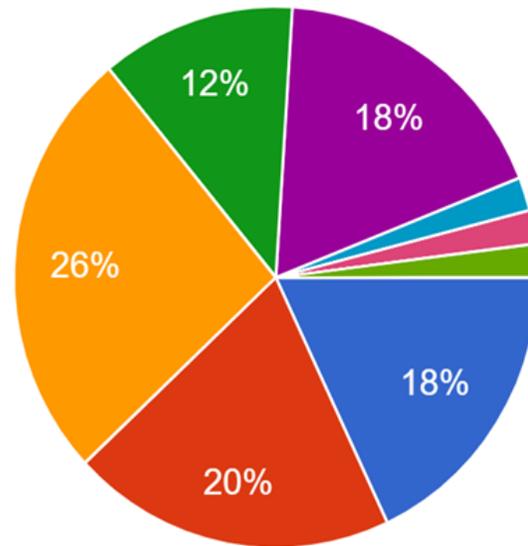
IEFA IN THE STANDARDS



ECONOMIC IMPACT SURVEY

What school size do you represent?

50 responses



- Small School (fewer than 126 students)
- Class C
- Class B
- Class A
- Class AA
- Multiple School Districts (approximately 12,200 students)
- Rural School K-8 (9 students)
- I represent 6 school systems in the county the smallest has 6 students the...

ECONOMIC IMPACT SURVEY

What increase in total dollars would be required to cover the cost associated with Instructional Materials? (best estimate) Answers ranged from \$2,000, \$50 per student to 7 million.

What increase in total dollars would be required to cover the cost associated with professional development?

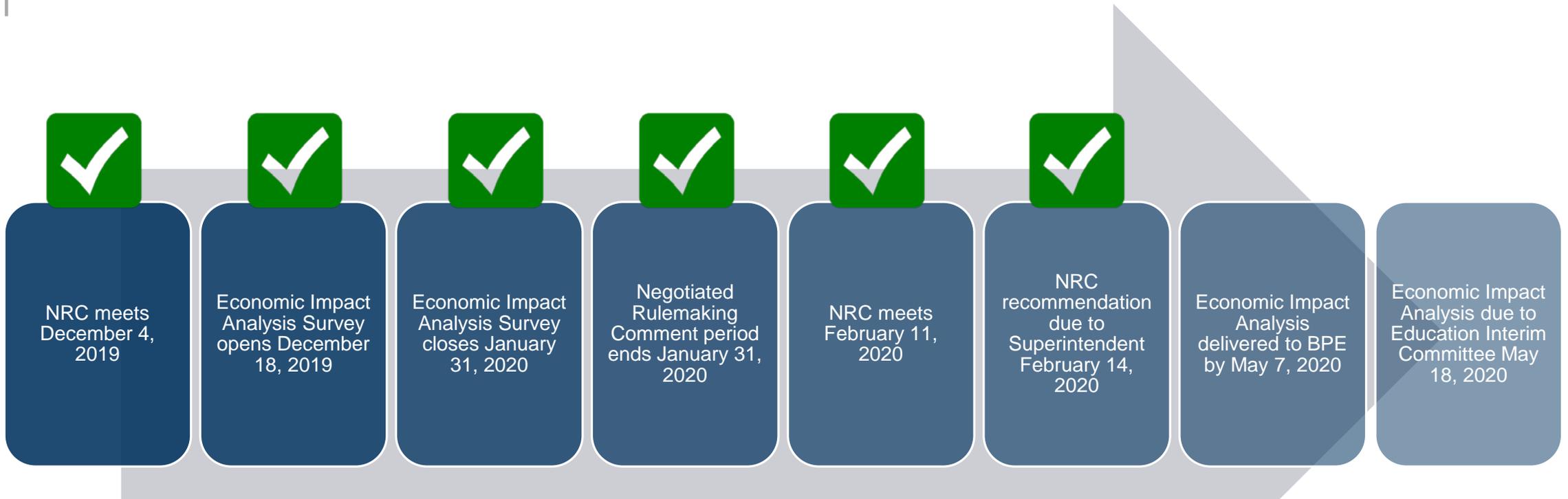
Answers: Answers varied from \$40 per teacher to \$1 to 2 million over a multi-year period.

What increase in total dollars would be required to cover the cost associated with curriculum development?

Range: \$1,500-\$1,500,000

- 1,500 (*figuring 20 per teacher rep on social studies curriculum teams*)
- \$1,500,000 for textbooks \$13,000 for Curriculum Review, (*25 teachers x 6 days out of the classroom*)

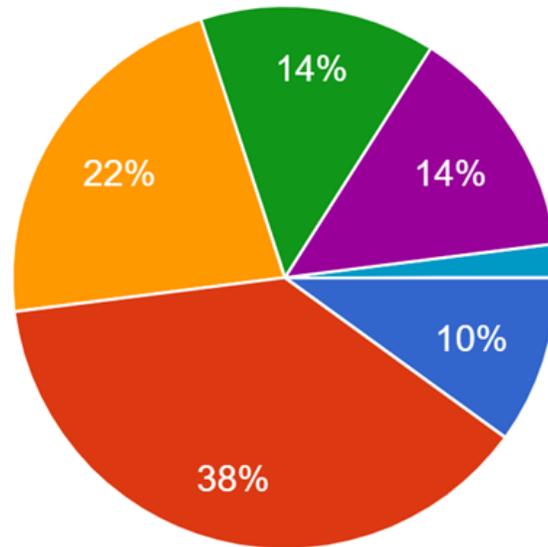
CTE NRC REVISED TIMELINE



ECONOMIC IMPACT SURVEY

What school size do you represent?

50 responses



- Small School (fewer than 126 students)
- Class C
- Class B
- Class A
- Class AA
- Represent 23 districts (approximately 12,200 students)

ECONOMIC IMPACT SURVEY

What increase in total dollars would be required to cover the cost associated with Instructional Materials? (best estimate)

Answer Range: \$1,200- \$1,000,000

A few responses:

“\$100 per grade K-6 and potentially much more than that in a junior high or high school class.”

“About \$25K for equipment and supplies to start a Business Ed. program.”

“\$800k to 1 million. We don't have difficulty in finding the materials, we need funding to support the purchase of updated and ongoing consumables for CTE”

What increase in total dollars would be required to cover the cost associated with professional development?

Answers: Answers ranged from \$500 to \$100,000*

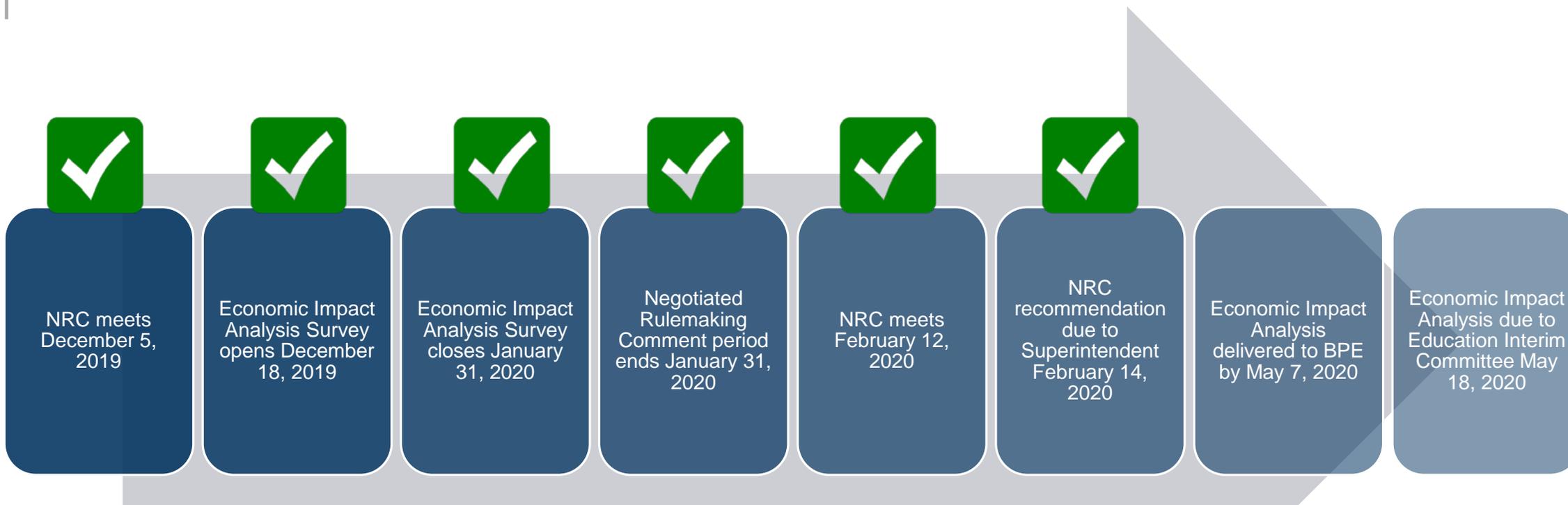
**\$100,000. this includes paying the teacher for their time to attend the training, any certifications associated with the training and CTE field, travel, lodging, etc.*

What increase in total dollars would be required to cover the cost associated with curriculum development?

Range: \$400- \$100,000

**That would depend on the interest of the teacher and willingness to learn new areas of application.*

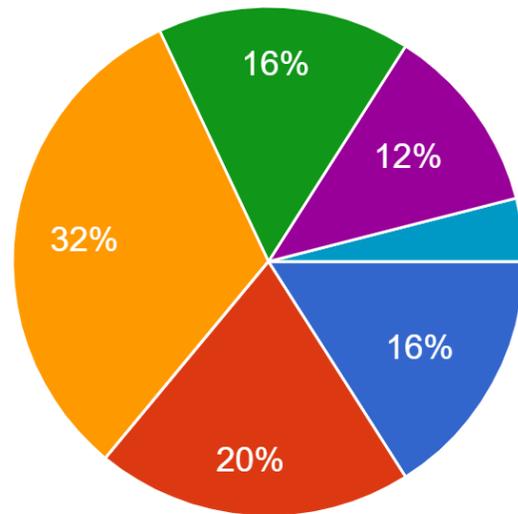
COMPUTER SCIENCE NRC REVISED TIMELINE



ECONOMIC IMPACT SURVEY COMPUTER SCIENCE

What school size do you represent?

25 responses



- Small School (fewer than 126 students)
- Class C
- Class B
- Class A
- Class AA
- Multiple districts represented (approximately 12,200 students)

ECONOMIC IMPACT SURVEY

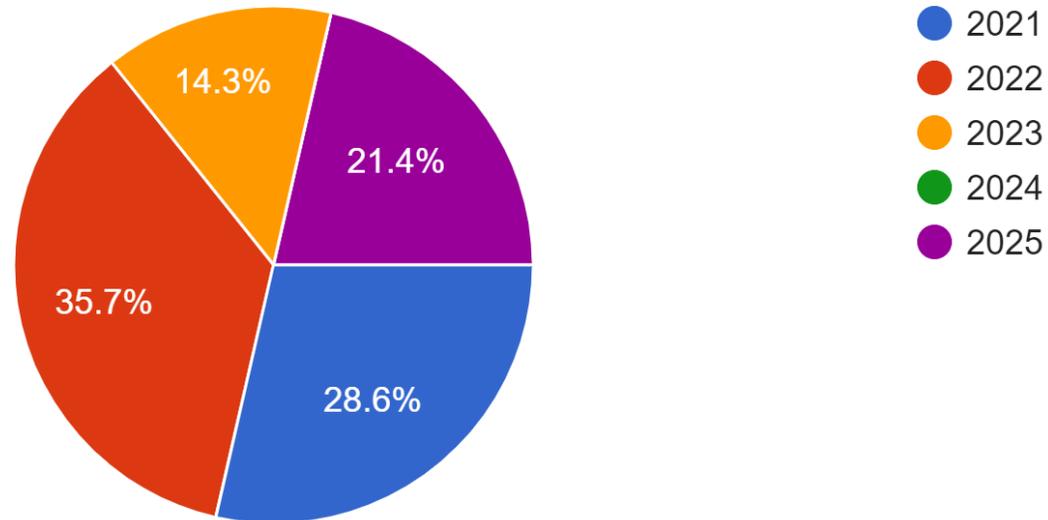
What increase in total dollars would be required to cover the cost associated with Instructional Materials? (best estimate)



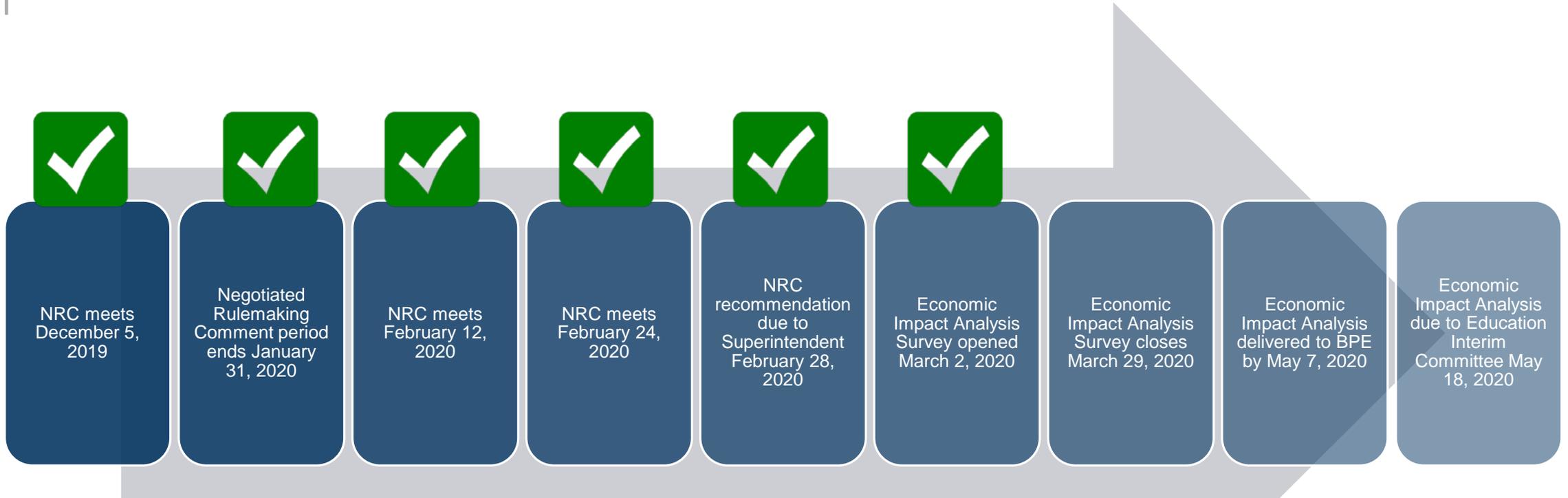
ECONOMIC IMPACT SURVEY

What year would your district implement these standards?

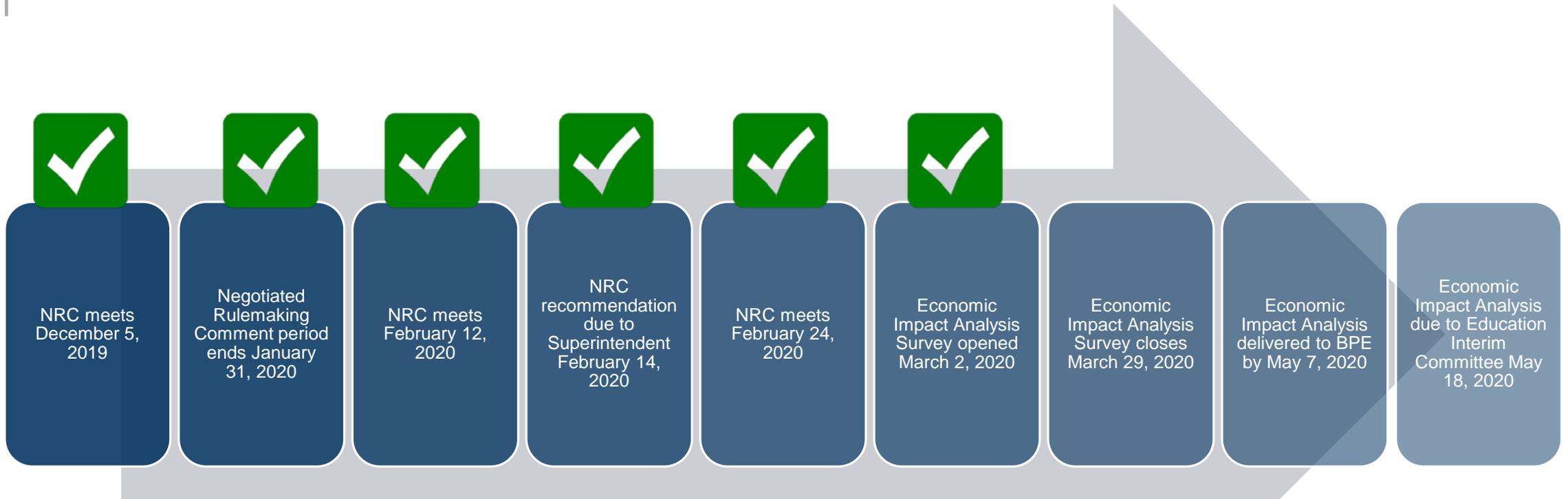
14 responses



LIBRARY MEDIA/INFORMATION LITERACY NRC REVISED TIMELINE



TECHNOLOGY INTEGRATION NRC REVISED TIMELINE



INFORMATIONAL PRESENTATIONS AND FEEDBACK

Spring 2020

March 11 - Montana Advisory Council on Indian Education (MACIE)

March 12 - Montana Board of Public Education (BPE)

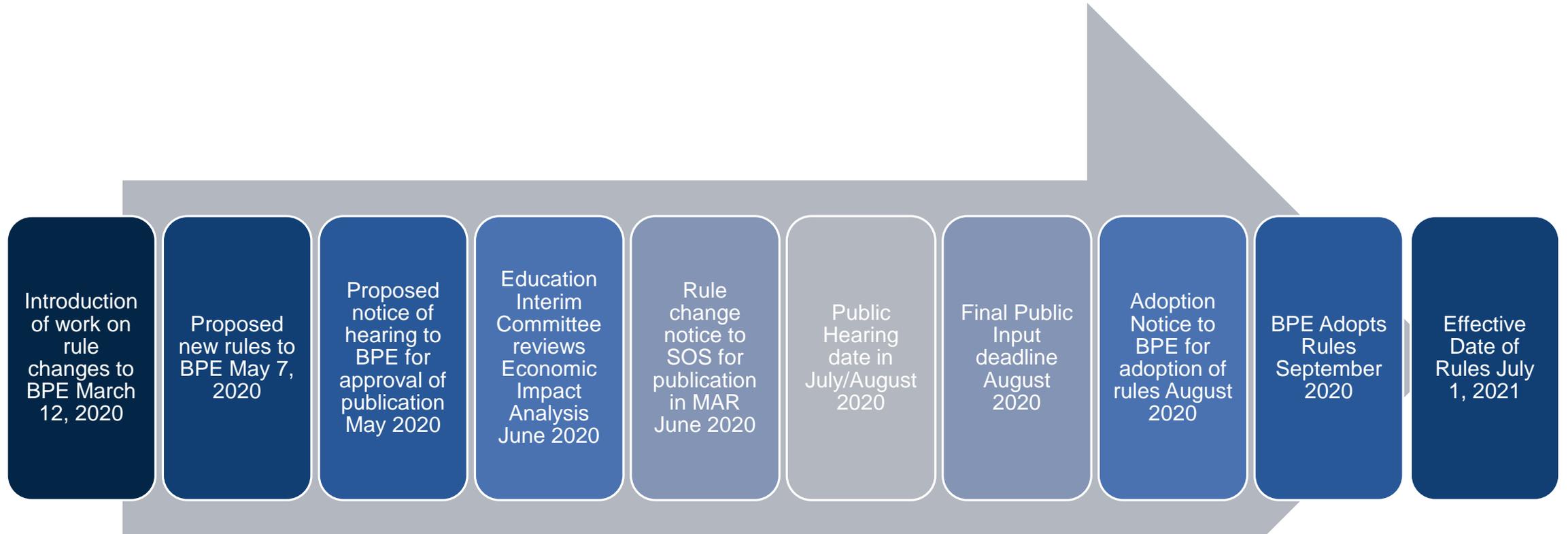
March 20 - Education Interim Committee of the Montana Legislature (EIC)

April 15 - Certification Standards and Practices Advisory Council (CSPAC)

April 23 - Montana Higher Education Consortium



MAPA PROPOSED TIMELINE



COLET BARTOW

Director

Content Standards and Instruction

cbartow@mt.gov

406-444-3583



ITEM 8

APPROVE CLASS 8 LICENSE APPLICATION(S)

Kris Thatcher, OPI

ITEM 9

FUTURE AGENDA ITEMS