

**Montana State Capitol Building
Room 137
Helena MT**

March 17-18th, 2016

BOARD OF PUBLIC EDUCATION

AGENDA

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

March 17-18, 2016
Montana State Capitol Building
Room 137
Helena, MT

Thursday March 17, 2016
1:00 PM

CALL TO ORDER

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

PUBLIC COMMENT

CONSENT AGENDA

(Items may be pulled from Consent Agenda upon request)

- A. January 15th, 2016 Meeting Minutes
- B. February 4th, 2016 Conference Call Meeting Minutes
- C. Financials
- D. Correspondence

ADOPT AGENDA

INFORMATION ITEMS

❖ **REPORTS – Sharon Carroll (Items 1-6)**

Item 1 **CHAIRPERSON'S REPORT**
 Sharon Carroll

ACTION

PUBLIC COMMENT

The public will be afforded the opportunity to comment before the Board on every action item on the agenda prior to final Board action.

Item 2 **EXECUTIVE DIRECTOR REPORT**
 Pete Donovan

- CSPAC Appointment – Administrator Position

Item 3 **STATE SUPERINTENDENT'S REPORT**
 State Superintendent Denise Juneau

- Item 4 **COMMISSIONER OF HIGHER EDUCATION'S REPORT**
Angela McLean
- Item 5 **GOVERNOR'S OFFICE REPORT**
Siri Smillie
- Item 6 **STUDENT REPRESENTATIVE'S REPORT**
Greta Gustafson

DISCUSSION ITEMS

- ❖ **MSDB LIAISON - Mary Jo Bremner (Item 7)**

- Item 7 **MSDB REPORT**
Donna Sorensen

- ❖ **LICENSURE COMMITTEE – Darlene Schottle (Items 8-12)**

ACTION

PUBLIC COMMENT

The public will be afforded the opportunity to comment before the Board on every action item on the agenda prior to final Board action.

- Item 8 **BPE CASE #2015-05 LICENSE REVOCATION REQUEST**
Rob Stutz, Agency Legal Services

INFORMATION

- Item 9 **UNIVERSITY OF MONTANA-WESTERN (UMW) STATE EXIT REPORT AND CAEP DRAFT REPORT**
Dr. Linda Vrooman Peterson, OPI; Dr. Delena Norris-Tull, University of Montana-Western
- Item 10 **MONTANA STATE UNIVERSITY (MSU) TEACHER EDUCATION PROGRAM STATE EXIT REPORT AND CAEP DRAFT REPORT**
Dr. Linda Vrooman Peterson, OPI; Dr. Jayne Downey, Department of Education Head, MSU; Dr. Tena Versland, Educational Leadership, MSU
Dr. Mary Susan Fishbaugh, Dean of the College of Education at Montana State University-Billings
- Item 11 **MONTANA STATE UNIVERSITY NORTHERN PLAINS TRANSITION TO TEACHING (NPTT) STATE EXIT REPORT AND CAEP DRAFT REPORT**
Dr. Linda Vrooman Peterson, OPI; Dr. Robert Carson, NPTT Program Director, MSU
- Item 12 **MONTANA STATE UNIVERSITY BILLINGS (MSUB) PROPOSAL FOR MINOR ENDORSEMENT IN EARLY CHILDHOOD EDUCATION (ECE) PRESCHOOL THROUGH GRADE 3 (P-3)**
Dr. Linda Vrooman Peterson, OPI; Dr. Mary Susan Fishbaugh, Dean of the College of Education at Montana State University-Billings

Friday March 18th, 2016

8:00 AM

❖ **MACIE LIAISON – Mary Jo Bremner (Item 13)**

**Item 13 MACIE UPDATE
Mandy Smoker Broaddus**

❖ **EXECUTIVE COMMITTEE – Sharon Carroll (Items14-17)**

**Item 14 FEDERAL REPORT
Nancy Coopersmith**

**Item 15 TRANSPORTATION REPORT
Donelle Rosenthal**

**Item 16 SCHOOL NUTRITION ANNUAL REPORT
Christine Emerson**

**Item 17 GIFTED AND TALENTED EDUCATION PRESENTATION
Julie Merritt**

❖ **ASSESSMENT COMMITTEE – Paul Andersen (Item 18)**

**Item 18 ASSESSMENT UPDATE
Sharon Carroll**

❖ **ACCREDITATION COMMITTEE – Darlene Schottle (Items 19-21)**

**Item 19 INITIAL INFORMATION PRESENTATION OF PROPOSED HEALTH AND
PHYSICAL EDUCATION STANDARDS FOR ARM TITLE 10, CHAPTER 53
Karin Billings**

**Item 20 INITIAL INFORMATION PRESENTATION OF PROPOSED ARTS
STANDARDS FOR ARM TITLE 10, CHAPTER 53
Jael Prazeau**

ACTION

PUBLIC COMMENT

The public will be afforded the opportunity to comment before the Board on every action item on the agenda prior to final Board action.

**Item 21 RECOMMEND APPROVAL OF THE 2015-2016 FINAL ACCREDITATION
STATUS OF ALL SCHOOLS
Patty Muir**

FUTURE AGENDA ITEMS May 12-13th, 2016

Student Representative Last Meeting

BASE Aid Payment

Assessment Update

Alternative to Standards Requests & Renewals

Federal Update

MACIE Update

GEAR UP Report

Executive Director Performance Evaluation

MSDB Superintendent Performance Evaluation & Contract Extension Discussion

Establish Executive Staff Salaries

PUBLIC COMMENT

ADJOURN

The Montana Board of Public Education is a Renewal Unit Provider. Attending a Board of Public Education Meeting may qualify you to receive renewal units. One hour of contact time = 1 renewal unit up to 8 renewal units per day. Please complete the necessary information on the sign-in sheet if you are applying for renewal units.

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CALL TO ORDER

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

CONSENT AGENDA

Items may be pulled from Consent Agenda if
requested

- A. January 15th, 2016 Meeting Minutes**
- B. February 4th, 2016 Conference Call
Meeting Minutes**
- C. Financials**
- D. Correspondence**

CONSENT AGENDA

MINUTES

BOARD OF PUBLIC EDUCATION
MEETING MINUTES

January 15th, 2016
OPI Conference Room
1300 11th AVE
Helena MT 59601

Friday January 15th, 2016
8:30 AM

CALL TO ORDER

Chair Carroll convened the meeting at 8:34 AM and welcomed everyone joining via conference and those present in Helena. The Board cited the Pledge of Allegiance. Roll was taken by Ms. Stockton.

Board of Public Education members present via conference: Ms. Sharon Carroll, Chair; Mr. Paul Andersen, Vice-Chair; Mr. John Edwards, Ms. Erin Williams, Dr. Darlene Schottle, Ms. Mary Jo Bremner, Ms. Greta Gustafson, Student Representative. Absent: Mr. Jesse Bremner. Staff present on site: Mr. Pete Donovan, Executive Director Board of Public Education; Ms. Kris Stockton, Administrative Assistant Board of Public Education. Ex-Officio members present on site: Superintendent of Public Instruction Ms. Denise Juneau; Ms. Siri Smillie, Education Policy Advisor to Governor Bullock; Ms. Angela McLean, Director of American Indian and Minority Achievement and K-12 Partnerships for Commissioner of Higher Education. Guests present included: Ms. Nancy Coopersmith, OPI, Mr. Rob Stutz, Agency Legal Services; Dr. Linda Petersen, OPI; Ms. Donna Sorensen, Superintendent MSDB; Ms. Donna Schmidt, MSDB; Ms. Ann Gilkey, OPI; Mr. Dennis Parman, OPI; Mr. Jim Fryor, Hobson, MT; Mr. Matt Hoffman, Billings Gazette; Representative Debra Lamm, Livingston;

PUBLIC COMMENT

CONSENT AGENDA

Consent Agenda approved as presented

ADOPT AGENDA

Mr. Paul Andersen moved to adopt the agenda as presented. Motion seconded by Ms. Mary Jo Bremner.

No discussion. Motion passed unanimously.

INFORMATION ITEMS

❖ **REPORTS – Sharon Carroll (Items 1-6)**

Item 1 CHAIRPERSON'S REPORT
Sharon Carroll

Chair Carroll opened her report by thanking Ms. Mary Jo Bremner for her upcoming attendance at the Assessment Conference in February, and also mentioned that Ms. Bremner was present in Washington DC for the signing of the "Every Student Succeeds Act". Chair Carroll also discussed conversations she and Mr. Donovan have had with Superintendent Sorensen regarding several licensure issues at the school. Chair Carroll noted that this is Board member Edwards last meeting and asked that he attend the March meeting for recognition.

DISCUSSION ITEMS

❖ MSDB LIAISON - Mary Jo Bremner (Item 7)

Item 7 **MSDB REPORT** **Donna Sorensen**

Ms. Sorensen reviewed the report contained in the agenda packet for the Board members including open positions at the school, enrollment, the installation of video phones across campus and hopefully in homes of some of the deaf and hard of hearing students through Sorensen. iPads will also be provided to the students as well, which will be paid for by the Sorenson program for the students and families at no cost to the school. Ms. Donna Schmidt reviewed the safety program at the school. A few slips in the parking lot have been reported but other claims. Safety protocols are being updated to align with the Great Falls Public Schools system. Ms. Schmidt is working with the safety coordinator at Great Falls High to spearhead that effort. New windows have been installed on campus and completion is expected in a couple weeks. The gym floor was resurfaced over the Christmas break, and Ms. Schmidt then discussed the budget for the school and the foundation. Ms. Sorensen also updated the Board on licensure discussions ongoing at the school and obtaining a Montana teaching license. Ms. Sorensen discussed one teacher who is having trouble taking the PRAXIS because she is blind and the PRAXIS is not offered in Braille. A discussion needs to be held to determine where to go and how to assist this teacher.

❖ LICENSURE COMMITTEE – John Edwards (Item 8)

Item 8 **CAEP/MONTANA JOINT SITE VISITS: UNIVERSITY OF MONTANA -** **WESTERN AND MONTANA STATE UNIVERSITY – BOZEMAN** **Dr. Linda Peterson**

Dr. Linda Peterson presented the item to the Board but noted to Superintendent Sorensen that she will contact ETS, who provides the testing for PRAXIS, to see about an accommodation for the teacher mentioned in Item 7 to be able to take the PRAXIS for licensure. Dr. Peterson then discussed the timeline for the CAEP/Montana accreditation visits to MSU-Bozeman and UM Western. This is a three step process which will be brought before the Board, per the Board rules. Each schools accreditation is then approved by the Board, per Chapter 58 Educator Preparation Program rules. The purpose of the joint visit is to ensure that the EPP has met their claims and are meeting their accreditation requirements. An update will be given to the Board in March and the Board will review the CAEP reports for each EPP and the Exit report from each EPP. Dr. Peterson thanked Board members Edwards for his service and wished him well.

❖ ASSESSMENT COMMITTEE – Paul Andersen (Item 9)

Item 9 **2014-15, 2015-16 ASSESSMENT** **Paul Andersen**

Mr. Andersen gave a brief review of Assessment issues since the last BPE meeting. Mr. Andersen asked the Superintendent two specific questions: 1) why the Board wasn't brought into the decision to move away from the SBAC for high school Juniors and 2) why the choice of the ACT as it is not aligned with SBAC. The Superintendent answered that it was simply a timing issue. The Superintendent reviewed the past year with the SBAC test and the testing issues, as well as SBAC consortia decisions that have been made. The Superintendent discussed her decision to use the ACT for high school juniors and the alignment of ACT and SBAC. ACT has taken the position that if a student is college ready they are prepared in the standards. An alignment study is planned for Spring 2016 to see if there are areas that need to be augmented with the ACT to ensure alignment is provided. The Superintendent noted that the Board has already approved ACT in 10.56.101(3)(e). Dr. Schottle asked the Superintendent to share with the Board how many, if all, high school juniors are taking the ACT. The Superintendent replied that the percentage of students who take the ACT is in the high 90 percentile. Dr. Schottle asked if students are unable to take the ACT due to disabilities, they would then take the SBAC. The Superintendent replied

that is correct and that schools can still choose, on their own, to administer the SBAC to their high school juniors. Ms. Bremner asked if more juniors took the ACT than SBAC last year and the answer was “yes”. Chair Carroll asked about the alignment study and peer review and asked if they were separate. The Superintendent answered that the study is part of the peer review and if the test would need to be augmented. The Superintendent noted, upon question, that what that augmentation might look like is unknown at this time because the study is incomplete. Chair Carroll asked who the members of the peer review team are, and the Superintendent noted that the TAC committee is reviewing and that she will send the Chair a list of those people. The Chair requested that the BPE Assessment Chair and maybe one other member be part of those discussions. The Chair asked if there needed to be approval from the Board on the ACT being administered as the test for juniors. Mr. Stutz reviewed the rule and that ACT is already written in rule as the test being offered for high school juniors. Board member discussion ensued regarding ACT, alignment with Common Core, concerns regarding those issues, and whether the Board needs to formally approve the ACT as the Assessment test for juniors for 2016. Ms. Smillie noted that the ACT is the formal test used by the Montana University System for college acceptance. Ms. McLean commented that in Anaconda the first year of ACT rolled out easily with no complications, and noted that it seems like the appropriate time to move to ACT as the testing measure for high school juniors. Ms. McLean also discussed some of her concerns. Discussion took place surrounding whether or not ACT is a good measure of skill based upon the fact that Common Core is what is being taught in class, but ACT does not necessarily test those skills. Ms. Williams asked that the Board be notified of decisions being made about assessment. The Superintendent said that she would do so if the Board outlined a process for notification. Dr. Schottle noted that schools are already preparing for the ACT as the assessment this spring and making a change to that process at this point may be detrimental. Mr. Andersen asked the Superintendent if moving to the ACT is her decision to make or should she have brought the recommendation to the Board. The Superintendent answered that she did not know, but that her decision was made based upon the issues in the past year and in moving to the new Every Student Succeeds Act, approved by Congress, which allows for the ACT to be used as the assessment tool for the high school level. Chair Carroll noted that although she has been teaching to the standards, she agreed with Dr. Schottle that to make another change to the high school assessment at this time is not agreeable. Mr. Donovan noted that the Board may want to review the Assessment rule 10.56.101, to ensure that the process is clear. Dr. Schottle agreed. Next steps: item is a discussion item, no action will be taken at this meeting. Topic again listed for March agenda. Mr. Stutz noted 10.56.101(3)(a) which notes high school testing 10.56.101(c) which notes the ACT test. Chair Carroll noted that she believes the Board needs to take action on the Superintendent’s recommendation to use the ACT as the high school assessment. Mr. Stutz noted that the Board can call a meeting with sufficient public notice to take action, but that decision is up to the Board. Chair Carroll polled Board members to see if a meeting between now and March is necessary. Discussion ensued surrounding this topic. Decision was made to hold a conference meeting to take action on the Superintendent’s recommendation to use ACT as the high school assessment test for juniors.

Mr. Paul Andersen moved to schedule a special meeting to take action on the Superintendent’s decision to use the ACT as the assessment for high school juniors in place of the SBAC for the 2015-16 school year. Motion seconded by Ms. Mary Jo Bremner.

No discussion. Motion passed unanimously by roll call vote with all members voting yes. Members voting “yes” included: Chair Sharon Carroll, Vice Chair Paul Andersen, Ms. Erin Williams, Mr. John Edwards, Ms. Mary Jo Bremner, Dr. Darlene Schottle.

FUTURE AGENDA ITEMS March 17-18th, 2016

Assessment Update
Federal Update
Accreditation Report
MACIE Update
Transportation Report
Annual School Nutrition Report
Initial Information Presentation of Proposed Art Standards
Initial Information Presentation of Proposed Health Standards
Request for New Curricular Program P-3, MSU Billings

PUBLIC COMMENT

Mr. Jim Fryor, Hobson. Written version of comments attached to this document.

ADJOURN

Ms. Mary Jo Bremner moved to adjourn the meeting. Motion seconded by Dr. Darlene Schottle.

No discussion. Motion passed unanimously.

Meeting adjourned at 11:14 AM.

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BOARD OF PUBLIC EDUCATION CONFERENCE CALL MEETING MINUTES

**Thursday, February 4th, 2016
4:00 PM**

**THURSDY FEBRUARY 4TH, 2016
4:00 PM**

CALL TO ORDER

Chair Carroll called the meeting to order at 4:04 PM. Ms. Stockton took roll call.

Board members present on the call: Ms. Sharon Carroll, Chair; Mr. Paul Andersen, Vice Chair; Ms. Erin Williams; Ms. Mary Jo Bremner, Ms. Darlene Schottle; Ms. Tammy Lacey. Ex-Officio members on the call included: Superintendent of Public Instruction Denise Juneau; Ms. Angela McClean, Commissioner of Higher Education Office. Guests present on the call included: Dr. Kirk Miller, School Administrators of Montana; Mr. Dennis Parman, OPI; Ms. Emily Saunders Ritter, OPI; Mr. Rob Stutz, Agency Legal Services; Mr. Jim Fryer, Hobson; Mr. Robert Oliva, Pacific Metrics.

PUBLIC COMMENT

No Public Comment.

Chair Carroll turned the meeting over to Mr. Andersen.

ACTION

PUBLIC COMMENT

The public will be afforded the opportunity to comment before the Board on every action item on the agenda prior to final Board action.

❖ ASSESSMENT COMMITTEE – Paul Andersen (Item 1)

**Item 1 ACTION ON THE SUPERINTENDENT'S RECOMMENDATION TO USE THE
"ACT" AS THE ASSESSMENT FOR HIGH SCHOOL JUNIORS FOR 2015-16
Paul Andersen**

Mr. Paul Andersen moved to approve the Superintendent of Public Instruction's decision to use the ACT as the assessment for high school juniors for the 2016-16 school year. Motion seconded by Ms. Tammy Lacey.

Public Comment: Mr. Jim Fryer, Hobson – written text of comments are included at the end of this document.

Board Comment: Dr. Schottle clarified that this motion is only for the 2015-16 school year and asked if the Assessment rule will be revisited by the Board in the future. Chair Carroll replied that the clarification is correct, and that the Board will be reviewing the Assessment rule for possible change at the Board's March and May 2016 meetings.

Roll Call vote was taken by Ms. Stockton with all members present voting "yes". Members voting included: Chair Sharon Carroll, Vice Chair Paul Andersen, Ms. Mary Jo Bremner, Dr. Darlene Schottle, Ms. Erin Williams, and Ms. Tammy Lacey.

No further discussion. Motion passed unanimously.

PUBLIC COMMENT

Ms. Angela McClean welcomed Ms. Lacey to the Board on behalf of herself and the staff at the Commissioner of Higher Education Office.

Superintendent Juneau thanked the Board for their work on this matter and welcomed Ms. Lacey to the Board.

ADJOURN

Ms. Erin Williams moved to adjourn the meeting. Dr. Darlene Schottle seconded the motion.

No discussion. Motion passed unanimously.

Meeting adjourned at 4:15 PM.

CONSENT AGENDA

FINANCIALS

51010 Board of Public Education

ORG Budget Summary by OBPP Prog, Fund, Subclass

Data Selected for Month/FY: 01 (Jul)/2016 through 09 (Mar)/2016

OBPP Program	Fund	Subclass	Org	Acct Lvl 2	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATION					365,612.00	189,501.37	0.00	176,110.63
01100 General Fund					187,534.00	95,271.80	0.00	92,262.20
235H1 ADMINISTRATION					143,064.00	85,404.14	0.00	57,659.86
1 BOARD OF PUBLIC EDUCATION					143,064.00	85,404.14	0.00	57,659.86
61000 Personal Services					105,792.00	0.00	0.00	105,792.00
61100 Salaries					0.00	60,143.18	0.00	(60,143.18)
61300 Other Compensation					0.00	150.00	0.00	(150.00)
61400 Employee Benefits					0.00	24,637.71	0.00	(24,637.71)
62000 Operating Expenses					35,490.00	0.00	0.00	35,490.00
62100 Other Services					0.00	473.25	0.00	(473.25)
62300 Communications					0.00	0.00	0.00	0.00
62400 Travel					0.00	0.00	0.00	0.00
62500 Rent					0.00	0.00	0.00	0.00
69000 Debt Service					1,782.00	0.00	0.00	1,782.00
235H2 AUDIT (RST/BIEN)					14,364.00	491.00	0.00	13,873.00
1 BOARD OF PUBLIC EDUCATION					14,364.00	491.00	0.00	13,873.00
62000 Operating Expenses					14,364.00	0.00	0.00	14,364.00
62100 Other Services					0.00	491.00	0.00	(491.00)
235H3 LEGAL EXPENSES (RST/OTO)					30,000.00	9,376.66	0.00	20,623.34
1 BOARD OF PUBLIC EDUCATION					30,000.00	9,376.66	0.00	20,623.34
62000 Operating Expenses					30,000.00	0.00	0.00	30,000.00
62100 Other Services					0.00	9,376.66	0.00	(9,376.66)
235Z1 WORKERS COMP. REDUCTION					106.00	0.00	0.00	106.00
1 BOARD OF PUBLIC EDUCATION					106.00	0.00	0.00	106.00
61000 Personal Services					106.00	0.00	0.00	106.00
02122 Advisory Council					123,078.00	53,943.86	0.00	69,134.14
235H1 ADMINISTRATION					122,992.00	53,943.86	0.00	69,048.14
1 BOARD OF PUBLIC EDUCATION					0.00	0.00	0.00	0.00
61000 Personal Services					0.00	0.00	0.00	0.00
30 Advisory Council Program 01					122,992.00	53,943.86	0.00	69,048.14
61000 Personal Services					122,992.00	0.00	0.00	122,992.00
61100 Salaries					0.00	38,698.86	0.00	(38,698.86)
61300 Other Compensation					0.00	200.00	0.00	(200.00)
61400 Employee Benefits					0.00	15,045.00	0.00	(15,045.00)
235Z1 WORKERS COMP. REDUCTION					86.00	0.00	0.00	86.00

OBPP Program	Fund	Subclass	Org	Acct Lvl 2	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATI	02122 Advisory (235Z1 WORKER	30 Advisory Council Program 01		86.00	0.00	0.00	86.00
				61000 Personal Services	86.00	0.00	0.00	86.00
			02219 Research Fund		55,000.00	40,285.71	0.00	14,714.29
			235H1 ADMINISTRATION		55,000.00	40,285.71	0.00	14,714.29
			1 BOARD OF PUBLIC EDUCATION		0.00	0.00	0.00	0.00
				62000 Operating Expenses	0.00	0.00	0.00	0.00
			50 Research Program 01		55,000.00	40,285.71	0.00	14,714.29
				62000 Operating Expenses	55,000.00	0.00	0.00	55,000.00
				62100 Other Services	0.00	3,749.88	0.00	(3,749.88)
				62200 Supplies & Materials	0.00	3,148.31	0.00	(3,148.31)
				62300 Communications	0.00	5,121.70	0.00	(5,121.70)
				62400 Travel	0.00	13,194.58	0.00	(13,194.58)
				62500 Rent	0.00	10,600.00	0.00	(10,600.00)
				62800 Other Expenses	0.00	4,471.24	0.00	(4,471.24)
Grand Total					365,612.00	189,501.37	0.00	176,110.63

CORRESPONDENCE



February 10, 2016

State Board of Education
46 N Last Chance Gulch
Helena, Montana 59601

Dear State Board of Education Members:

As a Cascade County Extension Agent for Montana State University I am concerned about studies showing that today's youth may be the first generation to have a shorter lifespan than their parents and grandparents.

I facilitate the Grandparents Raising Grandchildren program for Cascade County Extension. I have witnessed the effects of lack of exercise with the children affiliated with our group. Some of the children in our group suffer from obesity and are often bullied and discriminated at school. We deal with children who do not want to attend school because of their weight.

Many of the grandparents are suffering from health problems such as heart disease, high blood pressure and diabetes which puts their grandchildren at an even higher risk for developing these diseases at a younger age.

Grandparents raising grandchildren depend on the school district to offer regular physical activity during school hours to assist them in raising healthy grandchildren. Due to a financial resources, grandchildren in our group are limited in participating in community sporting events. It is essential that all Montana children and especially the grandchildren being raised by grandparents cultivate lifelong habits for being physically active which begins with consistent physical education throughout Montana.

Currently, there is no state minimum requirement for elementary physical in Montana. I am asking the members of the Montana State Board of Education require 150 minutes of physical education for each child, per week in the K-6 grades. By adopting this requirement for Montana schools, our children and grandchildren will NOT be the first generation of Montanans to have a shorter lifespan than their parents and grandparents.

Thank-you for your careful consideration and adoption of the "150" initiative. If I can be of any further assistance with this initiative, feel free to contact me at the Cascade County Extension office, 454-6980.

Sincerely,

A handwritten signature in black ink that reads "Jona McNamee". The signature is written in a cursive style.

Jona McNamee
Family and Consumer Science Agent
Montana State University
Cascade County Extension

Cascade County
Extension

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Montana State University, U.S.
Department of Agriculture and
Montana Counties Cooperating,
MSU Extension is an equal
opportunity/ affirmative action
provider of educational
outreach

CALENDARS

January 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:					1 	2
3	4	5	6	7	8	9
10	11 Negotiated Rulemaking Arts Standards - Pete MT Digital Academy Call	12 Plevna School Board Presentation - Sharon School Funding Interim Commission Meeting - Pete	13	14 Board of Regents - Helena College Education & Local Govt Interim Committee	15 BPE Meeting - Helena	16
17	18 	19	20 Meeting w/ Diane Fladmo MEA-MFT - Pete	21 Charter School Meeting re: Bozeman Public Schools - Pete	22 Meeting w/Reg Hageman Re: Health Standards - Pete	23
24	25	26 BPE Executive Committee Conference Call	27 Negotiated Rulemaking Health Standards - Pete	28 Public Meeting re: Charter School in Bozeman - Pete Negotiated Rulemaking Arts Standards - Pete	29	30
31	Notes:					

February 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:	1 Assessment Conference, Missoula - Mary Jo	2	3 CSPAC Meeting - Helena	4 Executive Committee Meeting BPE Conference Call Meeting	5	6
7	8	9 TLLC Work Group - Pete	10	11	12	13
14 Valentine's Day 	15 President's Day 	16	17	18 MSDB Committee Conference Call Meeting	19 Planning Meeting for School Funding Interim Commission	20
21	22	23 MSDB Licensure Issues Meeting w/MSDB & OPI - Pete	24	25	26	27
28	29	Notes:				

March 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:		1	2 Western MASS Meeting, Missoula - Pete	3 BPE Audit Entrance Meeting	4 Meeting w/OPI - Pete, Sharon, Kris	5
6	7	8 TLLC Workgroup Meeting - Pete	9	10	11	12
13	14 MT Digital Academy Conference Call - Pete	15	16	17  BPE Meeting - Helena	18	19
20 Spring Begins 	21	22	23	24	25	26
27 	28	29	30	31	Notes:	

INFORMATION

❖ REPORTS – Sharon Carroll (Items 1-6)

ITEM 1

CHAIRPERSON'S REPORT

Sharon Carroll

ACTION

ITEM 2

EXECUTIVE DIRECTOR REPORT

- **CSPAC Appointment – Administrator
Position**

Peter Donovan

Meetings Attended by Peter Donovan
01/20/2016 – 03/18/2016

January

- | | |
|--|------------|
| 1. Charter School Meeting re: Bozeman Public Schools | 01/21/2016 |
| 2. Meeting w/Reg Hageman re: Health Standards | 01/22/2016 |
| 3. BPE Executive Committee Meeting | 01/26/2016 |
| 4. Negotiated Rulemaking Committee – Health & PE Standards | 01/27/2016 |
| 5. Public Meeting – Bozeman Public Schools | 01/28/2016 |
| 6. Negotiated Rulemaking Committee – Arts Standards | 01/28/2016 |

February

- | | |
|--|------------|
| 7. CSPAC Meeting – Helena | 02/03/2016 |
| 8. Executive Committee Meeting | 02/04/2016 |
| 9. BPE Conference Call Meeting | 02/04/2016 |
| 10. TLLC Work Group Meeting | 02/09/2016 |
| 11. MSDB Committee Conference Call Meeting | 02/18/2016 |
| 12. Planning Meeting for School Funding Interim Commission | 02/19/2016 |
| 13. MSDB Licensure Issues Meeting | 02/23/2016 |

March

- | | |
|--|---------------|
| 14. Western MASS – Missoula | 03/02/2016 |
| 15. BPE Audit – Entrance Meeting | 03/03/2016 |
| 16. TLLC Workgroup | 03/08/2016 |
| 17. MT Digital Academy Conference Call Meeting | 03/14/2016 |
| 18. Board of Public Education Meeting – Helena | 03/17,18/2016 |

CSPAC APPLICANT #1

ALEXANDER D. ATOR

P.O Box 273 Boyd, MT 59013 / (406) 445-2421 / (406) 581-7936 / ator@roberts.k12.mt.us

Philosophy I believe that all students and staff members need self-reflection and school pride. I also believe that without hard work and time, nothing will ever be changed. Finally, I believe that decisions need to be made that are right for the students and not always easier for the staff. As a member of the board of public education certification standards and practices advisory council, I will do my absolute best to ensure a commitment to those fundamental beliefs. I will also commit to making educated decisions that ensure the best education experience fiscally possible for students across the state of Montana.

Experience **Superintendent/K-12 Principal**
2014-present @ Roberts Schools, Roberts, MT

- * Evaluate and Observe Certified and Classified Staff
- * Create and Communicate Schedules to Staff
- * Conduct School Board and Staff Meetings
- * Disperse Information to Staff and School Board on Professional Development and Available Programs
- * Increase Staff Participation in local and state wide education Programs
 - Montana Behavioral Initiative
 - Alliance for Curriculum Enhancement
 - Child Protection Team
 - Yellowstone West Carbon County Special Services Cooperative
- * Attend Local and State Conferences/Meetings
- * Involved in Various Programs and Activities
 - Aim Higher
 - Varsity Football
 - Technology Committee
 - Math Contest
 - Varsity Basketball
 - FFA
 - Fundraising Committee
 - AP Classes
 - BPA
- * Teach Advanced Math Classes
- * Supervise and Coordinate Digital Academy and Online College Classes

7th -12th Principal/Teacher (Advanced Mathematics)

2011-2014 @ Shields Valley Schools, Clyde Park, MT

- * Served on Montana Association of Secondary School Principals Board of Directors
- * Evaluated and Observed Certified and Classified Staff
- * Created and Communicated Schedules to Staff
- * Led Bi-Weekly Staff Meetings and Bi-Weekly Student Intervention Meetings
- * Dispersed Information to Staff on Professional Development and Available Programs
- * Attended Local and State Conferences/Meetings
- * Attended IEP meetings and Park Special Ed Co-op Meetings
- * Involved in Various Programs and Activities
 - Aim Higher
 - Varsity Football
 - Technology Committee
 - Math Contest
 - Varsity Basketball
 - FFA
 - Fundraising Committee
 - AP Classes
 - BPA
- * Taught Advanced Math Classes
- * Supervised and Coordinated Digital Academy and Online College Classes

ALEXANDER D. ATOR

P.O Box 273 Boyd, MT 59013 / (406) 445-2421 / (406) 581-7936 / ator@roberts.k12.mt.us

Experience **7th -12th Grades Teacher (Mathematics)**

2008-2011 @ Froid Public Schools, Froid, MT

- * Organized appropriate curriculums for classes:
 - Math 7
 - Math 8
 - Algebra 1
 - Algebra 2
 - Geometry
 - Advanced Math
- * Administrated and/or Coordinated
 - Varsity Football
 - Varsity Golf
 - AP Classes
 - Pep Band
 - Math Contest
 - Froid Scholarship
 - Explore America
 - Music Festival
 - School Plays
 - Aim Higher
 - JH Basketball
 - JH Track & Field
- * Technology Coordinator
 - Arrange virtual field trips and collaborations through ITV
 - Find and fix computer issues throughout the school
 - Maintain List of Student/Teacher Passwords for Network
- * Attended Conferences to continue education
 - Montana Rural Education Association, Billings, MT
 - Montana Council of Teachers Mathematics, Various locations
 - National High School Athletic Coaches Association, Minneapolis, MN
 - EduTech, Casper, WY
 - Various other seminars on math, administration and Indian Ed for all
- * Awards
 - 2011 Froid Scholarship Tournament Appreciation Jacket (Volunteer)
 - 2011 Regional MCTM Meet JH 1st Place Team (Instructor of Students)

Education **Montana State University, Bozeman, MT**

Master: Education Leadership 2012

Bachelors of Sciences: Mathematics Education 2008

- * Principal Internship: Shields Valley Schools, Clyde Park, MT
- * Student Teacher Mathematics: Medicine Lake Schools, Medicine Lake, MT
- * MSU Student of the Month October 2004 for exceptional work in time of crisis
- * MSU Track Athlete 2003-2004

Plentywood High School, Plentywood, MT

Graduation May 2003

- * Graduated with honors
- * American FFA Degree Recipient
- * Academic All-State Football and Track
- * All-State Track and Field

Certificates K-12 Superintendent K-12 Principal 7-12 Mathematics

Interests Education, Technology, Outdoors, New Challenges

References Sarah Devries, School Board Chair Roberts Schools,
sdevries@roberts.k12.mt.us, (406) 855-2645
Joel Bertolino, School Board Member Robert Schools,
bertolino@roberts.k12.mt.us, (406) 598-3302
George Nelson, Elementary Lead Teacher Robert Schools,
nelson@roberts.k12.mt.us, (406) 425-2273

**APPLICATION FOR APPOINTMENT TO THE MONTANA
CERTIFICATION STANDARDS AND PRACTICES ADVISORY COUNCIL**

Position on Council: SCHOOL ADMINISTRATOR

Name of Applicant: Alexander Ator E-Mail: ator@roberts.k12.mt.us

Home Phone: (406) 581-7936 Work Phone: (406) 445-2421 Fax: (406) 445-2506

Address: P.O. Box 78, 106 Maple Street, Roberts, MT 59070
P.O. Box 273, Boyd, MT 59013

Employed by: Roberts Public Schools, Roberts, MT

PLEASE ATTACH A RESUME AND PROVIDE A SUMMARY OF EXPERIENCES BELOW:
(use additional paper if needed)

Professional Preparation: (include degrees, dates, institutions, and majors):

Montana State University, Bozeman, MT
Masters of Education: Educational Leadership 2012
Montana State University, Bozeman, MT
Bachelors of Science: Mathematics Education 2008

Professional experience: (include dates, employer and location)

Superintendent, Roberts Schools, Roberts, MT 2014-Present
7-12 Principal, Shields Valley Schools, Clyde Park, MT 2011-2014
7-12 Mathematics Teacher, Froid Schools, Froid, MT 2008-2011

Professional and Community Activities:

MASS, South Central Region Secretary-Treasurer, 2015-Present
MASSP, Region III Director, 2012-2014

Awards and Honors:

Employer/District Release: (if employed):

I, Roberts Public Schools *Jonathan Obert Clerk*, will release
Employer

Alexander David Ator, Superintendent *AD Ator* for service on
Applicant
the Council.

References (Letters of reference should be attached)
Include a letter of reference from a School Board Member and Superintendent.

Name Sarah J. Devries Position School Board Chair
Address P. O. Box 78, Roberts, MT, 59070
E-Mail sdevries@roberts.k12.mt.us
Phone Number (406) 855-2645

Name Joel Bertolino Position School Board Member
Address P. O. Box 78, Roberts, MT, 59070
E-MAIL bertolino@roberts.k12.mt.us
Phone Number (406) 598-3302

Name George Nelson Position Elementary Lead Teacher
Address P. O. Box 78, Roberts, MT, 59070
E-MAIL nelson@roberts.k12.mt.us
Phone Number (406) 425-2273

Briefly state on a separate piece of paper why you wish to be a member of the Montana Certification Standards and Practices Advisory Council.

I, Alexander David Ator *AD Ator*, am committed to the
Council's statutory responsibilities. *applicant*
Initials ADA

Deadline for application is **March 1st, 2016.**

All application forms must be sent to:

Pete Donovan
Executive Director
Board of Public Education
PO BOX 200601
46 N Last Chance Gulch
Helena, MT 59620-0601

Dear Members of the Certification Standards and Practices Advisory Council,

I feel humbled that the council will take time to read my letter as to why I want to be on the council. But, before I give you my rationales as to why I would like to take a moment to introduce myself. I was born and raised in eastern Montana in the town of Plentywood. I spent the first eighteen years of my life on a farm, ranch and butcher plant. It was this experience and a well-rounded education offered by Plentywood Schools that really prepared me for life. I was very lucky as I grew up in a supportive, hardworking, traditional home that valued education and continual personal improvement. Due my experiences, I decided to attend Montana State University in Bozeman. At MSU is when I realized how big the world was and how many issues there was in the world. I began to realize that I had grown up a very sheltered community and home. It was with this realization that I understood my calling was education. I knew by becoming a teacher, I could help make positive changes in others' lives.

After college and into my years in the classroom, I still craved that ability to learn and to serve more people with the opportunities that education and my home life gave to me. Due to great support from family and colleagues I embarked on the next chapter of my life at just twenty-five years old and pursued a Master's Degree in School Administration. With-in one year I was twenty-six years old and principal at Shields Valley High School. I still remember my first staff meeting and all the veteran teachers saying their years of experience. Four people in that room had more years teaching than I did on this planet. I spent three years in Shields Valley and am now am in the second years as Superintendent of Roberts Schools in Roberts, Montana. It is at this time I would like to branch out and help the education of Montana as a whole.

CSPAC focuses on four major items in Montana: certification standard; teachers' education programs; standards for professional practices and ethical conduct; policies on suspension and denial and revocations of teaching certificates. These issues are vital in the state of Montana. We currently face a teacher shortage crisis in the nation, and Montana has begun feeling this crunch. We had schools start the year without licensed teachers in multiple fields. As a member of CSPAC we could work as a council to promote the positives of teaching. Work with the colleges to make sure teachers understand the competitiveness of getting a job in the overcrowded fields of Social Studies and Elementary Education as compared to the vast need for Math, Special-Education, Music and Science teachers. In these fields we have open positions year in and year out where there is no viable applicant. We could also take a common sense approach to licensure as there are people in Montana who have been turned down for licensure in Montana who are currently licensed in other states. Or more specifically have all the skills to teach a class, have an education degree but lack a student teaching experience in a specific field so they are not allowed to teach that class. I currently have a teacher with multiple years as a successful manager, a bachelor is business and marketing, a master's in education, but he cannot teach high school business class. Common sense, research and time could greatly benefit and help fix some of the small problems in Montana's education system.

The biggest issue I see that I can help as a member of CSPAC is over the course of my lifetime, I have seen teachers go from idols to scapegoats, and if we as a community of leaders do not step up to stop this we will not get good people to want to continue in education. This is what I see as the fundamental issue of our licensing and standards issues, is we need to get good people to want to be and to stay in education again. We need to hold schools accountable, but we cannot make them the scapegoat for other community issues either. As a member of CSPAC, I see us selling our experiences in the classrooms of Montana, and pushing to recruit people into education, like you and like me who want to teach for the right reasons. People who want to give back and serve and make a positive difference in the next generation of Montanans.

If selected as a member of the CSPAC board, I will give my best effort to make educated, rational decisions that will positively affect the students of Montana whenever fiscally responsible. I hope you have enjoyed getting to know me and why I want to be a member of CSPAC.

Thank you for your time if you have questions do not hesitate to call 445-2421 or 581-7936,



Alexander Ator, Superintendent Roberts Schools



Roberts School District #5



P.O. Box 78 ~ Roberts, MT 59070
www.RobertsSchool.org
Phone: (406) 445-2421 ~ Fax: (406) 445-2506

February 22, 2016

Board of Public Education
Certification Standards & Practices Advisory Council

To Whom It May Concern:

This is a letter of recommendation for Alexander Ator. As a member of the Board of Trustees for Roberts School, I have had the pleasure of working with Alex for the past 20 months as the Board Chairman for Roberts School.

Alex joined Roberts School District in the summer of 2014. In the 20 months that he has been with us, he has made a significant difference in our school. Alex has worked hard at creating a much happier work environment for our staff. He brought a leadership and strength that had been lacking in our school. He worked together with the staff to create a cohesiveness that has transpired into great teamwork within our school. The moral of our school and staff satisfaction have increased tremendously since Alex has been with us.

Alex also sought out changes to help market our school in the face of declining enrollment. He brought innovative ideas to the school board to make our school stand out in a county where almost every 20 miles there is a different K-12 school. He sought input from the school board and staff, as well as parents and members of the community to ensure that the changes were something that everyone would support so as to ensure its success. He does not make changes lightly, but does the research and makes sure that any changes he recommends are for the betterment of our school, staff, and especially the students.

Alex came to us inexperienced as far as superintendent duties and he eagerly sought to educate himself on these duties. He sought help from other administrators in the area, as well as our very experienced district clerk. He strives to learn more and grow in his experience. He is always eager to educate himself and has grown in his knowledge over the past 20 months to become a wonderful administrator. It has been a great pleasure working with Alex to improve our school.

Alex is a Montana native and has been educated in the Montana school system throughout his career. He has great insight into the teacher education programs in Montana and the certification standards. He has a very strong work ethic and holds himself to a very high standard. He continues to strive for more experience and I believe that he would be a great asset to your council.

Sincerely,

A handwritten signature in cursive script that reads "Sarah J. DeVries".

Sarah J. DeVries
Chairman of the Board
Roberts School District

Alexander Ator
Superintendent

JaLayne Obert
District Clerk

Sarah DeVries
Chairman of the Board

2/09/2016

Re: Letter of Support for Alexander Ator

To Whom It May Concern:

I have had the pleasure of working with Alex in his duties as Superintendent for Roberts High School in Roberts, MT. As a member of the School Board I worked closely with Alex on a regular basis and found him to be professional at all times and talented at handling the difficult situations that the position presents. I believe his combination of education and experience would make Alexander Ator a perfect addition to the Board of Public Education. Alex has used his talents to serve our district in improving the curriculum and overall quality of the student and parent experience here at Roberts School. He has also worked well with community groups such as the boys and girls club and the Roberts Boosters and Community Foundation. The Roberts School District is in a strong position at this time in the quality of the education, school safety, the condition of the grounds and a balanced budget, much of this is the result of Alex's work and leadership here.

If you would like more information or have questions about this letter of support, please feel free to contact me at your convenience.

Sincerely,

Joel Bertolino

A handwritten signature in cursive script that reads "Joel Bertolino".

Roberts, MT 59070

406-598-3302

February 25, 2016

To whom it may concern:

It has been my personal privilege to have Alex Ator as the superintendent in the Roberts School. He exemplifies all the qualities one needs to be a successful educator.

Alex's sense of professionalism and his passion for the education of students are second to none. He arrives early and stays late to make sure our students get the best chance to get the quality education they need and deserve. His preparation is excellent. His direction for the school and staff is well organized and stimulating with the various goals he strives to attain. As a veteran teacher, I am very impressed by his performance.

He looks for the best in his staff and the students in our school. On more than more than one occasion he has been the voice of reason to help staff mediate their difficulties. He is happy and cheerful, a joy to work with. Alex is always looking for ways to coordinate and cooperate with the staff on projects and lessons. He is very much a team leader and player.

His expectations for students and staff are clear and concise. He has found the correct balance between fair and firm so his leadership skills are outstanding. The expectations are understood and people enjoy working with him. The students and staff recognize his dedication to being a great educator. Many parents have expressed how much they enjoy having Alex as our school superintendent. He is comfortable interacting with parents and they are very comfortable coming to talk to him.

Alex has really shown his leadership helping teachers negotiate the new Common Core Standards. He has put in the extra time and training to fully understand and help others implement the standards and testing procedures. He is very skilled at RTI and how to integrate it with curriculum. He has been out go to person on all these issues.

In Alex's vision, technology is not a separate subject, but rather something that needs to be incorporated in the teaching of all subject areas. Once again, Alex is the go to person for help with any technology issues.

Alex does all the little things that make a school successful. He runs a study hall to help students that might fall through the cracks. He has filled in as a substitute teacher and coach. He is always available to help teachers and students.

Alex would be an excellent addition to your board; he is an outstanding educator and an awesome person as well.

Sincerely

A handwritten signature in cursive script that reads "George Nelson".

George Nelson

CSPAC APPLICANT #2

Judith Gap Schools

February 23, 2016

Pete Donovan
Executive Director
Board of Public Education
PO Box 200601
46 N Last Chance Gulch
Helena, MT 59620-0601

Dear Mr. Donovan:

RE: Certification Standards & Practices Advisory Council

Thank you for taking the time to visit with me regarding the administrator position on the advisory council for the Board of Public Education.

I have been interested in certification standards and practices since becoming superintendent. As you are aware, recruitment at smaller schools is extremely difficult. Frequently our district recruits teachers from out of state. Often times teachers licenses do not transfer into the state of Montana. I have recently become aware that most states have reciprocity agreements.

Trying to find ways to meet the letter of law and still maintain flexibility within our staffing needs requires flexibility and adaptability. With my experience as a small, rural school superintendent, I am able to think outside of the box while maintaining the box's structure.

I am interested in this position because it has affected our school. I have experience with writing and implementing policies on the local level. As a board member, I work diligently to stay informed on the issue for the Central Montana Learning Resource Center Cooperative and am currently working on the gaining committee. I keep our local board informed and update on policies and actions.

Thank you for considering me for this position. If you have any questions or concerns, please feel free to contact me.

Sincerely,


Annette Hart
Superintendent
Judith Gap School

PO Box 67, 306 4th Ave. Judith Gap, MT 59453
Phone: (406) 473-2211 Fax: (406) 473-2250

**APPLICATION FOR APPOINTMENT TO THE MONTANA
CERTIFICATION STANDARDS AND PRACTICES ADVISORY COUNCIL**

Position on Council: SCHOOL ADMINISTRATOR

Name of Applicant: Annette Hart E-Mail: ahart@judithgap.k12.mt.us

Home Phone: 406-366-1237 Work Phone: 406-473-2211 Fax: 406-473-2250

Address: PO Box 67
Judith Gap, MT 59453

Employed by: Judith Gap Schools

PLEASE ATTACH A RESUME AND PROVIDE A SUMMARY OF EXPERIENCES BELOW:
(use additional paper if needed)

Professional Preparation: (include degrees, dates, institutions, and majors):

- MS, Educational Leadership, 2011, Rocky Mountain College, Billings
- MS, Special Education, 2002, MSU-Billings
- BS, Educational-Social Science, 1982, Eastern Montana College, Billings

Professional experience: (include dates, employer and location)

- 2012- Present, Superintendent, Judith Gap School, Judith Gap, MT
- 2004-2012, p-12 Special Education Teacher, Roberts Public Schools, Roberts, MT
- 2000-2004, 7-8 Social Studies, Rocky Boy Junior High School, Rocky Boy, MT
- 1998-2000, k-6 Special Education Teacher, Great Falls School District, Great Falls, MT

Professional and Community Activities:

- 2012- present, Central Montana Learning Resource Center Cooperative board member; gaining committee; Central Montana School Superintendents, member; member of the Transportation Committees in the following counties: Wheatland, Fergus, Judith Basin; Back-up volunteer coordinator for Bountiful Baskets

Awards and Honors:

Employer/District Release: (if employed):

I, Annette Hart, will release
Employer

Annette Hart for service on
the Council. Applicant

References (Letters of reference should be attached)
Include a letter of reference from a School Board Member and Superintendent.

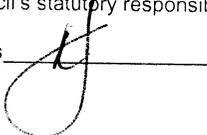
Name Chris Rice Position director, CMLRCC
Address 215 7th Ave, Lewistown, MT 59457
E-Mail crice@lewistown.k12.mt.us
Phone Number 406-535-7454

Name Jody Swanz Position board chair, Judith Gap School
Address 133 Big Careless Creek
E-MAIL jswanz@gmail.com
Phone Number 406-473-2462

Name Sherri Olson Position board member, Judith Gap School
Address 3684 MT Hwy 297
E-MAIL xbarp@itstriangle.com
Phone Number 406-473-2219

Briefly state on a separate piece of paper why you wish to be a member of the Montana Certification Standards and Practices Advisory Council.

I, Annette Hart, am committed to the
Council's statutory responsibilities. applicant

Initials 

Deadline for application is March 1st, 2016.

All application forms must be sent to:

Pete Donovan
Executive Director
Board of Public Education
PO BOX 200601
46 N Last Chance Gulch
Helena, MT 59620-0601

Annette Hart

PO Box 91, Judith Gap, MT 59453 | 406-366-1237 | ahart@judithgap.k12.mt.us

Objective

- Grow and develop the work within The Certification Standards & Practices Advisory Council for the Board of Public Education.

Education

DATE EARNED | DEGREE | SCHOOL

- 2011 MS, Education Leadership, Rocky Mountain College, Billings, MT
- 2000 MS, Special Education, MSU-Billings, MT
- 1982 BS, Education, Broadfield-Extended Social Science, Eastern Montana College, Billings, MT

Work Experience

2012 TO PRESENT JUDITH GAP SCHOOL

PO Box 67, Judith Gap, MT 59453, 406-473-2211

P-12 Superintendent, includes principal and teaching duties

2004 TO 2012 ROBERTS PUBLIC SCHOOLS

Roberts, MT 59453

P-12 Special education teacher: Instruct and support all students, all grades, all classes, all abilities, all parents, and all teachers. Teach various other regular education classes, as needed. Class advisor and academic team coach.

2000-2004 ROCKY BOY JUNIOR HIGH SCHOOL

Box Elder, MT

7-8 Social studies teacher: Worked on Golden Triangle curriculum committee. Developed vertical social studies curriculum. Developed Indian Education for All resources for use by social studies teachers through a Department of Education grant.

1998-2000 GREAT FALLS

Great Falls, MT

2-6 Special Education, emotionally disturbed, self-contained.

Community and Volunteer Experience

- Board member, Central Montana Learning Resource Center
- Advocate for a client at Big Sandy Activities
- Bountiful Baskets backup volunteer coordinator

CENTRAL MONTANA LEARNING RESOURCE CENTER COOPERATIVE

215 7th Avenue South
Lewistown, MT 59457

Chris Rice, Director
(406) 535-9012

February 18, 2016

Mr. Pete Donovan, Executive Director
Board of Public Education
PO Box 200601
Helena, MT 59620-0601

Dear Mr. Donovan and Selection Committee,

This letter is to highly recommend Mrs. Annette Hart, Superintendent at Judith Gap Public Schools, for an administrator position on your Montana Certification Standards and Practices Advisory Council.

Mrs. Hart has a strong interest in the issues of teacher licensing and certification, particularly as they pertain to the broader issue of recruitment and retention challenges faced by Montana schools. With experience in a variety of school settings in Montana, and as a superintendent of a small, rural school facing frequent staff turn-over and hard-to-fill positions, Mrs. Hart has a broad, yet personal, feel for challenges across the State. Teacher qualification is an area in which she lends a rounded, yet unique, perspective.

You will find Mrs. Hart to not only be qualified to offer insights on teacher licensing and certification, but to also have the personal qualities to be an effective Council member. You will find her to be committed, reliable, and willing to give of her personal time for the needs of the Council. You will find Mrs. Hart to be a team member who is willing to look at and impartially evaluate options to meet priority needs and to be able to effectively voice her opinion. She has clearly evidenced these skills as a member of the Management Board for the Central Montana Learning Resource Center Cooperative and as a member of our gaining team.

Mrs. Hart has a dedication to education in Montana and a strong desire to make positive impacts at a broad level. She would be a highly qualified and excellent contributor to your Montana Certification Standards and Practices Advisory Council.

Feel free to contact me if I can help with further information.

Sincerely,



Chris Rice
CMLRCC Director

SERVING SPECIAL STUDENTS IN
FERGUS, WHEATLAND, GOLDEN VALLEY, PETROLEUM, MUSSELSHELL AND
JUDITH BASIN COUNTIES

Judith Gap Schools

February 15, 2016

To Whom It May Concern,

I would like to recommend Annette Hart for the Board of Public Advisory Council. Mrs. Hart is a current member of the Central Montana Learning Resource Center Cooperative and works diligently to stay active and updated on all policies and actions that affect our central Montana School. Mrs. Hart has seen first hand with our small school the importance of recruiting educators, retaining these educators and working with our out-of-state staff that easily become frustrated with Montana requirements. Mrs. Hart's strengths include her dedication to quality education, leadership skills, organized, thoughtful recommendations and experience with writing and implementing policies. Mrs. Hart would be an excellent choice as her dedication to educating our children and supporting quality educators is her number one priority.

Sincerely,

Jody Swanz

Judith Gap School Board Chair

PO Box 67, 306 4th Ave. Judith Gap, MT 59453
Phone: (406) 473-2211 Fax: (406) 473-2250

Sherri Olson

P.O. Box 171 Judith Gap, MT 59453

February 15, 2016

Pete Donovan, Executive Director
Board of Public Education
P.O. Box 200601
Helena, MT 59620-0601

Dear Mr. Donovan,

I am a trustee on the Judith Gap School Board. I have had the privilege of working with Annette Hart as our school superintendent for the two years I have served on the board now. I am writing to recommend Annette for the open position on The Certification Standards & Practices Advisory Council.

Annette is both professional and caring. Her passion for education and our students shows through in her presence at the school, extracurricular events and community happenings. She has many years experience as both a teacher in the classroom and now currently serving as our superintendent for the past three-and-a-half years. Our small rural school and other districts in our area have been affected by the shortage of teachers. Fortunately through Annette's tireless recruitment efforts we were successful in filling all our open teaching positions this school year. Realizing this is no easy task and that not all districts are as fortunate, having had our own district absent a music teacher the prior school year. Annette knows firsthand the obstacles that face today's educators and schools in filling these positions and the challenges posed when the positions are left open.

Annette strives for high standards and insists on quality education and that all students reach their full potential. I believe she has a firm understanding of the current accreditation, credit transfer and retention issues in Montana's education system. I believe with her experience, her love for education and her determination for the success of Montana's students and schools she would serve well on this board.

Please consider Annette Hart to serve on The Certification Standards & Practices Advisory Council.

Respectfully Yours,



Sherri Olson, Judith Gap School Trustee

CSPAC APPLICANT #3

February 29, 2016

To: Pete Donovan, Executive Director, Montana Board of Public Education

Re: Statement of Interest - Certification Standards and Practices Advisory Council

Dear Mr. Donovan and Members of the Board of Public Education,

It is with sincere interest that I submit my application for the School Administrator Representative on the CSPAC. Along with this letter of interest, I have included the required application, current resume, and letter from a school board member for your review.

Currently, I serve as the Superintendent of Bozeman School District. I have worked in this capacity for the past 4 years. Prior to my current role, I served as the high school principal in Bozeman. I also worked for eight years as a principal for Missoula County Public Schools and I have worked as an administrator in Great Falls. I began my professional career as a high school math and science teacher in Alaska.

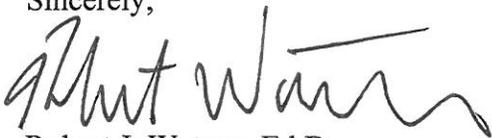
Throughout my career, I have never forgotten the importance of learning. In the fall of 2008, I successfully defended my doctoral dissertation. My efforts resulted in a comparison study of Montana's K-8 and middle schools, with regard to student performance on the MontCAS, incidence of at-risk behavior, and perceptions of educators. I grew both personally and professionally through the process of completing my dissertation.

So far my experiences have been diverse and challenging. Through my experiences I have gained valuable knowledge about public education in the State of Montana. It is with this thought in mind that I have decided to apply to serve as a representative on the CSPAC. As I read the mission statement of the CSPAC, I noted that one of the primary responsibilities of the committee is to provide research and guidance regarding educator certification and practice. I believe I have the necessary skills and knowledge to help fulfill this mission.

In my current role as a district leader, I have a renewed appreciation for the importance of supporting Montana's classroom teachers through a comprehensive professional development and evaluation program. To this end, I have participated in the development and implementation of the professional teaching standards in both Bozeman and Missoula. I have also participated at the national level in the development of educational leadership standards and we have implemented these standards in Bozeman. It would be my intention to use my experience and knowledge to help further the primary mission of the CSPAC. I believe that my skills related to educational research as well as my knowledge of public education in Montana would be valuable to the Council.

Thank you for taking time to consider my application.

Sincerely,

A handwritten signature in black ink, appearing to read "Robert J. Watson". The signature is fluid and cursive, with a long, sweeping underline.

Robert J. Watson, Ed.D

Superintendent, Bozeman School District

**APPLICATION FOR APPOINTMENT TO THE MONTANA
CERTIFICATION STANDARDS AND PRACTICES ADVISORY COUNCIL**

Position on Council: SCHOOL ADMINISTRATOR

Name of Applicant: Rob Watson E-Mail: robert.watson@bsd7.org

Home Phone: 406-570-4135 Work Phone: 406-522-6001 Fax: 406-522-6065

Address: Work: 404 West Main, Bozeman, MT 59715

Home: 213 Clifden Drive, Bozeman, MT 59718

Employed by: Bozeman Public Schools, Bozeman School District #7

PLEASE ATTACH A RESUME AND PROVIDE A SUMMARY OF EXPERIENCES BELOW:
(use additional paper if needed)

Professional Preparation: (include degrees, dates, institutions, and majors):

- Doctorate of Education, Spring 2009, University of Montana, Educational Leadership
- Masters of Education, Spring 1998, University of Alaska, Anchorage, Educational Leadership
- Bachelor of Science, Spring 1993, Montana State University, Secondary Education – Physical Science and Mathematics

Professional experience: (include dates, employer and location)

- Superintendent, Bozeman Public Schools, 7/2012 - Current, Bozeman, MT
- Principal, Bozeman High School, Bozeman Public Schools, 7/2009 – 6/2012, Bozeman, MT
- Principal, Sentinel High School, Missoula County Public Schools, 7/2005 – 6/2009, Missoula, MT
- Middle School Principal, Missoula County Public Schools, 7/2001 – 6/2005, Missoula, MT
- Middle School Asst. Principal, Great Falls Public Schools, 7/1999 – 6/2001, Great Falls, MT
- High School Teacher (East Anchorage HS), 7/1993 – 6/1999, Anchorage, AK

Professional and Community Activities:

Local: Board Member: Bozeman Public Library Foundation, Bozeman Deaconess Health System, Greater Gallatin United Way (First Vice Chair), 4 Rivers MASS (Treasurer & SAM Delegate Assembly representative)

State: University of Montana, College of Education - Dean's Advisory Council, OPI Science Standards Review Team, OPI Smarter Balance Assessment - Technical Advisory Committee, AdvancED Accreditation MT State Board.

National: Learning First Alliance - Common Core Practitioner's Think Tank, AASA National Superintendent Certification Program Alumni

Awards and Honors:

- NASSP National Principal Evaluation Committee - One of 12 principals, 2011
- District Administration, Districts of Distinction - 2014 Honoree
- Keynote Speaker, OPI Assessment Conference, January 2015
- Montana State Reading Council, Administrator of the Year, 2015
- AASA, National Superintendent Certification, Inaugural Class, February 2015
- Greater Gallatin United Way, Mission Award, February 2015

Employer/District Release: (if employed):

I, Wendy Tage, BSD7 Board Chair Wendytage, will release
Employer

Rob Watson for service on
the Council. *Applicant*

References (Letters of reference should be attached)
Include a letter of reference from a School Board Member and Superintendent.

Name Wendy Tage Position School Board Chair
Address 294 Triple Tree Road, Bozeman, MT 59715
E-Mail wendytage@yahoo.com

Phone Number 406-579-1143
Name Gary Lusin Position School Board Member (past chair)
Address 3200 E. Hollyhock, Belgrade, MT 59714
E-MAIL bozpt@montana.net
Phone Number 406-581-6662

Name Derek Strahn Position Teacher, Bozeman School District
Address 205 North 11th, Bozeman, MT 59715
E-MAIL derek.strahn@bsd7.org
Phone Number 406-522-6697

Briefly state on a separate piece of paper why you wish to be a member of the Montana Certification Standards and Practices Advisory Council.

I, Robert J. Watson, EdD Robt J. Watson, am committed to the
Council's statutory responsibilities. *applicant*
Initials RJW

Deadline for application is **March 1st, 2016.**

All application forms must be sent to:

Pete Donovan
Executive Director
Board of Public Education
PO BOX 200601
46 N Last Chance Gulch
Helena, MT 59620-0601

Robert J. Watson, Ed.D.

213 Clifden Drive Bozeman, Montana 59718
406-522-6001 (w) 406-570-4135 (c)
robert.watson@bsd7.org
twitter.com/watsonmontana

Professional Experience

- 2012 – Present** **Superintendent, Bozeman School District (enrollment 6500, 11 schools)**
Attend to staff, student, parent, Board and community needs regarding academic and activities programs; develop and implement long range strategic plan; collaborate with central administration in developing and implementing school curriculum; manage budget and operations; and hire and evaluate administrative staff
- 2009 - 2012** **Principal, Bozeman High School (enrollment 1900)**
Bozeman Public Schools, Bozeman, Montana
- 2005 - 2009** **Principal, Sentinel High School (enrollment 1200)**
Missoula County Public Schools, Missoula, Montana
- 2001 - 2005** **Principal, Rattlesnake & CS Porter Middle Schools (enrollments 400-500)**
Missoula County Public Schools, Missoula, Montana
- 1999 - 2001** **Middle School Associate Principal, Paris Gibson Middle School (enrollment 1000)**
Great Falls Public Schools, Great Falls, Montana
- 1993 - 1999** **Teacher, East Anchorage High School & Asst. Principal, Romig Middle School (1yr)**
Anchorage School District, Anchorage, Alaska
Taught various math and science courses, grades 9-12

Related Service

- 2016 – Present** **Learning First Alliance – Common Core Practitioner’s Think Tank**
- 2016 – Present** **OPI, Smarter Balanced Assessment, Technical Advisory Committee**
- 2015 – Present** **AdvacED Accreditation – State Steering Council**
- 2015 – 2016** **OPI, MT Science Standards Review Committee**
- 2013 - 2015** **AASA – National Superintendent Certification Program**
Participated in inaugural cohort to receive national certification
- 2013 - Present** **Greater Gallatin United Way, Board Member, First Vice-Chair**
- 2012 – 2014** **State Leadership Team – Smarter Balanced Assessment Consortium**
Montana Office of Public Instruction – SBAC Digital Library
- 2011 - Present** **Advisory Board, Phyllis J. Washington College of Education, U of M**
Advise and support the dean and faculty in advocating for and expanding the college
- 2011 - 2012** **National Principal Evaluation Committee, NASSP/NAESP**
Served as one of eight secondary principals with task to develop comprehensive guidelines for effective principal evaluation
- 2010 - 2012** **Adjunct Instructor; College of Education, Health and Human Development**
Montana State University, Bozeman, Montana - Served as instructor in the teacher education program, professional issues course
- 2010 - 2016** **Bozeman Public Library, Foundation Board Member**

Education

2002 - 2009

Doctor of Education – Educational Leadership

University of Montana, Missoula, Montana

- Successfully defended dissertation in November, 2008: comparative research of Montana's K-8 and middle schools with regard to student performance on the MontCAS, incidence of at-risk behavior, and perceptions of educators working in both types of grade configurations
- Experience in qualitative, quantitative, and mixed-methods research

1995 – 1998

Master of Education – Educational Leadership

University of Alaska, Anchorage, Alaska

1988 - 1993

Bachelor of Science – Secondary Education, math and physical science

Montana State University, Bozeman, Montana

Professional Presentations

February 2016

- Presenter, Technology Leadership, SWMSS Technology Summit, Bozeman

May 2015

- Keynote Speaker, Google Apps Festival, Missoula, MT

January 2015

- Presenter, "SBAC Digital Library" MCTM & MSTA Leadership Conference

January 2015

- Keynote Speaker, 2015 Assessment Conference, MT Office of Public Instruction

November 2014

- Presenter, "SBAC Digital Library" Montana Board of Public Education

October 2014

- Presenter, "BSD7 Chromebook Pilot" Montana Conference of Educ. Leadership

September 2014

- Keynote Speaker, Annual Donor Luncheon, Greater Gallatin United Way

November 2013

- Presenter, "Creating your own iBooks" Southwest Montana School Services, Tech Summit

May 2013

- Keynote Speaker, Excellence in Education Ceremony, Great Falls Public Schools

August 2012

- Presenter, "Teacher Evaluation through Lens of MT Principals," School Administrators of Montana: Administrators' Institute

October 2011

- Presenter, "Innovation in Vocational Education: Implementing Bio-Medical and Engineering Programs in Your School." Montana Conference of Educational Leadership

January 2010

- Keynote Speaker, Dr. Martin Luther King Jr., Community Celebration; Bozeman

References

Kirk Miller, Executive Director, School Administrators of Montana, 406-581-1037(c)

Wendy Tage, Chairperson, Bozeman School District, Board of Trustees, 406-579-1143 (c)

Paul Andersen, MT Teacher of the Year (2011), 406-548-2599(c)

Jim Clark, Retired Superintendent, Missoula County Public Schools, 406-251-2934 (h)

John Matt, Professor, Educational Leadership, University of Montana, 406-243-5610(w), 406-363-7607 (c)

Janice Bishop, Teacher, Big Sky High School, Missoula, 406-728-2400, ext. 8623 (w)

Bob Hietala, Dean, Gallatin College Programs, MSU, 406-994-5523 (w)

Jeff Blessum, Curriculum Director, Southwest MT School Services, 406-548-1326(c)

Gordon Grissom, Principal, Sacajawea Middle School, 406-522-6470(w), 406-581-0492(c)

Derek Strahn, AP Social Studies Teacher, Bozeman High School, 406-522-6697(w)

Paula Beswick, Director, Bozeman Public Library Foundation, 406-582-2426(w)



Bozeman Public Schools

404 West Main, P.O. Box 520

Bozeman, MT 59771-0520

www.bsd7.org

February 29, 2016

TO: Selection Committee for the Certification Standards and Practice Advisory Council

RE: Robert J. Watson, Ed.D.

I am very pleased to highly recommend Dr. Robert Watson as a member of the Certification Standards and Practices Council. I have had the pleasure of working with Dr. Watson both when he was a Principal at Bozeman High and for the last several years in his position as our Superintendent.

Dr. Watson has many skills and abilities to be a key member of the Council. He is well organized, a very good listener, and he has an excellent vision of education. His leadership skills and his ability to effectively lead and apply our district strategic plan has demonstrated to all of us that he has a deep and true passion to see that education is delivered in a highly effective way for all students.

Dr. Watson would be a collaborative and active participant on this Council and would provide excellent intellect and foresight in discussions with good thought, background, and evidence to support his views. He presents in a confident and congenial manner that invites further thought and questions, all leading to the best possible outcome.

This is a time when we need people that are aware of the changes in our state and the children we serve and who can stimulate positive and realistic discussions leading to informed decisions and guidance to our education stakeholders.

I fully support and encourage his selection to this Council. You will not be disappointed and by selecting him the Council, and the students of Montana, will benefit greatly.

I would be happy to address any additional questions the selection committee might have regarding Dr. Watson.

Sincerely,

Gary Lusin,
Bozeman District 7 Trustee (11 years)

INFORMATION

ITEM 3

STATE SUPERINTENDENT'S REPORT

**Superintendent of Public Instruction
Denise Juneau**

ITEM 4

COMMISSIONER OF HIGHER EDUCATION
REPORT

Angela McLean

ITEM 5

GOVERNOR'S OFFICE REPORT

Siri Smillie

ITEM 6

STUDENT REPRESENTATIVE'S REPORT

Greta Gustafson

DISCUSSION

❖ MSDB LIAISON – (Item 7)

Mary Jo Bremner

ITEM 7

MSDB REPORT

Donna Sorensen

Board of Public Education – MSDB Report: March 2016

**Some numbers below indicate ongoing total since the beginning of the school year*

Agenda Item	Notes		
Superintendent Report	<p>This year has been a whirlwind. Based on the end-of-the-year survey, we implemented several new ideas. Two of those ideas were to establish committees of employees to provide information, generate discussions and ideas, and make recommendations to the larger staff.</p> <ol style="list-style-type: none"> 1. Leadership-Vision Committee: This committee has taken a look at our policy introduction and a few policies. We have provided some wordsmithing ideas for more acceptable language and provided ideas for changes to stay current with educational and technological changes. As of today, nothing is ready to be brought to the board, but several things are ready for a larger audience for feedback. 2. Accessibility Committee: This gathered ideas at the beginning of the year from staff about various situations where they felt access might be or had been compromised. The committee organized those ideas and began tackling several items that have improved! <p>For both of these committees, I had larger dreams or maybe a faster pace. They have both accomplished great work and I think we (the committees) will need to be more communicative with the staff more often in the future.</p> <p>First Reading – Calendar: Attached is the calendar draft for 2016-2017. The Board approves the start and end date according to <u>Policy 2100: School Calendar, Length of School Year, and Required School Vacations.</u></p>		
Human Resources	Positions	Notes	Posted to:
	Open: Teacher of the Deaf	2 - open and vacant (One TOD position has been vacant since August 2015. One has been vacant since October 2015.)	<ul style="list-style-type: none"> • MT state HR DeafEd.net • personally emailed 58 teacher training programs • Posted with Lori Ruffier (MCASE recruiter) • Facebook • MSDB website • Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD)
	Open: Teacher of Students with Visual Impairments	1 - open and vacant	<ul style="list-style-type: none"> • MT state • In process of posting nationally
	Open: Supervising Teacher of Students with Visual	1 - open and vacant (This position has been vacant	<ul style="list-style-type: none"> • MT state • In process of posting nationally

	Impairments	since August 2014)	
	Open: Behavior Counselor (for DHH Girls)	Vacated by Maeona Lee's retirement (Darreck Hale was promoted to Supervising Counselor)	<ul style="list-style-type: none"> • MT state HR
	Open: Full-Time VI Paraeducator	Vacated by Rhonda James (took another job aligned with her background)	Rhonda's last day is March 4, 2016.
	Open: Half-Time DHH Paraeducator	Vacated by Will Stroud. Ray Sevrie's last day was Feb 17 and Will accepted Ray's full-time position.	
	New Assignment: VI Long Term Sub	Vacated by Tabatha Soliz who is now doing her student teaching – Brittany Smith	
Student Enrollment and Evaluations	On-campus students who are visually impaired: 27 On-Campus students who are deaf or hard of hearing: 25 10-day observations in progress: 0 File Reviews pending: 4		
Education Program	*IEPs/504 meetings: 13 *Visits and Campus Tours: 2 families and 2 school teams January/February: <ul style="list-style-type: none"> • Semester report cards went out • Celebrated Louis Braille • Sorenson Video Phone roll-out began • Dental screenings were completed • Ski Days were completed with two bus adventures, one snowshoe rescue, and one minor injury • Visually Impaired Performers (VIP) delivered "Singing Valentines" • The Academic Bowl (AB) team once again beat out the staff in the AB vs Staff competition • Completed winter MAP testing (transitioned to the web-based version) • Celebrated departing and new staff members • Celebrated student achievements both in January and February 		
Student Services Program	Total Residential: 24 DHH students: 10		

	<p>VI students: 14 Boys: 6 Girls: 18</p> <p>On February 4th, Maeona Lee, Supervising Counselor retired (this was mentioned a bit in the last report). We did have a nice program for her the week prior to her last day with the Expressions of Silence performing a song for her and she was presented with several gifts and comments for Administration, Teachers and family members. Maeona was involved in many different programs on our campus and is missed!</p> <p>Students had their Annual Super Bowl Party on Sunday, February 7th. They had BBQ hamburgers and hot dogs and each of the cottage wings made a variety of treats including "chocolate covered cheeto's". The students and staff decorated the activity room and had a wonderful time.</p> <p>Students traveled home for President's Day weekend on Friday, February 12th and returned on Monday, February 15th. This year we have been blessed with good weather for our travel weekends!</p> <p>Recently several job vacancies that have been filled. Polly Bartoletti will be working with the high school girls as a Cottage Life Attendant, Peggy McNees will be working as the Cottage Secretary (replacing Barb Faulkner who passed away just prior to Thanksgiving).</p> <p>The Supervising Counselor position was advertised in-house and interviewed three internal candidates. Darreck Hale was promoted to this position. He has worked in the MSDB residential program for seven years as Behavioral Counselor with the boys. He will assume additional administrative duties and remain the Counselor for the boys. Richard Aguon, Lead CLA with the boys department will assume the Food Service duties that Maeona had been doing. Richard is working hard to get up to speed with all the various regulations the School Food Service program entails. It will be necessary for him to receive additional training such as "Safe Serve" and other trainings when they are made available.</p> <p>The Behavioral Counselor portion of Maeona's job has been advertised and the first application review is February 26th. This position will work with high school and elementary aged girls. At this time the application review date will be "extended until filled".</p> <p>It is hard to believe there are four travel weekends remaining for this school year. Students will travel on March 4th and return on March 6th. The last day of school will be Thursday, June 2nd.</p>
Outreach Program	<u>Number for the 15/16 year to date:</u>

	<p>*DHH/VI Family Contacts: 670/864 *DHH/VI School Contacts: 1591/126 *DHH/VI Other Contacts: 521/273 *Professional Development- In-services: 84 trainings</p> <p>Consultants are currently preparing abstracts for MEA in Oct. and preparing for MSDB Weekend Events (Deaf Enrichment Weekend, Focus/Goalball Enrichment Weekend and Family Learning Weekends for both)</p>
<p>Safety and Facilities</p>	<p>Safety:</p> <ul style="list-style-type: none"> • Our safety record continues to be great. This school year we have only had a couple of minor incidents with very little expenses paid out. • The safety committee is finalizing our Safe & Secure Protocol to be in alignment with Great Falls Public Schools. • Each quarter we are receiving Employee Return to Work Volume discounts from State Fund. This money is to be spent on safety or ergonomic equipment for the school. We use these funds to purchase step ladders, utility carts, vehicle emergency kits, stow and go carts and kitchen carts. We are going to be purchasing some sit to stand stations for our front office staff next. <p>Facilities:</p> <ul style="list-style-type: none"> • The cottage window project is complete. The new windows are beautiful and we are very happy with the result. • We recently found out that our phone system needs to be replaced. Avaya bought out Nortell and our phone system is Nortel. Avaya will not service our phone system any longer. So purchasing the new phone hub will cost us \$33,000. This is not an item we have budgeted for, so this is a bit financial hit to our agency.
<p>Budget and Finance</p>	<p>See attached.</p>
<p>MSDB Foundation Report</p>	<p>The most recent MSDB Foundation meeting was January 18, 2016. Topics included:</p> <ol style="list-style-type: none"> 1. Nomination of new Board members: Two new board members were approved. One was brought up at the meeting – Samantha Oie. She is an interpreter in the Billings area. One was brought forward a few weeks later through email – Doug Little. He is a parent of an on-campus student. 2. Appeals to community: Summer Express generated \$1075, Appeal Letter generated \$3995, Fall/Winter Express in December generated \$5722, and Steve Gettel Library generated \$6000 in donations to the Foundation. 3. Meetings: Currently, the Foundation meets three times a year. We voted to add two video meetings. The schedule will now be January (MSDB), March (shorter video meeting), May (MSDB), September (shorter video meeting), November (MSDB for planning for upcoming year and elections).

<p>School Calendar of Events</p>	<p>March 4th: travel home March 4th : staff meeting @ 1p March 6th: travel return March 8th: Spring Pictures starting at 8am! March 12th : Second Annual Deaf Story Night starts at 530pm(at The Eagles Lodge 1501 9th St S, Great Falls, MT) March 13th: Daylight Savings Time Spring Ahead!!! Don't forget to set your clocks ahead 1 Hour!!! March 22nd: travel home March 23rd-28th: Spring Break March 29th: end of 3rd quarter April 1st and 2nd : Focus/Goal Ball Enrichment April 5th : Spring Heights and Weights starting at 8a with VI in Health Services April 8th and 9th D/HH Enrichment Weekend April 15th: travel home April 18th: travel return/No School April 29th: Prom!! May 5th: blood drive May 6th: Travel home May 7th: EIPA video conference May 9th: travel return May 13th-14th VI Games May 28th: Graduation Day! 2pm May 30th: Memorial Day / No School June 2nd: End of 4th quarter/ Last day of School!</p>
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MONTANA SCHOOL FOR THE DEAF AND THE BLIND
APPROPRIATIONS - VS - EXPENDITURES
FISCAL YEAR 2016
YEAR TO DATE

FISCAL YEAR 2015

3/1/2016

2015 APPROPRIATIONS:

	GENERAL FUND	STATE SPECIAL REVENUE	FEDERAL SPECIAL REVENUE	PROPRIETARY	OTHER	TOTAL
1 ADMINISTRATION PROGRAM (01)	511,014.00	2,940.00	0.00	0.00	0.00	513,954.00
2 GENERAL SERVICES PROGRAM (02)	520,634.00	0.00	0.00	0.00	0.00	520,634.00
3 STUDENT SERVICES (03)	1,694,062.00	0.00	23,000.00	0.00	0.00	1,717,062.00
4 EDUCATIONAL (04)	4,333,481.00	255,121.00	47,334.00	0.00	0.00	4,635,936.00
ALLOCATED TOTALS:	7,059,191.00	258,061.00	70,334.00	0.00	0.00	7,387,586.00

YTD EXPENDITURES:

1 ADMINISTRATION PROGRAM (01)	308,339.74	0.00	0.00	0.00	0.00	308,339.74	
2 GENERAL SERVICES PROGRAM (02)	390,359.93	0.00	0.00	0.00	0.00	390,359.93	
3 STUDENT SERVICES (03)	901,987.59	0.00	17,459.10	0.00	0.00	919,446.69	
4 EDUCATIONAL (04)	2,552,358.24	97,645.57	157.80	0.00	0.00	2,650,161.61	
TOTAL EXPENDITURE TO DATE:	4,153,045.50	97,645.57	17,616.90	0.00	0.00	4,268,307.97	57.78%
UNSPENT ALLOCATED BUDGET:	2,906,145.50	160,415.43	52,717.10	0.00	0.00	3,119,278.03	42.22%

APPROPRIATIONS - VS - EXPENDITURES BY ORG

	GENERAL FUND	STATE SPECIAL REVENUE	FEDERAL SPECIAL REVENUE	PROPRIETARY	OTHER	TOTAL	
1 ADMINISTRATION PROGRAM (01)	511,014.00	2,940.00	0.00	0.00	0.00	513,954.00	
EXPENDITURES	308,339.74	0.00	0.00	0.00	0.00	308,339.74	59.99%
UNSPENT ALLOCATED BUDGET:	202,674.26	2,940.00	0.00	0.00	0.00	205,614.26	40.01%
2 GENERAL SERVICES PROGRAM (02)	520,634.00	0.00	0.00	0.00	0.00	520,634.00	
EXPENDITURES	390,359.93	0.00	0.00	0.00	0.00	390,359.93	74.98%
UNSPENT ALLOCATED BUDGET:	130,274.07	0.00	0.00	0.00	0.00	130,274.07	25.02%
3 STUDENT SERVICES (03)	1,694,062.00	0.00	23,000.00	0.00	0.00	1,717,062.00	
EXPENDITURES	901,987.59	0.00	17,459.10	0.00	0.00	919,446.69	53.55%
UNSPENT ALLOCATED BUDGET:	792,074.41	0.00	5,540.90	0.00	0.00	797,615.31	46.45%
4 EDUCATIONAL (04)	4,333,481.00	255,121.00	47,334.00	0.00	0.00	4,635,936.00	
EXPENDITURES	2,552,358.24	97,645.57	157.80	0.00	0.00	2,650,161.61	57.17%
UNSPENT ALLOCATED BUDGET:	1,781,122.76	157,475.43	47,176.20	0.00	0.00	1,985,774.39	42.83%
ALLOCATED TOTALS:	7,059,191.00	258,061.00	70,334.00	0.00	0.00	7,387,586.00	
TOTAL EXPENDITURE TO DATE:	4,153,045.50	97,645.57	17,616.90	0.00	0.00	4,268,307.97	57.78%
UNSPENT ALLOCATED BUDGET:	2,906,145.50	160,415.43	52,717.10	0.00	0.00	3,119,278.03	42.22%



MONTANA SCHOOL FOR THE DEAF AND THE BLIND 2016-17 DRAFT

PIR ORIENTATION

22-26 Orientation
 28 Students Return
 29 First Day of School
****ALL TRAVEL HOME**
SCHOOL IS IN SESSION and DISMISSED AT 12:45 PM
 except on the last day and will be dismissed at noon.

AUGUST '16

S	M	T	W	Th	F	S
	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			

SEPTEMBER '16

S	M	T	W	Th	F	S
				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	

- 5 Labor Day – No School (Cottages Open)
- 16 Travel Home **
- 19 Travel Return School in Session

- 19 Travel Home **
- 20-21 Teacher Convention
- 23 Travel Return
- 24 Classes Resume
Enrichment Wkd (D/HH)

OCTOBER '16

S	M	T	W	Th	F	S
						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					

NOVEMBER '16

S	M	T	W	Th	F	S
		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			

- 2 End of 1st Quarter (45 Days)
Focus/Goalball Enrich. (VI)
- 22 Travel Home**
- 23-27 Thanksgiving Vacation
- 27 Travel Return
- 28 Classes Resume

- 9 Gallaudet Day
- 20 Dress Rehearsal 9:00 AM
- 21 Christmas Program 1:00 PM
Christmas Tea to follow
- 22 Travel Home**
No School
Christmas Vacation
(December 23-January 2)

DECEMBER '16

S	M	T	W	Th	F	S
				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

JANUARY '17

S	M	T	W	Th	F	S
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				

- 2 Travel Return
- 3 Classes Resume
- 13 Travel Home **
- 16 Travel Return No School
- 17 Classes Resume
- 19 End of 2nd Quarter (45 Days)

- 17 Travel Home **
- 20 Travel Return No School
- 21 Classes Resume

FEBRUARY '17

S	M	T	W	Th	F	S
			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				

MARCH '17

S	M	T	W	Th	F	S
			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	

- 10 Travel Home**
- 13 Travel Return
- 14 Classes Resume
- 27 End of 3rd Quarter (45 Days)

- Focus/Goalball Enrich. (VI)
Enrichment Wkd (D/HH)
- 13 Travel Home **
- 14-18 Spring/Easter Vacation
- 18 Travel Return No School
- 19 Classes Resume
- Arbor Day and
Music Program 1:00 PM

APRIL '17

S	M	T	W	Th	F	S
						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						

MAY '17

S	M	T	W	Th	F	S
	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			

- 12 Travel Home **
- 15 Travel Return
School in Session
Games for the VI
- 27 Graduation 2:00 PM
- 29 Memorial Day –
No School
(Cottages Open)

- 2 Last Day of School
Awards Assembly 10:30 AM
Dismissed at noon
End of 4th Quarter (45 Days)
Teacher Check-out
- 1st Quarter: November 2, 2016
- 2nd Quarter: January 19, 2017
- 3rd Quarter: March 27, 2017
- 4th Quarter: June 2, 2017
- www.msdb.mt.gov

JUNE '17

S	M	T	W	Th	F	S
				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	

JULY '17

S	M	T	W	Th	F	S
						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					

- #### IMPORTANT PHONE NUMBERS
- Administration 406 771-6000
 - Education 406 771-6030
 - CST/IEP Information 406 771-6060
 - Cottage Office 406 771-6120
 - Health Services 406 771-6104
 - FAX 406 771-6164
 - TDD 406 771-6063

Approved:
 Board of Public Education: 00/00/2016
 Updated: 2/29/2016

1 800 882-MSDB
 3911 Central Avenue
 Great Falls, MT 59405-1967

**MSDB
INSTRUCTION**

School Calendar, Length of School Year, and Required School Vacations 2100

The Board establishes as policy that the administration of the Montana School for the Deaf and the Blind shall:

1. Develop and submit for Board approval a yearly school calendar having not less than 180 or more than 186 instructional days.
2. Such yearly calendar may be adjusted to coincide with the school calendar adopted by Great Falls School District #1.
3. Require that all children residing in the school cottages go to their respective homes or to other destinations specified by their parents or guardians for all residential closings during the year.

Policy History:

Adopted on: 10-14-92

Revised on:

Board of Public Education – MSDB Committee Meeting Report: February 18, 2016

Agenda Item	Notes
Call Information	444-7957 (inside Helena) 1-888-224-5891 (outside Helena) Password: 2037
Call to Order	<ol style="list-style-type: none"> 1. Meeting called to order by Sharon Carroll at 4:02pm. 2. Roll Call (this will fall to Donna Sorensen in future meetings) <ol style="list-style-type: none"> a. Attending at MSDB: Donna Sorensen, Donna Schmidt, Jim Kelly, and Carol Clayton-Bye b. Attending by phone: Sharon Carroll-Chair, Mary Jo Bremmer, Pete Donovan, Kris Stockton c. Absent: Kim Schwabe 3. Approval of Agenda
Superintendent Report	<p>Clarifications were made about the purpose and vision of this committee. The board envisions being able to hear directly from the department heads. The more frequent contact can also serve to keep the board up-to-date on any issues and challenges that we know about as well as celebrations.</p> <p>We will begin discussions about our challenges in finding, hiring, and retaining qualified and licensed staff. That conversation starts on Tuesday, February 23rd in Helena with Kim Schwabe being on the phone at MSDB. The group meeting includes MSDB, OPI, and Missoula County Public Schools as they are also trying to get their Teacher of the Deaf licensed in the state of Montana.</p>
Education Program	<p>We have started MAP testing and are looking at windows for other testing.</p> <p>We just returned from the ski slopes where students had a great time skiing, snowboarding, and snowshoeing. One student found a sink hole and it was quite exciting getting her free. Our bus got stuck in the snow and ice the first week. The second week, our bus had radiator problems and we spent time at the Ranger station while the driver and others made some make-do repairs. This is why Kim is absent (she is on the bus). We also had one student cut her leg and had to return early to get stitches. All is well now!</p>
Outreach Program	<p>We have had 12 new referrals in the last month. Three have moved into Montana from another state and four were identified through the Early Hearing Detection and Intervention (EHDI – pronounced Eddie) program.</p> <p>Consultants presented at the Montana Council on Exceptional Children (MCEC) on topics such as sign language, augmentative communication, and Cortical Vision Impairment (CVI). We have two Outreach staff that will be presenting at the EHDI conference in San Diego, CA! This is a great opportunity to showcase Montana and MSDB.</p> <p>We hired Leann Goss from the Education Program to be an Outreach Consultant. She is learning the various processes and procedures for Outreach. Consultants are working with Carol to ensure caseloads can be managed.</p> <p>We are gearing up for Focus/Goalball Enrichment and Deaf Enrichment Weekends. Consultants are busy getting</p>

	<p>registration and permission forms to families to attend those weekends. Blind and Low Vision Services (BLVS) / Vocational Rehabilitation (VR) will be at these events!</p>
<p>Student Services Program</p>	<p>Students had their Annual Super Bowl Party on Sunday, February 7th. They had BBQ hamburgers and hot dogs and each of the cottage wings made a variety of treats including "chocolate covered cheeto's". The students and staff decorated the activity room and had a wonderful time.</p> <p>Students traveled home for President's Day weekend on Friday, February 12th and returned on Monday, February 15th. This year we have been blessed with good weather for our travel weekends!</p> <p>On February 4th, Maeona Lee, Supervising Counselor retired (this was mentioned a bit in the last report). We did have a nice program for her the week prior to her last day with the Expressions of Silence performing a song for her and she was presented with several gifts and comments for Administration, Teachers and family members. Maeona was involved in many different programs on our campus and is missed!</p> <p>Recently several job vacancies that have been filled. Polly Bartoletti will be working with the high school girls as a Cottage Life Attendant, Peggy McNees will be working as the Cottage Secretary (replacing Barb Faulkner who passed away just prior to Thanksgiving).</p> <p>The Supervising Counselor position was advertised in-house and interviewed three internal candidates. Darreck Hale was promoted to this position. He has worked in the MSDB residential program for seven years as Behavioral Counselor with the boys. He will assume additional administrative duties and remain the Counselor for the boys. Richard Aguon, Lead CLA with the boys department will assume the Food Service duties that Maeona had been doing. Richard is working hard to get up to speed with all the various regulations the School Food Service program entails.</p> <p>The Behavioral Counselor portion of Maeona's job has been advertised and the first application review is February 26th. This position will work with high school and elementary aged girls.</p> <p>It is hard to believe there are four travel weekends remaining for this school year. Students will travel on March 4th and return on March 6th. The last day of school will be Thursday, June 2nd.</p>
<p>Budget and Finance</p>	<p>We continue to negotiate the MEA-MFT Collective Bargaining Agreement and the office staff have spent much time researching various items to support that negotiation effort. We are preparing for the 2019 Biennium Budget.</p> <p>We have secured a contract with Vocational Rehabilitation for \$25,000 a year through the Department of Public</p>

Health and Human Services. This was a federal mandate that VR allocate 15% of their funds to support high school students age 16 and older in transition services and activities. This money will be tracked as separate dollars from our state allocations.

We learned earlier in the year that Nortell, our phone system company, was bought out by another company and our hub will no longer be serviced by that company. This change of a phone hub will cost approximately \$33,000 that we did not have budgeted this year. However, the legislators approved a \$30,000 transportation allocation for this biennium. We are thankful for that allocation as we have paid approximately \$35,000 in the past. This means that any anticipated "extra" money at the end of the year will be spent on this phone hub.

We have new cottage windows, which was approved through Long Range Building Projects in the 2013 Biennium. Marina Little was here to view the handiwork and was impressed. We talked to her about some of our ideas to submit to LRBP for the upcoming biennium. Marina felt that some items might fall under ADA accessibility and compliance budgets so we will be checking into that.

ACTION

❖ **LICENSURE COMMITTEE – (Items 8-12)**

Darlene Schottle

ITEM 8

BPE CASE #2015-05 REVOCATION REQUEST

Rob Stutz, Agency Legal Services

INFORMATION

ITEM 9

**UNIVERSITY OF MONTANA-WESTERN
(UMW) STATE EXIT REPORT AND CAEP
DRAFT REPORT**

**Dr. Linda Vrooman Peterson, OPI
Dr. Delena Norris-Tull, University of Montana-
Western**

EXECUTIVE SUMMARY

DATE: MARCH 2016

PRESENTATION: University of Montana-Western (UMW) State Exit Report and CAEP Draft Report

PRESENTER: Linda Vrooman Peterson, Ph.D.
Administrator of Accreditation and Educator Preparation
Office of Public Instruction

OVERVIEW: The OPI provides to the Board of Public Education (BPE) the State Exit Program Report and draft CAEP report from the site visit of the Educator Preparation Provider (EPP) at the University of Montana-Western (UMW). The site visit occurred October 25-27, 2015, on the campus of the UMW in Dillon, Montana. A joint review was conducted by the Council for the Accreditation of Educator Preparation (CAEP), the national EPP accrediting entity, and the Montana BPE, the Montana accrediting body. This is a discussion item.

The presentation will include reports from Dr. Stephanie Schmitz, State Team Chair; Dr. Delena Norris-Tull, Accreditation Coordinator, UMW; and Dr. Linda Vrooman Peterson, OPI. The presenters will address the purpose of the joint accreditation review, state exit program and draft CAEP reports, UMW's overall report of the process, and accreditation approval timeline.

The joint accreditation visit focused on the CAEP/Montana unit standards, which address the EPP's overall curricular program design, instruction, assessment, and data-informed decisions; and Montana's Professional Educator Preparation Program Standards, Subchapter 5, Teaching Areas: Program Standards.

January 2016
Informational The OPI presents to the BPE an overview of the Joint CAEP - Montana site visits and the approval process and proposed timeline.

March 2016
Discussion The State Visitor Team Chair will present the State Exit Program Report to the BPE. The EPP representatives may participate in the discussion.

May 2016
Action The UMW CAEP Standards Institutional Report will be presented to CAEP Accreditation Council for final action.

May 2016
Action BPE Final Action: Upon recommendation of the state superintendent the BPE takes action on the final State Exit Program Report and the EPP's Accreditation/Approval status..

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Discussion

BPE PRESENTATION



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Office of Public Instruction
P.O. Box 202501
Helena, MT 59620-2501
406.444.3095
888.231.9393
406.444.0169 (TTY)
opi.mt.gov

MEMORANDUM

December 1, 2015

TO: Dr. Laura Straus, Chairperson
Department of Education
University of Montana-Western

Dr. Delena Norris-Tull, Accreditation Coordinator
Department of Education
University of Montana-Western

FROM: Dr. Linda Vrooman Peterson, Administrator
Accreditation and Educator Preparation
Office of Public Instruction (OPI)

RE: State Exit Program Report 2015

The State Visitor Team has completed the State Exit Program Report of the Educator Preparation Provider (EPP) at the University of Montana-Western (UMW). The site visit occurred October 25-27, 2015, on the campus of the UMW in Dillon, Montana. A joint review was conducted by the Council for the Accreditation of Educator Preparation (CAEP), the national EPP accrediting entity, and the Montana Board of Public Education, the Montana accrediting body. The joint visit focused on the CAEP/Montana unit standards, which address the overall curricular program design, instruction, assessment, and data-informed decisions of the EPP as a whole, and the Montana Professional Educator Preparation Program Standards Subchapter 5 - Teaching Areas: Program Standards. The state report includes the narrative reports of the program standards and the corresponding institutional report ratings. The State Exit Program Report is attached.

The EPP is asked to review and correct errors and omissions to the State Exit Program Report. Return corrections to the OPI within five weeks upon receipt of this material. The EPP may write a rejoinder to the report as necessary.

The final State Exit Program Report will include the state superintendent's recommendation to the BPE of the EPP's approval status. The UMW will receive a copy of the final report. The UMW will also receive an invitation to attend the March meeting of the BPE.



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Office of Public Instruction
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Helena, MT 59620-2501
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opi.mt.gov

The timeline of the BPE approval process is outlined below.

- January 2016
Informational: The OPI presents to the BPE an overview of the Joint CAEP/Montana site visits and the approval process and proposed timeline.
- March 2016
Discussion: The State Visitor Team Chair will present the State Exit Program Report to the BPE. The EPP representatives may participate in the discussion.
- May 2016
CAEP Action: The University of Montana Western CAEP Report will be presented to the CAEP Accreditation Council for final action.
- May 2016
BPE Action: Upon recommendation of the state superintendent the BPE takes action on the final State Exit Program Report and the EPP's Accreditation/Approval status.

For more information, contact Linda Vrooman Peterson by telephone at 406-444-5726, or by email at lypeterson@mt.gov.

cc: Dr. Stephanie Schmitz, State Team Chair, Rocky Mountain College
Dr. Sylvia Moore, Interim Provost, UMW
Nancy Coopersmith, Assistant Superintendent, OPI

Attachments

**University of Montana- Western
Educator Preparation Provider
State Exit Program Report
October 25-27, 2015**

Dr. Stephanie Schmitz
State Team Chair

From October 25-27, 2015, an accreditation review of the Educator Preparation Provider (EPP) at the University of Montana-Western (UMW) was conducted by a joint team representing the Council for the Accreditation of Educator Preparation (CAEP) and the Superintendent of Public Instruction on behalf of the Montana Board of Public Education. The purpose of the joint site review was to verify the Institutional Report (IR) as presented by the UMW. The Joint Visitor Team reviewed the CAEP/Montana standards 1 through 5 and the Professional Educator Preparation Program Standards (PEPPS). The joint team read documents, watched videos, toured the campus, and interviewed staff, UMW and community administrators and faculty, and current and graduated candidates.

The responsibility of the Montana State Visitor Team was verification of the UMW's Institutional Report meeting the Montana PEPPS. The Montana State Visitor Team specifically examined the UMW's IR response to the PEPPS Chapter 58 Subchapter 5 - Teaching Areas: Specific Standards to ensure compliance with Administrative Rules of Montana (ARM), Title 10, Chapter 58.

The purpose of this document is to summarize the results of the team's findings.

ARM 10.58: Subchapter 5
Teaching Areas: Specific Standards

ARM	TITLE	STATUS	REPORT Page Number
10.58.501	Teaching Standards	MET	CAEP Standards
10.58.503	Art K-12 Major/Minor	MET	5
10.58.505	Business Computer Application Education Major/Minor	MET	8
10.58.507	Theatre/Drama Minor	MET	10
10.58.509	English/Language Arts Major/Minor	MET	12
10.58.510	Students with Disabilities K-12 Minor	MET	16
10.58.513	Health Major/Minor	MET	18
10.58.515	Industrial/Technology Education Major/Minor	Terminated	20
10.58.517	Library Media K-12 Minor	MET	22
10.58.518	Mathematics Major	MET	24
10.58.519	Music K-12 Major/Minor	MET	27

ARM	TITLE	STATUS	REPORT Page Number
10.58.520	Physical Education Major/Minor	MET	30
10.58.521	Reading Specialists K-12 Minor	MET	32
10.58.522	Science – Broadfield Major	MET	34
10.58.522	Science – Biology Major/Minor	MET	36
10.58.522	Science – Earth Science Major/Minor	MET	38
10.58.523	Social Studies – Broadfield Major	MET	41
10.58.523	History Major/Minor	MET	43
10.58.528	Computer Science Minor	MET	45
10.58.531	Early Childhood Education P-3	MET	48
10.58.532	Elementary Education Major	MET	50

The draft CAEP report will be provided as a separate document to the University of Montana-Western, the Board of Public Education, and the Superintendent of Public Instruction.

Members of the team worked diligently to verify the report. The IR and supporting materials were well organized and easily accessible. Faculty, administrators, candidates, and education partners made themselves available for interviews and follow-up documentation.

The team members enjoyed the comfortable work environments. From Sunday evening, when the team members were introduced to the EPP at a UMW reception and concurrent presentations, to the conclusion of the site on Tuesday, October 27, staff, faculty, administrators, and candidates welcomed the team and cooperated with the team in meeting all requests.

Thank you for your good work.

University of Montana Western
Educator Preparation Provider Accreditation Review
Teacher Education Program – State Exit Program Report
October 25-27, 2015

ARM 10.58.503 ART K-12 (Major and Minor)

1. Summary of findings

The University of Montana Western (UMW) offers a Bachelor of Arts in Art Education K-12. Candidates complete either a major or a minor in Art Education K-12. Candidates completing a minor must also complete a major in an education content area to be eligible for licensure and endorsement. The program review found that the Art Education K-12 major and minor programs are consistent with the Administrative Rules of Montana (ARM) standard 10.58.503 Art K-12.

Documents reviewed include: UMW Institutional Report (IR); UMW 2015-16 Course Catalog; Defense of Teacher Work Samples: Data Summaries 2013-2015; EDU 201 Teacher Work Sample, Part A, Introduction to Education with Field Experience; EDU 222 Teacher Work Sample, Part B: Planning for Differentiation of Instruction; Data Summaries: Teacher Work Sample, Parts A and B, Spring 2013-2014; UMW Licensure Eligibility Data Report; Montana Assessment for Content Knowledge Verification: Educator Candidates, September 2014; Lesson Plans- UMW Teacher Education Programs (TEP); Lesson Plans – UMW TEP, Data Summaries 2013-2015; Unit Plans – UMW Teacher Education Programs– Data Summaries; UMW InTASC Model Core Teaching Standards; and Interstate Teacher Assessment and Support Consortium (InTASC) Standards and Course Alignment.

The UMW teacher candidates' knowledge, skills, and dispositions (KSDs) are assessed throughout the Teacher Education Program (TEP). In 2013 the Educator Preparation Provider (EPP) faculty developed and implemented instructions and rubrics for lesson and unit planning development based on the InTASC Standards. In the fall of 2104, the EPP faculty analyzed the first year data gathered during the 2013 academic year. While data confirmed that the EPP is able to compare candidate performance from year to year, the faculty needed to develop a way to compare candidate's lesson planning skills early in the program to the skills late in the program (*Lesson Plans – Data Summaries 2013-2015*, pg. 3-4). The aggregated TEP data are summarized on page 2 of *Lesson Plans – Data Summaries 2013-2014*, and by program on pages 6 and 7. Data summaries for unit planning are presented in *Unit Plans – Data Summaries for 2013-2015*.

The art program at UMW provides candidates with opportunities for field experiences within the local community, and the methods courses are taught by experienced K-12 Art teachers. The department focuses on the creation of art, and the display and response to art. The UMW established a student gallery where candidates are taught the aspects of an art exhibition and installation, and gallery set-up. A member of the EPP supervises the art education teacher candidates, and coaches candidates in the preparation of their field



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Educator Preparation Provider Accreditation Review
Teacher Education Program – State Exit Program Report
October 25-27, 2015

experiences. The art department at UMW is unique in providing facilities for the only glass-art program in the area, with the next closest on the west coast and mid-west regions. Candidates are expected to unpack the standards by art content, and submission of lessons and units are aligned to these standards.

The UMW 2015-16 Final Course Catalog outlines the credit requirements for each program of study and corresponding course descriptions. A general alignment seems to exist between a comparison of the Art Education K-12 program’s Intuitional Report (IR) and the course catalog and course descriptions. Only one inconsistency was found:

Art 270 Photography is referenced in the IR but not listed in the course descriptions on page 160 of the 2015-16 course catalog.

UMW Response

The course is PHO 154, and has been changed in the IR to reflect the course catalog.

a. Evidence Consistent with meeting the standard

Overall the credit requirements and course descriptions referenced in the 2015-16 course catalog, other documents reviewed, and the IR are consistent with meeting the standard ARM 10.58.503. In addition, the EPP has established a regular, purposeful and data-informed process to assess candidate performance skills of the KSDs and make adjustments to the program to help ensure ongoing professional growth of each candidate and continuous program improvement.

b. Evidence Inconsistent with meeting the standard

None

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None

b. Evidence in need of clarification or confirmed

Correction to the UMW Catalog to include Art 270 Photography

UMW Response

Correction has been made in the IR.



**University of Montana Western
Educator Preparation Provider Accreditation Review
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c. Questions for EPP concerning additional evidence, data, and/or interviews

None

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

None

4. Recommendation

The ARM 10.58.503 Art K-12 standard is MET.



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ARM 10.58.505 Business [and Computer Applications] Education (Major and Minor)

1. Summary of findings

The University of Montana Western (UMW) offers a Bachelor of Science in Business and Computer Applications Education (Major and Minor) program. The program review found that the Business and Computer Applications Education (Major and Minor) program is consistent with the Administrative Rules of Montana (ARM) 10.58.505.

Documents reviewed include: UMW Institutional Report (IR); UMW 2015-16 Course Catalog; Defense of Teacher Work Samples: Data Summaries 2013-2015; EDU 201 Teacher Work Sample, Part A, Introduction to Education with Field Experience; EDU 222 Teacher Work Sample, Part B: Planning for Differentiation of Instruction; Data Summaries: Teacher Work Sample, Parts A and B, Spring 2013-2014; UMW Licensure Eligibility Data Report; Montana Assessment for Content Knowledge Verification: Educator Candidates , September 2014; Lesson Plans- UMW Teacher Education Programs (TEP); Lesson Plans – UMW TEP, Data Summaries 2013-2015; Unit Plans – UMW Teacher Education Programs– Data Summaries; UMW InTASC Model Core Teaching Standards; InTASC Standards and Course Alignment.

The UMW teacher candidates' knowledge, skills, and dispositions (KSDs) are assessed throughout the Teacher Education Program (TEP). In 2013 the Educator Preparation Program (EPP) faculty developed and implemented instructions and rubrics for lesson and unit planning development based on the InTASC Standards. In the fall of 2014, the EPP faculty analyzed the first year data gathered during the 2013 academic year. While data confirmed that the EPP is able to compare candidate performance from year to year, the faculty needed to develop a way to compare candidate's lesson planning skills early in the program to the skills late in the program (*Lesson Plans – Data Summaries 2013-2015*, pg. 3-4). The aggregated TEP data are summarized on page 2 of *Lesson Plans – Data Summaries 2013-2014*, and by program on pages 6 and 7. Data summaries for unit planning are presented in *Unit Plans – Data Summaries for 2013-2015*.

The UMW has ten full time faculty in the Department of Business and Technology. Two of those faculty also teach courses for the UMW Department of Education. The EPP partners closely with the Business Education department to prepare candidates, many of whom are post-bachelor's degree businesspeople seeking a second career in education. The EPP and the Business department assist these candidates in attaining teaching licensure. Candidates seeking initial licensure and endorsement in Business Education enroll in the business education program of study as the non-education business majors. Community partnerships include surrounding businesses, i.e., AmeriGas and Helix, and the local chamber of commerce. These partnership provide candidates internships to gain work experience while completing their



University of Montana Western
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October 25-27, 2015

education degrees. The Business department expressed the need for a dedicated staff person to help grow the UMW Computer Science program to prepare secondary education teachers in college and career ready curriculum to meet the demand as statewide regeneration of computer science and programming jobs increase.

The UMW 2015-16 Final Course Catalog outlines the credit requirements for the Business and Computer Applications Education (Major and Minor) program of study and provides corresponding course descriptions. A general alignment exists between a comparison of the IR, credit requirements, and course descriptions.

a. Evidence Consistent with meeting the standard

Overall the credit requirements and course descriptions listed in the 2015-16 course catalog, other documents reviewed, and the IR are consistent with meeting the ARM standard 10.58.505 Business Education. The EPP has established a regular, purposeful and data-informed process to assess candidate performance skills of the KSDs in all programs and make adjustments to the program to help ensure ongoing professional growth of each candidate and continuous program improvement.

b. Evidence Inconsistent with meeting the standard

None

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None

b. Evidence in need of clarification or confirmed

None

c. Questions for EPP concerning additional evidence, data, interviews

None

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

None

4. Recommendation

The ARM 10.58.505 Business and Computer Application Education standard is MET.



University of Montana Western
Educator Preparation Provider Accreditation Review
Teacher Education Program – State Exit Program Report
October 25-27, 2015

ARM 10.58.507 Theatre [Drama K-12] (Minor)

1. Summary of findings

The University of Montana Western (UMW) offers a Drama K-12 Minor. The program review found that the Drama K-12 Minor program is consistent with the Administrative Rules of Montana (ARM) standard 10.58.507 Theatre.

Documents reviewed include: UMW Institutional Report (IR); UMW 2015-16 Course Catalog; Defense of Teacher Work Samples: Data Summaries 2013-2015; EDU 201 Teacher Work Sample, Part A, Introduction to Education with Field Experience; EDU 222 Teacher Work Sample, Part B: Planning for Differentiation of Instruction; Data Summaries: Teacher Work Sample, Parts A and B, Spring 2013-2014; UMW Licensure Eligibility Data Report; Montana Assessment for Content Knowledge Verification: Educator Candidates , September 2014; Lesson Plans- UMW Teacher Education Programs (TEP); Lesson Plans – UMW TEP, Data Summaries 2013-2015; Unit Plans – UMW Teacher Education Programs– Data Summaries; UMW InTASC Model Core Teaching Standards; InTASC Standards and Course Alignment.

The UMW teacher candidates' knowledge, skills, and dispositions (KSDs) are assessed throughout the Teacher Education Program (TEP). In 2013 the Educator Preparation Program (EPP) faculty developed and implemented instructions and rubrics for lesson and unit planning development based on the InTASC Standards. In the fall of 2104, the EPP faculty analyzed the first year data gathered during the 2013 academic year. While data confirmed that the EPP is able to compare candidate performance from year to year, the faculty needed to develop a way to compare candidate's lesson planning skills early in the program to the skills late in the program (*Lesson Plans – Data Summaries 2013-2015*, pg. 3-4). The aggregated TEP data are summarized on page 2 of *Lesson Plans – Data Summaries 2013-2014*, and by program on pages 6 and 7. Data summaries for unit planning are presented in *Unit Plans – Data Summaries for 2013-2015*.

The UMW 2015-16 Final Course Catalog outlines the credit requirements for each program of study and corresponding course descriptions. A general alignment exists across the requirements referenced in the IR of the Drama K-12 Minor program, course catalog credit requirements and the course descriptions. However, one item was discovered during the review:

The IR sections (1) (a) (iii) and (2) (a) and (b) reference LIT 441 History and Literature Genre as a credit requirement. However, in the 2015-15 course catalog, page 152, the Drama K-12 Minor credit requirements states that LIT 441 is no longer available.



University of Montana Western
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Teacher Education Program – State Exit Program Report
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UMW Response

While the English department recently discontinued offering LIT 441, the Drama faculty has submitted a curriculum proposal to create a new course to include in the Drama Minor. This will be a theatre (THTR) course called “The Development of Drama: History and Literature.” It will be available next year.

a. Evidence Consistent with meeting the standard

Overall the credit requirements and course descriptions listed in the 2015-16 course catalog, other documents reviewed, and the IR are consistent with meeting the standard ARM 10.58.507. The EPP has established a regular, purposeful and data-informed process to assess candidate performance skills of the KSDs in all programs and make adjustments to the program to help ensure ongoing professional growth of each candidate and continuous program improvement.

b. Evidence Inconsistent with meeting the standard

None

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None

b. Evidence in need of clarification or confirmed

Corrections to IR 10.58.507 and catalog as noted.

UMW Response

The IR was changed to reflect the status of the LIT 441 course.

c. Questions for EPP concerning additional evidence, data, interviews

None

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

None

4. Recommendation

The ARM 10.58.507 Theatre standard is MET.



University of Montana Western
Educator Preparation Provider Accreditation Review
Teacher Education Program – State Exit Program Report
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ARM 10.58.509 English/ Language Arts (Major and Minor)

1. Summary of findings

The University of Montana Western (UMW) offers a Bachelor of Arts degree in English and Secondary Education, a double major. The program review found that the English and Secondary Education Double Major and English Minor programs are consistent with the Administrative Rules of Montana (ARM) standard 10.58.509 English/ Language Arts.

Documents reviewed include: UMW Institutional Report (IR); UMW 2015-16 Course Catalog; Defense of Teacher Work Samples: Data Summaries 2013-2015; EDU 201 Teacher Work Sample, Part A, Introduction to Education with Field Experience; EDU 222 Teacher Work Sample, Part B: Planning for Differentiation of Instruction; Data Summaries: Teacher Work Sample, Parts A and B, Spring 2013-2014; UMW Licensure Eligibility Data Report; Montana Assessment for Content Knowledge Verification: Educator Candidates , September 2014; Lesson Plans- UMW Teacher Education Programs (TEP); Lesson Plans – UMW TEP, Data Summaries 2013-2015; Unit Plans – UMW Teacher Education Programs– Data Summaries; UMW InTASC Model Core Teaching Standards; InTASC Standards and Course Alignment.

The UMW teacher candidates' knowledge, skills, and dispositions (KSDs) are assessed throughout the Teacher Education Program (TEP). In 2013 the Educator Preparation Program (EPP) faculty developed and implemented instructions and rubrics for lesson and unit planning development based on the InTASC Standards. In the fall of 2104, the EPP faculty analyzed the first year data gathered during the 2013 academic year. While data confirmed that the EPP is able to compare candidate performance from year to year, the faculty needed to develop a way to compare candidate's lesson planning skills early in the program to the skills late in the program (*Lesson Plans – Data Summaries 2013-2015*, pg. 3-4). The aggregated TEP data are summarized on page 2 of *Lesson Plans – Data Summaries 2013-2014*, and by program on pages 6 and 7. Data summaries for unit planning are presented in *Unit Plans – Data Summaries for 2013-2015*.

The English Department is another strong example of UMW's dedication to create a seamless relationship with the EPP. A full-time faculty member is shared between the EPP and the department as an English Education liaison. Communication between the EPP and the department are strong and candidate data are shared and analyzed to determine student proficiencies and program effectiveness. The English Department was another example of how multiple data are analyzed and used to inform program changes. A specific example is the use of the PRAXIS II data to inform the gaps and overlaps of the entire program. The data regarding remedial writing needs is closely analyzed, and this analysis has led to program changes in how interventions are done in the university. Pilots of concepts such as Stretch and String writing



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courses were conducted and data from student opinions and growth led to the decision to move forward with the Two-Block Stretch Writing approach. Further innovative thinking has led the department to separate the traditional Literature and Writing Methods course into two separate blocks, and to a department pilot of a digital writing rubric.

The UMW 2015-16 Final Course Catalog outlines the credit requirements for the Double Major in English and Secondary Education and English Minor and corresponding course descriptions. A general alignment seems to exist between a comparison of the Institutional Report (IR) and the course catalog and course descriptions. However, these omissions or possible errors are noted:

- 1) LING 413 History, Structure & Nature of Language may be incorrectly cited in the IR. It is identified as LING 301 in both the course description in the UMW 2015-16 catalog and the listing of core requirements on page 142 of the catalog. IR sections impacted include (1) (a) (c) (f) and (g).
- 2) The IR references a course entitled LIT 473 Studies in Shakespeare in sections (1) (a) (c) and (k). The UMW 2015-16 catalog, page 201 and the listing of core requirements, page 142, reference this course as LIT **327**.
- 3) LIT 221 British Literature: Enlightenment to Romantic is incorrectly cited as LIT 222, according to page 200 of the UMW 2015-16 catalog and page 142 of the credit requirements of the catalog. IR sections (1) (a) (c) and (k).
- 4) LIT 222 British Literature: Victorian to Contemporary, IR (1) (a), (c) and (k) is incorrectly cited as LIT 221, according to page 200 of the UMS 2015-16 catalog and page 142 of the credit requirements section of the catalog.
- 5) The following courses are not mentioned as elective offerings on page 142 of the program information page in the UMW 2015-16 catalog though they are mentioned as electives for both the English Double Major and English Minor in the IR sections (1) (a) (c) (f) and (k):
 - LIT 302 Literature in Translation – Listed on page 153 English Minor only elective
 - LIT 335 Women & Literature – Listed on page 153 English Minor only elective
 - LIT 339 Literary Regions – Listed on page 153 English Minor only elective
 - LIT 361 Poetry & Thought (This course is also omitted in course description, page 201 of UMW 2015-16 catalog.)
 - LIT 441 Drama History and Literature Genre (This course is also omitted in course description, page 201 of UMW 2015-16 catalog.)
 - LIT 479 Studies in Literary Theory (This course is also omitted in course descriptions, page 201 of UMW 2015-16 catalog.)
- 6) The citations to the following seminars contain an inconsistency in comparison to the course descriptions found on page 201 of the UMW 2015-16 catalog. IR sections (1) (a) (c) (f) (k) and (m).



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IR citation, Section (1) (a): LIT 494 Seminar: Literary Period. Catalog citation: LIT 494L.

IR citation, Section (1) (a): LIT 494 Seminar: Genre. Catalog citation: LIT 494G.

IR citation Section (1) (a): LIT 494 Seminary: Major Authors. Catalog citation: LIT 494M.

- 7) LIT 218 Visions of America, IR sections (1) (a) (c) and (k), is not listed in either the credit requirements, page 142, or the course descriptions in the UMW 2015-16 catalog, pages 199-200.

UMW Response

The following course corrections have been made to this revised document. A number of changes were added to the catalog in summer 2015, after we submitted the original PEPPS program report:

LIT 473 Studies in Shakespeare, has been replaced in the catalog. The new course is LIT 327 Shakespeare

LING 413 History, Structure, and the Nature of Language has been replaced with LING 301 – History of the English Language

Corrections have been made to the titles for LIT 221 and LIT 222 (the titles had been reversed in the original PEPPS report).

Removal of LIT 218. This course is no longer listed in the online 2015-2016 catalog.

The following courses were listed as electives for the English major in the 2014-2015 catalog, but were removed in summer 2015. In 2015-2016 catalog, these courses are listed as electives only for the minor.

LIT 302 Literature in Translation

LIT 339 Literary Regions

LIT 335 Women & Literature

UMW EPP is in the process of writing curriculum proposals to make these same changes for the English minor, as were done last year for the major.

LIT 361 Poetry & Thought, has been replaced with CRWR 311 Intro to Poetry Workshop (page 153 of 2015-2016 catalog), for the English minor.

LIT 441 Drama History & Literature Genre, was removed from the catalog this summer.

LIT 479 Studies in Literary Theory, was removed from the catalog this summer.

The new course numbers have been corrected, for the seminars, LIT 494G, LIT 494L, and LIT 494M.

a. Evidence Consistent with meeting the standard



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Excepting for the above omissions and errors, overall the credit requirements and course descriptions referenced in the 2015-16 course catalog, other documents reviewed, and the IR are consistent with meeting the standard ARM 10.58.509. The EPP has established a regular, purposeful and data-informed process to assess candidate performance skills of the KSDs and make adjustments to the program to help ensure ongoing professional growth of each candidate and continuous program improvement.

b. Evidence Inconsistent with meeting the standard

None

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

LIT 218 Visions of America, IR (1)(a) page 4, (1)(c) page 11, and (1)(k) page 29, is not listed in the UMW 2015-16 catalog in either the credit requirements, page 142, or the course descriptions, pages 199-200.

UMW Response

LIT 218 is no longer listed in the 2015-2016 catalog.

b. Evidence in need of clarification or confirmed

Corrections to IR 10.58.509 and catalog as noted in the summary of preliminary findings.

c. Questions for EPP concerning additional evidence, data, interviews

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

None

4. Recommendation

The ARM 10.58.509 English/Language Arts standard is MET.



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ARM 10.58.510 Students with Disabilities P-12 (Minor)

1. Summary of findings

The University of Montana Western (UMW) offers a Bachelor of Science in Students with Disabilities P-12 Minor. The program review found that the Students with Disabilities P-12 Minor program is consistent with the Administrative Rules of Montana (ARM) standard 10.58.510 Students with Disabilities P-12.

Documents reviewed include: UMW Institutional Report (IR); UMW 2015-16 Course Catalog; Defense of Teacher Work Samples: Data Summaries 2013-2015; EDU 201 Teacher Work Sample, Part A, Introduction to Education with Field Experience; EDU 222 Teacher Work Sample, Part B: Planning for Differentiation of Instruction; Data Summaries: Teacher Work Sample, Parts A and B, Spring 2013-2014; UMW Licensure Eligibility Data Report; Montana Assessment for Content Knowledge Verification: Educator Candidates , September 2014; Lesson Plans- UMW Teacher Education Programs (TEP); Lesson Plans – UMW TEP, Data Summaries 2013-2015; Unit Plans – UMW Teacher Education Programs– Data Summaries; UMW InTASC Model Core Teaching Standards; InTASC Standards and Course Alignment.

The UMW teacher candidates’ knowledge, skills, and dispositions (KSDs) are assessed throughout the Teacher Education Program (TEP). In 2013 the Educator Preparation Program (EPP) faculty developed and implemented instructions and rubrics for lesson and unit planning development based on the InTASC Standards. In the fall of 2104, the EPP faculty analyzed the first year data gathered during the 2013 academic year. While data confirmed that the EPP is able to compare candidate performance from year to year, the faculty needed to develop a way to compare candidate’s lesson planning skills early in the program to the skills late in the program (*Lesson Plans – Data Summaries 2013-2015*, pg. 3-4). The aggregated TEP data are summarized on page 2 of *Lesson Plans – Data Summaries 2013-2014*, and by program on pages 6 and 7. Data summaries for unit planning are presented in *Unit Plans – Data Summaries for 2013-2015*.

a. Evidence Consistent with meeting the standard

Overall the credit requirements and course descriptions listed in the 2015-16 course catalog, other documents reviewed, and the IR are consistent with meeting the standard ARM 10.58.510. In addition, the EPP has established a regular, purposeful and data-informed process to assess candidate performance skills of the KSDs and make adjustments to the program to help ensure ongoing professional growth of each candidate and continuous program improvement.

b. Evidence Inconsistent with meeting the standard



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None

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None

b. Evidence in need of clarification or confirmed

None

c. Questions for EPP concerning additional evidence, data, interviews

None

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

None

4. Recommendation

The ARM 10.58.510 Students with Disabilities standard is MET.



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ARM 10.58.513 Health (Major and Minor)

1. Summary of findings

The University of Montana Western (UMW) offers a Bachelor of Science in Health and Physical Education (HPE) K-12 (Major and Minor). The HPE endorsement area includes the requirements of Administrative Rules of Montana (ARM) 10.58.513 Health and 10.58.520 Physical Education. Candidates complete either a major or minor in the Health and Physical Education K-12 endorsement area. If completing a minor, the candidate must also earn a major in an education content area to be eligible for licensure and endorsement. The site review found that both the Major and Minor in the HPE K-12 program are consistent with ARM 10.58.513. Refer to ARM 10.58.520 for the Physical Education K-12 requirements of the HPE endorsement.

Documents reviewed include: UMW Institutional Report (IR); UMW 2015-16 Course Catalog; Defense of Teacher Work Samples: Data Summaries 2013-2015; EDU 201 Teacher Work Sample, Part A, Introduction to Education with Field Experience; EDU 222 Teacher Work Sample, Part B: Planning for Differentiation of Instruction; Data Summaries: Teacher Work Sample, Parts A and B, Spring 2013-2014; UMW Licensure Eligibility Data Report; Montana Assessment for Content Knowledge Verification: Educator Candidates, September 2014; Lesson Plans- UMW Teacher Education Programs (TEP); Lesson Plans – UMW TEP, Data Summaries 2013-2015; Unit Plans – UMW Teacher Education Programs– Data Summaries; UMW InTASC Model Core Teaching Standards; InTASC Standards and Course Alignment.

The UMW teacher candidates' knowledge, skills, and dispositions (KSDs) are assessed throughout the Teacher Education Program (TEP). In 2013 the Educator Preparation Program (EPP) faculty developed and implemented instructions and rubrics for lesson and unit planning development based on the InTASC Standards. In the fall of 2104, the EPP faculty analyzed the first year data gathered during the 2013 academic year. While data confirmed that the EPP is able to compare candidate performance from year to year, the faculty needed to develop a way to compare candidate's lesson planning skills early in the program to the skills late in the program (*Lesson Plans – Data Summaries 2013-2015*, pg. 3-4). The aggregated TEP data are summarized on page 2 of *Lesson Plans – Data Summaries 2013-2014*, and by program on pages 6 and 7. Data summaries for unit planning are presented in *Unit Plans – Data Summaries for 2013-2015*.

The UMW's HPE endorsement area was formerly referred to as Health Enhancement, which integrated health and physical education requirements. The UMW changes to the program reflect state and national trends with a focus on teaching the health and physical education content separately. The HPE faculty is working to help candidates understand that as



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future HPE teachers they have a role in providing health education content and the activities and content found in physical education. The program is involved with SHAPE Montana and other professional organizations to provide candidates with exposure to HPE professionals in the field.

The UMW 2015-16 Final Course Catalog outlines the credit requirements for each program of study, i.e., Health K-12 Major and Minor, and corresponding course descriptions. A general alignment seems to exist between a comparison of the IR and course catalog credit requirements and course descriptions.

a. Evidence Consistent with meeting the standard

Overall the credit requirements and course descriptions listed in the 2015-16 course catalog, other documents reviewed, and the IR are consistent with meeting the standard ARM 10.58.513. In addition, the EPP has established a regular, purposeful and data-informed process to assess candidate performance skills of the KSDs and make adjustments to the program to help ensure ongoing professional growth of each candidate and continuous program improvement.

b. Evidence Inconsistent with meeting the standard

None

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None

b. Evidence in need of clarification or confirmed

None

c. Questions for EPP concerning additional evidence, data, interviews

None

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

None

4. Recommendation

The ARM 10.58.513 Health standard is MET.



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**ARM 10.58.515 Industrial Trades and Technology Education (Major and Minor)
Program Terminated**

1. Summary of findings

The University of Montana Western (UMW) offers a Bachelor of Science Degree in Secondary Education in Industrial Technology Education Major and Minor based on the 2014-15 course catalog. The Industrial Technology program has recently been terminated. There are currently two candidates who are finishing the UMW program through a distance apprenticeship with the two high schools in Helena. No new candidates will be enrolled.

Because the site program review found that the Industrial Technology Education major and minor programs were consistent with the Administrative Rules of Montana (ARM) 10.58.519, the two candidates completing the program will be eligible for licensure and endorsement by the OPI.

Documents reviewed include: UMW Institutional Report (IR); UMW 2015-16 Course Catalog; Defense of Teacher Work Samples: Data Summaries 2013-2015; EDU 201 Teacher Work Sample, Part A, Introduction to Education with Field Experience; EDU 222 Teacher Work Sample, Part B: Planning for Differentiation of Instruction; Data Summaries: Teacher Work Sample, Parts A and B, Spring 2013-2014; UMW Licensure Eligibility Data Report; Montana Assessment for Content Knowledge Verification: Educator Candidates, September 2014; Lesson Plans- UMW Teacher Education Programs (TEP); Lesson Plans – UMW TEP, Data Summaries 2013-2015; Unit Plans – UMW Teacher Education Programs– Data Summaries; UMW InTASC Model Core Teaching Standards; InTASC Standards and Course Alignment.

Industrial Technology Education is multidisciplinary program. The program's nine disciplines include: Industrial Technology, Machining, Information Technology Systems, Welding, Carpentry, Drafting Design, Chemistry, Physics, and Professional Education. The 2015-16 course catalog for this program includes descriptions for the course requirements by discipline, a preferred sequence of education courses for B.S. Secondary Education candidates, and the professional education core requirements. Industrial Technology IR is in full continuity with the course catalog with one exception: There is no specific page listing program and credit requirements.

a. Evidence Consistent with meeting the standard

Industrial Technology IR is consistent with the standard ARM 10.58.515

b. Evidence Inconsistent with meeting the standard

None



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2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None

b. Evidence in need of clarification or confirmed

None

c. Questions for EPP concerning additional evidence, data, interviews

The Offsite review was unable to confirm the program of study. No evidence was found in the 2015-16 course catalog to specifically identify the requirements of the program.

UMW Response

The Industrial Technology Education endorsement area has been terminated.

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

None

4. Recommendation

The ARM 10.58.515 Industrial Trades and Technology Education standard is MET.

The endorsement program has been terminated by UMW. The two enrolled candidates are allowed to complete the program. As of January 2016, no new candidates may be enrolled. To reinstate the endorsement program, the UMW must petition to add a new curricular program and follow the requirements outlined in ARM 10.58.802.



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ARM 10.58.517 Library Media K-12 Minor

1. Summary of findings

The University of Montana Western (UMW) offers a Library Media K-12 Minor. This program is online only and consists of eight courses that are delivered by UMW and University of Montana Missoula. The program review found that the Library Media K-12 Minor program is consistent with the Administrative Rules of Montana (ARM) 10.58.517 Library Media K-12.

Documents reviewed include: UMW Institutional Report (IR); UMW 2015-16 Course Catalog; Defense of Teacher Work Samples: Data Summaries 2013-2015; EDU 201 Teacher Work Sample, Part A, Introduction to Education with Field Experience; EDU 222 Teacher Work Sample, Part B: Planning for Differentiation of Instruction; Data Summaries: Teacher Work Sample, Parts A and B, Spring 2013-2014; UMW Licensure Eligibility Data Report; Montana Assessment for Content Knowledge Verification: Educator Candidates, September 2014; Lesson Plans- UMW Teacher Education Programs (TEP); Lesson Plans – UMW TEP, Data Summaries 2013-2015; Unit Plans – UMW Teacher Education Programs– Data Summaries; UMW InTASC Model Core Teaching Standards; InTASC Standards and Course Alignment.

The UMW teacher candidates' knowledge, skills, and dispositions (KSDs) are assessed throughout the Teacher Education Program (TEP). In 2013 the Educator Preparation Program (EPP) faculty developed and implemented instructions and rubrics for lesson and unit planning development based on the InTASC Standards. In the fall of 2104, the EPP faculty analyzed the first year data gathered during the 2013 academic year. While data confirmed that the EPP is able to compare candidate performance from year to year, the faculty needed to develop a way to compare candidate's lesson planning skills early in the program to the skills late in the program (*Lesson Plans – Data Summaries 2013-2015*, pg. 3-4). The aggregated TEP data are summarized on page 2 of *Lesson Plans – Data Summaries 2013-2014*, and by program on pages 6 and 7. Data summaries for unit planning are presented in *Unit Plans – Data Summaries for 2013-2015*.

The UMW 2015-16 Final Course Catalog outlines the credit requirements for the Library Media K-12 Minor program of study and corresponding course descriptions. The IR provided detailed description of the material, assignments and expectations of each course. A General alignment exists throughout the course catalog, course descriptions, and the IR.

a. Evidence Consistent with meeting the standard

Overall the credit requirements and course descriptions referenced in the IR, 2015-16 course catalog, and other documents reviewed are consistent with meeting the standard ARM 10.58.517. In addition, the EPP has established a regular, purposeful



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and data-informed process to assess candidate performance skills of the KSDs and make adjustments to the program to help ensure ongoing professional growth of each candidate and continuous program improvement.

b. Evidence Inconsistent with meeting the standard

None

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None

b. Evidence in need of clarification or confirmed

None

c. Questions for EPP concerning additional evidence, data, interviews

None

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

None

4. Recommendation

The ARM 10.58.517 Library Media K-12 standard is MET.



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ARM 10.58.518 Mathematics [and Secondary Education Double Major or Minor in Mathematics]

1. Summary of findings

The University of Montana Western (UMW) offers a Bachelor of Science in Mathematics and Secondary Education, a double major. Candidates complete either a major or a minor in Mathematics. Candidates completing a minor must also complete a minor in an education content area to be eligible for licensure and endorsement. The site program review found that the Mathematics and Secondary Education major and the Mathematics minor programs are consistent with Administrative Rules of Montana (ARM) 10.58.518 Mathematics.

Documents reviewed include: UMW Institutional Report (IR); UMW 2015-16 Course Catalog; Defense of Teacher Work Samples: Data Summaries 2013-2015; EDU 201 Teacher Work Sample, Part A, Introduction to Education with Field Experience; EDU 222 Teacher Work Sample, Part B: Planning for Differentiation of Instruction; Data Summaries: Teacher Work Sample, Parts A and B, Spring 2013-2014; UMW Licensure Eligibility Data Report; Montana Assessment for Content Knowledge Verification: Educator Candidates , September 2014; Lesson Plans- UMW Teacher Education Programs (TEP); Lesson Plans – UMW TEP, Data Summaries 2013-2015; Unit Plans – UMW Teacher Education Programs– Data Summaries; UMW InTASC Model Core Teaching Standards; and Interstate Teacher Assessment and Support Consortium (InTASC) Standards and Course Alignment.

The UMW teacher candidates' knowledge, skills, and dispositions (KSDs) are assessed throughout the Teacher Education Program (TEP). In 2013 the Educator Preparation Program (EPP) faculty developed and implemented instructions and rubrics for lesson and unit planning development based on the InTASC Standards. In the fall of 2104, the EPP faculty analyzed the first year data gathered during the 2013 academic year. While data confirmed that the EPP is able to compare candidate performance from year to year, the faculty needed to develop a way to compare candidate's lesson planning skills early in the program to the skills late in the program (*Lesson Plans – Data Summaries 2013-2015*, pg. 3-4). The aggregated TEP data are summarized on page 2 of *Lesson Plans – Data Summaries 2013-2014*, and by program on pages 6 and 7. Data summaries for unit planning are presented in *Unit Plans – Data Summaries for 2013-2015*.

While the Mathematics endorsement area is housed in the Mathematics department, the Education and Mathematics departments regularly communicate and work together because of the large number of mathematics students who are double majors in mathematics and secondary education. The Mathematics department chair stated that the Montana K-12 content standards in Mathematics have had an impact on the department's work, specifically in



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providing opportunities for candidates to engage in real-world and relevant problem solving activities and hands-on experiences. Partnerships such as with Northwest Labs and the Hamilton Bio lab allow candidates to use first hand computational modeling with data, analysis of real-time data, and the investigation of patterns and trends. The success of these types of experiences has led the department to consider a comprehensive revision of the program curriculum.

The UMW 2015-16 Final Course Catalog outlines the credit requirements for each program of study, i.e., Mathematics and Secondary Education, and corresponding course descriptions. A general alignment seems to exist between a comparison of the IR and the course catalog and course descriptions. However, these omissions were discovered:

1. The credit requirements listed in the UMW 2015-16 course catalog state that PHSX 220: Physics (with Calculus) is one of the courses that required for the Minor in Mathematics- it is not listed in the IR.

2. The credit requirements listed in the UMW 2015-16 course catalog include EDU 306: School Law & Advocacy for all K-12 as a required “Professional Education Core” course. This course is not listed in the IR.

UMW Response

PHSX 220 and EDU 306 are required courses for the Mathematics Major and Minor. Corrections to the course catalog and advising documents have been made.

a. Evidence Consistent with meeting the standard

Overall the credit requirements and course descriptions referenced in the IR and 2015-16 Course Catalog are consistent with meeting the standard ARM 10.58.518. The EPP has established a regular, purposeful and data-informed process to assess candidate performance skills of the KSDs and make adjustments to the program to help ensure ongoing professional growth of each candidate and continuous program improvement.

b. Evidence Inconsistent with meeting the standard

None

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

Please verify the following:

Currently is PHSX 220 a course requirement for Mathematics Minor?

Currently is EDU 306 a professional education core course requirement?



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UMW Response

Corrections to the course catalog and advising documents have been made.

b. Evidence in need of clarification or confirmed

None

c. Questions for EPP concerning additional evidence, data, and/or interviews

None

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

None

4. Recommendation

The ARM 10.58.518 Mathematics standard is MET.



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ARM 10.58.519 Music K-12 (Major and Minor)

1. Summary of findings

The University of Montana Western (UMW) offers a Music Education K-12 program. Candidates complete either a major or a minor in Music Education K-12. The program review found that the Music Education K-12 major and minor programs are consistent with the Administrative Rules of Montana (ARM) 10.58.519 Music K-12.

Documents reviewed include: UMW Institutional Report (IR); UMW 2015-16 Course Catalog; Defense of Teacher Work Samples: Data Summaries 2013-2015; EDU 201 Teacher Work Sample, Part A, Introduction to Education with Field Experience; EDU 222 Teacher Work Sample, Part B: Planning for Differentiation of Instruction; Data Summaries: Teacher Work Sample, Parts A and B, Spring 2013-2014; UMW Licensure Eligibility Data Report; Montana Assessment for Content Knowledge Verification: Educator Candidates, September 2014; Lesson Plans- UMW Teacher Education Programs (TEP); Lesson Plans – UMW TEP, Data Summaries 2013-2015; Unit Plans – UMW Teacher Education Programs– Data Summaries; UMW InTASC Model Core Teaching Standards; InTASC Standards and Course Alignment.

The UMW teacher candidates' knowledge, skills, and dispositions (KSDs) are assessed throughout the Teacher Education Program (TEP). In 2013 the Educator Preparation Program (EPP) faculty developed and implemented instructions and rubrics for lesson and unit planning development based on the InTASC Standards. In the fall of 2104, the EPP faculty analyzed the first year data gathered during the 2013 academic year. While data confirmed that the EPP is able to compare candidate performance from year to year, the faculty needed to develop a way to compare candidate's lesson planning skills early in the program to the skills late in the program (*Lesson Plans – Data Summaries 2013-2015*, pg. 3-4). The aggregated TEP data are summarized on page 2 of *Lesson Plans – Data Summaries 2013-2014*, and by program on pages 6 and 7. Data summaries for unit planning are presented in *Unit Plans – Data Summaries for 2013-2015*.

The UMW 2015-16 Final Course Catalog outlines the credit requirements for each program of study, i.e., Music Education K-12 program, and corresponding course descriptions. A general alignment seems to exist between a comparison of the IR and the course catalog and course descriptions. However, the review revealed the following error/omissions:

- 1) There is no mention of EDU 481 in the IR though the course is listed in the UMW 2015-16 catalog as a professional core offering of the EPP.
- 2) Error in IR course code of ARM 10.58.519 (1)(f), MUSI 213 Brass Methods. The correct code appears to be MUS 213 Brass Methods.



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- 3) Error in IR course code of ARM 10.58.519 (1)(n), MUS 202 Introduction to Music Literature. It appears that the correct code is MUSI Introduction to Music Literature.
- 4) MUSI 103: Fundamentals of Musical Creation is referenced in both the IR and the listing of course descriptions but is not listed on page 148 of the 2015-16 course catalog.

a. Evidence Consistent with meeting the standard

Excepting the errors and omissions, the overall the credit requirements and course descriptions referenced in the 2015-16 course catalog, other documents reviewed, and the IR are consistent with meeting the standard ARM 10.58.519. The EPP has established a regular, purposeful and data-informed process to assess candidate performance skills of the KSDs and make adjustments to the program to help ensure ongoing professional growth of each candidate and continuous program improvement.

b. Evidence Inconsistent with meeting the standard

None

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None

b. Evidence in need of clarification or confirmed

EDU 481 Content Area Literacy

MUSI 213 Brass Methods to MUS 213 Brass Methods

MUS 202 Introduction to Music Literature to MUSI Introduction to Music Literature

MUSI 103 Fundamentals of Musical Creation

UMW Response

Corrections have been made to the IR and catalog.

c. Questions for EPP concerning additional evidence, data, interviews

None

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

None



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4. Recommendation

The ARM 10.58.519 Music K-12 standard is MET.



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ARM 10.58.520 Physical Education (Major and Minor)

1. Summary of findings

The University of Montana Western (UMW) offers a Bachelor of Science in Health and Physical Education K-12 Major and Minor. Refer to the Administrative Rules of Montana (ARM) 10.58.513 for the Health K-12 report. Candidates completing a minor must also complete an education major to be eligible for licensure and endorsement. The program review found that the Physical Education K-12 Major and Minor program is consistent with the ARM 10.58.520 Physical Education.

Documents reviewed include: UMW Institutional Report; UMW 2015-16 Course Catalog; Defense of Teacher Work Samples: Data Summaries 2013-2015; EDU 201 Teacher Work Sample, Part A, Introduction to Education with Field Experience; EDU 222 Teacher Work Sample, Part B: Planning for Differentiation of Instruction; Data Summaries: Teacher Work Sample, Parts A and B, Spring 2013-2014; UMW Licensure Eligibility Data Report; Montana Assessment for Content Knowledge Verification: Educator Candidates, September 2014; Lesson Plans- UMW Teacher Education Programs (TEP); Lesson Plans – UMW TEP, Data Summaries 2013-2015; Unit Plans – UMW Teacher Education Programs– Data Summaries; UMW InTASC Model Core Teaching Standards; InTASC Standards and Course Alignment.

The UMW teacher candidates' knowledge, skills, and dispositions (KSDs) are assessed throughout the Teacher Education Program (TEP). In 2013 the Educator Preparation Program (EPP) faculty developed and implemented instructions and rubrics for lesson and unit planning development based on the InTASC Standards. In the fall of 2104, the EPP faculty analyzed the first year data gathered during the 2013 academic year. While data confirmed that the EPP is able to compare candidate performance from year to year, the faculty needed to develop a way to compare candidate's lesson planning skills early in the program to the skills late in the program (*Lesson Plans – Data Summaries 2013-2015*, pg. 3-4). The aggregated TEP data are summarized on page 2 of *Lesson Plans – Data Summaries 2013-2014*, and by program on pages 6 and 7. Data summaries for unit planning are presented in *Unit Plans – Data Summaries for 2013-2015*.

The UMW 2015-16 Final Course Catalog outlines the credit requirements for each program of study, i.e., Health and Physical Education K-12 Major and Minor program, and corresponding course descriptions. A general alignment seems to exist between a comparison of the Institutional Report (IR) and the course catalog and course descriptions.



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a. Evidence Consistent with meeting the standard

The credit requirements and course descriptions referenced in the 2015-16 course catalog, other documents reviewed, and the IR are consistent with meeting the ARM 10.58.520 Physical Education standard. The EPP has established a regular, purposeful and data-informed process to assess candidate performance skills of the KSDs and make adjustments to the program to help ensure ongoing professional growth of each candidate and continuous program improvement.

b. Evidence Inconsistent with meeting the standard

None

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None

b. Evidence in need of clarification or confirmed

None

c. Questions for EPP concerning additional evidence, data, interviews

None

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

None

4. Recommendation

The ARM 10.58.520 Physical Education standard is MET.



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ARM 10.58.521 Reading Specialists K-12 [Literacy K-12] (Minor)

1. Summary of findings

The University of Montana Western (UMW) offers a Literacy K-12 Minor. The program review found that the Literacy K-12 Minor program is consistent with the Administrative Rules of Montana (ARM) 10.58.521 Reading Specialists K-12.

Documents reviewed include: UMW Institutional Report (IR); UMW 2015-16 Course Catalog; Defense of Teacher Work Samples: Data Summaries 2013-2015; EDU 201 Teacher Work Sample, Part A, Introduction to Education with Field Experience; EDU 222 Teacher Work Sample, Part B: Planning for Differentiation of Instruction; Data Summaries: Teacher Work Sample, Parts A and B, Spring 2013-2014; UMW Licensure Eligibility Data Report; Montana Assessment for Content Knowledge Verification: Educator Candidates, September 2014; Lesson Plans- UMW Teacher Education Programs (TEP); Lesson Plans – UMW TEP, Data Summaries 2013-2015; Unit Plans – UMW Teacher Education Programs– Data Summaries; UMW InTASC Model Core Teaching Standards; InTASC Standards and Course Alignment.

The UMW teacher candidates' knowledge, skills, and dispositions (KSDs) are assessed throughout the Teacher Education Program (TEP). In 2013 the Educator Preparation Program (EPP) faculty developed and implemented instructions and rubrics for lesson and unit planning development based on the InTASC Standards. In the fall of 2104, the EPP faculty analyzed the first year data gathered during the 2013 academic year. While data confirmed that the EPP is able to compare candidate performance from year to year, the faculty needed to develop a way to compare candidate's lesson planning skills early in the program to the skills late in the program (*Lesson Plans – Data Summaries 2013-2015*, pg. 3-4). The aggregated TEP data are summarized on page 2 of *Lesson Plans – Data Summaries 2013-2014*, and by program on pages 6 and 7. Data summaries for unit planning are presented in *Unit Plans – Data Summaries for 2013-2015*.

The EPP effectively works to develop the content and best practices of the candidates who are working toward reading specialty. The education department requires various opportunities for candidates to study what the research makes available regarding best practices. Candidates have opportunities to practice these research-based strategies during Rural Fridays. The EPP has also helped all university staff to understand their role in promoting content literacy, especially as aligned to the CCSS Literacy Standards for Content areas. As part of this effort, the EPP has promoted the book study for *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners* (Ritchhart, Church & Morrison, 2011). The department is helping to tie this new knowledge to the professional development sessions where the department partners with the P-12 community.



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The UMW 2015-16 Final Course Catalog outlines the credit requirements for each program of study, i.e., Literacy K-12 Minor program, and corresponding course descriptions. A general alignment seems to exist between a comparison of the IR and the course catalog and course descriptions.

a. Evidence Consistent with meeting the standard

The credit requirements and course descriptions referenced in the 2015-16 course catalog, other documents reviewed, and the IR are consistent with meeting the standard ARM 10.58.521. The EPP has established a regular, purposeful and data-informed process to assess candidate performance skills of the KSDs and make adjustments to the program to help ensure ongoing professional growth of each candidate and continuous program improvement.

b. Evidence Inconsistent with meeting the standard

None

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None

b. Evidence in need of clarification or confirmed

None

c. Questions for EPP concerning additional evidence, data, interviews

None

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

None

4. Recommendation

The ARM 10.58.521 Reading Specialists K-12 standard is MET.



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ARM 10.58.522 Science Broadfield and Secondary Education Double Major

1. Summary of findings

The University of Montana Western (UMW) offers a Bachelor of Science degree with eligibility for endorsement in Science Broadfield & Secondary Education, a double major. UMW science candidates complete a major in secondary education (Institutional Report (IR) (IR (2) p. 2 of 85), and a major in Science Broadfield (IR (7) p. 69). The Science Broadfield major includes a concentration in Biology, with significant coursework in Chemistry, Physics, and Geology (IR, 10.58.522 (1)). The program review found that the Science Broadfield and Secondary Education Double Major program is consistent with the Administrative Rules of Montana (ARM) 10.58.522.

Documents reviewed include: UMW Institutional Report; UMW 2015-16 Course Catalog; Defense of Teacher Work Samples: Data Summaries 2013-2015; EDU 201 Teacher Work Sample, Part A, Introduction to Education with Field Experience; EDU 222 Teacher Work Sample, Part B: Planning for Differentiation of Instruction; Data Summaries: Teacher Work Sample, Parts A and B, Spring 2013-2014; UMW Licensure Eligibility Data Report; Montana Assessment for Content Knowledge Verification: Educator Candidates , September 2014; Lesson Plans- UMW Teacher Education Programs (TEP); Lesson Plans – UMW TEP, Data Summaries 2013-2015; Unit Plans – UMW Teacher Education Programs– Data Summaries; UMW InTASC Model Core Teaching Standards; InTASC Standards and Course Alignment.

The UMW teacher candidates' knowledge, skills, and dispositions (KSDs) are assessed throughout the Teacher Education Program (TEP). In 2013 the Educator Preparation Provider (EPP) faculty developed and implemented instructions and rubrics for lesson and unit planning development based on the InTASC Standards. In the fall of 2104, the EPP faculty analyzed the first year data gathered during the 2013 academic year. While data confirmed that the EPP is able to compare candidate performance from year to year, the faculty needed to develop a way to compare candidate's lesson planning skills early in the program to the skills late in the program (*Lesson Plans – Data Summaries 2013-2015*, pg. 3-4). The aggregated TEP data are summarized on page 2 of *Lesson Plans – Data Summaries 2013-2014*, and by program on pages 6 and 7. Data summaries for unit planning are presented in *Unit Plans – Data Summaries for 2013-2015*.

The UMW 2015-16 Final Course Catalog outlines the credit requirements for the Science Broadfield & Secondary Education Double Major program of study and corresponding course descriptions. A general alignment seems to exist between a comparison of the Institutional Report (IR) and the course catalog credit requirements and course descriptions.



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a. Evidence Consistent with meeting the standard

Overall the credit requirements and course descriptions referenced in the 2015-16 course catalog, other documents reviewed, and the IR are consistent with meeting the standard ARM10.58.522 Science Broadfield. The EPP has established a regular, purposeful and data-informed process to assess candidate performance skills of the KSDs and make adjustments to the program to help ensure ongoing professional growth of each candidate.

b. Evidence Inconsistent with meeting the standard

None

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None

b. Evidence in need of clarification or confirmed

None

c. Questions for EPP concerning additional evidence, data, interviews

None

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

None

4. Recommendation

The ARM 10.58.522 Science Broadfield and Secondary Double Major standard is MET.



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ARM 10.58.523 Science Biology and Secondary Education Double Major and Biology Minor

1. Summary of findings

The University of Montana Western (UMW) offers an Biology and Secondary Education Double Major and Biology Minor. The program review found that the Biology and Secondary Education Double Major and Biology Minor are consistent with the Administrative Rules of Montana (ARM) 10.58.522.

Documents reviewed include: UMW Institutional Report (IR); UMW 2015-16 Course Catalog; Defense of Teacher Work Samples: Data Summaries 2013-2015; EDU 201 Teacher Work Sample, Part A, Introduction to Education with Field Experience; EDU 222 Teacher Work Sample, Part B: Planning for Differentiation of Instruction; Data Summaries: Teacher Work Sample, Parts A and B, Spring 2013-2014; UMW Licensure Eligibility Data Report; Montana Assessment for Content Knowledge Verification: Educator Candidates , September 2014; Lesson Plans- UMW Teacher Education Programs (TEP); Lesson Plans – UMW TEP, Data Summaries 2013-2015; Unit Plans – UMW Teacher Education Programs– Data Summaries; UMW InTASC Model Core Teaching Standards; and Interstate Teacher Assessment and Support Consortium (InTASC) Standards and Course Alignment.

The UMW teacher candidates’ knowledge, skills, and dispositions (KSDs) are assessed throughout the Teacher Education Program (TEP). In 2013 the Educator Preparation Provider (EPP) faculty developed and implemented instructions and rubrics for lesson and unit planning development based on the InTASC Standards. In the fall of 2104, the EPP faculty analyzed the first year data gathered during the 2013 academic year. While data confirmed that the EPP is able to compare candidate performance from year to year, the faculty needed to develop a way to compare candidate’s lesson planning skills early in the program to the skills late in the program (*Lesson Plans – Data Summaries 2013-2015*, pg. 3-4). The aggregated TEP data are summarized on page 2 of *Lesson Plans – Data Summaries 2013-2014*, and by program on pages 6 and 7. Data summaries for unit planning are presented in *Unit Plans – Data Summaries for 2013-2015*.

The Science Department supports the EPP in producing teaching candidates for Biology, Earth Science, and Broadfield Science. The partnership between the EPP and the department is strong as illustrated by the direct involvement of the EPP/Science liaison. This relationship is an illustration of how the science educator is viewed as an equal member of the EPP faculty. Each candidate pursuing a science related education degree has two advisors, one from the EPP and one from the science department. The department also does not separate the education candidates from the non-education candidates, both must meet the same expectations for research and lab/field experiences across the department. As a result of the analysis of



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candidates' PRAXIS II content knowledge data, the science faculty identified and implemented program changes. One example of program improvement is the active engagement of the science education candidates in a pre/post process using the Cornell Critical Thinking Survey.

The UMW 2015-16 Final Course Catalog outlines the credit requirements for Biology and Secondary Education Double Major and Biology Minor program of study and corresponding course descriptions. A general alignment exists across the Biology Education Major and Minor as reported in the IR and the course catalog and course descriptions.

a. Evidence Consistent with meeting the standard

Overall the credit requirements and course descriptions referenced in the 2015-16 course catalog, other documents reviewed, and the IR are consistent with meeting the standard ARM10.58.522 Science Biology. The EPP has established a regular, purposeful and data-informed process to assess candidate performance skills of the KSDs and make adjustments to the program to help ensure ongoing professional growth of each candidate and continuous program improvement.

b. Evidence Inconsistent with meeting the standard

None

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None

b. Evidence in need of clarification or confirmed

None

c. Questions for EPP concerning additional evidence, data, interviews

None

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

None

4. Recommendation

The ARM 10.58.522 Science Biology and Secondary Double Major and Biology Minor standard is MET.



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ARM 10.58.523 Earth Science and Secondary Education Double Major and Earth Science Minor

1. Summary of findings

The University of Montana Western (UMW) offers an Earth Science and Secondary Education Double Major. The Earth Science Major is not a stand-alone major and must include the Secondary Education Major to be eligible for licensure and endorsement. The program review found that the Earth Science and Secondary Education Double Major and Earth Science Minor are consistent with the Administrative Rules of Montana (ARM) 10.58.522.

Documents reviewed include: UMW Institutional Report (IR); UMW 2015-16 Course Catalog; Defense of Teacher Work Samples: Data Summaries 2013-2015; EDU 201 Teacher Work Sample, Part A, Introduction to Education with Field Experience; EDU 222 Teacher Work Sample, Part B: Planning for Differentiation of Instruction; Data Summaries: Teacher Work Sample, Parts A and B, Spring 2013-2014; UMW Licensure Eligibility Data Report; Montana Assessment for Content Knowledge Verification: Educator Candidates , September 2014; Lesson Plans- UMW Teacher Education Programs (TEP); Lesson Plans – UMW TEP, Data Summaries 2013-2015; Unit Plans – UMW Teacher Education Programs– Data Summaries; UMW InTASC Model Core Teaching Standards; and Interstate Teacher Assessment and Support Consortium (InTASC) Standards and Course Alignment.

The UMW teacher candidates' knowledge, skills, and dispositions (KSDs) are assessed throughout the Teacher Education Program (TEP). In 2013 the Educator Preparation Provider (EPP) faculty developed and implemented instructions and rubrics for lesson and unit planning development based on the InTASC Standards. In the fall of 2104, the EPP faculty analyzed the first year data gathered during the 2013 academic year. While data confirmed that the EPP is able to compare candidate performance from year to year, the faculty needed to develop a way to compare candidate's lesson planning skills early in the program to the skills late in the program (*Lesson Plans – Data Summaries 2013-2015*, pg. 3-4). The aggregated TEP data are summarized on page 2 of *Lesson Plans – Data Summaries 2013-2014*, and by program on pages 6 and 7. Data summaries for unit planning are presented in *Unit Plans – Data Summaries for 2013-2015*.

The Science Department supports the EPP in producing teaching candidates for Biology, Earth Science, and Broadfield Science. The partnership between the EPP and the department is strong as illustrated by the direct involvement of the EPP/Science liaison. This relationship is an illustration of how the science educator is viewed as an equal member of the EPP faculty. Each candidate pursuing a science related education degree has two advisors, one from the EPP and one from the science department. The department also does not separate the education



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candidates from the non-education candidates, both must meet the same expectations for research and lab/field experiences across the department. As a result of the analysis of candidates' PRAXIS II content knowledge data, the science faculty identified and implemented program changes. One example of program improvement is the active engagement of the science education candidates in a pre/post process using the Cornell Critical Thinking Survey.

The UMW 2015-16 Final Course Catalog outlines the credit requirements for each program of study and corresponding course descriptions. A general alignment exists across the Earth Science Secondary Education Double Major and Minor as reported in the IR and the course catalog and course descriptions. One omission was found:

- GEO 494 Senior Geological Seminar listed in the IR (3)(a)(c)(d)(f) was not found in the 2015-16 course catalog.

a. Evidence Consistent with meeting the standard

Overall the credit requirements and course descriptions referenced in the 2015-16 course catalog, other documents reviewed, and the IR are consistent with meeting the standard ARM10.58.522 Earth Science. The EPP has established a regular, purposeful and data-informed process to assess candidate performance skills of the KSDs and make adjustments to the program to help ensure ongoing professional growth of each candidate and continuous program improvement.

b. Evidence Inconsistent with meeting the standard

None

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None

b. Evidence in need of clarification or confirmed

Correction to 2015-16 course catalog - GEO 494

UMW Response

Corrections to the course catalog have been made.

c. Questions for EPP concerning additional evidence, data, interviews

None



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

None

4. Recommendation

The ARM 10.58.522 Earth Science and Secondary Double Major and Minor standard is MET.



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ARM 10.58.523 Social Studies Broadfield and Secondary Education Double Major

1. Summary of findings

The University of Montana Western (UMW) offers a Bachelor of Arts Degree in Interdisciplinary Social Sciences and Secondary (ISSS) Education, a double major. The ISSS program consists of the Government Minor (Political Science) and the Modern History Minor with additional coursework selected from the other Social Sciences: Economics, Geography, Psychology, Sociology, Anthropology Philosophy, and Environmental Sciences. Modern History Minor must include 1 non-American History course and HSTA 355 Montana and American West (2015-16 course catalog, p. 93). Candidates may choose electives from Bachelor of Arts: Interdisciplinary Social Sciences Minor, e.g., HSTA 111 American Civil Rights Movement (2015-16 course catalog, p. 98). The program review found that the ISSS program is consistent with the ARM 10.58.523.

Documents reviewed include: UMW Institutional Report (IR); UMW 2015-16 Course Catalog; Defense of Teacher Work Samples: Data Summaries 2013-2015; EDU 201 Teacher Work Sample, Part A, Introduction to Education with Field Experience; EDU 222 Teacher Work Sample, Part B: Planning for Differentiation of Instruction; Data Summaries: Teacher Work Sample, Parts A and B, Spring 2013-2014; UMW Licensure Eligibility Data Report; Montana Assessment for Content Knowledge Verification: Educator Candidates , September 2014; Lesson Plans- UMW Teacher Education Programs (TEP); Lesson Plans – UMW TEP, Data Summaries 2013-2015; Unit Plans – UMW Teacher Education Programs– Data Summaries; UMW InTASC Model Core Teaching Standards; Interstate Teachers Assessment and Support Consortium (InTASC) Standards and Course Alignment.

The Social Studies Broadfield Double Major, or ISSS, is a multidisciplinary program. The 2015-16 course catalog for the broadfield double major includes descriptions and credit requirements by the Social Studies Broadfield and by discipline, e.g., Anthropology (ANTY, p. 158); Economics (ECNS, p. 173); Geography (GPHY, p. 189); Psychology (PSYX, p. 209). As with other secondary education licensure/endorsement programs, the ISSS double major credit requirements and descriptions also include the professional education core coursework (Education (EDU), p. 177).

The UMW teacher candidates' knowledge, skills, and dispositions (KSDs) are assessed throughout the Teacher Education Program (TEP). In 2013 the Educator Preparation Provider (EPP) faculty developed and implemented instructions and rubrics for lesson and unit planning development based on the InTASC Standards. In the fall of 2104, the EPP faculty analyzed the first year data gathered during the 2013 academic year. While data confirmed that the EPP is



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able to compare candidate performance from year to year, the faculty needed to develop a way to compare candidate's lesson planning skills early in the program to the skills late in the program (*Lesson Plans – Data Summaries 2013-2015*, pg. 3-4). The aggregated TEP data are summarized on page 2 of *Lesson Plans – Data Summaries 2013-2014*, and by program on pages 6 and 7. Data summaries for unit planning are presented in *Unit Plans – Data Summaries for 2013-2015*.

a. Evidence Consistent with meeting the standard

Interdisciplinary Social Sciences Broadfield and Secondary Education Double Major section of the IR is consistent with the standard ARM 10.58.523. In addition, the EPP has established a regular, purposeful and data-informed process to assess candidate performance skills of the KSDs and make adjustments to the program to help ensure ongoing professional growth of each candidate and continuous program improvement.

b. Evidence Inconsistent with meeting the standard

None

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None

b. Evidence in need of clarification or confirmed

ENVS Natural Resource Law course number missing from IR

UMW Response

Corrections have been made to the IR.

c. Questions for EPP concerning additional evidence, data, interviews

None

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

None

4. Recommendation

The ARM 10.58.523 Social Studies Broadfield standard is MET.



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ARM 10.58.523 Social Studies History and Secondary Education Double Major and History Minor

1. Summary of findings

The University of Montana Western (UMW) offers a Bachelor of Arts in Modern History and Secondary Education, a double major and a History Minor. Candidates completing the History Minor must complete a major in another education content area to be eligible for licensure and endorsement. The program review found that the Modern History and Secondary Education Double Major and the History Minor are consistent with the Administrative Rules of Montana (ARM) 10.58.523.

Documents reviewed include: UMW Institutional Report (IR); UMW 2015-16 Course Catalog; Defense of Teacher Work Samples: Data Summaries 2013-2015; EDU 201 Teacher Work Sample, Part A, Introduction to Education with Field Experience; EDU 222 Teacher Work Sample, Part B: Planning for Differentiation of Instruction; Data Summaries: Teacher Work Sample, Parts A and B, Spring 2013-2014; UMW Licensure Eligibility Data Report; Montana Assessment for Content Knowledge Verification: Educator Candidates , September 2014; Lesson Plans- UMW Teacher Education Programs (TEP); Lesson Plans – UMW TEP, Data Summaries 2013-2015; Unit Plans – UMW Teacher Education Programs– Data Summaries; UMW InTASC Model Core Teaching Standards; InTASC Standards and Course Alignment.

The UMW 2015-16 Final Course Catalog outlines the credit requirements for the Modern History and Secondary Education Double Major and History Minor programs of study and corresponding course descriptions. A general alignment exists across the IR and the course catalog and course descriptions.

a. Evidence Consistent with meeting the standard

Overall the credit requirements and course descriptions referenced in the 2015-16 course catalog, other documents reviewed, and the IR are consistent with meeting the standard ARM 10.58.523 History Major and Minor. In addition, the EPP has established a regular, purposeful and data-informed process to assess candidate performance skills of the KSDs and make adjustments to the program to help ensure ongoing professional growth of each candidate and continuous program improvement.

b. Evidence Inconsistent with meeting the standard

None

2. List of Onsite tasks to be completed



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a. Evidence in need of verification or corroboration

None

b. Evidence in need of clarification or confirmed

None

c. Questions for EPP concerning additional evidence, data, interviews

None

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

None

4. Recommend

The ARM 10.58.523 Social Studies History and Secondary Educator Double Major and History Minor standard is MET.



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ARM 10.58.528 Computer Science K-12 (Minor)

1. Summary of findings

The University of Montana Western (UMW) offers a Bachelor of Science in Computer Science K-12 Minor. The program review found that the Computer Science K-12 Minor program is consistent with the Administrative Rules of Montana (ARM) 10.58.528.

Documents reviewed include: UMW Institutional Report (IR); UMW 2015-16 Course Catalog; Defense of Teacher Work Samples: Data Summaries 2013-2015; EDU 201 Teacher Work Sample, Part A, Introduction to Education with Field Experience; EDU 222 Teacher Work Sample, Part B: Planning for Differentiation of Instruction; Data Summaries: Teacher Work Sample, Parts A and B, Spring 2013-2014; UMW Licensure Eligibility Data Report; Montana Assessment for Content Knowledge Verification: Educator Candidates, September 2014; Lesson Plans- UMW Teacher Education Programs (TEP); Lesson Plans – UMW TEP, Data Summaries 2013-2015; Unit Plans – UMW Teacher Education Programs– Data Summaries; UMW InTASC Model Core Teaching Standards; InTASC Standards and Course Alignment.

The UMW teacher candidates' knowledge, skills, and dispositions (KSDs) are assessed throughout the Teacher Education Program (TEP). In 2013 the Educator Preparation Providers (EPP) faculty developed and implemented instructions and rubrics for lesson and unit planning development based on the InTASC Standards. In the fall of 2104, the EPP faculty analyzed the first year data gathered during the 2013 academic year. While data confirmed that the EPP is able to compare candidate performance from year to year, the faculty needed to develop a way to compare candidate's lesson planning skills early in the program to the skills late in the program (*Lesson Plans – Data Summaries 2013-2015*, pg. 3-4). The aggregated TEP data are summarized on page 2 of *Lesson Plans – Data Summaries 2013-2014*, and by program on pages 6 and 7. Data summaries for unit planning are presented in *Unit Plans – Data Summaries for 2013-2015*.

The UMW 2015-16 Final Course Catalog outlines the credit requirements for the Computer Science K-12 Minor program of study and corresponding course descriptions. A general alignment does exist across the IR and the course catalog credit requirements and course descriptions. However, the review revealed the following errors/omissions:

- 1) The IR sections (1) (a)(i)(ii)(iii)(iv)(v) and (1)(b)(ii) and (1)(c)(i)(ii)(iii)(iv)(v)(viii) reference COMS 111 Programming Fundamentals. This course is not found in the UMW 2015-16 catalog course descriptions, page 171, or credit requirements, page 152.



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- 2) The IR sections (1)(a)(i)(ii)(iii)(iv)(v) and (1)(b)(ii)(iv) and (1)(c)(i)(ii)(iv)(v) reference COMS 215 Intro to Computer Programming. This course is not found in the UMW 2015-16 catalog course descriptions, page 171, or credit requirements, page 152.
- 3) The IR sections (1)(b)(ii)(iii) reference MATH 103 Game Theory. This course is not found in the UMW 2015-16 catalog course descriptions, page 202, or credit requirements, page 152.
- 4) There is inconsistent reference, in IR sections (1)(c)(vi)(vii) and (1)(d)(i)(ii)(iii) , to COMS 403 System Analysis and Design. This course is referenced in the UMW 2015-16 catalog, page 197, as **ITS** 403. Also, this course is not found in the credit requirements, page 152 of the catalog.
- 5) There are typos in IR sections (1)(c)(vi)(vii) and (1)(d)(i) ITS 20 Computer Hardware/Software Management should read ITS 205.
- 6) There is an incorrect reference in IR section (1)(d)(i)(iii) to a course. COMS 176 Intro to Route Technology is referenced in the UMW 2015-16 course catalog and on page 152 of the course requirements in the catalog as ITS 176.
- 7) COMS 115 Computers for Educators is referenced in section (1)(f)(i)(iii) but is not found on page 152 of the credit requirements of UMW 2015-16 catalog.

a. Evidence Consistent with meeting the standard

Excepting the errors and omissions, the overall the credit requirements and course descriptions referenced in the 2015-16 course catalog, other documents reviewed, and the IR are consistent with meeting the standard ARM 10.58.528. The EPP has established a regular, purposeful and data-informed process to assess candidate performance skills of the KSDs and make adjustments to the program to help ensure ongoing professional growth of each candidate and continuous program improvement.

b. Evidence Inconsistent with meeting the standard

None

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

- 1) COMS 111 Programming Fundamentals
- 2) COMS 215 Intro to Computer Programming
- 3) MATH 103 Game Theory
- 4) COMS 403 System Analysis and Design
- 5) COMS 176 Intro to Route Technology
- 6) COMS 115 Computers for Educators

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b. Evidence in need of clarification or confirmed

Corrections to IR 10.58.528 and catalog as noted.

UMW Response

Corrections to the IR and catalog have been made.

c. Questions for EPP concerning additional evidence, data, interviews

None

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

None

4. Recommendation

The ARM 10.58.528 Computer Science standard is MET.



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ARM 10.58.531 Early Childhood Education (Major)

1. Summary of findings

The University of Montana Western (UMW) offers a Bachelor of Science in Early Childhood Education: Pre-Kindergarten through Grade 3 (ECE P-3). The program review found that the Early Childhood Education P-3 program is consistent with Administrative Rules of Montana (ARM) 10.58.531.

Documents reviewed include: UMW Institutional Report (IR); UMW 2015-16 Course Catalog; Defense of Teacher Work Samples: Data Summaries 2013-2015; EDU 201 Teacher Work Sample, Part A, Introduction to Education with Field Experience; EDU 222 Teacher Work Sample, Part B: Planning for Differentiation of Instruction; Data Summaries: Teacher Work Sample, Parts A and B, Spring 2013-2014; UMW Licensure Eligibility Data Report; Montana Assessment for Content Knowledge Verification: Educator Candidates , September 2014; Lesson Plans- UMW Teacher Education Programs (TEP); Lesson Plans – UMW TEP, Data Summaries 2013-2015; Unit Plans – UMW Teacher Education Programs– Data Summaries; UMW InTASC Model Core Teaching Standards; InTASC Standards and Course Alignment.

The UMW 2015-16 Final Course Catalog outlines the credit requirements for the ECE P-3 program of study and corresponding course descriptions. A general alignment seems to exist between a comparison of the IR and the course catalog and credit requirements content. However, five omissions were identified:

- 1) EDEC 385-386: Integrated Curriculum in EC and Lab is referenced in the IR multiple times in the following areas: (1)(b),(1)(m),(1)(n) and (1)(q) but is omitted in the 2015-16 course catalog.
- 2) The IR contains no discussion of EDEC 283 or EDEC 284 – required ECE courses for all education candidates.
- 3) The IR references EDEC 491 (1)(q)(iv)- EDEC 491 is not found in the catalog.
- 4) The IR references EDEC 381 and EDEC 382 multiple times in the following areas: (1)(p), (1)(q),(1)(q)(i),(1)(q)(ii),(1)(q)(iii),(1)(q)(iv) and (1)(q)(v) – EDEC 381 and EDEC 382 are course numbering errors. The catalog includes EDEC 281 and EDEC 282 a required courses on page.

a. Evidence Consistent with meeting the standard

Excepting for the few errors and omissions, the overall the credit requirements and course descriptions referenced in the 2015-16 course catalog, other supporting documentation provided, and the IR are consistent with meeting the standard ARM 10.58.531.



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b. Evidence Inconsistent with meeting the standard

None

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None

b. Evidence in need of clarification or confirmed

See above

UMW Response

The UMW offers a new degree in ECE P-3. Because the ECE P-3 is a new program, the EPP does not yet have available data for review. Also as a new program, the course names and numbers were only recently added to the UMW 2015-2016 catalog. The 2015-2015 catalog lists several courses labeled EDEC 291, 391, or 491. "91" is a temporary course number in use until the Office of the Commissioner of Higher Education assigns a permanent number and course name. Therefore, these courses do not yet appear in the catalog course descriptions.

Below are a few new course names and numbers that have been added to the current catalog:

- EDEC 491 Health, Safety & Nutrition in Early Childhood
- EDEC 381 & 382 are now EDEC 281 & 282
- EDEC 385 & 386 are now EDEC 283 & 284

c. Questions for EPP concerning additional evidence, data, interview

None

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

None

4. Recommendation

The ARM 10.58.531 Early Childhood Education Preschool through Grade 3 standard is MET.



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ARM 10.58.532 Elementary Education

1. Summary of findings

The University of Montana Western (UMW) offers an Bachelor of Science in Elementary Education. The program review indicates that the Elementary Education program is consistent with the Administrative Rules of Montana (ARM) 10.58.532 standard.

Documents reviewed include: UMW Institutional Report (IR); UMW 2015-16 Course Catalog; Defense of Teacher Work Samples: Data Summaries 2013-2015; EDU 201 Teacher Work Sample, Part A, Introduction to Education with Field Experience; EDU 222 Teacher Work Sample, Part B: Planning for Differentiation of Instruction; Data Summaries: Teacher Work Sample, Parts A and B, Spring 2013-2014; UMW Licensure Eligibility Data Report; Montana Assessment for Content Knowledge Verification: Educator Candidates , September 2014; Lesson Plans- UMW Teacher Education Programs (TEP); Lesson Plans – UMW TEP, Data Summaries 2013-2015; Unit Plans – UMW Teacher Education Programs– Data Summaries; UMW InTASC Model Core Teaching Standards; InTASC Standards and Course Alignment.

The UMW teacher candidates’ knowledge, skills, and dispositions (KSDs) are assessed throughout the Teacher Education Program (TEP). In 2013 the Educator Preparation Providers (EPP) faculty developed and implemented instructions and rubrics for lesson and unit planning development based on the InTASC Standards. In the fall of 2104, the EPP faculty analyzed the first year data gathered during the 2013 academic year. While data confirmed that the EPP is able to compare candidate performance from year to year, the faculty needed to develop a way to compare candidate’s lesson planning skills early in the program to the skills late in the program (*Lesson Plans – Data Summaries 2013-2015*, pg. 3-4). The aggregated TEP data are summarized on page 2 of *Lesson Plans – Data Summaries 2013-2014*, and by program on pages 6 and 7. Data summaries for unit planning are presented in *Unit Plans – Data Summaries for 2013-2015*.

The UMW 2015-16 Final Course Catalog outlines the credit requirements for the Elementary Education program of study and corresponding course descriptions. A general alignment seems to exist between a comparison of the IR and the course catalog and course descriptions. However, the review revealed inconsistencies:

- 1) The following courses are referenced as electives in the IR (1) (f), but are not found on page 195 of the UMW 2015-16 catalog nor in the Credit Requirements on page 131 of the catalog:
 - ISSS 121 American National & State Government
 - ISSS 201 The World Economy



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ISSS 202 Political Geography of the Rocky Mountain West
ISSS 213 Intro to Global Politics

- 2) ARTZ 101 Beginning Art is referenced in the IR (1) (g), but is not found on the Credit Requirements listed on page 131 of the catalog.
- 3) The course number is omitted in section (1) (g) of the IR for COMX 217 Oral Interpretation of Literature.

a. Evidence Consistent with meeting the standard

Excepting the inconsistencies, overall the credit requirements and course descriptions referenced on the 2015-16 course catalog, other documents reviewed, and the IR are consistent with meeting the standard ARM 10.58.532. In addition, the EPP has established a regular, purposeful and data-informed process to assess candidate performance skills of the KSDs and make adjustments to the program to help ensure ongoing professional growth of each candidate and continuous program improvement.

b. Evidence Inconsistent with meeting the standard

None

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None

b. Evidence in need of clarification or confirmed

Corrections to IR 10.58.532 and catalog

UMW Response

The UMW courses labeled “ISSS” were changed by the MT Office of the Commissioner of Higher Education in summer of 2015. A new series of equivalent political science and geography courses have been created in the 2015-2016 UMW catalog. The new courses have the rubrics PSCI or GPYH.

ARTZ 101 was removed from the degree in summer 2015. The new courses being used are ARTZ 105 and 106.

Corrections have been made to the IR.

c. Questions for EPP concerning additional evidence, data, interviews



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None

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

None

4. Recommendations

The ARM 10.58.532 Elementary Education standard is MET.



ITEM 10

MONTANA STATE UNIVERSITY (MSU)
TEACHER EDUCATION PROGRAM STATE
EXIT REPORT AND CAEP DRAFT REPORT

Dr. Linda Vrooman Peterson, OPI

Dr. Jayne Downey, Department of Education
Head, MSU

Dr. Tena Versland, Educational Leadership,
MSU

Dr. Mary Susan Fishbaugh, Dean of the
College of Education at Montana State
University-Billings

EXECUTIVE SUMMARY

DATE: MARCH 2016

PRESENTATION: Montana State University (MSU) Teacher Education Program State Exit Program Report and CAEP Draft Report

PRESENTER: Linda Vrooman Peterson, Ph.D.
Administrator of Accreditation and Educator Preparation
Office of Public Instruction

OVERVIEW: The OPI provides to the Board of Public Education (BPE) the State Exit Program Report and draft CAEP report from the site visit of the Educator Preparation Provider (EPP) at Montana State University (MSU). The site visit occurred November 2-4, 2015, on MSU's campus Bozeman, Montana. This joint review was conducted by the Council for the Accreditation of Educator Preparation (CAEP), the national EPP accrediting entity, and the Montana BPE, the Montana accrediting body. This is a discussion item.

The presentation will include reports from Dr. Mary Susan Fishbaugh, State Team Chair; Dr. Jayne Downey, Department Head, MSU; Dr. Tena Versland, Educational Leadership Program Leader; and Dr. Linda Vrooman Peterson, OPI. The presenters will address the purpose of the joint accreditation review, state exit program and draft CAEP reports, MSU's overall report of the process, and accreditation approval timeline.

The joint accreditation visit focused on the CAEP/Montana unit standards, which address the EPP's overall curricular program design, instruction, assessment, and data-informed decisions; and Montana's Professional Educator Preparation Program Standards, Subchapter 5, Teaching Areas: Specific Standards and Subchapter 7, Specializations: Supervisory and Administrative Advanced Standards.

January 2016

Informational The OPI presents to the BPE an overview of the Joint CAEP - Montana site visits and the approval process and proposed timeline.

March 2016

Discussion The State Visitor Team Chair will present the State Exit Program Report to the BPE. The EPP representatives may participate in the discussion.

May 2016

Action MSU CAEP Standards Institutional Report will be presented to CAEP Accreditation Council for final action.

May 2016

Action BPE Final Action: Upon recommendation of the state superintendent the BPE takes action on the final State Exit Program Report and the EPP's Accreditation/Approval status.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Discussion



Montana
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MEMORANDUM

December 23, 2015

TO Dr. Jayne Downey, Head
 Department of Education
 College of Education, Health and Human Development
 Montana State University

 Dr. Alison Harmon, Dean
 College of Education, Health and Human Development
 Montana State University

FROM Dr. Linda Vrooman Peterson, Administrator
 Accreditation and Educator Preparation
 Office of Public Instruction (OPI)

RE State Exit Program Report 2015

The Montana Site Visitor Team has completed the State Exit Program Report of the Teacher Education Program (TEP) at Montana State University (MSU). The site visit occurred November 2-4, 2015, on MSU's campus in Bozeman, Montana. This joint review was conducted by the Council for the Accreditation of Educator Preparation (CAEP), the national educator preparation accrediting entity; and the Montana Board of Public Education (BPE), the Montana accrediting body. The site visit a review of the CAEP/Montana unit standards and the Montana Professional Educator Preparation Program Standards Subchapter 5 - Teaching Areas: Specific Standards Initial Programs, and Subchapter 7 - Specializations: Supervisory and Administrative Programs Advanced Programs. The exit report includes the narrative reports of the program standards and the corresponding institutional report ratings. The State Exit Program Report is attached.

The TEP is asked to review and correct errors and omissions to the State Exit Program Report. Return corrections to the OPI. The TEP may write a rejoinder to the report as necessary.

The final State Exit Program Report will include the state superintendent's recommendation to the BPE of the TEP's approval status. MSU will receive a copy of the final report. MSU will also receive an invitation to attend the March meeting of the BPE.

The timeline of the BPE approval process is outlined below.

- January 2016
Informational: The OPI presents to the BPE an overview of the Joint CAEP/Montana site visit, approval process, and proposed timeline.
- March 2016
Discussion: The State Visitor Team Chair will present the State Exit Program Report to the BPE. The TEP and Education Leadership representatives may participate in the discussion.
- May 2016
CAEP Action: Montana State University TEP CAEP Report will be presented to the CAEP Accreditation Council for final action.
- May 2016
BPE Action: Upon recommendation of the state superintendent the BPE takes action on the final State Exit Program Report and the TEP's and Educational Leadership Accreditation/Approval status.

For more information, contact Linda Vrooman Peterson by telephone at 406-444-5726, or by email at lvpeterson@mt.gov.

cc: Dr. Mary Susan Fishbaugh, State Team Chair, Montana State University Billings
Nancy Coopersmith, Assistant Superintendent, OPI

Attachments

Teacher Education Program (TEP)
Mary Susan E. Fishbaugh, Chair

On November 2-4, 2015, an accreditation review of the Teacher Education Preparation Program (TEP) at Montana State University (MSU) was conducted by a joint team representing the Council for the Accreditation of Educator Preparation (CAEP) and the Montana Board of Public Education and the Superintendent of Public Instruction.

The responsibility of the Montana State Visitor Team was verification of MSU College of Education, Health and Human Development TEP Institutional Report meeting the Montana Professional Educator Preparation Program Standards. The review process seeks to ensure compliance with Administrative Rules of Montana, Chapter 10.58. Team members read documents, visited with field placement site personnel, and interviewed staff, faculty, administrators, and current and graduated candidates. The purpose of this document is to summarize the results of the team's findings.

ARM 10.58 Subchapter 5
Teaching Areas: Specific Standards Initial Programs

ARM	TITLE	STATUS	REPORT PAGE NUMBER
10.58.501	Teaching Standards	MET	3
10.58.502	Agricultural Education	MET	5
10.58.503	Art K-12	MET	7
10.58.509	English/Language Arts	MET	10
10.58.511	World Languages	MET	12
10.58.513	Health	MET	14
10.58.514	Family and Consumer Sciences	MET	16
10.58.515	Industrial Trades and Technology	MET	18
10.58.517	Library Media Specialists K-12	MET	20
10.58.518	Mathematics Major	MET	22
10.58.519	Music K-12	MET	24
10.58.520	Physical Education & Health K-12	MET	26
10.58.521	Reading Specialists K-12	MET	28
10.58.522	Science		
	• Biology	MET	30
	• Chemistry	MET	32
	• Physics	MET	34
	• Science Broadfield	MET	36

ARM	TITLE	STATUS	REPORT PAGE NUMBER
10.58.523	Social Studies		
	<ul style="list-style-type: none"> • Broadfield • History 	MET MET	39 41
10.58.532	Elementary Education	MET	43

ARM 10.58 Subchapter 7
Specializations: Supervisory and Administrative Programs

ARM	TITLE	STATUS	REPORT PAGE NUMBER
10.58.610	School Counseling Accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP)	MET	
10.58.705	School Principals, Supervisors, and Curriculum Directors	MET	45
10.58.706	Superintendents	MET	47

Commendations

The TEP is to be commended for their work in building partnerships on campus with other programs that prepare educators for content areas and off campus with area districts, schools, and educators.

The team wishes to thank the Montana State University administration, faculty, and students for the warm welcome and the comfortable work and lodging environment. Special thanks are extended to Dr. Downey for her leadership and to her team in organizing the visit, the speedy and competent response of those we called for technical help, and the forthrightness of faculty, both within and without the program, for sharing their observations, insights, experiences, and work.

Thank you all for a job well done.

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ARM 10.58.501 Teaching Standards

1. Summary of findings

The Teacher Education Program (TEP), administratively housed in the College of Education, Health, and Human Development at Montana State University (MSU), requires all teaching endorsement programs meet Administrative Rules of Montana (ARM) 10.58.501 Teaching Standards. The Montana teaching standards align to the Interstate Teacher Assessment and Support Consortium (InTASC, 2008/2014) Standards. The TEP addressed each section of the teaching standards to ensure that the program candidates and completers demonstrate e.g., content and pedagogical knowledge as applied to effective instructional skills and student learning. The program review found that the teaching standards are incorporated across the TEP and are consistent with ARM 10.58.501.

Documents reviewed include: MSU Institutional Report (IR); MSU TEP Inquiry Brief (IB), July 1, 2015; MSU 2015-16 Course Catalog; Alignment of MSU TEP Claims; Teacher Work Samples (TWS); State & InTASC Standards; and Assessments (Table 2.1, p. 20, MSU IB Self Study, 2015).

The TEP gathered, analyzed, and reported data for content and pedagogy mastery of program completers by cohort for three consecutive years, 2012-2013, 2013-2014, and 2014-2015. The TEP measured program completer progress toward meeting expectations specifically indicated by expected percentages of performance for the Praxis II (multiple measures), Teaching Practicum Items 1-4, TWS, Student Teaching, Items 1-4, and Graduate and Employer Surveys, Items 1-2.

During the site visit, team members attended a meeting of the University Teacher Education Committee (UTEC). All MSU departments and colleges offering teaching programs are represented at the UTEC monthly meetings, allowing a culture of evidence, based on candid and honest discussion. Through this culture of evidence, relationships are built on trust and collaboration. We heard directly from UTEC members:

“all voices are valid and heard;”
“the group practices what is preached;” and
“the individual welfare of students matters.”

These statements provide proof of the effectiveness of the UTEC goals and the desire for all faculty to collectively impact each student. UTEC members reported that several programs implement the Teacher Work Sample (TWS), assessment data, and Indian Education for All (IEFA).



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Based on information provided by the TEP during the site review, there is consistency, continuity, and alignment across the InTASC Standards, ARM 10.58.501 Teaching Standards, MSU's IR and the TEP's desired progress toward meeting the TEP Claims (Table 2.1, pg. 20, MSU IB Self Study).

a. Evidence Consistent with meeting the standard

MSU TEP IR
MSU TEP IB
MSU 2015-1026 Course Catalog
TEP syllabi including Practicum and Student Teaching
Overall Teacher Education Program K-8, 5-12, K-12
Alignment of MSU TEP Claims, State & InTASC Standards, and Assessments
TEP Graduate and Employer Surveys

b. Evidence Inconsistent with meeting the standard

None.

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None.

b. Evidence in need of clarification or confirmed

None.

c. Questions for TEP concerning additional evidence, data, and/or interviews

None.

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

None.

4. Recommendation

The ARM 10.58.501 Teaching Standards standard is MET.



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ARM 10.58.502 Agriculture Education

1. Summary of findings

Montana State University (MSU) offers a Bachelor of Science in Agriculture Education Broadfield, a teaching major. The Agriculture Education program of study includes agricultural economics, agricultural mechanics, animal and range sciences, and plant and soil sciences. Education field experience and foundational course work begins during the freshman year and builds sequentially and annually culminating in student teaching. Program completers are eligible to apply for a Montana Class 2 license with an endorsement in Agriculture Education Broadfield Grades 5-12. The program review found that Agriculture Education Broadfield Grades 5-12 is consistent with ARM 10.58.502.

Documents reviewed include: MSU Institutional Report (IR); MSU Teacher Education Program (TEP) Inquiry Brief (IB), July 1, 2015; MSU 2015-16 Course Catalog, Agriculture Education website; Agriculture Education and TEP Syllabi; Overall Teacher Education Program K-8, 5-12, K-12, pg.61-64 and Agriculture Education Broadfield Teaching 5-12, MSU TEP IB Self Study, 2015; Alignment of MSU TEP Claims, State & InTASC Standards, and Assessments, Table 2.1, p. 20, MSU IB Self Study, 2015.

Data results are reported by TEP - All Majors (pg. 59-63, MSU TEP IB) and by each teaching endorsement area (pg. 64-134, MSU TEP IB). Agriculture Education Broadfield 5-12 is a low-enrollment teaching endorsement area with five graduates in 2012-2013 and 2013-2014, and in 2014-2015 one graduate. Based on the data provided on pages 68-71 of the MSU IB Self Study 2015, data are collected, transferred to useful formats, and used to improve the program. The Agriculture Education Completers exceeded the TEP's desired outcome.

During the site visit, team members attended a meeting of the University Teacher Education Committee (UTEC). All MSU departments and colleges offering teaching programs are represented at the UTEC monthly meetings, where candid and honest discussion fosters a culture of evidence. UTEC members reported that program implementation of the Teacher Work Sample (TWS), assessment data, and Indian Education for All (IEFA) helps to meet the desired goals of their programs and the TEP claims.

a. Evidence Consistent with meeting the standard

- MSU Institutional Report
- MSU Inquiry Brief Self Study
- Agriculture Education course work and course descriptions



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Agriculture Education Broadfield Syllabi
Teacher Education Program Syllabi
Agriculture Education Program Specific Data Summary
UTEC Faculty Members

b. Evidence Inconsistent with meeting the standard

None.

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None.

b. Evidence in need of clarification or confirmed

None.

c. Questions for EPP concerning additional evidence, data, and/or interviews

AGED (1)(a)(ix) Biotechnology has no specific required course addressing this section of the standard. ANSC 100 and BIOB 160 are listed as courses that cover biotechnical-related contents.

MSU Response:

Biotechnology included in ANSC 100 Introduction to Animal Science syllabi.

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

None.

4. Recommendation

The ARM 10.58.502 Agriculture Education standard is MET.



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ARM 10.58.503 Art K-12

1. Summary of findings

Montana State University (MSU) offers a Bachelor of Arts in Art Education K-12 Broadfield, a teaching major. In addition an Art Education K-12 Minor (requiring 34 credits) is offered. The program of study for the major consists of art history and in studio art disciplines including drawing, painting, printmaking, photography, sculpture, ceramics, and metals. Education field experience and foundational course work begins during the freshman year and builds sequentially and annually culminating in student teaching. Program completers are eligible to apply for a Montana Class 2 license with an endorsement in Art K-12 Broadfield. The program review found that the Major and Minor in Art Education Broadfield Grades K-12 are consistent with ARM 10.58.502.

Documents reviewed include: MSU Institutional Report (IR); MSU Teacher Education Program (TEP) Inquiry Brief (IB), July 1, 2015; MSU 2015-16 Course Catalog; Art and Art Education website; Art Education Syllabi; Overall Teacher Education Program K-8, 5-12, K-12, pages 60-63; Art Education Broadfield K-12, pages 112-115, of MSU TEP IB 2015; Alignment of MSU TEP Claims; State & InTASC Standards; and Assessments (Table 2.1, p. 20, MSU IB Self Study 2015); Crosswalk – MSU TEP Claims and State and InTASC Standards & Program Assessments.

During the site visit, team members attended a meeting of the University Teacher Education Committee (UTEC). All MSU departments and colleges offering teaching programs are represented at the UTEC monthly meetings, where candid and honest discussion fosters a culture of evidence. The faculty of all departments and colleges reported that program implementation of the Teacher Work Sample (TWS), assessment data, and Indian Education for All (IEFA) helps to meet the desired goals of their programs and the TEP claims.

Based on the data provided on pages 112-115 of MSU TEP IB 2015, data are collected, put into useful formats and used to improve the program. Evidence shows that the program is small (serving only 4 – 6 graduates annually) but that mean scores are moving upward.

a. Evidence Consistent with meeting the standard

MSU Institutional Report
MSU Inquiry Brief Self Study
Art Education required coursework and course descriptions
Art Education Broadfield Syllabi
Teacher Education Program Syllabi



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Art Education Program Specific Data Summary
UTEC Faculty Members

b. Evidence Inconsistent with meeting the standard

None.

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None.

b. Evidence in need of clarification or confirmed

In the MSU EPP IR, section 10.58.503 (1)(e), the program specifies a focus on “visual literacy,” including “design thinking,” “visual communication,” and “problem solving.” Of these four areas of focus, only the phrase “problem solving” can be located in any of the recommended syllabi, and no course syllabi are referenced in this section of the IR. In light of the fact that the program states that visual literacy is a critical skill for negotiating the 21st century world, where are the concepts of visual literacy being taught?

c. Questions for EPP concerning additional evidence, data, and/or interviews

Referring to numbered sections in the MSU EPP Institutional Report, section 10.58.503:

(1)(f) refers to course EDU 370 – Integrating Technology Into Education. Even though this course is a precursor to further technology education later in a student’s course of study, are the technological applications for art education different from those of other subject areas? Does the program have consideration for electronic media as an art form?

ARTZ 109RA

ARTZ 105: Both courses state that “growth” is a requirement of the course assessment. It is not specified how growth is assessed and how this assessment factors into a student’s grade for the course.

MSU Response:

ARTZ 110R Visual Language: Ideation and Creativity defines growth in terms of creativity and personal expression. This is described as a long-term goal measured through sketch books, writings, scrap booking etc.



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Mid-semester and end-of-semester evaluations involve group critiques and portfolio reviews, and outcome critiques.

Confirmed through meeting with the UTEC.

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

None.

4. Recommendation

The ARM 10.58.503 Art K-12 standard is MET.



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ARM 10.58.509 English Language Arts

1. Summary of findings

Montana State University (MSU) offers a Bachelor of Arts in English with a teaching option. Teacher candidates complete a program of study in literature, language, and composition as preparation for teaching English Language Arts in accredited schools in Montana at grades 5-12. Education field experience and foundational course work begins during the freshman year and builds sequentially and annually culminating in student teaching. The program review found that the English Language Arts Grades 5-12 is consistent with ARM 10.58.509.

Documents reviewed include: MSU Institutional Report (IR); MSU Teacher Education Program (TEP) Inquiry Brief (IB), July 1, 2015; MSU 2015-16 Course Catalog; English Language Arts website; English Language Arts Syllabi; Overall Teacher Education Program 5-12; Alignment of MSU TEP Claims; State & InTASC Standards; and Assessments (Table 2.1, p. 20, MSU IB Self Study 2015); Crosswalk – MSU TEP Claims and State and InTASC Standards & Program Assessments.

The candidate assessment scores by year of graduation for English Teaching 5-12 indicate that the Educator Preparation Provider has established a consistent process to measure content mastery, understanding the development and diversity of learners and pedagogical and technological proficiency (English Teaching 5-12, pg. 80-83, MSU IB Self Study).

During the site visit, team members attended a meeting of the University Teacher Education Committee (UTEC). All MSU departments and colleges offering teaching programs are represented at the UTEC monthly meetings, where candid and honest discussion fosters a culture of evidence. UTEC members reported that program implementation of the Teacher Work Sample (TWS), assessment data, and Indian Education for All (IEFA) helps to meet the desired goals of their programs and the TEP claims.

a. Evidence Consistent with meeting the standard

MSU Institutional Report
MSU Inquiry Brief Self Study
English Language Arts required coursework and course descriptions
English Language Arts Syllabi
Teacher Education Program Syllabi
English Language Arts Program Specific Data Summary
UTEC Faculty



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b. Evidence Inconsistent with meeting the standard

None.

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None.

b. Evidence in need of clarification or confirmed

None.

c. Questions for EPP concerning additional evidence, data, and/or interviews

More information may be needed for English Teaching Completers relating to Claim 1: Content Mastery regarding the TWS and Claim 2: Understanding Development and Diversity of Learners regarding the Signature Assignment (English Teaching 5-12, page 80 and 83, MSU IB Self Study).

MSU Response:

The TWS is not designed to assess depth and breadth of content knowledge but to provide a view of the student's ability to organize a series of lessons, align with standards, level as necessary and demonstrate objectivity. Learner development and diversity are necessarily integral to successfully completing the TWS. Improved guidelines are intended to scaffold student TWS development from practicum to student teaching.

Target percent of completers' achieving program mastery goals was negatively impacted by small number.

Confirmed through meeting with the UTEC.

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

None.

4. Recommendation

The ARM 10.58.509 English Language Arts standard is MET.



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ARM 10.58.511 World Languages

1. Summary of findings

Montana State University (MSU) offers a Bachelor of Arts in Modern Languages and Literature with major and minor teaching options in French K-12, German K-12, and Spanish K-12. Education field experience and foundational course work begins during the freshman year and builds sequentially and annually culminating in student teaching. The program review found that the Modern Language Teaching Program Majors and Minors are consistent with ARM 10.58.511.

Documents reviewed include: MSU Institutional Report (IR); MSU Teacher Education Program (TEP) Inquiry Brief (IB), July 1, 2015, MSU 2015-16 Course Catalog, World Languages website; World Languages Syllabi; Overall Teacher Education Program 5-12; Alignment of MSU TEP Claims, State & InTASC Standards, and Assessments (Table 2.1, p. 20, MSU IB Self Study 2015); Crosswalk – MSU TEP Claims; 2015 State Standards; 2011 InTASC Standards & Program Assessments.

The candidate assessment scores by year of graduation for Modern Languages and Literature – French Teaching K-12 indicate that the Educator Preparation Provider (EPP) has established a consistent effort to measure content mastery, understanding the development and diversity of learners and pedagogical and technological proficiency (French Teaching K-12, pg. 120-123, MSU IB Self Study.)

The candidate assessment scores by year of graduation for Modern Languages and Literature – German Teaching K-12 indicate that there have been no Completers in Modern Languages and Literature – German Teaching K-12 for the past three years. (German Teaching K-12, pg. 124-126, MSU IB Self Study.)

The candidate assessment scores by year of graduation for Modern Languages and Literature – Spanish Teaching K-12 indicate that the EPP has established a consistent effort to measure content and pedagogy mastery, understanding the development and diversity of learners and pedagogical and technological proficiency (Spanish Teaching K-12, pg. 127-130, MSU IB Self Study.)

During the site visit, team members attended a meeting of the University Teacher Education Committee (UTEC). All MSU departments and colleges offering teaching programs are represented at the UTEC monthly meetings, where candid and honest discussion fosters a culture of evidence. UTEC members reported that program implementation of the Teacher Work Sample (TWS), assessment data, and Indian



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Education for All (IEFA) helps to meet the desired goals of their programs and the TEP claims.

a. Evidence Consistent with meeting the standard

MSU Institutional Report
MSU Inquiry Brief
Modern Language and Literature coursework and course descriptions
World Languages Syllabi
Teacher Education Program Syllabi
World Languages Program Specific Data Summary
UTEC Faculty Members

b. Evidence Inconsistent with meeting the standard

None.

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None.

b. Evidence in need of clarification or confirmed

None.

c. Questions for EPP concerning additional evidence, data, and/or interviews

More information may be needed for the Practicum Performance Assessment for the French Teaching K-12 option in Claim 3: Pedagogical and Technological Proficiency.

MSU Response:

Performance was based on **one** student who was rated 1.5 on one item.

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

None.

4. Recommendation

The ARM 10.58.511 World Languages standard is MET.



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ARM 10.58.513 Health

1. Summary of findings:

Montana State University (MSU) offers a Bachelor of Science in Health Enhancement K-12 (Health and Physical Education) Broadfield teaching major. MSU's Health Enhancement program integrates program standards of ARM 1058.513 Health and ARM 10.58.520 Physical Education. Education field experience and foundational course work begins during the freshman year and builds sequentially and annually culminating in student teaching. Program completers are eligible for a Montana license and endorsement in HPE K-12 Teaching. The program review found that the Health program is consistent with ARM 10.58.513.

Documents reviewed include: MSU Institutional Report (IR); MSU Teacher Education Program (TEP) Inquiry Brief (IB), July 1, 2015; MSU 2015-16 Course Catalog; Health Enhancement: Health and Physical Education Teaching K-12 Broadfield Major website; Health Syllabi; Overall Teacher Education Program 5-12; Alignment of MSU TEP Claims, State & InTASC Standards, and Assessments (Table 2.1, p. 20, MSU IB Self Study 2015); Crosswalk – MSU TEP Claims; 2015 State Standards; 2011 InTASC Standards & Program Assessments.

The candidate assessment scores by year of graduation for Health Enhancement K-12 indicate that the Educator Preparation Provider has established a consistent effort to measure content and pedagogy mastery, understanding the development and diversity of learners and pedagogical and technological proficiency (Health Enhancement K-12, pg. 116-119, MSU IB Self Study).

During the site visit, team members attended a meeting of the University Teacher Education Committee (UTEC). All MSU departments and colleges offering teaching programs are represented at the UTEC monthly meetings, where candid and honest discussion fosters a culture of evidence. UTEC members reported that program implementation of the Teacher Work Sample (TWS), assessment data, and Indian Education for All (IEFA) helps to meet the desired goals of their programs and the TEP claims.

a. Evidence Consistent with meeting the standard

- MSU Institutional Report
- MSU Inquiry Brief Self Study
- Health required coursework and course descriptions
- Health Syllabi
- Teacher Education Program Syllabi



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Health Program Specific Data Summary
UTEC Faculty Members

b. Evidence Inconsistent with meeting the standard

None.

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None.

b. Evidence in need of clarification or confirmed

None.

c. Questions for EPP concerning additional evidence, data, and/or interviews

More information may be needed for the Teacher Work Samples in Claim 1: Content Mastery, Claim 2: Understanding Development and Diversity of Learners, and Claim 3: Pedagogical and Technological Proficiency.

MSU Response:

The TWS is not designed to assess depth and breadth of content knowledge but to provide a view of the student's ability to organize a series of lessons, align with standards, level as necessary and demonstrate objectivity. Learner development and diversity are necessarily integral to successfully completing the TWS. Improved guidelines are intended to scaffold student TWS development from practicum to student teaching.

Small sample size negatively impacted measurement of completer performance.

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

None.

4. Recommendation

The ARM 10.58.513 Health standard is MET.



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ARM 10.58.514 Family and Consumer Sciences

1. Summary of findings

Montana State University (MSU) offers a Bachelor of Science in Family and Consumer Sciences (FCS), major and minor teaching options are available. Program completers are eligible for a Montana teaching license and endorsement in FCS Grades 5-12. The program review found that the FCS Major and Minor are consistent with ARM 10.58.514.

Documents reviewed include: MSU Institutional Report (IR); MSU Teacher Education Program (TEP) Inquiry Brief (IB), July 1, 2015; MSU 2015-16 Course Catalog; Family and Consumer Sciences website; Family and Consumer Sciences Syllabi; Overall Teacher Education Program 5-12; Alignment of MSU TEP Claims, State & InTASC Standards, and Assessments (Table 2.1, p. 20, MSU IB Self Study 2015); Crosswalk – MSU TEP Claims; 2015 State Standards; 2011 InTASC Standards & Program Assessments.

The candidate assessment scores by year of graduation for Family and Consumer Sciences Teaching 5-12 indicate that the TEP has established a consistent effort to measure content and pedagogy mastery of program completers, understanding the development and diversity of learners and pedagogical and technological proficiency (Family and Consumer Sciences Teaching 5-12, pg. 84-87, MSU IB Self Study).

During the site visit, team members attended a meeting of the University Teacher Education Committee (UTEC). All MSU departments and colleges offering teaching programs are represented at the UTEC monthly meetings, where candid and honest discussion fosters a culture of evidence. UTEC members reported that program implementation of the Teacher Work Sample (TWS), assessment data, and Indian Education for All (IEFA) helps to meet the desired goals of their programs and the TEP claims.

a. Evidence Consistent with meeting the standard

MSU Institutional Report
MSU Inquiry Brief Self Study
FCS required coursework and course description
Family and Consumer Sciences (FCS) Syllabi
Teacher Education Program Syllabi
FCS Program Specific Data Summary
UTEC Faculty Members



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b. Evidence Inconsistent with meeting the standard

None.

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None.

b. Evidence in need of clarification or confirmed

None.

c. Questions for EPP concerning additional evidence, data, and/or interviews

More information may be needed for the TWS in Claim 1: Content Mastery, Claim 2: Understanding Development and Diversity of Learners and Claim 3: Pedagogical and Technological Proficiency.

MSU Response:

The TWS is not designed to assess depth and breadth of content knowledge but to provide a view of the student's ability to organize a series of lessons, align with standards, level as necessary and demonstrate objectivity. Learner development and diversity are necessarily integral to successfully completing the TWS. Improved guidelines are intended to scaffold student TWS development from practicum to student teaching.

Small sample size negatively impacted measurement of completer performance.

Confirmed through meeting with the UTEC.

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

None.

4. Recommendation

The ARM 10.58.514 Family and Consumer Sciences standard is MET.



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ARM 10.58.515 Industrial Trades and Technology

1. Summary of findings

Montana State University (MSU) offers a Bachelor of Science in Technology Education Broadfield teaching options (Industrial Trades and Technology). Technology Education (TE) is a multi-disciplinary program of study designed to develop technological literacy through the study of past, present, and future technological systems and their impacts on society. Program content is influenced by the Standards for Technological Literacy, as published by the International Technology Education Association (2000). The TE Broadfield and TE Minor teaching options prepare candidates to teach Technology Education Grades 5-12. The program review found that the Technology Education Broadfield and Technology Education Minor are consistent with ARM 10.58.515.

Documents reviewed include: MSU Institutional Report (IR); MSU Teacher Education Program (TEP) Inquiry Brief (IB), July1, 2015; MSU 2015-16 Course Catalog; Technology Education website; Technology Education and TEP Syllabi; Overall Teacher Education Program K-8, 5-12, K-12, pg.61-64 and Technology Education Grades 5-12, pg. 108-111; MSU TEP IB Self Study, 2015; Alignment of MSU TEP Claims, State & InTASC Standards, and Assessments (Table 2.1, p. 20, MSU IB Self Study, 2015).

The Educator Preparation Provider (EPP) provides data results by TEP Majors (pg. 59-63, MSU TEP IB) and by each teaching endorsement area (pg. 64-134, MSU TEP IB) for three consecutive years, 2012-2013, 2013-2014, and 2014-2015. The Technology Education Broadfield Major and TE Minor Grades 5-12 teaching endorsements with low-enrollment graduates annually during the past three-year collection period 2 – 4 completers. Based on the data provided on pages 108 -111 of the MSU IB Self Study 2015, TE Completers exceeded the desired outcomes for the EPP Claims in the third consecutive collection (2014-2015).

During the site visit, team members attended a meeting of the University Teacher Education Committee (UTEC). All MSU departments and colleges offering teaching programs are represented at the UTEC monthly meetings, where candid and honest discussion fosters a culture of evidence. UTEC members reported that program implementation of the Teacher Work Sample (TWS), assessment data, and Indian Education for All (IEFA) helps to meet the desired goals of their programs and the TEP claims.

a. Evidence Consistent with meeting the standard

MSU Institutional Report
MSU Inquiry Brief Self Study



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Technology Education coursework and course descriptions
Technology Education Broadfield Syllabi
Teacher Education Program Syllabi
Technology Education Program Specific Data Summary
UTEC Faculty Members

b. Evidence Inconsistent with meeting the standard

None.

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None.

b. Evidence in need of clarification or confirmed

None.

c. Questions for EPP concerning additional evidence, data, and/or interviews

None.

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

None.

4. Recommendation

The ARM 10.58.515 Industrial Trades and Technology standard is MET.



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ARM 10.58.517 Library Media K-12

1. Summary of preliminary findings

Montana State University (MSU) offers a School Library Media Graduate Certificate program designed for licensed teachers interested in adding the school library media endorsement. The endorsement can only be added to an existing teaching license. Prior to applying for the Library Media Certificate program applicants must hold a teaching license and have completed at least one year of teaching experience.

The Library Media program also offers an option to earn a Master in Education in Curriculum and Instruction after completing all Library Media coursework. The candidate must complete 9 additional credits past the 21 required by the Library Media Certificate. Both online graduate programs are offered through Montana State University Extended University.

The program review found that the Library Media K-12 Program is consistent with ARM 10.58.517.

Documents reviewed include: MSU Institutional Report (IR); MSU 2015-16 Course Catalog, Library Media Certificate program website; Library Media Certificate Program Syllabi

a. Evidence Consistent with meeting the standard

MSU Institutional Report
Library Media Certificate Program Syllabi
Library Media Certificate website
Master of Education in Curriculum and Instruction – Professional Educator: Library Media Certificate website

b. Evidence Inconsistent with meeting the standard

None.



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2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None.

b. Evidence in need of clarification or confirmed

None.

c. Questions for EPP concerning additional evidence, data, and/or interviews

None.

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

None

4. Recommendation

The ARM 10.58.517 Library Media K-12 standard is MET.



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ARM 10.58.518 Mathematics

1. Summary of findings

Montana State University (MSU) offers a Bachelor of Science in Mathematics Education, teaching major and minor options. Education field experience and foundational course work begins during the freshman year and builds sequentially and annually culminating in student teaching. The program review found that the Mathematics Major and Minor are consistent with ARM 10.58.518.

Documents reviewed include: MSU Institutional Report (IR); MSU Teacher Education Program (TEP) Inquiry Brief (IB), July 1, 2015; MSU 2015-16 Course Catalog; Mathematics website; Mathematics Syllabi; Overall Teacher Education Program 5-12; Alignment of MSU TEP Claims, State & InTASC Standards, and Assessments (Table 2.1, p. 20, MSU IB Self Study 2015); Crosswalk – MSU TEP Claims: 2015 State Standards: 2011 InTASC Standards & Program Assessments.

The candidate assessment scores by year of graduation for Mathematics Teaching Options indicate that the Educator Preparation Provider has established a consistent effort to measure content and pedagogy mastery, understanding the development and diversity of learners and pedagogical and technological proficiency (Mathematics Teaching 5-12, pg. 96-99, MSU IB Self Study).

During the site visit, team members attended a meeting of the University Teacher Education Committee (UTEC). All MSU departments and colleges offering teaching programs are represented at the UTEC monthly meetings, where candid and honest discussion fosters a culture of evidence. UTEC members reported that program implementation of the Teacher Work Sample (TWS), assessment data, and Indian Education for All (IEFA) helps to meet the desired goals of their programs and the TEP claims..

a. Evidence Consistent with meeting the standard

MSU Institutional Report
MSU Inquiry Brief Self Study
Mathematics required coursework and course descriptions
Mathematics Syllabi
Teacher Education Program Syllabi
Mathematics Program Specific Data Summary
UTEC Faculty Members



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b. Evidence Inconsistent with meeting the standard

None.

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None.

b. Evidence in need of clarification or confirmed

None.

c. Questions for EPP concerning additional evidence, data, and/or interviews

None.

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

None.

4. Recommendation

The ARM 10.58.518 Mathematics standard is MET.



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ARM 10.58.519 Music K-12

1. Summary of findings

Montana State University (MSU) offers a Bachelor of Music Education in teaching. The program of study consists of instrumental and vocal music including performance, leadership/conducting, and notation. . Education field experience and foundational course work begins during the freshman year and builds sequentially and annually culminating in student teaching. Program completers are eligible to apply for a Montana Class 2 license with an endorsement in Music K-12 Broadfield. The program review found that the Music Education K-12 Broadfield is consistent with ARM 10.58.519 as presented for offsite review.

Documents reviewed include: MSU Institutional Report (IR); MSU Teacher Education Program (TEP) Inquiry Brief (IB), July 2, 2015; MSU 2015-16 Course Catalog; Music Education website; Music Education Syllabi; Overall Teacher Education Program K-8, 5-12, K12, pages 60 – 63 and Music Education Broadfield K-12, pages 131 – 134, of the MSU TEP IB 2015.

Based on the data provided on pages 131 – 134 of the MSU TEP IB 2015, data is being collected put into useful formats and used to improve the program. Evidence shows that the program is small (serving only 3 – 8 graduates annually) and that completers who took appropriate exams achieved the designated Montana passing score in content and pedagogy mastery and technological proficiency.

During the site visit, team members attended a meeting of the University Teacher Education Committee (UTEC). All MSU departments and colleges offering teaching programs are represented at the UTEC monthly meetings, where candid and honest discussion fosters a culture of evidence. UTEC members reported that program implementation of the Teacher Work Sample (TWS), assessment data, and Indian Education for All (IEFA) helps to meet the desired goals of their programs and the TEP claims.

a. Evidence Consistent with meeting the standard

MSU Institutional Report
MSU Inquiry Brief Self Study
Music K-12 required coursework and course descriptions
Music K-12 Broadfield Syllabi
Teacher Education Program Syllabi
Music K-12 Program Specific Data Summary
UTEC Faculty Members



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b. Evidence Inconsistent with meeting the standard

None.

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None.

b. Evidence in need of clarification or confirmed

None.

c. Questions for EPP concerning additional evidence, data, and/or interviews

None.

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

None.

4. Recommendation

The ARM 10.58.519 Music K-12 standard is MET.



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ARM 10.58.520 Physical Education

1. Summary of findings

Montana State University-Bozeman (MSU) offers a Bachelor of Science in Health Enhancement K-12 Broadfield (Health and Physical Education). MSU's Health Enhancement program integrates ARM 1058.513 Health and ARM 10.58.520 Physical Education. Education field experience and foundational course work begins during the freshman year and builds sequentially and annually culminating in student teaching. Program completers are eligible for a Montana license and endorsement in Health Enhancement K-12 Broadfield. The program review found that the Health Enhancement K-12 Broadfield is consistent with ARM 10.58.520.

Documents reviewed include: MSU Institutional Report (IR); MSU Teacher Education Program (TEP) Inquiry Brief (IB), July 1, 2015; MSU 2015-16 Course Catalog; Physical Education website; Physical Education Syllabi; Overall Teacher Education Program 5-12; Alignment of MSU TEP Claims, State & InTASC Standards, and Assessments (Table 2.1, p. 20, MSU IB Self Study 2015); Crosswalk – MSU TEP Claims; 2015 State Standards; 2011 InTASC Standards & Program Assessments.

The candidate assessment scores by year of graduation for Health Enhancement and Physical Education indicate that the Educator Preparation Provider has established a consistent effort to measure content and pedagogy mastery, understanding the development and diversity of learners and pedagogical and technological proficiency (Health Enhancement K-12, pg. 116-119, MSU IB Self Study.)

During the site visit, team members attended a meeting of the University Teacher Education Committee (UTEC). All MSU departments and colleges offering teaching programs are represented at the UTEC monthly meetings, where candid and honest discussion fosters a culture of evidence. UTEC members reported that program implementation of the Teacher Work Sample (TWS), assessment data, and Indian Education for All (IEFA) helps to meet the desired goals of their programs and the TEP claims.

a. Evidence Consistent with meeting the standard

- MSU Institutional Report
- MSU Inquiry Brief Self Study
- Physical Education required coursework and course descriptions
- Physical Education Syllabi
- Teacher Education Program Syllabi
- Physical Education Program Specific Data Summary



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UTEC Faculty Members

b. Evidence Inconsistent with meeting the standard

None.

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None.

b. Evidence in need of clarification or confirmed

None.

c. Questions for EPP concerning additional evidence, data, and/or interviews

None.

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

None.

4. Recommendation

The ARM 10.58.520 Physical Education standard is MET.



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ARM 10.58.521 Reading Specialists K-12

1. Summary of findings

Montana State University (MSU) offers a Reading Specialists K-12 Teaching Minor. This minor prepares students to administer and coordinate reading programs at the elementary and secondary level. The program review found that the Reading Specialists K-12 Teaching Minor is consistent with ARM 10.58.521.

Documents reviewed include: MSU Institutional Report (IR); MSU Teacher Education Program (TEP) Inquiry Brief (IB), July 1, 2015; MSU 2015-16 Course Catalog; Teaching Minors website; Reading Specialist K-12 Syllabi; Overall Teacher Education Program K-12; Alignment of MSU TEP Claims, State & InTASC Standards, and Assessments (Table 2.1, p. 20, MSU IB Self Study 2015); Crosswalk – MSU TEP Claims; 2015 State Standards; 2011 InTASC Standards & Program Assessments.

During the site visit, team members attended a meeting of the University Teacher Education Committee (UTEC). All MSU departments and colleges offering teaching programs are represented at the UTEC monthly meetings, where candid and honest discussion fosters a culture of evidence. UTEC members reported that program implementation of the Teacher Work Sample (TWS), assessment data, and Indian Education for All (IEFA) helps to meet the desired goals of their programs and the TEP claims.

a. Evidence Consistent with meeting the standard

MSU Institutional Report
MSU Inquiry Brief Self Study
Reading Specialists K-12 required coursework and course descriptions
Reading Specialist K-12 Syllabi
Reading Specialists K-12 Program Specific Data Summary
UTEC Faculty Members

b. Evidence Inconsistent with meeting the standard

None.

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None.



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b. Evidence in need of clarification or confirmed

None.

c. Questions for EPP concerning additional evidence, data, and/or interviews

None.

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

None.

4. Recommendation

The ARM 10.58.521 Reading Specialists K-12 standard is MET.



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ARM 10.58.522 Science Biology

1. Summary of findings

Montana State University-Bozeman (MSU) offers a Bachelor of Science in Biological Sciences with a major and minor teaching options in Biology 5-12. The program of study includes living systems, biological diversity, ecology, genetics and inquiry-based laboratory experience. Education field experience and foundational course work begins during the freshman year and builds sequentially and annually culminating in student teaching. The program review found that the Biology 5-12 Major and Minor are consistent with ARM 10.58.522.

Documents reviewed include: MSU Institutional Report (IR); MSU Teacher Education Program (TEP) Inquiry Brief (IB), July 1, 2015; MSU 2015-16 Course Catalog; General Science website; Biology Teaching Syllabi; Overall Teacher Education Program 5-12; Alignment of MSU TEP Claims, State & InTASC Standards, and Assessments (Table 2.1, p. 20, MSU IB Self Study 2015); Crosswalk – MSU TEP Claims; 2015 State Standards; 2011 InTASC Standards & Program Assessments.

The candidate assessment scores by year of graduation for Science Teaching 5-12 indicate that the Educator Preparation Provider has established a consistent effort to measure content and pedagogy mastery, understanding the development and diversity of learners and pedagogical and technological proficiency of the Biology 5-12 Completers (pg. 72-75, MSU IB Self Study).

During the site visit, team members attended a meeting of the University Teacher Education Committee (UTEC). All MSU departments and colleges offering teaching programs are represented at the UTEC monthly meetings, where candid and honest discussion fosters a culture of evidence. UTEC members reported that program implementation of the Teacher Work Sample (TWS), assessment data, and Indian Education for All (IEFA) helps to meet the desired goals of their programs and the TEP claims.

a. Evidence Consistent with meeting the standard

MSU Institutional Report
MSU Inquiry Brief Self Study
Biology 5-12 required coursework and course descriptions
Biology 5-12 Syllabi
Teacher Education Program Syllabi
Alignment of MSU TEP Claims, State & InTASC Standards, and Assessments
Biology 5-12 Program Specific Data Summary



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UTEC Faculty Members

b. Evidence Inconsistent with meeting the standard

None.

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None.

b. Evidence in need of clarification or confirmed

None.

c. Questions for EPP concerning additional evidence, data, and/or interviews

None

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

None.

4. Recommendation

The ARM 10.58.522 Science Biology standard is MET.



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ARM 10.58.522 Science Chemistry

1. Summary of findings

Montana State University-Bozeman (MSU) College of Letters and Science offers a Bachelor of Science in Chemistry with a teaching option in Chemistry 5-12. Education field experience and foundational course work begins during the freshman year and builds sequentially and annually culminating in student teaching. The program review found that the Chemistry 5-12 major and minor are consistent with ARM 10.58.522.

Documents reviewed include: MSU Institutional Report (IR); MSU Teacher Education Program (TEP) Inquiry Brief (IB), July 1, 2015; MSU 2015-16 Course Catalog; General Sciences website; Science Syllabi; Overall Teacher Education Program 5-12; Alignment of MSU TEP Claims, State & InTASC Standards, and Assessments (Table 2.1, p. 20, MSU IB Self Study 2015); Crosswalk – MSU TEP Claims; 2015 State Standards; 2011 InTASC Standards & Program Assessments.

The candidate assessment scores by year of graduation for Science Teaching 5-12 indicate that the Educator Preparation Provider has established a consistent effort to measure content and pedagogy mastery, understanding the development and diversity of learners and pedagogical and technological proficiency. Specific cumulative assessment data for Chemistry 5-12 program completers are found on page 76-79, of the MSU IB Self Study.

During the site visit, team members attended a meeting of the University Teacher Education Committee (UTEC). All MSU departments and colleges offering teaching programs are represented at the UTEC monthly meetings, where candid and honest discussion fosters a culture of evidence. UTEC members reported that program implementation of the Teacher Work Sample (TWS), assessment data, and Indian Education for All (IEFA) helps to meet the desired goals of their programs and the TEP claims.

a. Evidence Consistent with meeting the standard

MSU Institutional Report
MSU Inquiry Brief Self Study
Chemistry 5-12 program required coursework and course descriptions
Chemistry 5-12 program Syllabi
Teacher Education Program Syllabi
Chemistry 5-12 Program Specific Data Summary
Alignment of MSU TEP Claims, State & InTASC Standards, and Assessments, Table 2.1



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b. Evidence Inconsistent with meeting the standard

None.

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None.

b. Evidence in need of clarification or confirmed

None.

c. Questions for EPP concerning additional evidence, data, and/or interviews

None

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

None.

4. Recommendation

The ARM 10.58.522 Science Chemistry standard is MET.



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ARM 10.58.522 Science Physics

1. Summary of findings

Montana State University-Bozeman (MSU) College of Letters and Science offers a Bachelor of Science in Physics, a major and minor teaching option in Physics 5-12. Education field experience and foundational course work begins during the freshman year and builds sequentially and annually culminating in student teaching. The program review found that the Physics 5-12 major and minor are consistent with ARM 10.58.522 Physics.

Documents reviewed include: MSU Institutional Report (IR); MSU Teacher Education Program (TEP) Inquiry Brief (IB), July 1, 2015; MSU 2015-16 Course Catalog; General Science website; Physics Syllabi; Overall Teacher Education Program 5-12; Alignment of MSU TEP Claims, State & InTASC Standards, and Assessments (Table 2.1, p. 20, MSU IB Self Study 2015); Crosswalk – MSU TEP Claims; 2015 State Standard; 2011 InTASC Standards & Program Assessments.

The candidate assessment scores by year of graduation for Science Teaching 5-12 indicate that the Educator Preparation Provider has established a consistent effort to measure content and pedagogy mastery, understanding the development and diversity of learners and pedagogical and technological proficiency for Physics Teaching 5-12 program completers on pages 100-103, in the MSU IB Self Study.

During the site visit, team members attended a meeting of the University Teacher Education Committee (UTEC). All MSU departments and colleges offering teaching programs are represented at the UTEC monthly meetings, where candid and honest discussion fosters a culture of evidence. UTEC members reported that program implementation of the Teacher Work Sample (TWS), assessment data, and Indian Education for All (IEFA) helps to meet the desired goals of their programs and the TEP claims.

a. Evidence Consistent with meeting the standard

MSU Institutional Report
MSU Inquiry Brief Self Study
Physics 5-12 program required coursework and course descriptions
Physics 5-12 Program Syllabi
Teacher Education Program Syllabi
Alignment of MSU TEP Claims, State & InTASC Standards, and Assessments, Table 2.1
Physics Program Specific Data Summary
UTEC Faculty Members



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b. Evidence Inconsistent with meeting the standard

None.

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None.

b. Evidence in need of clarification or confirmed

None.

c. Questions for EPP concerning additional evidence, data, and/or interviews

None

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

None.

4. Recommendation

The ARM 10.58.522 Science Physics standard is MET.



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ARM 10.58.522 Science Broadfield

1. Summary of findings

Montana State University-Bozeman (MSU) College of Letters and Science offers Bachelor of Science in Physics, Chemistry, and Biology, major teaching options. The MSU Department of Education grants the Bachelor of Science in Secondary Education in General Science Broadfield 5-12, a teaching major. The program of study includes concentration in life science (biology) with supplementary course work in earth and physical sciences. MSU offers teaching minors in Biology, Chemistry, Earth Science and Physics. Education field experience and foundational course work begins during the freshman year and builds sequentially and annually culminating in student teaching. Education field experience and foundational course work begins during the freshman year and builds sequentially and annually culminating in student teaching. The program review found that the General Science Broadfield 5-12 Major is consistent with ARM 10.58.522.

Documents reviewed include: MSU Institutional Report (IR); MSU Teacher Education Program (TEP) Inquiry Brief (IB), July 1, 2015; MSU 2015-16 Course Catalog; General Sciences website; Science Syllabi; Overall Teacher Education Program 5-12; Alignment of MSU TEP Claims, State & InTASC Standards, and Assessments (Table 2.1, p. 20, MSU IB Self Study 2015); Crosswalk – MSU TEP Claims; 2015 State Standards; 2011 InTASC Standards & Program Assessments.

The candidate assessment scores by year of graduation for Science Teaching 5-12 indicate that the Educator Preparation Provider has established a consistent effort to measure content and pedagogy mastery, understanding the development and diversity of learners and pedagogical and technological proficiency. Specific program completion data for Secondary Education – 5-12 Majors in Biology, Chemistry, and Physics are found on pages 88-91, of the MSU IB Self Study.

During the site visit, team members attended a meeting of the University Teacher Education Committee (UTEC). All MSU departments and colleges offering teaching programs are represented at the UTEC monthly meetings, where candid and honest discussion fosters a culture of evidence. UTEC members reported that program implementation of the Teacher Work Sample (TWS), assessment data, and Indian Education for All (IEFA) helps to meet the desired goals of their programs and the TEP claims.

a. Evidence Consistent with meeting the standard

MSU Institutional Report



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MSU Inquiry Brief Self Study
General Science Broadfield required coursework and course descriptions
General Science Broadfield Program Syllabi
Teacher Education Program Syllabi
Alignment of MSU TEP Claims, State & InTASC Standards, and Assessments, Table 2.1
General Science Broadfield Program Specific Data Summary
UTEC Faculty Members

b. Evidence Inconsistent with meeting the standard

None.

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None.

b. Evidence in need of clarification or confirmed

None.

c. Questions for EPP concerning additional evidence, data, and/or interviews

More information may be needed for the Teacher Work Samples (TWS) in Claim 3: Pedagogical and Technological Proficiency for the Physics Teaching 5-12 Completer and for the General Science Broadfield 5-12 Completers in 2014-2015.

EDSD 466 Teaching Secondary Science is referenced in Section (7) (I) of the IR as a course used to meet a standard but is not found on the General Science Broadfield Teaching Option requirements in the 2015-2016 MSU catalog.

MSU Response:

1. EDSD was mislabeled.
2. The sample size is too small to assure reliability and validity—(Bio, n of 3; Chem, n of 1; Physics, n of 1).

Confirmed through meeting with the UTEC.

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

None.



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4. Recommendation

The ARM 10.58.522 Science Broadfield standard is MET.



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ARM 10.58.523 Social Studies Broadfield

1. Summary of findings

Within the field of Social Studies, Montana State University (MSU) offers a Bachelor of Science in Secondary Education with a major in Social Studies Broadfield 5-12 and History Major. Three teaching option minors are also offered: Economics, Government, and History. The program of study consists of broad grounding in the social sciences including economics, geography, government, history, political science, psychology, and sociology. Education field experience and foundational course work begins during the freshman year and builds sequentially and annually culminating in student teaching. Program completers are eligible to apply for a Montana Class 2 license with an endorsement in Social Studies 5 – 12 Broadfield. The program review found that MSU’s Social Studies Broadfield Major is consistent with ARM 10.58.523.

Documents reviewed include: MSU Institutional Report (IR); MSU Teacher Education Program (TEP) Inquiry Brief (IB), July 1, 2015; MSU 2015-16 Course Catalog; Secondary Education website and History website; MSU Course Syllabi; Overall Teacher Education Program K-8, 5-12, K-12, pages 60 – 63, and Social Studies Broadfield 5 – 12, pages 104 – 107, of MSU TEP IB 2015.

Based on the data provided on pages 104 – 107 of MSU TEP IB 2015, data is being collected, put into useful formats, and used to improve the program. Evidence shows that the program is small (serving only 9 – 14 graduates annually) and that these small numbers account for the few anomalies in reported data.

During the site visit, team members attended a meeting of the University Teacher Education Committee (UTEC). All MSU departments and colleges offering teaching programs are represented at the UTEC monthly meetings, where candid and honest discussion fosters a culture of evidence. UTEC members reported that program implementation of the Teacher Work Sample (TWS), assessment data, and Indian Education for All (IEFA) helps to meet the desired goals of their programs and the TEP claims.

a. Evidence Consistent with meeting the standard

- MSU Institutional Report
- MSU Inquiry Brief Self Study
- Secondary Education/Social Studies required coursework and course descriptions
- Secondary Education/Social Studies Broadfield Syllabi
- Teacher Education Program Syllabi
- Secondary Education/ Social Studies Program Specific Data Summary



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UTEC Faculty Members

b. Evidence Inconsistent with meeting the standard

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None.

b. Evidence in need of clarification or confirmed

None.

c. Questions for EPP concerning additional evidence, data, and/or interviews

None.

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

None.

4. Recommendation

The ARM 10.58.523 Social Studies Broadfield standard is MET.



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ARM 10.58.523 Social Studies History

1. Summary of findings

Montana State University (MSU) offers a Bachelor of Arts in History with a History Major Teaching Option. A History Minor teaching option is also offered. The program of study consists of broad grounding in U.S and world history, civilization, and contemporary issues. Education field experience and foundational course work begins during the freshman year and builds sequentially and annually culminating in student teaching. Program completers are eligible to apply for a Montana Class 2 license with an endorsement in History. The program review found that the Majors and Minors in Social Studies are consistent with ARM 10.58.523.

Documents reviewed include: MSU Institutional Report (IR); MSU Teacher Education Program (TEP) Inquiry Brief (IB), July 1, 2015; MSU 2015-16 Course Catalog; Secondary Education website and History website; MSU Course Syllabi; Overall Teacher Education Program K-8, 5-12, K-12, pages 60 – 63, History Teaching 5 – 12, pages 92 – 95, and Social Studies Broadfield 5 – 12, pages 104 – 107, of MSU TEP IB 2015.

Based on the data provided on pages 92 – 95 of MSU TEP IB 2015, data is being collected, put into useful formats, and used to improve the program. Evidence shows that the program is small (serving only 5 – 14 graduates annually) and that these small numbers account for the few anomalies in reported data.

During the site visit, team members attended a meeting of the University Teacher Education Committee (UTEC). All MSU departments and colleges offering teaching programs are represented at the UTEC monthly meetings, where candid and honest discussion fosters a culture of evidence. UTEC members reported that program implementation of the Teacher Work Sample (TWS), assessment data, and Indian Education for All (IEFA) helps to meet the desired goals of their programs and the TEP claims.

a. Evidence Consistent with meeting the standard

MSU Institutional Report
MSU Inquiry Brief Self Study
History Teaching Option required coursework and course descriptions
History Teaching Option Syllabi
Teacher Education Program Syllabi
History Teaching Option Program Specific Data Summary
UTEP Faculty Members



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b. Evidence Inconsistent with meeting the standard

None.

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None.

b. Evidence in need of clarification or confirmed

None.

c. Questions for EPP concerning additional evidence, data, and/or interviews

Note: Mean scores regarding Indian Education for All (IEFA) continue to increase – is this a result of targeted efforts?

MSU Response:

Small sample size greatly impacts results. Second cohort of students was of better quality in terms of lesson planning and/or appreciating IEFA as compared to the initial cohort. The assignment itself consists of four parts and students may do well on three of the four but struggle or opt out of one, negatively impacting overall performance.

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

None.

4. Recommendation

The ARM 10.58.523 Social Studies History standard is MET.



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ARM 10.58.532 Elementary Education

1. Summary of findings

Montana State University (MSU) offers a Bachelor of Science in Elementary Education K-8. In addition, four “Options” for additional preparation are offered: Early Childhood, Mathematics, Science, and Special Education; each option requires 15 to 28 credits in addition to the Elementary Education program of study. The program of study consists of concepts and skills for teaching and learning as well as knowledge in a broad range of common school subject areas. Education field experiences occur in the junior year practicum with student teaching in the senior year. Program completers are eligible to apply for a Montana Class 2 license with an endorsement in Elementary Education K-8. The program review found that the Elementary Education K-8 program is consistent with ARM 10.58.532.

Documents reviewed include: MSU Institutional Report (IR); MSU Teacher Education Program (TEP) Inquiry Brief (IB), July 2, 2015; MSU 2015-16 Course Catalog; Elementary Education website; Elementary Education Syllabi; Overall Teacher Education Program K-8, 5-12, K12, pages 60 – 63 and Elementary Education K-8, pages 64 – 67, of the MSU TEP IB 2015.

During the site visit, team members attended a meeting of the University Teacher Education Committee (UTEC). All MSU departments and colleges offering teaching programs are represented at the UTEC monthly meetings, where candid and honest discussion fosters a culture of evidence. The faculty of all departments and colleges reported that program implementation of the Teacher Work Sample (TWS), assessment data, and IEFA help to meet the desired goals of their programs and the TEP claims.

Based on the data provided on pages 64 – 67 of the MSU TEP IB 2015, data is being collected put into useful formats and used to improve the program. Evidence shows that most completers earned the designated Montana passing scores in content mastery and pedagogical/technological proficiency. There has been a small slip in scores evaluating use of Indian Education for All (IEFA) resources in signature assignments as well as in practicum performance evaluation, however the small rise in scores evaluating student teaching performance would indicate that deficiencies in a completer’s junior year are addressed and remediated so as to no longer be an issue in the senior year.

MSU Response:

The program affirms this supposition is the case. Correcting mistakes, misunderstandings, and inadequate performance at the junior level improves performance during student teaching.



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a. Evidence Consistent with meeting the standard

MSU Institutional Report
MSU Inquiry Brief Self Study
Elementary Education required coursework and course descriptions
Elementary Education Broadfield Syllabi
Teacher Education Program Syllabi
Elementary Education Program Specific Data Summary
UTEC Faculty Members

b. Evidence Inconsistent with meeting the standard

None.

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None.

b. Evidence in need of clarification or confirmed

None.

c. Questions for EPP concerning additional evidence, data, and/or interviews

None.

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

None.

4. Recommendation

The ARM 10.58.532 Elementary Education standard is MET.



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ARM 10.58.705 School Principals, Supervisors, and Curriculum Directors

1. Summary of findings

The Educational Leadership program at Montana State University offers a Master of Education (M.Ed.) degree is designed to meet the needs of candidates seeking positions in school leadership, i.e., principals. The focus of the M.Ed. program is to prepare candidates to effectively serve Montana schools and communities as K-12 school principals. Program completers are eligible to apply for a Montana Class 3 License with a K-12 Principal Endorsement. The program review found that the K-12 Principal Endorsement program is consistent with ARM 10.58.705.

Documents reviewed include: MSU Institutional Report (IR); MSU Course Catalog and Course Descriptions in the Educational Leadership program; Educational Leadership K-12 Principal Program Overview; Masters/Principal Preparation; Educational Leadership website; K-12 Principal Endorsement Syllabi.

Once candidates complete the M.Ed. and earn principal licensure they may take additional coursework to be eligible for the superintendent endorsement. This can be accomplished through earning an Education Specialist degree or in non-degree status.

MSU Educational Leadership website

<http://www.montana.edu/education/grad/edlead/masters-principal-prep.html>

At the time of the review, the national CAEP Advanced Program Standards had not been approved. Because the advanced standards were not finalized, the state visitor team reviewed the IR and supporting documentation to verify that the K-12 Principal Endorsement program meets the Professional Educator Preparation Program Standards. The requirements to seek K-12 principal licensure and endorsement include the Board of Public Education approved Administration Rules of Montana (ARM) 10.58.705 School Principals, Supervisors, and Curriculum Directors, and ARM 10.57.417 Class 3 Administrative License – K-12 Principal Endorsement.

Based on information provided and access to online MSU materials, there is consistency and continuity across ARM 10.58.705 Principals, Supervisors, and Curriculum Directors, IR, and the M.Ed. K-12 Principal Endorsement Program.

a. Evidence Consistent with meeting the standard

Educational Leadership IR

MSU Course Catalog and Course Descriptions – K-12 Principal Program Educational Leadership Program Overview and Content



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M.Ed. Program of Study – K-12 Principal Endorsement
K-12 Principal Program Syllabi

b. Evidence Inconsistent with meeting the standard

None

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None

b. Evidence in need of clarification or confirmed

None

c. Questions for EPP concerning additional evidence, data, and/or interviews

None

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

None

4. Recommendation

The ARM 10.58.705 School Principals, Supervisors, and Curriculum Directors standard is MET.



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ARM 10.58.706 Superintendents

1. Summary of findings

The Educational Leadership program in the Department of Education at Montana State University (MSU) offers an endorsement only pathway for superintendent licensure. Once candidates complete the Master of Education degree and earn principal licensure and endorsement they may take additional coursework to be eligible for the superintendent endorsement. This can be accomplished through earning an Education Specialist degree or in non-degree status. Program completers are eligible to apply for a Superintendent Endorsement. The program review found that the Superintendent Endorsement program is consistent with ARM 10.58.706.

“The purpose of this program is to provide the minimum skills and knowledge required for the position of district superintendent. In addition to improving skill and knowledge, it is the goal of the program to create strong networks among students to support effective practices. To that end, classes are generally offered in a blended format which combines face-to-face delivery and distance delivery. An appropriate balance of theory and practice is designed into the content of the coursework.”

MSU Educational Leadership website

<http://www.montana.edu/education/grad/edlead/supt-prep.html>

Documents reviewed include MSU Institutional Report (IR); MSU Course Catalog and Course Descriptions in Educational Leadership; Educational Leadership Program Overview; Educational Leadership website; Superintendent Program Syllabi.

At the time of the review, the national CAEP Advanced Program Standards had not yet been approved. Because the advanced standards were not finalized, the state visiting team reviewed the IR and supporting documentation to verify that the superintendent endorsement program meets the Professional Educator Preparation Program Standards (PEPPS). The superintendent endorsement program includes the Board of Public Education approved Administration Rules of Montana (ARM) 10.58.706 Superintendents and the ARM 10.57.414 Class 3 Administrative License – Superintendent Endorsement.

Based on information provided in the IR, interviews with the Educational Leadership faculty and program leader, and access to electronic and online materials, the state team found consistency and continuity across PEPPS, IR, and MSU’s Educational Leadership Superintendent Licensure Program.

a. Evidence Consistent with meeting the standard



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Educational Leadership IR
Educational Leadership Program Offerings
Superintendent Licensure Requirements
Superintendent Coursework Syllabi
Educational Leadership website

b. Evidence Inconsistent with meeting the standard

None

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

None

b. Evidence in need of clarification or confirmed

None

c. Questions for EPP concerning additional evidence, data, and/or interviews

None

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

None

4. Recommendation

The ARM 10.58.706 Superintendents standard is MET.



ITEM 11

**MONTANA STATE UNIVERSITY NORTHERN
PLAINS TRANSITION TO TEACHING (NPTT)
STATE EXIT REPORT AND CAEP DRAFT
REPORT**

**Dr. Linda Vrooman Peterson, OPI
Dr. Robert Carson, NPTT Program Director,
MSU**

EXECUTIVE SUMMARY

DATE: MARCH 2016

PRESENTATION: Montana State University (MSU) Northern Plains Transition to Teaching (NPTT) State Exit Report and CAEP Draft Report

PRESENTER: Linda Vrooman Peterson, Ph.D.
Administrator of Accreditation and Educator Preparation
Office of Public Instruction

OVERVIEW: The OPI provides to the Board of Public Education (BPE) the State Exit Program Report and draft CAEP report from the site visit of the NPTT at Montana State University (MSU). The site visit occurred November 2-4, 2015, on MSU's campus Bozeman, Montana. This joint review was conducted by the Council for the Accreditation of Educator Preparation (CAEP), the national EPP accrediting entity, and the Montana BPE, the Montana accrediting body. This is a discussion item.

The presentation will include reports from Dr. Mary Susan Fishbaugh, State Team Leader; Dr. Robert Carson, NPTT Program Director, MSU; and Dr. Linda Vrooman Peterson, OPI. The presenters will address the purpose of the joint accreditation review, state exit program and draft CAEP reports, NPTT's overall report, and NPTT's plans to address the Areas for Improvement.

The joint accreditation visit focused on the CAEP/Montana unit standards, which address the NPTT's overall curricular program design, instruction, assessment, and data-informed decisions; and Montana's Professional Educator Preparation Program Standards, Subchapter 5, Teaching Areas: Program Standards.

January 2016
Informational The OPI presents to the BPE an overview of the Joint CAEP - Montana site visits and the approval process and proposed timeline.

March 2016
Discussion The State Visitor Team Lead will present the State Exit Program Report to the BPE. The NPTT representatives may participate in the discussion.

May 2016
Action The NPTT CAEP Standards Institutional Report will be presented to CAEP Accreditation Council for final action.

May 2016
Action BPE Final Action: Upon recommendation of the state superintendent the BPE takes action on the final State Exit Program Report and the NPTT's Accreditation/Approval status.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Discussion

BPE PRESENTATION



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

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MEMORANDUM

December 23, 2015

TO Dr. Robert Carson, Director
 Northern Plains Transition to Teaching
 College of Education, Health and Human Development
 Montana State University

 Dr. Alison Harmon, Dean
 College of Education, Health and Human Development
 Montana State University

FROM Dr. Linda Vrooman Peterson, Administrator
 Accreditation and Educator Preparation
 Office of Public Instruction (OPI)

RE State Exit Program Report 2015

The Montana Site Visitor Team has completed the State Exit Program Report of the Northern Plains Transition to Teaching (NPTT) program at Montana State University (MSU). The site visit occurred November 2-4, 2015, on MSU's campus in Bozeman, Montana. This joint review was conducted by the Council for the Accreditation of Educator Preparation (CAEP), the national educator preparation accrediting entity; and the Montana Board of Public Education (BPE), the Montana accrediting body. CAEP/Montana unit standards and the Montana Professional Educator Preparation Program Standards Subchapter 5 – Teaching Areas: Specific Standards Initial Programs were reviewed. The state report includes the narrative reports of the program standards and the corresponding institutional report ratings specifically for ARM 10.58.501 Teaching Standards. The State Exit Program Report is attached.

NPTT is asked to review and correct errors and omissions to the State Exit Program Report. Return corrections to the Office of Public Instruction (OPI). NPTT may write a rejoinder to the report as necessary.

The final State Exit Program Report will include the state superintendent's recommendation to the BPE of the NPTT's approval status. The MSU will receive a copy of the final report. The MSU will also receive an invitation to attend the March meeting of the BPE.

The timeline of the BPE approval process is outlined below.

- January 2016
Informational: The OPI presents to the BPE an overview of the Joint CAEP/Montana site visit, approval process, and proposed timeline.
- March 2016
Discussion: The State Visitor Team Lead will present the State Exit Program Report to the BPE. NPTT representatives may participate in the discussion.
- May 2016
CAEP Action: The Montana State University NPTT CAEP Report will be presented to CAEP Board of Examiners for final action.
- May 2016
BPE Action: Upon recommendation of the state superintendent the BPE takes action on the final State Exit Program Report and the NPTT's Accreditation/Approval status.

For more information, contact Linda Vrooman Peterson by telephone at 406-444-5726, or by email at lvpeterson@mt.gov.

cc: Dr. Mary Susan Fishbaugh, State Team Chair, Montana State University Billings
Dr. Annette Chvilicek Carson, Assistant Director, NPTT
Jamie O'Callaghan, Academic and Student Services Advisor, NPTT
Nancy Coopersmith, Assistant Superintendent, OPI

Attachments

**Montana State University Northern Plains Transition to Teaching
State Review Exit Program Report
November 2-4, 2015**

NPTT Program
Dr. Mary Susan E. Fishbaugh
State Team Chair

On November 2-4, 2015, an accreditation review of the Educator Preparation Provider at the Montana State University was conducted by a joint team representing the Council for the Accreditation of Educator Preparation (CAEP) and the Superintendent of Public Instruction on behalf of the Montana Board of Public Education.

The responsibility of the Montana Site Visitor Team was verification of the Northern Plains Transition to Teaching (NPTT) Institutional Report meeting the Montana Professional Educator Preparation Program Standards. The review process seeks to ensure compliance with the Administrative Rules of Montana (ARM), Chapter 10.58, specifically ARM 10.58.501 Teaching Standards. Team members read documents, visited with field placement site personnel, and interviewed staff, faculty, administrators, and current and graduated candidates.

The purpose of this document is to summarize the results of the team's findings.

ARM 10.58: Subchapter 5
Teaching Areas: Specific Standards

State Program Review			
10.58.501	Teaching Standards	MET with weakness	501(b)&(l) are not consistently required of all NPTT candidates.
10.58.501(1)(b)	<i>understanding of individual differences and diverse cultures and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards.</i>		
10.58.501(1)(l)	<i>demonstrate understanding of and ability to integrate history, cultural heritage, and contemporary status</i>		

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	<i>of American Indians and tribes in Montana.</i>		
Joint CAEP/State Team Review			
10.58.311	Content and Pedagogical Knowledge	CAEP Standard 1	Content and Pedagogical Knowledge
10.58.311(1)(b)	<i>demonstrate an understanding of the 11 Montana teaching standards (ARM 10.58.501) within the categories "the learner and learning," "content," "instructional practice," and "professional responsibility";</i>	CAEP 1.1	<i>demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.</i>
10.58.311(1)(d)	<i>apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of professional associations and national or other accrediting bodies;</i>	CAEP 1.3	<i>apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).</i>

Rationale for Area for Improvement

NPTT has not consistently addressed ARM 10.58.501 and ARM 311(1)(b) verified through the NPTT review. ARM 10.58.311(1)(b) specifically relates to the requirements of ARM 501(1)(b). In addition NPTT does not address ARM 10.58.311(1)(d) “*apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of professional associations and national or other accrediting bodies.*” The Montana Board of Public Education is the state accrediting body for educator preparation programs.

Detailed plans for fully meeting these standards must be developed and implemented.

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Area for Improvement

NTPP has not consistently addressed ARM 10.58.501(b)&(l) verified through the NPTT review. Detailed plans for fully meeting these standards must be developed and implemented.

NPTT Program must ensure that all NPTT candidates, without exception and before completing the program, meet the Indian Education for All components required by ARM 10.58.501(1)(b)&(1)(l).

The team wishes to thank the Montana State University Northern Plains Transition to Teaching administration, faculty, P-12 partners, and candidates for the warm welcome. Special thanks are extended to the NPTT faculty for their willingness to remain “on call” as needed for the reviewers.

Institutional Report

Subchapter 5 Teaching Areas: Specific Standards			
<u>10.58.501 TEACHING STANDARDS</u>	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		MET	NOT MET
(1) All programs require that successful candidates:	Section 10.58.501 replicates the InTASC standards, which are embedded similarly in the CAEP standards.		
(a) demonstrate understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, behavioral health continuum, and physical areas, and individualize developmentally appropriate and challenging learning experiences for learners of all cognitive abilities;	<p>This standard corresponds to InTASC Standard #1. It is subsumed within the NPTT program Claim #3 for purposes of CAEP accreditation. Its intent is addressed primarily in EDCI 552 <i>Human Development and the Psychology of Learning</i>. Evidence of attainment is represented in the following items of the practicum formative and summative evaluation instruments:</p> <p>NPTT Internship Evaluation. Item #3. Understands the stages of human growth and development. (Learner Characteristics)</p> <p>NPTT Internship Evaluation. Item #4. Understands human social development and the social needs pertaining to various stages of development. (Learner Characteristics)</p> <p>NPTT Internship Evaluation. Item #5. Understands human intellectual development; stages of learning; academic readiness, and can modify approaches to teaching accordingly. (Learner Characteristics)</p> <p>NPTT Internship Evaluation. Item #6. Understands the path of moral development: How students understand and respond to rules and moral imperatives, and demonstrates the necessary knowledge, skills, and dispositions needed to work with</p>	☒	☐



Institutional Report

Subchapter 5 Teaching Areas: Specific Standards			
<u>10.58.501 TEACHING STANDARDS</u>	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		MET	NOT MET
	<p>students at their particular level of moral development. (Learner Characteristics)</p> <p>Complete analysis of practicum performance data can be found in the Folder 03 NPTT-Data_Analysis. See Excel file: Evaluation Data F&Sum 2008-2014.</p>		
<p>(b) use understanding of individual differences and diverse cultures and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards;</p>	<p>This standard corresponds to InTASC Standard #2. It is subsumed within the NPTT program claim #3 and in the Cross-cutting theme of Diversity for purposes of CAEP accreditation. Its intent is addressed primarily in <i>EDCI 553 - Diversity, Special Needs, and Classroom Discipline; EDCI 559 – Internship: Equity, Special Needs, Diversity; and EDCI 540 – American Indian Studies for Educators</i>. Evidence of attainment is represented in the following items of the practicum formative and summative evaluation instruments:</p> <p>NPTT Internship Evaluation. Item #7. Demonstrates the ability to assess student’s command of language and the ability to work effectively on furthering this core set of skills. (Learner Characteristics)</p> <p>NPTT Internship Evaluation. Item #8. Demonstrates the necessary knowledge, skills, and dispositions needed to perform duties required of teachers in working with students with special needs. (Special Needs)</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



Institutional Report

Subchapter 5 Teaching Areas: Specific Standards			
<u>10.58.501 TEACHING STANDARDS</u>	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		MET	NOT MET
	<p>NPTT Internship Evaluation. Item #9. Works effectively with families of students with special needs. (Special Needs)</p> <p>NPTT Internship Evaluation. Item #16. Demonstrates an ethic of caring defined as a willingness to cherish human beings for who they are. (Teaching Skills)</p>		
<p>(c) work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation;</p>	<p>This standard corresponds to InTASC Standard #3. It is subsumed within the NPTT program Claim #3 for purposes of CAEP accreditation. Its intent is addressed primarily in <i>EDCI 553 - Diversity, Special Needs, and Classroom Discipline</i>; and <i>EDCI 559 – Internship: Equity, Special Needs, Diversity</i>. Evidence of attainment is represented in the following items of the practicum formative and summative evaluation instruments:</p> <p>NPTT Internship Evaluation. Item #10. Understands and respects all children, regardless their ethnic, linguistic, cultural, religious, political, economic, social, or national origins, and is free of bias or prejudice based on these characteristics or the student’s gender, sexual orientation, skills and ability levels, personality, social competencies, special needs, or other characteristics. (Diversity)</p> <p>NPTT Internship Evaluation. Item #22. Manages time, work flow, and transitions effectively. (Classroom Management)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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Subchapter 5 Teaching Areas: Specific Standards			
<u>10.58.501 TEACHING STANDARDS</u>	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		MET	NOT MET
	<p>NPTT Internship Evaluation. Item #23. Maintains a wholesome, safe, and orderly environment in the classroom. (Classroom Management)</p> <p>NPTT Internship Evaluation. Item #24. Lessons are prepared in advance. (Classroom Management)</p> <p>NPTT Internship Evaluation. Item #25. Has established a basic democratic ethos of respect and mutual support in the classroom. (Respectful and Supportive Learning Environment)</p> <p>NPTT Internship Evaluation. Item #26. Behavioral expectations are clearly stated that encourage personal empowerment. (Respectful and Supportive Learning Environment)</p> <p>NPTT Internship Evaluation. Item #27. Students understand each others' needs as learners and are respectful and supportive of those needs and able to provide assistance to one another. (Respectful and Supportive Learning Environment)</p> <p>NPTT Internship Evaluation. Item #28. Instructional practices are academically demanding, but are designed to encourage mutual support among students, including collaborative learning, group projects, and other forms of cooperation. (Respectful and Supportive Learning Environment)</p>		



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Subchapter 5 Teaching Areas: Specific Standards			
<u>10.58.501 TEACHING STANDARDS</u>	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		MET	NOT MET
<p>(d) demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) the candidate teaches and create individualized learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, and include the instruction of reading and writing literacy into all program areas;</p>	<p>This standard corresponds to InTASC Standard #4. It is subsumed within the NPTT program Claim #1 for purposes of CAEP accreditation. Its intent is addressed primarily in <i>EDCI 557 – Brains Science, Educational Research, and Teaching</i>. Evidence of attainment is represented in the following items of the practicum formative and summative evaluation instruments:</p> <p>Item # 1 NPTT Internship Evaluation. Understands the underlying foundations and structure of the subject area. Demonstrates the ability to help students explore and understand the organization of knowledge, the operations, the methods, the standards of validity, and other aspects descriptive of the nature of the subject area. (Subject Area Mastery)</p> <p>Pedagogical Content Knowledge NPTT Internship Evaluation. Item #2. Able to analyze, interpret and teach the nature and characteristics of his/her subject area. (Subject Area Mastery)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>(e) demonstrate understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues;</p>	<p>This standard corresponds to InTASC Standard #5. It is subsumed within the NPTT program Claim #1 for purposes of CAEP accreditation. Its intent is addressed primarily in <i>EDCI 557 – Brain Science, Educational Research, and Teaching</i>. Evidence of attainment is represented in the following items of the practicum formative and summative evaluation instruments:</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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Subchapter 5 Teaching Areas: Specific Standards			
<u>10.58.501 TEACHING STANDARDS</u>	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		MET	NOT MET
	<p>NPTT Internship Evaluation. Item #11. Understands the connection between national content standards, state content standards, district curriculum guidelines, and is able to translate these effectively into appropriate and robust curriculum units and lessons. (Curriculum Planning)</p> <p>NPTT Internship Evaluation. Item #12. Uses a variety of approaches to unit and lesson planning. (Curriculum Planning)</p>		
<p>(f) use multiple methods of assessment, including formative and summative assessments, to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making;</p>	<p>This standard corresponds to InTASC Standard #6. It is subsumed within the NPTT program Claim #2 for purposes of CAEP accreditation. Its intent is addressed primarily in <i>EDCI 554 – Curriculum Design, Pedagogy, and Assessment</i>. Evidence of attainment is represented in the following items of the practicum formative and summative evaluation instruments:</p> <p>NPTT Internship Evaluation. Item #17. Demonstrates an ability to create authentic assessments. (Uses of Assessment)</p> <p>NPTT Internship Evaluation. Item #18. Demonstrates an ability to align assessment with standards, with curriculum, and with teaching practices, and understands how modern assessment requirements contribute to accountability. (Uses of Assessment)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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Subchapter 5 Teaching Areas: Specific Standards			
<u>10.58.501 TEACHING STANDARDS</u>	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		MET	NOT MET
	NPTT Internship Evaluation. Item #19. Uses assessment as an instrument of instruction and improvement. (Uses of Assessment)		
(g) plan and implement individualized instruction that supports students of all cognitive abilities in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context;	<p>This standard corresponds to InTASC Standard #7. It is subsumed within the NPTT program Claim #2 for purposes of CAEP accreditation. Its intent is addressed primarily in <i>EDCI 554 – Curriculum Design, Pedagogy, and Assessment</i>. Evidence of attainment is represented in the following item of the practicum formative and summative evaluation instruments:</p> <p>NPTT Internship Evaluation. Item #13. Designs a curriculum that is authentic and meaningful to students, rigorous and challenging, and adaptable to the needs and characteristics of all learners. (Curriculum Planning)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(h) use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and build skills to apply knowledge in meaningful ways;	<p>This standard corresponds to InTASC Standard #8. It is subsumed within the NPTT program Claim #2, and in the Cross-cutting theme of Technology & Digital Learning, for purposes of CAEP accreditation. Its intent is addressed primarily in <i>EDCI 554 – Curriculum Design, Pedagogy, and Assessment; EDCI 558 – Internship: Methods of Teaching; and EDC 555 – Technology, Instructional Design, and Learner Success</i>. Evidence of attainment is represented in the following item of the practicum formative and summative evaluation instruments:</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Institutional Report

Subchapter 5 Teaching Areas: Specific Standards			
<u>10.58.501 TEACHING STANDARDS</u>	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		MET	NOT MET
	<p>NPTT Internship Evaluation. Item #14. Skilled in creating a lively and engaging classroom dynamic, demonstrates the ability to reach all students with effective curriculum planning, instructional strategies and effective uses of assessment. (Teaching Skills)</p> <p>NPTT Internship Evaluation. Item #15. Uses a variety of teaching skills and approaches. (Teaching Skills)</p> <p>NPTT Internship Evaluation. Item #20. Demonstrates the knowledge, skills, and dispositions necessary to make effective use of available instructional technologies. (Instructional Technologies and Media)</p> <p>NPTT Internship Evaluation. Item #21. Demonstrates a solid command of the many resources currently available to enhance teaching through the effective use of instructional media. (Instructional Technologies and Media)</p>		
<p>(i) engage in ongoing professional learning and use evidence to continually evaluate candidate’s practice, particularly the effects of candidate’s choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner;</p>	<p>This standard corresponds to InTASC Standard #9. It is subsumed within the NPTT program Claim #4 for purposes of CAEP accreditation. Its intent is addressed primarily in <i>EDCI 556 – The Legal, Social, and Practical Basis of Schooling; and in EDCI 564 – The Comprehensive Portfolio</i>. Evidence of attainment is represented in the following item of the practicum formative and summative evaluation instruments:</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Institutional Report

Subchapter 5 Teaching Areas: Specific Standards			
<u>10.58.501 TEACHING STANDARDS</u>	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		MET	NOT MET
	<p>NPTT Internship Evaluation. Item #29. Understands the culture of the profession and of the school and demonstrates an understanding of school policies. (School Culture and Policy)</p> <p>NPTT Internship Evaluation. Item #30. Demonstrates professionalism in outward appearance, in relationships with others, and is knowledgeable, competent, and caring. (Professionalism)</p> <p>NPTT Internship Evaluation. Item #31. Liked by others, has authentic concern and interest toward colleagues, is supportive of the efforts of the group, contributes to discussions and efforts in a congenial and professional manner. (Collegiality)</p>		
(j) interact knowledgeably and professionally with students, families, and colleagues based on social needs and institutional roles;	<p>This standard corresponds to InTASC Standard #10. It is subsumed within the NPTT program Claim #4 for purposes of CAEP accreditation. Its intent is addressed primarily in <i>EDCI 556 The Legal, Social, and Practical Basis of Schooling</i>; and in <i>EDCI 564 – The Professional Portfolio</i>. Evidence of attainment is represented in the following item of the practicum formative and summative evaluation instruments:</p> <p>NPTT Internship Evaluation. Item #32. Places an important emphasis on knowing each student’s family to the extent possible, and demonstrates the ability to work effectively with</p>	☒	☐



Institutional Report

Subchapter 5 Teaching Areas: Specific Standards			
<u>10.58.501 TEACHING STANDARDS</u>	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		MET	NOT MET
	<p>families for the benefit of each student. (Working with Families)</p> <p>NPTT Internship Evaluation. Item #33. Has a plan for professional development. (Professional Development)</p>		
<p>(k) engage in leadership or collaborative roles, or both, in content-based professional learning communities and organizations and continue to develop as professional educators; and</p>	<p>This standard also corresponds to InTASC Standard #10. It is subsumed within the NPTT program Claim #4 for purposes of CAEP accreditation. Its intent is addressed primarily in <i>EDCI 556 The Legal, Social, and Practical Basis of Schooling</i>; and in <i>EDCI 564 – The Professional Portfolio</i>. Evidence of attainment is represented in the following item of the practicum formative and summative evaluation instruments:</p> <p>NPTT Internship Evaluation. Item #32. Places an important emphasis on knowing each student’s family to the extent possible and demonstrates the ability to work effectively with families for the benefit of each student. (Working with Families)</p> <p>NPTT Internship Evaluation. Item #33. Has a plan for professional development. (Professional Development)</p>	☒	☐
<p>(l) demonstrate understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana.</p>	<p>This standard is implicit within the NPTT program Claim #3 for purposes of CAEP accreditation. Its intent is addressed primarily in <i>EDCI 556 The Legal, Social, and Practical Basis of Schooling</i>; and in <i>EDCI 540 – American Indian Studies for Educators</i>. Evidence of attainment is</p>	☐	☒



Institutional Report

Subchapter 5 Teaching Areas: Specific Standards			
<u>10.58.501 TEACHING STANDARDS</u>	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		MET	NOT MET
	<p>represented in the following items of the original 61 item practicum formative and summative evaluation instruments:</p> <p>NPTT Internship Evaluation. Item # 19. Knowledge of American Indian cultures, especially those indigenous to your state.</p> <p>NPTT Internship Evaluation. Item # 20. Knowledge of the legal and ethical expectations around teaching native children.</p> <p>NPTT Internship Evaluation. Item # 21. Knowledge of the legal and ethical expectations about teaching about native cultures.</p> <p>NPTT Internship Evaluation. Item # 22. Interest, and ability, to adapt curriculum and instructional practice to include Native American perspectives, culture, and classroom inclusion.</p> <p>These four items were then subsumed within item 10 of the 33 item instrument:</p> <p>NPTT Internship Evaluation. Item #10. Understands and respects all children, regardless their ethnic, linguistic, cultural, religious, political, economic, social, or national origins, and is free of bias or prejudice based on these characteristics or the student’s gender, sexual orientation, skills and ability levels, personality, social competencies, special needs, or other characteristics. (Diversity)</p>		
(History: 20-2-114, MCA; <u>IMP</u> , 20-1-501, 20-2-121, MCA; <u>NEW</u> , 1979 MAR p. 492, Eff. 5/25/79; <u>AMD</u> , 1984 MAR p. 831, Eff. 5/18/84; <u>AMD</u> , 1994 MAR p. 2722, Eff. 10/14/94; <u>AMD</u> , 2000 MAR p.			



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Subchapter 5 Teaching Areas: Specific Standards			
<u>10.58.501 TEACHING STANDARDS</u>	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		MET	NOT MET
2406, Eff. 9/8/00; <u>AMD</u> , 2007 MAR p. 190, Eff. 2/9/07; AMD, 2014 MAR p. 2936, Eff. 7/1/15.)			



ITEM 12

MONTANA STATE UNIVERSITY-BILLINGS
(MSUB) PROPOSAL FOR MINOR
ENDORSEMENT IN EARLY CHILDHOOD
EDUCATION (ECE) PRESCHOOL THROUGH
GRADE 3 (P-3)

Dr. Linda Vrooman Peterson, OPI
Dr. Mary Susan Fishbaugh, Dean of the
College of Education at Montana State
University-Billings

EXECUTIVE SUMMARY

DATE: MARCH 2016

- PRESENTATION:** Montana State University Billings (MSUB) Proposal for Minor Endorsement in Early Childhood Education (ECE) Preschool through Grade 3 (P-3)
- PRESENTER:** Linda Vrooman Peterson, Ph.D.
Administrator of Accreditation and Educator Preparation
Office of Public Instruction
- OVERVIEW:** The OPI provides to the Board of Public Education the proposal from MSUB to add an ECE P-3 Minor Endorsement. Dr. Mary Susan Fishbaugh will present the proposed program. This is a discussion item.
- Mary Susan Fishbaugh, Ed.D.
Dean of the College of Education
Montana State University-Billings (MSUB)
- REQUESTED DECISION(S):** None
- OUTLYING ISSUE(S):**
- RECOMMENDATION(S):** Discussion



College of Education
Montana State University-Billings
Office of the Dean

MEMORANDUM

Date: December 11th 2015

To: Montana Board of Public Education

From: Mary Susan E. Fishbaugh, Dean

Subject: Provisional Accreditation for the Montana P-3 Educator License Endorsement

Montana State University Billings College of Education is requesting provisional accreditation for P-3 educator preparation in order to prepare and recommend for the Montana licensure endorsement. MSUB currently is accredited for the Early Childhood Education Area of Permissive Special Competency.

The COE is revising its current programs in a staged process in order to meet both PEPPS (ARM Ch 58) and Montana licensure rule (ARM Ch 57). Stage one has been revision of the current Early Childhood Education minor including revision of current courses, proposed and approved new courses as necessary, and the addition of a student teaching experience. This will allow candidates with an Elementary Education major to add the P-3 endorsement to a license. Stage two is development of a Broadfield Early Childhood major based upon the current Broadfield Elementary Education major with substitution of appropriate courses. This major requires approval of the COE faculty, approval through the MSUB shared governance process, and approval as a new major by the Montana Board of Regents. The hope is to bring it to the BPE before the end of the spring 2017 semester. The third stage is revision of graduate Early Childhood courses and addition of courses as necessary in order to provide a third licensure track in the Master of Education Curriculum and Instruction Licensure program. As part of the MSUB Program Prioritization process, the COE deleted its Master of Education Early Childhood program due to at least 20 years of low enrollments. The graduate licensure track requires approval of the COE faculty, approval through the MSUB shared governance process, and notice to the Montana Board of Regents as a modification of an existing program. The hope is to bring it to the BPE before the end of the spring 2017 semester.

With this memorandum are the courses to be required for the Early Childhood Education minor leading to a P-3 Montana Educator License Endorsement. The courses have been approved through shared governance on campus. They are curricular changes only, not requiring BOR new program approval or notice of a change to an existing program.

Montana State University Billings
COLLEGE OF EDUCATION
Early Childhood Education Minor for the P-3 Montana Educator License Endorsement

REQUIRED COURSES:

EDEC 130 Early Childhood Health, Movement, Nutrition, & Safety	2
Provides information regarding the importance of nutritional needs; principle health and movement issues; and safety considerations that help early childhood professionals provide an environment in which children can grow and develop to their full potential. Includes developmentally appropriate physical movement methods and information about issues and problems related to contemporary alcohol, tobacco, and other drug use, misuse, and abuse.	
EDEC 296 Early Childhood Preschool Practicum	1
Co-requisite: EDEC 385. Provides the student with an opportunity to explore and develop applications of study in an early childhood preschool setting. Includes implementation of developmentally appropriate activities and projects for young children. In-field contact time is 45 hours. Practicum placements are arranged in conjunction with the instructor and the Field Experience Coordinators. Valid criminal background check required.	
EDEC 310 Child in the Family System	3
Focuses on the reciprocal relationship between the child, family and environment. This course includes knowledge and experience necessary to assist and support the parents (of both typically developing and children with special needs) in their role as primary caregivers and informal teachers of young children. A field experience is integrated into the course experience	
EDU 330 Emergent Literacy	3
Provides a view of the stages of literacy development including areas of language, writing, perception, behavior and cognitive development. Curriculum and instruction analyses are related to various stages of literacy development. Contains a field experience with children, relating theory to practice. Valid criminal background check required.	
EDU 336 Cognitive & Language Development	3
Focuses on current theory and practice related to understanding and enhancing the young child's cognitive and language development. Provides the student with opportunities to apply child development and learning theory to assessment, curriculum, and interaction patterns with young children. A field experience is integrated into the course experience and assignments. Valid criminal background check required.	
EDEC 352 Math & Science for Early Childhood	3
Focuses on developmentally appropriate, research-based curriculum, methods, and assessment in early childhood mathematics and science. Examines state and national standards, and key concepts and skills in science and math curriculum. Develops high quality, meaningful science and math experiences that emphasize hands-on exploration and investigation of meaningful content with young children. Prerequisite: EDEC 381 and EDEC 385	
EDEC 381 Early Childhood Curriculum and Methods	3
Provides the student with an understanding of developmentally appropriate and play based curriculum, methods and assessment; including learning centers and adaptations for diverse learners. Early childhood learning environments and design; and its effect on the young child in the cognitive, social, and physical domains is emphasized.	
EDEC 385 Integrated Curriculum in Early Childhood Education	2
Provides the student with an understanding of integrated developmentally appropriate curriculum, including The Project Approach and developmentally appropriate integration of educational technology. Various theoretical approaches and methods of early childhood curriculum design will be emphasized. Students will develop relevant and meaningful curriculum for young children with an emphasis on full integration of all content areas. Co-Requisite: EDEC 296. Can be taken concurrently with EDEC 381.	
EDEC 430 Social Emotional Development in Young Children	3
Provides the student with a knowledge and experiential base related to the social and emotional development of young children, to include guidance techniques. An emphasis will be placed on issues of the developing self while emphasizing the critical role of supportive and engaged adults. Classroom observation and interaction with children required.	
EDEC 495 Early Childhood Student Teaching	9/12
Places the student in a supervised field experience in an early childhood (Preschool-3rd grade) setting that allows the student to demonstrate teaching skills in the classroom with a variety of learners. Students, in collaboration with the mentor teacher, engage students in learning and participate in related experiences associated with the teaching profession. On-site mentoring and university supervision are integral to this experience. Students participate in the Capstone Seminar scheduled throughout the professional semester. Lab fee required. Valid Criminal background check required.	

Minor w/Licensure TOTAL CREDITS

32/35

❖ **MACIE LIAISON – (Item 13)**

Mary Jo Bremner

ITEM 13

MACIE UPDATE

Mandy Smoker Broaddus

EXECUTIVE SUMMARY

DATE: MARCH 2016

PRESENTATION: MACIE update

PRESENTER: Mandy Smoker Broaddus
Director of Indian Education
Office of Public Instruction

OVERVIEW: This presentation will include an update on Indian Education activities, including the state of Montana Language Preservation Program, the Student Assistance Foundation's new Money Magic Program, Governor Bullock's initiatives from the Office of Indian Affairs, Great Falls Public Schools' programs, and Indian Education Division updates (Student leadership work and School Climate grant, publications and materials, Indian Education for All grants to schools for the 2015-2016 school year, STEP grant partnership between OPI/Confederated Salish and Kootenai tribes/St. Ignatius and Two Eagle River schools, and the Cultural Integrity Act - SB 272 - Native Language Immersion program funding).

REQUESTED DECISION(S):

OUTLYING ISSUE(S):

RECOMMENDATION(S):

❖ **EXECUTIVE COMMITTEE – Items (14-17)**

Sharon Carroll

ITEM 14

FEDERAL REPORT

Nancy Coopersmith

EXECUTIVE SUMMARY

DATE: MARCH 2016

PRESENTATION: Federal Report

PRESENTER: Nancy Coopersmith
Assistant Superintendent
Office of Public Instruction

OVERVIEW: Information will include the passage of and information about two important pieces of legislation by the U.S. Congress: 1. The Elementary and Secondary Education Act (ESEA) of 1965, as reauthorized by the Every Student Succeeds Act (ESSA); and 2. The Omnibus Budget Appropriations Act of FY16. ESSA replaces the No Child Left Behind (NCLB) Act and changes many of the requirements of NCLB. The budget bill extends to the end of the current federal fiscal year on September 30, 2016, and it provides an increase to Title I of \$500 million dollars.

REQUESTED DECISION(S): No decisions are requested.

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None

COMPARISON OF SELECT ELEMENTS OF ESEA PROPOSALS AND CONFERENCE REPORT

Current Law; H.R. 5, Student Success Act; Rep. Scott's Substitute Amendment; S. 1177, Every Child Achieves Act; Administration ESEA Waiver Package and Conference Report
December 1, 2015

Issue	Current Law	H.R. 5 Student Success Act (Passed House on July 8, 2015)	S. 1177: Every Child Achieves Act (Passed Senate on July 16, 2015)	Administration ESEA Waiver Package	Conference Report (Every Student Succeeds Act - ESSA)
Authorization Structure	Generally includes separate authorizations for separate programs, with the exception being the 21 programs authorized under one authorization of appropriations under the Fund for the Improvement for Education (Title V, Part D of current law)	<p>Combines programs from current law under Titles I and III under one authorization and reserves amounts of funding through specific percentages for individual authorities. For example, the main Title I program, Migrant Education, Neglected and Delinquent, English Language Acquisition, Indian Education and the Rural Education Achievement program all share one authorization of appropriations with specific percentage reservations for each authority.</p> <p>The bill authorizes funds for programs from 2016 through 2019 with the same specific authorization level for each of the years of the authorization period.</p> <p>Authorization levels for specific programs (with their percentage reservations):</p> <p>Programs under Title I: \$16.245 billion</p> <ul style="list-style-type: none"> • Main Title I program: 91.44% • Migrant Education: 2.45% • Neglected and Delinquent: 0.31% • English Language Acquisition: 4.6% • Rural School Achievement: .6% • Indian Education: 0.6% <p>National Assessment of Title I: \$710,000.</p> <p>Title II programs: \$2.788 billion</p>	<p>Maintains separate authorizations for separate programs as under current law (not all programs are maintained).</p> <p>Authorization levels are such sums for the authorization period (2016-2021) for the following programs:</p> <p>Title I – Local Educational Agency Grants</p> <ul style="list-style-type: none"> • State Assessments • Education of Migratory Children • Neglected and Delinquent • Federal Activities - Evaluations • School Intervention and Support (similar to prior SIG grants) <p>Title II – Preparing, Training and Recruiting High Quality Teachers, Principals and other School Leaders</p> <ul style="list-style-type: none"> • Fund for the Improvement of Teaching and Learning (formula grants to states) • Teacher and School Leader Incentive Program • American History and Civics Education • Literacy Education for All, Results for the Nation • Presidential and Congressional Academies for American History and Civics • Improving STEM Instruction and Student Achievement 	No such provision.	<p>Maintains the separately authorized large and medium formula grant programs in ESEA, including (among others) Title I, Migrant Education, Neglected and Delinquent, Title II (Teacher and Leader Quality), Title III (English Learners), Charter Schools, Indian Education, Impact Aid and others.</p> <p>In contrast to current law, many “small” ESEA programs are not separately authorized and instead would be funded through reservations of other programs/authorizations or their activities are funded through the Student Supports and Academic Achievement Grants authority.</p> <p>The authorization period for programs under the bill is FY 2017 through FY 2020. Effective dates include:</p> <ul style="list-style-type: none"> • 10/1/2016 for competitive programs • 7/1/2016 for noncompetitive (formula) programs • School year 2017-2018 for Accountability requirements (sections 1111(c) and (d)) • FY 2017 appropriations for Impact Aid <p>Multi year awards for programs which are authorized or are substantially similar to authorized programs continue through length of original award</p>

Issue	Current Law	H.R. 5 Student Success Act (Passed House on July 8, 2015)	S. 1177: Every Child Achieves Act (Passed Senate on July 16, 2015)	Administration ESEA Waiver Package	Conference Report (Every Student Succeeds Act - ESSA)
		<ul style="list-style-type: none"> • Teacher Prep and Effectiveness (state and local formula grant): 75% • Teacher and Leader Flexible Grant: 25% <p>Title III programs:</p> <ul style="list-style-type: none"> • Charter Schools: \$300 million • Magnet Schools: \$91.6 million • Family Engagement Centers: \$25 million • Local Academic Flexible Grant: \$2.302 billion <p>Impact Aid programs:</p> <ul style="list-style-type: none"> • Property: \$66.813 million • Basic Payments: \$1.151 billion • Children with Disabilities: \$48.316 million • Construction: \$17.406 million • Facilities Maintenance: \$4.835 million 	<ul style="list-style-type: none"> • Comprehensive Center providing services for students at risk of not attaining full literacy skills due to a disability <p>Title III – English Language Acquisition</p> <p>Title IV Safe and Healthy Students</p> <ul style="list-style-type: none"> • Grants to States and Local Educational Agencies • Elementary School and Secondary School Counseling • 21st Century Community Learning Centers • Physical Education • Family Engagement in Education <p>Title V – Empowering Parents and Expanding Opportunity through Innovation</p> <ul style="list-style-type: none"> • Charter Schools – Grants to Support High Quality Charter Schools • Magnet School Assistance • Supporting High-Ability Learners and Learning (Javitz) • Ready-to-Learn Television • Innovative Technology Expands Children’s Horizons (I-TECH) • Education Innovation and Research • Early Learning Alignment and Improvement • Literacy and Arts Education • Full-Service Community Schools • Promise Neighborhoods • Accelerated Learning (AP, IB, dual enrollment and early college high school) <p>Title VI – Innovation and Flexibility</p>		<p>Multi-year awards for programs which are not authorized end after 2016 (regardless of award cycle).</p> <p>Secretary is provided “orderly” transition authority from NCLB to ESSA.</p> <p>Below is the authorization/reservation structure of the conference report. Unless otherwise noted as being funded through a reservation, a program listed below has a separate authorization of appropriations.</p> <p>Title I</p> <ul style="list-style-type: none"> • Local Education Agency Grants (Part A) (within Part A States are required to reserve funds for School Improvement Activities (7%) and may reserve funds for Direct Student Services (up to 3%)) • State Assessments (within the State assessment program, up to 20% of funding is reserved for State and local assessment audits) • Education of Migratory Children • Neglected and Delinquent • Federal Activities – Evaluations. • Flexibility for Equitable Per-Pupil Funding (this is a demonstration authority for a limited number of LEAs, so not a program) <p>Title II – Preparing, Training and Recruiting Teachers, Principals or Other School Leaders</p> <ul style="list-style-type: none"> • Part A – State Grants • Part B contains all national activities and is split into four subparts funded through reservations:

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			<ul style="list-style-type: none"> • Rural Education Initiative <p>Title VII – Indian Education</p> <ul style="list-style-type: none"> • Native American and Alaska Native Language Immersion Schools and Programs <p>Title VIII – Impact Aid</p> <p>McKinney-Vento Act – Homeless Education</p> <p>Title X – Other Programs</p> <ul style="list-style-type: none"> • American Dream Accounts 		<ul style="list-style-type: none"> • Subpart 1 – Teacher and School Leader Incentive Program (2017-2019– 49.1%, 2020–47%) • Subpart 2--Literacy Education for All, Results for the Nation (2017-2019– 34.1%, 2020–36.8%) • Subpart 3--American History and Civics Education (2017-2020–1.4%) • Subpart 4--Programs of National Significance (2017-2019–15.4%, 2020–14.8%) Programs of National Significance include the following: <ul style="list-style-type: none"> ○ Supporting Effective Educator Development (not less than 74% of the subpart 4 allocation) ○ School Leader Recruitment and Support (not less than 22% of the subpart 4 allocation) ○ Technical assistance (not less than 2% of the subpart 4 allocation) ○ STEM Master Teacher Corps (not more than 2% of the subpart 4 allocation) <p>Title III – English Learners and Immigrant Students</p> <ul style="list-style-type: none"> • State Grants for Language instruction for English Learners and Immigrant Students. <p>Title IV – 21st Century Schools</p> <ul style="list-style-type: none"> • Part A – Student Support and Academic Enrichment Grants

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					<ul style="list-style-type: none"> • Part B – 21st Century Community Learning Centers • Part C – Charter Schools • Part D – Magnet Schools • Part E – Statewide Family Engagement Centers • Part F – National Activities – Divided into 4 subparts and funded through reservations as follows: <ul style="list-style-type: none"> ○ Subpart 1 – Education Innovation and Research - (2017-2018–36%, 2019-2020–42%) ○ Subpart 2 – Community Support for School Success (2017-2018–36%, 2019-2020–32%) ○ Subpart 3 – National Activity for School Safety (\$5 million) ○ Subpart 4 – Academic Enrichment - (2017-2018–28%, 2019-2020–26%) Made up of 3 sections. Secretary is required to fund each (but a minimum is not set): <ul style="list-style-type: none"> ▪ Arts Education ▪ Ready to Learn Programing ▪ Javitz Gifted and Talented <p>Title V – State Innovation and Local Flexibility</p> <ul style="list-style-type: none"> • Transferability (authority – not a program) • Rural Education <p>Title VI – Indian, Native Hawaiian, and Alaska Native Education</p> <p>Title VII – Impact Aid</p>

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					<p>Title VIII – ESEA General Provisions</p> <p>Title IX –McKinney-Vento Act and Other Provisions</p> <ul style="list-style-type: none"> • Preschool Development Grants
Standards	<p>All states are required to have academic content and achievement standards in mathematics, reading or language arts and science which must include four levels of performance: advanced, proficient, basic and below basic.</p> <p>U.S. Department of Education officers and employees are barred from any action that might mandate or control a state’s, LEA’s or school’s instruction and standards.</p>	<p>All states are required to have academic content and achievement standards in mathematics, reading or language arts and science. The bill does not require the four levels of achievement as current law (below basic, basic, proficient and advanced). Standards are not required to be explicitly “college and career ready.”</p>	<p>States must provide an assurance that they have adopted challenging academic content and achievement standards in mathematics, reading or language arts and science. The achievement standards would have to include not less than 3 levels of achievement.</p> <p>States must provide an assurance that the state’s standards are aligned with: entrance requirements, without the need for remediation, for public IHEs in the state; the state’s career and technical education standards; and the state’s early learning guidelines as required under the Child Care and Development Block Grant Act (CCDBG).</p>	<p>All states were required to have fully implemented college- and career-ready standards no later than the 2013-2014 school year.</p> <p>Under the waiver package, “implementing” college- and career-ready standards means that teaching and learning aligned with such standards is taking place in all public schools in the state for all students, including English Learners, students with disabilities and low-achieving students.</p>	<p>States must provide an assurance that they have adopted challenging academic content and achievement standards in mathematics, reading or language arts and science. The achievement standards would have to include not less than 3 levels of achievement.</p> <p>States must provide an assurance that the state’s standards are aligned with: entrance requirements for credit-bearing coursework in the system of public higher education in the state and relevant State career and technical education standards</p>
Standards and Assessments Related to Students with Disabilities	<p>Two separate regulations apply to standards related to students with disabilities, alternative standards for students with the most significant cognitive disabilities (1% regulation) and modified achievement standards for other students with disabilities (2% regulation). In a state’s accountability system, the scores of students with disabilities assessed against the 1% standards are limited to the number that is 1% of all students in a state. Scores of students with disabilities assessed against the 2% standards are limited to the number of students that is 2% of all students in a state.</p>	<p>Includes language that mirrors the 1% regulation except that it does <u>not</u> include the 1% cap. It does <u>not</u> statutorily authorize the 2% regulation.</p> <p>States that students with disabilities who take an alternate assessment are not precluded from being able to meet the requirements to receive a regular high school diploma.</p>	<p>Statutorily authorizes the 1% regulation, including a 1% cap on the number of students assessed using assessments against alternative standards for students with the most significant cognitive disabilities. Does not authorize the 2% regulation.</p> <p>Highlights the use of assistive technology as an accommodation for state assessments.</p>	<p>Continues the 1% regulation. Requires states to include students with disabilities in the regular assessment once states have developed their assessments based on college- and career-ready standards, essentially phasing out the 2% regulation and its assessment for states utilizing this authority.</p>	<p>Places a cap of 1% of the total number of all students in the State that can be assessed using alternative assessments for students with significant cognitive disabilities. The statutory language does not authorize an LEA cap on the administration of these assessments, but does require LEAs to submit information to the SEA justifying the need to exceed such cap. SEAs are required to provide additional oversight for LEAs which must submit this information. The overall authority to administer these assessments (and the 1% cap) is specifically subject to ESEA’s waiver authority.</p>

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English Language Proficiency Standards	Each state is required to have English language proficiency standards.	Maintains the requirement to have English language proficiency standards.	Maintains the requirement to have English language proficiency standards. Standards would have to be aligned with the challenging academic content and achievement standards under the bill.	Maintains the requirement to have English language proficiency standards. These standards would have to be aligned with any new CCR standards by the 2013-2014 school year.	Maintains the requirement to have English language proficiency standards. Standards would have to be aligned with the challenging State academic standards.
Assessments	<p>Each state is required to have implemented a set of high-quality, yearly student academic assessments that include, at a minimum, academic assessments in mathematics, reading or language arts, and science</p> <p>Math and reading/English language arts are assessed annually in grades 3-8 and once in grades 10-12. Science is assessed once in each of the following grade spans: 3-5; 6-9; and 10-12. In order to make Adequately Yearly Progress (AYP), schools must assess at least 95% of each subgroup in their school.</p>	<p>Each state is required to have implemented a set of high-quality student academic assessments in mathematics, reading/English language arts and science.</p> <p>Assessment timelines from current law are maintained.</p> <p>Assessments may, at the state's discretion, measure individual student growth.</p> <p>Required assessments may be administered through a single annual assessment or through multiple assessments during the school year that are designed to result in a summative score.</p> <p>States may use computer-adaptive assessments and may measure a student's academic proficiency above or below grade level and use such scores in the state accountability system.</p> <p>Permits local assessments to be used in lieu of state assessments under Title I, if the local assessments are state-approved, meet other Title I assessment</p>	<p>Each state is required to have assessments in math, reading/English language arts and science.</p> <p>Assessment timelines from current law are maintained.</p> <p>Assessments may, at the state's discretion, measure individual student growth.</p> <p>State systems can measure achievement through an annual summative assessment or multiple statewide assessments, the results of which would be required to be combined to produce a summative score.</p> <p>States may use computer-adaptive assessments and may measure a student's academic proficiency above or below grade level and use such scores in the state accountability system.</p> <p>Does not specifically allow for local assessments to be used in lieu of state assessments.</p> <p>Requires states to set a limit on the amount of time devoted to state and local assessment administration.</p>	<p>Each State is required to have assessment in math, reading/English language arts, and science.</p> <p>Assessment timelines from current law are maintained.</p>	<p>Each state is required to have implemented a set of high-quality student academic assessments in math, reading or language arts, and science.</p> <p>Assessment timelines from current law are maintained.</p> <p>Assessments may, at the state's discretion, measure individual student growth.</p> <p>State systems can measure achievement through an annual summative assessment or multiple statewide assessments, the results of which would be required to be combined to produce a summative score.</p> <p>States may use computer-adaptive assessments and may measure a student's academic proficiency above or below grade level and use such scores in the state accountability system.</p> <p>Does not generally allow for the use of local assessments, except states may allow an LEA to use a nationally-recognized high school academic assessment in lieu of a state assessment as long as such assessment is aligned to the State's standards and meet other requirements.</p>

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		<p>requirements and provide comparable data across all LEAs in a state.</p> <p>Adds military-dependent students as a group for which assessments would have to be enabled to produce disaggregated data.</p> <p>Requires a state to enable assessments to disaggregate by status as a foster youth.</p>	<p>Prohibits assessments under Title I from assessing personal or family beliefs.</p> <p>Requires LEAs to publicly post on their websites information on state assessments, including subject matter, how much time students will spend on taking the assessment and the source of the requirement of the assessment.</p> <p>States are permitted to exclude English learners who have attended U.S. schools for less than 12 months from one administration of the reading/language arts state assessments;</p>		<p>Allows, but does not require, states to set a limit on the amount of time devoted to the aggregate amount of time devoted to assessment administration for each grade.</p> <p>Prohibits assessments under Title I from assessing personal or family beliefs.</p> <p>A State may exclude a recently arrived English Learner from one administration of the reading/ELA assessment or exclude the results of such English learner from the State's accountability system for the first year of enrollment.</p>
Grants for Assessments	<p>Authorizes grants to states for the development of the annual assessments for reading/English language arts and math and for enhanced assessment activities, such as those funding the development of the Common Core Assessments, English language proficiency assessments, pre-K assessments and greater accessibility on assessments for students with disabilities.</p>	<p>The bill eliminates the program authorizing funds for annual assessment development and enhanced assessment activities but permits the use of "Local Academic Flexible Grants" for that purpose.</p>	<p>Continues authorization for grants to states for the development of assessments with some modifications, including allowing states to use funds to refine science assessments in order to integrate engineering design skills and practices into such assessments.</p> <p>Also authorizes grants for enhanced assessments similar to current law. Includes language prohibiting funds to be used to mandate, direct, control, incentivize, or make financial awards conditioned upon a State developing an assessment common to a number of states.</p> <p>Authorizes funds for states and local educational agencies to audit their state and local assessment system with the goal of eliminating unnecessary assessments and streamlining assessment systems. This authority allows for the buying out of existing assessment contracts.</p>	Not applicable	<p>Continues authorization for grants to states for the development of assessments with some modifications, including allowing states to use funds to refine science assessments in order to integrate engineering design skills and practices into such assessments.</p> <p>Also authorizes grants for enhanced assessments similar to current law. Includes language prohibiting funds to be used to mandate, direct, control, incentivize, or make financial awards conditioned upon a State developing an assessment common to a number of states.</p> <p>Authorizes funds for states and local educational agencies to audit their state and local assessment system with the goal of eliminating unnecessary assessments and streamlining assessment systems. This authority allows for the buying out of existing assessment contracts.</p>

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Innovative Assessment Pilot	No applicability	No applicability.	Includes Secretary authority to provide up to 7 states initial authority (with potential of expansion) to carry out innovative assessments such as competency-based, cumulative year-end assessments.	No applicability.	Includes Secretary authority to provide up to 7 states initial authority (with potential of expansion) to carry out innovative assessments such as competency-based, cumulative year-end assessments.
NAEP	States are required to provide an assurance that they will participate in 4 th and 8 th grade reading and mathematics assessments under the National Assessment of Education Progress (NAEP) if the Secretary pays for the costs of such assessments.	Maintains current law with respect to NAEP participation.	Maintains current law with respect to NAEP participation.	Maintains current law with respect to NAEP participation.	Maintains current law with respect to NAEP participation.
Opting Out of Assessments	No provisions on opt out. As noted above, requires 95% participation rate.	Permits the parents of a student to opt that student out of assessments for any reason, and provides that opted out students are not to be counted in the participation rate. Requires information to be provided on assessment participation policies.	States that nothing in Title I preempts state or local law with respect to a parental decision on assessment participation. Requires LEAs to provide parents, on request and in a timely manner, with information regarding state or local policy, procedures and parental rights regarding student participation in mandated assessments.	No change in statutory requirements.	States that nothing in the assessment section of Title I preempts state or local law with respect to a parental decision on assessment participation. Requires LEAs to provide parents, on request and in a timely manner, with information regarding state or local policy, procedures and parental rights regarding student participation in mandated assessments.
Title I State Plan Provisions	The Secretary is required to approve a Title I state plan within 120 days of its submission unless the Secretary determines it does not meet the statutory requirements. States must be provided an opportunity to revise and resubmit their plan.	Largely follows current law, except that the Secretary, the Secretary's staff or any federal employee may not participate in or influence the peer review process for state plans, except to provide technical information.	The Secretary is required to establish a peer-review process to assist in the review of state plans. The Secretary has 90 days to deem a state plan approved unless there is "substantial evidence" that the plan does not meet requirements. States are not required to submit their standards for review to the Secretary.	No applicability.	The Secretary is required to establish a peer-review process to assist in the review of state plans. The Secretary is required to approve a state plan not later than 120 days after submission unless the Secretary meets specific criteria in the bill in which to disapprove such plan. States are not required to submit their standards for review to the Secretary. State plans are in effect for the duration of the state's participation in Title I

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			<p>State plans are in effect for 7 years or the duration of the state’s participation in Title I (whichever is shorter).</p> <p>State plans must be available for 30 days prior to being submitted to the Secretary.</p> <p>States must provide an assurance that:</p> <ol style="list-style-type: none"> 1. A foster child can remain in their school of origin; 2. An enrolling school immediately contacts a foster child’s last school of origin to obtain relevant records; 3. An enrolling school enroll a foster child even if relevant records are not immediately available; and 4. The SEA appoints a point of contact to oversee these requirements and coordinate with child welfare agencies. <p>Title I LEA plans require LEAs and child welfare agencies to coordinate on the provision of transportation for foster children to attend their school of origin.</p> <p>Failure to meet requirements of the state plan could result in withholding of all funds for state administration, compared to 25% in current law.</p> <p>In their state plans, states may include how they are using Title I funds to develop effective school libraries to improve student achievement and graduation.</p>		<p>State plans must be available for not less than 30 days prior to being submitted to the Secretary.</p> <p>Among other provisions, States must provide an assurance that:</p> <ol style="list-style-type: none"> 1. A foster child can remain in their school of origin; 2. An enrolling school immediately contacts a foster child’s last school of origin to obtain relevant records; 3. An enrolling school enroll a foster child even if relevant records are not immediately available; and 4. The SEA appoints a point of contact to oversee these requirements and coordinate with child welfare agencies. <p>Title I LEA plans require LEAs and child welfare agencies to coordinate on the provision of transportation for foster children to attend their school of origin.</p> <p>Failure to meet requirements of the state plan could result in withholding of all funds for state administration, compared to 25% in current law.</p> <p>In their state plans, states must provide an assurance that certain data that can be cross tabulated by subgroup is provided publicly, which may include providing it through the state report card.</p>

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			<p>In their state plans, states may describe how they will provide early college high school opportunities.</p> <p>In their state plans, states must provide an assurance that certain data that can be cross tabulated by subgroup is provided publicly, which may include providing it through the state report card.</p>		
Limitation on Secretary's Authority		<p>Specifies that the Secretary does not have the authority to require a state, as a condition of approval of the state plan, to include in, or delete from, such plan one or more specific elements of the state's academic standards or state accountability system, or to use specific academic assessments or other indicators.</p>	<p>The bill includes a number of limitations on the Secretary in relation to Title I state plans. The Secretary may not require a state to:</p> <ol style="list-style-type: none"> 1. Include or delete specific elements of a state's content or achievement standards; 2. Use a specific academic assessment instrument or item; 3. Set specific goals or timelines for use in a state's accountability system; 4. Assign a specific weight to any indicator in a state's accountability system; 5. Include or delete a criterion that has an impact on: standards, assessments, accountability (including goals and weights for indicators), student growth, other academic indicators and teacher and principal effectiveness or evaluation; and 6. Require data collection beyond data derived from federal, state and local reporting requirements and data sources. 	No applicability	<p>Includes many limitations to the authority of the Secretary, including:</p> <p>With respect to the state accountability system, may not add requirements or criteria that are inconsistent or outside of the scope of Title I-A or in excess of statutory authority granted to the Secretary;</p> <p>As a condition of the state plan or any waiver, the Secretary may not –</p> <ul style="list-style-type: none"> • require a state to add new requirements; • require a state to add or delete specific elements to the standards; • prescribe goals of progress or measurements of interim progress that are set by states under the accountability system; • prescribe specific assessments or items to be used in assessments; • prescribe indicators that states must use; • prescribe the weight of measures or indicators; • prescribe the specific methodology states must use to differentiate or identify schools;

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					<ul style="list-style-type: none"> • prescribe school improvement strategies or exit criteria; • prescribe min. N-sizes; • prescribe any teacher or principal evaluation system; • prescribe any measures of teacher or principal effectiveness; • prescribe the way in which the State factors the 95% requirement into their accountability system. <p>The Secretary is also not empowered to:</p> <ul style="list-style-type: none"> • issue new non-regulatory guidance that seeks to provide explanation of the requirements under section 1111, • provide a strictly limited or exhaustive list for implementation purposes • purports to be legally binding or • requires new data collection beyond data from existing Federal, State and local reporting. <p>The Secretary is also prohibited from defining a term that is inconsistent with or outside the scope of Title I, Part A.</p>
Schoolwide Programs	Schools with 40% and higher levels of students from low-income families can operate a schoolwide programs	Same as current law.	Maintains general schoolwide eligibility at 40% poverty, but allows LEAs to permit schools with lower poverty percentages to operate schoolwide programs, if approved by the LEA and a needs assessment determines it would best meet the needs of students at that school. Permits the use of funds in schools with schoolwide programs for dual or concurrent	Same as current law.	Maintains general school wide eligibility at 40% poverty, but allows States to approve schools to operate a schoolwide program with a lower poverty percentage.

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			enrollment (high school and postsecondary) by students and teacher training for such purposes.		
Report Cards	Each state and LEA is required to publish report cards that include information on student achievement, graduation rates and the professional qualifications of teachers. Student achievement data must be disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged. LEA report cards also contain information on the number of schools identified for school improvement and comparisons of achievement at individual schools to the LEA and state.	Maintains a requirement for state and LEA report cards. Requirements for state report cards include: 1. Student achievement (aggregated and disaggregated by gender, racial and ethnic group, English language proficiency status, migrant status, disability status, status as a student with a parent in the military, status as student in foster care and economically disadvantaged status); 2. Participation rate on assessments (aggregated and disaggregated, as above), including participation by students with disabilities in alternate assessments; 3. Adjusted cohort graduation rates for all public high schools and at a state's discretion, extended cohort graduation rate (for students graduating in five years or less and six years or less); 4. Performance of students (in the aggregate and disaggregated) on the state's "other academic indicator"; 5. Evaluation results of each public school under the state's accountability system; 6. English acquisition by English learners; and 7. If appropriate, as determined by the state, the number and percentage of teachers in each evaluation category	Maintains the requirement for state and LEA report cards. Elements included on the state report card include: 1. A concise description of the accountability system, including goals, indicators and weights of indicators used in such system; 2. For all students and the accountability subgroups (racial and ethnic groups, economically disadvantaged status, English proficiency status, gender and migrant status), plus homeless and foster youth, disaggregation on student achievement on the academic assessments; 3. For all students and the accountability subgroups, percentage of students assessed and not assessed; 4. For all students and, the accountability subgroups, information on the elementary school indicator and high school graduation rates used as part of a state's accountability system (with disaggregation on homeless and foster youth with respect to graduation rates); 5. Information on measures of school quality, such as climate and safety, discipline, school-based arrests and others; 6. Minimum number of students for subgroups to be included in accountability and reporting; 7. Professional qualifications of teachers, principals and other school leaders	Maintains the requirement for state and LEA report cards.	Maintains a requirement for state and LEA report cards. Elements included on the state report card include: <ul style="list-style-type: none"> • A concise description of the accountability system, goals, indicators and weights of indicators used in such system; • For all students and the accountability subgroups (racial and ethnic groups, economically disadvantaged status, English proficiency status, gender and migrant status), plus homeless and foster youth, and students with a parent in the military, disaggregation on student achievement on the academic assessments; • For all students and the accountability subgroups, percentage of students assessed and not assessed; • For all students and, the accountability subgroups, information on the elementary school indicator and high school graduation rates used as part of a state's accountability system (with disaggregation on homeless and foster youth with respect to graduation rates); • Information on acquisition of English proficiency by English learners; • Information on measures of school quality, or student success; • Progress of all students and subgroups on long term goals and measurements of interim progress under accountability system;

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		<p>(see Teacher Evaluation section), so long as such reporting does not reveal personally identifiable information.</p> <p>LEAs must report on:</p> <ol style="list-style-type: none"> 1. Information required under the state report cards; 2. How students in the LEA compare to students in the state as a whole; and 3. A school's evaluation results under the state accountability system. <p>The main differences between current law and this bill are the inclusion of the adjusted cohort graduation rates and the exclusion of reporting on two-year trends in student achievement and the percentage of students not tested. In addition, because the bill eliminates the definition of highly-qualified teacher, the report card section instead reports on information on teacher evaluations.</p>	<p>disaggregated by high-poverty compared to low-poverty schools on certain categories, including the number, percentage and distribution of inexperienced teachers, principals and other school leaders; teachers with emergency credentials; teacher who are teaching out of subject; teachers who are ineffective (as determined by the state; and the annual retention rates of effective and ineffective teachers;</p> <ol style="list-style-type: none"> 8. Performance of LEAs and schools in the state including the number and names of schools identified for intervention (see school improvement section); 9. For states that implement an educator evaluation system, the results of the evaluation system; 10. Per-pupil expenditures of federal, state and local funds, including actual personnel and non-personnel expenditures; 11. Number and percentage of students with significant cognitive disabilities that take an alternative assessment; 12. Information on acquisition of English proficiency by English learners; 13. Information that the state and each LEA reports under the Civil Rights Data Collection biennial survey; 14. Number and percentage of students attaining career and technical proficiencies; 15. Results on NAEP in grades 4 and 8 in reading and math; 16. Percentage of students who did not meet the annual state accountability system goals; 		<ul style="list-style-type: none"> • Minimum number of students for subgroups to be included in accountability and reporting; • Percentage of all students and subgroups assessed and not assessed; • Information that the state and each LEA reports under the Civil Rights Data Collection biennial survey; • Professional qualifications of teachers, principals and other school leaders disaggregated by high-poverty compared to low-poverty schools on certain categories, including the number, percentage and distribution of inexperienced teachers, principals and other school leaders; teachers with emergency credentials; teacher who are teaching out of subject; • Per-pupil expenditures of federal, state and local funds, disaggregated by source of funds; • Number and percentage of students with significant cognitive disabilities that take an alternative assessment; • Results on NAEP in grades 4 and 8 in reading and math; • Starting in 2017, the rate at which students in high schools enroll in postsecondary education; and • Any additional information the state wishes to provide. <p>Local report cards require all of the information reported on the state report cards with the exception of NAEP results as applied to the LEA and school and how the performance of each school's students compare to performance of the LEA and State as a whole.</p>

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			<p>17. The number and academic achievement of military-connected students;</p> <p>18. A listing, for each Title I coeducational school in the state, of the school's interscholastic sports teams, and for each team, the number of participants (disaggregated by gender and race) and information on the season in which the team competed, whether the team participated in postseason competitions, the total number of events scheduled, expenditures, staff employed by the team and staff salaries;</p> <p>19. Starting in 2017, the rate at which students in high schools enroll in postsecondary education; and</p> <p>20. Any additional information the state wishes to provide.</p> <p>Local report cards require all of the information reported on the state report cards with the exception of NAEP results as applied to the LEA and school.</p> <p>States are also required to report similar information to that required on the state report card to the Secretary.</p> <p>Starting July 2017, the Secretary, through the Institute of Education Sciences, will transmit a national report card to the House and Senate committees.</p> <p>States, through the Title I state plan, are required to describe how they will assess the state system for collecting data for state report cards and provide support to minimize data</p>		<p>States are also required to report similar information to that required on the state report card to the Secretary.</p> <p>The Secretary is required to annually transmit a national report card to the House and Senate committees.</p> <p>States, through the Title I state plan, are required to describe how they will assess the state system for collecting data for state report cards and provide support to minimize data collection burden for LEAs for state report cards.</p>

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<p>Adequate Yearly Progress/ State Accountability</p>	<p>Each state is required to have a definition of AYP in place that sets annual measurable objectives (AMOs) for subgroups in all schools to meet 100% proficiency on state assessments by the 2013-1014 school year.</p> <p>In addition, secondary schools are required to include graduation rates and elementary schools are required to use an academic indicator in addition to the assessments results described above in their definitions of AYP.</p>	<p>AYP is eliminated. States are required to develop an accountability system that is intended to ensure all public school students graduate from high school prepared for postsecondary education or the workforce. Elements of the accountability system include:</p> <ol style="list-style-type: none"> 1. Annual measures of student achievement of public school students (may include growth) using the assessments and other state-identified indicators; 2. Annual evaluation and identification of the performance of each public school based on student achievement and the achievement of subgroups at each school (and achievement gaps); and 3. A system for low-performing public schools receiving funds under Title I that requires LEAs to implement interventions in such schools (the term “low-performing” is not defined). <p>The Secretary is not permitted to establish any criteria that specify, define or prescribe any aspect of a state’s accountability system.</p> <p>The bill states that nothing contained in the bill should be construed to alter a state law giving parents rights with respect to schools that repeatedly did not make AYP. This likely refers to state parent trigger laws.</p>	<p>collection burden for LEAs for state report cards.</p> <p>AYP is replaced with a state-determined system containing certain parameters. States must establish state-designed goals for all students and subgroups of students that take into account the progress necessary for students to graduate high school prepared for postsecondary education or the workforce. Goals are set, at a minimum, on the following:</p> <ol style="list-style-type: none"> 1. Student academic achievement on the state assessments; and 2. 4-year-adjusted cohort high school graduation rates (and, at state discretion, the extended-year rate). <p>States must annually measure and report on several indicators that are factors in a state’s accountability determinations. These indicators are:</p> <ol style="list-style-type: none"> 1. Achievement of all students and subgroups of students toward meeting goals using student achievement on state tests (which may include measures of growth); 2. A statewide elementary/middle school academic indicator that is the same for all students and each subgroup of students; 3. High school graduation (based on 4-year-adjusted cohort rates and may include an extended-year rate at state discretion) 4. English language proficiency of English learners; and 5. Another valid and reliable indicator of school quality, success or student supports, as determined appropriate by the state and that is applied to all LEAs and schools in the state, which may 	<p>States are required to pick one of three AYP options:</p> <ol style="list-style-type: none"> 1. <u>Half to 100% in six years</u> – States would have to set new AMOs by subgroup that would cut the gap in half between where scores are now (2010-2011 assessment results) and 100% in six years. 2. <u>100% proficiency by 2020</u> – States would be required to set new AMOs to get all students to 100% proficiency by 2020. They would use 2010-2011 school year performance as the starting point. 3. <u>State-developed option</u> – States could develop their own AMOs on a different timeline than the previous two proposals. These AMOs would have to be ambitious but achievable 	<p>The agreement replaces ESEA’s current adequate yearly progress system with a State-defined index system with certain federally-required components.</p> <p>Goals – Under this system, States must establish “ambitious State-designed long term goals” with measurements of interim progress for all students and subgroups of students on:</p> <ul style="list-style-type: none"> • Improved academic achievement on State assessments. • Graduation rates. • Progress in achieving English language proficiency for English learners (EL). <p>State Index – The State-defined index must include the following indicators (measured for all students and subgroups, except for the EL proficiency indicator):</p> <ul style="list-style-type: none"> • Academic Indicators <ul style="list-style-type: none"> ○ Academic achievement based on the annual assessments and on the State’s goals. ○ A measure of student growth or other statewide academic indicator for elementary and middle schools. ○ Graduation rates for high schools based on the State’s goals. ○ Progress in achieving English proficiency for English Learners in each of grades 3 through 8 and the same high school grade in which the State assesses for Math/ELA. • Measure of School Quality and Student Success

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		Permits “other measures of school success” to be part of a state’s accountability system.	<p>include: student readiness for postsecondary education or the workforce; career and technical education attainment, performance on college admissions exams and measures of college credit accumulation, student engagement; educator engagement; student, parent and teacher survey results; school climate and safety data; access to or success in advanced coursework; and other state-determined measures.</p> <p>States are required to establish a system of using all of these indicators to annually identify and differentiate among public schools in the state. The first three indicators (achievement toward goals using performance on state assessments, the elementary indicator and high school graduation rate) must be substantial factors in the process of identification and differentiation, with “substantial” defined by the state.</p> <p>The system must be designed to measure progress of at least 95% of all students and subgroups of students, and states must provide a clear explanation of how the state will factor meeting this 95% requirement into its identification and differentiation system.</p> <p>States are permitted to:</p> <ul style="list-style-type: none"> Exclude results from the accountability system of English learners who have attended U.S. schools for less than 12 months. Include the results of students formerly identified as English learners in the 		<ul style="list-style-type: none"> At least one measure of school quality or student success (several examples are listed including student and educator engagement, access and completion of advanced coursework, postsecondary readiness, school climate and safety, and another State selected indicator). <p>Based on the performance of schools and subgroups in schools on the indicators described above, States are required to “meaningfully differentiate” public schools in the State on an annual basis.</p> <p>“Substantial weight” is required to be given the Academic Indicators (described above) and these 4 indicators must, in the aggregate be given “much greater weight” in the differentiation process than any Measures of School Quality or Student Success (described above).</p> <p>While not specifically named as an indicator in the accountability system, States are required to annually measure the achievement of not less than 95% of all students and subgroups of students in public schools using Title I State assessments. States are permitted to and must provide a clear and understandable explanation of how the 95% assessment requirement will factor into the accountability system.</p> <p>Under the State’s accountability system, for recently arrived English learners taking the reading/ELA assessment, a state may:</p> <ul style="list-style-type: none"> In the first year of enrollment exclude the results of such assessments;

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			<p>accountability system as results of English learners for up to 4 years after they are no longer identified as such.</p> <p>The Secretary is prohibited from specifying, defining or prescribing:</p> <ol style="list-style-type: none"> 1. Standards or measures used to establish, implement or improve standards or assessment items; 2. Specific goals for students in the accountability system; 3. Any measurement of student growth or the requirement to include growth in the accountability system; 4. Any specific benchmarks, targets or goals in the accountability system; 5. The specific weights of any indicators in the accountability system; 6. Any sort of definition of the terms “meaningfully” or “substantially”; 7. The methods used by states and LEAs to identify and differentiate among schools; 8. Any aspect of teacher or principal school evaluation or effectiveness; or 9. States determinations of the minimum number of students necessary to include in a subgroup for the purposes of disaggregation (i.e. n size). 		<ul style="list-style-type: none"> • In the second year of enrollment, include a measure of student growth on such assessments; and • In the third and subsequent years of enrollment, include proficiency on such assessments. <p>States are permitted to include a student in the EL subgroup for up to 4 years after the student is proficient in English for the purposes of the State accountability system.</p>
School Improvement Structure/ Identification and Notification for Comprehensive Support and Improvement and Targeted	<p>Each LEA must identify schools that do not make AYP for a certain number of years for school improvement, corrective action and restructuring. Schools are identified for school improvement after missing AYP for two years; for corrective action after missing AYP for four years; and for Restructuring after missing AYP for five years.</p>	<p>No federally defined system of school improvement or intervention. As described under the AYP/State Accountability section above, states must develop, as part of their accountability system, a system for low-performing public schools under which LEAs must implement interventions in such schools.</p>	<p>States are required to use the state-determined accountability system (<u>see above</u>) to identify schools for intervention and support. In addition, any school that has a low-income population of at least 40% may be identified, no matter how it does on the accountability measures.</p> <p>LEAs are required to conduct a review of identified schools and develop and implement</p>	<p>States are required to identify two main categories of schools: (1) focus schools and (2) priority schools.</p> <p>States under the waivers may identify reward schools.</p> <p><u>Priority Schools</u> are the bottom 5% of schools in the state. For these schools, states would have to implement one of</p>	<p>Under the conference report, ESEA’s identification for school improvement, corrective action, restructuring, public school choice and supplemental educational services is replaced with two categories:</p> <ol style="list-style-type: none"> 1. Comprehensive Support and Improvement and 2. Targeted Support and Improvement.

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Support and Improvement		<p>The bill does not include any defined percentage of low-performing schools that require interventions.</p> <p>Maintains provision in current law that prohibits school improvement activities from overriding collective bargaining agreements.</p>	<p>evidence-based intervention and support strategies (and a plan for such strategies) that are proportional to the identified needs of the school. As part of the implementation of evidence-based intervention and support strategies, LEAs are required to distinguish between the lowest performing schools and other identified schools (including those identified due to subgroups not meeting goals).</p> <p>All schools identified in need of intervention and support must implement an evidence-based intervention and support strategy and prioritize supports for schools most in need of support. States are also required to monitor and evaluate school intervention and support strategies by LEAs and use results of the evaluation to change or improve strategies.</p> <p>States are required to make technical assistance available to LEAs and are required to ensure LEAs carry out strategies in identified schools.</p> <p>Parents are required to receive notice when a school is identified with an explanation of what the identification means, the reasons for the identification, what the LEA or state is doing to address student achievement and other measures in the school, and an explanation of how parents can become involved and public school choice options (if implemented by the LEA).</p> <p>States are specifically authorized to develop strategies for LEAs to use in identified schools (in addition to LEA-identified strategies).</p>	<p>the four school turnaround models OR design a model based on a set of school turnaround principles.</p> <p><u>Focus Schools</u> are the 10% of the schools in the state with the worst achievement gaps. Although schools are identified, there is not a federally defined set of interventions that would apply to these schools.</p> <p><u>Reward Schools</u> – the top performing schools in the state. Among other approaches, such schools may receive visits from state officials, be honored, or receive monetary awards.</p>	<p>Identification for Comprehensive Support and Improvement – Beginning with school year 2017-2018 and at least once every 3 years, States must identify schools for “comprehensive support and improvement.” States are also required to set exit criteria for schools that are identified to exit such status. Schools that meet the following criteria are required to be identified:</p> <ul style="list-style-type: none"> • The 5% lowest performing in the State (as determined by the index and differentiation process). • High schools that graduate less than two-thirds of their students. • Schools for which a subgroup is consistently underperforming in the same manner as a school under lowest 5% category for a State-determined number of years. <p>LEAs must develop comprehensive support and improvement plans for schools identified. Plans are required to include evidence-based interventions, be based on a school-level needs assessment, identify resource inequities, be approved by the school, LEA and State Educational Agency (SEA), and be periodically monitored and reviewed by the SEA. LEAs can forgo implementation of the improvement activities for schools with less than 100 students enrolled. SEAs may allow differentiated improvement activities for high schools that predominantly serve students returning to education after dropping out who are significantly off-track to graduate from high school. LEAs may provide students with the option to transfer to another public school,</p>

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			<p>Unlike current law, public school choice is optional for the LEA to implement for students in identified schools. LEAs choosing this option may use up to 5% of their Title I funds to support transportation related to public school choice.</p>		<p>including paying for transportation costs (up to 5% of their Title I allocation).</p> <p>After a state-determined period of years (not to exceed 4 years) States must take more rigorous state determined action if a school identified for comprehensive support and intervention has not met the exit criteria.</p> <p>Notification of Targeted Support and Improvement - In addition to identification for comprehensive support and improvement, the State must annually notify LEAs with schools which have “consistently underperforming” subgroups. Schools which are notified must develop and implement a “targeted support and improvement plan” to improve outcomes for subgroups which generated the notification. These plans must include evidence-based interventions and be approved and monitored by the LEA. In addition, if the plan is not successfully implemented after a LEA determined number of years, additional action must take place. Schools for which plans are developed where subgroup performance, on its own, would lead to identification for comprehensive support and improvement as in the lowest 5% must also identify resource inequities to be addressed through plan implementation. As with other schools which are identified, notification for target support and improvement will begin with the 2017-2018 academic year.</p>
School Improvement Strategies	Under Restructuring, LEAs are required to adopt one of five alternative governance arrangements for such schools:	<p>No such provision.</p> <p>No specific federally defined system of school improvement or intervention. As described under the AYP/State</p>	<p>The bill does not prescribe specific school improvement strategies.</p> <p>There is a prohibition stating that the Secretary cannot establish any criterion that</p>	Priority schools would be required to implement one of the four school intervention models under the School Improvement Grant program or a state-designed intervention model based on	The conference report does not prescribe specific school improvement strategies.

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	<ol style="list-style-type: none"> 1. Reopening the school as a charter school; 2. Replacing all or most of the school staff relevant to the failure to make AYP; 3. Operating the school under a private management company; 4. State takeover; and 5. Other major restructuring of the school's governance arrangement. <p>Under the regulations for the School Improvement Grant (SIG) program, schools identified for assistance must implement one of four turnaround models:</p> <p><u>Turnaround Model</u>, which would include, among other actions, replacing the principal and at least 50% of the school's staff, adopting a new governance structure, and implementing a new or revised instructional program.</p> <p><u>Restart Model</u>, in which an LEA would close the school and reopen it under the management of a charter school operator, a charter management organization (CMO) or an educational management organization (EMO) that has been selected through a rigorous review process.</p> <p><u>School Closure</u>, in which an LEA would close the school and enroll the students who attended the school in other, high-achieving schools in the LEA.</p>	<p>Accountability section above, states must develop, as part of their accountability system, a system for low-performing public schools in which LEAs must implement interventions in such schools.</p>	<p>specifies, defines or prescribes the school assistance strategies that states or LEAs use to assist identified schools or the weight of any indicator or measure that a state uses to identify schools.</p>	<p>a federally defined set of turnaround principals.</p> <p>The Administration defines turnaround principles as meaningful interventions designed to improve the academic achievement of students in priority schools. Specifically, the turnaround principles must require:</p> <ol style="list-style-type: none"> 1. Reviewing the current principal's performance and replacing the principal if necessary; 2. Providing operational flexibility to the principal; 3. Reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; 4. Preventing ineffective teachers from transferring to these schools and providing professional development; 5. Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration; 6. Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous and aligned with state academic content standards; 7. Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data; 	

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	<p>Transformation Model, which would address each of four specific areas critical to transforming the lowest achieving schools including:</p> <ul style="list-style-type: none"> • <u>Developing teacher and school leader effectiveness</u>, which would include evaluations that are based in significant measure on student growth to improve teachers' and school leaders' performance; • <u>Comprehensive instructional reform strategies</u>, which would include the use of: instructional programs that are vertically aligned from one grade to the next and individualized student data (such as from formative, interim and summative assessments) to inform and differentiate instruction; • <u>Extending learning time and creating community-oriented schools</u>, which would include providing: more time for students to learn core academic content by expanding the school day, the school week or the school year; more time for teachers to collaborate, including time for horizontal and vertical planning to improve instruction; more time or opportunities for enrichment activities for students; and ongoing mechanisms for family and community engagement; 			<p>8. Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that have an impact on student achievement, such as students' social, emotional and health needs; and</p> <p>9. Providing ongoing mechanisms for family and community engagement.</p>	

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	<ul style="list-style-type: none"> Providing operating flexibility and sustained support, which would include: giving the school sufficient operating flexibility (including in staffing, calendars/time and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes; and ensuring the school receives technical assistance from the LEA, SEA or an external lead partner organization (such as a school turnaround organization or an EMO). 				
Supplemental Educational Services (SES) and Public School Choice	Students in schools that have not made AYP for two consecutive years must be offered the ability to choose another public school, and the LEA must provide or provide for transportation. Students in schools that have not made AYP for three years must be offered free tutoring (supplemental educational services).	States are required to reserve 3% of their Title I allocation to provide competitive grants to LEAs to provide "direct student services" (tutoring and/or to pay for the costs of transportation associated with public school choice).	As described above, LEAs may but are not required to implement public school choice for students in identified schools. SES is not referenced or required under this bill.	States receiving flexibility from the Secretary would be permitted to waive the requirement to do supplemental educational services and public school choice.	States may reserve up to 3% of their Title I allocation to provide competitive grants to LEAs to provide "direct student services." The language largely follows the House bill although expands the types of activities which may be supported to include the ability for students to enroll in courses not otherwise available at their school, such as advanced placement as well as credit recovery and academic acceleration courses that lead to a regular diploma.
Title I State Set-Aside for School Improvement	States must reserve 4% of their Title I, Part A grant, of which 95% must be allocated to LEAs to assist schools identified for school improvement. The amount reserved by the State must not decrease the amount of funds received by LEAs in the prior year.	Increases the set-aside from 4% to 7% of a state's Title I program.	Largely maintains current law.	No applicability.	Increases the set-aside from 4% to 7% (or, if a greater amount, the sum of the prior set-aside in addition to the funds received by the State under 1003(g) in the prior fiscal year). Funds are for states to carry out a statewide system of technical assistance and support for LEAs. Note, that as under current law, the amount reserved by the State must not decrease the amount of funds received by each LEA in the prior year.

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High School Provisions	As mentioned in the AYP/state accountability section, graduation rates are required to be included as an additional indicator in state AYP definitions.	As mentioned in the AYP/State accountability section, AYP and its indicators are eliminated. As described in the Report Card section, states and LEAs are required, as part of their report cards, to report on the adjusted cohort (and, if applicable, the extended adjusted cohort) graduation rate of all public high schools in a state.	Graduation rates (including the 4-year-adjusted cohort graduation rates and extended-year adjusted graduation rates) are included in report cards and in the state-determined accountability system as described above.	No applicability.	The conference agreement maintained the provisions in the Senate bill.
Comparability	LEAs are permitted to receive funds under Title I, if state and local funds are used in Title I schools to provide comparable services to those in schools that are not receiving Title I.	Maintains existing comparability requirements.	Maintains existing comparability requirements.	Maintains existing comparability requirements.	Maintains existing comparability requirements.
Follow the Child State Option (Portability)/Equitable Funding Demonstration Program	No applicability.	SEAs are permitted to adopt a new method of allocating funds based on actual enrollment of eligible children at Title I schools. LEAs would be required once a year to determine the number of eligible children in their public schools. Eligible children would be defined as those children from families with income below the poverty line as determined via census data.	No applicability.	No applicability.	Portability provisions are not included in the Conference report. The conference report establishes a Flexibility for Equitable Per-Pupil Funding Demonstration Authority. Under this authority, the Secretary can enter into local flexibility agreements with not more than 50 local educational agencies in order to provide them with flexibility to consolidate eligible Federal funds and State and local education funding into a single school funding system based on weighted per-pupil allocations for low-income and otherwise disadvantaged students.
Title I Formulas	Four formulas allocate Title I funds to states based on counts and concentrations of children from low-income families, state per-pupil spending on education, and, under the Equity and Effort (EFIG) formula, measures of state effort and equity in supporting education.	Leaves the four formulas in place, but makes very minor changes to the weights under the Targeted Grants and EFIG formulas.	Establishes a \$17 billion trigger, that when reached would send Title I funds above that amount to states through one formula that is similar to the EFIG and Targeted Grants Formula, with the exception that such formula would utilize national average per-pupil spending on education rather than a state's	No applicability.	Makes technical and conforming changes to the four Title I formulas, but leaves these formulas in place with no significant structural change.

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			individual per-pupil spending as a factor in the formula.		
Teacher and Principal Evaluation	No such requirement.	<p>LEAs (in states that are not adopting statewide teacher evaluation systems) would be allowed, but not required, to use Title II funds to develop and implement teacher evaluation systems. While the teacher evaluation system could be wholly defined by the LEA, the bill provides several elements of a system that may be included:</p> <ol style="list-style-type: none"> 1. The use of student achievement data (from a variety of sources) as a “significant factor” in the evaluation, with the weight given to such data to be defined by the LEA; 2. The use of multiple measures; 3. The setting of two or more categories for rating teacher performance; 4. The use of the system in personnel decisions (as determined by the LEA); and 5. Input from parents, school leaders, teachers and other staff. <p>LEAs would also be permitted to use their Title II funds to develop a school leader evaluation system</p> <p>States could also use funds under Title II to develop a statewide school leader and/or teacher evaluation system. The elements of such a system are not defined in the bill.</p>	Under Title II, SEAs and LEAs are permitted to develop and implement teacher and principal evaluation systems that are based in part on evidence of student achievement.	<p>Requires SEAs and LEAs to develop, adopt and implement teacher and principal evaluation and support systems. The system must:</p> <ol style="list-style-type: none"> 1. Be used for continual improvement of instruction; 2. Differentiate between at least three performance levels; 3. Use multiple valid measures in determining performance levels, including as a significant factor, data on student growth and other measures of professional practice; 4. Be used to evaluate teachers and principals on a regular basis; 5. Provide feedback that identifies needs and guides professional development; 6. Be used to inform personnel decisions. <p>In the request for flexibility, an SEA must include a plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by no later than the end of the 2011-2012 school year.</p>	Similar provisions as the Senate bill.
Highly Qualified Teachers	All Teachers in Title I programs must be highly qualified. All states must have a plan in place to ensure that teachers	Eliminates any requirements related to highly qualified teachers and the definition of highly qualified teachers.	Eliminates any requirements related to highly qualified teachers and replaces them with a requirement for teachers working in Title I	Maintains the existing highly qualified definition, except that there would be no consequences for states, such as having to take over a LEAs	Similar provisions as in the Senate bill.

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	teaching in core academic subjects are highly qualified.		<p>programs to meet applicable state certification and licensure standards.</p> <p>States are also required, as part of their state plan, to describe how low-income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field and inexperienced teachers, principals or other school leaders. States are required to describe the measures they will use to evaluate and publicly report on this requirement.</p>	professional development program, if not all of their teachers are highly qualified.	
Title II Structure	Under Part A, a program of formula grants to states is authorized with states making formula-based subgrants to LEAs. Also included is a separate authorization for a collection of National Activities (School Leadership, Early Childhood Educator Professional Development, etc.).	<p>Authorizes two separate state formula grant programs:</p> <ul style="list-style-type: none"> • <i>Supporting Effective Instruction</i> (Part A) – 75% of the appropriation – would provide formula grants to states, which would then make formula subgrants to LEAs. • <i>Teacher and School Leader Flexible Grant</i> (Part B) – 25% of the appropriation – would provide formula grants to states, which would make competitive subgrants to LEAs, IHEs and private nonprofit and for-profit organizations. <p>Under both programs, provides a 1% set-aside for national technical assistance and evaluation activities.</p>	<p>Continues separate authorizations for state grants and national activities.</p> <p>Under Part A, authorizes a program of formula grants to states, which in turn would make formula-based subgrants to LEAs.</p> <p>Authorizes the following national activities:</p> <ul style="list-style-type: none"> • Technical assistance (up to 20% of the National Activities appropriation); • Competitive grants for nontraditional preparation and certification programs, evidence-based professional development and enhancement, etc. (at least 40%); • Competitive grants for school leader recruitment and support (at least 40%). 	No applicability.	<p>Continues separate authorization for state grants and national activities.</p> <p>Maintains the Senate structure for Part A.</p> <p>Part B contains all national activities and is split into four subparts:</p> <ul style="list-style-type: none"> • Subpart 1 – Teacher and School Leader Incentive Program (2017-2019–49.1%, 2020–47%) • Subpart 2 – Literacy Education for All, Results for the Nation (2017-2019–34.1%, 2020–36.8%) • Subpart 3 – American History and Civics Education (2017-2020–1.4%) • Subpart 4 – Programs of National Significance (2017-2019–15.4%, 2020–14.8%) <p>Programs of National Significance include the following:</p>

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					<ul style="list-style-type: none"> Supporting Effective Educator Development (not less than 74% of the subpart 4 allocation); School Leader Recruitment and Support (not less than 22% of the subpart 4 allocation); Technical assistance (not less than 2% of the subpart 4 allocation); STEM Master Teacher Corps which includes support for SEA/non-profit ability to provide effective professional development across the state (not more than 2% of the subpart 4 allocation)
Title II Federal-to-State Formula	<p>For Part A, allocates 35% of funds based on each state’s relative share of school-aged population and 65% based on each state’s relative share of population of school-aged children living in poverty, except that no state may receive less than:</p> <ol style="list-style-type: none"> A “hold-harmless” amount equal to its combined allocation under two predecessor programs in FY 2001; or 0.5% of the total. 	<p>For Part A, 50% of funds are allocated based on each state’s share of all children and 50% on each state’s share of children living in poverty.</p> <p>The bill includes a 0.5% small-state minimum and does not include the hold-harmless provisions in current law.</p> <p>For Part B, 100% of funds are allocated based on each state’s share of all children with a 0.5% small-state minimum.</p>	<p>For Part A, 20% of funds are allocated based on each state’s share of all children and 80% on each state’s share of children living in poverty. Includes hold-harmless that phases out over 6 years.</p>	<p>No applicability.</p>	<p>For Part A, a formula change is phased in over 4 years.</p> <ul style="list-style-type: none"> In 2017, 35% of funds are allocated based on each state’s share of all children and 65% on each state’s share of children living in poverty; In 2018, 30% of funds are allocated based on each state’s share of all children and 70% on each state’s share of children living in poverty; In 2019, 25% of funds are allocated based on each state’s share of all children and 75% on each state’s share of children living in poverty; In 2020, 20% of funds are allocated based on each state’s share of all children and 80% on each state’s share of children living in poverty. <p>The conference report includes a hold harmless that phases out over 6 years.</p>

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Title II State Set-Aside and Activities	<p>Permits SEAs to reserve 2.5% for state-level activities. 18 separate activities authorized (reforming certification, teacher supports, alternative route programs, recruitment, professional development, etc.). Within the 2.5%, 1% of the state's allocation may be used for state administration.</p> <p>Sets aside 2.5% for Institution of Higher Education (IHE)-LEA partnership grants.</p>	<p>Part A: permits the SEA to reserve up to 5% for state-level activities (training and technical assistance, including the development of school leader evaluation systems, dissemination of evidence-based practices, professional development, activities to address teacher workforce shortages, etc.). Within the 5%, 1% may be used for administration.</p> <p>Part B:</p> <ul style="list-style-type: none"> • 4% for "innovative" state-level activities (reforming certification, licensure and tenure; improving the quality of preparation programs; alternative routes; performance-based pay systems, etc.) • 3% for teacher and school leader preparation academies. • 1% for administration. <p>Eliminates partnership grants.</p>	<p>Permits the SEA to reserve:</p> <ul style="list-style-type: none"> • 1% for teacher and school leader preparation academies; • 1% for administration; • Remaining state-level funds, which would be capped at 5% total, except as described below for additional state-level activities – 21 activities authorized (reform of certification, licensure and tenure systems; development and implementation of teacher evaluation and support systems; residency programs, etc.) • Up to an additional 3% for additional activities for principals and other school leaders if setting aside this money will not reduce funding to LEAs. <p>Eliminates partnership grants.</p> <p>Permits funds to be used for voluntary teacher licensure reciprocity across states.</p>	<p>Not applicable to the waiver states, except that those states and each of their LEAs, must develop and implement teacher and principal evaluation and support systems, as described above.</p>	<p>Permits the SEA to reserve:</p> <ul style="list-style-type: none"> • 1% for administration; • Remaining state-level funds, which would be capped at 5% total, except as described below for additional state-level activities – 21 activities authorized (reform of certification, licensure and tenure systems; development and implementation of teacher evaluation and support systems; residency programs, etc.) Note: Not more than 2% of the State's 5% allotment may be used to establish or expand teacher, principal or other school leader preparation academies if it is allowable under state law, candidates are eligible for state financial aid to the same extent as participants in other state-approved teacher or principal preparation programs, and the state enables teachers, principals and other school leaders to teach and work in the state while enrolled in the preparation academy. • Up to an additional 3% for additional state activities for principals and other school leaders
Title II Within-State Formula	<p>SEAs allocate subgrant funds to LEAs 20% based on total school-aged population and 80% school-aged population living in poverty. No LEA may receive less than it received under two predecessor programs in FY2001.</p>	<p>For Part A, SEAs allocate subgrant funds to LEAs 50% based on total school-aged population and 50% based on school-aged population living in poverty. The hold-harmless from current law is eliminated.</p> <p>Part B is competitive within the state.</p>	<p>Same formula as in current law, but deletes the hold harmless.</p>	<p>No applicability.</p>	<p>Same as the Senate bill.</p>
Title II Local Uses of Funds	<p>Authorizes multiple allowable activities, most related to improvement of teaching and school leadership. Specific activities include developing and implementing</p>	<p>Part A: authorizes the use of funds for the development and implementation of teacher evaluation systems that may use student achievement data; school leader</p>	<p>Specifies that all funds must be used for comprehensive evidence-based programs that are consistent with the principles of effectiveness and addresses the learning</p>	<p>Not applicable to the waiver states, except that LEAs in those states must develop and implement teacher and</p>	<p>Similar activities as the Senate bill, but there is no requirement for a needs assessment.</p>

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	<p>mechanisms to assist schools in recruiting highly qualified teachers, providing professional development and other activities to improve the quality of the teaching force.</p> <p>Also authorizes the use of funds for recruitment and hiring of teachers to reduce class sizes, particularly in the early grades.</p>	<p>evaluation systems; training educators to implement those systems; evidence-based, job-embedded professional development; any activities authorized under Part B; and (subject to a 10% cap) class-size reduction.</p> <p>Part B: authorizes comprehensive, evidence-based programs and activities that are consistent with the principles of effectiveness, including initiatives to assist in recruiting, hiring and retaining effective teachers and leaders; preparation academies; recruiting qualified individuals from outside education; and recruiting and training teachers to teach in dual-credit, dual-enrollment, AP and IB programs.</p>	<p>needs of all students. Provides an illustrative list of possible uses of funds, including developing or improving teacher and school leader evaluation and support systems that are based in part on student achievement, recruitment and retention initiatives; recruitment of mid-career professionals into education; high-quality professional development; residency programs; reform of preparation programs; and supporting the instructional services provided by school librarians.</p> <p>Authorizes the use of program funds for “reducing class size to an evidence-based level.”</p>	<p>principal evaluation and support systems, as described above.</p>	
Title II Principles of Effectiveness	<p>Not included. The local application must describe how local activities will be based on a review of scientifically based research, but the law does not require that activities meet certain principles of effectiveness.</p>	<p>Part B local activities must:</p> <ul style="list-style-type: none"> • Be based on an objective assessment of data on the need for programs and activities to increase educator effectiveness; • Reflect evidence-based research (or, in the absence of that research, “effective strategies in the field”); and • Include meaningful and ongoing consultation and input from teachers, school leaders and parents. 	<p>Local subgrant activities must:</p> <ul style="list-style-type: none"> • Be based on an objective assessment of data on the need to increase the number of effective educators and ensure that low-income and minority students have access to effective educators and a high-quality instructional program; • Be based on established and evidence-based criteria aimed at ensuring that all students receive a high-quality education and that result in improved academic achievement; and • Include meaningful and ongoing consultation and input from teachers, school leaders, parents, IHEs, etc. 	<p>No applicability.</p>	<p>No comparable provisions.</p>
Title II Accountability	<p>Requires an LEA, that the SEA determines, after two years, is not making sufficient progress toward meeting program objectives (re: highly qualified teachers, percentage of</p>	<p>No comparable provisions.</p>	<p>No comparable provisions.</p>	<p>In waiver states, LEAs that do not meet their highly qualified teacher targets do not have to develop and implement improvement plans or enter into an</p>	<p>No comparable provisions.</p>

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	<p>teachers receiving high-quality professional development) to develop a plan for meeting specific annual objectives. After a third year of failing to make progress, the SEA and LEA must enter into an agreement on the LEA's use of program funds and the SEA must provide funds directly to one or more of the LEA's schools.</p>			<p>agreement with the SEA on the use of Title II funds.</p>	
<p>TIF</p>	<p>Appropriations bills have funded the Teacher Incentive Grant program. This program largely allows LEAs to operate alternative compensation models for teachers, including augmenting or basing teacher pay on academic performance.</p>	<p>Does not authorize TIF. See "Teacher and School Leader Flexible Grant" below.</p> <p>The bill repeals the Teacher Quality Partnership program authorized in the Higher Education Act.</p> <p>The bill creates a new "Teacher and School Leader Flexible Grant" authority under which funds are allocated to states by formula with eligible entities at the local level competing for funds for a variety of activities related to teachers and principals, including performance pay, certification reform, teacher residency programs and induction and mentoring programs. Eligible entities include an LEA or consortium of LEAs, an LEA in partnership with an IHE, a partnership between an LEA and a for-profit or non-profit organization or an LEA in partnership with any combination of an IHE or a for-profit or nonprofit organization.</p>	<p>Maintains a separate Teacher Incentive Fund program, renaming it the Teacher and School Leader Incentive Fund.</p> <p>This version of the program in this bill would maintain a focus on performance-based compensation systems and provide an expanded focus to include the implementation, improvement or expansion of human capital management systems for teachers, principals and other school leaders. These systems would have to be developed in collaboration with teachers, principals and other school leaders.</p> <p>Grantees can conduct several activities with grant funds, including developing or improving an evaluation system; conducting outreach on how to construct an evaluation system; providing principals and other school leaders with autonomy and authority to make budgeting, scheduling, and staffing decisions; paying through a differentiated salary structure; improving recruitment, selection and placement of effective teachers and school leaders; and instituting career advancement opportunities.</p>	<p>Not addressed in waiver package.</p>	<p>Similar provisions as in the Senate bill. See above for % allocation under national activities.</p>

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RTTT	The American Reinvestment and Recovery Act of 2009 created the Race to the Top program (RTTT). This program provided competitive awards to states that agreed to institute a series of education reforms focused on college- and career-ready standards, improved teacher quality, better education data systems and improving school turnaround.	Does not authorize such program.	Does not authorize such program.	No applicability.	No applicability. Program is not authorized under the conference report.
i3	The American Reinvestment and Recovery Act of 2009 created the Investing in Innovation (i3) program. This program provided competitive awards to grants to develop and validate promising practices, strategies or programs with potential to improve student outcomes but for which efficacy has not yet been systematically studied.	Does not authorize such program. See the Local Academic Flexible Grant below.	Authorizes an i3-like “Grants for Education Innovation and Research” program to support the development, evaluation and scaling up of K-12 innovations.	No applicability.	<p>The conference report reserves 36% of funds in FYs 2017 and 2018 and 42% in FY2019 of Title IV, Part F National Activities for the Education Innovation and Research Initiative.</p> <p>This initiative would provide grants to develop, create implement, replicate or scale entrepreneurial, evidence-based innovations and evaluate such innovations. Eligible entities include:</p> <ul style="list-style-type: none"> • LEAs and SEAs (or consortia of these), • BIE, • nonprofits, and • consortiums of SEAs, LEAs, and nonprofits, businesses, educational service agencies or IHEs. <p>Eligible entities can receive one of three grant types:</p> <ul style="list-style-type: none"> • Early phase grants (for initiatives which research suggests has promise, • Mid-phase grants (for initiatives which have been implemented under an early-phase grant or similar initiative); and • Expansion Grants (for implementing initiatives which have produced sizeable important impacts).

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					There is a 10 percent matching requirement, unless waived by the Secretary.
Preschool Program	No applicability.	No such provision.	<p>The Senate bill authorizes an Early Learning Alignment and Improvement Grants program. The purposes of this program are to assist States by:</p> <ol style="list-style-type: none"> (1) More efficiently using existing Federal resources to improve, strengthen and expand early childhood education (2) Coordinating existing funding streams and delivery models (3) Improving access for low-income children to early childhood programs. <p>ED in consultation with the Department of Health and Human Services (HHS) awards competitive grants to States. Priority is given to States which will focus on children ages 3 and 4 with family incomes below 130% of the poverty line. Grants are awarded to States for not more than a 3-year period and are not renewable, unless the State is proposing to carry out activities in rural areas and all other States that wish to receive a grant have done so and funds remain available. Each State receiving a grant must provide a 30 percent match (cash or in-kind).</p> <p>Grant funds may be used for:</p> <ol style="list-style-type: none"> (1) Aligning Federal, State and local funding (2) Analyzing needs for expanded access (3) Developing or expanding partnerships to expand access, sharing best practices and maximizing parental choice (4) Developing or expanding Centers of Excellence 	No such provision.	<p>The conference report authorizes a Preschool Development Grants program. Funds are authorized through the Department of Health and Human Services (HHS) and the program is jointly administered by HHS and ED. ED is specifically prohibited from making taking any unilateral programmatic or regulation actions with respect to the operation of the program.</p> <p>The purposes of the program are:</p> <ol style="list-style-type: none"> (1) Facilitation of collaboration and coordination among existing early childhood programs and improving transition into elementary school (2) Encouraging partnerships among early childhood providers (3) Maximizing parental choice among early childhood programs. <p>Initial Grants States apply for one year competitive grants which may be renewed by the Secretary. States must match at least 30% of the grant amount (cash or in-kind). States use grants for the following activities:</p> <ol style="list-style-type: none"> (1) Statewide needs assessment (2) Strategic plan development for collaboration, coordination and quality improvement activities (3) Maximizing parental choice among the existing programs and providers (4) Sharing best practices (5) After activities 1 and 2 are completed, improving overall quality of early childhood programs.

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			(5) Expanding programs if no high quality education and care is available. (6) Increasing the involvement of parents and family (7) Improving quality of programs.		Renewal Grants States can also apply for separate renewal grants if their initial grant has concluded, they received a preschool development grant previously (under the existing appropriations funded program), or HHS permits the State to apply directly. States must also provide a 30% match with these grants (cash or in-kind). Under renewal grants, a State may use grant funds to make subgrants for the following activities: (1) Addressing areas in need of improvement for programs (2) Expanding programs (3) Developing new programs
School Library Programs	Improving Literacy Through School Libraries – authorized grants to LEAs (in which at least 20% of students served are from families with incomes below the poverty line) to improve literacy skills and academic achievement by providing students with: <ul style="list-style-type: none"> • Increased access to up-to-date school library materials; • Well-equipped, technologically advanced school library media centers; and • Well-trained, professionally certified school library media specialists. <p><u>Note:</u> Last funded in FY 2010.</p>	No such provision.	Title V, Part H continues activities currently implemented through the Innovative Approaches to Literacy (IAL) program under the Fund for the Improvement of Education that support national not-for-profit organizations or school libraries in providing books and childhood literacy activities to children and families living in high-need communities. Under Title V, Part H, funds are specifically authorized to support the development and enhancement of effective school library programs, including professional development for school librarians and providing books and up-to-date materials. Also includes the following provisions (among others) related to libraries: <ul style="list-style-type: none"> • The Title I state plan must include a description of how the SEA will assist LEAs in developing effective school 	No applicability.	Title II, Part B, Subpart 2, Section 2226 continues activities currently implemented through appropriations legislation and authorizes Innovative Approaches to Literacy (IAL) that would promote literacy programs in low income communities. Funds are authorized for the development and enhancement of effective school library programs, which may include providing professional development for school librarians, books, and up-to-date materials to high need schools. Also includes the following provisions related to libraries: <ul style="list-style-type: none"> • The Title I LEA Plan includes a description of how the LEA will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

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			<p>library programs, and the LEA plan must include a similar description.</p> <ul style="list-style-type: none"> • Authorizes state and local uses of funds under Title II, Part A for “supporting the instructional services provided by effective school library programs” • Grants awarded to LEAs under Title II, Part C (Teaching of Traditional American History) must include a partnership with an institution of higher education, a nonprofit history or humanities organization, or a library or museum. • Uses of funds under Title II, Part D (Literacy for All, Results for the Nation) include coordination with school libraries in the development of literacy activities. 		<ul style="list-style-type: none"> • Authorizes state and local uses of funds under Title II, Part A (Supporting Effective Instruction) for “supporting the instructional services provided by effective school library programs.” • Uses of funds under Title II, Part B, Subpart 2 (Literacy Education for All, Results for the Nation) include coordination with, and professional development for school librarians. • Eligible entities under Title II, Part B, Subpart 2, Section 2232 (Presidential and Congressional Academies for American History and Civics) include libraries. • Authorizes states to use funds to assist LEAs with identifying and addressing technology readiness needs, including Internet connectivity and access to school libraries under Title IV, Part A (Student Support and Academic Enrichment Grants).
Local Academic Flexible Grant	No such provision.	<p>The bill creates a new program funding two separate authorities: (1) Local Competitive Grant Program and (2) Awards to Nongovernmental entities to improve academic achievement.</p> <p>These authorities would be administered by states that receive formula allocations from the U.S. Department of Education. States would be permitted to reserve 17% of program funding for state-level activities, including paying for the costs of developing and administering the standards and assessments under Title I, administrative costs, monitoring and evaluation, technical assistance and sharing of evidence-based strategies.</p>	No such provision.	No such provision.	<p>The conference report authorizes a Student Support and Academic Enrichment grant program under a new Title IV that funds a wide range of activities and purposes. The program is authorized at \$1.65 billion in FY 2017 and \$1.6 billion in FY 2018 through 2020.</p> <p>Under this authority, .5% is reserved for the Bureau of Indian Education and the Outlying Areas, with 2% reserved for technical assistance and capacity building by the Secretary. Of the remainder, states which submit plans receive formula grants and allocate 95% to LEAs and reserve 5% for State level activities and administration.</p> <p>Among others, State level activities include:</p>

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		<p>States are required to use a portion of their reservations to award competitive grants to blended learning projects.</p> <p><u>Local Competitive Grant</u> – This authority, funded with not less than 75% of each state’s Local Academic Flexible Grant funds, would make awards to eligible entities to fund supplemental student support activities, such as tutoring, afterschool and extended day (but not athletics or in-school learning) <u>and</u> classroom support activities, such as subject-specific programs, adjunct teacher programs and parent engagement, but not class size reduction, construction or providing compensation or benefits to teachers, principals or school officials. Funds would be used for students who maintain enrollment in public schools. Any activity that is permitted under state law would be allowed to be funded under this authority.</p> <p><u>An eligible entity is defined as:</u></p> <ol style="list-style-type: none"> 1. An LEA (or a consortium of LEAs) in partnership with a community-based organization (CBO), private-sector business entity or NGO; 2. A CBO in partnership with an LEA and, if applicable, a private-sector business entity or NGO; or 3. A private-sector business entity in partnership with an LEA and, if applicable, a CBO or NGO. <p><u>Awards to Nongovernmental Entities to Improve Academic Achievement</u> – This</p>			<ul style="list-style-type: none"> • Monitoring of, and training technical assistance and capacity building for, LEAs. • Advanced Placement and International Baccalaureate test fee reimbursement as well as support for dual enrollment and early college high school programs (there is no separately authorized Advanced Placement program under the agreement, unlike current law). • Geography, Civics and well-rounded activities • Fostering safe, healthy and drug free environments. • Technology related activities. <p>States are permitted to use funds received in FY 2017 to cover the fees of accelerated learning (AP and IB) examinations taken by low-income students in the 2016-2017 school year. LEAs receiving grants must submit an application and do a needs assessment (which must be conducted at least every 3 years). LEAs must provide assurance that funds will be prioritized to schools that have the greatest needs, the most low-income children, or are identified under the accountability system or as persistently dangerous.</p> <p>With grant funds, LEAs are expected to fund activities in each of three categories:</p> <ul style="list-style-type: none"> • Well-Rounded (at least 20% of funds), which include AP and IB test fee reimbursement, STEM, Arts and Computer Science. • Healthy Students (at least 20% of funds), which includes bullying and drug abuse prevention.

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		<p>authority, funded with not less than 8% of each state's Local Academic Flexible Grant Funds, would provide funds to public or private organizations, CBOs and business entities for programs that improve public student achievement. Grantees would have to show evidence of how the program would improve student achievement and share evidence-based and other effective strategies with LEAs and others working with students. Entities receiving funds would be required to provide a 50% match.</p>			<ul style="list-style-type: none"> Technology (at least one activity, and a limitation is placed on the purchase of technology infrastructure).
Transferability/ Flexibility in Using Funds	<p>Under current law, states (with the state share of funds) and LEAs (with the local share of funds) can generally transfer up to 50% of a program's allocation among certain programs. The only programs presently receiving funding to which this authority applies are Title I, Part A and Teacher Quality Grants (Title II, Part A). States or LEAs are not permitted to transfer funds out of Title I.</p>	<p>The bill allows states with the state share of funds and LEAs with the local share of funds to expend certain program funds on any state or LEA activity (respectively) authorized under certain programs. The following programs are generally affected by this authority: Title I School Improvement, Title I State Administration, the main Title I program, Migrant Education, Neglected and Delinquent, English Language Acquisition, Indian Education and a new combined rural education achievement program.</p> <p>The state share of the above programs can be used for any authorized activity under any of the same programs, except for the main Title I program and the Rural Education Achievement Program, in which state shares are not included in the state authority.</p> <p>The LEA share of the above programs can be used for any authorized activity under any of the same programs, except</p>	<p>The bill increases the transfer authority to 100% and limits it to Titles II (teachers and principals) and IV (healthy students).</p>	<p>No such provision.</p>	<p>The conference agreement makes several changes to transferability.</p> <p>At the SEA level, the conference report allows States, with the State share of program funds, to transfer any amount (up to 100%) of a program's share of funds between:</p> <ul style="list-style-type: none"> Title II (teacher and other school leaders), Student Support and Academic Enrichment grant (Title IV, Part A), and 21st Century Community Learning Centers State level activities (Section 4202(c)(3)). <p>At the LEA level, the conference report allows LEAs to transfer any amount of the LEA portion of funds from programs between:</p> <ul style="list-style-type: none"> Title II, (teacher and other school leaders) Student Support and Academic Enrichment grant (Title IV, Part A) <p>States and LEAs may transfer funds into but not out of, the following programs:</p> <ul style="list-style-type: none"> Title I, Part A, Migrant Education,

Issue	Current Law	H.R. 5 Student Success Act (Passed House on July 8, 2015)	S. 1177: Every Child Achieves Act (Passed Senate on July 16, 2015)	Administration ESEA Waiver Package	Conference Report (Every Student Succeeds Act - ESSA)
		all authorities related to the main Title I program.			<ul style="list-style-type: none"> • Neglected and Delinquent, • English Language Learner State Grants and • Rural Education.
Maintenance of Effort (MOE)	Under most ESEA programs, states and/or LEAs must maintain the amount of state and/or LEA funding that is being expended in the prior fiscal year. Allows the Secretary to waive MOE in the event of natural disasters or precipitous decline in state resources.	Eliminates maintenance of effort (MOE) provisions from ESEA programs.	Maintains maintenance of effort (MOE) requirements and only allows reductions in MOE if a state has failed to meet MOE for 1 or more of the 5 immediately preceding fiscal years. Adds an additional authority for the Secretary to waive MOE in the event of a change in the organizational structure of an LEA.	No applicability.	The conference agreement maintains the Senate bill provisions.
STEM Education	Provides authorization for the Math and Science Partnership (MSP) Program.	Repeals the MSP program and does not include any separate funding stream for STEM education.	<p>Authorizes the Improving Science, Technology, Engineering and Mathematics Instruction and Student Achievement program, which would provide formula grants to states for the improvement of STEM education.</p> <p>Adds technology, engineering and computer science to the definition of "Core Academic Subjects."</p>	No applicability.	<p>Repeals the MSP program. Includes a new authority for a STEM Master Teacher Corps, (authorized for under \$2 million) which allows the Secretary to award grants to SEAs to develop such teacher corps, or to fund grants to SEAs or nonprofits in partnership with SEAs to support the implementation, replication, or expansion of effective STEM professional development across the State (not more than 2% of the subpart 4 allocation)</p> <p>As noted above, under Title IV grant funds, LEAs are expected to fund activities in each of three categories:</p> <ul style="list-style-type: none"> • Well-Rounded (at least 20% of funds), which include AP and IB test fee reimbursement, STEM, arts and computer science. • Healthy Students (at least 20% of funds), which includes bullying and drug abuse prevention. • Technology (at least one activity, and a limitation is placed on the purchase of technology infrastructure

Issue	Current Law	H.R. 5 Student Success Act (Passed House on July 8, 2015)	S. 1177: Every Child Achieves Act (Passed Senate on July 16, 2015)	Administration ESEA Waiver Package	Conference Report (Every Student Succeeds Act - ESSA)
					<p>Specifies STEM and computer science professional development as uses of funds under Title II.</p> <p>Replaces current law “core academic subject” with a new term, “well-rounded education” which includes, among other subjects, STEM and computer science.</p>
ESEA Waivers	<p>States, LEAs or Indian tribes may request waivers of ESEA provisions. These waivers must demonstrate how they will increase the academic achievement of students. Waivers are not permitted for:</p> <ul style="list-style-type: none"> • Allocations or distributions of funds to states, LEAs or other recipients • Maintenance of effort • Comparability • Supplement not Supplant • Private school participation • Parental participation and involvement • Civil rights • Charter School requirements • Prohibitions regarding state aid and religious worship or instruction • Prohibitions on using ESEA funds for the development and distribution of materials that encourage sexual activity or are legally obscene • Prohibitions on using ESEA funds to providing sex education or to distribute condoms • Selection of school attendance areas under Title I that are more 	<p>The Secretary must approve a waiver request within 60 days unless the Secretary determines and demonstrates that the waiver is of a restricted item, will not increase student academic achievement and does not provide for adequate evaluation.</p> <p>The bill also requires the Secretary to establish a peer review process for reviewing waiver requests and must use this peer review process if a waiver will not be approved.</p> <p>The bill also strikes the prohibition on waiving maintenance of effort since the bill strikes this requirement from the bill (see above).</p> <p>The bill limits the amount of time a waiver can be approved from four years to three years.</p> <p>The bill maintains current law limitations on what can be waived by the Secretary.</p> <p>Lastly, the bill prohibits the Secretary from putting various conditions on a</p>	<p>The Secretary is required to approve a waiver request within 90 days unless it does not meet the requirements of the waiver section. The Secretary is prohibited from disapproving a waiver request based on conditions outside the scope of the request. The Secretary is also prohibited from placing a condition, criterion or priority on a waiver request unless it involves a requirement under ESEA or is directly related to the waiver request.</p> <p>Provides that any requirement or condition of a waiver entered into prior to the enactment of ECAA shall be void if it is not a requirement of the reauthorized ESEA.</p>	No applicability.	<p>The conference report retains a modified version of ESEA waivers. Under the conference report, the Secretary has 120 days to approve a waiver request unless it does not meet the requirements of the wavier section. The Secretary is prohibited from disapproving a waiver request based on conditions outside the scope of the request. Requests for waivers by LEAs must be submitted through the State and approved by the State. The conference report maintains the list of prohibited wavier topics with conforming changes.</p>

Issue	Current Law	H.R. 5 Student Success Act (Passed House on July 8, 2015)	S. 1177: Every Child Achieves Act (Passed Senate on July 16, 2015)	Administration ESEA Waiver Package	Conference Report (Every Student Succeeds Act - ESSA)
	than 10% lower in poverty than those selected without a waiver	waiver request in order to approve such request.			
Department Staff	No applicability.	<p>Requires the Secretary to:</p> <ol style="list-style-type: none"> (1) Within 60 days of the enactment of the Student Success Act, identify the number of Department employees who worked on or administered each program that was in effect on the day before the passage of the Student Success Act and publish that information on the Department's website; (2) Within 60 days of the enactment of the bill, identify the number of employees who worked on or administered programs that were eliminated by the Student Success Act; (3) Within one year of the passage of the bill, reduce the number of Department of Education full-time-equivalent employees calculated under (2); and (4) Within one year of the enactment of the Student Success Act, report on how the Secretary reduced the number of employees as described under (3). <p>Reporting is required on salaries of Department of Education employees.</p>	<p>Requires the Secretary to:</p> <ol style="list-style-type: none"> (1) Within 90 days of the enactment of the ECAA, identify the number of Department employees who worked on or administered each program or project that was in effect on the day before the passage of the ECAA; (2) Within 90 days of the enactment of the ECAA, identify the number of full-time-equivalent employees who worked on or administered programs that were eliminated or consolidated by the ECAA; and (3) Within one year of the passage of the ECAA, prepare and submit a report to Congress on the number of employees who associated with each ESEA program, disaggregated by function; the number of employees associated with eliminated or consolidated programs; and how the Secretary dealt with the employment of employees whose programs had been eliminated or consolidated. 	No applicability.	The conference report maintains the language from H.R. 5 with minor technical changes.
State Legislative and Gubernatorial	No such provision.	Requires state legislatures to specifically authorize a state to receive ESEA funds before the Secretary may allocate funds to such a state.	Requires the SEA to consult, in a timely and meaningful manner, with their Governor on the development of the state's Title I and II plans and consolidated state applications. Requires	No such provision.	The agreement requires SEAs to consult with their Governor on the development of State plans for Title I, Title II and the consolidated application authority. This consultation is

Issue	Current Law	H.R. 5 Student Success Act (Passed House on July 8, 2015)	S. 1177: Every Child Achieves Act (Passed Senate on July 16, 2015)	Administration ESEA Waiver Package	Conference Report (Every Student Succeeds Act - ESSA)
Signoff on Participation			that the Governor have 30 days prior to submission of the plan to sign off. If the Governor does not sign off within that timeframe, the SEA submits the plan on its own.		required to occur during the development of a plan and prior to its submission. A Governor is provided 30 days to sign off on a plan. If the Governor does not sign off during this time period, the SEA will submit the plan to the Secretary for approval.
Criminal Background Checks/Aiding in Obtaining Employment in Sexual Misconduct Situations	No such provision.	Requires criminal background checks of employees and prohibits the employment of individuals who are required to register for sex offenses or have committed certain felonies in order for an LEA or SEA to be eligible for ESEA funds. Prohibits ESEA funds from being allocated to an SEA or LEA if such agency knowingly facilitates the transfer of an employee that has engaged in sexual misconduct with a student.	Prohibits LEAs and their employees and contractors from helping an employee or agent of the LEA find a new job if the LEA disregards information that such employee or agent engaged in sexual conduct with a minor in violation of the law.	No such provision.	Requires States, SEAs or LEAs which receive ESEA funds to have laws regulations or policies which prohibit school employees, contractors or agents from aiding a school employee, contractor or agent in obtaining a new job if there is probably cause to believe or there has been sexual misconduct with a minor or student. Exception to this apply, including if no charges in an open case have been filed against an individual for 4 years and if a case on an individual has been closed. In addition, the conference report includes a Sense of Congress that calls for an end to confidentiality agreements between LEAs and child predators, a prohibition on the transferring predators to other schools, and reporting allegations of sexual misconduct to law enforcement.

Omnibus Appropriation Bill FY16 Passes Congress

Congressional leaders reached an agreement December 15, 2015, on an omnibus spending bill, which combines all 12 spending bills into one package and would fund the government through September 30, 2016. A measure to extend expiring tax breaks was also included in the deal, which passed the Senate December 18, 2015, and was signed by President Obama that evening.

The U.S. Department of Education (ED) receives a \$1.171 billion funding increase for fiscal year (FY) 1016. Title I funding, which benefits the nation's neediest students, will gain an extra \$500 million, bringing its total funding to approximately \$14.9 billion for FY 2016. In addition, State grants under the Individuals with Disabilities Education Act (IDEA) receive a \$415 million increase to \$11.9 billion. Perkins State grants would remain at the same funding levels as in FY 2015, and Adult Education and Family Literacy Act (AEFLA) State grants would increase by \$13 million to a total of \$582 million.

Appropriation (in thousands of dollars)			
Program	FY 2015	FY 2016	FY 2016 as compare to FY 2015
ESEA Title I Grants	14,409,802	14,909,802	500,000
ESEA Title II (Teacher Quality)	2,349,830	2,349,830	0
ESEA Title III (English Language Acquisition)	737,400	737,400	0
School Improvement Grants	505,756	450,000	-55,756
Impact Aid	1,288,603	1,305,603	17,000
Teacher Incentive Fund	230,000	230,000	0
21 st Century Community Learning Centers	1,151,673	1,166,673	15,000
Charter School Grants	253,172	333,172	80,000
Math and Science Partnerships	152,717	152,717	0
Promise Neighborhoods	56,754	73,254	16,500
Safe and Drug-Free Schools	70,000	75,000	5,000
IDEA Part B State Grants	11,497,848	11,912,848	415,000
IDEA Part C Grants (Preschool)	353,238	368,238	15,000
CTE State Grants	1,117,598	1,117,598	0
Adult Education State Grants	568,995	581,995	13,000
TRIO	839,752	900,000	60,248
Head Start	8,598,095	9,168,095	570,000
Preschool Development Grants	250,000	250,000	0

ITEM 15

TRANSPORTATION REPORT

Donelle Rosenthal

EXECUTIVE SUMMARY

DATE: MARCH 2016

- PRESENTATION:** Pupil Transportation Annual Report
- PRESENTER:** Donell Rosenthal
Director of Pupil Transportation
Office of Public Instruction
- OVERVIEW:** The attached presentation is an overview of pupil transportation data and information.
- REQUESTED DECISION(S):** None
- OUTLYING ISSUE(S):** The Pupil Transportation Annual Report is intended to update the Board of Public Education.
- RECOMMENDATION(S):** The presentation is informational.



Board of Public Education
Pupil Transportation Annual Report
January 15, 2016

Good Morning/Afternoon:

FY2015 Pupil Transportation Data:

My name is Donell Rosenthal, and I am the Director of Pupil Transportation for the Office of Public Instruction (OPI). I am here today to provide you with the Pupil Transportation Annual Report.

During the FY2015 school year, there were approximately 2,322 certified school bus drivers that transported over 80,138 K-12 students to and from school for a distance of over 16.8 million miles on 2,219 school bus routes.

There were 4,375 school bus inspections performed by the Montana Highway Patrol. The highway patrol must perform two semi-annual inspections, one that is at least 30 days prior to the beginning of the first semester of the school term and the other by January 31 for the second semester of the school term. Only school buses that pass inspection may be used to transport students and only school buses that pass inspection will receive state and county transportation reimbursement.

In many cases, students are unable to ride a school bus to and from school, in which case, parents must transport students using their personal vehicles. To help with costs, a parent may request reimbursement for transportation, as long as they are more than three miles from school or three miles from the nearest bus stop. There was a total of 844 individual transportation contracts reimbursed for the FY2015 school year.

Altogether, The OPI disbursed more than \$12 million in transportation reimbursement to school districts.

National Physician's Registry (DOT Physicals):

- **Effective May 21, 2014:** The Federal Motor Carrier Safety Administration (FMCSA) requires that all commercial motor vehicle (CMV) commercial driver's license (CDL) holders have their medical certification or recertification performed by a licensed Ph.D. listed on the National Registry of Certified Medical Examiners. The national registry lists medical examiners (MEs) who have been trained, tested, and certified to perform medical examinations for all CDL drivers.
- **Reasoning:** The goal of the national registry is to ensure that the highest level of professional standards, training, and care among MEs is conducted. Therefore, the national registry requires that MEs performing CMV driver examinations be trained and certified.
- **Objectives:** (1) Ensure that MEs understand fully the medical standards in the Federal Motor Carrier Safety Regulations (FMCSRs) and related guidance and how they apply to CMV drivers. (2) Maintain ongoing competency of MEs through training, testing, certification, and recertification. (3) Promote public confidence in the quality of the MEs of CMV drivers. (4) Ensure that the list of certified MEs is easily accessible. (5) FMCSA is and will continue to be involved in developing, implementing, and maintaining the commitment of the Department of Transportation and FMCSR to making our nation's highways safer (49 CFR 390.103).

New Drivers Applying for a CDL:

- **New drivers applying for a CDL for the first time:** An applicant for a CDL must have a valid Medical Examination Certification (MEC) on file with the DMV before they can test and obtain a Commercial Learner's Permit (CLP). Once a driver passes the required written tests, the MEC remains on file with the DMV and is valid until the nearest expiration date. *New drivers are now required to hold a CLP for 14 days!* On the 15th day, they can take their skills test.

It's Been a Tough Year!

The demand for bus drivers is extremely high, yet many districts throughout regions of Montana have been struggling for the past year to find and hire drivers. As a result, districts have had to combine or cut routes due to a shortage in drivers. This is not only a problem in Montana, but has been affecting many other states as well. Some districts have done extensive advertising, offered incentives, benefits, and even more money.

Montana School Bus Standards Re-Write Coming Soon!

In May 2015, I had the pleasure of attending the 16th National Congress on School Transportation in Des Moines, Iowa. During this time, all proposed changes to the current school bus standards were submitted and presented to the state delegates for review and vote.

I am currently waiting on the printed copy of the proposed changes. When I receive the printed copy, I will form a committee. Once the committee meets and reviews the proposed changes, I will present the changes to the board and request for the updated version of the standards be adopted by the board.

ITEM 16

SCHOOL NUTRITION ANNUAL REPORT

Christine Emerson

EXECUTIVE SUMMARY

DATE: MARCH 2016

- PRESENTATION:** School Nutrition Programs Annual Report
- PRESENTER:** Christine Emerson
Director, School Nutrition Programs
Office of Public Instruction
- OVERVIEW:** The presentation will include information about the National School Lunch Program, School Breakfast Program, Afterschool Snack Program, Special Milk Program, USDA Foods Program, Cooperative Purchase Program, Team Nutrition Program, and Fresh Fruit and Vegetable Program for the 2014-2015 school year.
- REQUESTED DECISION(S):** None
- OUTLYING ISSUE(S):** The presentation is designed to show changes in program participation and funding over five school years. It will cover nutrition education activities for schools, parents, and the community to improve nutritional value and acceptability of school meals and to promote the health and education of children.
- RECOMMENDATION(S):** The presentation is informational. Nothing will be recommended to the BPE other than its continued support of the School Nutrition Programs to help children get the nutrition they need to learn, play, and grow.

MONTANA SCHOOL NUTRITION PROGRAMS

2015 Annual Report



opi.mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

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Office of Public Instruction

School Nutrition Programs

Introduction

The School Nutrition Programs unit is administered through the Office of Public Instruction (OPI) Health Enhancement and Safety Division. The School Nutrition Programs service for schools include administration of the eight U.S. Department of Agriculture (USDA) Child Nutrition Programs:

- ✓ National School Lunch Program (NSLP)
- ✓ School Breakfast Program (SBP)
- ✓ Afterschool Snack Program
- ✓ Special Milk Program
- ✓ Summer Food Service Program (SFSP)
- ✓ USDA Food Distribution Program (including the Department of Defense Fresh Fruit and Vegetable Program)
- ✓ Fresh Fruit and Vegetable Program
- ✓ Montana Team Nutrition Program

School Nutrition Programs reimburse schools for meals served to children; distribute USDA Foods for school meal and summer programs; provide educational workshops for school food service personnel, administrators, and teachers; ensure that schools are in compliance with federal regulations; and provide nutrition education for students to promote healthful habits.

Sponsors choose which programs to participate in based on local needs. Sponsors include public schools, private/nonpublic schools, nonprofit residential child care institutions, government agencies, public or private nonprofit organizations and camps.

Vision

Our vision is school communities that provide children full access to healthful meals and snacks that nourish minds and bodies and school nutrition environments that encourage healthful lifestyles and are supported by community partnerships.

Mission

To ensure that schools provide nutritious meals and promote healthy lifestyles through collaborative education and training, and administration of the USDA's School Nutrition Programs.

Office of Public Instruction School Nutrition Programs

PO Box 202501
Helena, MT
406-444-2501



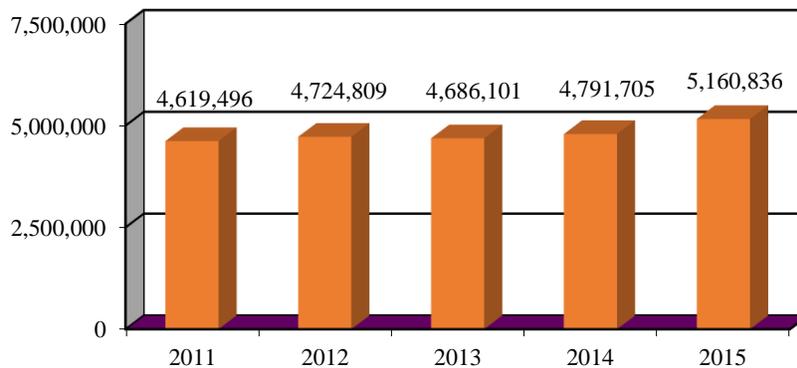
Montana Team Nutrition Program Montana State University

PO Box 173370
Bozeman, MT 59717-3360
406-994-5641

SCHOOL BREAKFAST PROGRAM

More than 5.1 million breakfast meals were served during the 2015 school year (28,671 each day). 19 percent of the 150,656 eligible students eat breakfast at school.

Breakfast Meals



The **School Breakfast Program** makes it possible for school children to start the day with a nutritious meal at school. Eighty-seven percent of schools that serve lunch also serve breakfast.

Expanding School Breakfast



Montana has several school breakfast advocates.

Governor Steve Bullock and First Lady Lisa Bullock promoted breakfast through the *Breakfast after the Bell Initiative* and the *First Lady School Breakfast Participation Awards*.

No Kid Hungry provided AmeriCorps members in local communities to market and promote breakfast through alternative service models and also funded mini-grants for breakfast expansion.

Montana Food Bank Network published the *Annual School Breakfast Report Card* and developed educational materials such as the *Guide to Alternative School Breakfast*.

ACCESS TO MEALS

Montana led the nation in 2015 with 80 percent of school districts adopting **Community Eligibility Provision (CEP)**.

CEP allows school districts in high need areas to offer meals to all students at no cost. Adoption of this provision increased breakfast participation at CEP schools by 25 percent.

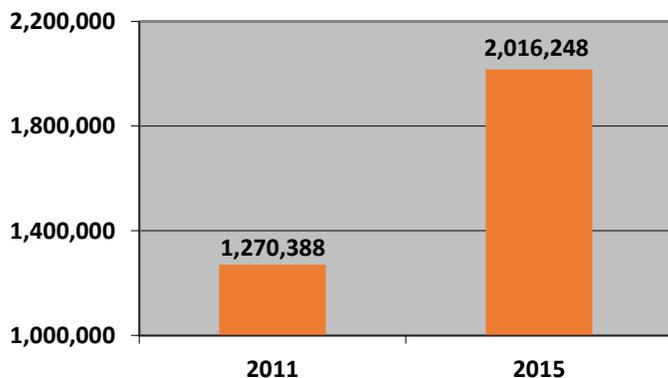
Montana's success with CEP adoption is a result of improved direct certification software systems. Students who receive food assistance from other state agencies are directly certified for a free meal at school without further application.

Montana achieved a 93 percent direct certification rate in 2015, which removed barriers for students to receive free meals.

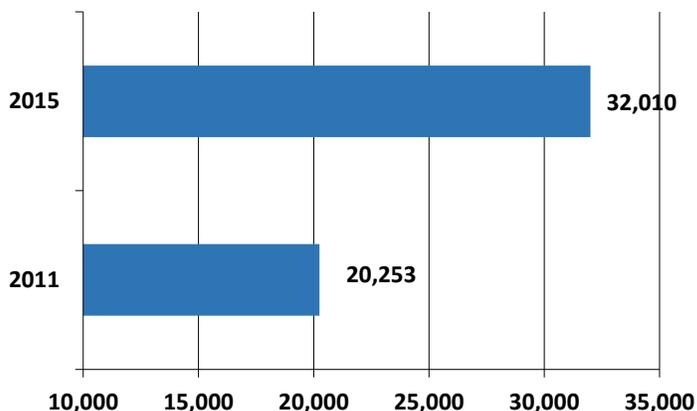
FRESH FRUIT AND VEGETABLE PROGRAM

Montana received over \$2 million to operate the FFVP Program in 2015. Funding and participation have increased by 36 percent in the last five years.

Funding



Enrollment



The FFVP was successfully implemented in 170 schools in 2015, seven more schools than in 2014.

ACCESS TO FFVP

The **Fresh Fruit and Vegetable Program (FFVP)** introduces children to fresh fruits and vegetables and helps them learn more healthful eating habits.

How are schools selected?

- Elementary school
- National School Lunch Program participant
- Schools with the highest percentage of free and reduced students are given priority
- Total enrollment of all schools must result in \$50-75 per student allocation each year



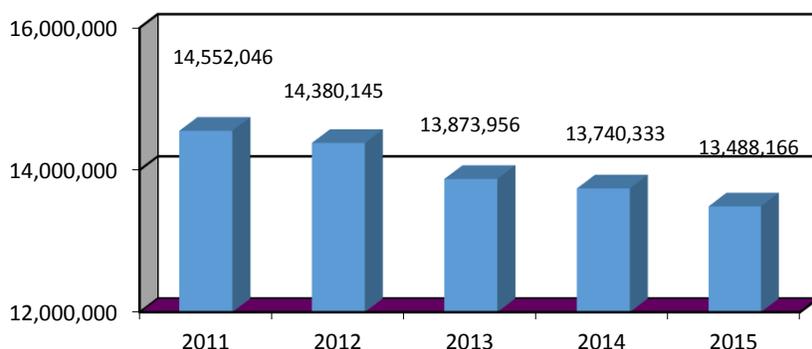
\$57.36

for every student in **2015**

NATIONAL SCHOOL LUNCH PROGRAM

Nearly 13.5 million lunch meals were served during the 2015 school year.
43 percent of Montana students qualify for free and reduced meals.

Lunch Meals



The National School Lunch Program provides a meal to students during lunch periods at school. An average 749,341 meals were served each day, and 257 districts (821 schools) participated in 2015.

The Healthy Hunger Free Kids Act of 2010 implemented new nutrition standards and, as with any change, challenges are expected. Lunch meals have decreased 1.8 percent in the last year and 7.3 percent since 2010. However the number of lunch meals served in 2015 remain comparable to the 2005 school year (13,790,345).

The **OPI Cooperative Purchase Program** assists schools with purchasing foods that meet nutrition standards and are competitive prices from food distributors.

All schools receive items at the same price regardless of size or location. There are two bids a year and four deliveries per bid.

Schools spent \$1,183,550 in the fall bid and \$1,143,196 in the winter bid.



OPI COOPERATIVE
PURCHASE PROGRAM

ACCESS TO FOOD



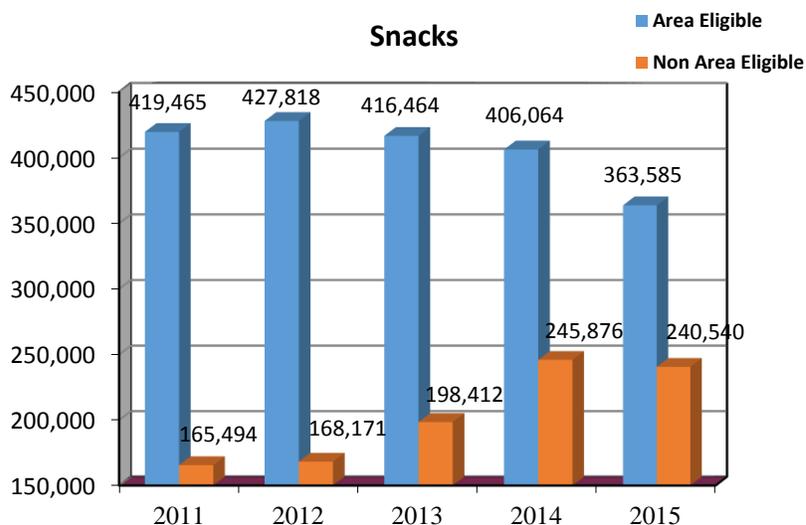
The **USDA Food Distribution Program (USDA Foods)** supplies 15 to 20 percent of school nutrition program food. Schools received an entitlement of 24.75 cents for each lunch served during the previous school year.

Statewide entitlement in 2015 totaled \$4,129,455.

A portion of this total is set aside for schools to purchase fresh fruits and vegetables through the **Department of Defense Fresh Fruit and Vegetable Program**. During the 2015 school year, Montana schools spent \$588,929 on fresh fruits and vegetables.

AFTER SCHOOL SNACK PROGRAM

Over 600,000 snacks were served during the 2015 school year.



After school programs can choose to offer children a snack through the OPI School Nutrition Program or the Child and Adult Care Food Program (CACFP), which is administered through the Montana Department of Public Health and Human Services.

CACFP has the ability to offer after school programs reimbursement for a snack and a supper meal, which has allowed programs to provide extended hours of operation and services to children.

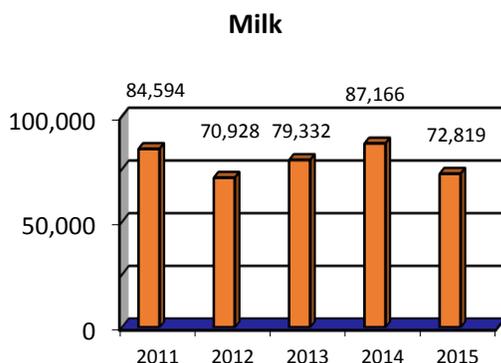
Snacks served through OPI School Nutrition Programs have decreased 7 percent from last year as more programs have implemented CACFP supper programs.

ACCESS TO FOOD

The **Afterschool Snack Program** offers snacks to children actively engaged in education and enrichment activities after the end of the school day.

Schools in which 50 percent of the students qualify for free and reduced-price lunches are considered area eligible and students qualify for free snacks.

SPECIAL MILK PROGRAM

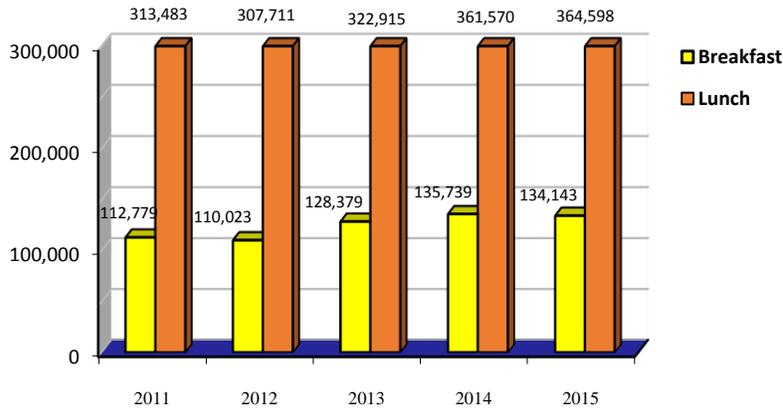


Schools that do not offer other school meal programs or kindergarten students who do not have access to meals at school may participate in the **Special Milk Program**.

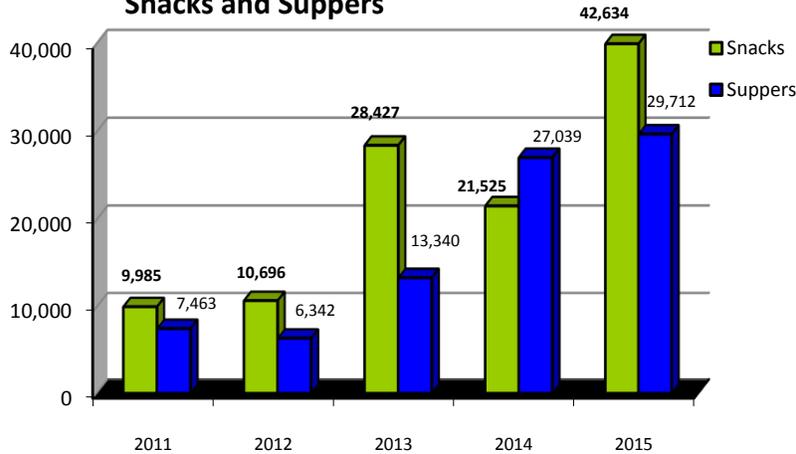
SUMMER FOOD SERVICE PROGRAM

An additional 25,214 meals were served in 2015.

Breakfasts and Lunches



Snacks and Suppers



49.5% increase in the number of **snacks** served.

State level partnerships have helped the Summer Food Service Program grow.

[Montana Food Bank Network](#) creates advertising materials to help children find summer food sites and [Montana No Kid Hungry](#) sponsors grants and AmeriCorps members.

ACCESS TO FOOD

The **Summer Food Service Program** provides nutritious meals at no cost to children while school is not in session.



One hundred ninety-six sites operated in low-income areas:

- 91 total sponsors
- 4 new sponsors

Fun in the Sun Summer Food Summit 2015

Sponsors gather to learn and discuss ways to grow their summer food programs through fun site activities and innovative marketing strategies.



MONTANA TEAM NUTRITION

Cafeteria, classroom, and community initiatives focus on the consistency of educational messages.



School Wellness and Quality Meals

- 2015 School Wellness in Action Mini-Grants (\$16,000) awarded to eight school districts to support healthier school environment policies.
- Thirteen schools (in three school districts) received a HealthierUS School Challenge (HUSSC) Award for meeting meal pattern, nutrition education, and physical activity criteria.
- An online School Wellness Policy Assessment Survey was developed to assist wellness committees with implementation plans.
- Three School Wellness Coaches (Billings, Kalispell, and Missoula) provided nutrition consultation to early childhood programs and school districts.
- Ten regional or statewide presentations on the USDA's school wellness policy or Smart Snack rule to school staff and community partners.
- Five Build a Rainbow on Your Tray and Montana Cook Fresh workshops teaching USDA's meal pattern with culinary skills.
- Promoted Principles of Pleasant and Positive Mealtimes (www.opi.mt.gov/pleasantmealtimes) through Recess before Lunch workshops to school and early childhood program staff. Cosponsored (with Montana Child and Adult Care Food Program) two Helping Children Eat and Grow Well workshops (Ellyn Satter and Associates).
- Seven Smarter Lunchrooms Movement (www.smarterlunchrooms.org) workshops and a Smarter Lunchroom High School Pilot Project (five schools) to see how the principles impact meal participation and plate waste. Results show plate waste of fruits and vegetables decreased while consumption increased; and student participation improved.
- One food safety workshop on School Hazard Analysis Critical Control Point to food service staff.

GRANTS



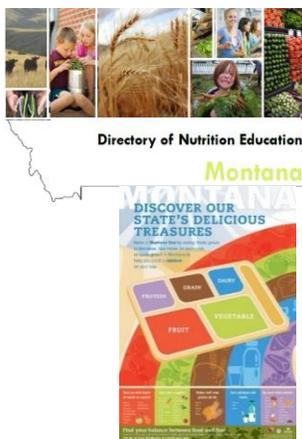
Team Nutrition is a USDA competitive grant focused on improving children's lifelong eating and physical activity habits by integrating principles of the Dietary Guidelines for Americans and USDA's My Plate into comprehensive, behavior-based education.

Montana Team Nutrition Program, provides professional development and technical assistance to staff at school and child care facilities.



MONTANA TEAM NUTRITION

Cafeteria, classroom, and community initiatives focus on the consistency of educational messages.



Nutrition Education for Children

- Promoted the statewide [*Nutrition Education for Youth and Families Directory*](#).
- *Discover Montana's Treasures* elementary curriculum and poster (grades 2-5) highlights Montana made foods.

Farm to School

- Eleven schools pilot tested *Montana Harvest of the Month*, a 10-month nutrition education program connecting the cafeteria to the classroom.



- Lead a *National Farm to School Month* statewide campaign in October and the *Montana Crunch Time* celebration of Food Day on October 24, 2014. The event reached 20,000 students through fun educational facts and enjoyment of a Montana or regional apple.
- Collaborated with the National Center of Appropriate Technology on initiatives and supported ten MT FoodCorps service members with school wellness and nutrition education policies.
- State liaison to the National Farm to School Network, and facilitated the *Montana Farm to School Leadership Team* to strengthen support for Farm to School as a successful strategy of improving children's health.

Ending Childhood Hunger and Reducing Childhood Obesity

- Leadership and resources to statewide and local organizations.
- Contributed nutrition education data to the *10 Step Plan to End Childhood Hunger in Montana (2010-2020)*.



GRANTS

Montana Farm to School focuses on local food procurement practices, garden-based nutrition education and community connections with agricultural partners.

Thirty-eight percent of Montana Schools engage in Farm to School activities.



Moving Forward

2016 Montana Farm to School Summit: Sprouting Success conference is slated for September 22-23, 2016, at Montana State University in Bozeman.

FUNDING AND REIMBURSEMENT

Montana School Nutrition Programs	
<i>July 1, 2014 – June 30, 2015</i>	
<u>Income</u>	
National School Lunch Program Meals	\$25,816,242
Afterschool Snacks	\$392,549
USDA Foods Entitlement	\$4,129,455
National School Lunch Program (lunches, snacks and commodities)	\$30,338,246
School Breakfast Program	\$7,922,419
Special Milk Program	\$16,974
Fresh Fruit and Vegetable Program	\$2,016,248
Summer Food Service Program	\$1,797,383
Total Federal Funding	\$42,091,270
Total State Matching Funds	\$663,861
Total Federal and State Funding	\$42,755,131
<u>Expenditures</u>	
School Expenditures (food, labor, other)	\$54,971,865
Federal and State Reimbursement	\$42,755,131
Student, Adult Payments, General Fund, Other Sources	\$12,216,734

ITEM 17

GIFTED AND TALENTED EDUCATION
PRESENTATION

Julie Merritt

POINTS (Parents & Others Invested in Nurturing Talented Students) Position Statement for the Montana State Board of Public Education

*POINTS believes that it is imperative that all education policymakers and administrators, teachers, school counselors, parents and mental health professionals become educated in the very unique development and academic needs of gifted learners. We feel that all school districts in the State of Montana should be accountable for the learning gains of all of our students, **including gifted students**, across socio-economic, ethnic and racial groups.*

"The term 'gifted and talented', when used with respect to students, children, or youth, means students, children, or youth who give evidence of high achievement capability in such areas as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities." (Title IX, Part A, Definition 22) (2002); 20 USC 7801(22) (2004))

Children identified as gifted have both identifiable capabilities and needs. *Their potential is by no means a guarantee of success.* Given the State's own data (from the Office of Public Instruction¹), it is estimated that at least 5% (over 7,000 children) of Montana's K-12 student population is gifted and has corresponding needs. By not meeting the needs of gifted students, Montana not only suffers a loss of potential from our brightest young minds, but also neglects a population that is at surprisingly high risk.

Montana State Law provides a very basic framework for school districts to identify and serve the needs of gifted students ([MCA 20.7.901-904](#) and ARM [10.55.804](#)). However, there is little guidance on how to responsibly serve this population of students, *and nowhere does this guidance reference the importance of adhering to best practices in Gifted Education.* School districts and individual schools vary widely in their philosophy of Gifted Education and appropriate services, and the State does not evaluate the effectiveness of its subjective mandates on gifted students and their learning.

Unfortunately, Montana has not adopted consistent procedures for the appropriate identification of gifted students, nor does it require districts to test students for giftedness. As a result, there are districts that do not identify at all, and there are gifted students who fall through the cracks in districts that do make efforts to identify. Research shows that even with widespread testing, many minority students fail to be identified through typical testing procedures. In addition, there are many students who are both gifted *and* have learning disabilities, and typical testing methods often fail to identify these "twice-exceptional" students.

For the last several years, the level of funding earmarked for Gifted Education services has been limited to \$250,000 for the *entire state*. It is our position that this level of funding is inadequate. ([Click here](#) for a 2011 state comparison, p. 21.) The low-level of funding leads to less than adequate staffing to serve the needs of many students. For example, Missoula County Public Schools identified over *500 gifted children in K-5* during the 2014-2015 academic year, yet the Gifted Education Coordinator position for the entire K-12 district is a mere *0.5 FTE*. We ask the School Funding Interim Commission to responsibly consider the unique and substantial needs of the gifted students in Montana and increase funding in the coming biennium. Research shows that there is a direct link between the impact of targeted interventions and achievement.

It is critical to provide appropriate services and support for gifted students. Just as students with learning disabilities have different needs, the same holds true for gifted students. The common

¹ Data from Office of Public Instruction received via email in August 2015.

assumption that gifted students will be successful without any specialized intervention is a myth and has been disproven. Gifted students who are not provided with appropriate services are at significant risk for low achievement, truancy, isolation, mental health issues such as depression and anxiety, and disruptive behaviors that distract from the classroom learning environment. Many academic and behavioral issues can be resolved simply by providing appropriate support.

Not only do individuals suffer when they do not live up to their full potential, but communities suffer a loss of human capital resource, as well. ***Appropriately supported, gifted students have the potential to be our nation's future scientists, innovators, leaders and policymakers. Montana's investment in this population is an investment in our collective future.***

In summary, POINTS supports:

- mandating appropriate measures to identify gifted children,
- mandating best practices to meet the unique needs of learners identified as Gifted,
- increasing the effectiveness of teachers working with the Gifted via pre-service programs and professional development programs specializing in Gifted Education,
- adequately funding the programs necessary to fulfill policies set by the State.

Montana's gifted kids have unique needs and Montana has a fundamental obligation to make every effort to meet those needs. ***We implore the Board members to familiarize themselves with the science behind Gifted Education and demonstrate leadership in nurturing this most precious resource.***

Thank you for your time.

Julie Merritt & Caroline Lonski - POINTS Interim Leadership Team Members, Missoula, MT
Points.missoula@gmail.com

ADDITIONAL RESOURCES:

The National Association for Gifted Children (NAGC) has compiled evidence-based recommendations for Gifted Education practices that can be found at:

- NAGC: Gifted Education Practices (<https://www.nagc.org/resources-publications/gifted-education-practices>)

Further definitions of Giftedness:

- NAGC: Definitions of Giftedness <https://www.nagc.org/resources-publications/resources/definitions-giftedness>

For more information on the risks of gifted children, please visit:

- SENG: *Gifted Kids at Risk: Whos's Listening* (<http://sengifted.org/archives/articles/gifted-kids-at-risk-whos-listening>)
- Davidson Institute: *Vulnerabilities of Highly Gifted Children* (http://www.davidsongifted.org/db/Articles_id_10065.aspx)
- Science Direct: *Consequences of Risk Factors in the Development of Gifted Children* (<http://www.sciencedirect.com/science/article/pii/S1877042810020148>)
- *Gifted Children At Risk For Learning Difficulties* (<http://webshare.northseattle.edu/fam180/topics/giftedkids/Atrisk.html>).

Important studies on the results of targeted interventions for the Gifted:

- Templeton National Report on Acceleration, Acceleration Institute: 2004, *A Nation Deceived* http://www.accelerationinstitute.org/nation_deceived/ 2015, *A Nation Empowered* http://www.accelerationinstitute.org/Nation_Empowered/
- American Psychological Association: *When Less Is More: Effects of Grade Skipping on Adult STEM Productivity Among Mathematically Precocious Adolescents* <https://my.vanderbilt.edu/smpy/files/2013/02/Park-Lubinski-Benbow-2013.pdf>

❖ **ASSESSMENT COMMITTEE – (Item 18)**

Paul Andersen

ITEM 18

ASSESSMENT UPDATE

Sharon Carroll

10.56.101 STUDENT ASSESSMENT

(1) By the authority of [20-2-121](#)(12), MCA and ARM [10.55.603](#), the Board of Public Education adopts rules for state-level assessment in the public schools and those private schools seeking accreditation.

(2) The board recognizes that the primary purpose of assessment is to serve learning. A balanced assessment system including formative, interim, and summative assessments aligned to state content standards will provide an integrated approach to meeting both classroom learning needs and school and state level information needs. A balanced assessment system is structured to continuously improve teaching and learning and to inform education policy.

(3) In order to obtain state-level achievement information, all accredited schools shall annually administer a single system of state-level assessments approved by the board. The following state-level assessments shall be administered according to standardized procedures. Districts and schools shall ensure that all test administrators are trained in and follow those procedures.

(a) State-level assessments aligned to ~~Montana content standards (phase 1)~~ and the Montana common core standards (~~phase 2~~) shall be administered to all students as specified below for each phase.

(i) ~~Phase 1—school years 2012-2013 and 2013-2014, the assessments shall be:~~

~~(A) aligned to Montana content standards;~~

~~(B) administered to grades 3-8 and 10 in math and reading;~~

~~(C) administered to grades 4, 8, and 10 in science; and~~

~~(D) administered in the spring of the year.~~

(ii) ~~Phase 2—beginning in school year 2014-2015, the~~ The assessments shall be:

(A) aligned to Montana common core standards;

(B) administered to grades 3-8 and 11 in math and English language arts;

(C) aligned to Montana content standards for science and administered in grades 4, 8, and 10; and

(D) administered in the spring of the year.

(b) State-level assessments aligned to Montana English language proficiency standards shall be administered to all students identified as Limited English Proficient (LEP) in grades K-12. These assessments shall be administered mid-school year.

(c) ~~Beginning in the 2012-13 school year, the ACT Plus Writing college readiness test shall be offered to all eleventh grade public school students in their high schools on a school day without charge to the students or schools. Students may participate without accommodations, with ACT-approved accommodations, or with state-allowed accommodations. The testing window for the ACT Plus Writing will be in April and May of each year. All eleventh grade students will take the test unless:~~

~~(i) a parent or guardian requests in writing that the student not participate; or~~

~~(ii) a student, 18 or older, requests in writing to not participate.~~

~~(d) The obligation for funding the assessments identified in (3)(a), and(b), and(c) is an obligation of the state. This section may not be construed to require a school district to provide these assessments if the state does not have a current contract with test vendors for provision of these assessments to Montana school districts.~~

(4) State-level assessment results are a part of each student's permanent record as described in ARM [10.55.909](#).

(5) The Superintendent of Public Instruction shall provide a report of the results to ~~the board and the Legislature~~ and annually to the board.

(6) The Superintendent of Public Instruction is authorized to make available the reported student assessment data in compliance with confidentiality requirements of federal and state law. State-level assessment results released to the public shall be accompanied by a clear statement of the purposes of the assessments, subject areas assessed, level of measurement of the content standards, and the percent of students who participated in the assessments. The Superintendent of Public Instruction will ensure transparency and public availability of public school performance data and reporting as outlined in [20-7-104](#), MCA.

(7) All students shall participate in the state-level assessments, except as provided in (3)(c).

(a) For a student with disabilities, the student's individualized education program (IEP) team has the authority to specify accommodations to be provided, as defined in (8), for participation by the student in the state-level assessment.

(i) When an IEP team determines that an accommodation for a student's disability would still not allow for adequate measurement of the student's progress toward the content standards, the IEP team may waive using the approved state-level assessments by providing alternate assessments that are appropriate to determine the student's progress toward the content standards.

(b) For a student who has been identified through the district's process as LEP, accommodations may be provided, as defined in (8), for participation by the student in the state-level assessment.

(i) When the result of the district's process indicates that an accommodation for an LEP student who has had fewer than three years of instruction in English would still not allow for adequate measurement of the student's progress toward the content standards, the team of educators may waive using the approved state-level assessments by providing alternate assessments that are appropriate to determine the student's progress toward the content standards.

(8) Accommodations allow a student to demonstrate competence in subject matter so that state-level assessment results accurately reflect the student's achievement level rather than limited English language development or impaired sensory or manual skills, except where those skills are the factors which the assessment purports to measure.

(a) Accommodations for state-level assessment purposes are defined as modifications of the test administration procedures similar to those used to assess the student in the instructional setting.

(b) Accommodations vary for the state required tests under (3)(a) and (b) and are dependent on the knowledge and skills being measured. Test-specific accommodations are detailed in test administration manuals.

(c) The Superintendent of Public Instruction shall provide guidance to schools concerning appropriate accommodations.

(9)The Superintendent of Public Instruction shall recommend in writing to the board, any modifications to the single system of state-level assessment. The board may consider recommended modifications as an information item on an agenda at a board meeting. At that meeting, the board may vote to list the recommendations as an action item on the agenda of a subsequent board meeting. Unless approved by the board, no

recommended modifications are effective and no accredited schools may implement the recommended modifications.

History: Mont. Const. Art. X, sec. 9; [20-2-121](#), MCA; IMP, Mont. Const. Art. X, sec. 9; [20-2-121](#), [20-7-402](#), MCA; NEW, 1988 MAR p. 976, Eff. 5/27/88; AMD, 1992 MAR p. 1472, Eff. 7/17/92; AMD, 1993 MAR p. 683, Eff. 4/30/93; AMD, 1995 MAR p. 627, Eff. 4/28/95; AMD, 1997 MAR p. 1186, Eff. 7/8/97; AMD, 2000 MAR p. 957, Eff. 4/14/00; AMD, 2012 MAR p. 2057, Eff. 10/12/12.

❖ **ACCREDITATION COMMITTEE – (Items 19-21)**

Darlene Schottle

ITEM 19

**INITIAL INFORMATION PRESENTATION OF
PROPOSED HEALTH AND PHYSICAL
EDUCATION STANDARDS FOR ARM TITLE
10, CHAPTER 53**

Karin Billings

**EXECUTIVE SUMMARY
BOARD OF PUBLIC EDUCATION MEETING
DATE: March 2016**

AGENDA ITEM:	Initial informational presentation of proposed rule changes addressing accreditation in ARM Title 10, Chapters 53 and 54
PRESENTATION:	This is the initial presentation of the proposed changes to the Board of Public Education's administrative rules as recommended by the Superintendent of Public Instruction and presentation of a proposed timeline (attached). The superintendent's recommendation includes repeal of ARM 10.54.7010 through 10.54.7013, 10.54.7020 through 10.54.7023, 10.54.7040 through 10.54.7043, 10.54.7050 through 10.54.7053, 10.54.7060 through 10.54.7063, 10.54.7070 through 10.54.7073, 10.54.7087 through 10.54.7098, and adoption of new Montana Standards for Health and Physical Education in Chapter 53.
PRESENTER:	NAME: Karin Billings TITLE: Division Administrator, Health Enhancement and Safety Division, Office of Public Instruction
OVERVIEW:	<p>Highlights of changes to the Health Enhancement Standards</p> <p>The proposed Montana Health Enhancement Standards reflect changes that have occurred during the past 16 years in educational opportunities that address physical, mental, and social health.</p> <ul style="list-style-type: none"> • The 2015 revision includes separate standards for health education and physical education. By providing both health education and physical education standards, a health enhancement teacher and an elementary educator without a health enhancement endorsement will have greater guidance as to what content areas are to be taught as part of a school's health enhancement program. • The Montana Health Enhancement standards of 1999 included seven content standards with benchmarks at grades 4, 8, and 12 as well as

	<p>performance standards at those three levels. The proposed Montana Health Enhancement standards have eight health education standards and five physical education standards, with performance indicators at grade level for K, 1, 2, 3, 4, 5, and grade bands for grades 6-8, and 9-12.</p> <ul style="list-style-type: none"> • Current health trends show the need to address topics such as mental health; respectful relationships; chronic diseases such as diabetes and asthma; substance use; environmental factors that affect health, wellness, or physical activity levels; and bullying, including cyberbullying. • New technologies allow physical education students to monitor pulse rates, track calories burned and steps walked, and use innovative software programs to develop fitness plans that provide feedback regarding physical activity and nutritional intake. The revised standards address online access to valid health information. <p>The proposed Montana Health Enhancement Standards, consisting of both health education and physical education standards, ensure that Montana schools provide students with the best and most up-to-date practices in their health enhancement classes.</p>
<p>REQUESTED DECISION(S):</p>	<p>None. This is informational only.</p>
<p>OUTLYING ISSUE(S):</p>	<p>None identified at this time.</p>
<p>RECOMMENDATION(S):</p>	<p>Accept proposed timeline.</p>

**PROPOSED
TIMELINE FOR HEALTH ENHANCEMENT STANDARDS
March 2016**

- Introduction of work on rule changes (with proposed timeline) to BPE March 17, 2016
- Proposed new rules to BPE for approval May 12, 2016
- Proposed notice of hearing to BPE for approval of publication May 12, 2016
- Proposed notice to SOS for notice in MAR May 23, 2016
- MAR publication out June 3, 2016
- Hearing date After June 23, 2016
- Final Public Input deadline On or after July 1, 2016
- Adoption Notice to BPE for adoption of rules July 13-15, 2016
- Adoption notice to SOS for notice in MAR July 25, 2016
- MAR publication out August 5, 2016
- Effective Date of Rules July 1, 2017

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Denise Juneau
Superintendent



www.opi.mt.gov
(406) 444-5643

March 7, 2016

Representative Donald Jones, Chair
Education and Local Government Committee
State Capitol
Helena, MT 59620

Dear Representative Jones,

I am pleased to submit two economic impact statements to the Education and Local Government Interim Committee in advance of your upcoming committee meeting on April 6-7, 2016. These statements provide an analysis of the costs associated with the proposed revisions to the Health and Physical Education standards and Arts standards, which have been developed through a negotiated rulemaking process as required by 20-7-101, MCA.

The Board of Public Education will consider these proposed revisions to the accreditation standards at its meeting on March 17-18. We expect that the Board will proceed with its notice of proposed rulemaking in May with a plan for adoption of the revised standards in July, with a delayed effective date of July 1, 2017.

As part of the process, the Education and Local Government Interim Committee must receive the economic impact statement for review at least one month in advance of a scheduled committee meeting. Section 20-7-101(4), MCA states that "Unless the expenditures by school districts required under the proposal are determined by the committee to be insubstantial expenditures that can be readily absorbed into the budgets of existing district programs, the board may not implement the standard until July 1 following the next regular legislative session and shall request that the same legislature fund implementation of the proposed standard."

My staff will be presenting these economic impact statements to the Education and Local Government committee in April. They will also describe the negotiated rulemaking process and answer any questions that committee members have about the process or the conclusions. Members of the rulemaking committees will be present to address the committee and to respond to questions.

The negotiated rulemaking making process has been a new experience for my agency and for the stakeholder groups. I believe that while the process is time-consuming, the consensus-building nature of the work was very effective.

Thank you in advance for your work in moving this process forward.

Sincerely,

A handwritten signature in black ink that reads "Denise Juneau".

Denise Juneau
Superintendent of Public Instruction

Subject Line: UPDATE: Content Standards Revision

March 7, 2016

As many of you know, the Office of Public Instruction is revising Montana's content standards for health and physical education, arts, and science. I want to make sure you're routinely updated as we work through the revision process.

With the [passage of SB 345](#), content standards must now go through the negotiated rulemaking process prior to being adopted by the Board of Public Education.

Below is a tentative timeline for adoption of all three sets of standards:

	Arts & Health/Physical Education	Science
March 2016	Standards are presented to the Board	Negotiated Rulemaking Committee Members are selected
April 2016	Economic impact statements, including input from schools, are presented to the Interim Education & Local Government Committee	Negotiated Rulemaking Committee reviews the standards and schools provide input on their economic impact
May 2016	Public hearing dates are set	Standards are presented to the Board
June 2016		Economic impact statements, including input from schools, are presented to the Interim Education & Local Government Committee
July 2016	Board takes action on standards	Public hearing dates are set
Aug 2016		
Sept 2016		Board takes action on standards
July 2017	Standards are implemented in schools	Standards are implemented in schools

What is different about these new sets of standards?

- Grade level standards for K-5 clarify learning expectations for elementary teachers who teach in all content areas.
- Grade band standards for grades 6-8 and high school clarify expectations and allow flexibility of staffing and program delivery.
- Arts, health enhancement and science standards integrate Montana's Indian Education for All
- **Arts Standards**
 - Current standards adopted in 1999
 - Proposed standards address five artistic disciplines: visual arts, music, dance, theatre, and media arts
- **Health Enhancement Standards**
 - Current standards adopted in 1999
 - Proposed standards are grouped into two domains: health education and physical education
 - Reflect updated information addressing student physical, mental, and social health.
- **Science Standards**
 - Current standards adopted in 2006

- Proposed standards grouped into four domains: (1) physical sciences, (2) life sciences, (3) earth and space sciences, (4) engineering and technology.
- Support the integration of science, technology, engineering, and mathematics (STEM).

Learn more about the content standards revision process with this brief video:

<https://youtu.be/KzbOj1SVTEg>.

Watch for updates at the [content standards revision webpage](#).

Thanks for all you do,

Denise Juneau
Superintendent of Public Instruction

Economic Impact Statement for Content Standards Revision Health Enhancement

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Economic Impact Statement for Content Standards Revision Health Enhancement

Executive Summary

Using a negotiated rulemaking process involving stakeholder groups, the Superintendent of Public Instruction Juneau has developed recommendations for the revision of the Health Enhancement Content Standards. The current health enhancement standards were adopted in 1999. Our understanding of best practices in health and wellness has grown significantly over the past 16 years. Current health trends show the need to address topics such as mental health; respectful relationships; chronic diseases such as diabetes and asthma; substance abuse; environmental factors that affect health, wellness, or physical activity levels; and bullying, including cyberbullying. The proposed physical education standards include a focus on developing lifetime fitness activities.

The Office of Public Instruction (OPI) surveyed school districts in November – December 2015 about the impacts of the proposed standards on district resources for staffing, instructional materials, curriculum development, and professional development. Sixty-three percent (63%) of respondents indicated that their district could implement the proposed standards using existing resources. Of the remaining respondents, many of these districts face challenges in meeting the *current* standards. A majority of the respondents in this group indicated that they have a shortage of time and materials for curriculum development and professional development. A smaller number face challenges finding teachers endorsed in health enhancement and physical education and/or finding instructional materials.

The OPI has identified \$35,000 to support the implementation of the proposed health enhancement standards. This funding will provide for face-to-face trainings in nine regions throughout the state in addition to online professional development opportunities. The OPI will also develop a model curriculum guide to assist school districts with curriculum development. For those districts that are having trouble meeting the current standards, the statewide trainings and model curriculum guide may provide more support than the districts are presently receiving. Given the supports that will be provided at the state level, the OPI estimates that school districts will be able to absorb, in their existing budgets, the cost of modifying their current health enhancement curriculum to align with the proposed standards.

Based on the analysis of the survey results and the advice of the negotiated rulemaking committee, the OPI has concluded that the school district expenditures required under the proposed standards are insubstantial expenditures that can be readily absorbed into the budgets of existing district programs.

Economic Impact Statement for Content Standards Revision Health Enhancement

Introduction

Content Standards are adopted by the Board of Public Education through the administrative rulemaking process. The content standards for thirteen academic subject areas are promulgated in Title 10, Chapters 53 and 54. The content standards are used by school districts to develop local curriculum and assessments in all the content areas that include: arts, career and technical, English language arts, English language proficiency, health enhancement, library media, mathematics, science, social studies, technology, traffic education, workplace competencies, and world languages. The K-12 content standards describe what students shall know, understand, and be able to do in these content areas.

This economic impact statement analyzes the impact of the proposed revisions to the Montana Health Enhancement Content Standards as prescribed in [2-4-405, MCA](#). The proposed content standards are segregated into health and physical education standards.

Affected Classes of Persons

Describe the classes of persons who will be affected by the proposed rule, including classes that will bear the costs of the proposed rule and classes that will benefit from the proposed rule. Refer to Section 2-4-405 (2)(a).

The individuals who will be affected by the proposed health enhancement content standards are those persons who have responsibilities for implementing the health and physical education standards at the local level. These responsibilities include allocating resources for curriculum development and coordination, developing and adopting curriculum, delivering curriculum in the classroom, supporting students in meeting learning goals, and paying for any changes that are required by the standards. The affected classes include school administrators, teachers, school trustees, school business officials, parents, students, and taxpayers.

The beneficiaries of the proposed rule are students and the educators and parents who educate those students. In order to benefit students, it is important to implement standards that are based on current knowledge and understanding of best practices in health and physical education.

Our understanding of best practices in health and wellness has grown significantly since the previous health enhancement standards were developed in 1999. Current health trends show the need to address topics such as mental health; respectful relationships; chronic diseases such as diabetes and asthma; substance abuse; environmental factors that affect health, wellness, or physical activity levels; and bullying, including cyberbullying. The proposed physical education standards include a focus on developing lifetime fitness activities.

Further benefits of the revised rules relate to the structure of the proposed standards. The Montana Health Enhancement Content Standards of 1999 included seven content standards with benchmarks at 4th, 8th and 12th grades. The proposed standards include separate disciplines for health education and physical education. Both disciplines have eight standards by grade-level from K-5 and grade bands for 6-8 and 9-12. The benefit to schools of having grade level standards for K-5 is to clarify learning expectations for the elementary teacher who is responsible for teaching all standards in all content

Economic Impact Statement for Content Standards Revision Health Enhancement

areas. The 6-8 and 9-12 grade bands provide clarity of expectations while allowing flexibility of staffing and program delivery at those grade levels.

The proposed standards will also benefit higher education institutions who prepare Montana's pre-service teachers with alignment to high-quality, college-and-career ready learning expectations.

The costs of the proposed rules will be borne by local school districts and their taxpayers as well as the Office of Public Instruction (OPI). To support the implementation of the proposed standards, the OPI will provide professional development opportunities and include supplemental materials that districts can use to assist in curriculum development. The OPI will provide workshops at state conferences for educators, post a model curriculum guide developed by Montana educators on its website, and offer online professional development for educators through the OPI's Teacher Learning Hub (Hub). The Hub is an online interactive professional learning network dedicated to providing free high quality professional development and training for all K-12 educators throughout Montana. As part of the OPI's service to Montana schools, the Hub's readily accessible learning opportunities aim to minimize the time teachers spend away from their classrooms to attend trainings as well as save school districts money on professional development costs. The Hub offers facilitated and self-paced modules, as well as a video library with a variety of trainings that support instruction, positive school climate, and student success.

Economic Impact

Describe the probable economic impact of the proposed rule upon affected classes of persons, including but not limited to providers of services under contracts with the state and affected small businesses, and quantifying, to the extent practicable, that impact. Refer to Section 2-4-405 (2)(b).

The Office of Public Instruction conducted a survey of schools to assess the impacts of the proposed rule between November 23 and December 21, 2015. A total of 95 responses were received from superintendents, principals, district clerks, curriculum coordinators, teachers, school counselors, and county superintendents. The respondents represented 38 counties and 74 school systems, which is a quarter of the 307 school systems in Montana.

Sixty-one of the 95 respondents (63%) indicated that their school system would be able to meet the proposed standards within existing resources. More than half of the respondents (54%) indicated that the proposed standards would not require their district to substantially revise the district's current curriculum.

The majority of the respondents (83%) indicated that their schools could meet the proposed standards with existing staff. The proposed rule does not require schools to hire additional health enhancement teachers. Specifically, the proposed rule is written in a manner that recognizes that elementary teachers (with an elementary endorsement) are most often the teachers who deliver the health and physical education curriculum in grades K-5. Of the 17% of respondents who expect to have a shortage of teachers endorsed to teach the proposed standards, almost half of these respondents are in districts that presently have a shortage of teachers who are endorsed in the area of health enhancement. The issue of teacher shortages for health enhancement appears to be part of Montana's larger challenges with recruitment and retention of teachers in general, rather than a challenge associated with the proposed standards.

Economic Impact Statement for Content Standards Revision Health Enhancement

The OPI does not anticipate that providers of services under contract with the state or small businesses will be affected by the proposed rules. It is possible that school districts will replace existing instructional materials and supplies, which may be a minor benefit to local service providers.

Cost to State Agencies

Describe and estimate the probable costs to the agency and to any other agency of the implementation and enforcement of the proposed rule and any anticipated effect on state revenue. Refer to Section 2-4-405 (2)(c).

The Office of Public Instruction, in accordance with 20-7-101, MCA, has incurred costs associated with the negotiated rulemaking process, including contracting with a facilitator and convening the rulemaking committee. The OPI also pays for rule filings and publication of notices with the Secretary of State for standards revisions. The OPI does not anticipate any additional costs associated with the accreditation of schools. The new standards will be incorporated into the OPI's accreditation review process within the existing budget of the OPI.

The Board of Public Education is responsible for the adoption of content standards. The costs associated with board member attendance at public hearings will be paid within the existing budget of the Board of Public Education.

In addition to the costs associated with the rulemaking process, the OPI will incur costs associated with providing professional development opportunities. The OPI has budgeted \$35,000 (from sources at the OPI and the Department of Public Health and Human Services) to assist with the implementation of the proposed rule. OPI plans to offer free professional development online through the Teacher Learning Hub in addition to providing face-to-face trainings in nine locations across Montana.

Cost and Benefits of the Proposed Rule

Analyze and compare the costs and benefits of the proposed rule to the costs and benefits of inaction. Refer to Section 2-4-405 (2)(d).

The Board of Public Education has adopted a regular cycle for review of content area standards. The purpose of the regular review of standards is to ensure that content standards reflect current knowledge and best practices for each content area. Healthy behaviors as well as physical activity and good nutrition are important to academic achievement. The proposed health and physical education content standards provide clear benchmarks for what students should know in order to make life-long healthy choices in the areas of physical, mental, social, and emotional health. The majority of the costs associated with the proposed standards are for ensuring that teachers understand the new standards, have acquired current knowledge, and that this knowledge has been incorporated into the curriculum, classroom lessons, and activities.

It is important that content standards reflect changing health indicators. For example, Montana has the highest teen suicide rate in the nation. Statistics also show an increase in the number of students with Type I and Type II diabetes. An up-to-date set of standards will encourage schools to address issues such as these for the health and safety of Montana's youth. The consequences of continuing to operate

Economic Impact Statement for Content Standards Revision Health Enhancement

under the existing health enhancement standards are 1) the standards do not reflect current health trends that need to be addressed in the areas of wellness and mental health, 2) the existing standards do not reflect the increasing use of technology within the classroom, 3) the existing standards do not address the changing landscape of bullying and its connection to technology, and 4) the existing standards are not aligned with Montana's Indian Education for All.

The following addresses four areas of potential economic impact on school district operations and budgets.

Personnel

The proposed standards were developed with the expectation that the K-5 health and physical education curriculum will be delivered by elementary teachers with the 00 elementary endorsement. At the middle school and high school levels, districts will need teaching staff with endorsements in Health Enhancement, Health, or Physical Education to meet the proposed standards just as they do with the current health enhancement standards.

Some school districts responded that the new health and physical education standards would require the district to hire additional teaching and school nursing staff. Others commented that the grade level standards in grades K-5 would require additional instructional time with K-5 students. It is important to emphasize that there no requirement in the proposed standards for additional instructional time be allocated to health and physical education. There are also no requirements for school nurses or additional teaching endorsements. However, districts and teachers will need time to integrate the new standards into their curriculum and lesson plans.

Respondents also expressed concerns that elementary teachers in particular will need to be "far more proficient" in health and physical education than currently expected. The Office of Public Instruction recognizes that more time will be required for educators to increase their knowledge of health and wellness topics and to align curriculum and instruction to the proposed grade level standards. The OPI has developed a plan for providing professional development to educators and administrators who are responsible for delivering the health and physical education standards. This plan is outlined under the Professional Development section of this statement.

Curriculum and Instructional Materials

More than one-half of the respondents (54%) indicated that they would not need to substantially revise their existing health and physical education curriculum to implement the proposed standards. Districts are likely to follow a combination of one or more of four approaches to revising their curriculum:

- Identify the gaps in their existing curriculum and make adjustments to align with the proposed standards;
- Adapt and adopt the model curriculum guide developed by the Office of Public Instruction;
- Adapt and adopt the curriculum materials provided by their local curriculum consortium or the Montana Small Schools Alliance; or
- Adapt and adopt curriculum materials that are aligned to the state standards and available on-line.

Economic Impact Statement for Content Standards Revision Health Enhancement

A model curriculum guide for health and physical education standards will also be provided to schools once the proposed rule is adopted. The guide will be useful to districts as they begin the review and revision of their existing health enhancement curriculum. The guide will also help districts incorporate Indian Education for All into their health enhancement curriculum.

Some elementary districts may choose to purchase curriculum for their schools. One nationally-recognized curriculum aligned to the proposed standards sells for \$399 for grades K-2, \$299 for grades 3-5, and \$299 for middle school. The curriculum includes lesson plans and some instructional materials. Potentially, a district with one school serving grades K-8 would expend approximately \$1,000 to purchase this curriculum. A larger district with multiple schools at each grade level would expend more accordingly. The OPI anticipates that the cost of the purchased curriculum is affordable to districts within their existing budgets.

At the high school level, districts are currently augmenting their textbooks with updated health, wellness, and physical education materials. There are many free, open educational resources available on the Internet. Districts select instructional materials that are aligned to the state standards and compatible with the local curriculum. This reliance on the Internet speaks to the importance of having high-speed access to the web.

As stated in the previous section, it is likely that health and physical education teachers will need time away from their classrooms to work on curriculum development both at the school and through professional development opportunities. Districts will incur costs for substitutes and travel expenses to curriculum consortia meetings and conferences. The OPI plans to provide reimbursements to districts to support these efforts as described in the next section under Professional Development.

If school districts determine that updated or additional instructional materials are needed to implement their revised curriculum, the cost of these instructional materials will be borne by the school district.

Professional Development

The OPI anticipates that at least one elementary teacher at each school will need to be trained on the health and physical education standards. A common practice of school districts is to send one or two lead teachers to training; these teachers are then responsible for sharing information and resources with their colleagues to implement the necessary curriculum revisions. The lead teachers will need approximately three hours of professional development time to learn about the new standards. OPI plans to offer regional face-to-face trainings in nine locations around the state. Overall, the OPI expects to train approximately 270 teachers in total at a cost of \$27,000.

Health and physical education teachers at the middle school and high school levels will also need to be trained on the new health and physical education standards. Many of these teachers are members of SHAPE Montana and will attend conferences and trainings offered by their professional associations. (The Society of Health and Physical Educators (SHAPEMT) is a professional organization of educators dedicated to promoting healthy lifestyles among all Montanans through the promotion of health education, physical education, lifetime fitness and recreational activities, and dance.)

OPI's implementation plan includes presentations at the Montana Behavioral Initiative, SHAPE Montana, and MEA-MFT conferences in 2016 and 2017. In addition, OPI will contract with K-12 health educators to

Economic Impact Statement for Content Standards Revision Health Enhancement

develop self-paced courses for educators, administrators, and trustees that will be posted on the OPI Teacher Learning Hub.

The budget for implementing the OPI's professional development plan is shown below.

Budget Item	Cost
Regional Trainings in nine locations	\$16,500
Model curriculum guide	\$10,500
Total	\$27,000

The cost of inaction is that teachers and students may not necessarily follow best practices or work with the most current knowledge related to health, wellness, and physical education. A high-quality education system needs to keep pace with current information and provide adequate preparation of teachers for classroom instruction.

Less Costly or Less Intrusive Methods

Are there less costly or less intrusive methods for achieving the purpose of the proposed rule? Refer to Section 2-4-405 (2)(e).

No. The process for proposing, reviewing, and adopting academic content standards is prescribed in statute in [20-7-101](#), MCA and in the Montana Administrative Procedures Act. It is not possible to have statewide implementation of standards without formal rule adoption.

The role of the Board of Public Education is to set standards that apply to all accredited schools. The proposed rules reflect a set of best practices identified by educators that establish a minimum level of quality for all schools to meet. While there are school district costs associated with the implementation of these standards by school districts, the Office of Public Instruction will offer and coordinate professional development opportunities in a manner to reduce the burden on school districts.

The proposed rule for revising the Health Enhancement content standards includes the following Statement of Reasonable Necessity:

The Board of Public Education has determined it is reasonable and necessary to adopt, amend, and repeal rules relating to health enhancement content standards pursuant to ARM 10.54.2503 Standards Review Schedule and 10.53.104 Standards Review Schedule. The board has determined that to stay consistent with the legislative intent of [20-1-102](#) and [20-9-309](#), MCA, it must review and make contemporary amendments to its standards. The Legislature recognizes the need to reassess educational needs on a cyclical basis and the board recognizes its standards represent the minimum standards. These standards are the basis upon which a quality system of education is built and maintained. The board strives to conform to a regular review cycle for every chapter of accreditation. The standards review process shall use context information, criteria, processes, and procedures identified by the Office of Public Instruction with input from representatives of accredited schools and in accordance with the requirements of [20-7-101](#), MCA.

Economic Impact Statement for Content Standards Revision Health Enhancement

Selection of Proposed Rule

Analyze any alternative methods for achieving the purpose of the proposed rule that were seriously considered by the agency and the reasons why they were rejected in favor of the proposed rule. Refer to Section 2-4-405 (2)(f).

In recent years, the Office of Public Instruction and SHAPE Montana have promoted educator best practices and updated information on health and wellness. However, this does not reach all schools or all educators.

Montana's Health Enhancement Standards have not been revised for 16 years. The Office of Public Instruction received requests from teachers and schools to revise the standards so schools could be assured they are providing quality health education. Many school districts are revising their curriculum based on new scientific information and changing pedagogy. These schools want to ensure their curriculum aligns with Montana's content standards.

Efficient Allocation of Public and Private Resources

Does the proposed rule represent an efficient allocation of public and private resources? Refer to Section 2-4-405 (2)(g).

Yes, the proposed content standards will apply to all public and any private schools seeking accreditation by the Board of Public Education.

Data Gathering and Analysis

Quantify or describe the data upon which the economic impact statement was based and an explanation of how the data was gathered. Refer to Section 2-4-405 (2)(h).

The Office of Public Instruction disseminated an electronic survey tool to all school districts in the state. The recipient list included superintendents, principals, district clerks, and county superintendents. Many school districts shared the survey tool with teachers and curriculum coordinators. The survey was available for four weeks. The existing standards and proposed standards were linked to the survey tool, so that respondents could compare the two. Please see the OPI [Content Standards Revision](#) webpage for more information.

Attached to this economic impact statement is a summary of the results from respondents (Attachment A).

Economic Impact Statement for Content Standards Revision Health Enhancement

Applicable Statute

Section 2-4-405, MCA outlines the topics that the economic impact statement must address.

2-4-405. Economic impact statement. (1) Upon written request of the appropriate administrative rule review committee based upon the affirmative request of a majority of the members of the committee at an open meeting, an agency shall prepare a statement of the economic impact of the adoption, amendment, or repeal of a rule as proposed. The agency shall also prepare a statement upon receipt by the agency or the committee of a written request for a statement made by at least 15 legislators. If the request is received by the committee, the committee shall give the agency a copy of the request, and if the request is received by the agency, the agency shall give the committee a copy of the request. As an alternative, the committee may, by contract, prepare the estimate.

(2) Except to the extent that the request expressly waives any one or more of the following, the requested statement must include and the statement prepared by the committee may include:

(a) a description of the classes of persons who will be affected by the proposed rule, including classes that will bear the costs of the proposed rule and classes that will benefit from the proposed rule;

(b) a description of the probable economic impact of the proposed rule upon affected classes of persons, including but not limited to providers of services under contracts with the state and affected small businesses, and quantifying, to the extent practicable, that impact;

(c) the probable costs to the agency and to any other agency of the implementation and enforcement of the proposed rule and any anticipated effect on state revenue;

(d) an analysis comparing the costs and benefits of the proposed rule to the costs and benefits of inaction;

(e) an analysis that determines whether there are less costly or less intrusive methods for achieving the purpose of the proposed rule;

(f) an analysis of any alternative methods for achieving the purpose of the proposed rule that were seriously considered by the agency and the reasons why they were rejected in favor of the proposed rule;

(g) a determination as to whether the proposed rule represents an efficient allocation of public and private resources; and

(h) a quantification or description of the data upon which subsections (2)(a) through (2)(g) are based and an explanation of how the data was gathered.

(3) A request to an agency for a statement or a decision to contract for the preparation of a statement must be made prior to the final agency action on the rule. The statement must be filed with the appropriate administrative rule review committee within 3 months of the request or decision. A request or decision for an economic impact statement may be withdrawn at any time.

(4) Upon receipt of an impact statement, the committee shall determine the sufficiency of the statement. If the committee determines that the statement is insufficient, the committee may return it to the agency or other person who prepared the statement and request that corrections or amendments be made. If the committee determines that the statement is sufficient, a notice, including a summary of the statement and indicating where a copy of the statement may be obtained, must be filed with the secretary of state for publication in the register by the agency preparing the statement or by the committee, if the statement is prepared under contract by the committee, and must be mailed to persons who have registered advance notice of the agency's rulemaking proceedings.

(5) This section does not apply to rulemaking pursuant to 2-4-303.

(6) The final adoption, amendment, or repeal of a rule is not subject to challenge in any court as a result of the inaccuracy or inadequacy of a statement required under this section.

(7) An environmental impact statement prepared pursuant to 75-1-201 that includes an analysis of the factors listed in this section satisfies the provisions of this section.

Economic Impact Statement for Content Standards Revision

Health Enhancement

Attachment A

Summary of Survey Responses - Health Enhancement

The Office of Public Instruction surveyed school personnel about the fiscal impact of the proposed health and physical education standards between November 23- December 18, 2015 and received 95 survey responses.

The 95 respondents represented 38 counties and 74 school systems and included the following personnel.

Role	Total
County Superintendent	5
Curriculum Coordinator	6
District Clerk	4
Other	1
Principal	29
School Counselor	1
Superintendent	22
Supervising Teacher	1
Teacher	26
Grand Total	95

Below is a list of the survey questions.

Q1	Is your district able to meet the current health enhancement standards with existing staff?
Q2	Would the proposed standards, if adopted, require your district to substantially revise its current curriculum?
Q3	Do you anticipate that your district will be able to meet the proposed standards with existing resources?
Q4	Does your district have difficulty finding instructional materials to implement the current standards?
Q5	Will your district have difficulty finding instructional materials to implement the proposed standards?
Q6	Does your district have a shortage of teachers endorsed in the areas of health enhancement and physical education?
Q7	Will your district have a shortage of teachers endorsed in the areas of health enhancement and physical education?
Q8	Does your district have difficulty finding professional development opportunities for health and physical education staff?
Q9	Will your district have difficulty finding professional development opportunities for health and physical education staff?
Q10	Does your district have a shortage of time and resources to support curriculum development in the areas of health and physical education?
Q11	Will your district have a shortage of time and resources to support curriculum development in the areas of health and physical education?
Q12	Instructional Materials: Would the proposed standards impose a cost beyond that required to implement the current standards?
Q13	What increase in total dollars would be required to cover the cost associated with Instructional Materials?

Economic Impact Statement for Content Standards Revision**Health Enhancement**

Q14	Instructional Materials: What new purchases would be needed?
Q15	Personnel: Would the proposed standards impose a cost beyond that required to implement the current standards?
Q16	What increase in total dollars would be required to cover the cost associated with Personnel?
Q17	How many new hires would be needed?
Q18	Professional Development: Would the proposed standards impose a cost beyond those expenses already required to implement the current standards?
Q19	What increase in total dollars would be required to cover the cost associated with Professional Development?
Q20	What professional development would be needed?
Q21	How many teachers would need this professional development?
Q22	How many hours of professional development would be needed for each teacher?
Q23	Curriculum Development: Would the proposed standards impose a cost beyond that required to implement the current standards?
Q24	What increase in total dollars would be required to cover the cost associated with Curriculum Development?
Q25	How many personnel would be involved in curriculum development?
Q26	How many hours of professional time would be needed in total for Curriculum Development?
Q27	YOUR TURN: Is there anything else you believe the OPI should consider in determining a fiscal impact for implementing new standards?

The following information is compiled from the survey responses.

Q1: Is your district able to meet the current health enhancement standards with existing staff?
83 districts can meet the current standards with existing staff. 12 districts are not able to meet the current standards with existing staff.

Q2: Would the proposed standards, if adopted, require your district to substantially revise its current curriculum?

51 said that the proposed standards would not require the district to substantially revise its current curriculum and 43 said the district would need to substantially revise. (One left blank.)

Q3: Do you anticipate that your district will be able to meet the proposed standards with existing resources?

60 districts (63%) responded that they could meet the proposed standards within existing resources. Of the remaining 35, 11 of these districts indicated that they have difficulty meeting the current standards.

Count of Q1	Q3		
	No	Yes	Grand Total
No	11	1	12
Yes	24	59	83
Grand Total	35	60	95

Economic Impact Statement for Content Standards Revision Health Enhancement

INSTRUCTIONAL MATERIALS

Q4: Does your district have difficulty finding instructional materials to implement the current standards?

Q5: Will your district have difficulty finding instructional materials to implement the proposed standards?

15 of 95 respondents (16%) expect to have difficulty finding instructional materials to implement the proposed standards. 6 of these have difficulty finding instructional materials currently. 80 respondents do not expect to have difficulty.

Count of Q4	Q5		
Q4	No	Yes	Grand Total
No	20	9	29
Yes		6	6
Grand Total	20	15	35

SHORTAGE OF TEACHERS WITH ENDORSEMENTS IN HEALTH ENHANCEMENT AND PHYSICAL EDUCATION

Q6: Does your district have a shortage of teachers endorsed in the areas of health enhancement and physical education?

Q7: Will your district have a shortage of teachers endorsed in the areas of health enhancement and physical education?

16 of 95 respondents (17%) expect to have a shortage of teachers endorsed in the areas of health enhancement and physical education. 7 of these have teacher shortages currently. 79 do not expect to have shortages.

Count of Q6	Q7		
Q6	No	Yes	Grand Total
No	19	9	28
Yes		7	7
Grand Total	19	16	35

PROFESSIONAL DEVELOPMENT

Q8: Does your district have difficulty finding professional development opportunities for health and physical education staff?

Q9: Will your district have difficulty finding professional development opportunities for health and physical education staff?

21 of 95 respondents (22%) expect to have difficulty finding professional development opportunities for health and physical education staff. 17 of these have difficulty finding PD opportunities currently. 74 do not expect to have difficulty.

**Economic Impact Statement for Content Standards Revision
Health Enhancement**

Count of Q8	Q9			
Q8	No	Yes	(blank)	Grand Total
No	13	4	1	18
Yes		17		17
Grand Total	13	21	1	35

CURRICULUM DEVELOPMENT

Q10: Does your district have a shortage of time and resources to support curriculum development in the areas of health and physical education?

Q11: Will your district have a shortage of time and resources to support curriculum development in the areas of health and physical education?

33 respondents (35%) expect to have a shortage of time and resources to support curriculum development in the areas of health and physical education. 19 of these have a shortage currently. 72 do not expect to have a shortage of time and resources.

Count of Q10	Q11		
Q10	No	Yes	Grand Total
No	2	14	16
Yes		19	19
Grand Total	2	33	35

ITEM 20

**INITIAL INFORMATION PRESENTATION OF
PROPOSED ARTS STANDARDS FOR ARM
TITLE 10, CHAPTER 53**

Jael PrazEAU

**EXECUTIVE SUMMARY
BOARD OF PUBLIC EDUCATION MEETING
DATE: March 2016**

AGENDA ITEM:	Initial informational presentation of proposed rule changes addressing accreditation in ARM Title 10, Chapters 53 and 54
PRESENTATION:	This is the initial presentation of the proposed changes to the Board of Public Education's administrative rules as recommended by the Superintendent of Public Instruction and presentation of a proposed timeline (attached). The superintendent's recommendation includes repeal of ARM 10.54.2810 through 10.54.2813, 10.54.2820 through 10.54.2823, 10.54.2830 through 10.54.2833, 10.54.2840 through 10.54.2843, 10.54.2850 through 10.54.2853, 10.54.2860 through 10.54.2863, 10.54.2887 through 10.54.2898, amendment of ARM 10.52.101 through 10.53.103; amendment of ARM 10.54.2501 and 10.54.2503; and, adoption of NEW RULES pertaining to K-12 arts content standards.
PRESENTER:	NAME: Jael Prezeau TITLE: Division Administrator, Content Standards and Instruction, Office of Public Instruction
OVERVIEW:	<p>The proposed Montana Arts Standards reflect changes that have occurred during the past 16 years in educational opportunities that address the importance of arts education as part of a student's overall academic and social growth.</p> <ul style="list-style-type: none"> • The proposed revision includes new Media Arts standards in addition to Dance, Music, Theatre, and Visual Arts. • The current Montana Arts standards (ARM 10.54.2810 through 10.54.2898) included six content standards with benchmarks at grades 4, 8, and 12 as well as performance standards at those three levels. The proposed Montana Arts standards have eleven anchor standards, with grade level standards for K, 1, 2, 3, 4, 5, and grade bands for grades 6-8, and 9-12. • The addition of Media Arts includes an emphasis on digital media and the use of technology tools.

	The proposed Montana Arts Standards for Dance, Media Arts, Music, Theatre, and Visual Arts ensure that Montana schools provide students with the best and most up-to-date learning expectations across the range of possible learning opportunities.
REQUESTED DECISION(S):	None. This is informational only.
OUTLYING ISSUE(S):	None identified at this time.
RECOMMENDATION(S):	Accept proposed timeline.

**PROPOSED
TIMELINE FOR ARTS STANDARDS
March 2016**

- Introduction of work on rule changes (with proposed timeline) to BPE March 17, 2016
- Proposed new rules to BPE for approval May 12, 2016
- Proposed notice of hearing to BPE for approval of publication..... May 12, 2016
- Proposed notice to SOS for notice in MAR May 23, 2016
- MAR publication out June 3, 2016
- Hearing dateAfter June 23, 2016
- Final Public Input deadline..... On or after July 1, 2016
- Adoption Notice to BPE for adoption of rules..... July 13-15, 2016
- Adoption notice to SOS for notice in MARJuly 25, 2016
- MAR publication out.....August 5, 2016
- Effective Date of RulesJuly 1, 2017

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Denise Juneau
Superintendent



www.opi.mt.gov
(406) 444-5643

March 7, 2016

Representative Donald Jones, Chair
Education and Local Government Committee
State Capitol
Helena, MT 59620

Dear Representative Jones,

I am pleased to submit two economic impact statements to the Education and Local Government Interim Committee in advance of your upcoming committee meeting on April 6-7, 2016. These statements provide an analysis of the costs associated with the proposed revisions to the Health and Physical Education standards and Arts standards, which have been developed through a negotiated rulemaking process as required by 20-7-101, MCA.

The Board of Public Education will consider these proposed revisions to the accreditation standards at its meeting on March 17-18. We expect that the Board will proceed with its notice of proposed rulemaking in May with a plan for adoption of the revised standards in July, with a delayed effective date of July 1, 2017.

As part of the process, the Education and Local Government Interim Committee must receive the economic impact statement for review at least one month in advance of a scheduled committee meeting. Section 20-7-101(4), MCA states that "Unless the expenditures by school districts required under the proposal are determined by the committee to be insubstantial expenditures that can be readily absorbed into the budgets of existing district programs, the board may not implement the standard until July 1 following the next regular legislative session and shall request that the same legislature fund implementation of the proposed standard."

My staff will be presenting these economic impact statements to the Education and Local Government committee in April. They will also describe the negotiated rulemaking process and answer any questions that committee members have about the process or the conclusions. Members of the rulemaking committees will be present to address the committee and to respond to questions.

The negotiated rulemaking making process has been a new experience for my agency and for the stakeholder groups. I believe that while the process is time-consuming, the consensus-building nature of the work was very effective.

Thank you in advance for your work in moving this process forward.

Sincerely,

A handwritten signature in black ink that reads "Denise Juneau".

Denise Juneau
Superintendent of Public Instruction

Subject Line: UPDATE: Content Standards Revision

March 7, 2016

As many of you know, the Office of Public Instruction is revising Montana's content standards for health and physical education, arts, and science. I want to make sure you're routinely updated as we work through the revision process.

With the [passage of SB 345](#), content standards must now go through the negotiated rulemaking process prior to being adopted by the Board of Public Education.

Below is a tentative timeline for adoption of all three sets of standards:

	Arts & Health/Physical Education	Science
March 2016	Standards are presented to the Board	Negotiated Rulemaking Committee Members are selected
April 2016	Economic impact statements, including input from schools, are presented to the Interim Education & Local Government Committee	Negotiated Rulemaking Committee reviews the standards and schools provide input on their economic impact
May 2016	Public hearing dates are set	Standards are presented to the Board
June 2016		Economic impact statements, including input from schools, are presented to the Interim Education & Local Government Committee
July 2016	Board takes action on standards	Public hearing dates are set
Aug 2016		
Sept 2016		Board takes action on standards
July 2017	Standards are implemented in schools	Standards are implemented in schools

What is different about these new sets of standards?

- Grade level standards for K-5 clarify learning expectations for elementary teachers who teach in all content areas.
- Grade band standards for grades 6-8 and high school clarify expectations and allow flexibility of staffing and program delivery.
- Arts, health enhancement and science standards integrate Montana's Indian Education for All
- **Arts Standards**
 - Current standards adopted in 1999
 - Proposed standards address five artistic disciplines: visual arts, music, dance, theatre, and media arts
- **Health Enhancement Standards**
 - Current standards adopted in 1999
 - Proposed standards are grouped into two domains: health education and physical education
 - Reflect updated information addressing student physical, mental, and social health.
- **Science Standards**
 - Current standards adopted in 2006

- Proposed standards grouped into four domains: (1) physical sciences, (2) life sciences, (3) earth and space sciences, (4) engineering and technology.
- Support the integration of science, technology, engineering, and mathematics (STEM).

Learn more about the content standards revision process with this brief video:

<https://youtu.be/KzbOj1SVTEg>.

Watch for updates at the [content standards revision webpage](#).

Thanks for all you do,

Denise Juneau
Superintendent of Public Instruction

Economic Impact Statement for Content Standards Revision

Arts

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Economic Impact Statement for Content Standards Revision

Arts

Executive Summary

Using a negotiated rulemaking process involving stakeholder groups, the Superintendent of Public Instruction Juneau has developed recommendations for the revision of the Montana Arts Content Standards. The current arts standards were adopted in 1999. In order to benefit students, it is important to implement standards that are based on current knowledge and understanding of best practices in artistic literacy. The proposed standards include five disciplines of arts education--dance, music, theater, visual arts, and media arts--and address the ability of students to create, perform, present, critique, and connect the arts to their lives and the world around them.

The Office of Public Instruction (OPI) surveyed school districts in January 2016 about the impacts of the proposed standards on district resources for staffing, instructional materials, curriculum development, and professional development. Sixty-one percent (61%) of respondents indicated that their district could implement the proposed standards using existing resources. Of the remaining respondents, many of these districts face challenges in meeting the *current* standards. A majority of the respondents in this group indicated that they have a shortage of time and materials for curriculum development and professional development. A smaller number face challenges finding teachers endorsed in the arts and/or finding instructional materials.

The OPI has identified \$52,945 to support the implementation of the proposed arts standards. This funding will provide for face-to-face trainings in nine regions throughout the state in addition to online professional development opportunities. The OPI will also develop a model curriculum guide to assist school districts with curriculum development. For those districts that are having trouble meeting the current standards, the statewide trainings and model curriculum guide may provide more support than the districts are presently receiving. Given the supports that will be provided at the state level, the OPI estimates that school districts will be able to absorb, in their existing budgets, the cost of modifying their current health enhancement curriculum to align with the proposed standards.

Based on the analysis of the survey results and the advice of the negotiated rulemaking committee, the OPI has concluded that the school district expenditures required under the proposed standards are insubstantial expenditures that can be readily absorbed into the budgets of existing district programs.

Economic Impact Statement for Content Standards Revision

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Introduction

Content Standards are adopted by the Board of Public Education through the administrative rulemaking process. The content standards for thirteen academic subject areas are promulgated in Title 10, Chapters 53 and 54. The content standards are used by school districts to develop local curriculum and assessments in all the content areas that include arts, career and technical, English language arts, English language proficiency, health enhancement, library media, mathematics, science, social studies, technology, traffic education, workplace competencies, and world languages. The K-12 content standards describe what students shall know, understand, and be able to do in these content areas.

This economic impact statement analyzes the impact of the proposed revisions to the Montana Arts Content Standards as prescribed in [2-4-405, MCA](#). The proposed content standards are segregated into five disciplines: dance, media arts, music, theatre, and visual arts.

Affected Classes of Persons

Describe the classes of persons who will be affected by the proposed rule, including classes that will bear the costs of the proposed rule and classes that will benefit from the proposed rule. Refer to Section 2-4-405 (2)(a).

The individuals who will be affected by the proposed arts content standards are those persons who have responsibilities for implementing the arts standards at the local level. These responsibilities include allocating resources for curriculum development and coordination, developing and adopting curriculum, delivering curriculum in the classroom, supporting students in meeting learning goals, and paying for any changes that are required by the standards. The affected classes include school administrators, teachers, school trustees, school business officials, parents, students, and taxpayers.

The beneficiaries of the proposed rule are students and the educators and parents who educate those students. In order to benefit students, it is important to implement standards that are based on current knowledge and understanding of best practices in artistic literacy. The proposed standards address the ability of students to create, perform, present, critique, and connect the arts to their lives and the world around them.

Further benefits of the revised rules relate to the structure of the proposed standards. The Montana Arts Content Standards of 1999 included six content standards with benchmarks at 4th, 8th, and 12th grades. The proposed standards include five separate disciplines of arts education (dance, music, theater, visual arts, and media arts). All the disciplines have eleven standards by grade level for grades K-5 and grade bands for 6-8 and 9-12. The benefit to schools of having grade level standards from K-5 is to clarify learning expectations for the elementary teacher who is responsible for teaching all standards in all content areas. The 6-8 and 9-12 grade bands provide clarity of expectations while allowing flexibility of staffing and program delivery at those grade levels.

The proposed standards do not require that all schools offer courses in every discipline. While the Superintendent of Public Instruction is recommending changes to the arts content standards, the arts program delivery standards (ARM 10.55.1201) have not been changed.

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The proposed standards will also benefit higher education institutions who prepare Montana's pre-service teachers with alignment to high-quality, college-and-career ready learning expectations.

The costs of the proposed rules will be borne by local school districts and their taxpayers as well as the Office of Public Instruction (OPI). To support the implementation of the proposed standards, the OPI will provide professional development opportunities and include supplemental materials that districts can use to assist in curriculum development.

The OPI has teamed up with the Montana Arts Council (MAC) to build Montana Teacher Leaders in the Arts, a professional development initiative for K-12 educators across the state. This initiative supports a summer institute and online professional training throughout the year to a cohort of arts educators who serve as coaches, mentors, and leaders for arts teaching and learning in their schools, communities, and regions across Montana.

The OPI and MAC will also provide workshops at state conferences for educators, provide regional and site-based workshops, post a model curriculum guide developed by Montana educators on the OPI website, and offer online professional development for educators through the OPI's Teacher Learning Hub (Hub).

The Hub is an online interactive professional learning network dedicated to providing free high quality professional development and training for all K-12 educators throughout Montana. As part of the OPI's service to Montana schools, the Hub's readily accessible learning opportunities aim to minimize the time teachers spend away from their classrooms to attend trainings as well as save school districts money on professional development costs. The Hub offers facilitated and self-paced modules, as well as a video library with a variety of trainings that support instruction, positive school climate, and student success.

Economic Impact

Describe the probable economic impact of the proposed rule upon affected classes of persons, including but not limited to providers of services under contracts with the state and affected small businesses, and quantifying, to the extent practicable, that impact. Refer to Section 2-4-405 (2)(b).

The Office of Public Instruction conducted a survey of schools to assess the impacts of the proposed rule between January 6 and January 22, 2016. A total of 75 responses were received from superintendents, principals, district clerks, curriculum coordinators, teachers, and county superintendents. The respondents represented 34 counties and 62 school systems.

Forty-six of the 75 respondents (61%) indicated that their district would be able to meet the proposed standards within existing resources. Almost two-thirds of the respondents (64%) indicated that the proposed standards would not require their district to substantially revise the district's current curriculum.

The majority (76%) of the respondents indicated that their school systems could meet the proposed standards with existing staff. The proposed rule does not require schools to hire additional arts teachers. Specifically, the proposed rule is written in a manner that recognizes that elementary teachers (with an elementary endorsement) are most often the teachers who deliver the arts education curriculum in grades K-5. Of the 18 respondents (24%) who expect to have a shortage of teachers endorsed to teach

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the proposed standards, twelve of these respondents are in districts that presently have a shortage of teachers who are endorsed in the arts. The issue of teacher shortages for the arts appears to be part of Montana's larger challenges with recruitment and retention of teachers in general, rather than a challenge associated with the proposed standards.

The OPI does not anticipate that providers of services under contract with the state or small businesses will be affected by the proposed rules. It is possible that school districts will replace existing instructional materials and supplies, which may be a minor benefit to local service providers.

Cost to State Agencies

Describe and estimate the probable costs to the agency and to any other agency of the implementation and enforcement of the proposed rule and any anticipated effect on state revenue. Refer to Section 2-4-405 (2)(c)

The Office of Public Instruction, in accordance with 20-7-101, MCA, has incurred costs associated with the negotiated rulemaking process, including contracting with a facilitator and convening the rulemaking committee. The OPI also pays for rule filings and publication of notices with the Secretary of State for standards revision. The OPI does not anticipate any additional costs associated with the accreditation of schools. The new standards will be incorporated into the OPI's accreditation review process within the existing budget of the OPI.

The Board of Public Education is responsible for the adoption of content standards. The costs associated with board member attendance at public hearings will be paid within the existing budget of the Board of Public Education.

In addition to the costs associated with the rulemaking process, the OPI will incur costs associated with providing professional development opportunities. The OPI has budgeted \$52,945 (from sources at OPI and the Montana Arts Council) to assist with the implementation of the proposed rule. The OPI plans to offer free professional development online through the Teacher Learning Hub in addition to providing regional face-to-face and onsite trainings across Montana. The OPI has also committed funding to the Teacher Leader in the Arts project to support the implementation of the proposed standards.

Cost and Benefits of the Proposed Rule

Analyze and compare the costs and benefits of the proposed rule to the costs and benefits of inaction. Refer to Section 2-4-405 (2)(d).

The Board of Public Education has adopted a regular cycle for review of content area standards. The purpose of the regular review of standards is to ensure that content standards reflect current knowledge and best practices for the each content area. The proposed arts content standards provide clear benchmarks for what students should know as they move through the K-12 grades.

The majority of the costs associated with the proposed standards are for ensuring that teachers understand the new standards, have acquired current knowledge, and that this knowledge has been incorporated into the curriculum, classroom lessons, and activities. An up-to-date set of standards will

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provide students with the opportunity to create, perform, present, critique, and connect the arts to their lives and the world around them.

The proposed standards will benefit teaching and learning in the following ways:

- The standards move from general content standards across all artistic disciplines to five distinct artistic disciplines. These disciplines are dance, music, theater, visual arts, and media arts.
- The revised music standards reflect that music education in Montana encompasses different kinds of musical learning in elementary, middle, and high school.
- The five artistic disciplines now include media arts standards in order to support artistic literacy in the areas of film, animation, and digital art making. The media arts standards are designed to supplement any existing Career and Technical Education industry standards in the digital communications area.
- The revised arts standards integrate Montana's Indian Education for All and the *Essential Understandings Regarding Montana Indians*, acknowledging the contribution of native tribes to Montana's rich artistic and cultural life.

Research initiatives of the past decade have linked arts participation to cognitive growth and academic skills, including the strengthening of long-term memory and reading ability (Gazzaniga et al., 2008), creative thinking skills, and writing fluency (Deasy et al., 2002). Arts participation has additionally been linked to positive social outcomes, including overall engagement in school (Deasy et al., 2002), increased graduation rates (Israel, 2009), and increased community engagement and pro-social activities (Catterall, 2009) (Access the full report at <http://advocacy.collegeboard.org/preparation-access/arts-core>).

Additionally, the recently reauthorized Elementary and Secondary Education Act, commonly known as the Every Student Succeeds Act (ESSA), emphasizes the arts as a core academic subject area. The legislation recognizes the link between artistic literacy and increased academic success for a wide variety of students. For reference, the College Board publication *Child Development and Arts Education: A Review of Recent Research and Best Practices (2012)* describes research on this topic.

The following addresses four areas of potential economic impact on school district operations and budgets.

Personnel

The proposed standards were developed with the expectation that the K-5 arts curriculum will be delivered by elementary teachers with the 00 elementary endorsement. At the middle school and high school levels, districts will need teaching staff with endorsements in Art, Music, or Theater to meet the proposed standards just as they do with the current arts standards.

Some school districts responded that the proposed arts standards would require the district to hire additional teaching staff. Others commented that the grade level standards in grades K-5 would require additional instructional time with K-5 students. It is important to emphasize that there is no requirement in the proposed standards for additional instructional time be allocated to the arts. There

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are also no requirements for additional teaching endorsements. However, districts and teachers will need time to integrate the new standards into their curriculum and lesson plans.

The Office of Public Instruction does anticipate that more time will be required for educators to increase their knowledge of arts topics and to align curriculum and instruction to the proposed grade level standards. The OPI has developed a plan for providing professional development to educators and administrators who are responsible for delivering the arts standards. This plan is outlined under the Professional Development section of this statement.

Curriculum and Instructional Materials

A majority of the respondents (61%) indicated that they would not need to substantially revise their existing arts curriculum to implement the proposed standards. The OPI will provide a model curriculum guide for the arts standards once the proposed rule is adopted. The guide will be useful to districts as they begin review and revision of their current arts curriculum.

Districts are likely to follow a combination of one or more of four approaches to revise their curriculum and identify supporting instructional materials:

- Identify the gaps in their existing curriculum and make adjustments to align with the proposed standards;
- Adapt and adopt the model curriculum guide developed by the OPI;
- Adapt and adopt the curriculum materials provided by their local curriculum consortium or the Montana Small Schools Alliance; or
- Adapt and adopt curriculum materials that are aligned to the state standards and available online.

As stated in the previous section, it is likely that arts teachers will need time away from their classrooms to work on curriculum development both at the school and through professional development opportunities. Districts will incur costs for substitutes and travel expenses to curriculum consortia meetings and conferences. The OPI plans to provide funding to support these efforts as described in the next section under Professional Development.

If school districts determine that updated or additional instructional materials are needed to implement their revised curriculum, the cost of these instructional materials will be borne by the school district.

Professional Development

The OPI anticipates that at least one elementary teacher at each school will need to be trained on the arts standards. A common practice of school districts is to send one or two lead teachers to training; these teachers are then responsible for sharing information and resources with their colleagues to implement the necessary curriculum revisions. The lead teachers will need approximately three hours of professional development time to learn about the new standards.

Arts teachers at the middle school and high school levels will also need to be trained on standards to support arts courses in dance, music, theater, visual arts, and media arts.

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Arts teachers at every grade level will need access to professional development opportunities that will help integrate the new standards and instructional strategies into their curriculum guides. The OPI and Montana Arts Council (MAC) partnership will provide regional face-to-face trainings in nine locations around the state, as well as provide arts standards courses on the OPI Teacher Learning Hub. The OPI will cover the projected \$14,830 cost of these trainings. Furthermore, many teachers are members of arts professional organizations and will attend conferences and workshops offered by these associations, including the MT Art Education Association, MT Music Teachers Association, MT Theatre Education Association, and MT Dance Arts Association.

The OPI's implementation plan includes presentations in 2016 and 2017 at the following state conferences: Title I, Montana Behavioral Initiative, School Administrators of Montana, Montana Association of School Superintendents, MEA-MFT, and Indian Education for All Best Practices.

The OPI and MAC partnership also supports a Teacher Leader Academy, which includes a summer institute and online professional training throughout the year to a cohort of K-12 arts educators who will serve as coaches, mentors, and leaders for integrating the arts standards in the teaching and learning in their schools, communities, and regions across Montana. The OPI will fund the \$30,115 cost of this institute and the additional professional training and field projects throughout the year.

Additionally, the OPI will cover the \$8000 expense of the model curriculum guide for the arts standards that will be provided to schools once the proposed rule is adopted. The guide will be useful to districts as they begin the review and revision of their current arts curriculum. The guide will also help districts incorporate Indian Education for All into their arts curriculum.

If school districts determine that updated or additional instructional materials are needed to implement their revised curriculum, the cost of these instructional materials will be borne by the school district.

The budget for implementing the OPI's professional development plan is shown below.

Budget Item	Cost
Regional and online trainings and professional development workshops	\$14,830
Model curriculum guides	\$8,000
Teacher Leader in the Arts Academy	\$30,115
Total:	\$52,945

The cost of inaction would compromise of the quality of educational opportunity in the arts for Montana students. The adoption of statewide arts standards and expectations for what students should know reduces the arts programs and course offerings disparities that may occur across the state.

Less Costly or Less Intrusive Methods

Are there less costly or less intrusive methods for achieving the purpose of the proposed rule? Refer to Section 2-4-405 (2)(e).

No. The process for proposing, reviewing, and adopting academic content standards is prescribed in statute in 20-7-101, MCA and in Montana Administrative Procedure Act. It is not possible to have statewide implementation of standards without formal rule adoption.

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The role of the Board of Public Education is to set standards that apply to all accredited schools. The proposed rules reflect a set of best practices identified by educators that establish a minimum level of quality for all schools to meet. While there are school district costs associated with the implementation of these standards by school districts, the Office of Public Instruction will offer and coordinate professional development opportunities in a manner to reduce the burden of costs on school districts.

The proposed rule for revising the Arts content standards includes the following Statement of Reasonable Necessity:

The Board of Public Education has determined it is reasonable and necessary to adopt, amend, and repeal rules relating to arts content standards pursuant to ARM 10.54.2503 Standards Review Schedule and 10.53.104 Standards Review Schedule. The board has determined that to stay consistent with the legislative intent of [20-1-102](#) and [20-9-309](#), MCA, it must review and make contemporary amendments to its standards. The Legislature recognizes the need to reassess educational needs on a cyclical basis and the board recognizes its standards represent the minimum standards. These standards are the basis upon which a quality system of education is built and maintained. The board strives to conform to a regular review cycle for every chapter of accreditation. The standards review process shall use context information, criteria, processes, and procedures identified by the Office of Public Instruction with input from representatives of accredited schools and in accordance with the requirements of [20-7-101](#), MCA.

Selection of Proposed Rule

Analyze any alternative methods for achieving the purpose of the proposed rule that were seriously considered by the agency and the reasons why they were rejected in favor of the proposed rule. Refer to Section 2-4-405 (2)(f).

In recent years, the Office of Public Instruction and the Montana Arts Council have promoted educator best practices and updated information on arts education. However, this has not reached all schools or all educators. With the adoption of the proposed arts standards, all schools and educators will be seeking updated information and best practices in arts education.

Montana's Arts Standards have not been revised for 16 years. The OPI received requests from teachers and schools to revise the standards so schools could be assured they are providing quality arts education. School districts are interested in revising their curriculum based on current artistic literacy information and pedagogy.

Efficient Allocation of Public and Private Resources

Does the proposed rule represent an efficient allocation of public and private resources? Refer to Section 2-4-405 (2)(g).

Yes, the proposed content standards will apply to all public and any private schools seeking accreditation by the Board of Public Education.

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Data Gathering and Analysis

Quantify or describe the data upon which the economic impact statement was based and an explanation of how the data was gathered. Refer to Section 2-4-405 (2)(h).

The Office of Public Instruction disseminated an electronic survey tool to all school districts in the state. The recipient list included superintendents, principals, district clerks, and county superintendents. Many school districts shared the survey tool with teachers and curriculum coordinators. The survey was available for sixteen days. The existing standards and proposed standards were linked to the survey tool, so that respondents could compare the two. Please see the OPI [Content Standards Revision](#) webpage for more information.

Attached to this economic impact statement is a summary of the results from respondents. ([Attachment A](#))

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Applicable Statute

2-4-405. Economic impact statement. (1) Upon written request of the appropriate administrative rule review committee based upon the affirmative request of a majority of the members of the committee at an open meeting, an agency shall prepare a statement of the economic impact of the adoption, amendment, or repeal of a rule as proposed. The agency shall also prepare a statement upon receipt by the agency or the committee of a written request for a statement made by at least 15 legislators. If the request is received by the committee, the committee shall give the agency a copy of the request, and if the request is received by the agency, the agency shall give the committee a copy of the request. As an alternative, the committee may, by contract, prepare the estimate.

(2) Except to the extent that the request expressly waives any one or more of the following, the requested statement must include and the statement prepared by the committee may include:

(a) a description of the classes of persons who will be affected by the proposed rule, including classes that will bear the costs of the proposed rule and classes that will benefit from the proposed rule;

(b) a description of the probable economic impact of the proposed rule upon affected classes of persons, including but not limited to providers of services under contracts with the state and affected small businesses, and quantifying, to the extent practicable, that impact;

(c) the probable costs to the agency and to any other agency of the implementation and enforcement of the proposed rule and any anticipated effect on state revenue;

(d) an analysis comparing the costs and benefits of the proposed rule to the costs and benefits of inaction;

(e) an analysis that determines whether there are less costly or less intrusive methods for achieving the purpose of the proposed rule;

(f) an analysis of any alternative methods for achieving the purpose of the proposed rule that were seriously considered by the agency and the reasons why they were rejected in favor of the proposed rule;

(g) a determination as to whether the proposed rule represents an efficient allocation of public and private resources; and

(h) a quantification or description of the data upon which subsections (2)(a) through (2)(g) are based and an explanation of how the data was gathered.

(3) A request to an agency for a statement or a decision to contract for the preparation of a statement must be made prior to the final agency action on the rule. The statement must be filed with the appropriate administrative rule review committee within 3 months of the request or decision. A request or decision for an economic impact statement may be withdrawn at any time.

(4) Upon receipt of an impact statement, the committee shall determine the sufficiency of the statement. If the committee determines that the statement is insufficient, the committee may return it to the agency or other person who prepared the statement and request that corrections or amendments be made. If the committee determines that the statement is sufficient, a notice, including a summary of the statement and indicating where a copy of the statement may be obtained, must be filed with the secretary of state for publication in the register by the agency preparing the statement or by the committee, if the statement is prepared under contract by the committee, and must be mailed to persons who have registered advance notice of the agency's rulemaking proceedings.

(5) This section does not apply to rulemaking pursuant to 2-4-303.

(6) The final adoption, amendment, or repeal of a rule is not subject to challenge in any court as a result of the inaccuracy or inadequacy of a statement required under this section.

(7) An environmental impact statement prepared pursuant to 75-1-201 that includes an analysis of the factors listed in this section satisfies the provisions of this section.

Economic Impact Statement for Content Standards Revision**Arts**

Attachment A

Summary of Survey Responses - Arts

The Office of Public Instruction surveyed school personnel about the fiscal impact of the proposed arts standards between January 6-22, 2016, and received 75 survey responses.

The 75 respondents represented 34 counties and 62 school systems and included the following school personnel.

Role of Survey Respondents:	Total
Administrative Assistant	1
Arts Administrator Retired	1
Business Manager	1
County Superintendent	3
Curriculum Coordinator	4
Deputy County Superintendent	1
Deputy Supt. Instruction	1
Fine Arts Supervisor	1
Librarian	1
Principal	13
Superintendent	14
Supervising Teacher	1
Teacher	32
(One left blank)	1
Total	75

Below is a list of the arts survey questions.

Q1	Is your district able to meet the current arts standards with existing staff?
Q2	Would the proposed standards, if adopted, require your district to substantially revise its current curriculum?
Q3	Do you anticipate that your district will be able to meet the proposed standards with existing resources?
Q4	Does your district have difficulty finding instructional materials to implement the current standards?
Q5	Will your district have difficulty finding instructional materials to implement the proposed standards?
Q6	Does your district have a shortage of teachers endorsed in the arts?
Q7	Will your district have a shortage of teachers endorsed in the arts?
Q8	Does your district have difficulty finding professional development opportunities for art educators?
Q9	Will your district have difficulty finding professional development opportunities for art educators?
Q10	Does your district have a shortage of time and resources to support curriculum development in the arts?

Economic Impact Statement for Content Standards Revision**Arts**

Q11	Will your district have a shortage of time and resources to support curriculum development in the arts?
Q12	Instructional Materials: Would the proposed standards impose a cost beyond that required to implement the current standards?
Q13	What increase in total dollars would be required to cover the cost associated with Instructional Materials?
Q14	What new purchases would be needed?
Q15	Personnel: Would the proposed standards impose a cost beyond what is required to implement the current standards?
Q16	What increase in total dollars would be required to cover the cost associated with Personnel?
Q17	How many new hires would be needed?
Q18	Professional Development: Would the proposed standards impose a cost beyond those expenses already required to implement the current standards?
Q19	What increase in total dollars would be required to cover the cost associated with Professional Development?
Q20	What professional development would be needed?
Q21	How many teachers would need this professional development?
Q22	How many hours of professional development would be needed for each teacher?
Q23	Curriculum Development: Would the proposed standards impose a cost beyond what is required to implement the current standards?
Q24	What increase in total dollars would be required to cover the cost associated with Curriculum Development?
Q25	How many personnel would be involved in curriculum development?
Q26	How many hours of professional time would be needed in total for Curriculum Development?
Q27	YOUR TURN: Is there anything else you believe the OPI should consider in determining a fiscal impact for implementing new standards?

The following information is compiled from the survey responses.

Q1: Is your district able to meet the current arts standards with existing staff?

58 districts can meet the current standards with existing staff. 16 districts are not able to meet the current standards with existing staff. (One left blank)

Q2: Would the proposed standards, if adopted, require your district to substantially revise its current curriculum?

48 said that the proposed standards would not require the district to substantially revise its current curriculum and 27 said the district would need to substantially revise.

Q3: Do you anticipate that your district will be able to meet the proposed standards with existing resources?

46 districts (61%) responded that they could meet the proposed standards within existing

Economic Impact Statement for Content Standards Revision**Arts**

resources. 15 of the remaining 29 districts had already indicated that they had difficulty meeting the current standards.

Count of Q3	Q1			Grand Total
Q3	No	Yes	(blank)	
No	15	13	1	29
Yes	1	45		46
Grand Total	16	58	1	75

INSTRUCTIONAL MATERIALS

Q4: Does your district have difficulty finding instructional materials to implement the current standards?

Q5: Will your district have difficulty finding instructional materials to implement the proposed standards?

19 of the 75 respondents (25%) expect to have difficulty finding instructional materials to implement the proposed standards. 7 of these have difficulty finding instructional materials currently. 56 respondents do not expect to have difficulty.

Count of Q4	Q5			Grand Total
Q4	No	Yes	(blank)	
No	9	7		16
Yes		12		12
Grand Total	9	19		28

SHORTAGE OF TEACHERS WITH ENDORSEMENTS IN THE ARTS

Q6: Does your district have a shortage of teachers endorsed in the areas of arts education?

Q7: Will your district have a shortage of teachers endorsed in the areas of arts education?

18 of 75 respondents (24%) expect to have a shortage of teachers endorsed in the areas of arts education. 12 of these have teacher shortages currently. 57 of all the respondents do not expect to have shortages.

Count of Q6	Q7		Grand Total
Q6	No	Yes	
No	9	6	15
Yes		12	12
(blank)			
Grand Total	9	18	27

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PROFESSIONAL DEVELOPMENT

Q8: Does your district have difficulty finding professional development opportunities for arts education staff?

Q9: Will your district have difficulty finding professional development opportunities for arts education staff?

20 of 75 respondents (27%) expect to have difficulty finding professional development opportunities for arts education staff. 16 of these have difficulty finding PD opportunities currently. 55 of all respondents do not expect to have difficulty.

Count of Q8	Q9		
Q8	No	Yes	Grand Total
No	8	4	12
Yes		16	16
Grand Total	8	20	28

CURRICULUM DEVELOPMENT

Q10: Does your district have a shortage of time and resources to support curriculum development in the areas of arts education?

Q11: Will your district have a shortage of time and resources to support curriculum development in the areas of arts education?

28 respondents (35%) expect to have a shortage of time and resources to support curriculum development in the areas of arts education. 21 of these have a shortage currently. 54 of all respondents do not expect to have a shortage of time and resources.

Count of Q10	Q11	
Q10	Yes	Grand Total
No	7	7
Yes	21	21
Grand Total	28	28

ACTION

ITEM 21

RECOMMEND APPROVAL OF THE 2015-2016
FINAL ACCREDITATION STATUS OF ALL
SCHOOLS

Patty Muir

EXECUTIVE SUMMARY

DATE: MARCH 2016

- PRESENTATION:** Recommend approval of the 2015-2016 Final Accreditation Status of All Schools
- PRESENTER:** Patty Muir, M.Ed.
Accreditation Program Director
Office of Public Instruction
- OVERVIEW:** The Superintendent of Public Instruction provides to the Board of Public Education the 2015-2016 Annual Montana Accreditation Report. This presentation includes a review of the process used to determine accreditation status for all schools, analysis of the data, and a review of the accreditation determinations for all schools. Superintendent Juneau recommends approval of the 2015-2016 Final Accreditation Status for All Accredited Schools as presented.
- The 2015-2016 Annual Montana Accreditation Report is embargoed until March 21, 2016.
- REQUESTED DECISION(S):** Action
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Approve the 2015-2016 Final Accreditation Status for All Accredited Schools as recommended by the State Superintendent..

FUTURE AGENDA ITEMS

May 12-13th, 2016

BASE Aid Payment

Assessment Update

Federal Update

Accreditation Report

Gear Up Report

Alternative to Standards Requests & Renewals

Student Representative Last Meeting

Executive Director Performance Evaluation

MSDB Superintendent Performance Evaluation & Contract Extension
Discussion

Establish Executive Staff Salaries