

**Montana School for the Deaf and Blind  
3911 Central AVE  
Great Falls, MT**

**May 12-13<sup>th</sup> , 2016**

***BOARD OF PUBLIC EDUCATION***

# AGENDA

**BOARD OF PUBLIC EDUCATION**  
**MEETING AGENDA**

May 12-13<sup>th</sup>, 2016  
Montana School for the Deaf and Blind  
3911 Central AVE  
Great Falls, MT

**Thursday May 12<sup>th</sup>, 2016**  
**8:30 AM**

**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. Correspondence
- B. March 17-18<sup>th</sup>, 2016 Meeting Minutes
- C. Financials

**ADOPT AGENDA**

**INFORMATION ITEMS**

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

- Item 1                   **CHAIRPERSON'S REPORT**  
                                  Sharon Carroll
  
- Item 2                   **EXECUTIVE DIRECTOR REPORT**  
                                  Pete Donovan
  
- Item 3                   **STATE SUPERINTENDENT'S REPORT**  
                                  State Superintendent Denise Juneau
  
- Item 4                   **COMMISSIONER OF HIGHER EDUCATION'S REPORT**  
                                  Erik Rose
  
- Item 5                   **GOVERNOR'S OFFICE REPORT**  
                                  Siri Smillie
  
- Item 6                   **STUDENT REPRESENTATIVE'S REPORT**  
                                  Greta Gustafson

## DISCUSSION ITEMS

### ❖ EXECUTIVE COMMITTEE – Sharon Carroll (Items 7- 10)

Item 7                    GEAR UP REPORT  
Zack Hawkins

Item 8                    FEDERAL REPORT  
Dennis Parman

## 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 9                    K-12 SCHOOLS PAYMENT SCHEDULE FOR FISCAL YEAR 2016-2017  
Dr. Linda Vrooman Peterson

## DISCUSSION ITEMS

### TIME CERTAIN AT 11:00 AM

Item 10                    ACT COLLEGE AND CAREER READINESS AWARDS

- COLLEGE AND CAREER TRANSITION AWARD – HAMILTON HIGH SCHOOL
- STUDENT READINESS AWARD – NICOLE ALLERDINGS, PLEVNA HIGH SCHOOL

Superintendent Denise Juneau

### ❖ ACCREDITATION COMMITTEE – Erin Williams (Items 11-13)

Item 11                    INITIAL PRESENTATION OF TIMELINE AND PROPOSED SCIENCE  
STANDARDS, ARM TITLE 10, CHAPTER 53  
Jael Prezeau

## 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 12                    RECOMMEND APPROVAL OF NOTICE OF PUBLIC HEARING ON  
PROPOSED REPEAL, AMENDMENT, AND ADOPTION OF MONTANA ARTS  
STANDARDS, ARM TITLE 10, CHAPTER 53  
Jael Prezeau, Madalyn Quinlan

Item 13                    RECOMMEND APPROVAL OF NOTICE OF PUBLIC HEARING ON  
PROPOSED REPEAL, AMENDMENT, AND ADOPTION OF MONTANA  
HEALTH ENHANCEMENT STANDARDS, ARM TITLE 10, CHAPTERS 53 AND  
54  
Karin Billings, Madalyn Quinlan

❖ LICENSURE COMMITTEE – Tammy Lacey (Items 14-15)

Item 14 RECOMMEND APPROVAL OF MONTANA STATE UNIVERSITY (MSU) TEACHER EDUCATION PROGRAM STATE EXIT REPORT AND CAEP REPORT, AND APPROVAL OF FULL ACCREDITATION STATUS FOR THE TEACHER EDUCATION PROGRAM AT MSU  
Dr. Linda Vrooman Peterson, OPI; Dr. Alison Harmon, MSU; Dr. Jayne Downey, MSU

Item 15 RECOMMEND APPROVAL OF THE MSU REQUEST TO WITHDRAW NORTHERN PLAINS TRANSITION TO TEACHING (NPTT) STATE EXIT REPORT FROM CONSIDERATION IN THE ACCREDITATION PROCESS BY THE BOARD OF PUBLIC EDUCATION  
Dr. Linda Vrooman Peterson, OPI; Dr. Alison Harmon, MSU

\*\*\*\*\*

Friday May 13<sup>th</sup>, 2016

8:00 AM

**INFORMATION**

❖ MSDB LIAISON - Mary Jo Bremner (Item 16)

Item 16 MSDB REPORT  
Donna Sorensen

**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 (Items 17-18)

Item 17 RECOMMEND APPROVAL OF THE UPDATED REPORT ON MONTANA MINIMUM SCORES ON PRAXIS SUBJECT ASSESSMENTS  
Dr. Linda Vrooman Peterson

Item 18 RECOMMEND APPROVAL OF THE NOTICE OF PUBLIC HEARING ON PROPOSED AMENDEMENT TO ARM TITLE 10, CHAPTER 56, ASSESSMENT  
Rob Stutz

❖ LICENSURE COMMITTEE – Tammy Lacey (Items 19-22)

**TIME CERTAIN AT 9:00 AM**

Item 19 CONTESTED CASE HEARING BPE CASE #2015-05  
Rob Stutz

Item 20 BACHELOR OF ARTS IN EARLY CHILDHOOD EDUCATION P-3  
Dr. Linda Vrooman Peterson, OPI; Dr. Julie Bullard, University of Montana

Item 21                   RECOMMEND APPROVAL OF THE UNIVERSITY OF MONTANA-WESTERN (UMW) STATE EXIT REPORT AND CAEP REPORT, AND APPROVAL OF FULL ACCREDITATION STATUS FOR THE TEACHER EDUCATION PROGRAM AT UMW

Dr. Linda Vrooman Peterson, OPI; Dr. Delena Norris-Tull UMW

Item 22                   RECOMMEND APPROVAL OF 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, MSUB

❖ ACCREDITATION COMMITTEE – Erin Williams (Items 23-25)

Item 23                   RECOMMEND APPROVAL OF THE ADDENDUM TO THE 2015-2016 FINAL ACCREDITATION STATUS OF ALL SCHOOLS

Patty Muir

Item 24                   RECOMMEND APPROVAL OF THE VARIANCES TO STANDARDS REPORT

Patty Muir

Item 25                   RECOMMEND APPROVAL OF THE INTENSIVE ASSISTANCE REPORT

Patty Muir

\*\*\*\*\*CLOSED SESSION\*\*\*\*\*

❖ EXECUTIVE COMMITTEE – Sharon Carroll (Items 26-27)

Item 26                   EVALUATION OF SUPERINTENDENT OF MONTANA SCHOOL FOR THE DEAF AND BLIND

Sharon Carroll

Item 27                   EVALUATION OF EXECUTIVE DIRECTOR OF THE BOARD OF PUBLIC EDUCATION

Sharon Carroll

\*\*\*\*\*OPEN SESSION\*\*\*\*\*

**FUTURE AGENDA ITEMS July 13-15<sup>th</sup>, 2016**

- Strategic Planning Meeting
- CSPAC/BPE Joint Meeting
- CSPAC Annual Report
- Annual HiSET Report*
- Special Education Report*
- Assessment Update*
- Federal Update*

**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.*

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

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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. March 17-18<sup>th</sup>, 2016 Meeting Minutes**
- B. Financials**
- C. Correspondence**

**CONSENT AGENDA**

**MINUTES**

**BOARD OF PUBLIC EDUCATION**  
**MEETING MINUTES**

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

**Thursday March 17, 2016**  
**1:00 PM**

**CALL TO ORDER**

The meeting was called to order at 1:00 PM by Chair Sharon Carroll. Chair Carroll welcomed guests and the Board said the Pledge of Allegiance. Ms. Stockton took roll call.

Board members present included: Ms. Sharon Carroll, Chair; Mr. Paul Andersen, Vice-Chair; Ms. Erin Williams; Ms. Tammy Lacey; Mr. Jesse Barnhart; Dr. Darlene Schottle; Ms. Greta Gustafson; Ms. Mary Jo Bremner. Ex Officio members present included: Superintendent of Public Instruction Denise Juneau; Ms. Angela McLean, Director of American Indian and Minority Achievement and K-12 Partnerships for the Commission on Higher Education's Office. Staff present included: Mr. Pete Donovan, Executive Director; Ms. Kris Stockton, Administrative Assistant. Guests present included: Mr. Rob Stutz, Agency Legal Services; Ms. Nancy Coopersmith, OPI; Dr. Linda Peterson, OPI; Ms. Ann Gilkey, OPI; Mr. Dennis Parman, OPI; Mr. Marco Ferro, MEA-MFT; Ms. Kelly Cresswell, Student Assistance Foundation; Dr. Mary Susan Fishbaugh, MSU-Billings; Ms. Katy Wright, Helena Public Schools Montessori Program; Ms. Donna Sorensen, MSDB; Ms. Mandy Smoker Broadus, OPI; Mr. James Fryer, Hobson, MT; Dr. Kirk Miller, School Administrators of Montana; Ms. Jael Prezeau, OPI; Dr. Linda Peterson, OPI; Ms. Karin Billings, OPI; Mr. John Edwards, Billings; Ms. Ms. Donelle Rosenthal, OPI.

**PUBLIC COMMENT**

No public comment.

**CONSENT AGENDA**

The Consent Agenda was approved as presented, with notation that Chair Lacey was not yet on the Board in January to approve the January 2016 minutes.

**ADOPT AGENDA**

**Ms. Erin Williams moved to adopt the agenda as presented. Ms. Tammy Lacey seconded the motion.**

***No discussion. Motion passed unanimously.***

\*\*\*\*\*Items are listed in the order in which they are presented\*\*\*\*\*

**INFORMATION ITEMS**

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

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

Ms. Lacey will take Mr. Edwards position on the Licensure, Legislative, and CSPAC Advisory Committees. Chair Carroll noted that Dr. Schottle and Mr. Donovan are on the ESSA Consolidated State

Planning Committee, and that Mr. Donovan will be updating the board on the Sherlock Decision in his report.

## **ACTION**

### **PUBLIC COMMENT**

***The public was 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**

Mr. Donovan reviewed his schedule since the last Board meeting, including the public meeting in Bozeman regarding the formation of a public charter school under the Chapter 55 Accreditation standards, and reviewed how that process will work. Mr. Donovan discussed the review of the Code of Ethics by the CSPAC, and update the on the biennial audit the board is scheduled for this spring, as well as the appointment by the Board of the Administrator Position on the Council. Mr. Donovan then briefly reviewed the history behind the Sherlock case and the decision from that court case.

- **CSPAC Appointment – Administrator Position**

**Dr. Schottle moved to approve the appointment of Mr. Rob Watson to the Administrator Position on the Certification Standards and Practices Advisory Council. Ms. Tammy Lacey seconded the motion.**

***Mr. Jesse Barnhart and Ms. Lacey both commented on the appropriateness of Mr. Watson's qualifications. Mr. Andersen also commented that he worked under Mr. Watson as a teacher at Bozeman High School and agreed on his qualifications.***

***No further discussion. Motion passed unanimously.***

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

Superintendent Juneau welcomed Ms. Lacey to the Board then updated the Board on the revisions process for the content standards in Art and Health/PE. The Superintendent noted that the Art standards have not been updated since 1999 and the Science standards have not been updated since 2006, so these areas do not have Indian Education for All standards incorporated. Other items the Superintendent updated the Board on included: Graduation Matters funding to schools, upcoming Student Advisory Board meeting and dinner, and the appointment of Mandy Smoker Broadus' to President Obama's Indian Education Advisory Council to the Department of Education.

#### **Item 4 COMMISSIONER OF HIGHER EDUCATION'S REPORT Angela McLean**

Ms. McLean updated the Board on Indian Education and Minority Achievement and K-12 Partnerships for the Commissioner of Higher Education and items she is working on in her new position including the Indian Education and Minority Achievement Council and the work they will be doing. Information and updates on this group can be found on the Montana University System website. Ms. McLean discussed other areas of interest in the MUS including Dual Enrollment and student opportunity.

#### **Item 5 GOVERNOR'S OFFICE REPORT Siri Smillie**

Ms. Smillie was unavailable to attend the meeting.











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DRAFT

**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 11 (May)/2016

This report compares ORG Budgets (ORG\_BD) to Actuals expended amounts

Business Unit	(All)
Program Year	(All)
FY_BudPer	(All)
Month	(All)
Source of Auth	(All)
Fund Type	(All)
Account	(All)
Acct Lvl 1	(All)
Account Type	E
Project	(All)
Ledger	(All)

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OBPP Program	Fund	Subclass	Org	Acct Lvl 2	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
<b>01 K-12 EDUCATION</b>					<b>365,612.00</b>	<b>238,620.87</b>	<b>0.00</b>	<b>126,991.13</b>
	<b>01100 General Fund</b>				<b>187,534.00</b>	<b>116,928.25</b>	<b>0.00</b>	<b>70,605.75</b>
		<b>235H1 ADMINISTRATION</b>			<b>143,064.00</b>	<b>105,322.19</b>	<b>0.00</b>	<b>37,741.81</b>
			<b>1 BOARD OF PUBLIC EDUCATION</b>		<b>143,064.00</b>	<b>105,322.19</b>	<b>0.00</b>	<b>37,741.81</b>
				61000 Personal Services	105,792.00	0.00	0.00	105,792.00
				61100 Salaries	0.00	74,596.26	0.00	(74,596.26)
				61300 Other Compensation	0.00	150.00	0.00	(150.00)
				61400 Employee Benefits	0.00	30,102.68	0.00	(30,102.68)
				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
		<b>235H2 AUDIT (RST/BIEN)</b>			<b>14,364.00</b>	<b>491.00</b>	<b>0.00</b>	<b>13,873.00</b>
			<b>1 BOARD OF PUBLIC EDUCATION</b>		<b>14,364.00</b>	<b>491.00</b>	<b>0.00</b>	<b>13,873.00</b>
				62000 Operating Expenses	14,364.00	0.00	0.00	14,364.00
				62100 Other Services	0.00	491.00	0.00	(491.00)
		<b>235H3 LEGAL EXPENSES (RST/OTO)</b>			<b>30,000.00</b>	<b>11,115.06</b>	<b>0.00</b>	<b>18,884.94</b>
			<b>1 BOARD OF PUBLIC EDUCATION</b>		<b>30,000.00</b>	<b>11,115.06</b>	<b>0.00</b>	<b>18,884.94</b>
				62000 Operating Expenses	30,000.00	0.00	0.00	30,000.00
				62100 Other Services	0.00	11,115.06	0.00	(11,115.06)

OBPP Program	Fund	Subclass	Org	Acct Lvl 2	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATIOI	01100 General Fur	235H3	LEGAL EXPENSES (RST/OTO)					
		<b>235Z1</b>	<b>WORKERS COMP. REDUCTION</b>		<b>106.00</b>	<b>0.00</b>	<b>0.00</b>	<b>106.00</b>
			<b>1 BOARD OF PUBLIC EDUCATION</b>		<b>106.00</b>	<b>0.00</b>	<b>0.00</b>	<b>106.00</b>
				61000 Personal Services	106.00	0.00	0.00	106.00
	<b>02122</b>	<b>Advisory Council</b>			<b>123,078.00</b>	<b>66,856.38</b>	<b>0.00</b>	<b>56,221.62</b>
		<b>235H1</b>	<b>ADMINISTRATION</b>		<b>122,992.00</b>	<b>66,856.38</b>	<b>0.00</b>	<b>56,135.62</b>
			<b>1 BOARD OF PUBLIC EDUCATION</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
				61000 Personal Services	0.00	0.00	0.00	0.00
			<b>30 Advisory Council Program 01</b>		<b>122,992.00</b>	<b>66,856.38</b>	<b>0.00</b>	<b>56,135.62</b>
				61000 Personal Services	122,992.00	0.00	0.00	122,992.00
				61100 Salaries	0.00	47,974.26	0.00	(47,974.26)
				61300 Other Compensation	0.00	500.00	0.00	(500.00)
				61400 Employee Benefits	0.00	18,382.12	0.00	(18,382.12)
		<b>235Z1</b>	<b>WORKERS COMP. REDUCTION</b>		<b>86.00</b>	<b>0.00</b>	<b>0.00</b>	<b>86.00</b>
			<b>30 Advisory Council Program 01</b>		<b>86.00</b>	<b>0.00</b>	<b>0.00</b>	<b>86.00</b>
				61000 Personal Services	86.00	0.00	0.00	86.00
	<b>02219</b>	<b>Research Fund</b>			<b>55,000.00</b>	<b>54,836.24</b>	<b>0.00</b>	<b>163.76</b>
		<b>235H1</b>	<b>ADMINISTRATION</b>		<b>55,000.00</b>	<b>54,836.24</b>	<b>0.00</b>	<b>163.76</b>
			<b>1 BOARD OF PUBLIC EDUCATION</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
				62000 Operating Expenses	0.00	0.00	0.00	0.00
			<b>50 Research Program 01</b>		<b>55,000.00</b>	<b>54,836.24</b>	<b>0.00</b>	<b>163.76</b>
				62000 Operating Expenses	55,000.00	0.00	0.00	55,000.00
				62100 Other Services	0.00	4,188.08	0.00	(4,188.08)
				62200 Supplies & Materials	0.00	4,983.60	0.00	(4,983.60)
				62300 Communications	0.00	6,397.18	0.00	(6,397.18)
				62400 Travel	0.00	18,675.39	0.00	(18,675.39)
				62500 Rent	0.00	14,800.00	0.00	(14,800.00)
				62800 Other Expenses	0.00	5,791.99	0.00	(5,791.99)
<b>Grand Total</b>					<b>365,612.00</b>	<b>238,620.87</b>	<b>0.00</b>	<b>126,991.13</b>

# CORRESPONDENCE



# Board of Public Education

## BOARD MEMBERS

### APPOINTED MEMBERS:

Sharon Carroll - Chair  
Ekalaka

March 23, 2016

Paul Andersen-Vice Chair  
Bozeman

Darlene Schottle  
Big Fork

Board of Public Education  
46 North Last Chance Gulch  
Helena, Montana 59601

Erin Williams  
Missoula

Jesse Barnhart  
Broadus

Dr. Robert Watson  
213 Clifden Dr  
Bozeman MT 59718

Mary Jo Bremner  
Browning

Tammy Lacey  
Great Falls

Greta Gustafson, Student Rep.  
Cut Bank

Dear Dr. Watson:

### EX OFFICIO MEMBERS:

Clayton Christian  
Commissioner of  
Higher Education

Congratulations! I am pleased to inform you that the Board of Public Education has selected you to serve as a member of the Certification Standards and Practices Advisory Council. Your term on the Council is effective immediately and will end on June 1, 2019.

Denise Juneau,  
Superintendent of  
Public Instruction

On behalf of the Board, please accept our appreciation for your interest and willingness to serve on the Council. Your experience and commitment to excellence in education are appreciated. We are looking forward to working with you on the challenging issues before the Certification Standards and Practices Advisory Council and the Board of Public Education.

Steve Bullock, Governor

### EXECUTIVE DIRECTOR:

Pete Donovan

Sincerely,

A handwritten signature in cursive script that reads "Pete Donovan".

Pete Donovan  
Executive Director  
Board of Public Education



# Board of Public Education

March 23, 2016

## BOARD MEMBERS

## APPOINTED MEMBERS:

Sharon Carroll - Chair  
Ekalaka

Paul Andersen-Vice Chair  
Bozeman

Darlene Schottle  
Big Fork

Erin Williams  
Missoula

Jesse Barnhart  
Broadus

Mary Jo Bremner  
Browning

Tammy Lacey  
Great Falls

Greta Gustafson, Student Rep.  
Cut Bank

## EX OFFICIO MEMBERS:

Clayton Christian  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Steve Bullock, Governor

## EXECUTIVE DIRECTOR:

Pete Donovan

Leanne Kurtz  
Office of Research and Policy Analysis  
Legislative Services Division  
PO Box 201706  
Helena MT 59620-1706

Dear Ms. Kurtz:

Enclosed please find the proposed timelines for the Health Enhancement Standards and the Arts Standards. The enclosed timelines for the adoption of the new standards were presented to the Board of Public Education at their March 18<sup>th</sup>, 2016 meeting. The Board is sending you the proposed timelines to notify the Legislative Fiscal Division in accordance with MCA 20-7-101(2) which states, "Prior to adoption or amendment of any accreditation standard, the board shall submit each proposal to the Education and Local Government Interim Committee for review." The Board expects to be presented with the proposal of the revised standards for both the Health Enhancement Standards and the Arts Standards at the May 12-13<sup>th</sup>, 2016 meeting in Great Falls.

The law only requires notification prior to adoption but we feel that the Interim Committee and the Legislative Fiscal Division may benefit knowing of these intended rule adoptions early, and prior to the commencement of rulemaking under MAPA.

If you have any questions or concerns, please do not hesitate to contact our office.

Sincerely,

A handwritten signature in cursive script that reads "Pete Donovan".

Pete Donovan  
Executive Director, Board of Public Education

Enclosure

Cc: Laura Sankey, Staff Attorney  
Rob Miller, Legislative Fiscal Analyst

**MEMORANDUM**

TO: Sharon Carroll, Chair of the Board of Public Education  
Denise Juneau, Superintendent of Public Instruction

FROM: Alison Harmon, Interim Dean, College of Education, Health & Human  
Development

RE: Northern Plains Transition to Teaching (NPTT) Program Termination

DATE: April 15, 2016

This communication is to inform you that we wish to withdraw Montana State University's Northern Plains Transition to Teaching (NPTT) program from the CAEP and Montana Board of Public Education (BPE) accreditation review processes. MSU intends to seek approval from the Montana Board of Regents to terminate the Northern Plains Transition to Teaching Program (NPTT) at their next meeting, May 19-20, 2016.

The decision to terminate the NPTT program follows feedback that we received from the Council for the Accreditation of Educator Preparation (CAEP) in March 2016. The feedback suggests that the program does not meet the CAEP and Montana BPE standards.

While NPTT and our Teacher Education Program (TEP) have been administered independent of one another and each filed a separate inquiry brief with CAEP, our understanding from communication with CAEP is that the two programs will not be evaluated separately. At this time, we want the TEP to proceed for review by the CAEP Accreditation Council and receive an accreditation decision based on its own merits.

Effective immediately, the NPTT program will cease to enroll new students. Students currently enrolled will be permitted to complete their program within two years in the context of the TEP using the appropriate assessment instruments for data collection. Further, the students are required to meet all Montana BPE standards for educator preparation and licensure including submission of the appropriate PRAXIS scores.

During the upcoming academic year, the MSU Department of Education will consider a new accredited distance education program leading to initial teacher licensure with the goal of meeting the needs of Montana's public schools.

We are asking you to support in writing the decision to terminate the NPTT in program, and to withdraw our program from consideration for accreditation by the BPE and the CAEP Accreditation Council.

cc:

Waded Cruzado, MSU President  
Martha Potvin, Executive Vice President and Provost, MSU  
Karlene Hoo, Dean, Graduate School, MSU  
Jayne Downey, Education Department Head, MSU  
Robert Carson, NPTT Program Director  
Linda Vrooman Peterson, Accreditation and Educator Preparation Administrator, OPI  
Peter Donovan, Montana Board of Public Education

Office of the Dean  
Alison Harmon  
250 Reid Hall  
PO Box 172940  
Bozeman, MT 59717-2940

Tel (406) 994-4133  
Fax (406) 994-1854



# Board of Public Education

## BOARD MEMBERS

April 18<sup>th</sup>, 2016

## APPOINTED MEMBERS:

Sharon Carroll - Chair  
Ekalaka

Paul Andersen-Vice Chair  
Bozeman

Darlene Schottle  
Big Fork

Erin Williams  
Missoula

Jesse Barnhart  
Broadus

Mary Jo Bremner  
Browning

Tammy Lacey  
Great Falls

Greta Gustafson, Student Rep.  
Cut Bank

## EX OFFICIO MEMBERS:

Clayton Christian  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Steve Bullock, Governor

## EXECUTIVE DIRECTOR:

Pete Donovan

Alison Harmon  
Interim Dean  
College of Education, Health and Human Development

RE: Northern Plains Transition to Teaching (NPTT) Program Termination

Dear Dean Harmon:

The Board of Public Education supports your decision to withdraw the Montana State University Northern Plains Transition to Teaching (NPTT) Program from consideration from the CAEP Accreditation Council and Montana Board of Public Education (BPE) accreditation review processes.

Your April 15, 2016 letter regarding the termination of the NPTT program will be shared with the BPE members at the upcoming May 12-13<sup>th</sup>, 2016 BPE meeting in Great Falls.

Please let us know if you need any additional information from the Board of Public Education.

Sincerely,

A handwritten signature in black ink that reads "Sharon Carroll".  
Sharon Carroll  
Chair, Board of Public Education

# CALENDARS

# 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 Montana Afterschool Allience Steering Council Meeting - Pete	25	26
27 	28	29	30 Negotiated Rulemaking Committee Science Standards - Pete	31	Notes:	

# April 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:					1	2
3	4 Meeting w/OPI re: research fund reports- Pete, Kris	5 School Funding Interim Commission - Pete	6 Education & Local Govt Interim Commission - Pete	7 Meeting w/Rob Watson - Pete	8	9
10	11 Variance to Standards Review Board - Pete	12 Chapter 57 Revisions Meeting - Pete	13	14 Meeting w/ Siri Smillie - Pete	15	16
17	18	19	20	21 Code of Ethics Review Meeting- Pete	22 CSPAC Meeting - Helena	23
24	25	26	27	28	29 BPE Budget Review Meeting - Pete ,Kris	30
31	Notes:					

# May 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 MCDE Conference Call - Pete	3 School Funding Interim Commission Meeting - Pete	4 OPI Special Ed Partnerships meeting - Pete	5 School Funding Interim Commission Meeting - Pete	6	7
8 Mother's Day	9 MT Digital Academy Call - Pete  Negotiated Rulemaking Committee:Science - Pete	10  TLLS Workgroup Meeting - Pete	11	12  BPE Meeting - MSDB Great Falls	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30  <i>Memorial Day</i>	31	Notes:			

# **INFORMATION**

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

### **ITEM 1**

#### **CHAIRPERSON'S REPORT**

**Sharon Carroll**

**ITEM 2**

**EXECUTIVE DIRECTOR REPORT**

**Peter Donovan**

*Meetings Attended by Peter Donovan*  
*03/24/2016 – 05/13/2016*

**March**

- |  |            |
|--|------------|
| 1. Montana Afterschool Alliance Steering Council Meeting | 03/24/2016 |
| 2. Negotiated Rulemaking Committee – Science Standards   | 03/30/2016 |

**April**

- |  |               |
|--|---------------|
| 3. School Funding Interim Commission Meeting         | 04/04,05/2016 |
| 4. Meeting with OPI on Research fund reports         | 04/04/2016    |
| 5. Education & Local Gov't Interim Committee Meeting | 04/06,07/2016 |
| 6. Meeting with Rob Watson                           | 04/07/2016    |
| 7. Variances to Standards Review Board meeting       | 04/11/2016    |
| 8. Chapter 57 Revisions meeting                      | 04/12/2016    |
| 9. Meeting with Siri Smillie                         | 04/14/2016    |
| 10. Code of Ethics Review Committee meeting          | 04/21/2016    |
| 11. CSPAC Meeting – Helena                           | 04/22/2016    |
| 12. BPE Budget Review Meeting with OBPP staff        | 04/29/2016    |

**May**

- |   |            |
|---|------------|
| 13. MCDE Conference Call                      | 05/02/2016 |
| 14. TLLC Working team Meeting                 | 05/03/2016 |
| 15. School Funding Interim Commission Meeting | 05/03/2016 |
| 16. OPI Special Education Partnership         | 05/04/2016 |
| 17. School Funding Interim Commission Meeting | 05/05/2016 |
| 18. MT Digital Academy Meeting                | 05/09/2016 |
| 19. Negotiated Rulemaking – Science Standards | 05/09/2016 |

20. TLLC Workgroup Meeting

05/10/2016

21. Board of Public Education Meeting – Great Falls

05/12,13/2016

**INFORMATION**

**ITEM 3**

**STATE SUPERINTENDENT'S REPORT**

**Superintendent of Public Instruction  
Denise Juneau**

**ITEM 4**

**COMMISSIONER OF HIGHER EDUCATION**  
**REPORT**

**Erik Rose**

**ITEM 5**

**GOVERNOR'S OFFICE REPORT**

**Siri Smillie**

**ITEM 6**

**STUDENT REPRESENTATIVE'S REPORT**

**Greta Gustafson**

**DISCUSSION**

❖ **EXECUTIVE COMMITTEE – (Items 7-11)**

**Sharon Carroll**

**ITEM 7**

**GEAR UP REPORT**

**Zack Hawkins**

# MONTANA

## COLLEGE APPLICATION WEEK

### 2015 FINAL REPORT

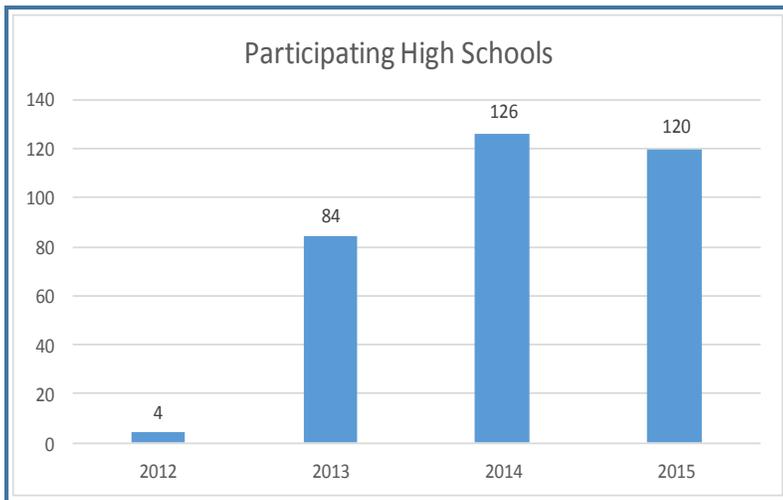


Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent



## College Application Week in Montana

The Office of the Commissioner of Higher Education (OCHE) included College Application Week in the 2011 GEAR UP grant application. In 2012, Montana joined the American College Application Campaign's (ACAC) national effort by piloting Montana College Application Week (MCAW). After the successful pilot in four schools, Montana GEAR UP and OCHE launched a statewide College Application Week initiative in collaboration with the Office of Public Instruction (OPI), the Governor's Office, and Montana College Access Network (MCAN). In spring 2014, a steering committee comprised of K-12, postsecondary, and college access program representatives was formed to examine the successes and challenges of the statewide initiative and make improvements. MCAW reached 120 high schools in the state this year.



*In 2012 Montana's pilot program started with four schools and went statewide in 2013 with 84 schools participating. In 2014, 126 high schools participated, and 2015 saw a slight dip in high school participation with 120 schools signing up for Montana College Application Week.*



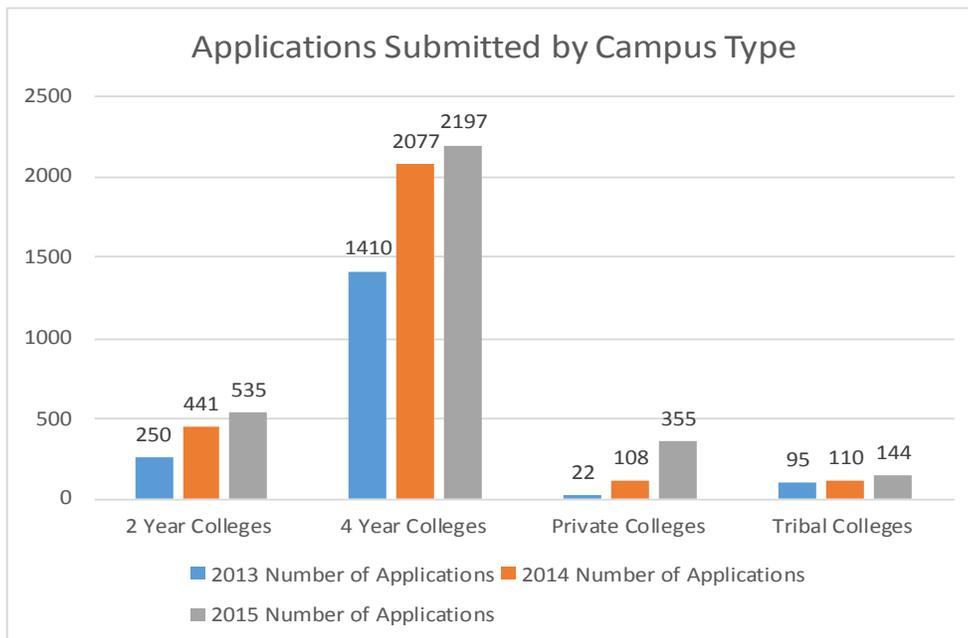
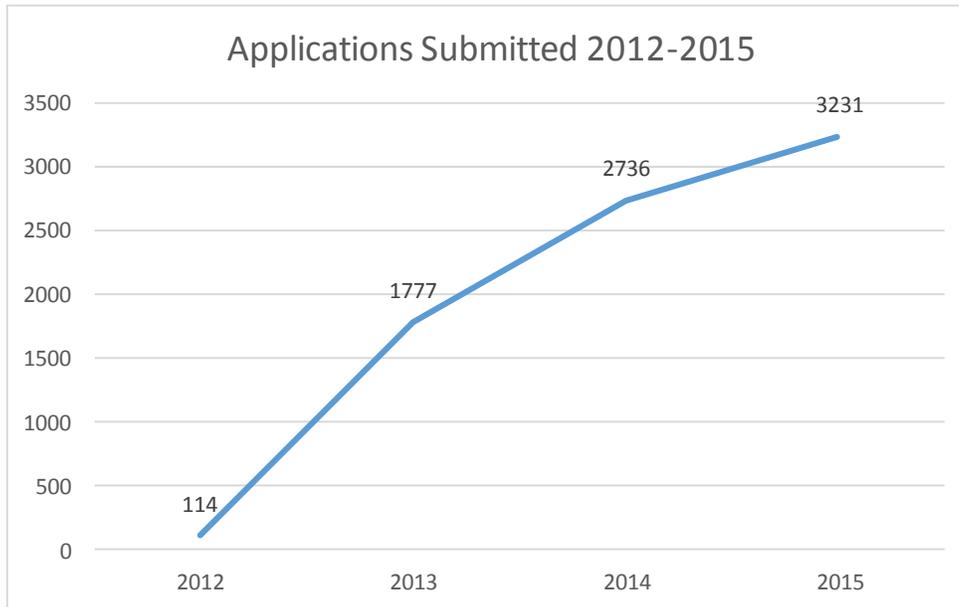
*Laurel High School staff showing off their college pride during Montana College Application Week*

*"I think on the effort of GEAR UP representatives at postsecondary institutions we should continue to reach out to high school representatives. I know it's helpful to reassure new counselors or individuals who may be new to College Application Week that they have the full support of their local and state institutions."*

*MCAW College Admissions Personnel Survey Comment*

## Postsecondary Outcomes

In 2013, eighteen postsecondary institutions participated in MCAW. In 2014 and 2015 all 26 Montana postsecondary institutions agreed to participate and to defer or waive application fees during MCAW. In addition to an increase in high school participation, except for a slight decline in 2015, the number of applications submitted during MCAW has steadily increased, from 114 applications in the pilot year, 2012, to 3231 applications submitted in 2015, an increase of 495 applications from the previous year, and a 45% increase from 2013. All postsecondary sectors saw increases in applications submitted.

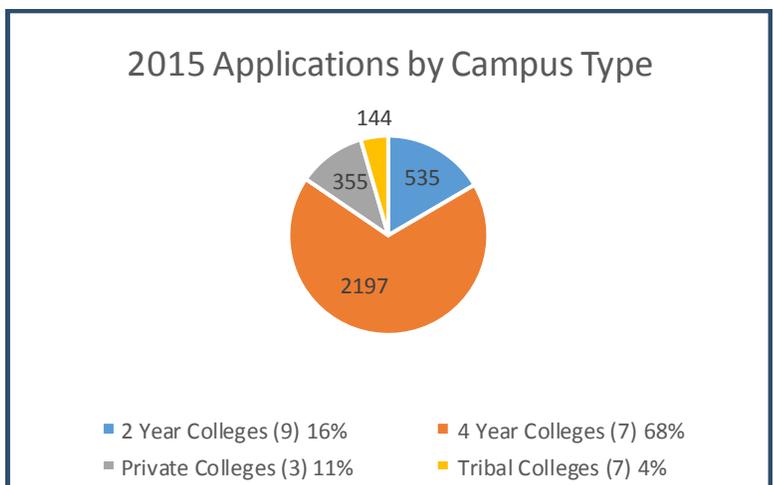
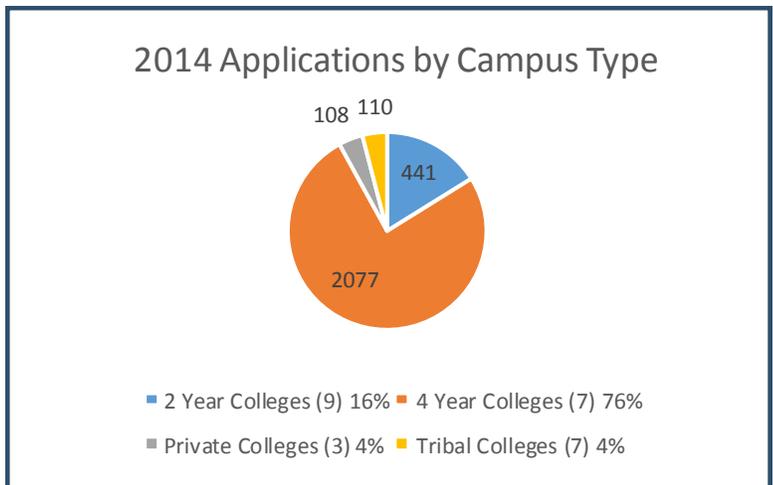
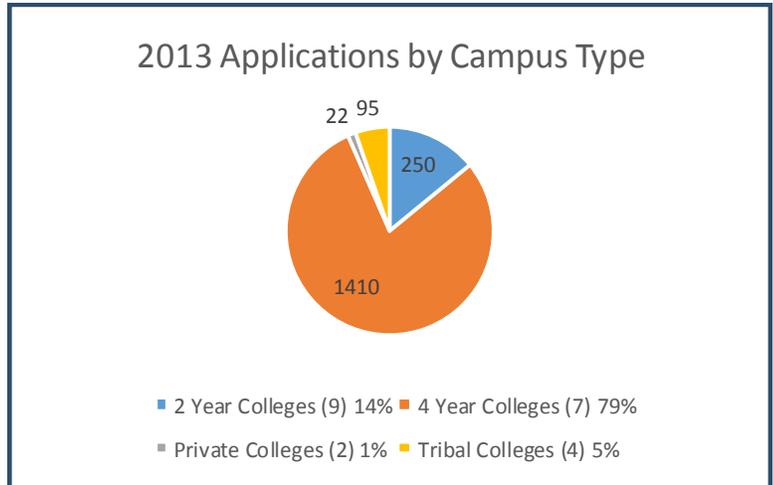


Montana College Application Week  
November 2-6, 2015

POSTSECONDARY INSTITUTIONS	NUMBER OF APPLICATIONS*
<b>MONTANA UNIVERSITY SYSTEM</b>	
MSU	564
Gallatin College MSU	22
MSU-Billings	272
City College at MSU-Billings	95
MSU-Northern	180
Great Falls College MSU	78
UM	841
Missoula College UM	111
Bitterroot College	7
Montana Tech	100
Highlands College of MT Tech	63
UM-Western	162
Helena College UM	65
Dawson Community College	39
Flathead Valley Community College	79
Miles Community College	54
<b>PRIVATE COLLEGES</b>	
Carroll College	42
University of Great Falls	36
Rocky Mountain College	277
<b>TRIBAL COLLEGES</b>	
Aaniiih Nakoda College	8
Blackfeet Community College	12
Chief Dull Knife College	0
Fort Peck Community College	0**
Little Big Horn College	69
Salish Kootenai College	30
Stone Child College	25
<b>TOTAL</b>	<b>3231</b>

**2 year= 535; 4 year= 2197; Private= 355; Tribal= 144**

\*As reported by participating post-secondary schools. Some colleges do not charge an application fee. \*\*FPCC's online application was unavailable during MCAW, so students could not apply during Nov. 2-6.



*"It really helped a lot!! I plan to attend college and didn't really have a understanding of how to get there but now I do."*

*MCAW High School Student Survey Response*

## Survey Results



### SURVEY SAYS...

What GEAR UP learned from post MCAW surveys:

65%

of students stated they qualified for the Free & Reduced Lunch program

24%

of students stated application fees affected the number of schools to which they would like to apply

24%

of students stated they will be the first in their family to attend college

54%

of high school counselors stated that MCAW had a large or significant impact on students in promoting a college going culture

11%

of participating schools stated this was their first year participating in MCAW

### SURVEY SAYS...

"Giving them time to complete the application as well as being available to answer questions was the most important practice. Also, simplifying the application helps get through it quicker. The resources that were available online were great. We used several of them."

School Counselor

"I think this is a wonderful opportunity. It makes it far easier for students who might not otherwise have the money, resources, knowledge, time, confidence, or support far more likely to utilize this chance to apply to college."

High School Student

"This opened the door for EVERY student in my school to apply without the burden of paying the application fee immediately. Even having it deferred for many gives them the chance to submit without worrying about the fees."

School Counselor

"It made it so I actually get motivated to apply for college"

High School Student

"It was nice to have help throughout the application process, it was much needed."

High School Student

## Student & Site Coordinator Recommendations

GEAR UP requested all MCAW participants fill out a survey post-MCAW. On-line surveys were available to students, site coordinators at the high schools, and college admissions personnel.

720 students, 94 site coordinators and eight postsecondary institutions responded to the survey. The following recommendations emerged as most common:

1. Hold college application week earlier in the school year
2. Allow students to apply to more than one college with the fee waived or deferred
3. Consistency from colleges (all either waive or defer, preferably waive; all either have online or paper applications)
4. Utilize a common application for all Montana colleges
5. Get information out to high schools earlier in the year and have site coordinator training earlier

*“We still have high schools that are calling up that week and begging for forgiveness that they did not sign up beforehand. We agreed to take the applications, but it is frustrating because they are uncertain of what they need to do to apply that week.”*

*MCAW College Admissions Personnel*

## Successes and Challenges

With three years of successful College Application Week campaigns realized, best practices continue to emerge and are being put into practice at schools across the state. High schools are providing time during the school day for seniors to complete a college application with structured support, incorporating college and career readiness activities into the curriculum, and involving parents, businesses, and community members in their week’s events. Lending credibility to MCAW, education leaders are promoting the benefits of postsecondary education and MCAW’s role in accessing it. The importance of structured support for students is imperative to student success in getting into college.

While MCAW helped more students understand the often confusing process of completing and submitting a college application, challenges remain. There are still difficulties communicating with every high school administrator and school counselor. Changes in personnel, lost emails, and the many activities going on at each high school make it difficult to make sure no schools miss out on the opportunity to participate. Several schools wanted to submit applications, but had not signed up with GEAR UP to participate. The postsecondary schools decided whether or not to accept applications from those schools who did not sign up and follow their waiver/deferral policy.

## Conclusion

Access to higher education for all students is essential for the health of our state and our nation. The future will require those in the workforce to have an education beyond high school. Montana College Application Week has been successful in removing barriers, helping students see themselves as college material with family support, and decoding the complex process of applying to college and accessing financial aid. With the collaborative support of the Commissioner of Higher Education, Clayton Christian, and the Superintendent of Public Instruction, Denise Juneau, Montana College Application Week continues to support students in their higher education journey. Structured support from school counselors, and encouragement for students during Montana College Application Week remain the most important pieces in getting students to apply to college.

With the upcoming changes in FAFSA submission dates, GEAR UP will be evaluating what the best options are for students with postsecondary campuses and high schools. The goal is for every Montana high school to participate in Montana College Application Week in order to provide intentional structured support to every high school senior. We are close, but not there yet.

Montana College Application Week proves to be an unprecedented event that brings the Governor's office, OPI, OCHE, K-12 and postsecondary educators, college access programs, and community members together for a common goal: increasing postsecondary enrollment, especially among low income, first generation students.

### 2015 MCAW Steering Committee

Dan Benge | MSU-Billings TRiO, Upward Bound, Educational Talent Search, Director

Tina Boone | MSCA, High School Vice-President

Cory Chenoweth | Montana Tech TRiO, Upward Bound, Educational Talent Search, Coordinator

Kelly Cresswell | Student Assistance Foundation, Vice President, Foundation Activities

Zach Hawkins | Montana GEAR UP, Director

Cheri Johannes | MSU-Billings, Registrar & Director of Admissions & Records

Terry Kendrick | Montana Office of Public Instruction, Special Projects Director

Suzin Kratina | Montana GEAR UP, Senior Project Manager

Ron Muffick | OCHE, Director of Student Affairs

Erin Niedge | Miles CC, Dean of Enrollment Management & Educational Support Services

Sharon O'Hare | UM, Associate VP for Enrollment & Student Success

Rebecca Roeder | MSU-Bozeman, Assistant Director of Application Processing

Ronda Russell | MSU-Bozeman, Director of Admissions

**ITEM 8**

**FEDERAL REPORT**

**Dennis Parman**

# Montana Board of Public Education Executive Summary

Date: May 2016

<b>Presentation</b>	<b>Federal Report</b>
<b>Presenter</b>	Dennis Parman
<b>Position Title</b>	Deputy Superintendent Office of Public Instruction
<b>Overview</b>	This informational presentation will include the structure, goals, and activities of the Office of Public Instruction implementation of the new federal legislation, Every Student Succeeds Act (ESSA) of 2015. The process to involve stakeholders in the process will also be described.
<b>Requested Decision(s)</b>	None
<b>Related Issue(s)</b>	None
<b>Recommendation(s)</b>	None



Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

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	A	B	C	D	E
1	<b>ESSA Project - High Level project plan</b>	<b>4/27/2016</b>			
2					
3					
4	<b>Task</b>	<b>Start Date</b>	<b>End Date</b>	<b>Person Responsible</b>	<b>Comments</b>
5	Stakeholder Application Window opened	2/12/2016	2/12/2016	Dennis	Complete
6	Stakeholder Application Window closed	2/26/2016	2/26/2016	Dennis	Complete
7	Appointments finalized by DJ	3/17/2016	3/17/2016	Dennis	Complete
8	<b>Document Vision and Charge (for each Title)</b>	3/10/2016	3/30/2016	Program Specialist	Complete
9	<b>Request bids for Accountability Contractor</b>	1/26/2016	3/4/2016	Dennis	Jen Esswein is available for the 25th-26th meeting as an advisor; no RFP issued
10	Review bids	N/A	N/A	Project Mgmt team	N/A
11	Select/Hire Accountability Contractor	N/A	N/A	Project Mgmt team	N/A
12	<b>Request bids for Facilitator</b>	4/7/2016	4/24/2016	Dennis	Ready to go out - Dennis sent email 4/7
13	Review bids	5/2/2016	5/6/2016	Project Mgmt team	Interest expressed by several parties
14					
15	Select/Hire Facilitator	5/9/2016	5/10/2016	Project Mgmt team	
16					
17	<b>Establish cadre of notetakers</b>		4/1/2016	Steve	Complete
18	Training of notetakers	before 4/20/2016	4/20/2016	Steve/Colet/Jamey	Complete
19	Prepare Program Outlines	4/5/2016	4/15/2016	Workplan Subgroup	Complete
20	Compile program outlines	4/18/2016	4/19/2016	Nancy/Bj	Complete
21	<b>Coordinating Council meeting</b>	4/20/2016	4/20/2016	Nancy/Bj	Start with Timeline, explain the change in course; Review SEA program outlines, discuss process for possible responses; How to document 'other' decisions that need to be made; Next Steps.- all subgroup chairs 8:30am - 10:30 am
22	Organize Subgroup meetings (Accountability/WorkPlan)	after 4/20	4/29/2016	Subgroup Chairs	
23	Add to program outlines: draft possible responses	4/21/2016	4/29/2016	Accountability and Workplan subgroups	Purpose of meeting with stakeholders in May is to review these outlines

	A	B	C	D	E
24	<b>Project Mgmt Team Meeting</b>	4/18/2016	4/18/2016		4:00 - 5:00 (assign notetakers to groups; develop rough draft of agendas for coordinating council, stakeholders mtg and OPI planning groups)
25	<b>Project Mgmt Team Meeting</b>	4/21/2016	4/21/2016		4:00 - 5:00 (continue deveoping agendas for stakeholders mtg and OPI planning groups; develop process for facilitation)
26	<b>Project Mgmt Team Meeting</b>	4/26/2016	4/26/2016		3:30 - 5:00
27	<b>Accountability Subgroup meeting</b>	4/27/2016	4/27/2016	Dennis	Dennis send outline to the group in advance (the WHAT requirements); Convene group with Jen on the phone; Start on the HOW
28	<b>Coordinating Council</b>	5/2/2016	5/2/2016		MORNING! Both subgroups present their possible responses. Review work of subgroups so far
29	<b>Project Mgmt Team meeting</b>	5/2/2016	5/2/2016	Nancy	Finalize selection of facilitator; Approve work of coordinating council (2:00 - 4:00) Decide on staff to invite to meeting with Stakeholders
30	<b>Project Mgmt Team meeting</b>	5/6/2016	5/6/2016	Nancy	
31	<b>Dennis obtain DJ input</b>	5/2/2016	5/6/2016	Dennis	
32	<b>Project Mgmt Team meeting</b>	5/9/2016	5/9/2016	Nancy	
33	Plan Workplan subgroup meetings	5/9/2016	5/20/2016	Subgroup Chairs	week of may 9th (or 16th - 20th)
34	<b>WorkPlan Subgroup meeting</b>	5/10/2016	5/10/2016	Bj	Review the work of the entire group and discuss what role they will pplay in the process at the May 16th larger OPI Planning group meeting. 2:00 - 4:00 1201 Conference Room
35	<b>OPI Planning Group meeting</b>	5/16/2016	5/16/2016	Project Mgmt team	Review Program Outlines and possible responses. 1pm - 4:30pm (for awareness and some comments and input)
36					

	A	B	C	D	E
37	<b>Coordinating Council meeting</b>	5/17/2016	5/17/2016	Nancy/Bj	review the work of the OPI Planning Group meeting on May 16 concerning possible responses to include in the ESSA state plan.
38	<b>Project Mgmt Team meeting</b>	5/17/2016	5/17/2016	Nancy	Prepare materials for Stakeholders' meeting May 25-26
39					
40					
41	<b>1st Large Stakeholder + OPI mtg</b>	5/25/2016	5/26/2016	Project Mgmt team	Review Program Outlines and possible responses. 10am - 5pm provide lunch; 8:30am - 12 next morning - Natororium room at the Raddison

**ACTION**

**ITEM 9**

**K-12 SCHOOLS PAYMENT SCHEDULE FOR  
FISCAL YEAR 2016-2017**

**Dr. Linda Vrooman Peterson**

# Montana Board of Public Education Executive Summary

Date: May 12-13, 2016

<b>Presentation</b>	<b>Recommendation to approve K-12 Schools Payment Schedule for Fiscal Year 2016-2017.</b>
<b>Presenter</b>	Linda Vrooman Peterson, Ph.D.
<b>Position Title</b>	Accreditation and Educator Preparation Office of Public Instruction
<b>Overview</b>	As required by 20-9-344, MCA, the Board of Public Education must approve the distribution of K-12 BASE aid for public education. The schedule is the same as past years, approximately the 25th of each month, with adjustments for weekends and holidays. It has been reviewed by the Board of Investments.
<b>Requested Decision(s)</b>	Approval of Dates
<b>Related Issue(s)</b>	None
<b>Recommendation(s)</b>	<b>Approve K-12 Schools Payment Schedule for Fiscal Year 2016-2017.</b>



Montana  
Office of Public Instruction  
Denise Juneau, State Superintendent

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Montana

**Office of Public Instruction**

Denise Juneau, State Superintendent

**PROPOSED PAYMENT SCHEDULE - FISCAL YEAR 2016-17**

The following distribution dates for FY2017 BASE aid payments to K-12 schools are proposed for the Montana Board of Public Education and are scheduled according to 20-9-344, MCA.

**FY 2016**

**August 26** Direct State Aid, Quality Ed Component, At Risk Component, Indian Ed for All, Student Achievement Gap, Special Ed, Data for Achievement, Natural Resource Development, Technology, Transportation Prepayment and Education Improvement Payment

**September 23** Direct State Aid, Quality Ed Component, At Risk Component, Indian Ed for All, Student Achievement Gap, Special Ed, Data for Achievement and Natural Resource Development

**October 21** Direct State Aid, Quality Ed Component, At Risk Component, Indian Ed for All, Student Achievement Gap, Special Ed, Data for Achievement and Natural Resource Development

**November 18** Guaranteed Tax Base Aid (GTB), School & County Block Grants, Indian Language Immersion Payment and Education Improvement Payment

**December 16** Direct State Aid, Quality Ed Component, At Risk Component, Indian Ed for All, Student Achievement Gap, Special Ed, Data for Achievement and Natural Resource Development

**FY 2017**

**January 20** Direct State Aid, Quality Ed Component, At Risk Component, Indian Ed for All, Student Achievement Gap, Special Ed, Data for Achievement and Natural Resource Development

**February 24** Direct State Aid, Quality Ed Component, At Risk Component, Indian Ed for All, Student Achievement Gap, Special Ed, Data for Achievement, Natural Resource Development and Education Improvement Payment

**March 24** Direct State Aid, Quality Ed Component, At Risk Component, Indian Ed for All, Student Achievement Gap, Special Ed, Data for Achievement, Natural Resource Development and Transportation

**April 21** Direct State Aid, Quality Ed Component, At Risk Component, Indian Ed for All, Student Achievement Gap, Special Ed, Data for Achievement and Natural Resource Development

**May 19** Guaranteed Tax Base Aid (GTB), School & County Block Grants, Facilities Debt Service GTB and Education Improvement Payment

**June 29** Direct State Aid, Quality Ed Component, At Risk Component, Indian Ed for All, Student Achievement Gap, Special Ed, Data for Achievement, Natural Resource Development and Transportation

# DISCUSSION

TIME CERTAIN AT 11:00 AM

## ITEM 10

### ACT COLLEGE AND CAREER READINESS AWARDS

- HAMILTON HIGH SCHOOL
- NICOLE ALLERDINGS, PLEVNA HIGH  
SCHOOL

**Superintendent Juneau**

❖ **ACCREDITATION COMMITTEE – (Items 11-13)**

**Erin Williams**

**ITEM 11**

**INITIAL PRESENTATION OF TIMELINE AND  
PROPOSED SCIENCE STANDARDS, ARM  
TITLE 10, CHAPTER 53**

**Jael Prezeau**

**EXECUTIVE SUMMARY  
BOARD OF PUBLIC EDUCATION MEETING  
DATE: May 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 10.54.5010 through 10.54.5013, 10.54.5020 through 10.54.5023, 10.54.5030 through 10.54.5033, 10.54.5040 through 10.54.5043, 10.54.5050 and 10.54.5053, 10.54.5060 through 10.54.5063, and 10.54.5087 through 10.54.5098; amendment of ARM 10.54.2503; and, adoption of NEW RULES pertaining to K-12 science standards.
PRESENTER:	NAME: Jael Prezeau TITLE: Division Administrator, Content Standards and Instruction, Office of Public Instruction
OVERVIEW:	<ul style="list-style-type: none"> <li>• The <a href="#">current standards</a> were adopted in 2006.</li> <li>• The <a href="#">proposed standards</a> move from general content standards across all science disciplines to three distinct disciplines: life sciences, physical sciences, and earth and space sciences.</li> <li>• The proposed standards emphasize that students will learn science by connecting science content across the three disciplines and applying design practices and technology to solve problems.</li> <li>• The proposed standards are organized by grade level for grades K-5, and by grade band for grades 6-8 and 9-12. <ul style="list-style-type: none"> <li>○ Grade level standards for K-5 clarify learning expectations for elementary teachers who teach in all content areas.</li> <li>○ Grade band standards for grades 6-8 and high school clarify expectations and allow flexibility of staffing and program delivery.</li> </ul> </li> <li>• The proposed standards integrate Montana's Indian Education for All.</li> </ul>

	<p>The proposed Montana Science Standards for life sciences, physical sciences, and earth and space sciences ensure that Montana schools provide students with the best and most up-to-date learning expectations across the range of possible learning opportunities.</p>
REQUESTED DECISION(S):	None. This is informational only.
OUTLYING ISSUE(S):	None identified at this time.
RECOMMENDATION(S):	Accept proposed timeline.

**PROPOSED  
TIMELINE FOR SCIENCE STANDARDS  
May 2016**

- Introduction of work on rule changes (with proposed timeline) to BPE ..... May 12, 2016
- Proposed new rules to BPE for approval ..... July 13-15, 2016
- Proposed notice of hearing to BPE for approval of publication..... July 13-15, 2016
- Proposed notice to SOS for notice in MAR ..... July 25, 2016
- MAR publication out ..... August 5, 2016
- Hearing date ..... On or after August 26, 2016
- Final Public Input deadline.....Date of hearing or September 3, 2016 (whichever is later)
- Adoption Notice to BPE for adoption of rules ..September 15-16, 2016
- Adoption notice to SOS for notice in MAR .....October 3, 2016
- MAR publication out.....October 14, 2016
- Effective Date of Rules .....July 1, 2017

**ACTION**

**ITEM 12**

**RECOMMEND APPROVAL OF NOTICE OF  
PUBLIC HEARING ON PROPOSED REPEAL,  
AMENDMENT, AND ADOPTION OF  
MONTANA ARTS STANDARDS, ARM TITLE  
10, CHAPTER 53**

**Jael Prezeau, Madalyn Quinlan**

**EXECUTIVE SUMMARY  
BOARD OF PUBLIC EDUCATION MEETING  
May 12-13, 2016**

AGENDA ITEM:	Recommend Approval of Notice of Public Hearing on Proposed Repeal, Amendment, and Adoption of Montana Arts Standards, ARM Title 10, Chapter 53 and 54
PRESENTATION:	This is the second 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 revised 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.
PRESENTERS:	NAME: Jael Prezeau TITLE: Division Administrator, Content Standards and Instruction, Office of Public Instruction  NAME: Madalyn Quinlan TITLE: Chief of Staff, Office of Public Instruction
OVERVIEW:	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.  This item includes the Montana Administrative Register Notice of Public Hearing, a revised timeline, and presentation of the Economic Impact Statement (EIS) prepared for the proposed Arts Standards.
REQUESTED DECISION(S):	Approval of the proposed rule changes as set forth on the attached Notice of Public Hearing and authorization to file the Notice of Public Hearing with the SOS for publication in the Montana Administrative Register.
OUTLYING ISSUE(S):	None identified at this time.
RECOMMENDATION(S):	Vote to approve proposed rule changes, approve the Notice of Public Hearing, and authorize filing of the Notice with the SOS for publication in the Montana Administrative Register.

**REVISED  
TIMELINE FOR ARTS STANDARDS  
May 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 ..... June 27, 2016
- Final Public Input deadline..... June 30, 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

BEFORE THE BOARD OF PUBLIC EDUCATION  
OF THE STATE OF MONTANA

In the matter of the adoption of NEW	)	NOTICE OF PUBLIC HEARING ON
RULE I through IX, the amendment of	)	PROPOSED ADOPTION,
ARM 10.53.101 through 10.53.103,	)	AMENDMENT, AND REPEAL
10.54.2501, and 10.54.2503, and the	)	
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, 10.58.2860 through	)	
10.54.2863, and 10.54.2887 through	)	
10.54.2898 pertaining to K-12 arts	)	
content standards	)	

TO: All Concerned Persons

1. On June 27, 2016, at 11:00 a.m., the Board of Public Education will hold a public hearing in room 172 of the Montana Capitol Building, Helena, Montana, to consider the proposed adoption, amendment, and repeal of the above-stated rules.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on June 20, 2016 to advise us of the nature of the accommodation that you need. Please contact Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov.

3. The rules as proposed to be adopted provide as follows:

NEW RULE I ARTS CONTENT STANDARDS

(1) The content areas covered by the arts standards include:

- (a) visual arts;
- (b) media arts;
- (c) theatre arts;
- (d) music; and
- (e) dance.

(2) When a district incorporates or integrates arts content into district curriculum or offers an elective course in the arts, the following content standards apply.

(3) At each grade level a student will be able to:

- (a) generate and conceptualize artistic ideas and work;
- (b) organize and develop artistic ideas and work;

- (c) refine and complete artistic work;
- (d) select, analyze, and interpret artistic work for presentation;
- (e) develop and refine artistic techniques and work for presentation;
- (f) convey meaning through the presentation of artistic work;
- (g) perceive and analyze artistic work;
- (h) construct meaningful interpretations of artistic works;
- (i) apply criteria to evaluate artistic work;
- (j) synthesize and relate knowledge and personal experiences to create art;

and

(k) relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, 20-3-106, 20-7-101, 20-9-309, MCA

### NEW RULE II ARTS CONTENT STANDARDS FOR KINDERGARTEN

(1) The media arts content standards for kindergarten are that each student will:

- (a) explore ideas for media artworks using play and experimentation;
- (b) explore ideas to form models for media arts productions;
- (c) combine arts and media content to form media artworks;
- (d) choose varied art forms and other content in media artwork;
- (e) identify skills and roles used to create media arts presentations;
- (f) share reactions to the presentation of media artworks;
- (g) recognize messages in media artworks;
- (h) identify a variety of media artworks;
- (i) identify qualities and possible changes in media artworks;
- (j) use personal experiences and choices in making media artworks; and
- (k) share ideas relating media artworks to everyday life.

(2) The visual arts content standards for kindergarten are that each student will:

- (a) engage in creative play with art materials;
- (b) create artworks or design that represent natural and constructed objects;
- (c) explain the artistic process while making artworks;
- (d) choose art objects for a personal portfolio and display;
- (e) explain the purpose of a portfolio or collection;
- (f) explain the purpose of an art museum;
- (g) identify uses of artwork within one's personal environment;
- (h) identify subject matter and details in artworks;
- (i) explain reasons for selecting a preferred artwork;
- (j) create art that tells a story about a personal experience; and
- (k) identify a purpose of an artwork.

(3) The theatre arts content standards for kindergarten are that each student will:

- (a) identify ways in which movement may be used to create or retell a story;
- (b) express original ideas in guided creative drama;

- (c) identify plot details in guided creative drama;
  - (d) use facial expressions to communicate character and emotions in guided creative drama;
  - (e) identify various design elements in guided creative drama;
  - (f) use voice and sound in guided creative drama;
  - (g) describe a response to characters in guided creative drama;
  - (h) describe a setting in creative drama;
  - (i) identify design elements in guided creative drama;
  - (j) identify similarities between characters and oneself in guided creative drama; and
  - (k) identify similarities and differences in stories from multiple cultures.
- (4) The music content standards for kindergarten are that each student will:
- (a) explore and experience musical concepts;
  - (b) demonstrate a musical idea;
  - (c) identify changes in musical ideas;
  - (d) identify expressive qualities in musical selections;
  - (e) rehearse to improve performances;
  - (f) perform music with expression;
  - (g) discuss preferences in musical selections;
  - (h) discuss expressive qualities of music;
  - (i) identify preferences in evaluating music;
  - (j) identify emotions when experiencing music; and
  - (k) identify connections between music, arts, and daily life in a variety of contexts.
- (5) The dance content standards for kindergarten are that each student will:
- (a) respond in movement to a variety of sounds;
  - (b) explore dances with beginning, middle, and end;
  - (c) use improvised movement to change dance sequences;
  - (d) explore different movement qualities;
  - (e) coordinate dance movements with other dancers;
  - (f) identify production elements of a dance for and with others;
  - (g) identify a movement that repeats in a dance;
  - (h) observe movement and describe it;
  - (i) identify criteria to describe movement in dance;
  - (j) identify an emotion expressed in a dance; and
  - (k) replicate movement in dances.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

### NEW RULE III ARTS CONTENT STANDARDS FOR FIRST GRADE

- (1) The media arts content standards for first grade are that each student will:
- (a) express ideas for media artworks through traditional and non-traditional media;
  - (b) express ideas to form plans and models for media arts productions and products
  - (c) identify the effects of making changes to the content form or presentation

of media artworks;

- (d) combine art forms and media content to form media artworks;
- (e) demonstrate skills and roles in media arts presentations;
- (f) discuss the presentation of media artworks and identify reactions;
- (g) identify components and messages in media artworks;
- (h) describe the meanings of a variety of media artworks;
- (i) identify qualities of media artworks considering audience;
- (j) use personal experiences, interests, and models in creating media

artworks; and

(k) discuss uses of media artworks in everyday life.

(2) The visual arts content standards for first grade are that each student will:

- (a) engage and collaborate in creative investigation of art materials;
- (b) create artwork that identify uses of everyday objects;
- (c) use art vocabulary to describe choices while creating art;
- (d) explain why objects, artifacts, and artwork are valued differently by

different audiences;

(e) identify how artwork should be prepared for a presentation;

(f) identify the roles and responsibilities of people who visit and work in

museums;

(g) select and describe artworks that illustrate daily life comparing different images that represent the same subject;

(h) describe characteristics of artworks;

(i) classify artwork based on reasons for preferences;

(j) identify reasons to create art outside of school; and

(k) describe the reasons that people from different places and times create

artwork.

(3) The theatre arts content standards for first grade are that each student will:

(a) identify ways in which gestures and movement may be used to create or retell a story;

(b) contribute to the development of a sequential plot in guided creative drama;

(c) contribute to the adaptation of the plot in guided creative drama;

(d) use body, face, gesture, and voice to communicate character and emotions in guided creative drama;

(e) experiment with design elements in creative drama;

(f) use movement and gesture to communicate emotions in guided creative drama;

(g) discuss an emotional response to guided creative drama;

(h) discuss how setting can influence character actions in creative drama;

(i) describe design elements in guided creative drama;

(j) describe similarities between characters and oneself in a guided creative drama; and

(k) describe similarities and differences in stories from multiple cultures.

(4) The music content standards for first grade are that each student will:

(a) create musical ideas for a purpose;

(b) identify expressive intent of musical ideas;

- (c) discuss changes in musical ideas;
  - (d) describe the purpose of a variety of musical selections;
  - (e) rehearse to revise musical performances;
  - (f) perform music for a purpose;
  - (g) identify influences in making musical selections;
  - (h) identify expressive qualities of music;
  - (i) describe preferences while evaluating music;
  - (j) describe emotions when experiencing music; and
  - (k) describe connections between music, arts, and daily life in a variety of contexts.
- (5) The dance content standards for first grade are that each student will:
- (a) experiment with movement inspired by a variety of sounds;
  - (b) improvise a dance with beginning, middle, and end;
  - (c) apply changes to movement in dance sequences;
  - (d) identify movement qualities using simple dance vocabulary;
  - (e) demonstrate a range of movements while coordinating with other dancers;
  - (f) use production elements in a dance for and with others;
  - (g) identify a movement that repeats in a dance to make a pattern;
  - (h) discuss selected movements from a dance using dance vocabulary;
  - (i) use criteria to identify and demonstrate movements in dance;
  - (j) identify the movements in a dance that relate to a familiar experience; and
  - (k) demonstrate and describe movements in dances.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

#### NEW RULE IV ARTS CONTENT STANDARDS FOR SECOND GRADE

- (1) The media arts content standards for second grade are that each student will:
- (a) use resources to generate creative ideas for media artworks;
  - (b) use ideas to create plans and models for media arts productions;
  - (c) describe expressive effects in altering, refining, and completing media artworks;
  - (d) combine a variety of art and media content into unified media artworks;
  - (e) use experimentation skills and various roles in creating media arts presentations;
  - (f) identify and describe the experience of presenting media artworks;
  - (g) describe the components and messages in media artworks;
  - (h) define the purposes and meanings of media artworks;
  - (i) discuss the effectiveness of and improvements for media artworks;
  - (j) create media artworks and discuss their meaning and purpose; and
  - (k) identify how media artworks and ideas relate to everyday life and culture.
- (2) The visual arts content standards for second grade are that each student will:
- (a) discover multiple approaches and solutions to an art or design problem;
  - (b) demonstrate personal interest in an artwork or design using various

materials, tools, and everyday objects;

(c) discuss choices made in creating artwork;

(d) categorize artwork based on a theme or concept for an exhibit;

(e) describe different materials or artistic techniques for preparing artwork for presentation;

(f) describe how exhibited art, in a variety of venues, contributes to communities;

(g) describe aesthetic characteristics of the natural world and constructed environments based on expressive properties;

(h) describe the mood suggested by an artwork;

(i) use art vocabulary to express preferences about artwork;

(j) create artworks about events in home, school, or community life; and

(k) discuss cultural uses of artwork from different times and places.

(3) The theatre arts content standards for second grade are that each student will:

(a) identify ways in which voice and sounds may be used to create or retell a story;

(b) develop dialogue in creative drama;

(c) contribute to the adaptation of dialogue in a creative drama;

(d) alter voice and body to expand and articulate character in creative drama experiences;

(e) identify the basic design elements in creative drama experiences;

(f) contribute original ideas or choices to group creative drama experiences;

(g) describe the artistic choices made in creative drama experiences;

(h) describe how setting influences character actions and consequences in creative drama;

(i) discuss design elements in guided creative drama;

(j) compare character experiences to personal experiences in creative drama; and

(k) compare similarities and differences in stories from multiple cultures through creative drama experiences.

(4) The music content standards for second grade are that each student will:

(a) explore rhythmic musical ideas for a purpose;

(b) discuss the expressive intent of patterns and ideas for music;

(c) interpret changes in musical ideas;

(d) identify expressive qualities and the purpose of musical selections;

(e) evaluate the expressiveness of musical performances;

(f) perform music with expression and technical accuracy;

(g) explain responses to musical selections;

(h) explain how expressive qualities support intent in music;

(i) discuss personal preferences in evaluating musical selections;

(j) discuss emotions when experiencing music; and

(k) describe musical expressions in terms of patterns and connections to daily life.

(5) The dance content standards for second grade are that each student will:

(a) explore movement inspired by a variety of sources;

(b) create a dance sequence with a beginning, middle, and end;

- (c) make choices to change movement in a dance sequence;
- (d) correlate movement to music;
- (e) coordinate body movements and alignment with other dancers;
- (f) integrate basic production elements to perform a dance sequence for and with others;
- (g) identify movements in a dance that develop a pattern;
- (h) identify meaning and intent from the movement in a dance;
- (i) use criteria to describe dance movements from a specific genre;
- (j) create and perform a dance that expresses personal meaning; and
- (k) discuss dances and the relationship between the types of movement and the dancers.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

#### NEW RULE V ARTS CONTENT STANDARDS FOR THIRD GRADE

(1) The media arts content standards for third grade are that each student will:

- (a) develop ideas for media artworks using a variety of tools, methods, and materials;
- (b) make plans and models for media arts productions;
- (c) demonstrate how the use of different elements alters media artworks;
- (d) integrate varied art forms and media content into media artworks;
- (e) exhibit a variety of skills and roles to create new content in media arts presentations;
- (f) discuss ways to improve media artworks presentations;
- (g) describe how messages are created by components in media artworks;
- (h) discuss the purposes and meanings of media artworks;
- (i) identify basic criteria to evaluate media artworks;
- (j) demonstrate how media artworks influence popular media; and
- (k) explain how media artworks and ideas can influence everyday life.

(2) The visual arts content standards for third grade are that each student will:

- (a) apply knowledge of available resources to enhance personal ideas through the art-making process;
- (b) create artwork using a variety of artistic processes and materials;
- (c) elaborate on artwork by adding details to enhance meaning;
- (d) research and discuss the possibilities and limitations of physical and digital spaces for exhibiting artwork;
- (e) prepare artworks for presentation;
- (f) explain how and where different cultures record and illustrate stories and history of life through art;
- (g) identify processes an artist uses to create artwork;
- (h) discuss the use of media to create subject matter, form, and mood in artwork;
- (i) evaluate artwork based on criteria;
- (j) develop artwork based on observations and details of surroundings; and

(k) compare how responses to art change based on knowledge of the artwork's cultural and historical context.

(3) The theatre arts content standards for third grade are that each student will:

- (a) experiment with character choices in creative drama;
- (b) devise original ideas for a creative drama experience;
- (c) collaborate to revise ideas of creative drama;
- (d) determine how movement and voice are incorporated into creative drama experiences;
- (e) describe design elements in a creative drama experience;
- (f) rehearse and discuss reflections about a drama experience;
- (g) discuss artistic choices and how they shape reactions to drama and theatre works;
- (h) discuss ways to develop a character for a creative drama;
- (i) compare design elements in creative drama;
- (j) discuss personal experiences and knowledge to make connections to community and culture in creative drama; and
- (k) describe how stories are adapted from literature to become drama or theatre works.

(4) The music content standards for third grade are that each student will:

- (a) identify the connection between rhythmic and melodic ideas;
- (b) identify expressive intent of selected musical ideas;
- (c) explain revisions to musical ideas;
- (d) discuss how intent is conveyed through expressive qualities;
- (e) evaluate the effectiveness of musical performances;
- (f) perform music for a purpose with expression and technical accuracy;
- (g) evaluate responses to musical selections;
- (h) describe how expressive qualities determine intent in music;
- (i) identify criteria to evaluate musical performances;
- (j) explain emotions experienced when creating, performing, and responding to music;

(k) discuss patterns and connections between music, arts, and daily life.

(5) The dance content standards for third grade are that each student will:

- (a) experiment with movement using a variety of sources;
- (b) identify movement patterns and sequences;
- (c) describe differences in movement changes in dance sequences;
- (d) choose specific movements to express intent in a dance sequence;
- (e) identify technical dance skills that coordinate with other dancers;
- (f) create production elements for a dance performance;
- (g) discuss a movement pattern that creates a dance sequence;
- (h) explain how specific movements relate to the main idea of a dance;
- (i) use criteria to identify characteristic movements in dances from a variety of genres;
- (j) create movement based on an event or issue; and
- (k) explain what the movements of a dance may communicate about culture.

AUTH: 20-2-114, MCA

MAR Notice No. 10-53-275

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE VI ARTS CONTENT STANDARDS FOR FOURTH GRADE

(1) The media arts content standards for fourth grade are that each student will:

- (a) develop original media artworks using a variety of creative methods;
- (b) discuss, test, and assemble models for media arts productions;
- (c) demonstrate intentional effect in refining media artworks;
- (d) demonstrate how a variety of forms and content can be mixed and coordinated into media artworks;
- (e) apply a variety of skills and knowledge to solve problems while creating media arts presentations;
- (f) explain results of and improvements for presenting media artworks;
- (g) explain how various forms, methods, and styles influence the message of a media artwork;
- (h) explain reactions to a variety of media artworks considering their purpose and context;
- (i) apply basic criteria to evaluate and improve media artworks and production processes;
- (j) examine how media artworks affect meanings, situations, and cultural experiences in popular media; and
- (k) demonstrate how media artworks and ideas relate to everyday life and culture.

(2) The visual arts content standards for fourth grade are that each student will:

- (a) collaborate on multiple approaches to a creative art or design problem and develop a plan from concept to completion for an artwork;
- (b) apply research to art-making for the purpose of communicating about constructed environments;
- (c) revise artwork on the basis of insights gained through discussion;
- (d) describe how past, present, and emerging technologies impact the preservation and presentation of artwork;
- (e) analyze considerations for presenting and protecting artworks;
- (f) compare purposes of art museums, art galleries, and other venues with the types of experiences they provide;
- (g) compare components of visual imagery;
- (h) analyze subject matter, form, and use of media in artwork;
- (i) apply criteria to analyze artworks;
- (j) create artworks that reflect community cultural traditions; and
- (k) interpret artworks through observation and information about context.

(3) The theatre arts content standards for fourth grade are that each student will:

- (a) design technical elements that support the story and drama experiences;
- (b) develop original ideas for characters and plot in a theatre performance;
- (c) revise an improvised or scripted theatre work;
- (d) make physical and vocal choices to develop a character in a drama experience;

- (e) discuss the use of technical elements to enhance a drama experience;
- (f) perform small-group drama and theatre works to an audience;
- (g) identify artistic choices made through participation in and observation of drama and theatre works;
- (h) compare character qualities in drama or theatre works;
- (i) propose criteria to evaluate drama and theatre works;
- (j) identify the ways drama and theatre work reflect the perspectives of a community or culture; and
- (k) discuss cross-cultural approaches to storytelling in drama and theatre works.

(4) The music content standards for fourth grade are that each student will:

- (a) explain the connection between rhythmic, melodic, and harmonic ideas;
- (b) organize musical ideas for an express purpose;
- (c) identify revisions for personal musical ideas;
- (d) identify the structure and elements in music selected for performance;
- (e) evaluate accuracy and expressiveness of musical performances;
- (f) perform music with expression, technical accuracy, and interpretation;
- (g) explain connections to responses, musical structure, and elements;
- (h) explain how expressive qualities help performers interpret music;
- (i) use established criteria to evaluate musical works and performances;
- (j) convey personal emotions using elements of music; and
- (k) demonstrate understanding of the connection between music and its historical and cultural context.

(5) The dance content standards for fourth grade are that each student will:

- (a) use elements of dance to create a series of movements;
- (b) plan a dance sequence with a variety of movement patterns and structures;
- (c) revise and explain choices made in movement changes within dance sequences;
- (d) demonstrate shapes and expand the range of movements in a dance sequence;
- (e) demonstrate technical dance skills that coordinate with other dancers;
- (f) use a variety of production elements to create a formal dance performance space;
- (g) compare movement patterns within a genre or style;
- (h) identify intent of a dance by relating the movements, ideas, and context using dance vocabulary;
- (i) discuss and demonstrate the movement characteristics of a dance;
- (j) explain how the main idea of a dance is similar to or different from personal experience; and
- (k) describe how specific movements of a dance relate to culture and time period.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

#### NEW RULE VII ARTS CONTENT STANDARDS FOR FIFTH GRADE

- (1) The media arts content standards for fifth grade are that each student will:
  - (a) demonstrate original ideas and innovations for media artworks using personal and community experiences;
  - (b) develop, present, and test ideas, plans, models, and proposals for media arts productions;
  - (c) determine how elements and components can be altered for clear communication and intentional effects in media artwork;
  - (d) create media artworks through the integration of multiple contents and forms;
  - (e) perform a variety of roles while solving problems to create media art presentations;
  - (f) compare results of and improvements for presenting media artworks;
  - (g) differentiate how message and meaning are created by components in media artworks;
  - (h) compare personal and group interpretations of a variety of media artworks considering their intention and context;
  - (i) apply criteria to evaluate media artworks and production processes, considering context and practicing constructive feedback;
  - (j) demonstrate how media artworks affect meanings, situations, and cultural experiences; and
  - (k) research how media artworks and ideas relate to personal, social, and community life and culture.
- (2) The visual arts content standards for fifth grade are that each student will:
  - (a) combine diverse concepts and artistic methods to choose an approach and create an artwork;
  - (b) create artworks that document places or objects of personal significance;
  - (c) create artist statements using art vocabulary to describe personal choices in art-making;
  - (d) explain the role of a curator;
  - (e) discuss responsible and effective use of materials and techniques for preparing, presenting, and preserving artwork;
  - (f) cite evidence to explain how an exhibition presents ideas and provides information about a specific concept or topic;
  - (g) compare personal interpretations of artwork to others' interpretations;
  - (h) analyze use of structure, context, and visual elements to convey ideas and mood in artworks;
  - (i) evaluate artworks based on styles, genres, and media;
  - (j) apply formal and conceptual knowledge of art and design to make artwork;and
  - (k) identify how artworks are used to inform or change beliefs, values, or behaviors of an individual or society.
- (3) The theatre arts content standards for fifth grade are that each student will:
  - (a) implement design ideas that support the story in a drama or theatre work;
  - (b) participate in specific responsibilities required to present a drama or theatre work informally to an audience;
  - (c) evaluate choices to improve an improvised or scripted drama or theatre

work;

(d) experiment with physical and vocal choices to create meaning in drama and theatre works;

(e) demonstrate the use of technical elements in drama and theatre works;

(f) present drama and theatre works informally for an audience;

(g) explain personal reactions to artistic choices made in drama and theatre works;

(h) explain how cultural perspectives influence personal responses to characters in drama and theatre works;

(i) implement criteria to evaluate drama and theatre works;

(j) explain how drama and theatre work connects one to a community or culture; and

(k) investigate historical, global, and cultural issues in drama and theatre works.

(4) The music content standards for fifth grade are that each student will:

(a) improvise rhythmic, melodic, and harmonic ideas for a specific purpose;

(b) develop musical ideas for an express purpose;

(c) describe revisions to personal musical ideas;

(d) compare the structure and elements of music in works selected for performance;

(e) evaluate the accuracy, effectiveness, and expressiveness of musical performances;

(f) perform music with expression, technical accuracy, and interpretation that conveys the composer's intent;

(g) cite evidence that connects musical selections to specific experiences;

(h) describe how performers interpret expressive intent in music;

(i) use established criteria to evaluate the quality of musical works and performances;

(j) demonstrate how a musical experience forms an emotional, physical, and cultural connection; and

(k) compare connections between music and historical and cultural context.

(5) The dance content standards for fifth grade are that each student will:

(a) use elements of dance to create a movement series;

(b) create a dance sequence that communicates an idea;

(c) revise and explain choices made to refine movement changes in dance sequences;

(d) perform dance sequences using a variety of rhythms;

(e) execute a series of dance sequences using technical dance skills;

(f) collaborate to adapt dance to performance venues;

(g) analyze characteristics of diverse dance genres and styles;

(h) explain how movement can communicate meaning and intent in a dance using dance vocabulary;

(i) use criteria to compare characteristic movements in dances from a variety of genres and styles;

(j) analyze dances with contrasting themes; and

(k) describe how specific movements or qualities of a dance communicate the ideas and perspectives of culture.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE VIII ARTS CONTENT STANDARDS FOR SIXTH THROUGH EIGHTH GRADES (1) The media arts content standards for sixth through eighth grades are that each student will:

- (a) produce ideas, goals, and solutions for original media artworks;
- (b) analyze ideas, plans, prototypes, and creative processes for media arts productions;
- (c) improve the technical quality of media artworks by selecting expressive and stylistic elements to reflect an understanding of purpose, audience, and place;
- (d) integrate multiple content areas and forms into media artwork productions that convey perspectives, themes, and narratives;
- (e) demonstrate a range of skills and roles in creating and performing media arts presentations;
- (f) analyze results of and improvements for presenting media artworks;
- (g) evaluate the qualities of and relationships between the components and style in media artworks;
- (h) compare and contrast the intent of a variety of media artworks and how they impact understanding of one's own and other cultures;
- (i) compare and contrast media artworks and production processes to context and artistic goals;
- (j) analyze how media artworks expand meaning and knowledge, create cultural experiences and influence local and global events; and
- (k) compare how media artworks and ideas relate to various contexts, purposes, and values.

(2) The visual arts content standards for sixth through eighth grade are that each student will:

- (a) design project steps and criteria to reach an identified goal and investigate personally relevant content for art making;
- (b) demonstrate awareness of issues and ethics of appropriation as they create artworks and design;
- (c) apply criteria to plan revisions for artwork or design;
- (d) compare similarities and differences associated with preserving and presenting two-dimensional, three-dimensional and digital artwork;
- (e) evaluate methods for preparing and presenting artwork based on criteria;
- (f) explain and cite evidence about how exhibits reflect history and values of a community;
- (g) explain how a person's aesthetic choices are influenced by culture and environment;
- (h) collaborate to interpret artworks;
- (i) develop criteria to evaluate artwork;
- (j) use art to express ideas and current interests; and
- (k) distinguish different ways that artworks represent, establish, reinforce, and reflect group identity.

(3) The theatre arts content standards for sixth through eighth grades are that each student will:

- (a) develop a character in a drama or theatre work;
  - (b) demonstrate leadership and collaboration when developing a drama or theatre work;
  - (c) analyze scripted drama and theatre works;
  - (d) identify the essential events in a story or script that make up the dramatic structure;
  - (e) analyze how technical elements enhance drama and theatre works;
  - (f) perform a rehearsed drama or theatre work for an audience;
  - (g) evaluate the artistic choices in drama and theatre works;
  - (h) analyze how cultural perspectives influence the evaluation of drama and theatre work;
  - (i) evaluate drama and theatre works using supporting evidence;
  - (j) research how cultural perspectives, community ideas, and personal beliefs impact a drama or theatre work; and
  - (k) use different forms of drama and theatre work to examine contemporary, social, cultural, or global issues.
- (4) The music content standards for sixth through eighth grades, when a district incorporates or integrates music into district curriculum or offers an elective course in general music, performance-based classes, music technology, or music theory, are that each student will:
- (a) generate rhythmic, melodic, and harmonic phrases and harmonic accompaniments;
  - (b) select musical ideas for arrangements, songs, and compositions;
  - (c) evaluate personal musical ideas;
  - (d) evaluate the structure of contrasting pieces of music selected for performance;
  - (e) rehearse and determine when music is ready to perform;
  - (f) perform music with technical accuracy, expression, and culturally respectful practices to convey the composer's intent.
  - (g) compare connections between musical selections for a specific purpose;
  - (h) compare how composers and performers interpret expressive qualities of music to create performances;
  - (i) develop criteria to evaluate musical works and performances;
  - (j) evaluate how personal connections inform creation, performance, and response to music; and
  - (k) evaluate connections between music and historical and cultural context.
- (5) The dance content standards for sixth through eighth grade are that each student will:
- (a) create an original dance;
  - (b) create an original dance that communicates an idea;
  - (c) revise movements in dance sequences based on artistic criteria;
  - (d) present dance sequences from a variety of genres and styles;
  - (e) execute and coordinate technical dance skills in performance;
  - (f) collaborate with others to design and execute a dance production;
  - (g) explain how the elements of dance are used to communicate intent in a variety of genres or styles;
  - (h) explain relationships among the elements of dance that support intent;

- (i) use criteria to determine what makes an effective performance;
- (j) create a movement sequence of two contrasting ideas; and
- (k) analyze how dances from a variety of cultures and time periods reveal ideas and perspectives.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE IX ARTS CONTENT STANDARDS FOR NINTH THROUGH TWELFTH GRADES (1) The media arts content standards for ninth through twelfth grades are that each student will:

- (a) integrate ideas, develop artistic goals, and problem solve in media arts creation processes;
- (b) apply criteria in developing and refining artistic ideas, plans, prototypes, and production processes;
- (c) enhance and modify media artworks, honing aesthetic quality;
- (d) synthesize various art forms and themes into media artwork productions considering the reaction and interaction of the audience;
- (e) demonstrate a progression of skills by fulfilling specific roles in the production of a variety of media arts presentations;
- (f) evaluate impact and implement improvements in presenting media artworks considering personal, local, and social impacts;
- (g) synthesize the qualities and relationships of the components in a variety of media artworks to create intention and persuasion;
- (h) analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts;
- (i) analyze critiques of media artworks and production processes;
- (j) demonstrate the use of media artworks to synthesize new meaning and knowledge that reflect and form cultural experiences; and
- (k) analyze how media artworks and ideas relate to various contexts, purposes, and values.

(2) The visual arts content standards for ninth through twelfth grades are that each student will:

- (a) develop plans for creating art and design works using various materials and methods from traditional and contemporary practices;
- (b) create art or design projects in response to contemporary issues that demonstrate an awareness of ethical implications of making and distributing creative works;
- (c) complete artworks or design incorporating relevant criteria as well as personal artistic vision;
- (d) curate artifacts and artworks for presentation and preservation;
- (e) apply appropriate methods or processes to display artwork in a specific place;
- (f) analyze an exhibit or collection's impact on personal awareness of social, cultural, or political beliefs and understandings;
- (g) evaluate the effectiveness of an artwork as perceived by a variety of audiences;

- (h) defend an interpretation of an artwork or collections of artworks;
- (i) analyze a collection of artwork based on sets of criteria;
- (j) incorporate knowledge of personal, social, cultural, and historical life to create artworks; and
- (k) compare uses of art in a variety of personal, societal, cultural, and historical contexts.

(3) The theatre arts content standards for ninth through twelfth grades are that each student will:

- (a) examine the roles of character, story, playwright, theatre tradition, and genre in a drama or theatre work;
- (b) analyze the collaborative relationship of the actor, director, and playwright in creating a drama or theatre work;
- (c) refine design choices to support the story and impact of devised or scripted drama and theatre works;
- (d) apply a variety of acting techniques in the rehearsal and performance of drama and theatre works;
- (e) apply technical elements to enhance the production of drama and theatre works;
- (f) perform a rehearsed scripted drama or theatre work for a specific audience;
- (g) synthesize what is seen, felt, and heard in drama and theatre works to develop criteria for personal artistic choices;
- (h) analyze how artistic choices are developed from personal experiences in drama and theatre works;
- (i) analyze a drama or theatre work using personal aesthetics and artistic criteria;
- (j) collaborate on drama or theatre work that examines a critical issue using various perspectives; and
- (k) analyze the social, historical, and cultural contexts of drama and theatre works.

(4) The music content standards for ninth through twelfth grades, when a district incorporates or integrates music into district curriculum or offers an elective course in general music, performance-based classes, music technology, or music theory, are that each student will:

- (a) analyze rhythmic, melodic, and harmonic phrases and harmonic accompaniments for expressive intent;
- (b) assemble and organize sounds or short musical ideas for express purposes;
- (c) analyze and revise the technical and expressive aspects of personal musical ideas;
- (d) analyze how the elements of a musical performance relate to style and mood;
- (e) analyze ways a performance conveys the elements of music, style, and mood;
- (f) analyze musical performances to explain how the elements of music are used to convey intent;
- (g) analyze elements of music in selected works for specific responses;

- (h) analyze composers' and performers' expressive intent in interpretations of music;
  - (i) develop criteria to analyze the technical and expressive qualities of music and performances;
  - (j) analyze how interests, knowledge, and skills relate to intent when creating, performing, and responding to music; and
  - (k) analyze relationships between music, arts, society, and cultures.
- (5) The dance content standards for ninth through twelfth grades are that each student will:
- (a) analyze established dance forms to inform their own original dances;
  - (b) analyze dance patterns and sequences;
  - (c) analyze and evaluate the impact of choices made in revising dance sequences;
  - (d) present an expanded repertoire of movement and dance compositions;
  - (e) use technical dance skills to perform in a variety of dance genres;
  - (f) collaborate with others to produce a dance production that reflects the artistic intent of a dance performance;
  - (g) compare and contrast movement patterns and the elements of dance in a variety of genres and styles;
  - (h) analyze and interpret how elements of dance contribute to artistic expression across genres and styles;
  - (i) analyze the artistic expression of a dance and discuss insights using criteria and genre-specific dance vocabulary;
  - (j) perform a dance inspired by a topic of interest; and
  - (k) analyze how dances from a variety of cultures and time periods communicate specific purpose and meaning.
4. The rules as proposed to be amended provide as follows, new matter underlined, deleted matter interlined:

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.53.101 EXPLANATION OF THE CONTENT STANDARDS (1) The content standards shall be used by school districts to develop local curriculum and assessment in all the content areas including:

- (i) English language arts and literacy in history/social studies, science and technical subjects and mathematics and mathematical practices. proficiency;
- (ii) English language arts and literacy;
- (iii) mathematics; and
- (iv) arts.

(2) The K-12 content standards describe what students shall know, understand, and be able to do in these content standards. These K-12 ~~grade-specific~~ standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

AUTH: 20-2-114, MCA

MAR Notice No.10-63-275

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.53.102 INDIAN EDUCATION (1) Curriculum and instruction of the content standards ~~ARM 10.53.101~~ under this chapter shall incorporate the distinct and unique cultural heritage of Montana American Indians pursuant to Article X Section 1(2) of the Constitution of the state of Montana and 20-1-501 and 20-9-309(2)(c), MCA.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, 20-3-106, 20-7-101, 20-9-309, MCA

10.53.103 DEFINITIONS (1) "Content standard" means what all students should know, understand, and be able to do ~~in English language arts and literacy in history/social studies, science and technical subjects and mathematics and mathematical practices in each of the content areas in this chapter.~~

(2) "Mathematical practices" describe processes and proficiencies students use as practitioners of the discipline of mathematics.

(3) The symbol "+" denotes science, technology, engineering, mathematics (STEM) standards that students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics.

(4) The symbol "\*" denotes specific modeling standards appearing throughout the high school mathematics standards.

(5) "Literacy in history/social studies, science, and technical subjects" means instruction in reading, writing, speaking, listening, and language use is a shared responsibility by teachers of English language arts and other content areas.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2501 EXPLANATION OF THE CONTENT AND PERFORMANCE STANDARDS (1) The content and performance standards shall be used by school districts to develop local curriculum and assessment in ~~all the content areas including: communication arts (reading, literature, writing, speaking and listening, and media literacy); arts; health enhancement; library media; mathematics; science; social studies; technology; world languages; workplace competencies; and career and vocational/technical education.~~ The K-12 content standards describe what students shall know, understand and be able to do in these content areas. Benchmarks define the expectations for students' knowledge, skills, and abilities along a developmental continuum in each content area. Progress toward meeting these standards is measured at three points along that continuum: the end of grade 4, the end of grade 8, and upon graduation. Performance standards define the quality of student performance and describe the performance to be demonstrated. Performance level descriptions provide a picture or profile of student achievement at the four performance levels: advanced, proficient,

nearing proficiency, and novice.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

5. The Board proposes to repeal the following rules:

10.54.2810 ARTS CONTENT STANDARD 1, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2811 BENCHMARK FOR ARTS CONTENT STANDARD 1 FOR END OF GRADE 4, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2812 BENCHMARK FOR ARTS CONTENT STANDARD 1 FOR END OF GRADE 8, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2813 BENCHMARK FOR ARTS CONTENT STANDARD 1 UPON GRADUATION, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2820 ARTS CONTENT STANDARD 2, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2821 BENCHMARK FOR ARTS CONTENT STANDARD 2 FOR END OF GRADE 4, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2822 BENCHMARK FOR ARTS CONTENT STANDARD 2 FOR END OF GRADE 8, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2823 BENCHMARK FOR ARTS CONTENT STANDARD 2 UPON GRADUATION, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2830 ARTS CONTENT STANDARD 3, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2831 BENCHMARK FOR ARTS CONTENT STANDARD 3 FOR END OF GRADE 4, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2832 BENCHMARK FOR ARTS CONTENT STANDARD 3 FOR END OF GRADE 8, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2833 BENCHMARK FOR ARTS CONTENT STANDARD 3 UPON GRADUATION, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2840 ARTS CONTENT STANDARD 4, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2841 BENCHMARK FOR ARTS CONTENT STANDARD 4 FOR END OF GRADE 4, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2842 BENCHMARK FOR ARTS CONTENT STANDARD 4 FOR END OF GRADE 8, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2843 BENCHMARK FOR ARTS CONTENT STANDARD 4 UPON GRADUATION, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2850 ARTS CONTENT STANDARD 5, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2851 BENCHMARK FOR ARTS CONTENT STANDARD 5 FOR END OF GRADE 4, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2852 BENCHMARK FOR ARTS CONTENT STANDARD 5 FOR END OF GRADE 8, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2853 BENCHMARK FOR ARTS CONTENT STANDARD 5 UPON GRADUATION, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2860 ARTS CONTENT STANDARD 6, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2861 BENCHMARK FOR ARTS CONTENT STANDARD 6 FOR END OF GRADE 4, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2862 BENCHMARK FOR ARTS CONTENT STANDARD 6 FOR END OF GRADE 8, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2863 BENCHMARK FOR ARTS CONTENT STANDARD 6 UPON GRADUATION, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2887 ADVANCED ARTS PERFORMANCE STANDARDS FOR END OF GRADE 4, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2888 PROFICIENT ARTS PERFORMANCE STANDARDS FOR END OF GRADE 4, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2889 NEARING PROFICIENCY ARTS PERFORMANCE STANDARDS FOR END OF GRADE 4, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2890 NOVICE ARTS PERFORMANCE STANDARDS FOR END OF GRADE 4, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2891 ADVANCED ARTS PERFORMANCE STANDARDS FOR END OF GRADE 8, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2892 PROFICIENT ARTS PERFORMANCE STANDARDS FOR END OF GRADE 8, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2893 NEARING PROFICIENCY ARTS PERFORMANCE STANDARDS FOR END OF GRADE 8, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2894 NOVICE ARTS PERFORMANCE STANDARDS FOR END OF GRADE 8, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2895 ADVANCED ARTS PERFORMANCE STANDARDS UPON GRADUATION, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2896 PROFICIENT ARTS PERFORMANCE STANDARDS UPON GRADUATION, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2897 NEARING PROFICIENCY ARTS PERFORMANCE STANDARDS UPON GRADUATION, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2898 NOVICE ARTS PERFORMANCE STANDARDS UPON GRADUATION, AUTH: 20-2-114; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

6. 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 Senate Bill 152 of the 2005 Legislative Session 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.

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 including,

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.

7. Economic impact statement summary: 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 arts 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.

8. The proposed effective date of these rules is July 1, 2017.

9. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov and must be received no later than 5:00 p.m., June 30, 2016.

10. Peter Donovan has been designated to preside over and conduct this hearing.

11. The board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by the board. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which

program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 8 above or may be made by completing a request form at any rules hearing held by the board.

12. An electronic copy of this proposal notice is available through the Secretary of State's web site at <http://sos.mt.gov/ARM/Register>. The Secretary of State strives to make the electronic copy of the notice conform to the official version of the notice, as printed in the Montana Administrative Register, but advises all concerned persons that in the event of a discrepancy between the official printed text of the notice and the electronic version of the notice, only the official printed text will be considered. In addition, although the Secretary of State works to keep its web site accessible at all times, concerned persons should be aware that the web site may be unavailable during some periods, due to system maintenance or technical problems.

13. The bill sponsor contact requirements of 2-4-302, MCA, do not apply.

14. With regard to the requirements of 2-4-111, MCA, the board has determined that the amendment of the above-referenced rule will not significantly and directly impact small businesses.

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Peter Donovan  
Rule Reviewer

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Sharon Carroll  
Board Chair  
Board of Public Education

Certified to the Secretary of State May 23, 2016.

## 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

### Arts

#### 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 4<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup> 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.

## Economic Impact Statement for Content Standards Revision

### Arts

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

## Economic Impact Statement for Content Standards Revision

### Arts

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

## Economic Impact Statement for Content Standards Revision

### Arts

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

## **Economic Impact Statement for Content Standards Revision**

### **Arts**

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.

## Economic Impact Statement for Content Standards Revision

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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 follow 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.

## Economic Impact Statement for Content Standards Revision

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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.

## Economic Impact Statement for Content Standards Revision

### Arts

#### 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](#))

## Economic Impact Statement for Content Standards Revision

### Arts

#### 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.

<b>Role of Survey Respondents:</b>	<b>Total</b>
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
<b>Total</b>	<b>75</b>

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

## Economic Impact Statement for Content Standards Revision

### Arts

#### 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

**ITEM 13**

**RECOMMEND APPROVAL OF NOTICE OF  
PUBLIC HEARING ON PROPOSED REPEAL,  
AMENDMENT, AND ADOPTION OF  
MONTANA HEALTH ENHANCEMENT  
STANDARDS, ARM TITLE 10, CHAPTERS 53  
AND 54**

**Karin Billings, Madalyn Quinlan**

**EXECUTIVE SUMMARY  
BOARD OF PUBLIC EDUCATION MEETING  
May 12-13, 2016**

AGENDA ITEM:	Recommend Approval of Notice of Public Hearing on Proposed Repeal, Amendment, and Adoption of Montana Health Enhancement Standards, ARM Title 10, Chapter 53 and 54
PRESENTATION:	This is the second 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 revised 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.
PRESENTERS:	<p>NAME: Karin Billings TITLE: Division Administrator, Health Enhancement and Safety Division, Office of Public Instruction</p> <p>NAME: Madalyn Quinlan TITLE: Chief of Staff, Office of Public Instruction</p>
OVERVIEW:	<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>This item includes the Montana Administrative Register Notice of Public Hearing, a revised timeline, and presentation of the Economic Impact Statement (EIS) prepared for the proposed Health Enhancement Standards.</p>
REQUESTED DECISION(S):	Approval of the proposed rule changes as set forth on the attached Notice of Public Hearing and authorization to file the Notice of Public Hearing with the SOS for publication in the Montana Administrative Register.
OUTLYING ISSUE(S):	None identified at this time.
RECOMMENDATION(S):	Vote to approve proposed rule changes, approve the Notice of Public Hearing, and authorize filing of the Notice with the SOS for publication in the Montana Administrative Register.

**REVISED**  
**TIMELINE FOR HEALTH ENHANCEMENT STANDARDS**  
**May 2016**

- Introduction of work on rule changes 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 ..... June 27, 2016
- Final Public Input deadline..... June 30, 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

BEFORE THE BOARD OF PUBLIC EDUCATION  
OF THE STATE OF MONTANA

In the matter of the adoption of NEW	)	NOTICE OF PUBLIC HEARING ON
RULE I through XIX, amendment of	)	PROPOSED ADOPTION,
ARM 10.54.2501, and repeal of ARM	)	AMENDMENT, AND PREPEAL
10.54.7010 through 10.54.7013,	)	
10.54.7020 through 10.54.7023,	)	
10.54.7030 through 10.54.7033,	)	
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	)	
pertaining to K-12 health	)	
enhancement and physical education	)	
content standards	)	

TO: All Concerned Persons

1. On June 27, 2016, at 10:00 a.m., the Board of Public Education will hold a public hearing in room 172 at the Montana Capitol Building, Helena, Montana, to consider the proposed adoption, amendment, and repeal of the above-stated rules.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on June 20, 2016 to advise us of the nature of the accommodation that you need. Please contact Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov.

3. The rules as proposed to be adopted provide as follows:

NEW RULE I HEALTH CONTENT STANDARDS (1) The content standards for health are that students:

- (a) comprehend concepts related to health promotion and disease prevention to enhance personal health;
- (b) analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors;
- (c) demonstrate the ability to access current medically accurate information, products, and services to enhance health;
- (d) demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks;
- (e) demonstrate the ability to use decision-making skills to enhance health and safety;

- (f) demonstrate the ability to use goal-setting skills to enhance health;
- (g) demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks; and
- (h) demonstrate the ability to advocate for personal, family, and community health.

NEW RULE II HEALTH STANDARDS FOR KINDERGARTEN (1) The health standards for kindergarten are that each student will be able to:

(a) comprehend concepts related to health promotion and disease prevention to enhance personal health by:

- (i) identifying age-appropriate healthy and unhealthy behaviors;
- (ii) identifying types of physical, mental, and emotional health;
- (iii) identifying types of family and social health, including those of traditional and contemporary American Indian cultures and practices;
- (iv) identifying ways germs are spread;
- (v) showing ways to prevent the spread of germs;
- (vi) identifying environmental factors that can affect health;
- (vii) identifying safety practices at school and in the community;
- (viii) identifying common childhood injuries;
- (ix) giving examples of health care; and
- (x) identifying age-appropriate body parts and their function.

(b) analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors by:

- (i) identifying family practices that promote health; and
  - (ii) identifying healthy practices at school.
- (c) demonstrate the ability to access current medically accurate information, products, and services to enhance health by:

- (i) identifying adults who help promote health; and
  - (ii) identifying school and community health and safety resources.
- (d) demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks by:

- (i) identifying feelings and emotions;
  - (ii) understanding that listening is a respectful and caring behavior;
  - (iii) using refusal skills in risky situations;
  - (iv) identifying risky situations; and
  - (v) identifying dangerous situations.
- (e) demonstrate the ability to use decision-making skills to enhance health and safety by:

- (i) giving examples of safe and healthy decisions;
- (ii) identifying persons who can assist with safety and health-related decisions;

(iii) identifying ways to solve safety and health-related issues or problems; and

(iv) identifying possible consequences of choices when making safety and health-related decisions.

- (f) demonstrate the ability to use goal-setting skills to enhance health by:
  - (i) identifying healthy habits; and

- (ii) identifying ways family members model healthy behaviors.
  - (g) demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks by:
    - (i) identifying healthy behaviors toward self and others;
    - (ii) identifying personal health practices and behaviors; and
    - (iii) identifying behaviors that are harmful or risky to health.
  - (h) demonstrate the ability to advocate for personal, family, and community health by:
    - (i) identifying ways to ask others to assist in promoting health;
    - (ii) identifying positive health choices that can be made by peers and self;
- and
- (iii) identifying health-related messages.

NEW RULE III HEALTH STANDARDS FOR FIRST GRADE (1) The health standards for first grade are that each student will be able to:

- (a) comprehend concepts related to health promotion and disease prevention to enhance personal health by:
  - (i) describing healthy behaviors;
  - (ii) giving examples of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices;
  - (iii) identifying ways to prevent the spread of germs;
  - (iv) identifying environmental factors that can affect health;
  - (v) identifying ways to be safe and healthy at school and in the community;
  - (vi) identifying common childhood injuries and their treatment;
  - (vii) identifying reasons for seeing a health care professional; and
  - (viii) identifying basic body systems such as circulatory, respiratory, cardiovascular, skeletal, muscular, digestive, and nervous.
- (b) analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors by:
  - (i) describing ways a family practices health promotion;
  - (ii) identifying ways that peers influence behavior;
  - (iii) identifying ways in which schools promote personal health practices and behaviors; and
  - (iv) identifying examples from different media sources that influence health.
- (c) demonstrate the ability to access current medically accurate information, products, and services to enhance health by:
  - (i) describing ways adults can help promote health; and
  - (ii) describing school and community health and safety resources.
- (d) demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks by:
  - (i) showing how to share feelings in a healthy way;
  - (ii) describing ways listening is a respectful and caring behavior;
  - (iii) describing and demonstrating how to use a variety of refusal skills; and
  - (iv) describing how to get help in a dangerous situation.
- (e) demonstrate the ability to use decision-making skills to enhance health and safety by:

- (i) identifying steps in making safe and healthy decisions;
  - (ii) identifying examples of responsible safety and health-related decisions;
  - (iii) identifying ways to solve safety and health-related issues or problems;
- and
- (iv) identifying possible consequences of choices when making safety and health-related decisions.
- (f) demonstrate the ability to use goal-setting skills to enhance health by:
    - (i) explaining types of healthy habits; and
    - (ii) identifying a goal and who can help achieve that goal.
  - (g) demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks by:
    - (i) identifying examples of healthy behaviors toward self and others;
    - (ii) telling ways to maintain or improve personal health behaviors; and
    - (iii) explaining harmful or risky behaviors to health.
  - (h) demonstrate the ability to advocate for personal, family, and community health by:
    - (i) expressing how to ask others to assist in promoting health;
    - (ii) showing how peers can make positive health choices; and
    - (iii) listing a variety of health-related messages.

NEW RULE IV HEALTH STANDARDS FOR SECOND GRADE (1) The health standards for second grade are that each student will be able to:

- (a) comprehend concepts related to health promotion and disease prevention to enhance personal health by:
  - (i) identifying and explaining how health behaviors affect personal health;
  - (ii) recognizing that there are multiple dimensions of health, such as physical, mental, and emotional, as well as family and social health, including those of traditional and contemporary American Indian cultures and practices;
  - (iii) describing some ways to prevent childhood communicable diseases;
  - (iv) describing common environmental factors that can affect health;
  - (v) giving examples of how to be safe at school and in the community;
  - (vi) identifying ways to prevent and treat common childhood injuries;
  - (vii) describing why it is important to seek health care; and
  - (viii) identifying basic body systems and their function such as the circulatory, respiratory, cardiovascular, skeletal, muscular, digestive, and nervous.
- (b) analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors by:
  - (i) identifying how family and culture influence personal health practices and behaviors;
  - (ii) identifying ways that peers influence behavior;
  - (iii) identifying what the school can do to support personal health practices and behaviors;
  - (iv) describing how the media can influence health behaviors; and
  - (v) giving examples of school or community policies that promote health and safety.
- (c) demonstrate the ability to access current medically accurate information, products, and services to enhance health by:

- (i) identifying trusted adults and professionals who can help promote health;
- and
- (ii) identifying ways to locate school and community health and safety resources.
- (d) demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks by:
  - (i) identifying healthy ways to express needs, wants, and feelings;
  - (ii) using listening skills to enhance health;
  - (iii) exhibiting ways to respond in an unwanted, threatening, or dangerous situation; and
  - (iv) expressing ways to tell a trusted adult if threatened or harmed.
- (e) demonstrate the ability to use decision-making skills to enhance health and safety by:
  - (i) identifying situations when a safety and health-related decision is needed;
  - (ii) differentiating between situations when a safety and health-related decision can be made individually or when assistance is needed;
  - (iii) describing ways to solve safety and health-related issues or problems;
- and
- (iv) describing possible consequences of choices when making safety and health-related decisions.
- (f) demonstrate the ability to use goal-setting skills to enhance health by:
  - (i) identifying short-term personal health goals and taking action towards achieving goals; and
  - (ii) identifying who can help when assistance is needed to achieve a personal health goal.
- (g) demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks by:
  - (i) exhibiting healthy behaviors toward self and others;
  - (ii) exhibiting healthy practices and behaviors to maintain or improve personal health; and
  - (iii) discussing behaviors that avoid or reduce health risk.
- (h) demonstrate the ability to advocate for personal, family, and community health by:
  - (i) making requests to promote health;
  - (ii) identifying ways to encourage others to make positive health choices; and
  - (iii) describing health messages and communication techniques.

NEW RULE V HEALTH STANDARDS FOR THIRD GRADE (1) The health standards for third grade are that each student will be able to:

- (a) comprehend concepts related to health promotion and disease prevention to enhance personal health by:
  - (i) identifying links between healthy choices and personal health;
  - (ii) defining life skills that improve health and wellness;
  - (iii) using goal-setting to practice healthy behaviors;
  - (iv) describing various characteristics of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices;

- (v) explaining the difference between childhood communicable and non-communicable diseases;
  - (vi) identifying the potential sources of environmental factors that affect health;
  - (vii) describing how health can be affected by school and community environments;
  - (viii) identifying common childhood health problems;
  - (ix) identifying situations that require health care; and
  - (x) identifying body systems and their function including circulatory, respiratory, cardiovascular, skeletal, muscular, digestive, and nervous.
- (b) analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors by:
- (i) describing ways family and culture influence personal health practices and behavior;
  - (ii) describing ways that peers influence behavior;
  - (iii) explaining ways the school can support personal health practices and behaviors;
  - (iv) discussing ways the media can influence thoughts, feelings, and health behaviors;
  - (v) identifying types of technology that influence personal health; and
  - (vi) describing ways that school and community policies promote health and safety.
- (c) demonstrate the ability to access current medically accurate information, products, and services to enhance health by:
- (i) giving examples of valid health information, products, and services; and
  - (ii) identifying resources available at home, school, tribe, and community that provide valid health information.
- (d) demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks by:
- (i) expressing ways to show respect for self and others, including those of traditional and contemporary American Indian cultures and practices;
  - (ii) identifying verbal and nonverbal refusal skills;
  - (iii) recognizing conflict and applying nonviolent strategies to manage or resolve conflict; and
  - (iv) discussing situations when it is necessary to seek assistance for the health and safety of self and others.
- (e) demonstrate the ability to use decision-making skills to enhance health and safety by:
- (i) identifying routine safety and health-related situations;
  - (ii) discussing situations when support is needed in making safety and health-related decisions;
  - (iii) discussing various options to safety and health-related issues or problems;
  - (iv) discussing possible consequences of choices when making safety and health-related decisions; and
  - (v) identifying outcomes for various safety, healthy, and unhealthy decisions.
  - (f) demonstrate the ability to use goal-setting skills to enhance health by:

- (i) describing ways to set personal health goals; and
- (ii) explaining how friends, adults, and resources help in achieving a personal health goal.

(g) demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks by:

- (i) describing practices of healthy behaviors toward self and others;
- (ii) discussing reasons for responsible personal health behaviors; and
- (iii) identifying healthy and unhealthy behaviors.

(h) demonstrate the ability to advocate for personal, family, and community health by:

- (i) sharing accurate information about a health issue;
- (ii) encouraging peers to make positive health choices; and
- (iii) discussing health-related messages and communication techniques.

NEW RULE VI HEALTH STANDARDS FOR FOURTH GRADE (1) The health standards for fourth grade are that each student will be able to:

(a) comprehend concepts related to health promotion and disease prevention to enhance personal health by:

- (i) identifying life skills that improve health and wellness;
- (ii) discussing healthy and unhealthy behaviors and their effect on health;
- (iii) identifying personal health enhancing strategies that encompass

substance abuse, nutrition, exercise, injury and disease prevention, and stress management, including traditional and contemporary strategies from American Indian cultures;

- (iv) describing risky behaviors and their potential consequences;
- (v) discussing various types of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices;

(vi) describing how universal precautions and other hygienic practices reduce the risk for contracting disease;

(vii) describing the potential sources of environmental factors that affect health;

- (viii) discussing practices for safe school and community environments;
- (ix) describing common childhood health problems and potential treatments;
- (x) describing when it is important to seek health care; and
- (xi) discussing the structure and function of each of the following major

systems: circulatory, respiratory, cardiovascular, skeletal, muscular, digestive, and nervous.

(b) analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors by:

(i) explaining ways family and culture influence personal health practices and behaviors;

(ii) discussing ways that peers influence behavior;

(iii) identifying how the school, tribe, and community can support personal health practices and behaviors;

(iv) discussing why the media influences thoughts, feelings, and health behaviors;

- (v) identifying ways technology can influence personal health; and
- (vi) discussing ways that school and community policies promote health, safety, and disease prevention.
- (c) demonstrate the ability to access current medically accurate information, products, and services to enhance health by:
  - (i) identifying qualities of valid health information, products, and services; and
  - (ii) describing resources from home, school, tribe, and community that provide valid health information.
- (d) demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks by:
  - (i) demonstrating ways to communicate care, consideration, and respect of self and others, including those of traditional and contemporary American Indian cultures and practices;
  - (ii) identifying reasons to use refusal skills to avoid or reduce health risks;
  - (iii) identifying strategies to control angry feelings; and
  - (iv) describing reasons for seeking assistance to enhance the health and safety of self and others.
- (e) demonstrate the ability to use decision-making skills to enhance health and safety by:
  - (i) discussing options of what to do in potential safety and health-risk situations;
  - (ii) identifying situations when assistance is needed to make safety and health-related decisions;
  - (iii) identifying positive alternatives to resolving safety and health-related issues or problems;
  - (iv) explaining possible consequences of health-related decisions; and
  - (v) creating a list of positive and negative outcomes related to various safety and health-related decisions.
- (f) demonstrate the ability to use goal-setting skills to enhance health by:
  - (i) discussing reasons for setting personal health goals; and
  - (ii) discussing personal health goal-setting and the resources that can assist in achieving goals.
- (g) demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks by:
  - (i) discussing practices of healthy behaviors toward self and others;
  - (ii) identifying responsible personal health behaviors;
  - (iii) explaining personal health practices and behaviors that maintain or improve personal health; and
  - (iv) discussing reasons for healthy behaviors that avoid or reduce health risks.
- (h) demonstrate the ability to advocate for personal, family, and community health by:
  - (i) discussing accurate information about a health issue;
  - (ii) discussing ways that encourage others to make positive health choices;and
  - (iii) comparing and contrasting health messages and communication techniques.

NEW RULE VII HEALTH STANDARDS FOR FIFTH GRADE (1) The health standards for fifth grade are that each student will be able to:

(a) comprehend concepts related to health promotion and disease prevention to enhance personal health by:

(i) explaining the relationship between healthy behaviors and personal health;

(ii) describing personal health enhancing strategies that encompass substance abuse, nutrition, exercise, injury and disease prevention and stress management, including traditional and contemporary strategies from American Indian cultures;

(iii) identifying potential consequences of engaging in risky behaviors;

(iv) identifying examples of physical, mental, emotional, family and social health, including those of traditional and contemporary American Indian cultures and practices;

(v) explaining practices used to prevent or reduce the risk of spreading or contracting communicable diseases;

(vi) discussing ways environmental factors affect health;

(vii) describing ways in which safe and healthy school and community environments can promote personal health;

(viii) describing ways to prevent and treat common childhood injuries and health problems;

(ix) giving examples of health care and their benefits, including the unique issues regarding American Indians and health care benefits; and

(x) identifying the basic structure and function of the major human body systems, including growth and development and the reproductive system.

(b) analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors by:

(i) examining how family and culture influence personal health practices and behaviors;

(ii) identifying how peers can influence healthy and unhealthy behaviors;

(iii) describing how the school, tribe, and community can support personal health practices and behaviors;

(iv) explaining how media influences thoughts, feelings, and health behaviors;

(v) discussing ways that technology can influence personal health; and

(vi) explaining how school, public, and tribal health policies can influence health promotion and disease prevention.

(c) demonstrate the ability to access current medically accurate information, products, and services to enhance health by:

(i) identifying characteristics of valid health information, products, and services; and

(ii) locating resources from home, school, tribe, and community that provide valid health information.

(d) demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks by:

(i) using effective verbal and nonverbal communication skills to enhance

health, including those of traditional and contemporary American Indian cultures and practices;

- (ii) using refusal skills that avoid or reduce health risks;
  - (iii) using nonviolent strategies to manage or resolve conflict; and
  - (iv) discussing how to ask for assistance to enhance the health and safety of self and others.
- (e) demonstrate the ability to use decision-making skills to enhance health and safety by:
- (i) identifying health-related situations that might require thoughtful decisions;
  - (ii) analyzing when assistance is needed in making safety and health-related decisions;
  - (iii) comparing and contrasting healthy options to safety and health-related issues or problems;
  - (iv) predicting the potential outcomes of options when making safety and health-related decisions; and
  - (v) describing the outcomes of safety and health-related decisions.
- (f) demonstrate the ability to use goal-setting skills to enhance health by:
- (i) setting a personal health goal and tracking progress toward its achievement; and
  - (ii) identifying resources to assist in achieving a personal health goal.
- (g) demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks by:
- (i) explaining benefits of healthy behaviors toward self and others;
  - (ii) practicing responsible personal health behaviors;
  - (iii) demonstrating a variety of healthy practices and behaviors to maintain or improve personal health; and
  - (iv) using a variety of behaviors to avoid or reduce health risks.
- (h) demonstrate the ability to advocate for personal, family, and community health by:
- (i) expressing opinions and giving accurate information about health issues;
  - (ii) practicing and rationalizing reasons for positive health choices; and
  - (iii) evaluating various health messages and communication techniques.

#### NEW RULE VIII HEALTH STANDARDS FOR SIXTH THROUGH EIGHTH

GRADE (1) The health standards for sixth through eighth grade are that each student will be able to:

- (a) comprehend concepts related to health promotion and disease prevention to enhance personal health by:
  - (i) discussing the relationship between healthy behaviors and personal health;
  - (ii) describing the benefits of and barriers to practicing healthy behaviors;
  - (iii) analyzing behaviors that promote health enhancing strategies for issues such as substance abuse prevention, nutrition, sexual activity, exercise, injury and disease prevention, and stress management, including traditional and contemporary strategies from American Indian cultures;

- (iv) identifying examples of physical, mental, emotional, family, and social health including those of traditional and contemporary American Indian cultures and practices;
  - (v) explaining practices used to prevent or reduce the risk of spreading or contracting communicable diseases;
  - (vi) discussing ways environmental factors affect health;
  - (vii) analyzing ways in which safe and healthy school and community environments can promote personal health;
  - (viii) describing ways to reduce or prevent injuries and other adolescent health problems;
  - (ix) explaining how appropriate health care can promote personal health, including the unique issues regarding American Indians and health care benefits;
  - (x) defining human body systems, their function, and their interrelationship with one another; and
  - (xi) identifying basic structures and functions of the male and female reproductive health systems.
- (b) analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors by:
- (i) explaining how family and culture influence the health of adolescents;
  - (ii) explaining how the perception of societal norms influence healthy and unhealthy behaviors;
  - (iii) explaining the influence of personal values and beliefs on individual health practices and behaviors;
  - (iv) describing how peers influence healthy and unhealthy behaviors;
  - (v) explaining how the school, tribe, and community can affect personal health practices and behaviors;
  - (vi) explaining how messages from media influence health behaviors;
  - (vii) explaining the influence of technology on personal and family health; and
  - (viii) comparing and contrasting how school, public, and tribal health policies can influence health promotion and disease prevention.
- (c) demonstrate the ability to access current medically accurate information, products, and services to enhance health by:
- (i) analyzing the validity of health information, products, and services;
  - (ii) accessing valid health information from home, school, tribe, and community;
  - (iii) determining the accessibility of products that enhance health; and
  - (iv) describing situations that may require professional health services.
- (d) demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks by:
- (i) applying effective verbal and nonverbal communication skills to enhance health, including those of traditional and contemporary American Indian cultures and practices;
  - (ii) using refusal and negotiation skills that avoid or reduce health risks;
  - (iii) using effective conflict management or resolution strategies; and
  - (iv) discussing how to ask for assistance to enhance the health and safety of self and others.

- (e) demonstrate the ability to use decision-making skills to enhance health and safety by:
  - (i) identifying circumstances that can help or hinder safe and healthy decision making;
  - (ii) determining when safety and health-related situations require the application of a thoughtful decision-making process;
  - (iii) distinguishing when individual or collaborative decision making is appropriate;
  - (iv) distinguishing between safe, healthy, and unhealthy alternatives to health-related issues or problems;
  - (v) predicting the potential short-term and long-term impact of health and safety related options on self and others; and
  - (vi) analyzing the outcomes of safety and health-related decisions.
- (f) demonstrate the ability to use goal-setting skills to enhance health by:
  - (i) developing a goal to adopt, maintain, or improve personal health practices;
  - (ii) assessing personal health practices;
  - (iii) applying strategies and skills needed to attain a personal health goal; and
  - (iv) describing how personal health goals can vary with changing abilities, priorities, and responsibilities.
- (g) demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks by:
  - (i) analyzing healthy practices and behaviors that will maintain or improve the health of self and others;
  - (ii) explaining the importance of assuming responsibility for personal health behaviors; and
  - (iii) describing behaviors to avoid or reduce health risks to self and others.
- (h) demonstrate the ability to advocate for personal, family, and community health by:
  - (i) stating a health-enhancing position on a topic and support it with accurate information;
  - (ii) describing how to influence and support others to make positive health choices;
  - (iii) working cooperatively to advocate for healthy individuals, families, tribes, and schools; and
  - (iv) identifying ways in which health-related messages and communication techniques can be altered for different audiences.

**NEW RULE IX HEALTH STANDARDS FOR NINTH THROUGH TWELFTH GRADE** (1) The health standards for ninth through twelfth grade are that each student will be able to:

- (a) comprehend concepts related to health promotion and disease prevention to enhance personal health by:
  - (i) predicting how health behaviors can affect health status;
  - (ii) comparing and contrasting the benefits of and barriers to practicing a variety of healthy behaviors;
  - (iii) developing personal health enhancing strategies for issues such as substance abuse prevention, nutrition, exercise, sexual activity, injury and disease

prevention, and stress management, including traditional and contemporary strategies from American Indian cultures;

(iv) comparing and contrasting the potential consequences of engaging in risky behavior;

(v) analyzing the interrelationships of physical, mental, emotional, family and social health or personal health, including those of American Indian cultures and practices;

(vi) comparing and contrasting various ways to prevent communicable diseases;

(vii) analyzing how environmental factors and personal health are interrelated;

(viii) analyzing how genetics and family history can impact personal health;

(ix) comparing and contrasting ways to advocate for safe and healthy school and community environments to promote personal health;

(x) proposing ways to reduce or prevent injuries and health problems;

(xi) analyzing the relationship between access to health care and health status, including the unique issues regarding American Indians and health care benefits resulting from treaty obligations;

(xii) analyzing human body systems, their function and their interrelationship with one another;

(xiii) explaining the natural body changes of reproductive health;

(xiv) explaining fertilization, conception, and how the baby's sex and inherited traits are determined; and

(xv) comparing and contrasting how physical, mental, social, spiritual, and cultural factors influence attitudes about sexuality.

(b) analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors by:

(i) comparing and contrasting how the family and culture influence the health of individuals;

(ii) explaining how the perception of societal norms influence healthy and unhealthy behaviors, including those of traditional and contemporary American Indian cultures and practices;

(iii) explaining the influence of personal values and beliefs on individual health practices and behaviors;

(iv) explaining how peers influence healthy and unhealthy behaviors;

(v) evaluating how the school, tribe, and community can affect personal health practices and behaviors;

(vi) evaluating the effect of media on personal and family health;

(vii) evaluating the impact of technology on personal, family, and community health; and

(viii) explaining how public health policies and governmental regulations, including tribal, can influence health promotion and disease prevention.

(c) demonstrate the ability to access current medically accurate information, products, and services to enhance health by:

(i) evaluating the validity of health information, products, and services;

(ii) using resources from home, school, tribe, and community that provide valid health information;

- (iii) determining the accessibility of products and services that enhance health; and
- (iv) determining when professional health services may be required.
- (d) demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks by:
  - (i) using skills for communicating effectively with family, peers, and others to enhance health, including those of traditional and contemporary American Indian cultures and practices;
  - (ii) using refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks;
  - (iii) using strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others; and
  - (iv) discussing how to ask for and offer assistance to enhance the health and safety of self and others.
- (e) demonstrate the ability to use decision-making skills to enhance health and safety by:
  - (i) examining barriers that can hinder safe and healthy decision making;
  - (ii) determining the value of applying a thoughtful decision-making process in safety and health-related situations;
  - (iii) justifying when individual or collaborative decision making is appropriate;
  - (iv) generating alternatives to safety and health-related issues or problems;
  - (v) analyzing the potential short-term and long term impact of health and safety alternatives on self and others; and
  - (vi) evaluating the effectiveness of safety and health-related decisions.
- (f) demonstrate the ability to use goal-setting skills to enhance health by:
  - (i) developing a plan to attain a personal health goal that addresses strengths, needs, and risks;
  - (ii) assessing personal health practices and overall health status;
  - (iii) implementing strategies and monitoring progress in achieving a personal health goal; and
  - (iv) formulating an effective long-term personal health plan.
- (g) demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks by:
  - (i) discussing ways to advocate for a variety of healthy practices and behaviors that will maintain or improve the health of self and others;
  - (ii) analyzing the role of individual responsibility for enhancing health; and
  - (iii) discussing ways to advocate for a variety of behaviors to avoid or reduce health risks to self and others.
- (h) demonstrate the ability to advocate for personal, family, and community health by:
  - (i) using accurate peer and societal norms to formulate a health-enhancing message;
  - (ii) advocating for behaviors and practices that will support others in making positive health choices;
  - (iii) working cooperatively as an advocate for improving personal, family, and community health; and

(iv) adapting health messages and communication techniques to target audiences.

NEW RULE X CONTENT STANDARDS FOR PHYSICAL EDUCATION

(1) The content standards for physical education are that students:

(a) demonstrate competency in a variety of motor skills and movement patterns;

(b) apply knowledge of concepts, principles, strategies, and tactics related to movement and performance;

(c) demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness;

(d) exhibit responsible personal and social behavior that respects self and others;

(e) recognize the value of physical activity for health, enjoyment, self-expression, and/or social interaction.

NEW RULE XI DEFINITIONS

(1) For purposes of the physical education content standards contained in this part, the following definitions apply:

(a) "Locomotor skills" are defined as skills used to move the body from one place to another including walking, running, skipping, leaping, sliding, galloping, jumping, and hopping.

(b) "Manipulative skills" are defined as skills developed when a person handles some kind of object including throwing, kicking, striking, catching, redirecting an object in flight (such as a volleyball) or continuous control of an object such as a hoop.

(c) "Mature form/pattern" are defined as movement that is performed with ease using critical elements of the motor skill pattern that are smooth, efficient, and repetitive, and can be performed without thinking out each step of the movement.

(d) "Nonlocomotor skills" are defined as skills that are performed in place without appreciable spatial movement and include bending, and stretching, pushing, pulling, raising and lowering, twisting and turning, and shaking.

(e) "Small-sided practice tasks" are defined as games or deliberate tasks utilizing fewer students which are designed to practice particular skills or tasks.

NEW RULE XII PHYSICAL EDUCATION STANDARDS FOR

KINDERGARTEN (1) The physical education standards for kindergarten are that each student will be able to:

(a) demonstrate competency in a variety of motor skills and movement patterns by:

(i) performing basic locomotor, nonlocomotor, and manipulative skills; and

(ii) performing locomotor skills in response to teacher led creative dance.

(b) apply knowledge of concepts, principles, strategies, and tactics related to movement and performance by moving in different pathways, general space with different speeds, and in personal space to a rhythm.

(c) demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness by:

(i) recognizing that food provides energy for physical activity;

- (ii) identifying active play opportunities outside health enhancement class;
  - (iii) actively participating in health enhancement class;
  - (iv) recognizing that physical activity causes physical changes; and
  - (v) practicing warm-ups and cool-downs relative to vigorous physical activity.
- (d) exhibit responsible personal and social behavior that respects self and others by:
- (i) following directions in group settings;
  - (ii) acknowledging responsibility for behavior when prompted;
  - (iii) following instruction and direction when prompted;
  - (iv) recognizing the established protocol for class activities;
  - (v) sharing equipment and space with others;
  - (vi) recognizing differences in ideas, cultures, and body types; and
  - (vii) following teacher directions for safe participation and proper use of equipment with minimal reminders.
- (e) recognize the value of physical activity for health, enjoyment, self-expression, and or social interaction by:
- (i) understanding that physical activity is important for good health;
  - (ii) acknowledging that some physical activities are challenging or difficult;
- and
- (iii) identifying physical activities that result in a positive personal experience while playing with friends.

NEW RULE XIII PHYSICAL EDUCATION STANDARDS FOR FIRST GRADE (1) The physical education standards for first grade are that each student will be able to:

- (a) demonstrate competency in a variety of motor skills and movement patterns by:
    - (i) performing most basic locomotor, nonlocomotor, and manipulative skills using mature patterns;
    - (ii) combining locomotor and nonlocomotor skills in a teacher-designed dance.
  - (b) apply knowledge of concepts, principles, strategies, and tactics related to movement and performance by:
    - (i) moving in self-space; and
    - (ii) differentiating between fast and slow speeds, strong and light force.
  - (c) demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness by:
    - (i) differentiating between healthy and unhealthy foods;
    - (ii) discussing the benefits of being active and exercising or playing;
    - (iii) actively engaging in health enhancement class;
    - (iv) understanding that muscles grow stronger with physical activity; and
    - (v) identifying warm-ups and cool-downs related to vigorous physical activity.
- (d) exhibit responsible personal and social behavior that respects self and others by:
- (i) accepting personal responsibility by using equipment and space appropriately;
  - (ii) following the rules or parameters of the learning environment;

- (iii) responding appropriately to general feedback from a teacher;
  - (iv) exhibiting the established protocols for class activities;
  - (v) working independently with others in a variety of class environments;
  - (vi) discussing ways to accept other's ideas, cultural diversity, and body types; and
  - (vii) following teacher directions for safe participation and proper use of equipment without teacher reminders.
- (e) recognize the value of physical activity for health, enjoyment, self-expression, and or social interaction by:
- (i) identifying physical activity as a component of good health;
  - (ii) understanding challenges in physical activities can lead to success; and
  - (iii) describing positive results gained from participating in physical activities with others.

NEW RULE XIV PHYSICAL EDUCATION STANDARDS FOR SECOND GRADE (1) The physical education standards for second grade are that each student will be able to:

- (a) demonstrate competency in a variety of motor skills and movement patterns by:
- (i) performing basic locomotor, nonlocomotor, and manipulative skills in mature patterns; and
  - (ii) performing rhythmic activity with correct response to simple rhythms.
- (b) apply knowledge of concepts, principles, strategies, and tactics related to movement and performance by:
- (i) identifying games, sports, or dances performed in other cultures; and
  - (ii) combining locomotor skills in general space to rhythm or beat.
- (c) demonstrate the knowledge and skills needed to achieve and maintain a health-enhancing level of physical activity and fitness by:
- (i) recognizing the healthy balance of good nutrition with physical activity;
  - (ii) describing physical activities outside health enhancement class;
  - (iii) actively engaging in health enhancement class in response to instruction and practice;
  - (iv) identifying physical activities which contribute to developing strength and fitness; and
  - (v) describing warm ups and cool-downs related to vigorous physical activity.
- (d) exhibit responsible personal and social behavior that respects self and others by:
- (i) practicing skills with minimal teacher prompting;
  - (ii) accepting responsibility for class protocols with behavior and performance actions;
  - (iii) accepting specific corrective feedback from a teacher;
  - (iv) recognizing the role of rules and etiquette in teacher-designed physical activities;
  - (v) working independently with others in partner environments;
  - (vi) recognizing ways to accept other's ideas, cultural diversity, and body types during games and physical activities; and
  - (vii) working independently and safely in physical activity settings.

- (e) recognize the value of physical activity for health, enjoyment, self-expression, and or social interaction by:
  - (i) describing the value of "good health balance";
  - (ii) comparing physical activities that bring confidence and challenges; and
  - (iii) discussing positive results gained from participating in physical activities with others.

NEW RULE XV PHYSICAL EDUCATION STANDARDS FOR THIRD GRADE (1) The physical education standards for third grade are that each student will be able to:

- (a) demonstrate competency in a variety of motor skills and movement patterns by:
    - (i) performing a combination of motor skills in various contexts; and
    - (ii) performing developmentally appropriate dance steps and movement patterns.
  - (b) apply knowledge of concepts, principles, strategies, and tactics related to movement and performance by:
    - (i) discussing the origin of a game, sport, or dance, including traditional and contemporary American Indian contributions and cultures; and
    - (ii) recognizing the concept of open space in movement context.
  - (c) demonstrate the knowledge and skills needed to achieve and maintain a health-enhancing level of physical activity and fitness by:
    - (i) identifying foods that are beneficial for pre- and post-physical activity;
    - (ii) charting participation in physical activities outside health enhancement class;
    - (iii) engaging in the activities of health enhancement class without teacher prompting;
    - (iv) describing the concept of physical fitness and provide examples of physical activity that enhances fitness; and
    - (v) recognizing the importance of warm-up and cool-down relative to vigorous physical activity.
  - (d) exhibit responsible personal and social behavior that respects self and others by:
    - (i) practicing personal responsibility in teacher-directed activities;
    - (ii) working independently for extended periods of time;
    - (iii) accepting and implementing specific corrective teacher feedback;
    - (iv) recognizing the role of rules and etiquette in physical activity with peers;
    - (v) supporting and working cooperatively with others;
    - (vi) discussing ways to accept other's ideas, cultural diversity, and body types during games and physical activity; and
    - (vii) working independently and safely in physically active settings.
  - (e) recognize the value of physical activity for health, enjoyment, self-expression, and or social interaction by:
    - (i) discussing the relationship between physical activity and good health;
    - (ii) discussing the challenge that comes from learning a new physical activity;
- and

(iii) describing the positive social interactions that come when engaged with others in physical activity.

NEW RULE XVI PHYSICAL EDUCATION STANDARDS FOR FOURTH

GRADE (1) The physical education standards for fourth grade are that each student will be able to:

(a) demonstrate competency in a variety of motor skills and movement patterns by:

(i) using a combination of motor skills to engage in a variety of activities; and

(ii) combining locomotor movement patterns and dance steps used in an original dance.

(b) apply knowledge of concepts, principles, strategies, and tactics related to movement and performance by:

(i) discussing the origin of a variety of games, sports, or dances, including traditional and contemporary American Indian contributions and cultures; and

(ii) understanding the concept of open spaces to activities such as combination skills, small-sided practice tasks, gymnastics, and dance environments.

(c) demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness by:

(i) discussing the importance of hydration and hydration choices relative to physical activities;

(ii) analyzing opportunities for participating in physical activities outside health enhancement class;

(iii) actively engaging in the activities of health enhancement class, both teacher directed and independent;

(iv) identifying the components of health-related fitness; and

(v) engaging in warm-up and cool-down activities related to cardio-respiratory fitness assessment.

(d) exhibit responsible personal and social behavior that respects self and others by:

(i) demonstrating responsible behavior in independent group situations;

(ii) reflecting on personal social behavior in physical activity;

(iii) listening respectfully to corrective feedback from others;

(iv) adhering to rules of etiquette in a variety of physical activities;

(v) recognizing and supporting individual differences in movement performance at all skill levels;

(vi) describing ways to accept other's ideas, cultural diversity, and body types during games and physical activities;

(vii) working safely with peers and equipment in physical activity settings.

(e) recognize the value of physical activity for health, enjoyment, self-expression, and or social interaction by:

(i) examining the health benefits of participating in physical activity;

(ii) rating the enjoyment of participating in challenging and mastered physical activities; and

(iii) describing and comparing the positive social interactions when engaged in partner, small-group, and large-group physical activities.

NEW RULE XVII PHYSICAL EDUCATION STANDARDS FOR FIFTH GRADE (1) The physical education standards for fifth grade are that each student will be able to:

(a) demonstrate competency in a variety of motor skills and movement patterns by:

(i) exhibiting competency in fundamental motor skills and selected combinations of skills; and

(ii) combining locomotor skills in cultural as well as creative dances (self and group), including those of traditional and contemporary American Indian cultures, with correct rhythm and pattern.

(b) apply knowledge of concepts, principles, strategies, and tactics related to movement and performance by:

(i) recognizing that many different countries and cultures have been the origin of games, sports, and dance, including those of traditional and contemporary American Indian cultures; and

(ii) combining spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance, and games environments.

(c) demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness by:

(i) analyzing the impact of food choices related to physical activity, youth sports, and personal health;

(ii) charting and analyzing fitness benefits of physical activity outside health enhancement class;

(iii) actively participating in all activities of health enhancement class;

(iv) differentiating between skill-related and health-related fitness; and

(v) identifying the need for warm-up and cool-down related to various physical activities.

(d) exhibit responsible personal and social behavior that respects self and others by:

(i) participating in physical activity with responsible interpersonal behavior;

(ii) participating with responsible personal behavior in a variety of physical activity contexts, environments, and facilities;

(iii) giving corrective feedback respectfully to peers;

(iv) critiquing the etiquette involved in rules of various activities;

(v) accepting, recognizing, and actively involving others with both higher and lower skill abilities into physical activities and group projects;

(vi) accepting other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects; and

(vii) applying safety principles with physical activities.

(e) recognize the value of physical activity for health, enjoyment, self-expression, and or social interaction by:

(i) comparing the health benefits of participating in selected physical activities;

(ii) expressing, through various media, the enjoyment and challenge of participating in a favorite physical activity; and

(iii) analyzing the social benefits gained from participating in physical activity.

NEW RULE XVIII PHYSICAL EDUCATION STANDARDS FOR SIXTH THROUGH EIGHTH GRADE

(1) The physical education standards for sixth through eighth grade are that each student will be able to:

(a) demonstrate competency in a variety of motor skills and movement patterns by:

(i) performing, with mature form, locomotor, nonlocomotor, and manipulative skills necessary for participating in games and sports, outdoor pursuits, and individual performance activities; and

(ii) identifying correct rhythm and pattern for a different dance form among folk, social, creative, line, and world dance, including those of traditional and contemporary American Indian cultures.

(b) apply knowledge of concepts, principles, strategies, and tactics related to movement and performance by:

(i) researching the history and origin of various games, sports, and dance, including those of traditional and contemporary American Indian cultures;

(ii) using tactics to create open space and close space during small-side play by combining locomotor movements; and

(iii) describing and applying a variety of movement concepts.

(c) demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness by:

(i) describing the relationship between poor nutrition and health risk factors;

(ii) identifying the five components of health-related fitness and explaining the connections between fitness and overall physical and mental health;

(iii) identifying forms of technology and social media that support a healthy, active lifestyle;

(iv) participating in a variety of self-selected aerobic fitness activities, and lifetime activities outside of health enhancement class;

(v) planning and implementing a program to enhance personal fitness;

(vi) comparing and contrasting health-related fitness components;

(vii) describing the role of stretching and flexibility in injury prevention; and

(viii) explaining how body systems interact with one another during physical activity.

(d) exhibit responsible personal and social behavior that respects self and others by:

(i) accepting responsibility for improving one's own levels of physical activity and fitness;

(ii) explaining practices that promote responsible behavior of self and others in a variety of physical activities;

(iii) providing encouragement and feedback to peers without prompting from teacher;

(iv) applying rules and etiquette by acting as an official during modified games, dance, and rhythm;

(v) cooperating with classmates on problem-solving initiatives during adventure activities, large-group initiatives, and game play;

(vi) responding appropriately to participant's ethical and unethical behavior during physical activity by using roles and guidelines for resolving conflicts;

(vii) providing ways to accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects; and

(viii) identifying safety concerns and use physical activity and fitness equipment appropriately.

(e) recognize the value of physical activity for health, enjoyment, self-expression, and/or social interaction by:

(i) identifying the five components of health-related fitness and explaining the connection between fitness and overall physical and mental health;

(ii) developing a plan of action and making appropriate decisions based on that plan when faced with an individual challenge; and

(iii) comparing and contrasting various physical activities for their social benefit.

### NEW RULE XIX PHYSICAL EDUCATION STANDARDS FOR NINTH THROUGH TWELFTH GRADE

(1) The physical education standards for ninth through twelfth grade are that each student will be able to:

(a) demonstrate competency in a variety of motor skills and movement patterns by:

(i) refining activity-specific movement skills in one or more lifetime activities;

(ii) exhibiting competency in two or more specialized skills in health-related fitness activities; and

(iii) choreographing or participating in a form of dance.

(b) apply knowledge of concepts, principles, strategies, and tactics related to movement and performance by:

(i) identifying and discussing the historical and cultural roles of games, sports, and dance, including those of traditional and contemporary American Indian cultures;

(ii) comparing similarities and differences in various dance forms, including those of traditional and contemporary American Indian cultures and practices;

(iii) using spatial concepts of locomotor and nonlocomotor movements in outdoor pursuits; and

(iv) identifying the stages of learning a motor skill.

(c) demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness by:

(i) creating a snack plan for before, during, and after exercise that addresses nutrition needs for each phase;

(ii) investigating the relationships among physical activity, nutrition, and body composition;

(iii) analyzing and applying technology and social media as tools to support a healthy, active lifestyle;

(iv) analyzing the impact of life choices, economics, motivation, and accessibility on maintaining physical activity in college or career settings;

(v) creating a plan, training for and participating in a community event with a focus on physical activity, including those of American Indian cultural traditions;

(v) designing and implementing a strength and conditioning program;

(vi) evaluating the importance of stretching and flexibility in lifetime activities;

- (vii) identifying the structure of skeletal muscle and fiber types as they relate to muscle development; and
- (viii) identifying the different energy systems used in physical activities.
- (d) exhibit responsible personal and social behavior that respects self and others by:
  - (i) accepting differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media;
  - (ii) advocating for responsible behavior of self and others in a variety of physical activities;
  - (iii) analyzing the benefits of a variety of feedback techniques;
  - (iv) examining moral and ethical conduct in specific competitive situations;
  - (v) assuming a leadership role in a physical activity setting such as coach, referee, or group leader;
  - (vi) advocating for acceptance of other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects; and
  - (vii) applying best practices for participating safely in physical activity, exercise, and dance.
- (e) recognize the value of physical activity for health, enjoyment, self-expression, and or social interaction by:
  - (i) analyzing the health benefits of a self-selected physical activity;
  - (ii) choosing an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity; and
  - (iii) evaluating social interactions and supports in a variety of physical activities.

4. The rules as proposed to be amended provide as follows, new matter underlined, deleted matter interlined:

10.54.2501 EXPLANATION OF THE CONTENT AND PERFORMANCE STANDARDS (1) The content and performance standards shall be used by school districts to develop local curriculum and assessment in all the content areas including: ~~communication arts (reading, literature, writing, speaking and listening, and media literacy); arts; health enhancement;~~ library media; ~~mathematics;~~ science; social studies; technology; world languages; workplace competencies; and career and vocational/technical education. The K-12 content standards describe what students shall know, understand and be able to do in these content areas. Benchmarks define the expectations for students' knowledge, skills, and abilities along a developmental continuum in each content area. Progress toward meeting these standards is measured at three points along that continuum: the end of grade 4, the end of grade 8, and upon graduation. Performance standards define the quality of student performance and describe the performance to be demonstrated. Performance level descriptions provide a picture or profile of student achievement at the four performance levels: advanced, proficient, nearing proficiency, and novice.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

5. The Board proposes to repeal the following rules:

10.54.7010 Health Enhancement Content Standard 1, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7011 Benchmark for Health Enhancement Content Standard 1 for End of Grade 4, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7012 Benchmark for Health Enhancement Content Standard 1 for End of Grade 8, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7013 Benchmark for Health Enhancement Content Standard 1 Upon Graduation, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7020 Health Enhancement Content Standard 2, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7021 Benchmark for Health Enhancement Content Standard 2 for End of Grade 4, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7022 Benchmark for Health Enhancement Content Standard 2 for End of Grade 8, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7023 Benchmark for Health Enhancement Content Standard 2 Upon Graduation, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7030 Health Enhancement Content Standard 3, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7031 Benchmark for Health Enhancement Content Standard 3 for End of Grade 4, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7032 Benchmark for Health Enhancement Content Standard 3 for End of Grade 8, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7033 Benchmark for Health Enhancement Content Standard 3 Upon Graduation, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7040 Health Enhancement Content Standard 4, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7041 Benchmark for Health Enhancement Content Standard 4 for End of Grade 4, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7042 Benchmark for Health Enhancement Content Standard 4 for End of Grade 8, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7043 Benchmark for Health Enhancement Content Standard 4 Upon Graduation, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7050 Health Enhancement Content Standard 5, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7051 Benchmark for Health Enhancement Content Standard 5 for End of Grade 4, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7052 Benchmark for Health Enhancement Content Standard 5 for End of Grade 8, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7053 Benchmark for Health Enhancement Content Standard 5 Upon Graduation, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7060 Health Enhancement Content Standard 6, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7061 Benchmark for Health Enhancement Content Standard 6 for End of Grade 4, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7062 Benchmark for Health Enhancement Content Standard 6 for End of Grade 8, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7063 Benchmark for Health Enhancement Content Standard 6 Upon Graduation, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7070 Health Enhancement Content Standard 7, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7071 Benchmark for Health Enhancement Content Standard 7 for End of Grade 4, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7072 Benchmark for Health Enhancement Content Standard 7 for End of Grade 8, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7073 Benchmark for Health Enhancement Content Standard 7 Upon Graduation, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7087 Advanced Health Enhancement Performance Standards for End of Grade 4, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7088 Proficient Health Enhancement Performance Standards for End of Grade 4, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7089 Nearing Proficiency Health Enhancement Performance Standards for End of Grade 4, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7090 Novice Health Enhancement Performance Standards for End of Grade 4, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7091 Advanced Health Enhancement Performance Standards for End of Grade 8, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7092 Proficient Health Enhancement Performance Standards for End of Grade 8, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7093 Nearing Proficiency Health Enhancement Performance Standards for End of Grade 8, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7094 Novice Health Enhancement Performance Standards for End of Grade 8, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7095 Advanced Health Enhancement Performance Standards Upon Graduation, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7096 Proficient Health Enhancement Performance Standards Upon Graduation, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7097 Nearing Proficiency Health Enhancement Performance Standards Upon Graduation, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

10.54.7098 Novice Health Enhancement Performance Standards Upon Graduation, AUTH: 20 2 114, MCA; IMP: 20 2 121, 20 3-106, 20-7-101, MCA

6. 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 Senate Bill 152 of the 2005 Legislative Session 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.

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.

7. Economic impact statement summary: 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.

8. These rules are proposed to be effective July 1, 2017.

9. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov and must be received no later than 5:00 p.m., June 30, 2016.

10. Peter Donovan has been designated to preside over and conduct this

hearing.

11. The board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by the board. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 8 above or may be made by completing a request form at any rules hearing held by the board.

12. An electronic copy of this proposal notice is available through the Secretary of State's web site at <http://sos.mt.gov/ARM/Register>. The Secretary of State strives to make the electronic copy of the notice conform to the official version of the notice, as printed in the Montana Administrative Register, but advises all concerned persons that in the event of a discrepancy between the official printed text of the notice and the electronic version of the notice, only the official printed text will be considered. In addition, although the Secretary of State works to keep its web site accessible at all times, concerned persons should be aware that the web site may be unavailable during some periods, due to system maintenance or technical problems.

13. The bill sponsor contact requirements of 2-4-302, MCA, do not apply.

14. With regard to the requirements of 2-4-111, MCA, the board has determined that the amendment of the above-referenced rule will not significantly and directly impact small businesses.

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Peter Donovan  
Rule Reviewer

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Sharon Carroll  
Board Chair  
Board of Public Education

Certified to the Secretary of State May 23, 2016.

# 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 4<sup>th</sup>, 8<sup>th</sup> and 12<sup>th</sup> 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

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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

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### 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.

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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

❖ **LICENSURE COMMITTEE – (ITEMS 14-15)**

**Darlene Schottle**

**ITEM 14**

**RECOMMEND APPROVAL OF MONTANA  
STATE UNIVERSITY (MSU) TEACHER  
EDUCATION PROGRAM STATE EXIT  
REPORT AND CAEP REPORT, AND  
APPROVAL OF FULL ACCREDITATION  
STATUS FOR THE TEACHER EDUCATION  
PROGRAM AT MSU**

**Dr. Linda Vrooman Peterson; Dr. Alison  
Harmon, MSU; Dr. Jayne Downey, MSU**

# Montana Board of Public Education Executive Summary

Date: May 12-13, 2016

<b>Presentation</b>	<b>Recommend Approval of Montana State University (MSU) State Exit Report, and approval of full accreditation status for the Teacher Education Program at MSU.</b>
<b>Presenter</b>	Linda Vrooman Peterson, Ph.D.
<b>Position Title</b>	Accreditation and Educator Preparation Office of Public Instruction
<b>Overview</b>	<p>This is an action item.</p> <p>In March 2016, the OPI provided to the Board of Public Education (BPE) the State Exit Program Report and draft CAEP Inquiry Brief Report from the site visit of the Teacher Education Program (TEP) at MSU. The site visit occurred November 1-4, 2015, on the MSU campus in Bozeman, Montana. This joint review was conducted by the Council for the Accreditation of Educator Preparation (CAEP), the national accrediting entity, and the BPE Montana's accrediting body.</p> <p>In April 2016, the CAEP Accreditation Council reviewed the final joint visit CAEP Inquiry Brief report and determined the accreditation status for the TEPP at MSU.</p> <p>Dr. Jayne Downey, Head, Department of Education, MSU, will review the CAEP Accreditation Council process and action.</p>



Montana  
Office of Public Instruction  
Denise Juneau, State Superintendent

[opi.mt.gov](http://opi.mt.gov)

	State Superintendent Denise Juneau recommends approval of the state exit program report and full accreditation status of MSU's TEP.
<b>Requested Decision(s)</b>	Action
<b>Related Issue(s)</b>	<p>The purpose of the joint accreditation visit is to verify whether or not the TEP meets the CAEP unit standards and the BPE Teaching Standards.</p> <p>The CAEP Accreditation Council reviews the final Inquiry Brief Report as submitted by the joint site team and determines the accreditation status of the TEP.</p> <p>The Montana BPE reviews the state exit report of the program standards as submitted by the joint site team and accepts the final CAEP Accreditation Council decision verifying that the TEP meets the unit standards. The CAEP unit standards are accepted by the BPE in lieu of the Montana Professional Educator Preparation Program unit standards. Upon recommendation of the state superintendent, the BPE determines the final Montana accreditation status of MSU's TEP.</p>
<b>Recommendation(s)</b>	<b>Recommend Approval of Montana State University (MSU) State Exit Report, and approval of full accreditation status for the Teacher Education Program at MSU.</b>





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**CAEP Site Visit Report**  
**Based on the *Inquiry Brief* of the**  
**Montana State University, Bozeman**  
**Teacher Education Program (TEP)<sup>1</sup>**  
**Bozeman, MT**  
**November 1-4, 2015**

Supplementary materials sent to auditors by: NA  
First draft of audit report sent to program faculty on: March 7, 2016  
Final audit report accepted by program faculty on: March 29, 2016

**Site Visit Team Members:**

J. Aaron Popham, Educator Preparation Program Director, Brigham Young University, Provo, UT (site team lead)  
Anthony Rivera, University System Director Curricular Affairs, Inter American University of Puerto Rico, San Juan, PR  
Darlene K Castelli, Classroom Teacher-Retired, School District of Clayton, Clayton, MO  
Mary Susan E. Fishbaugh, Dean, Montana State University-Billings, Billings, MT (state team lead)  
Susan Harper-Whalen, Associate Dean, University of Montana-Missoula, Missoula, MT, (state representative)

***Brief* authors:**

Jayne Downey, Sarah Schmitt-Wilson, Kathryn Will-Dubyak, Bill Freese, and Nigel Waterton

**Observer:**

Linda Vrooman Peterson, Administrator-Accreditation and Educator Preparation, Montana Office of Public Instruction, Helena, MT  
Rehanna Olson, Administrative Coordinator-Accreditation and Educator Preparation, Montana Office of Public Instruction, Helena, MT  
Margie Crutchfield, CAEP Consultant, CAEP, Washington, DC

# Council for the Accreditation of Educator Preparation

## Inquiry Brief Pathway



### Summary of the Case Montana State University, Bozeman November 1-4, 2015

*The Summary of the Case is written by the auditors and approved by program faculty. The Summary reflects the visitor team's understanding of the case the faculty are making for accreditation.*

#### **Authorship and approval of the *Inquiry Brief*:**

The *Inquiry Brief* was written by Jayne Downey, Sarah Schmitt-Wilson, Kathryn Will-Dubyak, Bill Freese, and Nigel Waterton, and was approved by the Teacher Education Program faculty on May 12, 2015.

#### **Introduction:**

Montana State University (MSU) is located in Bozeman, MT in the southwest quadrant of the state and is not quite 100 miles north of Yellowstone National Park. Bozeman is a city of about 40,000 people. Montana has one of the most diverse populations of American Indians, with twelve distinct tribes on seven Reservations. MSU was founded in 1893 as the Agricultural College of the State of Montana. In the 1920s the institution was renamed Montana State College and was finally named as Montana State University in 1965. "The mission of Montana State University, the state's land-grant institution, is to educate students, create knowledge and art, and serve communities by integrating learning, discovery and engagement" (p. 4). MSU is organized into nine colleges, a graduate school; and five major academic units on a 956-acre campus. The university's fall 2014 enrollment was 15,421 students (13,371 undergraduate and 2,050 graduate) served by 767 full-time and 426 part-time faculty members supported by 1,899 classified, professional, and service staff.

The College of Education, Health, and Human Development (EHHD), home of the Teacher Education Program (TEP) is the third largest college at MSU with over 1,900 students and more than 50 faculty. EHHD consists of two Departments – the Department of Education, and the Department of Health & Human Development. An Interim Dean, two part-time Associate Deans, and one full-time Assistant Dean lead the college. Each Department is led by a Department Head and programs within the departments are served by faculty who are designated as Program Leaders. The Department of Education offers Elementary and Secondary Education programs at the undergraduate level and serves as the administrative unit for MSU's Teacher Education Program. The Department also offers graduate and/or advanced licensure programs in Curriculum & Instruction, Educational Leadership, and Adult & Higher Education.

The TEP offers 18 initial licensure teaching majors leading to Montana Class 2 licensure with Elementary K-8, Secondary 5-12, or K-12 endorsement levels. Six of the 18 majors

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are classified as “Broadfield,” which is an indicator of an inclusive teaching major comprised of a concentration in an endorsable discipline, coupled with balanced content in related disciplines. This teaching major allows a teacher to teach a wider scope of subject matter within a discipline, rather than being a limited specialist. In Fall 2014, the TEP at MSU had 893 undergraduates.

MSU’s TEP Framework represents their shared vision for excellence in the preparation of new teachers. It is informed by research, theory, and best practice and clearly articulates the competencies that faculty members believe are central for the development of effective practitioners. The TEP Framework allows the program faculty to have a consistent focus for their efforts in teacher preparation guiding their decisions and direction regarding the content and format of their instruction, curriculum, field experience, candidate assessment, and program evaluation. The five major pillars of the TEP Framework are: a) content mastery; b) understanding development and diversity of learners; c) pedagogical and technological proficiency; d) excellence in instructional design and assessment; and e) professionalism.

One distinctive aspect of MSU’s TEP is that it has been designed to prepare their completers for the unique challenges of education in a rural setting. There are still over 100 one- or two-room schoolhouses in Montana, and many school communities with student populations less than 100. Within these unique educational settings, TEP completers are prepared to work with diverse populations in rural settings, especially with Montana Indians, and to adapt and welcome other populations to rural school communities as the demographic composition of the rural West changes.

The MSU TEP consists of “21 tenure-track (TT) faculty members in the Department of Education—eight TT faculty work primarily in the Educational Leadership, Adult & Higher Education, and Library Media graduate programs offered through the Department and 12 TT faculty work in the undergraduate TEP and graduate program in Curriculum & Instruction. One TT line allocated to the program is presently vacant. In addition to TT faculty, the Department has four full-time non-tenure track assistant teaching professors, 10 full-time resident doctoral students, and approximately 20 non-tenure track instructors, who are contracted on an as-needed basis” (p. 17). Taking double majors into account, the TEP graduated 193 students in 2013-2014 and enrolled 1079 students in 2014-2015 in the following options:

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**Table 1: Montana State University Teacher Education Program Options**

Option Name	Level	Number of Completers in 2013-14	Number of students enrolled 2014-15
Elementary Education, K-8	Undergraduate	99	499
Art Education Broadfield, K-12	Undergraduate	6	37
Health Enhancement, K-12	Undergraduate	13	64
French Teaching, K-12	Undergraduate	0	10
German Teaching, K-12	Undergraduate	0	2
Spanish Teaching, K-12	Undergraduate	1	9
School Music Broadfield, K-12	Undergraduate	3	56
General Science Broadfield, 5-12	Undergraduate	9	35
Social Studies Broadfield, 5-12	Undergraduate	14	82
Agricultural Education Broadfield, 5-12	Undergraduate	6	32
Biological Sciences Teaching, 5-12	Undergraduate	3	12
Chemistry Teaching, 5-12	Undergraduate	0	4
English Teaching, 5-12	Undergraduate	20	94
Family and Consumer Sciences, 5-12	Undergraduate	2	25
History Teaching, 5-12	Undergraduate	5	64
Mathematics Teaching, 5-12	Undergraduate	10	57
Physics Teaching, 5-12	Undergraduate	1	7
Technology Education Broadfield, 5-12	Undergraduate	5	19

#### **EPP claims:**

The MSU Teacher Education Program makes the following five claims:

#### **1. Content Mastery (CAEP 1.1-1.4 & Cross-Cutting Themes)**

Completers understand the central concepts, tools of inquiry, and structures of the disciplines and can create standards-based learning experiences that make these aspects of subjects or content knowledge meaningful for students.

#### **2. Understanding Development and Diversity of Learners (CAEP 1.1, 1.3, 1.4 & Cross-Cutting Themes)**

Completers create learning environments that allow ALL students to be socially and academically successful, by validating students' cultural heritages, integrating their life experiences, and promoting their overall development. Completers demonstrate knowledge, skills, and dispositions to address the instructional responsibilities needed to integrate *Indian Education for All* (IEFA) across the curriculum in a culturally responsive manner.

#### **3. Pedagogical and Technological Proficiency (CAEP 1.1-1.5 & Cross-Cutting Themes)**

Completers understand and use a variety of instructional strategies to foster K-12 students' motivation for learning and encourage the development of K-12 students' conceptual understandings and performance/work force skills. Completers use

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knowledge of effective communication techniques and make appropriate use of educational technology to support planning, instruction, and student learning.

#### 4. Excellence in Instructional Design and Assessment (CAEP 1.1-1.4 & Cross-Cutting Themes)

Completers understand and demonstrate use of formal and informal assessment strategies and tools to direct planning of instruction for the continuous intellectual, social and physical development of all learners. This ongoing practice includes pre-, formative and summative assessment of student learning, individually, in groups, and in whole class settings. Completers plan lessons and instructional sequences are based upon knowledge of subject matter, standards, learning outcomes, students, and the community.

#### 5. Professionalism (CAEP 1.1, 1.2 & Cross-Cutting Themes)

Candidates demonstrate the ability to reflect on classroom decision-making with regard to content, diversity, pedagogy and assessment in order to improve teaching and learning. Completers are reflective practitioners who examine their own biases and endeavor to provide equitable educational opportunities for students. Completers demonstrate an understanding that education happens in a context and develop effective relationships with family and community members.

**Table 2: Alignment of Claims with CAEP Standard 1**

CAEP Standard 1 Component	MSU TEP Claims	Supporting Evidence
1.1 Candidates 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.	1. Content Mastery 2. Understanding Development and Diversity of Learners 3. Pedagogical and Technological Proficiency 4. Excellence in Instructional Design and Assessment 5. Professionalism	SA, Praxis II, TWS, FEPA, GS, ES
1.2 Providers ensure that Completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.	1. Content Mastery 3. Pedagogical and Technological Proficiency 4. Excellence in Instructional Design and Assessment 5. Professionalism	SA, TWS, FEPA
1.3 Providers ensure that Completers 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	1. Content Mastery 2. Understanding Development and Diversity of Learners 3. Pedagogical and Technological Proficiency 4. Excellence in Instructional Design and Assessment	SA, TWS, FEPA

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Association of Schools of Music – NASM).		
1.4 Providers ensure that Completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).	1. Content Mastery 2. Understanding Development and Diversity of Learners 3. Pedagogical and Technological Proficiency 4. Excellence in Instructional Design and Assessment	SA, TWS, FEPA
1.5 Providers ensure that Completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.	3. Pedagogical and Technological Proficiency	SA, TWS, FEPA,

Note: SA = signature assignments, TWS = teacher work sample, FEPA = field experience performance assessment, GS = graduate survey, ES = employer survey

#### Evidence supporting the claims

##### Signature Assignments (SA) [Claim 2, 3, 4, 5]

TEP uses Signature Assignments (SAs) (assessments of selected course assignments) as an evidence source to support program claims. SAs are completed in courses prior to student teaching and demonstrate pre-ed students' and teacher candidates' knowledge and pedagogical skill within specific content areas. Instructors use a common rubric for each SA and have been trained for consistent use of the scoring rubrics. The SA scores are collected once a semester and entered into the Program Assessment System (PAS). TEP expects at least 80% of the candidates to demonstrate that they meet the SA expectations. Those candidates who do not are provided various forms of remediation. For each of the claims, results show that candidates have met the performance expectation of 80% or greater pass rate. There was only one SA in which less than 99% of completers met expectations. To evaluate the reliability and validity of the SAs, the program used a series of ANOVAs to determine if there were significant differences in the average scores on SAs given by different instructors. Of the 11 tests conducted, eight displayed significant differences between instructors; therefore, the program conducted further analyses to explore the differences between instructors. Face validity for the SAs was established by careful alignment with TEP claims while being developed by faculty who are experts in their fields of study. To explore predictive validity, the program computed correlations between SA scores and the scores from the corresponding sections of the TWS. The results revealed correlations ranging from .001 to .301.

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#### **Teacher Work Sample (TWS) [Claims 1, 2, 3, 4, 5]**

The Teacher Work Sample (TWS) employed by TEP is a four-section assignment that demonstrates teacher candidates' ability to plan, deliver, assess, and reflect on a standards-based instructional sequence that facilitates the learning of K-12 students. Candidates apply their understanding of the teaching discipline and subject area content knowledge through thoughtful design of a unit outline based on standards, assessments (pre-, formative, and summative) and content topic. Candidates develop and deliver standards-based lesson plans and reflect on student performance in all areas of instruction, using specific data from the work sample. The TWS is aligned with the items on the Field Experience Performance Assessment, TEP claims, and state standards. TEP uses a four point ranked scale (Not Observed (N/S), 1 = Below Expectation, 2 = Meets Expectation, or 3 = Exceeds Expectation) to score the TWS. TEP expects 95% of candidates to achieve the "Meets Expectation" level or higher. The TWS is evaluated by clinical evaluators (CEs) trained by the director of field placement. Final TWS scores are submitted by the CEs to TEP's Assessment Coordinator and entered into the Performance Assessment System. To evaluate the reliability of the TWS, the program calculated a Cronbach's alpha for TEP as a whole and by licensure area. The program found a downward trend from  $\alpha = .866$  (2012-2013) to  $\alpha = .766$  (2014-2015), which drops below the .80 level established by the program for internal consistency of the instrument. TEP established content validity for the TWS by utilizing an expert panel methodology to develop and refine the instrument. When looking at the overall TEP results for 2014-2015 on each section of the TWS, the program did not reach its lofty goal of 95% of candidates reaching the "Meets Expectation" level or higher (TWS1 = 99%, TWS2 = 88%, TWS3 = 89%, TWS4 = 85%).

#### **Field Experience Performance Assessment (FEPA) [Claims 1, 2, 3, 4, 5]**

The Field Experience Performance Assessment (FEPA) evaluates teaching performance in a variety of clinical placements through a series of observations in both practicum and student teaching experiences. The instrument consists of 27 items aligned with the five TEP claims and the items found on the TWS and graduate survey. The FEPA is completed by field supervisors (FSs) and cooperating teachers (CTs). Practicum students are observed two times with the final FEPA score submitted to the Performance Assessment System, while Teacher Candidates are observed a minimum of four times each semester and the final FEPA score is submitted to TEP's assessment coordinator and entered into the Performance Assessment System. In the case of two or more CTs, the two (or more) FEPA scores are averaged to create one CT score. TEP uses a four point ranked scale (N/S = Not Scored, 1 = Below Expectations, 2 = Meets Expectations, 3 = Exceeds Expectations) to score the FEPA. TEP expects 80% of practicum candidates and 95% of student teachers to reach the "Meets Expectations" level and above on each item on the FEPA. To evaluate the reliability of the FEPA, the program calculated a Cronbach's alpha for TEP as a whole and by licensure area as well as for FSs and CTs. In all analyses TEP found alphas greater than .90 and in some instances as high as  $\alpha = .981$  (2013-2014 practicum), which is well above the .80 level established by the program for internal consistency of the instrument. TEP established

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content validity for the FEPA by utilizing an expert panel methodology to develop and refine the instrument. To extend its investigation of content validity, TEP studied discriminant validity by conducting a paired sample t-test to examine whether student teaching candidates scored significantly higher than when they were practicum students. The program found that student teaching candidates received higher scores than when they were practicum students (2014-2015 FSs =  $t(31) = -4.53, p < .001$ ; 2014-2015 CTs =  $t(46) = -8.357, p < .001$ ). When looking at the overall TEP results for 2014-2015 on each item of the FEPA for both practicum and student teaching, the program reached both the goals of 80% of practicum candidates and 95% of student teaching candidates scoring at the “Meets Expectations” level.

#### **Graduate Survey (GS) [Claims 1, 2, 3, 4, 5]**

The TEP developed the 10-question, 4-point Likert scaled (not demonstrated, below basic, basic, proficient) graduate survey in collaboration with stakeholders, which is aligned with all five TEP claims and state standards. The survey was designed to provide data regarding completers’ satisfaction with TEP and their preparedness for the classroom. The survey is completed following student teaching and the results are submitted to the TEP assessment coordinator and entered in the PAS. The program expects at least 80% of their graduates to indicate that they feel they were prepared at the “basic” level or above on all five TEP claims. To evaluate the reliability of the GS, the program calculated a Cronbach’s alpha for the TEP as a whole and by licensure area. The program found an upward trend from  $\alpha = .723$  (2012-2013) to  $\alpha = .836$  (2014-2015), which exceeds the .80 level established by the program for internal consistency of the instrument. Face validity was established through careful alignment of the survey with all five TEP claims. The program sought concurrent validity by correlating the survey items with respective TWS items, however the resulting correlations were not as expected, ranging from  $-.009$  to  $.370$  with only one significant correlation. The reliability and validity findings may have been impacted by the low response rate and lack of data from some programs. The overall results for the 2014-2015 GS indicated that completers met or exceeded the 80% pass rate for each TEP Claim.

#### **Employer Survey (ES) [Claims 1, 2, 3, 4, 5]**

The TEP developed the 10-question, 3-point Likert scaled (below basic, basic, proficient) employer survey in collaboration with stakeholders, which is aligned with all five TEP claims and state standards. The survey was designed to provide an independent assessment by K-12 administrators regarding the degree to which TEP completers’ performance met employer expectations during completers’ first year of teaching. The program has had a very low response rate, thus impeding formal analysis of employer satisfaction with TEP completers. Due to MSU’s Education Leadership program completers, the Education Department has a strong network of leadership completers across the state in principal and superintendent positions that provides excellent feedback on TEP completers’ performance. These data have proven informative for program improvement efforts.

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#### State Requirements

#### Montana State University Educator Preparation On Site Visit State Review Exit Report November 2-4, 2015

Teacher Education Program (TEP)  
Dr. 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](#)

ARM	TITLE	STATUS
10.58.501	Teaching Standards	MET
10.58.502	Agricultural Education	MET
10.58.503	Art K-12	MET
10.58.509	English/Language Arts	MET
10.58.511	World Languages	MET
10.58.513	Health	MET
10.58.514	Family and Consumer Sciences	MET
10.58.515	Industrial Trades and Technology	MET
10.58.517	Library Media Specialists K-12	MET
10.58.518	Mathematics Major	MET
10.58.519	Music K-12	MET
10.58.520	Physical Education & Health K-12	MET

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ARM	TITLE	STATUS
10.58.521	Reading Specialists K-12	MET
10.58.522	Science 1. Biology 2. Chemistry 3. Physics 4. Science Broadfield	MET MET MET MET
10.58.523	Social Studies 1. Broadfield 2. History	MET MET
10.58.532	Elementary Education	MET

[ARM 10.58 Subchapter 7](#)  
[Specializations: Supervisory and Administrative Programs](#)

ARM	TITLE	STATUS
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
10.58.706	Superintendents	MET

#### 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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	<b>Part Six: AUDIT SCHEDULE</b>
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## CAEP/State Joint Visit Schedule

Montana State University

November 1-4, 2015

### SUNDAY, NOVEMBER 1

1:00-6:00	<b>Arrival, travel to hotel, and check-in</b> <i>Melody Horton @ FRIDAY 9:35 pm Delta</i> <i>Thomas Bell @ 12:56 Delta</i> <i>Aaron Popham @ 1:01 United</i> <i>Darlene Castelli @ 1:01 United</i> <i>Margie Crutchfield @ 1:01 United</i> <i>Anthony Rivera @ 4:56 United</i>	Hotel MSU Vans
3:00-6:30	<b>Hotel Boardroom Available</b>	Hotel Boardroom
6:30	<b>Team Dinner</b>	Hotel Boardroom

### MONDAY, NOVEMBER 2

7:00-7:45	<b>Breakfast</b> at the hotel	Hotel
7:45-8:00	<b>Team Travel to Campus</b>	MSU Vans
8:00-9:00	<b>Team Orientation &amp; Review of State Protocol</b> CAEP Visit Lead and State Co-Lead provide an orientation	Campus Workroom 415 Reid Hall
9:00-10:00	<b>Meeting with Brief Authors</b> <i>Jayne Downey, Sarah Schmitt-Wilson, Nigel Waterton, Kathryn Will-Dubyak, Bill Freese</i>	Reid Hall 301
10:00-10:30	<b>Meeting with Executive VP for Academic Affairs and Provost</b> <i>Dr. Martha Potvin</i>	212 Montana Hall
10:30-11:00	<b>Meeting with Vice President for Admin &amp; Finance</b> <i>Terry Leist</i>	201 Montana Hall
11:00-12:00	<b>Team Meeting &amp; Work Session</b> Discuss findings on documents reviewed after offsite review and prior to arrival at the onsite visit	Campus Workroom 415 Reid Hall
12:00-1:00	<b>Lunch</b>	Campus Workroom 415 Reid Hall
1:00-1:45	<b>Meeting with UTEC Faculty</b>	301 Reid Hall

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1:45-4:30	<b>Team Meeting &amp; Work Session</b>	Campus Workroom 415 Reid Hall
4:30-5:30	<b>Meeting with Clinical Partners – Cooperating Teachers &amp; Administrators</b>	233 Strand Union
4:30-5:30	<b>Meeting with Recent Graduates</b>	233 Strand Union
4:30-5:30	<b>Meeting with Current Teacher Candidates</b>	233 Strand Union
5:45-6:00	<b>Team Travel to Hotel</b>	MSU Vans
6:30	<b>Team Dinner</b>	Hotel Boardroom

#### TUESDAY, NOVEMBER 3

7:00-7:45	<b>Breakfast</b> at the hotel	Hotel
7:45-8:00	<b>Team Travel to Campus</b>	MSU Vans
8:00-9:30	<b>Team Work Session</b>	Campus Workroom 415 Reid Hall
9:30-10:00	<b>Meeting with the Assessment Coordinator</b> <i>Bill Freese</i>	214 Reid Hall
10:00-10:30	<b>Meeting with the Dean of Students</b> <i>Matt Caires</i>	174 Strand Union
10:30-11:00	<b>Meeting with the Office of Field Placement &amp; Licensure</b> <i>Kathryn Will-Dubyak, Director; Gini Mohr, Assistant Director</i>	246 Reid Hall
11:00-12:00	<b>Meeting with the Dean of the College of Education, Health, &amp; Human Development</b> <i>Dr. Alison Harmon</i>	250 Reid Hall
12:00-1:00	<b>Lunch</b>	Campus Workroom Reid 415
1:00 -1:30	<b>Meeting with Education Advising Center</b> <i>Cyndi Meldahl, Director &amp; Laurie Grusonik, Academic Advisor</i>	132 Reid Hall
1:00 -1:30	<b>Meeting with Educational Leadership Faculty</b> <i>Tena Versland, Bill Ruff, David Henderson, Godfrey Saunders</i>	206 Reid Hall
1:30-3:00	<b>Team Meeting and Work Session</b>	Campus Workroom Reid 415
3:00-4:00	<b>Meeting with Department of Education Faculty</b>	301 Reid Hall

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4:00-4:30	<b>Meeting with Current Students</b>	233 Strand Union
4:30-5:30	<b>Meeting with Clinical Partners – Field Supervisors &amp; Clinical Evaluators</b>	233 Strand Union
5:45-6:00	<b>Team Travel to Hotel</b>	MSU Vans
6:30-8:00	<b>Team Dinner</b>	Hotel Boardroom

#### WEDNESDAY, NOVEMBER 4

Prior to departure	<b>Check out and breakfast</b> at the hotel	Hotel
7:45-8:00	<b>Team Travel to Campus</b>	MSU Vans
8:00-10:00	<b>Team Meeting &amp; Work Session</b>	Campus Workroom 415 Reid Hall
10:00-11:00	<b>Next Steps Meeting</b> Joint Site Visit Team meeting with EPP leadership and faculty to present a summary of the team's findings and describe the next steps in the accreditation process.	126 Reid Hall
11:00-12:00	<b>Team Meeting &amp; Work Session</b>	Campus Workroom 415 Reid Hall
12:00-1:00	<b>Lunch</b>  <b>To Airport at 12:00</b> <i>Darlene Castelli @ 1:36 United</i>	Campus Workroom 415 Reid Hall  MSU Vans
1:00-3:00	<b>Team Meeting &amp; Work Session</b>  <b>To Airport at 1:00</b> <i>Aaron Popham @ 2:40 United</i> <i>Margie Crutchfield @ 2:40 United</i>	Campus Workroom 415 Reid Hall  MSU Vans
	<b>To Airport</b> <i>Melody Horton @</i> <i>Thomas Bell @</i> <b>Thursday</b> <i>Anthony Rivera @ 7:10 am United</i>	MSU Vans

**NOTE:** Schedule of classes attached for auditors to observe as needed.

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#### Part Seven: CASE ANALYSIS

### Case Analysis for the CAEP Pathways Montana State University, Bozeman Teacher Education Program (TEP)

**Instructions:** This Case Analysis is linked to relevant sections of the Site Visit Report and the Self-Study. For this purpose all three documents—the Case Analysis, the Site Visit Report, and the Self-Study—must be saved into the same folder.

To follow the link, simply control/[left] click. To return to the main text of the Case Analysis, be sure your Web toolbar (Word 2003) or your Back and Forward buttons (Word 2007) are visible, and click on the Back arrow on the toolbar.

#### Site-Visitors' Opinion about the Accuracy of the Self-Study Report:

**Accurate** (clean audit opinion – 90% targets verified and fewer than 25% with inconsequential errors):

**Mostly Accurate** (qualified audit opinion – 75% targets verified and/or more than 25% with inconsequential errors):

#### Evidence Supporting the Standards adapted from the Site-Visit Report's Summary of the Case:

##### Signature Assignments (SA) [Claim 2, 3, 4, 5]

TEP uses Signature Assignments (SAs) (assessments of selected course assignments) as an evidence source to support program claims. SAs are completed in courses prior to student teaching and demonstrate pre-ed students' and teacher candidates' knowledge and pedagogical skill within specific content areas. Instructors use a common rubric for each SA and have been trained for consistent use of the scoring rubrics. The SA scores are collected once a semester and entered into the Program Assessment System (PAS). TEP expects at least 80% of the candidates to demonstrate that they meet the SA expectations. Those candidates who do not are provided various forms of remediation. For each of the claims, results show that candidates have met the performance expectation of 80% or greater pass rate. There was only one SA in which less than 99% of completers met expectations. To evaluate the reliability and validity of the SAs, the program used a series of ANOVAs to determine if there were significant differences in the average scores on SAs given by different instructors. Of the 11 tests conducted, eight displayed significant differences between instructors; therefore, the program conducted further analyses to explore the differences between instructors. Face validity for the SAs was established by careful

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alignment with TEP claims while being developed by faculty who are experts in their fields of study. To explore predictive validity, the program computed correlations between SA scores and the scores from the corresponding sections of the TWS. The results revealed correlations ranging from .001 to .301.

#### **Teacher Work Sample (TWS) [Claims 1, 2, 3, 4, 5]**

The Teacher Work Sample (TWS) employed by TEP is a four-section assignment that demonstrates teacher candidates' ability to plan, deliver, assess, and reflect on a standards-based instructional sequence that facilitates the learning of K-12 students. Candidates apply their understanding of the teaching discipline and subject area content knowledge through thoughtful design of a unit outline based on standards, assessments (pre-, formative, and summative) and content topic. Candidates develop and deliver standards-based lesson plans and reflect on student performance in all areas of instruction, using specific data from the work sample. The TWS is aligned with the items on the Field Experience Performance Assessment, TEP claims, and state standards. TEP uses a four point ranked scale (Not Observed (N/S), 1 = Below Expectation, 2 = Meets Expectation, or 3 = Exceeds Expectation) to score the TWS. TEP expects 95% of candidates to achieve the "Meets Expectation" level or higher. The TWS is evaluated by clinical evaluators (CEs) trained by the director of field placement. Final TWS scores are submitted by the CEs to TEP's Assessment Coordinator and entered into the Performance Assessment System. To evaluate the reliability of the TWS, the program calculated a Cronbach's alpha for TEP as a whole and by licensure area. The program found a downward trend from  $\alpha = .866$  (2012-2013) to  $\alpha = .766$  (2014-2015), which drops below the .80 level established by the program for internal consistency of the instrument. TEP established content validity for the TWS by utilizing an expert panel methodology to develop and refine the instrument. When looking at the overall TEP results for 2014-2015 on each section of the TWS, the program did not reach its lofty goal of 95% of candidates reaching the "Meets Expectation" level or higher (TWS1 = 99%, TWS2 = 88%, TWS3 = 89%, TWS4 = 85%).

#### **Field Experience Performance Assessment (FEPA) [Claims 1, 2, 3, 4, 5]**

The Field Experience Performance Assessment (FEPA) evaluates teaching performance in a variety of clinical placements through a series of observations in both practicum and student teaching experiences. The instrument consists of 27 items aligned with the five TEP claims and the items found on the TWS and graduate survey. The FEPA is completed by field supervisors (FSs) and cooperating teachers (CTs). Practicum students are observed two times with the final FEPA score submitted to the Performance Assessment System, while Teacher Candidates are observed a minimum of four times each semester and the final FEPA score is submitted to TEP's assessment coordinator and entered into the Performance Assessment System. In the case of two or more CTs, the two (or more) FEPA scores are averaged to create one CT score. TEP uses a four point ranked scale (N/S = Not Scored, 1 = Below Expectations, 2 = Meets Expectations, 3 = Exceeds Expectations) to score the FEPA. TEP expects 80% of practicum candidates and 95% of student teachers to reach the "Meets Expectations"

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level and above on each item on the FEPA. To evaluate the reliability of the FEPA, the program calculated a Cronbach's alpha for TEP as a whole and by licensure area as well as for FSs and CTs. In all analyses TEP found alphas greater than .90 and in some instances as high as  $\alpha = .981$  (2013-2014 practicum), which is well above the .80 level established by the program for internal consistency of the instrument. TEP established content validity for the FEPA by utilizing an expert panel methodology to develop and refine the instrument. To extend its investigation of content validity, TEP studied discriminant validity by conducting a paired sample t-test to examine whether student teaching candidates scored significantly higher than when they were practicum students. The program found that student teaching candidates received higher scores than when they were practicum students (2014-2015 FSs =  $t(31) = -4.53$ ,  $p < .001$ ; 2014-2015 CTs =  $t(46) = -8.357$ ,  $p < .001$ ). When looking at the overall TEP results for 2014-2015 on each item of the FEPA for both practicum and student teaching, the program reached both the goals of 80% of practicum candidates and 95% of student teaching candidates scoring at the "Meets Expectations" level.

#### **Graduate Survey (GS) [Claims 1, 2, 3, 4, 5]**

The TEP developed the 10-question, 4-point Likert scaled (not demonstrated, below basic, basic, proficient) graduate survey in collaboration with stakeholders, which is aligned with all five TEP claims and state standards. The survey was designed to provide data regarding completers' satisfaction with TEP and their preparedness for the classroom. The survey is completed following student teaching and the results are submitted to the TEP assessment coordinator and entered in the PAS. The program expects at least 80% of their graduates to indicate that they feel they were prepared at the "basic" level or above on all five TEP claims. To evaluate the reliability of the GS, the program calculated a Cronbach's alpha for the TEP as a whole and by licensure area. The program found an upward trend from  $\alpha = .723$  (2012-2013) to  $\alpha = .836$  (2014-2015), which exceeds the .80 level established by the program for internal consistency of the instrument. Face validity was established through careful alignment of the survey with all five TEP claims. The program sought concurrent validity by correlating the survey items with respective TWS items, however the resulting correlations were not as expected, ranging from  $-.009$  to  $.370$  with only one significant correlation. The reliability and validity findings may have been impacted by the low response rate and lack of data from some programs. The overall results for the 2014-2015 GS indicated that completers met or exceeded the 80% pass rate for each TEP Claim.

#### **Employer Survey (ES) [Claims 1, 2, 3, 4, 5]**

The TEP developed the 10-question, 3-point Likert scaled (below basic, basic, proficient) employer survey in collaboration with stakeholders, which is aligned with all five TEP claims and state standards. The survey was designed to provide an independent assessment by K-12 administrators regarding the degree to which TEP completers' performance met employer expectations during completers' first year of teaching. The program has had a very low response rate, thus impeding formal analysis of employer satisfaction with TEP completers. Due to MSU's Education Leadership

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program completers, the Education Department has a strong network of leadership completers across the state in principal and superintendent positions that provides excellent feedback on TEP completers' performance. These data have proven informative for program improvement efforts.

#### Numbers of Targets Verified, Verified with Error, Not Verified or Not Completed (disclaimer) in the Site Visit

**Table 4: Audit Tasks by CAEP Standard and Result**

CAEP Standard	Verified	Verified with Error	Not Verified	Disclaimer
Standard 1	<a href="#">A1</a> , <a href="#">A2</a> , <a href="#">A3</a> , <a href="#">A4</a> , <a href="#">A5</a> , <a href="#">A7</a> , <a href="#">A8</a> , <a href="#">A9</a>	<a href="#">A6</a>		
Standard 2	<a href="#">B1</a> , <a href="#">B2</a> , <a href="#">B3</a> , <a href="#">B4</a> , <a href="#">B5</a> , <a href="#">B6</a> , <a href="#">B7</a> , <a href="#">B8</a>			
Standard 3	<a href="#">B9</a> , <a href="#">B10</a> , <a href="#">B11</a> , <a href="#">B12</a> , <a href="#">B13</a> , <a href="#">B14</a> , <a href="#">B15</a>			
Standard 4	<a href="#">A10</a> , <a href="#">A11</a> , <a href="#">A12</a> , <a href="#">A13</a> , <a href="#">A14</a> , <a href="#">A15</a> , <a href="#">A16</a> , <a href="#">A17</a>			
Standard 5	<a href="#">B16</a> , <a href="#">B17</a> , <a href="#">B18</a> , <a href="#">B19</a> , <a href="#">B20</a> , <a href="#">B21</a> , <a href="#">B22</a> , <a href="#">B23</a> , <a href="#">B24</a> , <a href="#">B25</a> , <a href="#">B26</a>			

#### **STANDARDS 1 & 4: EVIDENCE ABOUT CANDIDATE PERFORMANCE**

##### **Standard 1: Evidence of candidates' subject matter & pedagogical knowledge**

*The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college and career-readiness standards*

##### **Evidence available<sup>1</sup> to the panel that is consistent with Standard 1**

- MSU TEP uses a series of Signature Assignments (SA) aligned with the TEP claims and state standards in their methods classes. The TEP uses the following eight SAs: Development, Diversity, Pedagogy, Communication/Instructional Media, Planning, Assessment, Relationships, and Reflection. Instructors use a common rubric across sections for each SA. The Program has established performance criteria for each SA and at least 80%

<sup>1</sup> This is restricted to evidence available in the Self-Study Report and the Site-Visitor Report throughout

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<p>of candidates are expected to meet the performance expectation. “For those students who do not meet SA expectations, instructors across the TEP provide various forms of remediation to support student growth and learning” (IB p. 22). In <a href="#">Audit Task A1</a>, auditors found that for the 2014-2015 candidate data that 80% or more of the candidates meet expectations on all reported SAs. The average across the SAs was 98% of candidates met expectations.</p> <ol style="list-style-type: none"> <li>2. TEP’s field experience evaluation is the Field Experience Performance Assessment (FEPA) consisting of 27 items aligned to the five TEP claims on a scale of <i>N/S</i> (Not Scored); 1 (Below Expectations); 2 (Meets Expectations); and 3 (Exceeds Expectations). TEP uses the FEPA for both Practicum and Student Teaching. The program expects 80% of the candidates to reach the “Meets Expectations” level during Practicum and 95% of candidates during Student Teaching. Audit Task A1 shows that 99% of Practicum candidates “Meet Expectations”, while 99% of Student Teachers.</li> <li>3. MSU’s Teacher Work Sample (TWS) is a “four-section document that demonstrates Teacher Candidates’ ability to plan, deliver, assess, and reflect on a standards-based instructional sequence that facilitates the learning of K- 12 students” (IB p. 22). The program uses four-level scale: <i>N/S</i> (Not Observed); 1 (Below Expectations); 2 (Meets Expectations); and 3 (Exceeds Expectations). TEP expects 95% of candidates to reach the “Meets Expectations” level. Auditors found in Audit Task A1 that 90% of the candidates reached the “Meets Expectations” level.</li> <li>4. The Praxis II test series has been adopted by the state of Montana, which establishes the performance criteria for each content area test. The state has “designated passing levels of 100%, 90%, and 80% of the Montana passing score” (IB p. 38). MSU TEP accept Praxis II as a valid and reliable assessment of their “completers’ mastery of content knowledge needed to effectively teach specific K-12 subjects” (IB p. 23). In <a href="#">Audit Task A1</a>, auditors found that 100% of the 2011-2015 candidates met the state-designated passing level of 90%, while 88% met the 100% level and 11 candidates were designated for Recognition of Excellence by ETS.</li> <li>5. The TEP developed the Graduate Survey (GS) a 10-question Likert scale survey aligned with their Program Claims and State Standards with their stakeholders. “The survey was designed to provide data regarding Completers’ perspectives on their satisfaction with the TEP and their preparedness for the classroom” (IB p. 24). TEP expects at least 80% of their graduates’ responses to indicate that they felt they were prepared at the “Basic” level or above on all five TEP Claims. Data analyzed in <a href="#">Audit Task A1</a> found that on 7/10 items on the GS 100% of the candidates reported they were prepared at the Basic level, while 97% of the candidates report they were prepared at the Basic level on the remaining three items.</li> <li>6. The 10-question Likert scale Employer Survey (ES) was developed in collaboration with MSU’s stakeholders which is aligned with program Claims and State Standards. “The survey was designed to provide independent assessment from K-12 administrators regarding the degree to which Completer performance meets employer expectations in the areas related to TEP claims and to provide information regarding the strengths and weaknesses of the program and its Completers” (IB p. 24).</li> </ol>
<p><b>Evidence available to the panel that is inconsistent with Standard 1</b></p> <p>NONE</p>
<p><b>Rival explanations for the evidence for Standard 1</b></p> <p>NO RIVAL EXPLANATIONS</p>

**Proposed AFI(s) and component number:** NONE

**Proposed Stipulation(s) and component number:** NONE

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<p><b>Standard 4: Completer Impact on P-12 Learning</b></p> <p><b><i>The provider demonstrates the impact of its completers on P-12 student learning, classroom instruction and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.</i></b></p>
<p><b>Evidence available to the panel that is consistent with Standard 4</b></p> <p>In Audit Tasks <a href="#">A10</a>, <a href="#">B23</a>, and <a href="#">B24</a>, auditors verified that “neither K-12 teacher evaluation scores nor children’s achievement scores will be available to EPPs in the state of Montana” (IB p. 156). Therefore, MSU TEP “will design a 3 year pilot project in which [they] will create a MSU TEP Professional Learning Community (PLC) for recent Completers. Participants in this PLC will be referred to as <i>Teaching Fellows</i>. [They] will study the outcomes of this pilot project using Case Study methodology (Yin, 2014)” (IB p. 156). Auditors carefully reviewed the <i>Teaching Fellows</i> plan with faculty, administration, and P-12 partners and found that there is a strong commitment to studying MSU TEP completers’ impact on P-12 student learning through this plan.</p> <p>In <a href="#">Audit Task A13</a>, auditors review the data the program plans to collect to study the effectiveness of the TEP PLC (Teaching Fellows), which are</p> <ol style="list-style-type: none"> <li>1. Completer Satisfaction Survey</li> <li>2. Completer self-report of:       <ol style="list-style-type: none"> <li>a. Accomplishments</li> <li>b. Professional advanced study</li> <li>c. Leadership roles</li> <li>d. Professional service activities</li> </ol> </li> <li>3. Completer Teacher Efficacy Scale</li> <li>4. Completer Teacher Mindset Scale</li> <li>5. Completer Teacher Resilience Scale</li> <li>6. Completer Measure of Academic Press</li> <li>7. Completer Academic Optimism Scale</li> <li>8. Teaching Observation guided by the Danielson framework and focused on student learning and development</li> <li>9. Personal interview regarding teacher knowledge, skills, and dispositions</li> <li>10. Submission of an Effect Size Snapshot of Student Learning gains – Teaching Fellows submit data from a unit they designed and delivered during their first year of teaching; corroborate with observations</li> <li>11. Employer Satisfaction Survey</li> </ol> <p>(IB p.158)</p> <p>In Audit Tasks <a href="#">A1</a>, <a href="#">A2</a>, <a href="#">A3</a>, <a href="#">A4</a>, <a href="#">A5</a>, <a href="#">A6</a>, <a href="#">A7</a>, <a href="#">A8</a>, <a href="#">A9</a>, and <a href="#">A12</a>, auditors reviewed the SAs, Praxis II, TWS, FEPA, GS, and ES; examined resulting data; and interviewed faculty and candidates and found that these assessments are used to evaluate candidates’ ability to “effectively apply the professional knowledge, skills, and dispositions that the preparation experience were designed to achieve” (<a href="#">CAEP 4.2</a>).</p>
<p><b>Evidence available to the panel that is inconsistent with Standard 4</b></p> <p>NONE</p>
<p><b>Rival explanations for the evidence for Standard 4</b></p> <p>NO RIVAL EXPLANATIONS</p>

**Proposed AFI(s) and component number:** NONE

**Proposed Stipulation(s) and component number:** NONE

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#### **STANDARDS 2, 3, & 5: EVIDENCE OF QUALITY CONTROL AND CONTINUOUS IMPROVEMENT**

<p><b>Standard 2: Evidence of quality clinical experience</b></p> <p><i>The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills and dispositions necessary to demonstrate positive impact on all P-12 students' learning.</i></p>
<p><b>Evidence available to the panel that is consistent with Standard 2</b></p> <p>In <a href="#">Audit Task B4</a>, auditors “examined seven MOUs provided by the Head the Department of Education. The MOUs were signed by the EPP and school partners early in the semester. MOUs clearly state shared responsibilities, expectations, and benefits for both parties (schools and TEP). At the meeting with Clinical Partners (Cooperating Teachers and Administrators) on Monday, November 2, 2015, school principals and superintendents confirmed that MOUs were signed and implemented and mutually beneficial’ (SVR p. 47).</p> <p>In <a href="#">Audit Task B6</a>, auditors examined if “The Director of Field Placement and Licensure hosts multiple meetings each year with our stakeholders including Field Supervisors in our immediate service area and throughout the state, with staff, faculty, adjuncts, and graduate students to review current program design, and gather assessment information that assists with program review and revision, and to inform these partners on changes being made” (IB p. 183) and found “Site visitors met with the Director and the Assistant Director of the Office of Field Placement and Licensure on Tuesday, November 3, 2015. Site visitors were provided with copies of agendas and minutes (for meetings held on November 12, 2014 and May 21, 2015) as well as PowerPoint presentations related to meetings, training and orientations with staff, TEP faculty, cooperating teachers, field supervisors, superintendents, school principals, and teachers to discuss topics, such as: defining mutually beneficial partnerships, selection of cooperating teachers as mentors, video-taping pre-service teachers, overall pre-service teachers performance, feedback from the field, collection of data from the field, field supervisor training, Danielson framework 101, and needs assessment for field supervisors and cooperating teachers (co-teaching, Danielson framework, State, InTASC and CAEP standards). In addition, a two-day summer session was held last summer to work on a revised Field Experience Performance Assessment (FEPA) instrument using the Danielson framework that is being pilot-tested in the current semester (Fall 2015)” (SVR p. 42-43).</p>
<p><b>Evidence available to the panel that is inconsistent with Standard 2</b></p> <p>NONE</p>
<p><b>Rival explanations for the evidence for Standard 2</b></p> <p>NO RIVAL EXPLANATIONS</p>

**Proposed AFI(s) and component number:** NONE

**Proposed Stipulation(s) and component number:** NONE

#### **Standard 3: Evidence on Selection and Recruitment**

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***The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification***

**Evidence available to the panel that is consistent with Standard 3**

The MSU TEP present a plan they are currently developing “with specific goals to increase recruitment and support for diverse, high-quality candidates” (IB p. 154). [Audit Task B9](#), reviewed and verified the plan.

In Audit Tasks [B10](#) & [B11](#), auditors review the programs’ admissions requirements of a 2.75 GPA and “found that all sampled students held GPA’s above 2.75” (SVR p. 46). Auditors also found that 2014-2015 incoming cohort had a 3.39 GPA, which is above the CAEP 3.0 GPA minimum.

The MSU TEP does not plan on relying on traditional admissions criteria but intend to develop their own approach. In [Audit Task B12](#), auditors investigated the programs plan to “investigate the efficacy of several instruments for the purpose of monitoring applicants’ and candidates’ non-academic attributes that contribute to teacher success (Kalsbeek, Sandlin, & Sedlacek, 2013)” (IB p. 155). Auditors learned that faculty and staff members “expressed concerns about the potential impact of required ACT scores for historically disadvantaged subgroups of students and described their investigation of alternatives to the ACT including their pilot study using The Short Grit Scale and the Teacher Sense of Efficacy Scale. In an interview with a lead faculty member in the investigation of non-academic attributes, the visitors examined data from the pilot study and the faculty member reviewed plans for the next steps in this investigation” (SVR p. 46). The TEP’s plan is well thought out and aligns well with their culture of social justice.

**Evidence available to the panel that is inconsistent with Standard 3**

NONE

**Rival explanations for the evidence for Standard 3**

NO RIVAL EXPLANATIONS

**Proposed AFI(s) and component number:** NONE

**Proposed Stipulation(s) and component number:** NONE

***Standard 5: Evidence of Quality Assurance & Inquiry***

**Evidence available to the panel that is consistent with Standard 5**

The MSU TEP has developed a robust assessment and data system that they call the Program Assessment System (PAS). In Audit Task [B16](#) and [B22](#), the auditors explored the PAS with the assessment coordinator and found that the assessment coordinator verified that faculty submit their assessment scores on a semesterly basis to him and he enters them into the PAS” (SVR p. 49). Auditors also verified that both the UTEC faculty and TEP faculty spoke very highly of the assessment coordinator and the PAS he maintains. Both faculty groups verified that they submit their assessment scores to the assessment coordinator, which in turn he loads into the PAS. The UTEC faculty explained that the reports that they receive from the assessment coordinator allows them to be truly data driven” (SVR p. 50).

In Audit Tasks [B17](#), [B18](#), & [B19](#), auditors verified the validity and reliability studies the TEP conducted on their signature assignments (validity), FEPA (reliability), and TWS (reliability). Auditors found that that the sample of FEPA and TWS data from 2014-2015 had Cronbach’s

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<p>alpha reliability coefficients of .953 and .777 respectively. Both of these findings were slightly higher than the reliability coefficients reported in the IB.</p> <p>SEE explanation for Standard 4 above for MSU TEP's plan for evaluating program impact.</p> <p>In <a href="#">Audit Task B26</a>, auditors verified that "The Office of Field Placement &amp; Licensure works closely with all our partners (district administration, cooperating teachers, field supervisors, and other community members) to provide regularly scheduled opportunities for feedback on all of our policies and procedures.... All K-12 stakeholders recognize that their ideas and input are necessary threads in the eloquent tapestry that is the MSU Teacher Education Program" (IB p. 14). Auditors learned that "The MSU clinical partners (e.g., cooperating teachers, principals, district administrators) verified that they have been able to provide feedback to TEP leadership and faculty. The cooperating teachers shared how they have given feedback on the FEPA and TWS. They were aware of the TEP Framework, as well as the TEP's plan to align their assessments with the Danielson Framework. The clinical partners expressed that they felt like they were true partners with MSU and valued having their candidates in their schools and districts" (SVR p. 57).</p>
<p><b>Evidence available to the panel that is inconsistent with Standard 5</b></p>
<p>NONE</p>
<p><b>Rival explanations for the evidence for Standard 5</b></p>
<p>NO RIVAL EXPLANATIONS</p>

**Proposed AFI(s) and component number:** NONE

**Proposed Stipulation(s) and component number:** NONE

### EVIDENCE OF INSTITUTIONAL COMMITMENT

<p><b>Evidence of institutional commitment</b></p>
<p><b>Evidence available to the panel that is consistent with institutional commitment</b></p> <p>Auditors learned from the Provost and VP for Administration &amp; Finance that the MSU TEP is fully funded according to MSU policy. The Provost pointed out that though TEP has had declining enrollments, their budgets have not been decreased. This may not be the case in the future since MSU budgets are based on enrollments. Both pointed out that Reid Hall was currently being remodeled to provide the TEP additional and updated facilities.</p>
<p><b>Evidence available to the panel that is inconsistent with institutional commitment</b></p> <p>The auditors concluded that the evidence supports the view that Montana State University is committed to the Teacher Education Program (TEP), however the auditors have reason to be concerned about the future support of the university. In discussions with the provost, auditors learned that the provost is concerned about the enrollment levels in TEP majors. She indicated that the university has thus far maintained the TEP's resource allocation but may not be able to do so in the future if enrollments do not increase.</p> <p>This is concerning to the auditors in light of the two very well thought out plans for enhancing the TEP's admissions process (<a href="#">Standard 3</a>) and the MSU TEP Professional Learning Communities for recent Completers (Teaching Fellows) plan to study program impact on P-12 student learning (<a href="#">Standard 4</a>). The admissions plan presented by the TEP faculty allows them to honor their strong commitment to social justice while not relying on traditional admissions metrics but constructs like "grit" and "mind set." The faculty have developed research protocols which will allow them to study grit and mind set so they can develop a reliable, valid admissions model that allows them to</p>

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select the best candidates for their program. The state of Montana has made the decision that EPP's will not have access to teacher or student data to study the impact of EPPs on P-12 student learning. The TEP faculty have not flinched from this reality and have worked to develop an ambitious and rigorous plan to gather evidence of program impact through case study research. Both of these plans are grounded in current literature and the TEP faculty are highly committed to their success. MSU is poised to be national and state leaders in these areas, however without university support that potential may not be realized.

While discussing these plans with the dean and department head, they indicated that the TEP program is running at full capacity and would need additional resources to implement the plans proposed in the IB. Auditors question if current university leadership understand the demands of the new CAEP standards and the impact they will have on TEP. The TEP faculty have worked very hard to prepare their program for CAEP accreditation and have built plans that could propel MSU to national leadership in the areas of grit and mind set, as well as offer unique models to other EPPs on ways to evaluate program impact. Without additional institutional support these plans may not materialize into reality. (SVR p. 16)

**Proposed AFI(s) and component number: NONE**

**Proposed Stipulation(s) and component number: NONE**

#### List of EPP program options:

Option Name
Elementary Education, K-8
Art Education Broadfield, K-12
Health Enhancement, K-12
French Teaching, K-12
German Teaching, K-12
Spanish Teaching, K-12
School Music Broadfield, K-12
General Science Broadfield, 5-12
Social Studies Broadfield, 5-12
Agricultural Education Broadfield, 5-12
Biological Sciences Teaching, 5-12
Chemistry Teaching, 5-12
English Teaching, 5-12
Family and Consumer Sciences, 5-12
History Teaching, 5-12
Mathematics Teaching, 5-12
Physics Teaching, 5-12
Technology Education Broadfield, 5-12

#### Suggested Recommendations

Below is a list of all proposed AFIs and Stipulations

**AFIs in component number(s): NONE**

**Stipulation in component number(s): NONE**

**ITEM 15**

**RECOMMEND APPROVAL OF THE MSU  
REQUEST TO WITHDRAW NORTHERN  
PLAINS TRANSITION TO TEACHING (NPTT)  
STATE EXIT REPORT FROM  
CONSIDERATION IN THE ACCREDITATION  
PROCESS BY THE BOARD OF PUBLIC  
EDUCATION**

**Dr. Linda Vrooman Peterson; Dr. Alison  
Harmon, MSU**

# Montana Board of Public Education Executive Summary

Date: May 12-13, 2016

<b>Presentation</b>	<b>Recommend approval of Montana State University's (MSU) decision to withdraw Northern Plains Transition to Teaching (NPTT) from the Montana Board of Public Education (BPE) accreditation process; and to terminate the NPTT program, effective immediately.</b>
<b>Presenter</b>	Linda Vrooman Peterson, Ph.D.
<b>Position Title</b>	Accreditation and Educator Preparation Office of Public Instruction
<b>Overview</b>	<p>The decision to withdraw NPTT from the accreditation process and to terminate the NPTT program follows feedback MSU received from the Council for the Accreditation of Educator Preparation (CAEP) in March 2016. The feedback suggests that the NPTT program does not meet the CAEP and the Montana BPE standards.</p> <p>Dr. Alison Harmon, Interim Dean, and Dr. Jayne Downey, Head, Department of Education, College of Education, Health and Human Development at MSU will provide background information and next steps for the withdrawal and termination of NPTT.</p> <p>State Superintendent Juneau recommends approval of MSU's decision to withdraw the NPTT program from accreditation review and to terminate NPTT, effective immediately.</p>
<b>Requested Decision(s)</b>	Action



Montana  
Office of Public Instruction  
Denise Juneau, State Superintendent

[opi.mt.gov](http://opi.mt.gov)

<p><b>Related Issue(s)</b></p>	<p>On November 14, 2014, CAEP, the BPE, and the State Superintendent of Public Instruction entered into a partnership agreement establishing protocol and procedures for national CAEP accreditation in Montana. The BPE is authorized to approve and accredit all Montana Educator Preparation Providers; National accreditation is a voluntary addition. Accreditation decisions require national and state agreement and the recommendation of approval by the state superintendent.</p> <p>Terms of accreditation are active for seven years and EPP accreditation status is subject to CAEP/Montana policies. Montana’s Professional Educator Preparation Program Standards incorporate CAEP unit standards. CAEP standards are accepted by the BPE in lieu of the BPE unit standards.</p> <p>If the program does not meet the CAEP unit standards, the program will not meet the BPE unit standards. The program will not be approved and accredited by CAEP and BPE.</p>
<p><b>Recommendation(s)</b></p>	<p><b>Approve Montana State University’s decision to withdraw Northern Plains Transition to Teaching (NPTT) from the accreditation process and to terminate the NPTT program, effective immediately.</b></p>



College of  
**EDUCATION, HEALTH &  
HUMAN DEVELOPMENT**

## MEMORANDUM

TO: MT Board of Public Education; Denise Juneau; Sharon Carroll  
FROM: Alison Harmon, Interim Dean, College of Education, Health & Human Development  
RE: Northern Plains Transition to Teaching (NPTT) Program Termination  
DATE: April 22, 2016

This communication is to inform you that Montana State University has withdrawn Northern Plains Transition to Teaching (NPTT) program from the CAEP accreditation review process and wishes to also withdraw from Montana Board of Public Education (BPE) accreditation consideration. MSU intends to seek approval from the Montana Board of Regents to terminate the Northern Plains Transition to Teaching Program (NPTT) at their next meeting, May 19-20, 2016.

The decision to terminate the NPTT program follows feedback that we received from the Council for the Accreditation of Educator Preparation (CAEP) in March 2016. The feedback suggests that the program does not meet the CAEP and Montana BPE standards.

While NPTT and our Teacher Education Program (TEP) have been administered independent of one another and each filed a separate inquiry brief with CAEP, our understanding from communication with CAEP is that the two programs would not have been evaluated separately. At this time, the TEP has been reviewed by the CAEP Accreditation Council and received an accreditation decision based on its own merits. We ask that the BPE do the same.

The NPTT program has ceased to enroll new students. Students currently enrolled will be permitted to complete their program within two years in the context of the TEP using the appropriate assessment instruments for data collection. Further, the students are required to meet all Montana BPE standards for educator preparation and licensure including submission of the appropriate PRAXIS scores.

During the upcoming academic year, the MSU Department of Education will consider a new accredited distance education program leading to initial teacher licensure with the goal of meeting the needs of Montana's public schools.

cc:

Waded Cruzado, MSU President  
Martha Potvin, Executive Vice President and Provost, MSU  
Karlene Hoo, Dean, Graduate School, MSU  
Jayne Downey, Education Department Head, MSU  
Robert Carson, NPTT Program Director  
Linda Vrooman Peterson, Accreditation and Educator Preparation Administrator, OPI  
Peter Donovan, Montana Board of Public Education

**Office of the Dean  
Alison Harmon  
250 Reid Hall  
PO Box 172940  
Bozeman, MT 59717-2940**

**Tel (406) 994-4133  
Fax (406) 994-1854**



MEMORANDUM

TO: Sharon Carroll, Chair of the Board of Public Education  
Denise Juneau, Superintendent of Public Instruction

FROM: Alison Harmon, Interim Dean, College of Education, Health & Human Development

RE: Northern Plains Transition to Teaching (NPTT) Program Termination

DATE: April 15, 2016

This communication is to inform you that we wish to withdraw Montana State University's Northern Plains Transition to Teaching (NPTT) program from the CAEP and Montana Board of Public Education (BPE) accreditation review processes. MSU intends to seek approval from the Montana Board of Regents to terminate the Northern Plains Transition to Teaching Program (NPTT) at their next meeting, May 19-20, 2016.

The decision to terminate the NPTT program follows feedback that we received from the Council for the Accreditation of Educator Preparation (CAEP) in March 2016. The feedback suggests that the program does not meet the CAEP and Montana BPE standards.

While NPTT and our Teacher Education Program (TEP) have been administered independent of one another and each filed a separate inquiry brief with CAEP, our understanding from communication with CAEP is that the two programs will not be evaluated separately. At this time, we want the TEP to proceed for review by the CAEP Accreditation Council and receive an accreditation decision based on its own merits.

Effective immediately, the NPTT program will cease to enroll new students. Students currently enrolled will be permitted to complete their program within two years in the context of the TEP using the appropriate assessment instruments for data collection. Further, the students are required to meet all Montana BPE standards for educator preparation and licensure including submission of the appropriate PRAXIS scores.

During the upcoming academic year, the MSU Department of Education will consider a new accredited distance education program leading to initial teacher licensure with the goal of meeting the needs of Montana's public schools.

We are asking you to support in writing the decision to terminate the NPTT in program, and to withdraw our program from consideration for accreditation by the BPE and the CAEP Accreditation Council.

cc:

Office of the Dean  
Alison Harmon  
250 Reid Hall  
PO Box 172940  
Bozeman, MT 59717-2940

Tel (406) 994-4133  
Fax (406) 994-1854

Waded Cruzado, MSU President  
Martha Potvin, Executive Vice President and Provost, MSU  
Karlene Hoo, Dean, Graduate School, MSU  
Jayne Downey, Education Department Head, MSU  
Robert Carson, NPTT Program Director  
Linda Vrooman Peterson, Accreditation and Educator Preparation Administrator, OPI  
Peter Donovan, Montana Board of Public Education



College of  
EDUCATION, HEALTH &  
HUMAN DEVELOPMENT

Stevie Chepko, Senior Vice President for Accreditation  
Council for the Accreditation of Educator Preparation  
1140 19th Street, NW, Suite 400  
Washington, DC 20036  
[Stevie.chepko@caepnet.org](mailto:Stevie.chepko@caepnet.org)

April 14, 2016

Dear Stevie Chepko:

This communication is to inform you that we wish to withdraw Montana State University's Northern Plains Transition to Teaching (NPTT) program from the CAEP and Montana Board of Public Education (BPE) accreditation review processes. MSU intends to seek approval from the Montana Board of Regents to terminate the Northern Plains Transition to Teaching Program (NPTT) at their next meeting, May 19-20, 2016.

The decision to terminate the NPTT program follows feedback that we received in the form of a draft CAEP report in March 2016. The report recommends multiple areas for improvement and stipulations.

While NPTT and our Teacher Education Program (TEP) have been administered independent of one another and each filed a separate inquiry brief with CAEP, our recent understanding is that CAEP will not separately evaluate the programs. At this time, we want MSU's TEP to proceed for review by the CAEP Accreditation Council and receive an accreditation decision based on its own merits.

Effective immediately, the NPTT program will cease to enroll new students. Students currently enrolled will be permitted to complete their program within two years in the context of the TEP using the appropriate assessment instruments for data collection. Further, the students will be required to meet all Montana BPE standards for preparation and licensure including submission of the appropriate PRAXIS scores.

We have requested a letter of support for this decision from Denise Juneau, Montana Superintendent of Public Instruction.

Sincerely,



Alison Harmon  
Interim Dean & Professor  
College of Education, Health and Human Development

Office of the Dean  
Alison Harmon  
250 Reid Hall  
PO Box 172940  
Bozeman, MT 59717-2940

Tel (406) 994-4133  
Fax (406) 994-1854

cc: Denise Juneau, Superintendent of Public Instruction  
Sharon Carroll, BPE Chair  
Waded Cruzado, MSU President  
Martha Potvin, Executive Vice President and Provost, MSU  
Karlene Hoo, Dean, Graduate School, MSU  
Jayne Downey, Education Department Head, MSU  
Robert Carson, NPTT Program Director



# Board of Public Education

## BOARD MEMBERS

May 13, 2016

## APPOINTED MEMBERS:

Sharon Carroll - Chair  
Ekalaka

Paul Andersen-Vice Chair  
Bozeman

Darlene Schottle  
Big Fork

Erin Williams  
Missoula

Jesse Barnhart  
Broadus

Mary Jo Bremner  
Browning

Tammy Lacey  
Great Falls

Greta Gustafson, Student Rep.  
Cut Bank

## EX OFFICIO MEMBERS:

Clayton Christian  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Steve Bullock, Governor

## EXECUTIVE DIRECTOR:

Pete Donovan

Stevie Chepko, Senior Vice President for Accreditation  
Council for the Accreditation of Educator Preparation  
1140 19<sup>th</sup> St, NW, Ste 400  
Washington, DC 20036  
[Stevie.chepko@caepnet.org](mailto:Stevie.chepko@caepnet.org)

Dear Stevie Chepko:

This communication is written in support of Montana State University's (MSU) decision to withdraw the Northern Plains Transition to Teaching (NPTT) program from the Council for the Accreditation of Educator Preparation (CAEP) and Montana Board of Public Education (BPE) accreditation review processes. It is our understanding that MSU intends to seek approval from the Montana Board of Regents to terminate the NPTT at its next meeting, May 19-20, 2016.

Further, we understand that the decision to terminate the NPTT program follows feedback received from CAEP in March 2016. The information suggests that the program does not meet the CAEP and Montana BPE standards.

It is also our understanding that effective immediately the NPTT program will cease to enroll new students. Students currently enrolled will be permitted to complete their program within two years in the context of the Teacher Education Program (TEP) using the appropriate assessment instruments for data collection. Additionally, the students must meet the Montana BPE standards for educator preparation and licensure, including submission of the appropriate PRAXIS scores.

MSU's NPTT and TEP have been administered independently and each filed separate self-study reports with CAEP. We support MSU's decision to allow the TEP to proceed for review by the CAEP Accreditation Council and by the BPE. Therefore, the MSU TEP will receive accreditation decisions based on its own merits.

Finally, we concur with the MSU Department of Education's plan for the upcoming academic year of designing a new accredited distance education program leading to initial teacher licensure with the goal of meeting the needs of Montana's public schools.

In conclusion, we offer support to MSU for the decision to terminate NPTT and to withdraw the program from consideration for accreditation by the BPE and the CAEP Accreditation Council. Over the next two years, the Office of Public Instruction will monitor the progress of the students currently enrolled to help ensure successful program completion.

Sincerely,

Sharon Carroll  
Chair of the Montana Board  
of Public Education

Denise Juneau  
Montana Superintendent of  
Public Instruction

cc: Alison Harmon, Interim Dean, College of Education, Health and Human  
Development  
Waded Cruzado, MSU President  
Martha Potvin, Executive Vice President and Provost, MSU  
Karlene Hoo, Dean, Graduate School, MSU  
Jayne Downey, Education Department Head, MSU  
Robert Carson, NPTT Program Director

**INFORMATION**

**❖ MSDB LIAISON (ITEM 16)**

**Mary Jo Bremner**

**ITEM 16**

**MSDB REPORT**

**Donna Sorensen**

Board of Public Education – MSDB Report: May 2016

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

Agenda Item	Notes		
Superintendent Report	<p>News items:</p> <ol style="list-style-type: none"> <li>Ice Breaker Great Falls: <a href="http://www.greatfallstribune.com/story/news/local/2016/04/24/ice-breaker-everyone/83481196/">http://www.greatfallstribune.com/story/news/local/2016/04/24/ice-breaker-everyone/83481196/</a></li> <li>Paris Gibson Square Museum of Art: <a href="http://www.krtv.com/story/31844819/special-needs-students-visit-paris-gibson-square-museum-of-art">http://www.krtv.com/story/31844819/special-needs-students-visit-paris-gibson-square-museum-of-art</a></li> </ol> <p><u>Leadership Retreat:</u> The administration team has selected June 7-9 for a Leadership Retreat. We will be planning our activities for these three days. Focus will be aligning ourselves to have consistent messaging with all employees, laying foundations for upcoming accreditation processes, and improving staff morale with team building opportunities.</p> <p><u>Summer Events:</u> Family Learning Weekends (Deaf and Hard of Hearing – June 3-5, Visually Impaired – June 10-12), Deaf Camp – June 19-25, Visually Impaired Summer Skills Program – July 10-16, Deaf Teen Leadership Camp in Randle, WA – June 26-July 1, ASL-English Bilingual Professional Development at the Washington School for the Deaf – first week in August, Big Sky Interpreting Conference – First weekend in August.</p> <p><u>Summer Projects:</u> Planning Induction Day and Orientation, Scheduling for on-campus and mainstreamed students, planning professional development and training throughout the school year, continue reviewing policies.</p> <p><u>Second Reading – Calendar:</u> 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	<b>Positions</b>	<b>Notes</b>	<b>Posted to:</b>
	Open: Teacher of the Deaf	1 - open and vacant 1 – job has been offered	<ul style="list-style-type: none"> <li>• Posted with Lori Ruffier (MCASE recruiter)</li> <li>• Facebook</li> <li>• MSDB website</li> <li>• MT state</li> </ul>
	Open: Teacher of Students with Visual Impairments	2 – open and vacant Dee Blake has accepted a Special Education Teaching position in Fort Benton	<ul style="list-style-type: none"> <li>• Posted with Lori Ruffier (MCASE recruiter)</li> <li>• Facebook</li> <li>• MSDB website</li> <li>• MT state</li> </ul>

	Open: Supervising Teacher of Students with Visual Impairments	1 – job has been offered	<ul style="list-style-type: none"> <li>• Posted with Lori Ruffier (MCASE recruiter)</li> <li>• Facebook</li> <li>• MSDB website</li> <li>• MT state</li> </ul>
	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"> <li>• Posted with Lori Ruffier (MCASE recruiter)</li> <li>• Facebook</li> <li>• MSDB website</li> <li>• MT state</li> </ul>
Student Enrollment and Evaluations	<p>On-campus students who are visually impaired: 27  On-Campus students who are deaf or hard of hearing: 24  10-day observations in progress: 0  File Reviews pending: 3</p>		
Education Program	<p>*IEPs/504 meetings: 11</p> <p>*Visits and Campus Tours: 5 families, 2 school teams, Child Development Class from GFHS (11 students), Pep Band (22 students, 2 adults), 2 Sign Language Classes (20+ students), and 1 Legislator, and 1 Stakeholder group (2 Legislative Fiscal Analysts and 3 Legislators).</p> <p>March/April:</p> <ul style="list-style-type: none"> <li>• 3rd Quarter report cards went out.</li> <li>• Spring pictures were taken.</li> <li>• Completed Science CRT &amp; SBAC testing.</li> <li>• The student garden, originated by Mrs. Hill and her science class, was opened for all to see. The garden named, "Thyme to Harvest" is set up in our enclosed patio. Students and staff helped clean and decorate the patio area to make it inviting for all to visit.</li> <li>• Academic Bowl team competed in California. They didn’t place but tried their best and had a great time meeting other students from western region schools and programs for the deaf and hard of hearing.</li> <li>• Elementary students participated in an Easter egg hunt sponsored by the Sophomore class. They enjoyed the Easter Bunny's visit along with the St. Patrick’s Day leprechaun!</li> <li>• Sue Stewart, a MSDB para-educator who received Montana's MEA-AFT Education Support Professional of the Year Award, went to Florida for the NEA National ESP Conference.</li> <li>• VI students dissected fish under the direction of Fish Wildlife &amp; Parks teachers. VI teachers and others walking by the science lab, watched in fascination!</li> <li>• Seniors went on their Senior Trip to California.</li> <li>• VI students from across the state came and joined campus students for FOCUS, two school days filled with expanded core activities.</li> </ul>		

	<ul style="list-style-type: none"> <li>• The Spring Program "Surf's Up" was a success! The kids and our staff did a terrific job!</li> <li>• Seniors, Kyle and Mikayla, planted their senior trees and our one retiree, Mrs. Lee, planted hers.</li> <li>• Elementary VI and DHH students participated in a Paris Gibson Square day where they toured the complex and completed an art project.</li> <li>• The Senior Prom "Hollywood" brightened up the last evening of April.</li> <li>• Staff appreciation activities filled the first week in May.</li> <li>• Celebrated departing staff &amp; students; welcomed new.</li> <li>• Celebrated student achievements both in March and April.</li> </ul>
<p>Student Services Program</p>	<p>Total Residential: 23  DHH students: 9  VI students: 14  Boys: 6  Girls: 17</p> <p><u>April 27, 2016: Report from Residential Program</u></p> <p>The month of March and April has been very busy for the cottage students. On March 20<sup>th</sup> our formal Easter Dinner was held in the dining room. The food was delicious and everyone seemed to be very relaxed. The ladies in the kitchen did a wonderful job, Richard Aguon Lead CLA and Lead Dining Room person did a great job on coordinating his first formal dinner!</p> <p>On March 22<sup>nd</sup> the students travelled home for Easter/Spring break and returned on Monday, March 28<sup>th</sup>. There were no complications with travel.</p> <p>The visitor cottage wings were full for the Focus/Goalball Enrichment Weekend (March 31-April 2) and then for the Deaf Enrichment Weekend (April 8-9) the visitor wings were also full. These events were just wonderful for the students participating.</p> <p>April 2<sup>nd</sup> was the last day for our cook, Melanie. She returned to her previous place of employment and is now the kitchen manager at Applebee's. Her pay was more than doubled!</p> <p>The cook position has been advertised and the applications received have not met our desired qualifications. So, for the short term our cook/baker (Terri Knotts) is working Monday through Friday, our part time maintenance worker is helping out in the kitchen and the cottage wings are preparing lunch and dinners on Saturday and Sundays. We plan to have a cook on board when the 2016-17 school year starts in August.</p>

	<p>Students travelled home on April 15<sup>th</sup> and returned on April 18<sup>th</sup>. On travel home day Great Falls and the surrounding area received a huge snow storm. This did not really impact the driving; however, one of the beautiful trees on our campus had to be removed due to several broken limbs.</p> <p>On April 22<sup>nd</sup> all of the cottage students participated in the 35<sup>th</sup> Annual Ice Breaker Fun Run. The kids did well and had a good time. After the race, the students went to the movie theater and watched the "Open Captioned" movie – The Jungle Book. The students and staff have enjoyed the recent addition of open captioned movies on Sundays at the Carmike Cinemas in Great Falls. Great thanks to Darreck Hale for coordinating the events and the Foundation for their support of the Ice Breaker fees for staff and the movie tickets for all students and staff.</p> <p>On April 26<sup>th</sup> the Cottage Student Council held their final fundraiser dinner – a Soup and Sandwich dinner. The students did a great deal of the food preparation, set up and clean up after the dinner. The attendance for the dinner was about average compared with previous dinners.</p> <p>Students will have their high school Prom on Friday, April 29<sup>th</sup>. Students will travel home for Mother’s Day weekend leaving on Friday, May 6<sup>th</sup> and returning Monday, May 8<sup>th</sup>.</p> <p>The Cottage Student Council is planning an over-night outing in May (May 21<sup>st</sup>). They will go to Helena, participate in some activities around town, eat out, swim, stay in a hotel and return on Sunday. The students have earned funds for this trip through various fundraisers.</p>
<p>Outreach Program</p>	<p><u>Number for the 15/16 year to date:</u>          *DHH/VI Family Contacts: 944/1131          *DHH/VI School Contacts: 2237/1160          *DHH/VI Other Contacts: 676/337          *Professional Development- In-services: 88 trainings</p> <p>Consultants are currently preparing for summer Family Learning Weekends and end of the school year wrap up. Consultants for the Blind are supporting the school district by ordering next year’s materials in Braille. Deaf Enrichment Weekend was a success with 32 kids attending! Untangling the Dots workshop for Educators working with Braille readers was also a success with 12 attendees with 9 working on Library of Congress Certification.</p>
<p>Safety and Facilities</p>	<p>Safety:</p> <ul style="list-style-type: none"> <li>• Our safety record continues to be great. We were able to purchase 2 sit-to-stand stations for 2 office employees. Those stations are working out wonderfully. We have started a list of additional</li> </ul>

	<p>staff who want/need these types of stations.</p> <p>Facilities:</p> <ul style="list-style-type: none"> <li>Working on securing money for maintenance projects for our playground. (See MSDB Foundation).</li> </ul>
Budget and Finance	See attached.
MSDB Foundation Report	<ol style="list-style-type: none"> <li>The Nominating committee met recently to review potential Foundation Board Members.</li> <li>The Development committee met recently to discuss potential funding projects, develop funding goals, and select potential fundraising projects to present to the full Foundation Board.</li> <li>The MEA-MFT and UFCW unions would like to provide some human-power for some playground maintenance. The Foundation is pursuing the Kingsbury grant (which has funded many projects in the past) to secure funding for supplies for this playground maintenance.</li> <li>The next Foundation Meeting is May 16<sup>th</sup> from 10am – 1pm.</li> </ol>
School Calendar of Events	<ul style="list-style-type: none"> <li>April 29<sup>th</sup>: Prom!!</li> <li>May 5<sup>th</sup>: blood drive</li> <li>May 6<sup>th</sup>: Travel home</li> <li>May 7<sup>th</sup>: EIPA video conference</li> <li>May 9<sup>th</sup>: travel return</li> <li>May 13<sup>th</sup>-14<sup>th</sup> VI Games</li> <li>May 28<sup>th</sup>: Graduation Day! 2pm</li> <li>May 30<sup>th</sup>: Memorial Day / No School</li> <li>June 2<sup>nd</sup>: End of 4<sup>th</sup> quarter/ Last day of School!</li> </ul>

**MONTANA SCHOOL FOR THE DEAF AND THE BLIND**  
**APPROPRIATIONS - VS - EXPENDITURES**  
**FISCAL YEAR 2016**  
**YEAR TO DATE**

FISCAL YEAR 2015

4/29/2016

## 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)	551,335.00	5,460.00	0.00	0.00	0.00	556,795.00
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	280,121.00	157,334.00	0.00	0.00	4,770,936.00
ALLOCATED TOTALS:	7,089,892.00	288,521.00	180,334.00	0.00	0.00	7,558,747.00

## YTD EXPENDITURES:

1 ADMINISTRATION PROGRAM (01)	395,158.26	0.00	0.00	0.00	0.00	395,158.26	
2 GENERAL SERVICES PROGRAM (02)	468,224.58	0.00	0.00	0.00	0.00	468,224.58	
3 STUDENT SERVICES (03)	1,226,042.69	0.00	21,218.05	0.00	0.00	1,247,260.74	
4 EDUCATIONAL (04)	3,297,580.14	97,645.57	157.80	0.00	0.00	3,395,383.51	
TOTAL EXPENDITURE TO DATE:	5,387,005.67	97,645.57	21,375.85	0.00	0.00	5,506,027.09	72.84%
UNSPENT ALLOCATED BUDGET:	1,702,886.33	190,875.43	158,958.15	0.00	0.00	2,052,719.91	27.16%

## 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	395,158.26	0.00	0.00	0.00	0.00	395,158.26	76.89%
UNSPENT ALLOCATED BUDGET:	115,855.74	2,940.00	0.00	0.00	0.00	118,795.74	23.11%
2 GENERAL SERVICES PROGRAM (02)	551,335.00	0.00	0.00	0.00	0.00	551,335.00	
EXPENDITURES	468,224.58	0.00	0.00	0.00	0.00	468,224.58	84.93%
UNSPENT ALLOCATED BUDGET:	83,110.42	0.00	0.00	0.00	0.00	83,110.42	15.07%
3 STUDENT SERVICES (03)	1,694,062.00	0.00	23,000.00	0.00	0.00	1,717,062.00	
EXPENDITURES	1,226,042.69	0.00	21,218.05	0.00	0.00	1,247,260.74	72.64%
UNSPENT ALLOCATED BUDGET:	468,019.31	0.00	1,781.95	0.00	0.00	469,801.26	27.36%
4 EDUCATIONAL (04)	4,333,481.00	280,121.00	157,334.00	0.00	0.00	4,770,936.00	
EXPENDITURES	3,297,580.14	97,645.57	157.80	0.00	0.00	3,395,383.51	71.17%
UNSPENT ALLOCATED BUDGET:	1,035,900.86	182,475.43	157,176.20	0.00	0.00	1,375,552.49	28.83%
ALLOCATED TOTALS:	7,089,892.00	283,061.00	180,334.00	0.00	0.00	7,553,287.00	
TOTAL EXPENDITURE TO DATE:	5,387,005.67	97,645.57	21,375.85	0.00	0.00	5,506,027.09	72.90%
UNSPENT ALLOCATED BUDGET:	1,702,886.33	185,415.43	158,958.15	0.00	0.00	2,047,259.91	27.10%

**MONTANA SCHOOL FOR THE DEAF AND THE BLIND FOUNDATION  
EXPENSE SUMMARY  
FISCAL YEAR 2016**

<b>CAPITAL EXPENDITURES</b>	<b>FY2016 BUDGET</b>	<b>JULY- SEP</b>	<b>OCT.- DEC</b>	<b>JAN- MAR</b>	<b>APRIL- JUNE</b>	<b>TOTAL EXPENSES</b>	<b>OUTSTAND. PO'S</b>	<b>BALANCE REMAINING</b>
COTTAGE RE-MODEL						\$ -		\$ -
TECHNOLOGY						\$ -		\$ -
EQUIPMENT						\$ -		\$ -
<b>RESTRICTED EXPENDITURES</b>	<b>FY2016 BUDGET</b>	<b>JULY- SEP</b>	<b>OCT.- DEC</b>	<b>JAN- MAR</b>	<b>APRIL- JUNE</b>	<b>TOTAL EXPENSES</b>	<b>OUTSTAND. PO'S</b>	<b>BALANCE REMAINING</b>
NORTHWESTERN ENERGY - RESTRICTED EXPENSE						\$ -		\$ -
SUPER BOWL - RESTRICTED EXPENSE				\$ 100.00		\$ 100.00		\$ (100.00)
SILENT WEEKEND - RESTRICTED EXPENSE						\$ -		\$ -
ENRICHMENT WEEKENDS - RESTRICTED EXPENSE						\$ -		\$ -
FAMILY LEARNING WEEKENDS - RESTRICTED EXPENSE						\$ -		\$ -
BULLETIN BOARDS - RESTRICTED EXPENSE						\$ -		\$ -
PLAYGROUND REPAIRS - RESTRICTED EXPENSE						\$ -		\$ -
ALARM CLOCKS - RESTRICTED EXPENSE			\$ 309.75			\$ 309.75		\$ (309.75)
SORENSEN GRANT - RESTRICTED EXPENSE				\$ 13,165.98		\$ 13,165.98		\$ (13,165.98)
GFCCHS - COTTAGE RESTRICTED EXPENSE						\$ -		\$ -
COTTAGE IMPROVEMENT - RESTRICTED EXPENSE						\$ -		\$ -
COBB FOUNDATION SCHOLARSHIP - RESTRICTED EXPENSE						\$ -		\$ -
ACADEMIC BOWL - RESTRICTED EXPENSE			\$ 419.00			\$ 419.00		\$ (419.00)
JOGGING JOKERS - RESTRICTED EXPENSE						\$ -		\$ -
SUMMER CAMP - RESTRICTED EXPENSE						\$ -		\$ -
LIBRARY - RESTRICTED EXPENSE						\$ -		\$ -
LOAF N JUG SCHOLARSHIP - RESTRICTED EXPENSE						\$ -		\$ -
STUDENT COUNCIL TRIP - RESTRICTED EXPENSE						\$ -		\$ -
EASTER - RESTRICTED EXPENSE						\$ -		\$ -
KINGBURY GRANT - RESTRICTED EXPENSE				\$ 633.87		\$ 633.87		\$ (633.87)
SHEP - RESTRICTED EXPENSE						\$ -		\$ -
EXPRESSIONS OF SILENCE - RESTRICTED EXPENSE						\$ -		\$ -
GAMES FOR THE VISUALLY IMPAIRED - RESTRICTED EXPENSE						\$ -		\$ -
GOALBALL - RESTRICTED EXPENSE			\$ 427.76			\$ 427.76		\$ (427.76)
<b>EXPENDITURES</b>	<b>FY2016 BUDGET</b>	<b>JULY- SEP</b>	<b>OCT.- DEC</b>	<b>JAN- MAR</b>	<b>APRIL- JUNE</b>	<b>TOTAL EXPENSES</b>	<b>OUTSTAND. PO'S</b>	<b>BALANCE REMAINING</b>
PROFESSIONAL DEVELOPMENT	\$ 25,000.00	\$ 656.50	\$ 9,762.11	\$ 4,780.56		\$ 15,199.17		\$ 9,800.83
ACCREDITATION	\$ 8,000.00	\$ 1,946.26	\$ 2,500.00	\$ 3,756.35		\$ 8,202.61		\$ (202.61)
JOGGING JOKERS	\$ 500.00					\$ -		\$ 500.00
SKI TRIP	\$ 3,200.00			\$ 2,592.00		\$ 2,592.00		\$ 608.00
FAMILY LEARNING WEEKEND - BLIND	\$ 8,250.00			\$ 420.00		\$ 420.00		\$ 7,830.00
FAMILY LEARNING WEEKEND - DEAF	\$ 8,250.00		\$ 612.98			\$ 612.98	\$ 1,280.00	\$ 6,357.02
SUMMER CAMP - BLIND	\$ 2,750.00	\$ 3,202.56				\$ 3,202.56		\$ (452.56)
SUMMER CAMP - DEAF	\$ 2,750.00					\$ -		\$ 2,750.00
NORTH WEST ASSOCIATION OF THE BLIND	\$ 8,000.00		\$ 8,000.00			\$ 8,000.00		\$ -
BROKER FEES	\$ 20,000.00	\$ 3,911.27	\$ 3,679.46	\$ 3,699.38		\$ 11,290.11		\$ 8,709.89
VISUALLY IMPAIRED PERFORMERS	\$ 200.00					\$ -		\$ 200.00
BANK CHARGES	\$ 300.00					\$ -		\$ 300.00
CAREER DEVELOPMENT - WORKSTUDY	\$ 3,000.00					\$ -		\$ 3,000.00
AWARDS	\$ 2,000.00			\$ 805.00		\$ 805.00		\$ 1,195.00
STAFF AWARDS	\$ 2,000.00		\$ 700.00	\$ 57.46		\$ 757.46		\$ 1,242.54
HEARING EVALUATIONS	\$ 3,000.00	\$ 361.65	\$ 668.50	\$ 885.80		\$ 1,915.95		\$ 1,084.05
ACADEMIC BOWL	\$ 7,500.00			\$ 5,030.19		\$ 5,030.19		\$ 2,469.81
VISUAL EVALUATIONS	\$ 500.00			\$ 234.00		\$ 234.00		\$ 266.00
STUDENT SUPPORT	\$ 8,000.00	\$ 2,023.32	\$ 3,586.43	\$ 769.23		\$ 6,378.98		\$ 1,621.02
COTTAGE SUPPORT	\$ 1,500.00	\$ 40.00	\$ 152.07	\$ 304.01		\$ 496.08		\$ 1,003.92
GAMES - VISUALLY IMPAIRED	\$ 3,500.00					\$ -		\$ 3,500.00
GOALBALL	\$ 2,000.00					\$ -		\$ 2,000.00
EXPRESSIONS OF SILENCE	\$ 5,000.00		\$ 271.02			\$ 271.02		\$ 4,728.98
SENIOR TRIP	\$ 4,000.00			\$ 5,365.86		\$ 5,365.86		\$ (1,365.86)
HALLOWEEN / EASTER	\$ 800.00		\$ 412.48	\$ 370.74		\$ 783.22		\$ 16.78
PTHA	\$ 1,000.00			\$ 100.00		\$ 100.00		\$ 900.00
UNCATEGORIZED EXPENSES	\$ -					\$ -		\$ -
CHRISTMAS	\$ 750.00		\$ 548.49			\$ 548.49		\$ 201.51
YEARBOOK	\$ 750.00		\$ 750.00			\$ 750.00		\$ -
PUBLIC RELATIONS & DEVELOPMENT	\$ 30,000.00	\$ 6,123.93	\$ 6,432.03	\$ 652.84		\$ 13,208.80		\$ 16,791.20
BOARD TRAVEL / ADM. EXP.	\$ 2,000.00		\$ 147.44	\$ 34.19		\$ 181.63		\$ 1,818.37
AUDIT FEES	\$ 6,200.00		\$ 6,400.00			\$ 6,400.00		\$ (200.00)
HOMECOMING	\$ 300.00					\$ -		\$ 300.00
GRADUATION	\$ 800.00			\$ 45.10		\$ 45.10		\$ 754.90
PROM	\$ 900.00			\$ 139.30		\$ 139.30		\$ 760.70
ARBOR DAY	\$ 600.00					\$ -		\$ 600.00
SPECIAL EQUIPMENT & EQUIPMENT REPAIR	\$ 2,000.00					\$ -		\$ 2,000.00
ACCOUNTING FEES	\$ 1,800.00	\$ 180.00	\$ 450.00	\$ 270.00		\$ 900.00		\$ 900.00
WAGES	\$ 18,647.00	\$ 4,767.00	\$ 4,154.12	\$ 2,768.57		\$ 11,689.69		\$ 6,957.31
UNEMPLOYMENT TAXES	\$ 600.00	\$ 7.62	\$ 3.81	\$ 3.81		\$ 15.24		\$ 584.76
PAYROLL FICA - OFFICE	\$ 100.00	\$ 365.87				\$ 365.87		\$ (265.87)
WORKER'S COMP INSURANCE	\$ 1,850.00		\$ 374.65			\$ 374.65		\$ 1,475.35
OFFICE EXPENSES	\$ 3,000.00	\$ 1,124.89	\$ 1,325.71	\$ 888.50		\$ 3,339.20		\$ (339.20)
<b>TOTAL OPER. BUDGET</b>	<b>\$ 201,297.00</b>	<b>\$ 24,710.97</b>	<b>\$ 52,087.81</b>	<b>\$ 47,872.74</b>	<b>\$ -</b>	<b>\$ 124,671.52</b>	<b>\$ 1,280.00</b>	<b>\$ 75,345.48</b>

**ACTION**

❖ **ASSESSMENT COMMITTEE (Items 17-18)**

**Paul Andersen**

**ITEM 17**

**RECOMMEND APPROVAL OF THE UPDATED  
REPORT ON MONTANA MINIMUM SCORES  
ON PRAXIS SUBJECT ASSESSMENTS**

**Dr. Linda Vrooman Peterson**

# Montana Board of Public Education Executive Summary

Date: May 12 - 13, 2016

<b>Presentation</b>	<b>Recommend Approval of the Montana Minimum Score on Praxis Subject Assessment (formerly Praxis II® tests), pursuant to ARM 10.57.410(3).</b>
<b>Presenter</b>	Linda Vrooman Peterson, Ph.D.
<b>Position Title</b>	Accreditation and Educator Preparation Office of Public Instruction
<b>Overview</b>	<p>This is an action item. This presentation provides to the Board of Public Education the Montana minimum scores on Praxis Subject Assessments in Business Education, Health and Physical Education, Special Education, Music, General Science, and Social Studies. These scores will be used by Montana Educator Preparation Providers to complete the Montana Assessment of Content Knowledge prior to recommending candidates for licensure, and by out-of-state applicants who seek licensure in Montana.</p> <p>Superintendent Juneau recommends approval of these minimum scores.</p>
<b>Requested Decision(s)</b>	Action
<b>Related Issue(s)</b>	Chapter 57 amended language approved by the BPE in July is included below: <i>ARM 10.57.410 (3) If the educator preparation</i>



Montana  
Office of Public Instruction  
Denise Juneau, State Superintendent

opi.mt.gov

	<p><i>program completed by the applicant is not in Montana, upon initial application of a Class 1, Class 2, or Class 3, the applicant must provide proof of a minimum score on the PRAXIS II applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public Education.</i></p>
<p><b>Recommendation(s)</b></p>	<p><b>Approve the Montana Minimum Scores on Praxis Subject Assessments (formerly Praxis II Content Knowledge Tests) in Business Education, Health and Physical Education, Special Education, Music, General Science, and Social Studies, pursuant to ARM 10.57.410(3).</b></p>



# Montana Test Review: ETS Praxis Subject Assessments Summary Report

March 29-31, 2016

Office of Public Instruction 1300 Conference Room

Montana SummitNet Interactive Videoconferencing Sites

The Praxis Working Committee and CSPAC recommend the Montana Council of Deans of Education approve the Montana Test Review Summary Report of the ETS Praxis Subject Assessments in Business Education, Health and Physical Education, Library Media Specialist, General Science, Special Education, Music, and Social Studies. The Montana Test Review Summary Report includes the following recommendations:

1. Adopt new Praxis Subject Assessments and corresponding Montana minimum scores in Business Education, Health and Physical Education, Special Education, and Music.
2. Keep as is Praxis Subject Assessments and corresponding minimum scores in General Science and Social Studies.
3. Do not adopt Praxis Subject Assessment in Library Media Specialist.

## Purpose of test reviews

- Provide recommendations: adopt, do not adopt, or keep as is.
- Set Montana's minimum score based on examination of practice test appropriateness for Montana, national and state-by-state test results, recommended scores from multistate standard setting studies (MSSS) technical reports, and, if available, Montana test data.
- Establish a timeline to conduct score review, adjust minimum score as necessary.

## Business Education: Content Knowledge (5101)

- Recommendation: Adopt
- Montana Score: 154
- Review Performance Data Annually
- Conduct score review in three years – Examination of Performance Data 2019-2020

## Health and Physical Education: Content Knowledge (5857)

- Recommendation: Adopt
- Montana Score: 155
- Review Performance Data Annually
- Conduct score review in three years – Examination of Performance Data 2019-2020



### **Library Media Specialist: Content Knowledge (5311)**

- Recommendation: Do not adopt
- Montana Score: NA
- Recommend ETS regenerate Library Media Specialist Praxis Subject Assessment (5311) using the soon-to-be-published new standards from the American Association of Librarians/American Association of School Librarians. Publication of the ALA/AASL standards is anticipated in November of 2017.
- Montana educators will participate in this review process by volunteering to serve on the ETS National Advisory Committee and Multistate standard setting study panels.

### **General Science: Content Knowledge (5435)**

- Recommendation: Keep as is
- Montana Score: 152 (Keep as is)
- Review Performance Data Annually
- Conduct score review in three years – Examination of Performance Data 2019-2020
- Montana educators suggested changes to the current General Science test (5435) for consideration by ETS during the 2016 annual test review.
- ETS plans to regenerate the General Science Praxis Subject Assessment (5435) based on the national Science standards. Expected publication date of the new P-12 Science Standards is November 2017.
- Montana educators will participate in this review process by volunteering to serve on the ETS National Advisory Committee and Multistate standard setting study panels.

### **Special Education: Content Knowledge and Application (5354)**

- Recommendation: Adopt
- Montana Score: 159
- Review Performance Data Annually
- Conduct score review in three years – Examination of Performance Data 2019-2020
- Montana educators suggested changes to the current Special Education Praxis Subject Assessment test (5354) for consideration by ETS during the 2016 annual test review.

### **Music: Content Knowledge (5113)**

- Recommendation: Adopt
- Montana Score: 152
- Review Performance Data Annually
- Conduct score review in three years – Examination of Performance Data 2019-2020

### **Social Studies: Content Knowledge (5081)**

- Recommendation: Keep as is
- Montana Score: 155 (Keep as is)
- Review Performance Data Annually
- Conduct score review in three years – Examination of Performance Data 2019-2020



- Montana educators suggested changes to the current Social Studies test (5081) for consideration by ETS during the 2016 annual test review.
- Montana educators recommend a P20 statewide discussion of Broadfield Social Studies: student learning expectations, school district basic program requirements, preparation of Broadfield Social Studies teachers, and the current Professional Educator Preparation Program Standard 10.58.523 Social Studies Broadfield. Focus of the discussion: Is there a need to revise the PEPP Standard?
- Montana educators will participate in future test reviews by volunteering to serve on the ETS National Advisory Committee and Multistate standard setting study panels.



# Montana Tests Required in Specific Endorsement Areas for Out-of-State Applicants

## Out-of-State Teacher Education Program Completers

If the completed educator preparation program is not in Montana — upon initial application of a Class 1, Class 2, or Class 3 — the applicant must provide proof of a minimum score on the *Praxis*® Subject Assessments (formerly *Praxis II*® tests), applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public Education. ARM 10.57.410(3)

Find your endorsement area below to determine which test you need to take and to see the minimum qualifying score. To learn more about a specific test, click the test title. Once you know your test(s), find out [how to register for Praxis tests](#) and read the [Praxis test retake policy](#).

In general, unless it is specifically stated that a calculator is permitted or required for a particular test, calculators may not be used on any *Praxis* tests (see [Calculator Use](#)).

If you test in Montana, your score report will be sent automatically to the Montana Office of Public Instruction. If you test outside of Montana, select the Montana Office of Public Instruction (state code 8653) as a score recipient when you register or on an additional score report request.

### Elementary Education

To Be Eligible For Endorsement in	You Need to Take	Test Code	Qualifying Score
Elementary K–8	<a href="#">Elementary Education: Content Knowledge</a> ( <a href="#">On-screen scientific calculator provided.</a> )	5018	163

### Secondary Education

To Be Eligible	You Need to Take	Test	Qualifying
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For Endorsement in		Code	Score
Biology	<a href="#">Biology: Content Knowledge</a>	5235	151
Chemistry	<a href="#">Chemistry: Content Knowledge</a>	5245	148
Earth Science	<a href="#">Earth and Space Sciences: Content Knowledge</a>	5571	151
Economics	<a href="#">Economics</a>	5911	150
English	<a href="#">English Language Arts: Content Knowledge</a>	5038	167
General Science	<a href="#">General Science: Content Knowledge</a>	5435	152
Geography	<a href="#">Geography</a>	5921	155
Government/ Political Science	<a href="#">Government/Political Science</a>	5931	149
Mathematics	<a href="#">Mathematics: Content Knowledge</a> ( <a href="#">On-screen graphing calculator provided.</a> )	5161	160
Physical Science	<a href="#">Chemistry: Content Knowledge</a>	5245	148
	or <a href="#">Physics: Content Knowledge</a>	5265	135
Physics	<a href="#">Physics: Content Knowledge</a>	5265	135
Social Studies	<a href="#">Social Studies: Content Knowledge</a>	5081	155
World and U.S. History	<a href="#">World and United States History: Content Knowledge</a>	5941	146

### All Grades

To Be Eligible For Endorsement in	You Need to Take	Test Code	Qualifying Score
Art	<a href="#">Art: Content Knowledge</a>	5134	158
Reading	<a href="#">Teaching Reading</a>	5204	159

### Professional School Counselor

To Be Highly Qualified in	You Need to Take	Test Code	Qualifying Score

Professional School Counselor	<a href="#">Professional School Counselor</a>	5421	156
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## [-] World Languages

To Be Eligible For Endorsement in	You Need to Take	Test Code	Qualifying Score
Chinese (Mandarin)	<a href="#">Chinese (Mandarin): World Language</a>	5665	164
French	<a href="#">French: World Language</a>	5174	162
German	<a href="#">German: World Language</a>	5183	163
Spanish	<a href="#">Spanish: World Language</a>	5195	168

This page is a supplement to [The Praxis Series® Information Bulletin \(PDF\)](#).



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Beginning in the fall of 2016, teacher candidates completing an accredited Educator Preparation Provider (EPP) program in Montana must meet the minimum content knowledge requirements described below to be recommended for licensure/endorsement. This policy is the result of ongoing dialogue and consensus between the Montana Office of Public Instruction (OPI) and Montana EPPs. This practice ensures consistency across state programs. Montana Board of Public Education accredited schools must employ teachers with an active Montana license and assign those teachers to teach classes in their endorsed subject area(s).

### Montana Assessment of Content Knowledge Verification

Teacher candidates must earn at least 7 points on the Montana Assessment of Content Knowledge prior to recommendation for licensure/endorsement by an accredited Montana EPP. The possible range for the Content Knowledge Score (CKS) is 0-10. Teacher candidates earning fewer than 7 CKS points or who score zero on any of the three rubric components shall not be recommended for licensure/endorsement. For candidates receiving a score of 1\* on rubric components 1, 2, or 3, each Montana EPP will conduct a further individualized review of the candidate’s content knowledge and teaching skills, based on established policy, to ensure that the candidate merits recommendation for licensure/endorsement.

1. **Assessment of Content Knowledge Coursework GPA**

The range for awarding points is 0-4 and will be calculated as follows:

<i>GPA</i>	<i>Points</i>
3.50 – 4.00	4
3.00 – 3.49	3
2.65 – 2.99	2
2.00 – 2.64	1*
Below 2.00	0

2. **Assessment of Content Knowledge Demonstrated During Student Teaching/ Clinical Practice**

The range for awarding points is 0-3 and will be calculated as follows:

<i>Descriptor</i>	<i>Points</i>
Knowledge is Advanced	3
Knowledge is Proficient	2
Knowledge is Basic	1*
Knowledge is Insufficient	0

**Note:** The assessment is completed by a cooperating teacher, college or university supervisor, or faculty member.

3. **Assessment of Content Knowledge on appropriate Praxis Subject Assessments**

The range for awarding points is 0-3 and will be calculated as follows:

<i>Score Range</i>	<i>Points</i>
Meets/Exceeds Montana score	3
At least 90% of Montana score	2
At least 80% of Montana score	1*
Below 80% of Montana score	0

**ITEM 18**

**RECOMMEND APPROVAL OF THE NOTICE  
OF PUBLIC HEARING ON PROPOSED  
AMENDMENT TO ARM TITLE 10, CHAPTER  
56, ASSESSMENT**

**Rob Stutz**

BEFORE THE BOARD OF PUBLIC EDUCATION  
OF THE STATE OF MONTANA

In the matter of the amendment of ) NOTICE OF PUBLIC HEARING ON  
ARM 10.56.101 pertaining to student ) PROPOSED AMENDMENT  
assessment )  
)  
)

TO: All Concerned Persons

1. On June 24, 2016, at 10:00 a.m. the Board of Public Education will hold a public hearing in the Board of Public Education Conference room at 46 N Last Chance Gulch, 2<sup>nd</sup> Floor, Helena, Montana, to consider the proposed amendment of the above-stated rule.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on June 17, 2016, to advise us of the nature of the accommodation that you need. Please contact Peter Donovan, Executive Director, Board of Public Education, 46 North Last Chance Gulch, PO Box 200601, Helena, MT 59620; telephone (406) 444-6576; fax (406) 444- 0847; or e-mail pdonovan@mt.gov.

3. The rule as proposed to be amended provides as follows, new matter underlined, deleted matter interlined:

10.56.101 STUDENT ASSESSMENT

(1) through (2) remain the same.

(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 assessments shall be:~~

- (A) ~~aligned to Montana common core standards;~~
- (B) ~~administered to grades 3-8 and 11 in math and English language arts;~~

(i) The English language arts and mathematics assessments shall be aligned to Montana content standards in English language arts and mathematics and administered in grades 3-8 and 11;

~~(C)(ii) The science assessments shall be aligned to Montana content standards for science and administered in grades 4, 8, and 10; and~~

~~(D)(iii) The assessments shall be 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 ~~(e)~~ 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) remains the same.

(7) All students shall participate in the state-level assessments, ~~except as provided in (3)(c)~~.

(7)(a) through (8)(c) remain the same.

(9)The Superintendent of Public Instruction shall recommend in writing to the board any modifications to the single system of state level assessment as set forth in (3)(a)(i) through (iii). 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.

AUTH: Mont. Const. Art. X, sec. 9; 20-2-121, MCA;

IMP: Mont. Const. Art. X, sec. 9; 20-2-121, 20-7-402, MCA

REASON: The board proposes to amend the rule to remove obsolete language regarding the phasing in of the Montana content standards.

The board also proposes to remove the requirement specifying that the ACT Plus Writing college readiness test must be offered. This amendment is proposed because no other approved assessments are listed in rule.

The board also proposes to require reporting by the Office of Public Instruction to the Board of Public Education regarding assessment reporting as soon as practical. This amendment is proposed to ensure timely reporting to the board of the assessment results no later than the results are reported to any other entity.

The board also proposes to provide a process for the Superintendent of Public Instruction to recommended modifications of the state level assessments and for the board to consider and approve those modifications. This amendment is proposed to prevent confusion at the school district level about actual, as opposed to recommended, modifications to the single system of state level assessment.

The board also proposes to include in the authorizing and implementing statutes a citation to its constitutional authority requiring the board “to exercise general supervision over the public school system.” This inclusion would recognize the board’s constitutional authority to conduct rulemaking.

4. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Peter Donovan, Executive Director, Board of Public Education, 46 North Last Chance Gulch, PO Box 200601, Helena, MT 59620; telephone (406) 444-6576; fax (406) 444- 0847; or e-mail pdonovan@mt.gov, and must be received no later than 5:00 p.m., July 1, 2016.

5. Pete Donovan, Executive Director of the Board of Public Education, has been designated to preside over and conduct this hearing.

6. The board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this agency. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 4 above or may be made by completing a request form at any rules hearing held by the board.

7. An electronic copy of this proposal notice is available through the Secretary of State’s web site at <http://sos.mt.gov/ARM/Register>. The Secretary of State strives to make the electronic copy of the notice conform to the official version of the notice, as printed in the Montana Administrative Register, but advises all concerned persons that in the event of a discrepancy between the official printed text of the notice and the electronic version of the notice, only the official printed text will be considered. In addition, although the Secretary of State works to keep its web site accessible at all times, concerned persons should be aware that the web

site may be unavailable during some periods, due to system maintenance or technical problems.

8. The bill sponsor contact requirements of 2-4-302, MCA, do not apply.

9. With regard to the requirements of 2-4-111, MCA, the board has determined that the amendment of the above-referenced rule will not significantly and directly impact small businesses.

/s/ Peter Donovan  
Peter Donovan  
Rule Reviewer

/s/ Sharon Carroll  
Sharon Carroll, Chair  
Board of Public Education

Certified to the Secretary of State May 23, 2016.

**TIME CERTAIN AT 9:00 AM**

❖ **LICENSURE COMMITTEE – (ITEMS 19-22)**

**Tammy Lacey**

**ITEM 19**

**CONTESTED CASE HEARING BPE CASE**

**# 2015-05**

**Rob Stutz**

**ITEM 20**

**BACHELOR OF ARTS IN EARLY  
CHILDHOOD EDUCATION P-3 UNIVERSITY  
OF MONTANA**

**Dr. Linda Vrooman Peterson; Dr. Julie  
Bullard UM**

# Montana Board of Public Education

## Executive Summary

Date: May 12-13, 2016

<b>Presentation</b>	<b>Recommend Approval of the University of Montana Proposal to add the Bachelor of Arts in Early Childhood Education Preschool through Grade 3 (ECE P-3).</b>
<b>Presenter</b>	Linda Vrooman Peterson, Ph.D.
<b>Position Title</b>	Accreditation and Educator Preparation Office of Public Instruction
<b>Overview</b>	<p>Phyllis J. Washington College of Education and Human Sciences at the University of Montana presents the proposal to add a Bachelor of Arts in Early Childhood Education P-3. Dr. Julie Bullard will present an overview of the proposal to the Board of Public Education. This is an action item.</p> <p>State Superintendent Juneau recommends approval of the Bachelor of Arts in Early Childhood Education P-3.</p>
<b>Requested Decision(s)</b>	Action
<b>Related Issue(s)</b>	The Office of Public (OPI) Instruction completed a desk review of the required material and verifies the proposed Bachelor of Arts in Early Childhood Education Preschool through Grade 3 (ECE P-3) meets Administrative Rules of Montana (ARM) 10.58.531.



opi.mt.gov

Montana  
Office of Public Instruction  
Denise Juneau, State Superintendent

	<p>During the 2018-2019 academic year, the OPI will conduct a follow-up review of the Bachelor of Arts in Early Childhood Education P-3. The purpose of this follow-up review is to examine both program and candidate performance data ensuring that the program meets the expected outcomes established by ARM Chapter 58, Professional Educator Preparation Program Standards 10.58.531.</p>
<b>Recommendation(s)</b>	<b>Approve the University of Montana proposal to add the Bachelor of Arts in Early Childhood Education Preschool through Grade 3 (ECE P-3) as presented.</b>





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**MEMORANDUM**

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**TO:** LINDA VROOMAN PETERSON, ADMINISTRATOR, ACCREDITATION AND EDUCATOR PREPARATION DIVISION

**FROM:** KRISTI MURPHY, ASSESSMENT AND LICENSURE MANAGER, PJW COLLEGE OF EDUCATION AND HUMAN SCIENCES *K.M.*

**CC:** ROBERTA EVANS, DEAN OF THE PHYLLIS J. WASHINGTON COLLEGE OF EDUCATION AND HUMAN SCIENCES

**SUBJECT:** BACHELORS OF ARTS IN EARLY CHILDHOOD EDUCATION (P-3)

**DATE:** APRIL 13, 2016

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We are seeking Board of Public Education approval to offer the P-3 early childhood education endorsement through a new Bachelors of Arts in Early Childhood Education: P-3 degree. The Department of Curriculum and Instruction at the University of Montana-Missoula requested and received approval through UM Faculty Senate and is pending approval from the Montana Board of Regents (May 19-20, 2016) to add the BA in Early Childhood Education: P-3. The Department of Curriculum and Instruction currently offers the P-3 early childhood education endorsement for K-8 licensure candidates or currently licensed K-8 teachers through a minor in Early Childhood Education and an M.Ed in Curriculum and Instruction with an option in Early Childhood Education (approved by the BPE July 2015).

The Department of Curriculum and Instruction was motivated to add the Bachelors of Arts in Early Childhood Education: P-3 for three primary reasons: 1) to meet the needs of UM Teacher Education candidates who are committed to teaching in the primary grades (P-3); 2) to focus on the preparation of highly qualified early childhood professionals which is proven to be effective in supporting the optimal development of young children; and 3) to meet workforce preparation needs for highly qualified early childhood teachers.

The BA builds upon coursework already available in the Department of Curriculum and Instruction and adds four new early childhood courses and specific P-3 clinical experiences designed to align with the strategic goals of UM and to meet state and national early childhood education standards. UM recently hired an early childhood education professor in 2015 and will add a second early childhood faculty member for FY 2017-18. In conjunction with existing faculty expertise in early childhood (Professors Ann Garfinkle, Matthew Schertz, Trent Atkins, and Kate Brayko) and program resources including the affiliated PJWEC LAB Preschool and staff, all other teaching and management needs of the program will be met for an Autumn 2016 start.

Individuals pursuing this degree will seek admission to and complete the Teacher Education Program in the Department of Curriculum and Instruction according to established selection criteria. Upon entrance to the Teacher Education Program, students will progress through the program as a cohort. Each semester, coursework will be linked to clinical experiences in UM's LAB Preschool and in the primary grades in area schools to engage students in real world experiences that support their connection of coursework to classroom teaching practices. The Department gathers data related to educator preparation programs at UM and will work with the faculty to review and evaluate specific data on an annual basis.

<b>STANDARDS</b>				
<b><u>10.58.531 EARLY CHILDHOOD EDUCATION</u></b>	<b>TO BE COMPLETED BY THE INSTITUTION</b>		<b>TO BE COMPLETED BY VISITING TEAM</b>	
			<b>MET</b>	<b>NOT MET</b>
(1) The program requires that successful candidates:	Courses *Course containing key assessment	Key Assessment	<input type="checkbox"/>	<input type="checkbox"/>
(a) demonstrate an understanding of young children's (birth-age 8) characteristics and needs encompassing multiple, interrelated areas of children's development and learning including physical, cognitive, social, emotional, language, and aesthetic domains as well as learning processes and motivation to learn;	EDU 222 Educational Psychology & Child Development	Praxis exams	<input type="checkbox"/>	<input type="checkbox"/>
(b) base their practice on coherent early childhood theoretical perspectives, current research about brain growth and development, and the importance of play;	*EDEC 495 Practicum: Integrated Curriculum EDU 222 Educational Psychology & Child Development EDEC 408 Early Childhood Principles and Practices	Unit Plan Development, Implementation, and Teaching Skills Observation	<input type="checkbox"/>	<input type="checkbox"/>
(c) apply their understanding of multiple influences on young children's development and learning including family, community, cultural, and linguistic contexts, temperament, approaches, and dispositions to learning (including initiative, self-direction, persistence, and attentiveness), motivation, attachment, economic conditions, health status, opportunities for play and learning, technology and media, and developmental variations;	*EDEC 495 Practicum: Integrated Curriculum EDEC 408 Early Childhood Principles and Practices EDEC 420 Meeting Standards through Play-Based Environments	Unit Plan Development, Implementation, and Teaching Skills Observation	<input type="checkbox"/>	<input type="checkbox"/>
(d) understand the potential influence of early childhood programs, including early intervention, on short- and long-term outcomes for children;	EDEC 408 Early Childhood Principles and Practices	Praxis exams	<input type="checkbox"/>	<input type="checkbox"/>
(e) demonstrate the ability to use developmental knowledge including strengths of families and	*EDEC 420 Meeting Standards Through Play-Based	Learning Center Project	<input type="checkbox"/>	<input type="checkbox"/>

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children to create physically and psychologically safe learning environments that are healthy, respectful, supportive, and challenging for each child;	Environments			
(f) know about, understand, and value the complex characteristics and importance of children's families and communities including home language, cultural values, ethnicity, socioeconomic conditions, family structures, relationships, stresses, childhood trauma and adverse childhood experiences, supports, and community resources;	*EDEC 410 Family, Community, and Cultures	Family Portfolio	<input type="checkbox"/>	<input type="checkbox"/>
(i) understand the effects of childhood trauma on social, emotional, physical, and behavioral development and be able to demonstrate trauma-informed classroom management strategies; and	*EDEC 430 Social & Emotional Development in Young Children –	Positive Behavioral Support Plan	<input type="checkbox"/>	<input type="checkbox"/>
(ii) demonstrate a knowledge of the implications of secondary trauma;	*EDEC 430 Social & Emotional Development in Young Children –	Positive Behavioral Support Plan	<input type="checkbox"/>	<input type="checkbox"/>
(g) create respectful, reciprocal relationships with families using a range of formal and informal strategies such as home visits, parent-teacher conferences, family nights, and transition planning into and out of early childhood programs including kindergarten;	*EDEC 410 Family, Community, and Cultures	Family Portfolio	<input type="checkbox"/>	<input type="checkbox"/>
(h) promote and encourage family involvement in all aspects of children's development and learning including assisting families to find and refer resources concerning parenting, mental health, health care, and financial assistance;	*EDEC 410 Family, Community, and Cultures	Family Portfolio	<input type="checkbox"/>	<input type="checkbox"/>
(i) demonstrate essential knowledge and core skills in team building and in communicating with families and colleagues from other disciplines to	*EDEC 410 Family, Community, and Cultures	Family Portfolio	<input type="checkbox"/>	<input type="checkbox"/>

STANDARDS				
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encourage families' participation in curriculum and program development as well as assessment of children's learning, including identification of children's strengths and needs;				
(j) recognize the goals of assessment and summarize, analyze, and use assessment information gathered through ongoing, systematic observations and other informal and formal assessments, including play-based assessments and developmental screenings to:	*EDEC 405 Assessment in Early Childhood EDEC 408 Early Childhood Principles and Practices EDU 397 PK-4 Early Numeracy EDU 397 PK-3 Early Literacy EDEC 495 Practicum: Integrated Curriculum EDEC 420 Meeting Standards through Play-Based Environments EDEC 430 Social Emotional Development	Child Portfolio	<input type="checkbox"/>	<input type="checkbox"/>
(i) learn about children's unique qualities;	*EDEC 405 Assessment in Early Childhood EDEC 408 Early Childhood Principles and Practices EDU 397 PK-4 Early Numeracy EDU 397 PK-3 Early Literacy EDEC 495 Practicum: Integrated Curriculum EDEC 420 Meeting Standards through Play-Based Environments EDEC 430 Social Emotional Development	Child Portfolio	<input type="checkbox"/>	<input type="checkbox"/>
(ii) guide instruction; and	*EDEC 405 Assessment in Early Childhood EDEC 408 Early Childhood Principles and Practices EDU 397 PK-4 Early Numeracy EDU 397 PK-3 Early Literacy EDEC 495 Practicum: Integrated Curriculum EDEC 420 Meeting Standards through Play-Based Environments EDEC 430 Social Emotional	Child Portfolio	<input type="checkbox"/>	<input type="checkbox"/>

STANDARDS				
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	Development			
(iii) evaluate effective curriculum to maximize children's development and learning;	*EDEC 405 Assessment in Early Childhood EDEC 408 Early Childhood Principles and Practices EDU 397 PK-4 Early Numeracy EDU 397 PK-3 Early Literacy EDEC 495 Practicum: Integrated Curriculum EDEC 420 Meeting Standards through Play-Based Environments EDEC 430 Social Emotional Development	Child Portfolio	<input type="checkbox"/>	<input type="checkbox"/>
(k) make ethical considerations when administering and interpreting assessments including:			<input type="checkbox"/>	<input type="checkbox"/>
(i) an understanding of family context and involving families in the assessment process;	*EDEC 405 Assessment in Early Childhood	Child Portfolio	<input type="checkbox"/>	<input type="checkbox"/>
(ii) recognizing the importance of establishing positive conditions for assessment (in familiar settings with familiar people); and	*EDEC 405 Assessment in Early Childhood EDEC 408 Early Childhood Principles and Practices EDU 397 PK-4 Early Numeracy EDU 397 PK-3 Early Literacy EDEC 495 Practicum: Integrated Curriculum EDEC 420 Meeting Standards through Play-Based Environments EDEC 430 Social Emotional Development EDEC 410 Family, Community and Cultures	Child Portfolio	<input type="checkbox"/>	<input type="checkbox"/>
(iii) avoiding bias and using culturally sensitive assessments that have established reliability and validity;	*EDEC 405 Assessment in Early Childhood	Praxis Exams Child Portfolio	<input type="checkbox"/>	<input type="checkbox"/>
(l) create a caring community of learners that supports positive relationships; promotes the	*EDEC 230 Positive Child Guidance	GoPro Video Demonstrating Guidance Techniques	<input type="checkbox"/>	<input type="checkbox"/>

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development of children's social, emotional, and friendship skills; and assists children in the development of security, self-regulation, responsibility, and problem solving;	*EDU 495 Student Teaching EDEC 430 Social Emotional Development EDEC 495 Practicum: Integrated Curriculum	Student Teaching Observation			
(m) utilize a broad repertoire of developmentally appropriate teaching skills and strategies supportive of young learners, such as integrating curricular areas; scaffolding learning; teaching through social interactions; providing meaningful child choice; implementing positive guidance strategies; and making appropriate use of technology;	*EDEC 495 Practicum: Integrated Curriculum EDU 397 PK-4 Early Numeracy EDU 397 PK-3 Early Literacy EDEC 408 Early Childhood Principles and Practices EDEC 420 Meeting Standards through Play-Based Environments EDEC 430 Social Emotional Development EDEC 230 Positive Child Guidance	Unit Plan Development, Implementation, and Teaching Skills Observation	<input type="checkbox"/>	<input type="checkbox"/>	
(n) provide curriculum and learning experiences that reflect the languages, cultures, traditions, and individual needs of diverse families and children, with particular attention to the cultures of the children and families in the classroom and to American Indians and tribes in Montana;	*EDEC 495 Practicum: Integrated Curriculum NASX 105 Native American Studies ANTY 122S Race and Minorities EDEC 410 Family, Community and Cultures EDEC 408 Early Childhood Principles and Practices	Unit Plan Development, Implementation, and Teaching Skills Observation	<input type="checkbox"/>	<input type="checkbox"/>	
(o) use a variety of learning formats and contexts to support young learners, including creating support for extended play, creating effective indoor and outdoor learning centers, teaching primarily through individual and small group contexts, and utilizing the environment, schedule, and routines as learning opportunities;	*EDEC 420 Meeting Standards through Play-Based Environments EDEC 408 Early Childhood Principles and Practices	Environmental Design Project Learning Center Project	<input type="checkbox"/>	<input type="checkbox"/>	
(p) design, implement, and evaluate developmentally meaningful, integrated, and challenging curriculum for each child using	*EDEC 495 Practicum: Integrated Curriculum EDU 397 PK-4 Early Numeracy EDU 397 PK-3 Early Literacy	Unit Plan Development, Implementation, and Teaching Skills Observation	<input type="checkbox"/>	<input type="checkbox"/>	

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professional knowledge, Montana's Early Learning Standards, Montana Content Standards (K-5), and Indian Education for All;		EDEC 408 Early Childhood Principles and Practices EDEC 420 Meeting Standards through Play-Based Environments EDEC 430 Social Emotional Development			
(q) integrate and support in-depth learning using both spontaneous and planned curricula and teaching practices in each of the academic discipline content areas including language and literacy; science; mathematics; social studies; the performing and visual arts; health and well-being; and physical development, skills, and fitness by:		*EDEC 495 Practicum: Integrated Curriculum EDEC 408 Early Childhood Principles and Practices EDEC 420 Meeting Standards through Play-Based Environments EDEC 453 Early Childhood STEM	Unit Plan Development, Implementation, and Teaching Skills Observation	<input type="checkbox"/>	<input type="checkbox"/>
(i) demonstrating knowledge and understanding of theory and research and applying knowledge in the areas of language, speaking and listening, reading and writing processes, literature, print and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana, and technology; and planning, implementing, assessing, and reflecting on English/language arts and literacy instruction that promotes critical thinking and creative engagement;		*EDEC 454 PK-3 Language Arts and Reading Methods EDU 397 PK-3 Early Literacy EDU 331 Literature and Literacy for Children	Planning and Implementing Explicit Reading Instruction	<input type="checkbox"/>	<input type="checkbox"/>
(ii) demonstrating knowledge, understanding, and use of the fundamental concepts of physical, life, earth, and space sciences to design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, to convey the nature of science, the concepts in science and technology, the history and nature of science, including scientific contributions of American Indians and tribes in Montana;		*EDEC 453 Early Childhood STEM EDEC 420 Meeting Standards through Play-Based Environments PHSX 225N Gen Science: Physical and Chemical BIOB 226N Gen Science: Earth and Life Science ENST 472 Gen Science: Conservation Education	STEM Learning Plans Design and Implementation	<input type="checkbox"/>	<input type="checkbox"/>

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(iii) demonstrating knowledge, understanding, and use of the major concepts, and procedures, and reasoning processes of mathematics that define number systems and number sense, operations, algebra, geometry, measurement, data analysis statistics and probability in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data to engage students in problem solving, reasoning and proof, communication, connections, and representation, including culturally inclusive lessons and examples relating to American Indians and tribes in Montana;	*EDEC 453 Early Childhood STEM EDU 397 PK-4 Early Numeracy M 132 Numbers and Operations for K-8 Teachers M 133 Geometry and Measurement for K-8 Teachers	STEM Learning Plans Design and Implementation	<input type="checkbox"/>	<input type="checkbox"/>
(iv) demonstrating knowledge, understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics including personal financial literacy, and an understanding of the social sciences and other related areas to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and interdependent world;	*ECED 408 Early Childhood Principles and Practices EDEC 430 Social Emotional Development NASX 105H Intro to Native American Studies ANTY 122S Race and Minorities HSTA 255 Montana History GPHY 121S Introduction to Human Geography or GPHY 141S World Regional Geography	Social Studies Learning Plan Design and Implementation	<input type="checkbox"/>	<input type="checkbox"/>
(v) demonstrating knowledge, understanding, and use of the content, functions, and achievements of the performing arts (dance, music, drama) and the visual arts as primary media for communication, inquiry, perspective, and engagement among students, and culturally diverse performing and visual arts inclusive of the works of American Indian artists and art in Montana;	*EDEC 495 Practicum: Integrated Curriculum EDEC 420 Meeting Standards through Play-Based Environments EDEC 408 Early Childhood Principles and Practices ARTZ 302A Elem School Art THTR 239A Creative Drama/Dance K-8 MUSE 397 Methods: K-8 Music	Unit Plan Development, Implementation, and Teaching Skills Observation	<input type="checkbox"/>	<input type="checkbox"/>

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(vi) demonstrating knowledge, understanding, and use of the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health for all young children; and	*EDEC 408 Early Childhood Principles and Practices HEE 233 Health Issues of Children and Adolescents	Observation of Candidate for Health and Safety Practices	<input type="checkbox"/>	<input type="checkbox"/>	
(vii) demonstrating knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles, including health nutrition, and enhanced quality of life for all students;	*EDEC 495 Practicum: Integrated Curriculum EDEC 420 Meeting Standards Through Play-Based Environments HEE 302 Methods of Instructional Strategies in Elem Physical Educ.	Unit Plan Development, Implementation, and Teaching Skills Observation	<input type="checkbox"/>	<input type="checkbox"/>	
(r) base curriculum planning on the understanding of the particular significance of social, emotional, and behavioral development as the foundation for young children's school readiness and future achievements;	*EDEC 430 Social Emotional Development	Positive Behavior Supports Plan	<input type="checkbox"/>	<input type="checkbox"/>	
(s) uphold and use state and national codes of ethical conduct for the education of young children and other applicable regulations and guidelines to analyze, resolve, and discuss implications of professional ethical dilemmas with respect to the child, family, colleagues, and community;	EDEC 408 Early Childhood Principles and Practices EDU 407E Ethics and Policy Issues	Praxis Exam	<input type="checkbox"/>	<input type="checkbox"/>	
(t) collaborate with multiple stakeholders, including:			<input type="checkbox"/>	<input type="checkbox"/>	
(i) teachers in preceding and subsequent grade levels to increase continuity and coherence across ages/grades;	*EDU 495 Student Teaching	Student Teaching Observation	<input type="checkbox"/>	<input type="checkbox"/>	
(ii) families and interdisciplinary professionals to meet the developmental needs of each child; and	*EDEC 410 Family, Community, Culture	Family Portfolio	<input type="checkbox"/>	<input type="checkbox"/>	

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(iii) relevant community and state resources to build professional early learning networks that support high quality early learning experiences for young children and their families;	*EDU 495 Student Teaching	Student Teaching Observation	<input type="checkbox"/>	<input type="checkbox"/>
(u) use formal and informal assessments, early learning professional knowledge, reflection, collaborative relationships, and critical thinking to analyze and continuously improve professional practices with young children and their families;	*EDEC 410 Family, Community, Culture *EDEC 405 Assessment in Early Childhood EDEC 408 Early Childhood Principles and Practices EDEC 420 Meeting Standards through Play-Based EDEC 430 Social Emotional Development	Family Portfolio  Child Portfolio	<input type="checkbox"/>	<input type="checkbox"/>
(v) identify and involve oneself with the distinctive history, values, knowledge base, and mission of the early childhood field;	*EDU 495 Student Teaching EDEC 408 Early Childhood Principles and Practices	Student Teaching Observation Praxis Exam	<input type="checkbox"/>	<input type="checkbox"/>
(w) engage in informed advocacy for young children and the early childhood profession; and	*EDEC 410 Family, Community and Cultures	Family Portfolio	<input type="checkbox"/>	<input type="checkbox"/>
(x) demonstrate knowledge, skills, and dispositions during well-planned and sequenced clinical experiences working with children and families in two different age groups (3-5 and 5-8) and two types of the settings:	*EDEC 495 Practicum: Integrated Curriculum *EDU 495 Student Teaching EDU 397 PK-4 Early Numeracy EDU 397 PK-3 Early Literacy EDEC 408 Early Childhood Principles and Practices EDEC 420 Meeting Standards through Play-Based EDEC 430 Social Emotional Development EDEC 495 Practicum: Integrated Curriculum EDEC 453 Early Childhood STEM EDEC 454 PK-3 Language Arts and Reading Methods	Unit Plan Development, Implementation, and Teaching Skills Observation Student Teaching Observation	<input type="checkbox"/>	<input type="checkbox"/>

<b>STANDARDS</b>				
<b><u>10.58.531 EARLY CHILDHOOD EDUCATION</u></b>	<b>TO BE COMPLETED BY THE INSTITUTION</b>		<b>TO BE COMPLETED BY VISITING TEAM</b>	
(i) one of which must include a Kindergarten-3rd grade experience in an accredited school setting for a formal student teaching experience; and	*EDU 495 Student Teaching	Student Teaching Observation	<input type="checkbox"/>	<input type="checkbox"/>
(ii) the second clinical site may include state-licensed child care centers or homes, Head Start, and community or school-based preschool programs.	*EDEC 495 Practicum: Integrated Curriculum	Unit Plan Development, Implementation, and Teaching Skills Observation	<input type="checkbox"/>	<input type="checkbox"/>
(History: 20-2-114, MCA; <u>IMP</u> , 20-2-121, MCA; <u>NEW</u> , 2014 MAR p. 2936, Eff. 7/1/15.)				

# Institutional Report

<b>STANDARDS</b>			
<b><u>10.58.802 APPROVAL OF NEW CURRICULAR PROGRAMS</u></b>	<b>TO BE COMPLETED BY THE INSTITUTION</b>	<b>TO BE COMPLETED BY VISITING TEAM</b>	
		<b>MET</b>	<b>NOT MET</b>
(1) The provider may request the approval of a new curricular program by describing the purpose, need, and objectives of the program and the impact on P-12 education.	The Department of Curriculum and Instruction at the University of Montana was motivated to add the Bachelor of Arts (BA) in Early Childhood Education for three primary reasons: 1) to meet the needs of UM Teacher Education candidates who are committed to teaching in the primary grades (P-3); 2) to focus on the preparation of highly qualified early childhood professionals which is proven to be effective in supporting the optimal development of young children; and 3) to meet workforce preparation needs for highly qualified early childhood teachers.	<input type="checkbox"/>	<input type="checkbox"/>
(2) The provider:		<input type="checkbox"/>	<input type="checkbox"/>
(a) ensures that the program of study is based on current research, proven practice, and emerging trends in this field of P-12 school curriculum;	The BA is designed with particular attention to addressing the preparation standards established by the National Association for the Education of Young Children (NAEYC). These standards align the program with the Montana early childhood education standards (Chapter 58) as well as meeting national accreditation standards through the Council for Accreditation of Educator Preparation (CAEP). The BA is grounded in the commitment to blend clinical experiences with each course to support students in the translation of theory to practice. Integral to this field component is the early childhood clinical teaching facility located in the Phyllis J. Washington Education Center. Upon entrance to the teacher education program, students will progress through the program as a cohort. Each semester, coursework will be linked to clinical experiences in UM’s LAB Preschool and in the primary grades in area schools to engage students in real world experiences that support their connection of coursework to classroom teaching practices.	<input type="checkbox"/>	<input type="checkbox"/>
(b) works cooperatively with accredited school districts, education organizations, agencies, and	The Department of Curriculum and Instruction has held a longstanding interest in advancing early childhood degree	<input type="checkbox"/>	<input type="checkbox"/>



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P-20 stakeholders to design the program;	offerings as evidenced in the 2008 addition of an M.Ed in Early Childhood Inclusive Education to UM’s Academic Program Plan list. During the 2013-14 academic year, a focus on early childhood initiatives at state and national levels created a sense of urgency for addressing the preparation of highly qualified early childhood teachers. The Department of Curriculum and Instruction currently offers the P-3 early childhood education endorsement for K-8 licensure candidates or currently licensed K-8 teachers through a minor in Early Childhood Education and an M.Ed in Curricular Studies with an emphasis in Early Childhood Education (approved by the BPE July 2015). The proposal to seek an early childhood was developed Spring 2015 and expanded upon during the summer of 2015 through the collaborative efforts of UM faculty, doctoral students, Lab Pre-School Director and Associate Dean Harper-Whalen. The proposal was developed in collaboration with UM’s Professional Education Council which includes faculty, school administrators, and teachers.			
(c) implements, assesses, and evaluates the program’s impact on the identified P-12 needs;	Quality of instruction will be measured by course evaluations each semester as well as through student surveys completed upon graduation and employer surveys that will be conducted to track the success of program graduates. Additionally, the program is designed to align with state and national accreditation requirements which include the identification of 6-8 key assessments that will track student progress during the program as well as providing a measure for their impact on children’s learning upon completion of the program. Data regarding student performance and progress in the early childhood BA will be reported in annual accreditation reviews as well as through the next on-site state and national accreditation visit in 2020.		<input type="checkbox"/>	<input type="checkbox"/>



# Institutional Report

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(d) submits regular and systematic reports of the program's impact on P-12 education to the state superintendent and the Board of Public Education; and	The program is designed to align with state and national accreditation requirements which include the identification of 6-8 key assessments that will track student progress during the program as well as providing a measure for their impact on children's learning upon completion of the program. Data regarding student performance and progress in the early childhood BA will be reported in annual accreditation reviews as well as through the next on-site state and national accreditation visit in 2020.	<input type="checkbox"/>	<input type="checkbox"/>
(e) updates and maintains program information on its Web page.	The webpage is reviewed and maintained by the Licensure and Assessment Manager, the Communications and Outreach Manager, and the Outreach and Fiscal Specialist in the PJW College of Education and Human Sciences. It is updated to reflect program changes and program outcome data as required by Title II and CAEP.	<input type="checkbox"/>	<input type="checkbox"/>
(3) The provider:		<input type="checkbox"/>	<input type="checkbox"/>
(a) articulates initial or advanced candidates' learning expectations pursuant to ARM Title 10, chapter 58, subchapters 3, 5, 6, and 7;	Individuals pursuing this BA will seek admission to the Teacher Education Program in the Department of Curriculum and Instruction according to established selection criteria. Candidates will be assessed on content knowledge via Montana's multiple measure verification of content knowledge using content GPA, an assessment during student teaching/clinical experience, and results of the Praxis II early childhood content test. The BA is grounded in the commitment to blend clinical experiences with each course to support students in the translation of theory to practice. Integral to this field component is the early childhood clinical teaching facility located in the Phyllis J. Washington Education Center. Students will complete real-world experiences throughout their program in this nationally accredited preschool as well as a focused practicum under the guidance of highly	<input type="checkbox"/>	<input type="checkbox"/>



# Institutional Report

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	<p>qualified clinical supervisors. Additionally, candidates will complete clinical experiences as well as the capstone student teaching experience in local K-3 classrooms with high-quality clinical partners. Candidates are assessed in each of these experiences using the Danielson Framework. The program is designed to align with state and national accreditation requirements which include the identification of 6-8 key assessments that will track student progress during the program as well as providing a measure for their impact on children's learning upon completion of the program. Data regarding student performance and progress in the early childhood BA will be reported in annual accreditation reviews as well as through the next on-site state and national accreditation visit in 2020. UM submitted separate documentation and syllabi illustrating how the program will meet content specific standards 10.58.531.</p>			
(b) aligns learning expectations and outcome assessments to the program objectives;	<p>UM submitted separate documentation and syllabi illustrating how the program will meet and assess specific standards 10.58.531.</p>		<input type="checkbox"/>	<input type="checkbox"/>
(c) describes the professional learning process, plan, and timeline to prepare personnel;	<p>The program is being launched Fall 2016. The program was carefully designed to address standards and to promote student learning through required clinical experiences linked to each course. Students are required to collaborate with their advisor to develop a program plan that established a timeline for program completion.</p>		<input type="checkbox"/>	<input type="checkbox"/>
(d) establishes assessment and evaluation systems to collect, analyze, use, and report initial or advanced candidate's progress in the program;	<p>UM currently maintains an assessment system in an Access Database to collect, analyze and report candidate performance and progress in the program. Systems are in place for the review of the data and data will be provided to the early childhood education faculty for additional review and analysis.</p>		<input type="checkbox"/>	<input type="checkbox"/>



# Institutional Report

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<p>(e) ensures that the program is supported by identifiable human and physical resources available to the program and resources not under the control of the institution shall be outlined and confirmed by the Board of Public Education;</p>	<p>The proposed UM BA in Early Childhood Education is designed specifically for students who are focused on teaching in the primary grades. This degree builds upon courses currently offered for the Early Childhood Minor and in the elementary education program. UM’s elementary program was the first program in Montana that embeds specific preparation in PK-3 methods for teaching reading and math, in addition to a course on academic interventions and required clinical hours in our campus-based pre-kindergarten classroom. The BA offers four additional early childhood courses to create a comprehensive curriculum that will allow candidates to earn the BA within a four-year degree plan. UM recently hired an early childhood education professor in 2015 and will add a second early childhood faculty member for FY 2017-18. The BA capitalizes on the exemplary programming and services that are part of the University of Montana campus in the early childhood wing of the Phyllis J. Washington Education Center. This state-of-art clinical and research facility includes the nationally accredited Learning and Belonging Preschool, an observation room equipped with high-tech video and sound systems to supports teaching/learning and research opportunities, and the <i>Doyle-McWhinney Language, Counseling, and Parent Meeting Room</i> for facilitating wrap-around family services including speech therapy, counseling and parenting support. In conjunction with existing faculty expertise in early childhood (Professors Ann Garfinkle, Matthew Schertz, Trent Atkins, and Kate Brayko) and program resources including the affiliated PJWEC LAB Preschool and staff, all other teaching and management needs of the program will be met.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>(f) creates a timetable that includes:</p>		<input type="checkbox"/>	<input type="checkbox"/>



# Institutional Report

<b>STANDARDS</b>				
<b><u>10.58.802 APPROVAL OF NEW CURRICULAR PROGRAMS</u></b>	<b>TO BE COMPLETED BY THE INSTITUTION</b>		<b>TO BE COMPLETED BY VISITING TEAM</b>	
(i) the program's proposed implementation date;	The Department of Curriculum and Instruction requested and received approval to offer a BA in early childhood education through UM Faculty Senate in Autumn 2015 and final approval from the Montana Board of Regents in May 2016.		<input type="checkbox"/>	<input type="checkbox"/>
(ii) the sequence of activities that will occur;	The BA will launch Autumn 2016 when students will enroll in Level I of the program. In this first year (2016-17, Levels 1 and 2), student will be enrolled in existing coursework which includes primarily EDU courses and one EDEC course that is currently being offered as a part of the Early Childhood Minor. The second year of the program (2017-18, Levels 3 and 4) includes primarily EDEC courses. The second early childhood education faculty member will begin in Autumn 2017.		<input type="checkbox"/>	<input type="checkbox"/>
(iii) selection and schedules of regular and systematic intervals of candidate and program evaluations; and	Program assessment will begin immediately utilizing the assessment system and course-based assessments currently in place. Data regarding student performance and progress in the BA will be reported in annual accreditation reviews as well as through the next on-site state and national accreditation visit in 2020. UM will also provide data to OPI as requested and required for provisional accreditation status upon approval of this BA.		<input type="checkbox"/>	<input type="checkbox"/>
(iv) the approximate date for submitting the program plan, timeline, and reports for program approval to the appropriate institutional officials and to the Superintendent of Public Instruction; and	The BA has already gone through the appropriate Montana University System approvals. UM is submitting the proposals to CSPAC and BPE according to the following timeline. April 22 CSPAC Information/Discussion Item May 12-13 Board of Public Education Program Review July 13-15 Board of Public Education Final Approval Data regarding student performance and progress in the BA will be reported in annual accreditation reviews as well as through the next on-site state and national accreditation visit in 2020. UM will also provide data to OPI as requested and required for provisional accreditation status upon approval of this BA.		<input type="checkbox"/>	<input type="checkbox"/>



# Institutional Report

<b>STANDARDS</b>			
<b><u>10.58.802 APPROVAL OF NEW CURRICULAR PROGRAMS</u></b>	<b>TO BE COMPLETED BY THE INSTITUTION</b>	<b>TO BE COMPLETED BY VISITING TEAM</b>	
(g) ensures that program evaluations have definite provisions for performance criteria and follow-up at specified intervals and the evaluations:	UM currently maintains an assessment system in an Access Database to collect, analyze and report candidate performance and progress in the program. Systems are in place for the review of the data and data will be provided to the early childhood education faculty for additional review and analysis. Data regarding student progress in the BA will be reported in annual accreditation reviews as well as through the next on-site state and national accreditation visit in 2020. UM will also provide data to OPI as requested and required for provisional accreditation status upon approval of this BA.	<input type="checkbox"/>	<input type="checkbox"/>
(i) align to initial or advanced standards pursuant to ARM Title 10, chapter 58, subchapters 3, 5, 6, and 7; and	Individuals pursuing this BA will seek admission to and complete the Teacher Education Program in the Department of Curriculum and Instruction according to established selection criteria. The TEP outcomes and standards align with Chapter 58, <b><u>10.58.531</u></b>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) ensure continuous program improvement by using data to inform decisions that provide positive impact on candidates' professional growth and on program development.	UM currently maintains an assessment system in an Access Database to collect, analyze and report candidate performance and progress in the program. Systems are in place for the review of the data and data will be provided to the early childhood education faculty for additional review and analysis.	<input type="checkbox"/>	<input type="checkbox"/>
(4) The provider shall establish and administer the program and designate the appropriate division, school, college, or department within the institution to act on all matters relating to such program, according to general institutional policies.	The BA is part of the Teacher Education Program housed within the Department of Curriculum and Instruction in the PJW College of Education and Human Sciences at the University of Montana.	<input type="checkbox"/>	<input type="checkbox"/>
(History: 20-2-114, MCA; <u>IMP</u> , 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> , 2007 MAR p. 190, Eff. 2/9/07; <u>AMD</u> , 2014 MAR p. 2936, Eff. 7/1/15.)			



### ECE: P-3 COURSE REQUIREMENTS

Course Number	General Education/Content/Specialty Courses	GER	Prerequisite	CR
WRIT 101	College Writing I			3
LIT 110L LIT 120L LSH 151L LSH 152L NASX 235X	Intro to Lit Poetry Humanities Bible, Greeks, and Romans Humanities Medieval to Modern Oral and Written Traditions of Native Americans	Lower Div. Writing Course and L	WRIT 101 or placement	3 OR 4
M 132	Numbers & Operations for K-8 Teachers		M 095 or placement	3
M 133	Geometry & Measurement for K-8 Teachers	Symbolic System	M 132	3
ANTY 122S	Race and Minorities	S & Y		3
GPHY 121S GPHY 141S	Introduction to Human Geography or World Regional Geography	S		3
HSTA 255	Montana History			3
NASX 105	Native American Studies	H & X		3
PHSX 225N	General Science: Physical and Chemical Science	N	M 132 or equivalent	5
BIOB 226N	General Science: Earth and Life Science (Spring only)	N	M 095 or equivalent	5
HEE 233	Health Issues of Children and Adolescents			3
HEE 302	Methods of Instructional Strategies in Elem. Physical Ed.			3
ARTZ 302A	Elementary School Art	A	Sophomore	2
THTR 239A	Creative Drama/Dance K-8	A		2
MUSE 397	Methods: K-8 Music			2
EDU 331	Literature and Literacy for Children			3
Current First Aid Card w/ CPR (Must complete at least one semester prior to student teaching.)				
<b>LEVEL 1 Learning and Instruction*</b>				
EDU 395	Clinical Experience: Level 1			1
EDU 222	Educational Psychology and Child Development			3
EDU 338	Academic Interventions			3
EDU 397	Methods: PK-4: Early Numeracy			3
EDU 397	Methods: PK-3: Early Literacy			3
<b>LEVEL 2 Critical Thinking and Problem Solving*</b>				
EDU 395	Clinical Experience: Level 2			1
EDU 346	Exceptionalities			3
EDU 370	Integrating Technology into Education			3
ENST 472	General Science: Conservation Education			3
EDEC 408	Early Childhood Principles and Practices			3
<b>LEVEL 3 Pedagogy and Content Knowledge*</b>				
EDEC 495	Practicum: Integrated Curriculum			3
EDEC 410	Family, Community, Culture			3
EDEC 420	Meeting Standards through Play-Based Environments			3
EDEC 405	Assessment in Early Childhood			3
EDEC 230	Positive Child Guidance and Management			3
<b>LEVEL 4 Pedagogy and Content Knowledge</b>				
EDU 451	Clinical Experience: Level 3			1
EDEC 453	Early Childhood STEM			3
EDEC 430	Social/Emotional Development			3
EDU 407E	Ethics and Policy Issues			3
EDEC 454	PK-3 Language Arts and Reading Methods (writing course)			3
<b>LEVEL 5 Student Teaching*</b>				
EDU 495	Student Teaching K-3			14
EDU 491	Reflective Practice and Applied Research			1

**ITEM 21**

**RECOMMEND APPROVAL OF THE  
UNIVERSITY OF MONTANA-WESTERN  
(UMW) STATE EXIT REPORT AND CAEP  
REPORT, AND APPROVAL OF FULL  
ACCREDITATION STATUS FOR THE  
TEACHER EDUCATION PROGRAM AT UMW**

**Dr. Linda Vrooman Peterson; Dr. Delena  
Norris-Tull, UMW**

# Montana Board of Public Education Executive Summary

Date: May 12-13, 2016

<b>Presentation</b>	<b>Recommend Approval of the University of Montana-Western (UMW) State Exit Report, and approval of full accreditation status for the Educator Preparation Provider at UMW.</b>
<b>Presenter</b>	Linda Vrooman Peterson, Ph.D.
<b>Position Title</b>	Accreditation and Educator Preparation Office of Public Instruction
<b>Overview</b>	<p>This is an action item.</p> <p>In March 2016, the OPI provided 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 UMW. The site visit occurred October 25-27, 2015, on the campus of the UMW in Dillon, Montana. This joint review was conducted by the Council for the Accreditation of Educator Preparation (CAEP), the national EPP accrediting entity, and the BPE, Montana's accrediting body.</p> <p>In April 2016, the CAEP Accreditation Council reviewed the final joint visit CAEP report and determined the accreditation status for the EPP at the UMW.</p> <p>Dr. Delena Norris-Tull, Chair, Department of Education and Accreditation Coordinator, UMW, will review the CAEP Accreditation Council process and action.</p>



Montana  
Office of Public Instruction  
Denise Juneau, State Superintendent

[opi.mt.gov](http://opi.mt.gov)

	State Superintendent Denise Juneau recommends approval of the state exit program report and full accreditation status of the EPP at the UMW.
<b>Requested Decision(s)</b>	Action
<b>Related Issue(s)</b>	<p>The purpose of the joint accreditation visit is to verify whether or not the UMW EPP meets the CAEP unit standards and the BPE Teaching Standards, which include the program endorsement areas.</p> <p>The CAEP Accreditation Council reviews the final CAEP report as submitted by the joint site team and determines the accreditation status of the UMW EPP.</p> <p>The Montana BPE reviews the state exit report as submitted by the joint site team accepting the final CAEP report in lieu of the BPE unit standards, and determines the accreditation status of the UMW EPP upon recommendation of the state superintendent.</p>
<b>Recommendation(s)</b>	<b>Recommend Approval of the University of Montana-Western State Exit Report, and approval of full accreditation status for the Educator Preparation Provider at the UMW.</b>



**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**

<b>ARM</b>	<b>TITLE</b>	<b>STATUS</b>	<b>REPORT Page Number</b>
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

<b>ARM</b>	<b>TITLE</b>	<b>STATUS</b>	<b>REPORT Page Number</b>
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.

# Site Visit Report

**NCATE Board of Examiners Team:**

Dr. Jon Margerum-Leys  
Dr. Catherine M. O'Callaghan  
Dr. Anne Roycroft  
Mr. Joseph M. Bonillo

**State Team:**

Teri Wing  
Stephanie Schmitz  
Chris Olszewski

**State Consultant:**

Dr. Linda Vrooman Peterson

**NEA or AFT Representative:**

N/A

**Continuous Improvement Pathway**

**THE UNIVERSITY OF  
MONTANA WESTERN**

School of Education, Business and  
Technology

Department of Education

710 South Atlantic Street

Dillon, MT 59725-3598

October 25-27, 2015

**CONFIDENTIAL**

# Site Visit Report Continuous Improvement Pathway

## Section I Introduction

### **Overview of the EPP and program offerings: (focus on differences between what was stated in the Formative Feedback Report and what was verified onsite.)**

In terms of the context and programs, essentially all of what was provided by the EPP during the offsite process was confirmed at the onsite visit. The EPP is, as stated in the offsite report, a small public institution, one of nine EPPs in the state of Montana. Its programs are delivered in a format unique among public universities: Block scheduling for college students. This format and the institution's size allow it to support individual candidates at a level that would be difficult in a larger institution with traditional scheduling.

The onsite visit confirmed the level of attention that the EPP is able to pay to its candidates. Support of candidates was cited by the candidates themselves and by P12 partners as a strength of the EPP. Relatedly, the innovative nature of Experience One (the EPPs term for block scheduling) was confirmed through interviews with the chancellor, the chair of the department, and P12 partners.

The onsite visit also reinforced the geographic and ethnographic challenges faced by the EPP. Candidates are placed at school sites that in another geographic location would be considered far flung. The local population is not diverse along ethnic lines, which impacts the EPPs ability to recruit a diverse body of candidates and to place candidates in diverse field settings. That said, the team was impressed by Indian Education For All, the Montana initiative to incorporate learning about state native populations throughout the curriculum. This initiative was repeatedly cited as a strength of the curriculum.

### **Summary of state partnership that guided the visit (i.e., joint visit, concurrent visit, or a CAEP-only visit)**

The visit to Montana Western was an entirely joint visit, as is mandated by the state partnership agreement of November 2014. Members of the state and national teams both wrote to the CAEP standards, greatly reducing the workload on individual CAEP team members as compared with visits in which state teams operate independently. Members of the state team were full participants in the CAEP process, taking part in the offsite, writing drafts, participating in interviews, discussing standards, AFIs, and the Continuous Improvement Plan.

In addition to their joint work with the CAEP team, the state team reviewed each program offered by the EPP. Much of this review took place off site, with some evidence gathering, discussion, and team collaboration taking place on site.

### **Special circumstances of the onsite review, if any. (Example: No unusual circumstances affected the visit.)**

No unusual circumstances affected the visit.

## Section II CAEP Standards, Assessments and Evidence

### **Standard 1: Content and Pedagogical Knowledge**

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the

learning of all students toward attainment of college- and career-readiness standards.

**1. Findings for each offsite report task to be verified onsite:**

**Task(s)**

Task	Evidence was or was not verified
1. Verify Chalk & Wire assessment management system	The EPP presented a demonstration of the Chalk & Wire assessment management system. It is used to collect candidate data and to analyze it for program improvement.
2. Clarify Experience One	Experience One is an innovative curriculum where teacher candidates take only one course intensely for 18 days. Interviews with faculty and candidates confirmed its impact on learning.

**2. Summary regarding completeness and accuracy of evidence related to Standard 1 :**

**a. Summary of findings**

Evidence reviewed for Standard One include the Self-Study Addendum, Addendum exhibits, onsite interviews, and artifacts. In the Self-Study Addendum, the EPP clarified that all Early Childhood programs will not be reviewed as they do not lead to licensure. There is a new PK-Grade 3 Early Childhood program that has just been launched; however it is not included in this review as there are no program completers. The exhibit PEPPS Program Data 2015 provided during the onsite visit clarified that missing data for the Computer Science K-12, Drama K-12 minor, Industrial Technology, Library Media K-12, and Music Education K-12 programs was due to the limited number of program completers. The EPP reported in the Addendum that they were only required to provide one year of data for the review as an early adopter of CAEP standards (p. 7). The EPP also provided reliability of TEP Assessments, validity of TEP Assessments, and inter-rater agreement data for the Teacher Work Sample (TWS) as exhibits to clarify protocols to evaluate EPP assessment instruments. Findings indicate that the EPP has established procedures and protocols based upon best practices in the field of measurement to evaluate their instruments. However interviews indicate that their implementation is limited. Inter-rater agreement data for the TWS confirm that 50% of the rubric's component parts reached the required 75% benchmark for inter-rater agreement. The EPP is revising the rubric and their calibration procedures to improve the other areas. In the Addendum, the EPP clarified that while the EPP has aligned the InTASC standards across their programs, exhibits in the self-study addendum indicate that several CAEP standards were tagged to each criterion, which may impact data analysis for program improvement. The EPP also clarified that the Praxis II exam is for licensure, not to enter student teaching. The UMW Licensure Eligibility Data report in the Addendum, disaggregated the GPAs and Praxis II exams for spring 2015 by program and location. Findings indicate that 97% of the candidates passed the Praxis II exam for licensure. The mean GPA across the 44 completers was 3.5/4.0. The Disposition Assessment is used prior to and during student teaching and is used to 'flag' any issues with professionalism. Aggregate data indicate that 92% of the program completers were scored as either professional or proficient with a few areas cited in need of improvement such as 'using multiple instructional strategies' and 'commitment to social justice'. Unit Plan and Lesson Plan assessments, as well as Technology Integration data and other measures such as the Research Symposium Assessment were provided as evidence for standards 1.2 and 1.3. Lesson Plans data were provided as an internal measurement used to evaluate candidates' ability to implement lessons and are aligned with the InTASC standards. In response to the offsite report, the EPP provided disaggregated data across programs and sites. Data for Fall 2013 (n=58), Fall

2014 (n=91), and Spring 2015 (n=32) indicate that the majority of candidates scored at the Proficient/Professional level. UMW collects exit, graduate, and employer survey data as evidence for program completers' classroom readiness (1.4). Exit survey data for Spring 2014 (n=38), Fall 2014 (n=24), and Spring 2015 (n=49) were provided. Findings indicate that the majority of candidates reported that they were confident in skills such as progress monitoring and engaging with families. Several areas for improvement were noted such as preparation for the Common Core State Standards (CCSS) and the ability to integrate content on Native American tribes into the curriculum. The 2014 Graduate Survey was sent to 2012-2013 program completers that had teaching jobs. As reported in the Addendum, an old survey was sent out so the new version was re-sent in summer 2015 to completers from 2011-2014. The rate of return for Elementary Education was 29% and 11% for Secondary Education. The majority of program completers' positively rated their preparation program with several areas for improvement such as differentiating instruction and incorporating knowledge of Montana tribes in instruction. Interviews with candidates indicate that coursework now requires them to integrate knowledge of Native American culture in lesson and unit plans. A School Administrators survey for 2010-2013 completers indicates that the majority of employers rated completers' preparation as satisfactory. Summative Student Teaching Evaluation and Technology Integration data are evidence for 1.5. Summative Student Teaching Evaluation data indicate that 94% of completers were rated as proficient or professional in integrating technologies. Results from Technology Integration data demonstrate that the majority of candidates are proficient in using technology. Interviews confirm that candidates also use grade book software.

**b. Analysis of Program-Level data**

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**c. Evidence that is consistent with meeting the standard**

1. Employer and Graduate Follow-Up Surveys indicate that stakeholders posted positive ratings of the programs.
2. The EPP has revised its lesson plan and unit templates to emphasize differentiated instruction and integration of Native American culture

**c. Evidence that is inconsistent with meeting the standard**

1. Multiple standards are tagged to rubric criteria, making data analysis difficult.

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

**Area for Improvement**

Area for Improvement	Rationale
N/A	

**Stipulation:**

Stipulation	Rationale

N/A

## Standard 2: Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

### 1. Findings for each offsite report task to be verified onsite:

#### Task(s)

Task:	Evidence was or was not verified:
Field Experience lists aligned with courses and programs	Evidence confirmed course alignment but did not confirm co-construction of experiences with partners.
Field Experience Assessments disaggregated	The EPP provided disaggregated data to verify claims. In a few instances, low numbers or discontinued programs precluded the EPP from providing disaggregated data. This was sufficiently explained at the site visit.
Statement to be verified: "UMW faculty communicate regularly with school partners during field and clinical experiences particularly related to program development and delivery."	There are many informal processes in place for communication but few formal approaches to collaboration. The nature of delivery varied greatly from school partners as expressed by EPP faculty, candidates, and current teachers.
Statement to be verified: "Teachers and school administrators review any forms for validity and fairness, and provide informal and formal feedback on the use of the forms and make recommendations for improvements."	Evidence not verified. Plan documents prepared by the EPP contradict this statement and provide self-reflective feedback about the lack of programmatic involvement of partners in feedback and changes.
To be verified: Teachers and administrators from partner school provide formal feedback as members of the Department of Education Task Force Advisory Board. The Task Force meets once a year on the Western Montana campus to discuss suggestions and concerns related to Field Experiences and Clinical Practice."	There are examples of administrators taking part in these meetings but they do not appear to play a role in program change directly.

### 2. Summary regarding completeness and accuracy of evidence related to Standard 2 :

#### a. Summary of findings

UMW provides a mutually beneficial P-12 and community arrangement for clinical preparation to candidates and community. Satisfaction with the relationship between provider and community exists (Candidates, Completers, Supervising Teachers, Administration, video on community X1). There are clear ties to the Dillon community and relationships established with many local districts. There are informal relationships with placement partners outside of an 80 mile radius of Dillon. One of the primary formal relationships with community partners is Rural Fridays. Stakeholders expressed distinct satisfaction with the positive impacts this program has on rural students and teachers as well as members of the EPP from candidates to faculty.

While partnerships exist locally, many stakeholders (Administration, Candidates, P-12 personnel) expressed that the size of the program puts a strain on the local P-12 community regarding number of placements. Also noted was the difficulty of placing candidates and forming partnerships with geographically distant communities. Also, despite the establishment of community partnerships, and many informal opportunities for collaboration and occasional formal inclusions in the EPP process, there

is a lack of evidence demonstrating that stakeholders outside of the EPP systematically co-construct the arrangement, share responsibility for continuous improvement, establish mutually agreeable expectations for candidates, create instruments, evaluations or have a clear system in place to ensure P-12 educators are involved in on-going decision making.

Evidence documents that clinical experiences are sequential and linked to coursework (Field Experience List). Candidates, P-12 stakeholders, and program completers noted in interviews that the initial school placements from EDU 201 were helpful and stressed that rural placements were preferable, although not required and that subsequent placement was much less systematic stating a need for more focused, frequent placements. These stakeholders also noted the importance of having location flexibility for their placement (Student Teachers, Professors, Completers).

Addendum documents show that the EPP clearly highlights current partnerships and begins to address deficiencies related to Standard 2. The "Plan for Improvement of School and University Partnerships" mentions goals, objectives, rationale and strategies to develop and maintain a process that is "demonstrably one where co-construction of faculty professional knowledge, high-quality clinical experience, and authentic evaluation of candidate performance occurs." This plan shows a need for co-construction for creating quality clinical preparation for candidates.

The collaborative process for candidate placement during field placements uses communication between candidates and the UWM Field Experience Office, primarily focusing on a candidate's geographically desirable placement. The FOC then contacts those locations seeking placement. Updates to Student Teaching Handbook and the Plan for Improving Training of Clinical Educators show clear criteria for selection of clinical educators. Interviews with faculty and University administration pointed to the creation of plans by EPP personnel only. Data presented shows satisfaction with clinical educators by candidates and informal processes for continuing relationships with quality P-12 educators and avoiding ones reported as ineffective mentors. Clinical educators do not receive professional development related to the use of evaluation instruments (Plan for Improving Training of Clinical Educators, Interviews). As such, scorer reliability is not demonstrated. The Plan also states that "the absence of structured training and professional development, in addition to the absence of performance evaluation, based on a continuous improvement model, is a particular weakness for our program." The plan begins to address these weaknesses.

Recently, changes to the numbers of field experience hours necessary to advance through the program were defined. However, field experiences, as described by Administration, candidates, P-12 personnel, and program completers, were mostly observational and varied greatly across and within programs. There is no formal structure to document that all candidates have active clinical experiences in diverse settings beyond Montana demographic data. Individual candidate placement in diverse settings is not formalized or tracked. On numerous occasions, evidence states that various committees at the EPP made program changes but limited evidence was provided that shows P-12 partners played meaningful roles in that process. Interviews with P-12 personnel confirmed this fact. The clinical experiences show clearly defined multiple performance based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and dispositions related to inTASC Standards.

#### **b. Evidence that is consistent with meeting the standard**

Assessments/Forms and Assessment Data, Various Interviews during On-Site visit, Plans, Field Experiences List, Student Teacher Handbook, Policy Manual, TEP Handbook, Minutes, Addendum documents.

#### **c. Evidence that is inconsistent with meeting the standard**

Various Interviews with Stakeholders, certain Addendum responses, lack of pieces of evidence.

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

#### Area for Improvement:

Area for Improvement	Rationale
There is a lack of co-constructed policies and procedures surrounding partnerships for clinical preparation.	While mutually beneficial P-12 school and community relationships exist, there is no formal process for partners to collaboratively construct their arrangement, share responsibility for continuous improvement, establish mutually agreeable expectations for candidates, create instruments, evaluations, or have a clear system to ensure P-12 educators are involved in on-going decision making.
Field experiences, particularly in secondary education, do not consistently prepare candidates to become successful student teachers.	While candidates are required to complete more hours of field experiences, the EPP has not clearly defined the expectations for student outcomes related to these experiences. This has resulted in a lack of programmatic consistency for individual candidates across and within programs with significantly different preparations for each candidate. The informal, inconsistent expectations and experiences prior to student teaching limits the sequential and progressive impacts of EPP designed field placements.

#### Stipulation

Stipulation	Rationale
N/A	

## Standard 3: Candidate Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

### 1. Findings for each offsite report task to be verified onsite:

#### Task(s)

Task:	Evidence was or was not verified:
1. Utilization of Chalk and Wire as an assessment tool. How exactly is the data disaggregated/aggregated and by whom?	Currently the work of disaggregation with Chalk and Wire is the responsibility of one faculty member. As this is a new system, the roll-out and training of additional faculty is ongoing.
	Collaboration with partners is evidence by an annual advisory committee meeting and ongoing communication with partners through student teaching contacts. The EPP report stated that 61 school leaders from K-12 school districts within 100 miles of Dillon were invited to the May 2015 annual meeting. There is strong evidence about collaboration with the Office of Public Instruction (OPI) and the Montana Council of Deans of Education (MCDE) as well as professional organizations for faculty in content areas. The

2. Collaboration with partners	business faculty do have partnerships through the Business Department with local businesses. They do attend meetings to review data with the rest of the Dept. of Education, but neither faculty member was aware of the Continuous Improvement Plan (CIP). They are involved in data review as it pertains to student performance on the Technology Integration Exam. They are able to advise students on housing, meals, and community functions. Community and partners do not appear to be involved in the candidate entry process at the campus level.
3. Weakness in writing skills	Interviews with faculty and advisors confirmed that 56% of entering students are assessed as deficient in writing skills early in their college career. Remediation is available in a credit bearing course which does not count towards graduation. Enrollment in the graduation required writing course immediately follows. Experience One, the EPPs initiative for block scheduling, supports the intensive support and remediation of writing skills. Tutoring is also available through the Student Support office and the TRIO office.

## 2. Summary regarding completeness and accuracy of evidence related to Standard 3:

### a. Summary of findings

The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. Although the University has not been able to meet the diversity of America's P-12 students, the diversity of selected candidates mirrors that of Montana's population. Diversity is found in differing socio-economic strata as well as diversity in gender and age primarily. Although the University has tried to recruit additional students of diversity, the results have been unsuccessful. The University knows the educator needs across the state including shortage fields, STEM, English-language learning and students with disabilities.

Although the student handbook identifies a 2.70 GPA as a program requirement, data were provided that the current cohorts of students average well above a 3.00 GPA. Data analysis of the current cohorts indicates that the 3.00 GPA is currently being met.

Measuring and monitoring student dispositions occurs at admission and throughout the program. This data provides assurances that students are Founded on the many years research of Charlotte Danielson and vetted by the faculty, the instruments demonstrate reliability and validity. In addition to these classroom assessments, the following data points present an opportunity to monitor and measure student dispositions:

- . TEP Gateway 1
  - o Professionalism Form
- . TEP Gateway 2
  - o Field Experience Observation
  - o Philosophy of Education
  - o Lesson Plans
  - o Service Learning Reflections
- . TEP Gateway 3
  - o Student Teaching Summative Evaluation
  - o Teacher Work Sample
  - o Graduate survey
  - o Employer survey

Utilizing the electronic portfolio, Chalk and Wire, the University is able to monitor student progress throughout the program. Content areas monitor the growing knowledge about major and minor content areas through the use of rubrics that have been reviewed by the education department and the entire faculty. Candidate proficiency in use of college and career ready standards are assessed throughout the UMW education programs in multiple assessments including lesson plans, unit plans, the summative

evaluation system for student teaching and the exit surveys done by program completers at the end of student teaching

UMW follows the requirements for licensure in the state of Montana. Available PRAXIS II test results, combined with student teaching assessments and the average GPA in content areas combine to demonstrate that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development. The minimum score for licensure using this rubric is 7. Spring 2015 graduates exceeded this score with a mean of 8.8. In addition, the provider ascertains that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.

**b. Evidence that is consistent with meeting the standard**

1. TEP Gateways 1, 2, 3
2. Exit Data for the ECE
3. Professionalism Assessments
4. Data on admitted students disaggregated by race/ethnicity and sex
5. Diversity mirrors the Montana demographics
6. GPA of admitted cohorts
7. Disposition assessments
8. Exit Interviews
9. Employer Surveys

**c. Evidence that is inconsistent with meeting the standard**

1. Recruitment plan with targets for 5 to 7 years out
2. STEM and ELL opportunities are addressed as well as shortage areas

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

**Area for Improvement:**

Area for Improvement	Rationale
N/A	

**Stipulation**

Stipulation	Rationale
N/A	

**Standard 4: Program Impact**

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

**Task(s)**

Task:	Evidence was or was not verified:
Evidence of multiple measures of student learning.	In progress

**2. Summary regarding completeness and accuracy of evidence related to Standard 4 :****a. Summary of findings**

CAEP standards require that the provider documents, using multiple measures, that program completers contribute to an expected level of student learning growth. Multiple measures shall be used to document student learning. The team understands that a major challenge to the EPP is the status of statewide student assessment. In particular, the state does not implement the "value added" model of teacher evaluation. This position is not likely to change in the foreseeable future. In the summer of 2015, the EPP joined the Montana Council of Deans of Education (MCDE) and the Office of Public Instruction in forming the "MCDE Ad Hoc Committee on CAEP Standard 4." The purpose of this committee is to identify and agree upon the Montana OPI data sources that are accessible to the EPPs and that are relevant in helping the EPPs to meet the requirements of CAEP Standard 4 and the Montana PEPP Standard 314. This group has just begun its work, so there is little progress to report yet in this area. The EPP's Education Department Chair serves on this ad hoc committee.

During the summer of 2015 the EPP faculty devised a qualitative approach to gathering multiple measures of student learning in classrooms of UMW completers. Three teachers participated in the pilot program in which in-service teachers would use an adapted version of the EPP's pre-service Teacher Work Sample and Observation Form. Data from this pilot are still under review by the EPP and were and were not available at the site visit.

In 2014 the EPP sent surveys to the employers of the completers of the previous year asking for responses on four areas of teacher competencies: conceptual and content knowledge, effective pedagogical strategies, effective strategies for integrating American Indian content, and effective instructional design. Surveys were sent to 60 employers. Completed surveys were returned by 25 of those employers. Over 90% of the respondents rated three of the categories as either "Agree" or "Strongly Agree." Integration of American Indian content in the "agree categories" was at 70%. The team considers these employer surveys to be one effective way to gather evidence on Standard 4.2. This survey is one useful component for assessing employers' satisfaction with the EPP's program. As the number of respondents continues to increase, these data will become valuable sources for program evaluation.

In 2014 the EPP's Career Services office sent out a survey to the completers of the 2012-13 EPP who had been employed as teachers. Career Services inadvertently sent out an old survey; in 2015 the Career Services sent out the new completer survey that more closely aligned with the Administrator survey and other survey instruments used during pre-service. Results of that survey are currently being analyzed by the EPP and were not available for the CAEP team.

The 2014 survey covered six areas. "The teacher education program at the EPP prepared me well in terms of:

- . Content knowledge
- . Using a variety of effective teaching methods
- . Using effective constructivist strategies

- . Understanding the importance of cultural awareness
- . Appropriate use of assessments
- . Classroom management"

In the Elementary Education program 34 students from the 2012-13 cohort were contacted; these were completers who were known by the EPP to have been employed as teachers and for whom the EPP had contact information. Ten students responded. In the secondary and K-12 program 44 students graduated; 10 students responded to the survey. In both programs 70-85% of the students rated either "agree" or "strongly agree." This survey is one useful component for assessing completers' satisfaction. As the number of respondents continues to increase, these data will become useful sources for program evaluation.

**b. Evidence that is consistent with meeting the standard**

Employer and completer surveys. Due to small number of responses significant conclusions cannot be drawn from the data.  
 A pilot qualitative case study in process. As the EPP is an early adopter, this contributes toward meeting the standard.

**c. Evidence that is inconsistent with meeting the standard**

Because the EPP is an early adopter, it can satisfy Standard 4 requirements through a plan that clearly identifies the process for meeting 4.1. The EPP has submitted a plan that partially addresses Standard 4. The staff is to be commended for the courage to step out ahead of other EPPs in the state to look for innovative multiple measures to meet the requirements of Standard 4.

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

**Area for Improvement:**

Area for Improvement	Rationale
The EPP's Plan for Documenting Impact on Student Learning, as presented, only partially addresses the components of Standard 4.	The plan as presented does not contain measurable objectives, a timetable for major milestones, or identification of responsible staff.

**Stipulation**

Stipulation	Rationale
N/A	

**Standard 5: Provider Quality Assurance and Continuous Improvement**

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

**Task(s)**

Task:	Evidence was or was not verified:
How is the alignment committee selected/what are the qualifications of members?	Evidence verified through Committees and Collaborations document and faculty resumes.
Which community stakeholders are included in the evaluation (5.5)? Review advisory task force list mentioned as available on site (p.30) Is there more feedback regarding noted comments on p.10 of the 2014-15 Action Plan which says that the partners said that the expectations were "excessive?"	Advisory task force members are superintendents, principals and teachers as stated in the Advisory Task Force document. Interviews with leadership indicated that this group meets once per year but it was suggested that they need to meet more often. Plan for improvement of School and University Partnerships acknowledges strategies for continued work on expanding the partnership roles. Other comments not verified.
Review minutes tied to action plans to evaluate how the plans are data-driven; need schedule of continuous review.	Minutes are provided but do not provide detailed information about data or a schedule of continuous improvement. Numerous faculty interviewed noted that data is presented at regular faculty meetings and discussed in jigsaw format. Their expectation is that they will be presented with data and that they will participate in planning for targeting areas for improvement. There does not appear to be a more formal schedule or uniform process across subject areas for data review.
Review committees and collaborations documents to evaluate how their work is data-driven	It appears that the work of the committees is spearheaded by the CAEP chair in monthly reports and through Chalk and Wire reviews. In interviews with leadership and teachers, there does not seem to be an overall consistent method for evaluating data or a timeline for doing so.
Further discussion of how evidence is collected, analyzed and monitored is necessary, including a description of who is involved in the overall collection and review, and evidence of data-driven changes. Please clarify the data review process once data is in the Chalk and Wire EPortfolio. Schedule for continuous review needed; who coordinates the overall analysis of evidence and how is it monitored?	In interviews with leadership, it was ascertained that there is not a fulltime staff person assigned to overall data collection. The CAEP coordinator is currently the person most likely to perform this task. A National Survey of Student Engagement (NSSE) on the Experience One program yielded comments from Education candidates regarding effectiveness of this program. Students also excel on Cornell Critical Thinking Test.
Provide detailed candidate performance reports to support Standards requirements.	Licensure eligibility data report provides GPA and Praxis data. Lesson plans data summaries for 2013-2015 reveal struggles with differentiation, Indian Education for All, and assessment skills.
How are program deficiencies addressed? Is there evidence of actionable evaluation indicating data-driven changes, use of evidence to improve student performance?	Individual subject area teams make their own decisions about deficiencies and actions and also could potentially bring those up to the CAEP coordinator (but there isn't a documented process as noted by faculty interviewed). Otherwise, conversations occur at faculty meetings.
Evidence of disaggregated data reported as available from Spring 2015	This was settled in Standard One.
Need overall discussion of the reliability findings	This was settled in Standard One. See Reliability of TEP Assessments document.
How have noted areas for improvement with clinical education been implemented? Who monitors?	The plan for Improving Training of Clinical Educators spells out strategies. Note that the School has requested of central administration that there be a staff position for this.

**2. Summary regarding completeness and accuracy of evidence related to Standard 5:****a. Summary of findings**

The EPP has redesigned its program around the Danielson Framework for Teaching, aligned its own conceptual framework to Danielson, and recommitted its focus by embracing what it calls a constructivist lens. It is evident that the EPP focus on "scholarly, reflective, courageous practitioners"

has been well aligned to Danielson's framework and supported through a variety of outcome measures. The EPP's "Experience One" approach provides the capacity for expansion of this concept. The "Rural Fridays" program provides an opportunity for experiential learning and community interaction by serving students from surrounding areas with a school day experience conducted by supervised candidates. The EPP was thorough in its presentation of its conceptual framework and the focused continuous improvement model alignment. It is also encouraging that the EPP utilizes the Chalk and Wire ePortfolio Assessment to record student progress and provide personalized reporting.

The EPP has a redesigned leadership team with a unique division of tasks tied to continuous improvement. This leadership team, along with a Field Experience and Licensure Coordinator and CAEP Coordinator, are responsible for the ongoing evaluation and review of program performance. While this plan allows the EPP to meet some budgetary constraints, the absence of a single fulltime coordinator devoted to data collection and review across the department is a challenge to the implementation of CAEP requirements for Standard Five.

Evidence suggests that the EPP has the potential for a quality assurance system which actively monitors candidate progress, completer achievements, and EPP operational effectiveness. However, documentation that the system supports targeted change and that the operations and data are regularly reviewed is not clear. Also unclear is whether stakeholder groups are regularly and appropriately involved in decision-making, evaluation and continuous improvement. Overall, a regular reporting system with a scheduled review, follow up, and action plan is not evident, nor is a specific, agreed upon, published plan to analyze trends, compare benchmarks, identify changes, consider distribution of resources, and anticipate future direction. There was no evidence that the measures and trends are posted on the website and in other ways widely shared.

The EPP is moving towards an evaluation system that is reflective of CAEP Standards. As a CAEP early adopter, it is appropriate that the EPP need only to have plans in place for data collection. Currently the EPP relies heavily on anecdotal evidence, such as comments and examples from graduates, remarks by those in the community, and faculty observations. For example, the popularity of the Rural Fridays program as a means to impact student learning is noted but not quantified. The Experience One program has noteworthy success in retention and graduation. Impact on Student Learning is not quantified, however. This casual approach to evaluation is consistently demonstrated in the comments from stakeholder, candidate and faculty members interviewed, and mirrors the overall positive relationship within the community and faculty. The next step for the EPP is to translate these relationships, comments, and stories into quantifiable data that support program effectiveness and impact on student learning as a part of their Continuous Improvement Plan.

#### **b. Evidence that is consistent with meeting the standard**

The EPP provided documentation of a range of different measures that, taken together, comprise a coherent set to inform performance against CAEP Standards. The documentation is relevant, verifiable, cumulative and actionable. Documentation provided includes:

1. Chalk and Wire ePortfolio system is used to monitor all candidate performance tied to identified conceptual framework, with detailed alignment to InTASC and Danielson Framework for Teaching. Evidence is reflected in Dispositions Assessment, Teacher Work Sample, and Field Experience evaluation form. Students who do not meet the required gateways in Chalk and Wire are flagged and have an opportunity to participate in the Student Review Committee process. Students have ongoing access to their progress in Chalk and Wire. Students interviewed indicated that they are indoctrinated into the Chalk and Wire process from day one. By the time of their Teacher Work Sample, the expectation is that they have an overall score of 3 (proficient).
2. Work Samples provide evidence-based, experiential candidate evaluation and feedback. Candidates are taught how to collect and analyze data.

3. Evaluation includes stakeholders- faculty and school partners, alumni surveys, employment data.
4. Continuous Improvement Plan (CIP) Revised details a focused plan for the EPP. However, this CIP is not widely familiar to faculty based on interviews.
5. Action Plans, 2011-2015, and minutes indicate planning towards a system of accountability.
6. Committees and Collaborations document provides evidence of stakeholder involvement. Note that collaboration evidence is limited.
7. Danielson InTASC\_TEPA Assessments alignment document supports overall integration with model.
8. Field Observation data, Lesson Plan data, Licensure Eligibility data, and dispositions assessment data provide information on candidate performance.
9. Clinical Educators Plan for Improvement was revised due to noted deficiencies in differentiation and classroom management by faculty and mentors.
10. Reliability documents support appropriate assessment selection and implementation.
11. Professional Behavior Assessments conducted in every class (as reported by candidates) with feedback for students documented.
12. Common Core integration across subject areas is reported in candidate interviews; an integrated lesson plan is required.

**c. Evidence that is inconsistent with meeting the standard**

It is not clear that the EPP regularly and systematically reviews quality assurance data, poses questions, identifies patterns across programs or investigates differences. The academic leadership indicated that this is a "crucial and evolving" area for the department, in particular getting faculty to understand assessment practices. Many interviewed faculty indicated they had "taken a look" at reports or knew of them, but had not really dug into the data or been involved in analyzing it. Data analysis was noted as a "growth area" by academic leadership. Also notable is that there is not a fulltime staff person whose focus is on data collection and analysis. The data analysis process varies from program to program. This also means that the reporting process is different for each department rather than standardized.

It is not clear how stakeholder groups are regularly involved in decision-making, evaluation, and continuous improvement. Many faculty interviewed could not identify the Continuous Improvement Plan goals or process. It was noted that the faculty has just recently seen the latest CIP so this is a work in progress.

In terms of resource allocation, it is also not clear that administrative decisions are based on data. For example, resource materials through the library are requested from the department, but not necessarily coordinated to meet identified needs as ascertained through assessment data.

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

**Area for Improvement**

Area for Improvement	Rationale
The EPP's data-driven decision making process for continuous improvement is not consistent across programs.	While examples exist of successful data-driven decision making, there is not a unit-wide system for using data to improve programs.

**Stipulation**

Stipulation	Rationale
N/A	

## Section 3: Cross-cutting Themes of Diversity and Technology

### 1. DIVERSITY

#### a. Summary regarding adequately and accurately of evidence related to diversity

As noted in the offsite report, both the strategic plan and mission statement make mention of the importance of diversity. The EPPs geographic location and statewide context make ethnic diversity of faculty and candidates a challenge.

Quality attempts are made to include diversity experiences and an emphasis is placed on cultural awareness. Given the geographic circumstances, the EPP makes a sincere attempt to address diversity and cultural competency. UMW's diversity is found in the socio-economic status and age of its students. Non-traditional students are prevalent especially in outreach programs at the University. EPP personnel noted with pride the success that area rural poor, particularly women, have found in the program.

A minor concern is that the structure of clinical preparations does not ensure that all candidates are being placed in diverse settings throughout the program. Field experiences that do have an element of diversity at times do not achieve a depth of candidate experience beyond observation. Lesson plans, candidates, completers, and EPP faculty all show an integration of cultural competencies into their programs of study.

#### b. Evidence that adequately and accurately demonstrates integration of cross-cutting theme of diversity

Montana's Indian Education for All was referenced by candidates, faculty, administration, and P12 partners. It is clearly of importance to the EPP and is an asset in terms of helping candidates with cultural competency.

Isolated examples of recruiting for a diverse candidate pool were present. For example, the previous assistant football coach was from Hawaii and was able to recruit ethnically diverse team members through his personal connections.

The faculty reported that the candidates, though limited in their experiences, were tolerant and well dispositioned for unique experiences. Their sense was that candidates were adequately prepared for the settings in which they were likely to find themselves.

#### c. Evidence that inadequately demonstrates integration of cross-cutting theme of diversity

Candidates do have field experiences with Indian schools, although Indian university students are not well represented in the student body, nor are they represented in the faculty.

Some faculty reported disappointment with the Admissions process and its efforts to recruit diverse candidates. The EPP is an open admissions institution: Any prospective student that completely fills out an application and does not pose a security risk are admitted. Admissions office personnel pointed to the open admissions process as presenting challenges when attempting to recruit a diverse student body. That said, efforts are made by admissions to attend recruiting fairs that have potential to attract a more diverse pool of applicants.

under the relevant standard(s)

## 2. TECHNOLOGY

### a. Summary regarding adequately and accurately of evidence related to technology

Like other EPPs in Montana, the EPP under review has seen a reduction in state support in recent years. Cuts made in the previous year reduced the budget to 2006 levels. Additionally, Internet bandwidth is in short supply throughout Montana. In this context, it is challenging to purchase and maintain technology. Within its limited resources, though, the EPP provides students with access to technology in line with local P12 partners and sufficient for their academic requirements.

### b. Evidence that adequately and accurately demonstrates integration of cross-cutting theme of technology.

Through federal and state grant funding, the EPP has been able to set up computer labs that are available to candidates. These labs are open until 11 pm during the week and sufficient lab hours are available on weekends as well.

An update to the building that houses much of the Department of Education's programming promises to enhance the technological environment. Additionally, multiple classrooms have smart board technology available and iPads and other technology are present and available for candidate use.

### c. Evidence that inadequately demonstrates integration of cross-cutting theme of technology.

Internet bandwidth was cited as a challenge by candidates, particularly in their field experiences. Technology-enhanced lessons that worked well on the EPP campus were not possible to put into practice in field settings. This was reported to be a common challenge in Montana.

Note: Recommendations for new areas for improvement and/or stipulations including a rationale for each are cited under the relevant standard(s)

## Section 4: Area(s) for Improvement cited from previous accreditation review, if any

### Area(s) for Improvement cited from previous accreditation review, if any

Area for Improvement:	Rationale:
RECOMMEND TO CLEAR: Secondary education field experiences are not designed and sequenced to provide opportunities for candidates to develop and demonstrate the knowledge, skills, and professional dispositions to help all students learn.	Evidence presented in the offsite and confirmed on site indicates that the EPP has sufficiently addressed this concern.
RECOMMEND TO CLEAR: Criteria for school faculty are not clear and known to all of the involved parties.	The Student Handbook and other supporting documentation have been bolstered in ways that lead the visiting team to recommend that this AFI be cleared.
RECOMMEND TO CONTINUE: Candidates do not have consistent opportunities to work with faculty members from diverse groups.	It remains the case that candidates have very limited opportunity to interact with faculty members from diverse groups.
RECOMMEND TO CLEAR: A large proportion of unit faculty members do not hold a terminal degree or exceptional expertise in their field.	While recruitment of qualified faculty remains a challenge for the EPP, the visiting team felt that sufficient progress had been made in this area to recommend clearing this AFI.
RECOMMEND TO CONTINUE: Limited opportunities exist for faculty to develop new knowledge and skills.	The team recognizes the fiscal restraints placed on the EPP by the current budget situation. Still, faculty travel and participation in scholarly activities are severely constrained, limiting faculty opportunities to develop new knowledge and skills.

## Section 5: Response to the Continuous Improvement Plan (CIP)

(Use the Rubric for Evaluating the Capacity and Potential in the CIP)

### **1. Summary of findings and overall evaluation of Continuous Improvement Plan**

The EPP made effective progress on the Continuous Improvement Plan during the period between the offsite and onsite visits. The plan as presented by the time of the onsite visit was, in general, clear, accomplishable, appropriate to the EPP, and likely to result in program improvements. As an early adopter, the EPP's CIP is understandably somewhat less fleshed out than it is likely to become in the coming years. However, the material that is present at this time was evaluated by the team and was found to be generally satisfactory.

#### **a. The EPP's capacity for initiating, implementing and complete the CIP.**

The visiting team felt that the EPP's capacity for initiating, implementing, and completing the CIP was Emerging.

#### **b. The potential of the CIP to have a positive impact on the EPP and its candidates.**

The visiting team felt that the potential of the CIP to have a positive impact on the EPP and its candidates Met Expectations.

#### **c. The proposed use of data and evidence.**

The visiting team felt that the proposed use of data and evidence Met Expectations.

#### **d. The potential of the EPP to demonstrate a higher level of excellence beyond what is required in the standards**

The visiting team felt that the potential of the EPP to demonstrate a higher level of expectations Met Expectations.

### **Evaluation of the Continuous Improvement Plan (CIP)**

This rubric is intended to be used as a tool by the site visit team to provide feedback to an EPP on the Continuous Improvement plan and its progress, including (a) its capacity for initiating, implementing, and completing a Continuous Improvement Plan (CIP); (b) the potential of the CIP to have a positive impact on the EPP and its candidates; (c) the proposed use of data and evidence; (d) the potential of the EPP to demonstrate a higher level of excellence beyond what is required in the standards. An overall evaluation of the CIP is also provided.

Click [here](#) to open the rubric in a new window.

## **Sources of Evidence**

### **List of interviews and participants**

See attached list of interviews and participants.

### **List of exhibits reviewed /List additional sources consulted (website, etc.)**

All exhibits provided by the EPP were reviewed by the visiting team. In addition to items uploaded to

AIMS, the EPP provided the following items on site:

1. Additional data tables regarding individual programs.
2. Teacher work sample examples from candidates.
3. Explanation of programs that have little disaggregated data.
4. State Program Reports, along with preliminary reviews of programs.

**Please upload sources of evidence and the list of persons interviewed.**

Persons interviewed
List of all interviews

See **Attachment** panel below.

**Rejoinder:**

**CAEP Site Visit Report to the University of Montana Western**

March 19, 2016

**Page 2:** Clarification: we have aligned the InTASC standards across all rubrics in all programs. However, we recognize that a number of criteria in the rubrics are aligned with more than one InTASC standard. Thus we are reviewing the rubrics to select the InTASC standard that best aligns with each criterion.

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**Page 4:** “1. Findings for each offsite report task to be verified onsite:”  
“Task,” “Statement to be verified: “Teachers and school administrators review any forms for validity and fairness, and provide informal and formal feedback on the use of the forms and make recommendations for improvements”  
“Evidence was or was not verified:” “Evidence not verified. Plan documents... contradict this statement...”

**UMW Response:** While the UMW faculty members agree that the level of formal collaboration with school partners is an area we are working on to improve, the following evidence documents point to the fact that we do engage in formal collaboration with school partners:

- “Action Plans 2012-2013” – refer to the May 13, 2013 retreat with the Advisory Task Force.
- “Action Plans Spring 2014” – refer to the May 14, 2013 retreat with the Advisory Task Force.
- “Action Plans 2014-2015” – refer to the May 13, 2015 retreat with the Advisory Task Force.

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**Page 10:** “c. Evidence that is inconsistent with meeting the standard.”

The CAEP report states, “The EPP has submitted a plan that partially addresses Standard. 4.”

**UMW Response:** The above statement implies that there are aspects of CAEP Standard 4 that we have NOT yet addressed. In fact, we already have in place several aspects of data collection related to CAEP Standard 4.

We have implemented and have data on satisfaction of completers and employers (through an exit survey, a survey of graduates, and a survey of employers).

Thus, the “Plan for Impact on Student Learning” that the CAEP review team refers to was designed to focus only on CAEP Standard 4, components 4.1 and 4.2.  
(Note: This plan was provided at the site visit. It is not uploaded into AIMS)

**Area for Improvement:** “The plan... does not contain measurable objectives...”

**UMW Response:** Refer to the document “Plan for Impact on Student Learning.” We believe that the stated objectives are measurable. An important part of the plan is dependent on on-going collaborations with the Montana Council of Deans and the Montana Office of Public Instruction. Thus, a timetable for when supporting data may be available from the state has not yet been developed.

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**Page 11:** In the Task table, item number 3, the CAEP report states: “Minutes are provided but do not provide detailed information about data or a schedule of continuous improvement.... There does not appear to be a more formal schedule or uniform process across subject areas for data review.”

**UMW Response:** UMW Education faculty representing ALL subject areas attend the department meetings at which data are reviewed. Data are reviewed regularly. This is a formal process, as meetings are scheduled at the beginning of each semester, for the entire semester.

Data are reviewed at the following meetings each year: the January and August faculty retreats, the May Advisory Task Force meeting, and at one meeting each year in late March or early April (when drafts of the AACTE, CAEP, & Title II Annual Reports are ready for faculty to review).

In addition, a number of data reports are prepared at additional times throughout the academic year, and are brought to department meetings for review.

The data reports list the dates in which sets of data were reviewed during a department meeting or retreat. For example, refer to:

- “TEP Gateway 1 Admissions Data” page 6;
- “Unit Plans Data” pages 2 and 4;
- “Writing Skills Data” page 3;
- “School Administrators Survey Data” page 1;
- “Service Learning Data” page 3;
- “TWS data” page 3.

The CAEP report states “Individual subject area teams make their own decisions about deficiencies and actions and also could potentially bring those up to the CAEP Coordinator.”

**UMW Response:** While it is true that content-area faculty teams from other departments discuss deficiencies and possible actions within their own departments, data on education candidates are reviewed at regularly scheduled education department faculty meetings, which are organized and run by the Department Chair. At education department meetings, discussions are held regarding programs as a whole and programs individually. These meetings include faculty representing all subject areas. The data reports listed above include summaries of faculty recommendations for actions to be taken as a result of the review of data. All curricular revisions and revisions to assessment instruments are discussed and voted on at education department meetings.

We are not clear what the CAEP report refers to, when it cites “individual subject area teams” (item 7 in the Task table). We suspect that the report is referring to information obtained when the joint CAEP/State review team members conducted on-site program review interviews. That was the only time that the site visit team met with “subject area teams.” These were teams composed of faculty representing each academic subject area, pulled together so that the CAEP/State site visit team could verify information for the state program review. While individuals from those teams do attend education meetings and are engaged in review of data, other members of those teams do not.

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**Page 13:** c. “Evidence that is inconsistent with meeting the standard.”

The report states, “the reporting process is different for each department rather than standardized.” This led to a recommendation for an Area for Improvement.

**UMW Response:** We are concerned here that information obtained from content-area faculty during interviews that were supposed to focus on state program reports are being conflated with interviews held with faculty who attend education meetings to review data on education candidate performance.

Because these state program review interview teams included both CAEP and State reviewers, sometimes these interviews focused more on CAEP-related questions than on questions related to State program review.

Data reporting requirements and processes are the same for all UMW teacher education programs. Our data reports (such as those listed above), which provide extensive data disaggregation, are clear evidence of that.

To clarify, data are regularly reviewed by ALL full-time faculty who teach for the UMW Department of Education. The education department includes faculty with expertise in each subject area. UMW Secondary and K-12 Education faculty who have expertise in each content area serve as liaisons with the other academic departments on campus. One of the strengths of the University of Montana Western

is that education faculty collaborate closely with faculty from other departments, which is unusual for universities.

For UMW content-area faculty who are not also members of the UMW education department, the data that most interests them are summary data on PRAXIS II exams. Over the past few years, the Montana Office of Public Instruction has been gradually phasing in PRAXIS II exams for various subject areas. That process is still on-going, and there remain a number of content-areas for which the state has not yet set exam requirements. In addition, as the University of Montana Western is a small institution, we have a number of programs for which few candidates take the exams each year. ETS does not provide us with annual data summaries for any exams for which five or fewer candidates completed the exam. Thus we do not yet have ETS PRAXIS II exam score summaries for a number of our programs. We make up for that deficit by producing our own report on the success of candidates in passing the exams. The state plans to complete the process of adopting the remaining needed PRAXIS II exams within the next few months. As more PRAXIS II data become available, we will be able to share ETS annual data summaries with the relevant academic departments. That will enable more faculty members who do not attend education meetings to review relevant data related to their specific programs.

## Response to rejoinder

Jon Margerum-Leys

**Note:** The numbered items below are responses to the EPP's rejoinder, in the order in which the items appear in the document RejoinderUMWCAEPsitevisitreport.pdf .

1. The team appreciates that Montana Western will review the rubrics to clarify alignment with InTASC standards.
2. The EPP notes that some collaboration has taken place reviews of forms and recommendations for improvements. Original language may have overstated the degree of the team's concern. Updated language below:

**Original language:** Evidence not verified. Plan documents prepared by the EPP contradict this statement and provide self-reflective feedback about the lack of programmatic involvement of partners in feedback and changes.

**Updated language:** Evidence not fully verified. Plan documents prepared by the EPP provide self-reflective feedback about a shortfall regarding programmatic involvement of partners in feedback and changes.

3. The wording of the team's concern may have been unclear. The team believed that the plan was incomplete, not that the plan necessarily did not completely cover the standard. As above, updated language may clarify.

**Original language:** The CAEP report states, "The EPP has submitted a plan that partially addresses Standard 4."

**Updated language:** "The EPP has submitted a plan that addresses Standard 4, but has done so incompletely. Increased detail is required to give a more full sense of how the EPP intends to implement the plan. The team recognizes that an aspect not within the EPP's control is the state's ability and willingness to provide needed data."

4. A. While minutes can show what has been done, it was not clear to the team that the actions taken constituted a fully considered plan for improvement.  
B. The concern regarding individual subject area teams does appear to represent a misunderstanding by the team. Please disregard this concern.
5. It remains the case that the team is concerned with the continuous improvement process. While discussions do take place, the process does not seem to the team to be systematic. The team stands by the AFI in this area.

**ITEM 22**

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

**Dr. Linda Vrooman Peterson; Dr. Mary Susan  
Fishbaugh, MSUB**

# Montana Board of Public Education Executive Summary

Date: May 12-13, 2016

<b>Presentation</b>	<b>Montana State University-Billings Proposal to add Minor Endorsement in Early Childhood Education (ECE) Preschool through Grade 3 (P-3).</b>
<b>Presenter</b>	Linda Vrooman Peterson, Ph.D.
<b>Position Title</b>	Accreditation and Educator Preparation Office of Public Instruction
<b>Overview</b>	<p>The College of Education at Montana State University-Billings presents the proposal to add an ECE P-3 Minor Endorsement. Dr. Mary Susan Fishbaugh will provide an overview of the proposal to the Board of Public Education. This is an action item.</p> <p>State Superintendent Juneau recommends approval of the MSU Billings ECE P-3 Minor Endorsement.</p>
<b>Requested Decision(s)</b>	Action
<b>Related Issue(s)</b>	The Office of Public (OPI) Instruction completed a desk review of the required material and verifies the proposed Minor Endorsement in Early Childhood Education Preschool through Grade 3 (ECE P-3) meets Administrative Rules of Montana (ARM) 10.58.531.



Montana  
Office of Public Instruction  
Denise Juneau, State Superintendent

[opi.mt.gov](http://opi.mt.gov)

	<p>During the 2018-2019 academic year, the OPI will conduct a follow-up review of the Minor Endorsement in Early Childhood Education P-3. The purpose of this follow-up review is to examine both program and candidate performance data ensuring that the program meets the expected outcomes established by ARM Chapter 58, Professional Educator Preparation Program Standards 10.58.531.</p>
<b>Recommendation(s)</b>	<b>Approve the Minor Endorsement in Early Childhood Education (ECE) Preschool through Grade 3 (P-3) as proposed by Montana State University-Billings.</b>





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

**MEMORANDUM**

**Date:** April 15<sup>th</sup> 2016

**To:** Montana Board of Public Education

**From:** Mary Susan E. Fishbaugh, Dean

**Subject:** Request for Provisional Accreditation for the MSUB College of Education Early Childhood/P-3 Minor

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The College of Education at MSU Billings is seeking provisional accreditation for its Early Childhood/P-3 undergraduate minor in order to recommend completers for the Montana Educator License P-3 Endorsement.

The college has revised existing minor courses, added several new courses, and will require student teaching in P-3 settings in order to meet the PEPPS, revised July 2015.

Attached with this memorandum are the state template for ARM 10.58.531 and descriptions of the courses. Because this is a minor, Educator Preparation Program candidates will be required to complete the Elementary Education major. ARM 10.58.501 is not included because all of the MSUB undergraduate and graduate programs leading to licensure are currently accredited by the BPE. Syllabi are not included because the College of Education is currently searching for an Early Childhood faculty position. The position has been vacant for one year since previous faculty resigned to take a position as executive director of a public service agency in Billings. The college did not offer the new courses during AY 15-16. They are scheduled to be offered AY 16-17. Syllabi for existing courses that have been revised are not included because syllabi have not been revised to meet the new course descriptions and PEPPS.

Thank you for your consideration of this request. The College of Education is scheduled for a CAPE/state accreditation review April 2017. At that time, we will be seeking full approval.

# Institutional Report

STANDARDS			
<b><u>10.58.531 EARLY CHILDHOOD EDUCATION</u></b>	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		MET	NOT MET
(1) The program requires that successful candidates:		<input type="checkbox"/>	<input type="checkbox"/>
(a) demonstrate an understanding of young children's (birth-age 8) characteristics and needs encompassing multiple, interrelated areas of children's development and learning including physical, cognitive, social, emotional, language, and aesthetic domains as well as learning processes and motivation to learn;	EDU 220 Human Growth and Development EDU 220 Lab	<input type="checkbox"/>	<input type="checkbox"/>
(b) base their practice on coherent early childhood theoretical perspectives, current research about brain growth and development, and the importance of play;	EDEC 381 Early Childhood Curriculum and Methods EDEC 385 Integrated Curriculum in Early Childhood Education EDEC 296 Early Childhood Preschool Practicum	<input type="checkbox"/>	<input type="checkbox"/>
(c) apply their understanding of multiple influences on young children's development and learning including family, community, cultural, and linguistic contexts, temperament, approaches, and dispositions to learning (including initiative, self-direction, persistence, and attentiveness), motivation, attachment, economic conditions, health status, opportunities for play and learning, technology and media, and developmental variations;	EDED 310 Child in the Family System EDEC 336 Cognitive and Language Development EDEC 430 Social Emotional Development EDEC 352 Math and Science for Early Childhood	<input type="checkbox"/>	<input type="checkbox"/>
(d) understand the potential influence of early childhood programs, including early intervention, on short- and long-term outcomes for children;	EDEC 381 Early Childhood Curriculum and Methods EDEC 385 Integrated Curriculum in Early Childhood Education	<input type="checkbox"/>	<input type="checkbox"/>



# Institutional Report

<b>STANDARDS</b>			
<b><u>10.58.531 EARLY CHILDHOOD EDUCATION</u></b>	<b>TO BE COMPLETED BY THE INSTITUTION</b>	<b>TO BE COMPLETED BY VISITING TEAM</b>	
		<b>MET</b>	<b>NOT MET</b>
(e) demonstrate the ability to use developmental knowledge including strengths of families and children to create physically and psychologically safe learning environments that are healthy, respectful, supportive, and challenging for each child;	EDEC 130 Early Childhood Health, Movement, Nutrition, and Safety	<input type="checkbox"/>	<input type="checkbox"/>
(f) know about, understand, and value the complex characteristics and importance of children's families and communities including home language, cultural values, ethnicity, socioeconomic conditions, family structures, relationships, stresses, childhood trauma and adverse childhood experiences, supports, and community resources;	EDEC 310 Child in the Family System	<input type="checkbox"/>	<input type="checkbox"/>
(i) understand the effects of childhood trauma on social, emotional, physical, and behavioral development and be able to demonstrate trauma-informed classroom management strategies; and	EDEC 430 Social Emotional Development	<input type="checkbox"/>	<input type="checkbox"/>
(ii) demonstrate a knowledge of the implications of secondary trauma;	EDEC 130 Early Childhood Health, Movement, Nutrition, and Safety EDEC 430 Social Emotional Development	<input type="checkbox"/>	<input type="checkbox"/>
(g) create respectful, reciprocal relationships with families using a range of formal and informal strategies such as home visits, parent-teacher conferences, family nights, and transition planning into and out of early childhood programs including kindergarten;	EDEC 310 Child in the Family System	<input type="checkbox"/>	<input type="checkbox"/>



# Institutional Report

<b>STANDARDS</b>			
<b><u>10.58.531 EARLY CHILDHOOD EDUCATION</u></b>	<b>TO BE COMPLETED BY THE INSTITUTION</b>	<b>TO BE COMPLETED BY VISITING TEAM</b>	
		<b>MET</b>	<b>NOT MET</b>
(h) promote and encourage family involvement in all aspects of children's development and learning including assisting families to find and refer resources concerning parenting, mental health, health care, and financial assistance;	EDEC 310 Child in the Family System EDEC 430 social Emotional Development	<input type="checkbox"/>	<input type="checkbox"/>
(i) demonstrate essential knowledge and core skills in team building and in communicating with families and colleagues from other disciplines to encourage families' participation in curriculum and program development as well as assessment of children's learning, including identification of children's strengths and needs;	EDSP 204 Introduction to Teaching Exceptional Learners EDU 220 Human Growth and Development EDEC 310 Child in the Family System	<input type="checkbox"/>	<input type="checkbox"/>
(j) recognize the goals of assessment and summarize, analyze, and use assessment information gathered through ongoing, systematic observations and other informal and formal assessments, including play-based assessments and developmental screenings to:	EDEC 381 Early Childhood Curriculum and Methods EDEC385 Integrated Curriculum in Early Childhood Education	<input type="checkbox"/>	<input type="checkbox"/>
(i) learn about children's unique qualities;	EDEC 296 Early Childhood Preschool Practicum	<input type="checkbox"/>	<input type="checkbox"/>
(ii) guide instruction; and	EDEC 296 Early Childhood Preschool Practicum	<input type="checkbox"/>	<input type="checkbox"/>
(iii) evaluate effective curriculum to maximize children's development and learning;	EDEC 296 Early Childhood Preschool Practicum	<input type="checkbox"/>	<input type="checkbox"/>
(k) make ethical considerations when administering and interpreting assessments including:	EDEC 385 Integrated Curriculum in Early Childhood Education	<input type="checkbox"/>	<input type="checkbox"/>
(i) an understanding of family context and involving families in the assessment process;	EDEC 310 Child in the Family System	<input type="checkbox"/>	<input type="checkbox"/>



# Institutional Report

<b>STANDARDS</b>			
<b><u>10.58.531 EARLY CHILDHOOD EDUCATION</u></b>	<b>TO BE COMPLETED BY THE INSTITUTION</b>	<b>TO BE COMPLETED BY VISITING TEAM</b>	
		<b>MET</b>	<b>NOT MET</b>
(ii) recognizing the importance of establishing positive conditions for assessment (in familiar settings with familiar people); and	EDEC 381 Early Childhood Curriculum and Methods	<input type="checkbox"/>	<input type="checkbox"/>
(iii) avoiding bias and using culturally sensitive assessments that have established reliability and validity;	EDEC 381 Early Childhood Curriculum and Methods	<input type="checkbox"/>	<input type="checkbox"/>
(l) create a caring community of learners that supports positive relationships; promotes the development of children's social, emotional, and friendship skills; and assists children in the development of security, self-regulation, responsibility, and problem solving;	EDEC 430 Social Emotional Development	<input type="checkbox"/>	<input type="checkbox"/>
(m) utilize a broad repertoire of developmentally appropriate teaching skills and strategies supportive of young learners, such as integrating curricular areas; scaffolding learning; teaching through social interactions; providing meaningful child choice; implementing positive guidance strategies; and making appropriate use of technology;	EDEC 430 Social Emotional Development EDEC 385 Integrated Curriculum in Early Childhood Education	<input type="checkbox"/>	<input type="checkbox"/>
(n) provide curriculum and learning experiences that reflect the languages, cultures, traditions, and individual needs of diverse families and children, with particular attention to the cultures of the children and families in the classroom and to American Indians and tribes in Montana;	EDEC 310 Child in the Family System	<input type="checkbox"/>	<input type="checkbox"/>



# Institutional Report

STANDARDS			
<b><u>10.58.531 EARLY CHILDHOOD EDUCATION</u></b>	<b>TO BE COMPLETED BY THE INSTITUTION</b>	<b>TO BE COMPLETED BY VISITING TEAM</b>	
		<b>MET</b>	<b>NOT MET</b>
(o) use a variety of learning formats and contexts to support young learners, including creating support for extended play, creating effective indoor and outdoor learning centers, teaching primarily through individual and small group contexts, and utilizing the environment, schedule, and routines as learning opportunities;	EDEC 381 Early Childhood Curriculum and Methods EDEC 385 Integrated Curriculum in Early Childhood Education EDEC 296 Early Childhood Preschool Practicum	<input type="checkbox"/>	<input type="checkbox"/>
(p) design, implement, and evaluate developmentally meaningful, integrated, and challenging curriculum for each child using professional knowledge, Montana's Early Learning Standards, Montana Content Standards (K-5), and Indian Education for All;	EDEC 381 Early Childhood Curriculum and Methods EDEC 385 Integrated Curriculum in Early Childhood Education	<input type="checkbox"/>	<input type="checkbox"/>
(q) integrate and support in-depth learning using both spontaneous and planned curricula and teaching practices in each of the academic discipline content areas including language and literacy; science; mathematics; social studies; the performing and visual arts; health and well-being; and physical development, skills, and fitness by:	EDEC 381 Early Childhood Curriculum and Methods EDEC 385 Integrated Curriculum in Early Childhood Education EDEC 336 Cognitive and Language Development EDEC 352 Math and Science for Early Childhood EDEC 130 Early Childhood Health, Movement, Nutrition, and Safety	<input type="checkbox"/>	<input type="checkbox"/>
(i) demonstrating knowledge and understanding of theory and research and applying knowledge in the areas of language, speaking and listening, reading and writing processes, literature, print and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana, and technology; and planning, implementing, assessing, and reflecting on	EDU 330 Emergent Literacy EDEC 336 Cognitive and Language Development	<input type="checkbox"/>	<input type="checkbox"/>



# Institutional Report

<b>STANDARDS</b>			
<b><u>10.58.531 EARLY CHILDHOOD EDUCATION</u></b>	<b>TO BE COMPLETED BY THE INSTITUTION</b>	<b>TO BE COMPLETED BY VISITING TEAM</b>	
		<b>MET</b>	<b>NOT MET</b>
English/language arts and literacy instruction that promotes critical thinking and creative engagement;			
(ii) demonstrating knowledge, understanding, and use of the fundamental concepts of physical, life, earth, and space sciences to design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, to convey the nature of science, the concepts in science and technology, the history and nature of science, including scientific contributions of American Indians and tribes in Montana;	EDEC 352 Math and Science for Early Childhood	<input type="checkbox"/>	<input type="checkbox"/>
(iii) demonstrating knowledge, understanding, and use of the major concepts, and procedures, and reasoning processes of mathematics that define number systems and number sense, operations, algebra, geometry, measurement, data analysis statistics and probability in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data to engage students in problem solving, reasoning and proof, communication, connections, and representation, including culturally inclusive lessons and examples relating to American Indians and tribes in Montana;	EDEC 352 Math and Science for Early Childhood	<input type="checkbox"/>	<input type="checkbox"/>



# Institutional Report

STANDARDS			
<b><u>10.58.531 EARLY CHILDHOOD EDUCATION</u></b>	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		MET	NOT MET
(iv) demonstrating knowledge, understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics including personal financial literacy, and an understanding of the social sciences and other related areas to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and interdependent world;	EDEC 385 Integrated Curriculum in Early Childhood Education	<input type="checkbox"/>	<input type="checkbox"/>
(v) demonstrating knowledge, understanding, and use of the content, functions, and achievements of the performing arts (dance, music, drama) and the visual arts as primary media for communication, inquiry, perspective, and engagement among students, and culturally diverse performing and visual arts inclusive of the works of American Indian artists and art in Montana;	EDEC 385 Integrated Curriculum in Early Childhood Education	<input type="checkbox"/>	<input type="checkbox"/>
(vi) demonstrating knowledge, understanding, and use of the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health for all young children; and	EDEC 130 Early Childhood Health, Movement, Nutrition, and Safety	<input type="checkbox"/>	<input type="checkbox"/>
(vii) demonstrating knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life	EDEC 130 Early Childhood Health, Movement, Nutrition, and Safety	<input type="checkbox"/>	<input type="checkbox"/>



# Institutional Report

<b>STANDARDS</b>			
<b><u>10.58.531 EARLY CHILDHOOD EDUCATION</u></b>	<b>TO BE COMPLETED BY THE INSTITUTION</b>	<b>TO BE COMPLETED BY VISITING TEAM</b>	
		<b>MET</b>	<b>NOT MET</b>
styles, including health nutrition, and enhanced quality of life for all students;			
(r) base curriculum planning on the understanding of the particular significance of social, emotional, and behavioral development as the foundation for young children's school readiness and future achievements;	EDEC 430 Social Emotional Development	<input type="checkbox"/>	<input type="checkbox"/>
(s) uphold and use state and national codes of ethical conduct for the education of young children and other applicable regulations and guidelines to analyze, resolve, and discuss implications of professional ethical dilemmas with respect to the child, family, colleagues, and community;	EDEC 385 Integrated Curriculum in Early Childhood Education	<input type="checkbox"/>	<input type="checkbox"/>
(t) collaborate with multiple stakeholders, including:		<input type="checkbox"/>	<input type="checkbox"/>
(i) teachers in preceding and subsequent grade levels to increase continuity and coherence across ages/grades;	EDEC 296 Early Childhood Preschool Practicum EDEC 385 Integrated Curriculum in Early Childhood Education	<input type="checkbox"/>	<input type="checkbox"/>
(ii) families and interdisciplinary professionals to meet the developmental needs of each child; and	EDEC 296 Early Childhood Preschool Practicum EDEC 385 Integrated Curriculum in Early Childhood Education	<input type="checkbox"/>	<input type="checkbox"/>
(iii) relevant community and state resources to build professional early learning networks that support high quality early learning experiences for young children and their families;	EDEC 296 Early Childhood Preschool Practicum EDEC 385 Integrated Curriculum in Early Childhood Education	<input type="checkbox"/>	<input type="checkbox"/>
(u) use formal and informal assessments, early learning professional knowledge, reflection,	EDEC 381 Early Childhood Curriculum and Methods	<input type="checkbox"/>	<input type="checkbox"/>



# Institutional Report

<b>STANDARDS</b>			
<b><u>10.58.531 EARLY CHILDHOOD EDUCATION</u></b>	<b>TO BE COMPLETED BY THE INSTITUTION</b>	<b>TO BE COMPLETED BY VISITING TEAM</b>	
		<b>MET</b>	<b>NOT MET</b>
collaborative relationships, and critical thinking to analyze and continuously improve professional practices with young children and their families;	EDEC 385 Integrated Curriculum in Early Childhood Education		
(v) identify and involve oneself with the distinctive history, values, knowledge base, and mission of the early childhood field;	EDEC 385 Integrated Curriculum in Early Childhood Education	<input type="checkbox"/>	<input type="checkbox"/>
(w) engage in informed advocacy for young children and the early childhood profession; and	EDEC 385 Integrated Curriculum in Early Childhood Education	<input type="checkbox"/>	<input type="checkbox"/>
(x) demonstrate knowledge, skills, and dispositions during well-planned and sequenced clinical experiences working with children and families in two different age groups (3-5 and 5-8) and two types of the settings:	EDEC 296 Early Childhood Preschool Practicum	<input type="checkbox"/>	<input type="checkbox"/>
(i) one of which must include a Kindergarten-3rd grade experience in an accredited school setting for a formal student teaching experience; and	EDU 495B Elementary Student Teaching	<input type="checkbox"/>	<input type="checkbox"/>
(ii) the second clinical site may include state-licensed child care centers or homes, Head Start, and community or school-based preschool programs.	EDEC 495 Early Childhood Student Teaching	<input type="checkbox"/>	<input type="checkbox"/>
(History: 20-2-114, MCA; <u>IMP</u> , 20-2-121, MCA; <u>NEW</u> , 2014 MAR p. 2936, Eff. 7/1/15.)			



**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. Prereq: EDEC 381 and EDEC 385

<b>EDEC 381 Early Childhood Curriculum and Methods</b>	<b>3</b>
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.	
<b>EDEC 385 Integrated Curriculum in Early Childhood Education</b>	<b>2</b>
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.	
<b>EDEC 430 Social Emotional Development in Young Children</b>	<b>3</b>
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.	
<b>EDEC 495 Early Childhood Student Teaching</b>	<b>9/12</b>
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.	

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<b>Minor w/Licensure TOTAL CREDITS</b>	<b>32/35</b>
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❖ ACCREDITATION COMMITTEE – (Items 23-25)

Erin Williams

ITEM 23

RECOMMEND APPROVAL OF THE  
ADDENDUM TO THE 2015-2016 FINAL  
ACCREDITATION STATUS OF ALL SCHOOLS

Patty Muir

# Montana Board of Public Education Executive Summary

Date: May 12-13, 2016

<b>Presentation</b>	<b>Recommend Approval of the Addendum to the 2015-2016 Final Accreditation Status Report of All Schools</b>
<b>Presenter</b>	Patty Muir, M.Ed.
<b>Position Title</b>	Accreditation Program Director Office of Public Instruction
<b>Overview</b>	This presentation provides to the Board of Public Education (BPE) for consideration the addendum to the 2015-2016 accreditation determinations for all schools as approved the BPE. These changes are due to errors identified by the OPI and school district personnel after the accreditation determinations were approved at the BPE meeting in March. The state superintendent recommends approval of the addendum as presented. The report is attached.
<b>Requested Decision(s)</b>	Action
<b>Related Issue(s)</b>	None
<b>Recommendation(s)</b>	<b>Approve/Deny the addendums to the 2015-16 Annual Montana Accreditation Report.</b>



Montana  
Office of Public Instruction  
Denise Juneau, State Superintendent

[opi.mt.gov](http://opi.mt.gov)

Addendum to the 2015-2016 Annual Montana Accreditation Report  
May 2016

County	District	School	Reported Accreditation Status	Recommended Accreditation Status Revision	Change	Reason
Blaine	Harlem Public Schools	Harlem High School	DEFICIENCY	REGULAR	Remove Level 4 Deviation – 10.55.707 – Nonlicensed teacher	Data entry error
Carbon	Fromberg K-12 Schools	Fromberg 7-8	DEFICIENCY	REGULAR	Remove Level 4 Deviation – 10.55.707 – Nonlicensed teacher	Data entry error
Carbon	Fromberg K-12 Schools	Fromberg High School	DEFICIENCY	REGULAR	Remove Level 4 Deviation – 10.55.707 – Nonlicensed teacher	Data entry error
Cascade	Sun River Valley Public Schools	Fort Shaw Elementary	ADVICE	REGULAR	Remove Level 3 Deviation – 10.55.708 – Misassigned teacher	Data entry error
Gallatin	Willow Creek Public Schools	Willow Creek School	ADVICE	REGULAR	Remove Level 3 Deviation – 10.55.708 – Misassigned teacher	Data entry error
Flathead	Kalispell Public Schools	Kalispell Middle School	DEFICIENCY	REGULAR	Remove Level 4 Deviation – 10.55.707 – Nonlicensed teacher	TEAMS error
Hill	Havre Public Schools	Havre Middle School	ADVICE	REGULAR	Remove Level 3 Deviation – 10.55.710 – School Counselor not endorsed	Data entry error
Richland	Sidney Public Schools	Central Elementary	ADVICE	ADVICE	Remove Level 3 Deviation – 10.55.709 – Library Media Specialist not endorsed	University reporting error
Yellowstone	Billings Public Schools	Rose Park	REGULAR	DEFICIENCY	Correct Level 4 Deviation – 10.55.709 – Library FTE to 4 years	Data entry error
Yellowstone	Billings Public Schools	Washington	REGULAR	DEFICIENCY	Correct Level 4 Deviation – 10.55.709 – Library FTE to 3 years	Data entry error
Yellowstone	Billings Public Schools	Skyview High School	REGULAR	REGULAR	Remove Level 2 Deviation – 10.55.709 – Library FTE	Data entry error

**ITEM 24**

**RECOMMEND APPROVAL OF THE  
VARIANCES TO STANDARDS REPORT**

**Patty Muir**

# Montana Board of Public Education Executive Summary

Date: May 12-13, 2016

<b>Presentation</b>	<b>Recommend Approval of the March 2016 Variances to Standards Initial and Renewal Applications.</b>
<b>Presenter</b>	Patty Muir, M.Ed.
<b>Position Title</b>	Accreditation Program Director Office of Public Instruction
<b>Overview</b>	This presentation provides to the Board of Public Education (BPE) recommendations from the state superintendent to approve 4 Initial Variances to Standards, 2 of which are charter programs, and 9 Renewal Variances to Standards. The summary report is attached.
<b>Requested Decision(s)</b>	Action
<b>Related Issue(s)</b>	None
<b>Recommendation(s)</b>	<b>Action One: Approve Superintendent Juneau's recommendation to approve 4 Initial Variances to Standards Applications as presented.</b>  <b>Action Two: Approve Superintendent Juneau's recommendation to approve 9 Renewal Variances to Standards Applications as presented.</b>



Montana  
Office of Public Instruction  
Denise Juneau, State Superintendent

[opi.mt.gov](http://opi.mt.gov)

# Montana Office of Public Instruction. Denise Juneau, Superintendent

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Montana Board of Public Education  
May 12-13, 2016

Superintendent's Recommendations on the Applications for a Variances to Standards  
(ARM 10.55.604) Submitted by Schools, March 2016 for Implementation  
First Semester of the 2016-2017 School Year

## Application 1

**Libby High School, Troy High School** - Charter Program outlined by ARM 10.55.604(11)(c). The superintendent recommends approval of the request as submitted in this application.

## Application 2

**Bozeman High School** - Charter Program outlined by ARM 10.55.604(11)(c). The superintendent recommends approval of the request as submitted in this application.

## Application 3

**Bonner Schools** - variance to ARM 10.55.709. The superintendent recommends approval of the request for the variance as submitted in this application.

## Application 4

**Joliet Schools** - variance to ARM 10.55.709. The superintendent recommends approval of the request for the variance as submitted in this application.

## Application 5

**Billings High Schools** - variance to ARM 10.55.601(3). The superintendent recommends approval of the renewal request for the variance as submitted in this application.

## Application 6

**Powell County High School** - variance to ARM 10.55.601(3). The superintendent recommends approval of the renewal request for the variance as submitted in this application.

## Application 7

**Kalispell – Flathead High School & Glacier School** - variance to ARM 10.55.601(3). The superintendent recommends approval of the renewal request for the variance as submitted in this application.

## Application 8

**Sweet Grass County High School** - variance to ARM 10.55.601(3). The superintendent recommends approval of the renewal request for the variance as submitted in this application.

## Application 9

**Independent School** - variance to ARM 10.55.704 & ARM 10.55.705. The superintendent recommends approval of the renewal request for the variance as submitted in this application.

**Application 10**

**Corvallis – Edna Thomas 5-6 & Corvallis 7-8** - variance to ARM 10.55.710. The superintendent recommends approval of the renewal request for the variance as submitted in this application.

**Application 11**

**Malta Schools** - variance to ARM 10.55.709. The superintendent recommends approval of the renewal request for the variance as submitted in this application.

**Application 12**

**Polson High School** - variance to ARM 10.55.709 & ARM 10.55.1801. The superintendent recommends approval of the renewal request for the variance as submitted in this application.

**Application 13**

**Billings Elementary** - variance to ARM 10.55.712. The superintendent recommends approval of the renewal request for the variance as submitted in this application.

# LINCOLN COUNTY VOCATIONAL SCHOOL OF INNOVATION

## BACKGROUND

When it comes to the types of skills and knowledge that employers feel are most important to workplace success most do not feel that recent school and college graduates are well prepared. This is particularly the case for applying knowledge and skills in real-world settings, critical thinking skills, and written and oral communication skills within the workforce setting. In the 21<sup>st</sup> century, tangible skills and industry qualifications are what get most people in the door. Those skills are often most easily gained by attending schools that specialize in career, technical, vocational, or trade school education.

According to the Association for Career & Technical Education, about six out of every ten college students today are involved in technical or career-oriented programs. The U.S. Department of Education states that almost 80 percent of all college-level credentials below a bachelor's degree are awarded for specific vocational fields.

## HOW & WHY

Pooling resources from Lincoln County's three school districts, Eureka, Libby and Troy, the LINCOLN COUNTY VOCATIONAL SCHOOL OF INNOVATION is being created to provide advanced vocational education opportunities to students in the county. Because advanced vocational programs are costly to operate and often have fluctuating enrollments, bringing students together will enable the districts to offer more courses, better equipping students with the skills needed to enter an increasingly competitive workforce. Libby, Troy, and Eureka School Districts will share resources, funding, and objectives to provide innovative educational opportunities for their students.

## MISSION

LINCOLN COUNTY VOCATIONAL SCHOOL OF INNOVATION prepares students for the workforce and/or post-secondary education through a RIGOROUS SPECIALIZED CURRICULUM, COMMUNITY-BASED PARTNERSHIPS, and FIELD-BASED EXPERIENCES, inspiring students to be lifelong learners and community builders.

## PROGRAM STRUCTURE & OUTLINE

- ☑ Committed students can get a jump on earning their trade school diplomas by starting during their high school junior or senior year.
- ☑ Students must go through an application process to be considered for enrollment.
- ☑ The first year, as the school is getting started, welding and automotive technology courses will be offered.
- ☑ Classes will be scheduled in the morning from 8:00-11:30 a.m. Students will then return to their respective schools to take their core classes.

## OBJECTIVES

- ☑ Provide quality and intensive vocational skills training to high school students.
- ☑ Equip student with competencies required in each course or qualification.
- ☑ Provide innovative workforce training and experience to enhance Lincoln County students success and career opportunities.
- ☑ Ensure partnerships provide successful training for student successes.
- ☑ Strengthen Lincoln County by training students for employment in the region.

## FUNDING

LINCOLN COUNTY VOCATIONAL SCHOOL OF INNOVATION has been awarded \$20,000 from the Dennis & Phyllis Washington Foundation.

We are currently working on other funding opportunities through various organizations including:

- Carl Perkins Vocational Training Funds
- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
- Montana Department of Labor and Industry
- Lincoln County Community Development
- Flathead Valley Community College
- Wal-Mart
- Flathead Electric
- Plum Creek
- Local businesses

## FUTURE PLANS & EXPANSION

LINCOLN COUNTY VOCATIONAL SCHOOL OF INNOVATION is considering offering a variety of learning opportunities as it expands. Specific career paths in electronics, engine mechanics, construction, welding, plumbing, health care, business, computer science, and more are found in many vocational schools. Students who successfully complete these programs are ready to jump into entry-level jobs.

*Regular high school shop classes will continue to be offered at their respective campuses.*



## Bozeman School District #7 - Bridger Charter Academy, Supplemental Materials

### **A. Introduction:**

With support from the Board of Trustees from the Bozeman School District, the leadership at Bozeman High School and the staff at Bridger Alternative Program seek to apply for public charter school status as defined by Montana Code Annotated 10-55-604 (Section 11). If approved, the Bridger Charter Academy would allow for student enrollment in fall of 2016.

The charter school planning team, which includes Bridger staff and leadership, has created a mission statement as well as a framework that describes the essential components of the future charter school.

- a. Bridger Mission Statement: To ensure academic, personal, and social growth of every learner by providing personalized access to rigorous competencies and opportunities for learning that extend beyond the walls of the school.
- b. Bridger Charter Academy - Framework: Through staff collaboration regarding desired outcomes, a framework was created that outlines the essential components of the envisioned future for the charter school. The framework is provided as *Attachment A*.

### **B. Key Program Components:**

- a. Executive Summary: Bozeman Public Schools together with their Board of Trustees are requesting approval of the charter application. If approved, the "*Bridger Charter Academy*" will serve grades 9-12 beginning August 2016. Bridger will offer students the opportunity to learn and grow under a competency-based instructional model. In this model, students will progress through coursework based on demonstration of proficiency towards specific curriculum standards, rather than a traditional credit attainment model based on seat time. Bridger will seek to maintain small teacher/student ratio and for the immediate future the total enrollment will be capped at 130-150 students, based on student requests, staffing and scheduling timelines. This enrollment cap may change over time as the program develops.
- b. Vision and Beliefs:
  - i. *BSD7 Core Purpose:* Bozeman Public Schools exist to provide an outstanding education that inspires and ensures high achievement so every student can succeed and make a difference in a rapidly changing world community.
  - ii. *Envisioned Future:* As an extension of the BSD7 Core Purpose, the purpose of the Bridger Charter Academy is to create a student centered learning approach, providing the right experience for the right student at the right time.

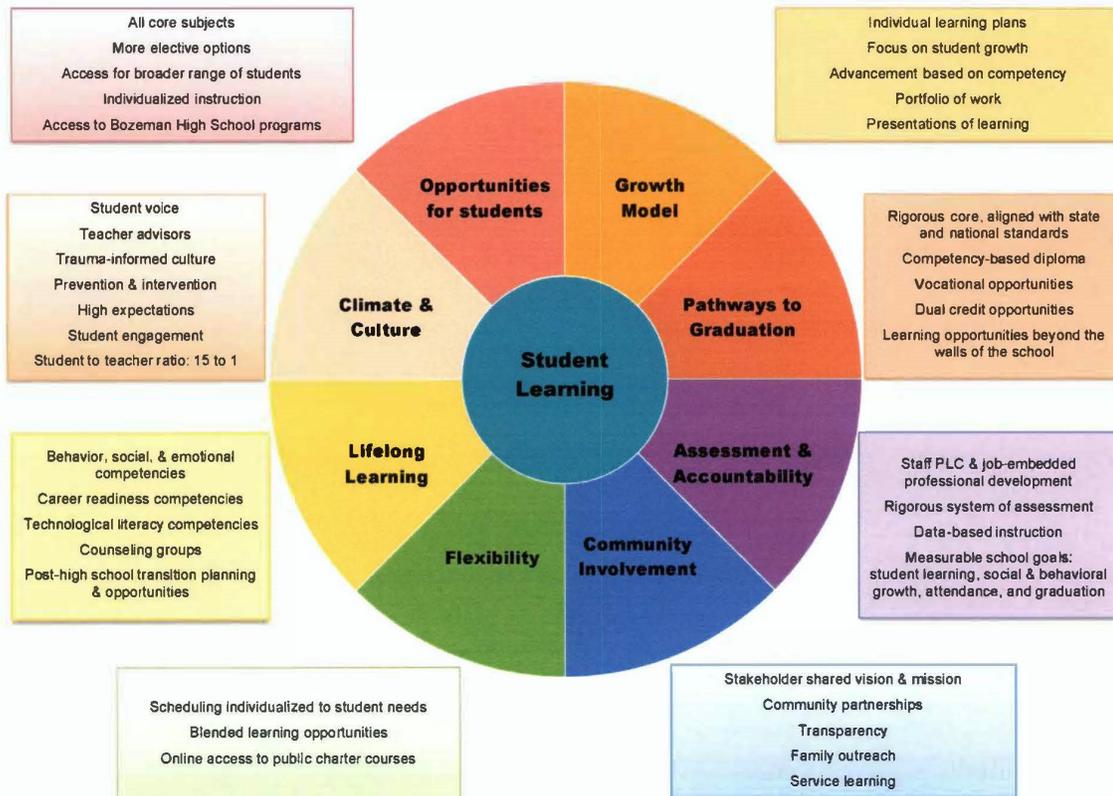


iii. *Core Beliefs:*

1. That all students can learn and succeed;
2. That proficiency in rigorous standards is necessary for great success;
3. That learning is an active collaboration between learners, teachers, families, and community;
4. That learning is a lifelong process with intrinsic value and relevant to all life experiences;
5. That we have a responsibility to our community to be the best we can be;
6. That students learn best in a respectful, stable, inclusive, and flexible environment;
7. That any student who is in trouble or in crisis needs our help and support in continuing to work toward success; and
8. That the individual and group are responsible to provide community service for the betterment of all.

**Attachment A: Bridger Charter Academy Framework**

**Why Transform Bridger Alternative Program into a Public Charter?**



#### 10.55.604 VARIANCES TO STANDARDS

(1) A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement a variance to a standard or a section of standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction.

(a) In its application, the local board of trustees shall outline how and why its proposed variance would be workable, educationally sound, and designed to meet or exceed results under established standards and, where applicable, aligned with program standards under ARM [10.55.1101](#) through [10.55.1901](#).

(b) In its application, the school district shall provide evidence through official minutes of the board of trustees that local school community stakeholders were involved in the consideration and development of the proposed variance to standards. Stakeholder groups include trustees, administrators, teachers, classified school staff, parents, community members, and students as applicable. A district shall provide evidence it adopted its application for variance at an official, properly noticed meeting of its board of trustees.

(c) An application for variance to standards to take effect at the beginning of the academic year is due in writing to the Superintendent of Public Instruction no later than the first Monday in March. An application for variance to standards to take effect the second semester of the academic year is due in writing to the Superintendent of Public Instruction no later than the first Monday in July.

(d) Upon receipt, the Superintendent of Public Instruction shall refer applications for variance to standards to a pre-appointed review board. The Superintendent of Public Instruction shall facilitate and provide organizational support for the meetings of the review board.

(i) The review board shall consist of the following, appointed by the Superintendent of Public Instruction from a list of qualifying individuals jointly endorsed by MEA-MFT, Montana Rural Education Association (MREA), Montana Small Schools Alliance (MSSA), School Administrators of Montana (SAM), and Montana School Boards Association (MTSBA): one trustee, one district superintendent, one high school principal, one elementary principal, two high school teachers, and two elementary school teachers.

(ii) As needed, the review board shall seek advice from experts.

(A) The Superintendent of Public Instruction shall solicit a pool of experts from curriculum groups and educational associations to serve "on call" in an advisory capacity.

(B) The Superintendent of Public Instruction shall notify the review board of the pool participants with rationale and present them for review board approval.

(C) The review board shall notify the Superintendent of Public Instruction when and what type of experts are needed.

(D) The Superintendent of Public Instruction shall notify the appropriate pool of experts of this needed input and arrange for the pool member(s) to advise the committee.

(iii) The review board members shall serve five year terms with no limit to the number of terms any one person may serve. Terms shall be staggered where half of all

positions shall be filled every three years prior to the first meeting of the review board in the third year.

(e) The review board shall review all applications and use a uniform rubric, made available to districts in advance of applying to implement a variance to a standard or section of standards. The uniform rubric will ensure consistent and high quality applications from school districts across Montana.

(f) The review board shall provide its recommendations to the Superintendent of Public Instruction with a recommendation for approval, modification, or rejection of the review board's recommendation within 60 calendar days of the review board being referred an application.

(g) The Superintendent of Public Instruction shall provide the Board of Public Education with a recommendation for approval, modification, or rejection of the review board's recommendation.

(h) If the Superintendent of Public Instruction or review board finds an application to be preliminarily deficient, the superintendent shall advise the applicant school district why that application is not ready for consideration. The applicant district shall have the opportunity to change its application as suggested or submit it as originally proposed.

(2) The Board of Public Education shall approve or deny proposed variances to standards. If the board denies a proposed variance to standards, it shall remit in writing to the applicant school district why it has done so.

(3) If the Board of Public Education approves a proposed variance to standards, it shall initially do so for no more than two years pending ongoing review of the implementation by the Superintendent of Public Instruction.

(4) Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards.

(5) If the Superintendent of Public Instruction finds the variance is workable and educationally sound, the Superintendent shall report findings and recommend continued approval to the Board of Public Education.

(6) If the Board of Public Education concurs with the Superintendent's recommendation, it may renew the variance for no more than three years.

(7) The Board of Public Education may subsequently renew the variance provided the district continues to show how the variance meets or exceeds established standards.

(8) If the Superintendent of Public Instruction finds the variance to standards is not working as intended or does not meet or exceed results that could be achieved under established standards, the superintendent shall recommend to the Board of Public Education that the variance be revoked.

(9) If the Board of Public Education accepts the Superintendent's recommendation to revoke a variance, the board's decision is final.

(10) A school district may discontinue an approved variance at any time. If it does so, it shall promptly notify the Superintendent of Public Instruction in writing.

(11) A school district may apply to the Board of Public Education through the Superintendent of Public Instruction to create a charter school.

(a) A charter school must provide an education that meets or exceeds the requirements of the Montana Constitution, state law, and school accreditation standards.

(b) The Board of Public Education may only grant charters to publicly funded schools or programs under the supervision and control of a locally elected board of trustees in an existing school district.

(c) The procedure by which a school district may apply to create a charter school and by which the Board of Public Education may approve, deny, evaluate, and renew a charter school shall be identical to that outlined in ARM [10.55.604](#).

(d) To be proposed by a school district and approved by the Board of Public Education, a charter school shall, at a minimum, guarantee the following:

(i) school district governance and control;

(ii) unrestricted, open student access;

(iii) compliance with all health and safety laws;

(iv) teacher licensure and endorsement to the same extent as required or provided by state law or accreditation standards;

(v) employee collective bargaining to the same extent as required or provided by state law; and

(vi) a plan for consideration of input by community members and staff as to formation and implementation issues. Consideration of input may be identified by formation of advisory committees involving staff and/or community members, conduct of a properly noticed public meeting for purposes of comment on the formation or operation of the charter school, or any other reasonable means that result in an opportunity for input by staff and community members prior to a decision of significant interest to the public regarding the formation or operation of the charter school.

(e) A school district may discontinue an approved charter school at any time. If it does so, it shall promptly notify the Board of Public Education in writing.

History: [20-2-114](#), MCA; [IMP](#), [20-2-121](#), [20-3-106](#), [20-7-101](#), MCA; [NEW](#), 1989 MAR p. 342, Eff. 7/1/89; [AMD](#), 1995 MAR p. 623, Eff. 4/28/95; [AMD](#), 1998 MAR p. 2707, Eff. 10/9/98; [AMD](#), 2000 MAR p. 3340, Eff. 12/8/00; [AMD](#), 2002 MAR p. 3309, Eff. 11/28/02; [AMD](#), 2012 MAR p. 2042, Eff. 7/1/13.

**ITEM 25**

**RECOMMEND APPROVAL OF THE  
INTENSIVE ASSISTANCE REPORT**

**Patty Muir**

# Montana Board of Public Education Executive Summary

Date: May 12-13, 2016

<b>Presentation</b>	<b>Recommend approval of the 2015-2016 Report of Schools to EXIT Intensive Assistance; Schools to ENTER Intensive Assistance; Schools to MOVE to Step 2 of Intensive Assistance.</b>
<b>Presenter</b>	Patty Muir, M.Ed.
<b>Position Title</b>	Accreditation Program Director Office of Public Instruction
<b>Overview</b>	This annual presentation provides to the Board of Public Education recommendations from the state superintendent to allow eight schools to EXIT Intensive Assistance, 19 schools to ENTER Intensive Assistance, and 11 schools to MOVE to Step 2. The presentation will also include a review of the Intensive Assistance process. The reports are attached.
<b>Requested Decision(s)</b>	Action
<b>Related Issue(s)</b>	None
<b>Recommendation(s)</b>	<b>Action One: Approve Superintendent Juneau's recommendation to EXIT eight schools from Intensive Assistance as presented.</b>



Montana  
Office of Public Instruction  
Denise Juneau, State Superintendent

[opi.mt.gov](http://opi.mt.gov)

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**Action Two: Approve Superintendent Juneau’s recommendation for 19 schools to ENTER Intensive Assistance as presented.**

**Action Three: Approve Superintendent Juneau’s recommendation for 11 schools to MOVE to Step 2 of the Intensive Assistance process as presented.**

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## Recommendation of Schools to **EXIT** Intensive Assistance

### Lewistown Public Schools:

- Lewistown 7-8

### West Valley Elementary:

- West Valley School

### Whitefish Public Schools:

- Whitefish Middle 5-8

### Helena Public Schools:

- Capital High School
- Jefferson School

### Billings Public Schools:

- Billings Sr. High School
- Eagle Cliffs Elementary
- Meadowlark School

## Recommendation of Schools to **EXIT** Intensive Assistance

### Lewistown Public Schools

<b>Lewistown 7-8</b>		
Year	Status	Reason(s)
2010-2011	DEFICIENCY	Library Media Specialist FTE
2011-2012	DEFICIENCY	Superintendent FTE; Library Media Specialist FTE
2012-2013	REGULAR	
2013-2014	ADVICE	Teaching Misassignment
2014-2015	REGULAR	
2015-2016	REGULAR	

### West Valley Elementary

<b>West Valley School</b>		
Year	Status	Reason(s)
2010-2011	DEFICIENCY	Principal FTE; Library Media Specialist FTE; School Counselor FTE
2011-2012	DEFICIENCY	Principal FTE
2012-2013	REGULAR	
2013-2014	ADVICE	School Counselor FTE
2014-2015	REGULAR	
2015-2016	REGULAR	

### Whitefish Public Schools

<b>Whitefish Middle 5-8</b>		
Year	Status	Reason(s)
2010-2011	DEFICIENCY	Library Media Specialist FTE
2011-2012	DEFICIENCY	Library Media Specialist FTE
2012-2013	REGULAR	
2013-2014	ADVICE	School Counselor FTE
2014-2015	REGULAR	
2015-2016	REGULAR	

## Recommendation of Schools to **EXIT** Intensive Assistance

### Helena Public Schools

<b>Capital High School</b>		
Year	Status	Reason(s)
2010-2011	DEFICIENCY	Class Size
2011-2012	ADVICE	Teaching Misassignment; Class Size
2012-2013	REGULARMD	Library Media Specialist FTE
2013-2014	DEFICIENCY	Nonlicensed Teacher; Teaching Misassignment
2014-2015	REGULAR	
2015-2016	REGULAR	

<b>Jefferson School</b>		
Year	Status	Reason(s)
2010-2011	DEFICIENCY	Class Size
2011-2012	REGULARMD	Library Media Specialist FTE
2012-2013	ADVICE	No School Counselor FTE
2013-2014	REGULAR	
2014-2015	REGULAR	
2015-2016	REGULAR	

### Billings Public Schools

<b>Billings Sr. High School</b>		
Year	Status	Reason(s)
2010-2011	REGULAR	
2011-2012	REGULARMD	Teaching Misassignment;
2012-2013	REGULARMD	Class Size
2013-2014	ADVICE	Teaching Misassignment; Class Size
2014-2015	REGULAR	
2015-2016	REGULAR	

<b>Eagle Cliffs Elementary</b>		
Year	Status	Reason(s)
2010-2011	REGULAR	
2011-2012	REGULARMD	School Counselor FTE; Class Size
2012-2013	ADVICE	School Counselor FTE; Class Size
2013-2014	DEFICIENCY	School Counselor FTE; Class Size; Library Media Specialist not endorsed
2014-2015	REGULAR	
2015-2016	REGULAR	

<b>Meadowlark School</b>		
Year	Status	Reason(s)
2010-2011	DEFICIENCY	School Counselor FTE
2011-2012	DEFICIENCY	Teaching Misassignment; School Counselor FTE; Class Size
2012-2013	REGULARMD	Class Size
2013-2014	ADVICE	Library Media Specialist not endorsed; Class Size
2014-2015	REGULAR	
2015-2016	REGULAR	

## Recommendation of Schools to **ENTER** Intensive Assistance

### Townsend K-12 Schools

- Broadwater High School

### Joliet Public Schools

- Joliet School

### Denton Public Schools

- Denton High School

### Manhattan Public Schools

- Manhattan 7-8

### Browning Public Schools

- Napi School

### Gardiner Public Schools

- Gardiner 7-8
- Gardiner High School
- Gardiner School

### Heart Butte K-12 Schools

- Heart Butte 7-8
- Heart Butte High School

### Sidney Public Schools

- Sidney High School

### Wolf Point Public Schools

- Southside School
- Wolf Point 7-8
- Wolf Point High School

### Ashland Elementary

- Ashland 7-8

### Power Public Schools

- Power 7-8
- Power High School
- Power School

### Lustre Christian High School

- Lustre Christian High School

## Recommendation of Schools to **ENTER** Intensive Assistance

### Townsend K-12 Schools

<b>Broadwater High School</b>		
Year	Status	Reason(s)
2010-2011	REGULAR	
2011-2012	REGULAR	
2012-2013	REGULAR	
2013-2014	ADVICE	Teaching Misassignment
2014-2015	DEFICIENCY	CSIP Not Completed
2015-2016	DEFICIENCY	Nonlicensed Teacher; Class Size

### Joliet Public Schools

<b>Joliet School</b>		
Year	Status	Reason(s)
2010-2011	REGULARMD	Principal FTE; Library Media Specialist FTE
2011-2012	ADVICE	Superintendent FTE; Library Media Specialist FTE
2012-2013	REGULAR	
2013-2014	REGULAR	
2014-2015	DEFICIENCY	Principal FTE; Nonlicensed School Counselor
2015-2016	DEFICIENCY	Principal Not Endorsed: Nonlicensed School Counselor

## Recommendation of Schools to **ENTER** Intensive Assistance

### Denton Public Schools

<b>Denton High School</b>		
Year	Status	Reason(s)
2010-2011	REGULARMD	Teaching Misassignment; School Counselor Not Endorsed
2011-2012	DEFICIENCY	Nonlicensed Teacher; No School Counselor FTE
2012-2013	REGULARMD	Teaching Misassignment
2013-2014	DEFICIENCY	No School Counselor FTE; Teaching Misassignment
2014-2015	DEFICIENCY	Teaching Misassignment
2015-2016	DEFICIENCY	Teaching Misassignment

### Manhattan Public Schools

<b>Manhattan 7-8</b>		
Year	Status	Reason(s)
2010-2011	REGULAR	
2011-2012	REGULAR	
2012-2013	REGULAR	
2013-2014	REGULAR	
2014-2015	DEFICIENCY	CSIP Not Completed
2015-2016	DEFICIENCY	Nonlicensed Teacher

### Browning Public Schools

<b>Napi School</b>		
Year	Status	Reason(s)
2010-2011	REGULAR	
2011-2012	REGULAR	
2012-2013	REGULAR	
2013-2014	REGULAR	
2014-2015	DEFICIENCY	Nonlicensed Teacher; Teaching Misassignment; School Counselor FTE
2015-2016	DEFICIENCY	Nonlicensed Teacher

## Recommendation of Schools to **ENTER** Intensive Assistance

### Gardiner Public Schools

<b>Gardiner 7-8</b>		
Year	Status	Reason(s)
2010-2011	REGULAR	
2011-2012	REGULAR	
2012-2013	DEFICIENCY	Nonlicensed Teacher
2013-2014	ADVICE	Teaching Misassignment
2014-2015	DEFICIENCY	Nonlicensed Teacher
2015-2016	DEFICIENCY	Nonlicensed Teacher

<b>Gardiner High School</b>		
Year	Status	Reason(s)
2010-2011	DEFICIENCY	Report Not Submitted
2011-2012	REGULAR	
2012-2013	DEFICIENCY	Nonlicensed Teacher
2013-2014	ADVICE	Teaching Misassignment
2014-2015	DEFICIENCY	Nonlicensed Teacher
2015-2016	DEFICIENCY	Nonlicensed Teacher

<b>Gardiner School</b>		
Year	Status	Reason(s)
2010-2011	ADVICE	Principal Not Endorsed
2011-2012	DEFICIENCY	Principal Not Endorsed
2012-2013	REGULAR	
2013-2014	REGULAR	
2014-2015	DEFICIENCY	Nonlicensed Teacher
2015-2016	DEFICIENCY	Nonlicensed Teacher

### Heart Butte K-12 Schools

<b>Heart Butte 7-8</b>		
Year	Status	Reason(s)
2010-2011	ADVICE	Superintendent Not Endorsed; Library Media Specialist Not Endorsed
2011-2012	ADVICE	Required Report Not Submitted
2012-2013	DEFICIENCY	Nonlicensed Teacher
2013-2014	ADVICE	Student Performance
2014-2015	DEFICIENCY	Nonlicensed Teacher; School Counselor Not Endorsed; Basic Education Program; Student Performance
2015-2016	DEFICIENCY	Nonlicensed Teacher; Nonlicensed School Counselor; Student Performance

<b>Heart Butte High School</b>		
Year	Status	Reason(s)
2010-2011	ADVICE	Superintendent Not Endorsed; Teaching Misassignment
2011-2012	ADVICE	Required Report Not Submitted
2012-2013	DEFICIENCY	Nonlicensed Teacher; Teaching Misassignment
2013-2014	REGULAR	
2014-2015	DEFICIENCY	Nonlicensed Teacher; School Counselor Not Endorsed
2015-2016	DEFICIENCY	Nonlicensed Teacher; Nonlicensed School Counselor

## Recommendation of Schools to **ENTER** Intensive Assistance

### Sidney Public Schools

<b>Sidney High School</b>		
Year	Status	Reason(s)
2010-2011	REGULARMD	Teaching Misassignment; School Counselor Not Endorsed
2011-2012	REGULAR	
2012-2013	REGULAR	
2013-2014	REGULARMD	Curriculum Coordinator FTE
2014-2015	DEFICIENCY	Nonlicensed Teacher
2015-2016	DEFICIENCY	Nonlicensed Teacher; Teaching Misassignment

### Wolf Point Public Schools

<b>Southside School</b>		
Year	Status	Reason(s)
2010-2011	REGULAR	
2011-2012	REGULAR	
2012-2013	REGULAR	
2013-2014	REGULAR	
2014-2015	DEFICIENCY	CSIP Not Completed
2015-2016	DEFICIENCY	Nonlicensed Teacher

<b>Wolf Point 7-8</b>		
Year	Status	Reason(s)
2010-2011	ADVICE	Basic Education Program
2011-2012	REGULARMD	Library Media Specialist FTE
2012-2013	REGULAR	
2013-2014	REGULAR	
2014-2015	DEFICIENCY	CSIP Not Completed; Library Media Specialist FTE; Basic Education Program
2015-2016	DEFICIENCY	Nonlicensed Teacher; Teaching Misassignment; No Library Media Specialist FTE

## Recommendation of Schools to **ENTER** Intensive Assistance

### Wolf Point Public Schools (cont.)

<b>Wolf Point High School</b>		
Year	Status	Reason(s)
2010-2011	REGULARMD	Teaching Misassignment
2011-2012	REGULAR	
2012-2013	REGULARMD	Teaching Misassignment
2013-2014	DEFICIENCY	Nonlicensed Teacher; Teaching Misassignment
2014-2015	DEFICIENCY	CSIP Not Completed; Board of Trustees Policies; Teaching Misassignment; Basic Education Program
2015-2016	DEFICIENCY	Nonlicensed Teacher; Teaching Misassignment; No Library Media Specialist FTE

### Ashland Elementary

<b>Ashland 7-8</b>		
Year	Status	Reason(s)
2010-2011	REGULAR	
2011-2012	REGULAR	
2012-2013	REGULAR	
2013-2014	ADVICE	Teaching Misassignment; Student Performance
2014-2015	DEFICIENCY	Teaching Misassignment; Basic Education Program; Student Performance
2015-2016	DEFICIENCY	Teaching Misassignment

## Recommendation of Schools to **ENTER** Intensive Assistance

### Power Public Schools

<b>Power 7-8</b>		
Year	Status	Reason(s)
2010-2011	REGULAR	
2011-2012	REGULAR	
2012-2013	REGULARMD	Library Media Specialist Not Endorsed
2013-2014	ADVICE	Library Media Specialist Not Endorsed
2014-2015	DEFICIENCY	Library Media Specialist Not Endorsed
2015-2016	DEFICIENCY	No School Counselor FTE

<b>Power High School</b>		
Year	Status	Reason(s)
2010-2011	REGULAR	
2011-2012	REGULAR	
2012-2013	REGULARMD	Library Media Specialist Not Endorsed
2013-2014	ADVICE	Library Media Specialist Not Endorsed
2014-2015	DEFICIENCY	Library Media Specialist Not Endorsed
2015-2016	DEFICIENCY	No School Counselor FTE

<b>Power School</b>		
Year	Status	Reason(s)
2010-2011	REGULAR	
2011-2012	REGULAR	
2012-2013	REGULARMD	Library Media Specialist Not Endorsed
2013-2014	ADVICE	Library Media Specialist Not Endorsed
2014-2015	DEFICIENCY	Library Media Specialist Not Endorsed
2015-2016	DEFICIENCY	No School Counselor FTE; Nonlicensed Teacher

## Recommendation of Schools to **ENTER** Intensive Assistance

### Lustre Christian High School

Lustre Christian High School		
Year	Status	Reason(s)
2010-2011	REGULARMD	Teaching Misassignment
2011-2012	REGULARMD	Teaching Misassignment
2012-2013	DEFICIENCY	CSIP Not Completed
2013-2014	ADVICE	Teaching Misassignment
2014-2015	DEFICIENCY	Teaching Misassignment
2015-2016	DEFICIENCY	Teaching Misassignment

## Recommendation of Schools to **MOVE** to **STEP 2** Intensive Assistance

### Northern Cheyenne Tribal Schools

- Northern Cheyenne Tribal 7-8
- Northern Cheyenne Tribal High School

### Lavina K-12 Schools

- Lavina High School

### Box Elder Public Schools

- Box Elder High School

### Helena Public Schools

- Helena High School

### Conrad Public Schools

- Conrad High School

### Poplar Public Schools

- Poplar High School

### Lame Deer Public Schools

- Lame Deer High School
- Lame Deer 7-8

### Lustre Elementary

- Lustre School

### Billings Public Schools

- McKinley School

## Recommendation of Schools to **MOVE** to **STEP 2** Intensive Assistance

### Northern Cheyenne Tribal Schools

<b>Northern Cheyenne Tribal 7-8</b>		
Year	Status	Reason(s)
2010-2011	DEFICIENCY	No CSIP Report; Nonlicensed Teacher
2011-2012	REGULAR	
2012-2013	REGULAR	
2013-2014	DEFICIENCY	Nonlicensed Teacher; No Library Media Specialist FTE; No School Counselor FTE
2014-2015	DEFICIENCY	No Curriculum Coordinator FTE; Teaching Misassignment; No Library Media Specialist FTE; No School Counselor FTE
2015-2016	DEFICIENCY	Nonlicensed Teacher; Student Performance

<b>Northern Cheyenne Tribal High School</b>		
Year	Status	Reason(s)
2010-2011	DEFICIENCY	No CSIP Report; Nonlicensed Teacher; Teaching Misassignment
2011-2012	REGULARMD	Teaching Misassignment
2012-2013	REGULARMD	Teaching Misassignment
2013-2014	DEFICIENCY	Teaching Misassignment; No Library Media Specialist FTE; No School Counselor FTE
2014-2015	DEFICIENCY	Principal Not Endorsed, No Curriculum Coordinator FTE; Nonlicensed Teacher; Teaching Misassignment; Nonlicensed School Counselor
2015-2016	DEFICIENCY	Nonlicensed Teacher; Student Performance

### Lavina K-12 Schools

<b>Lavina High School</b>		
Year	Status	Reason(s)
2010-2011	REGULAR	
2011-2012	REGULARMD	Teaching Misassignment
2012-2013	REGULARMD	Teaching Misassignment; Library Media Specialist Not Endorsed
2013-2014	DEFICIENCY	Teaching Misassignment
2014-2015	DEFICIENCY	Teaching Misassignment
2015-2016	DEFICIENCY	Teaching Misassignment; Principal Not Endorsed

## Recommendation of Schools to **MOVE** to **STEP 2** Intensive Assistance

### Box Elder Public Schools

<b>Box Elder High School</b>		
Year	Status	Reason(s)
2010-2011	REGULAR	
2011-2012	REGULARMD	Teaching Misassignment
2012-2013	REGULARMD	Teaching Misassignment
2013-2014	DEFICIENCY	Nonlicensed Principal; Nonlicensed Teacher; Student Performance
2014-2015	DEFICIENCY	Nonlicensed Teacher; Basic Education Program; Student Performance
2015-2016	DEFICIENCY	Nonlicensed Teacher; Student Performance

### Helena Public Schools

<b>Helena High School</b>		
Year	Status	Reason(s)
2010-2011	DEFICIENCY	Class Size; Teaching Misassignment
2011-2012	DEFICIENCY	Class Size; Teaching misassignment
2012-2013	DEFICIENCY	Class Size; Library Media Specialist FTE; Teaching misassignment
2013-2014	DEFICIENCY	Class Size; Nonlicensed Teacher
2014-2015	DEFICIENCY	Class Size; Board of Trustees Policies; Nonlicensed Teacher
2015-2016	DEFICIENCY	Class Size

## Recommendation of Schools to **MOVE** to **STEP 2** Intensive Assistance

### Conrad Public Schools

<b>Conrad High School</b>		
Year	Status	Reason(s)
2010-2011	REGULARMD	Teaching Misassignment
2011-2012	REGULAR	
2012-2013	REGULARMD	Teaching Misassignment
2013-2014	DEFICIENCY	Teaching Misassignment
2014-2015	DEFICIENCY	Teaching Misassignment
2015-2016	DEFICIENCY	Teaching Misassignment

### Poplar Public Schools

<b>Poplar High School</b>		
Year	Status	Reason(s)
2010-2011	REGULAR	
2011-2012	REGULARMD	Teaching Misassignment
2012-2013	DEFICIENCY	Supt Endorsement; Nonlicensed Teacher; Teaching Misassignment
2013-2014	DEFICIENCY	Nonlicensed Principal; No Curriculum Coordinator FTE; Student Performance
2014-2015	DEFICIENCY	Nonlicensed Teacher; Student Performance
2015-2016	DEFICIENCY	Nonlicensed Teacher; School Counselor not endorsed

## Recommendation of Schools to **MOVE** to **STEP 2** Intensive Assistance

### Lame Deer Public Schools

<b>Lame Deer High School</b>		
Year	Status	Reason(s)
2010-2011	REGULARMD	Teaching Misassignment
2011-2012	REGULARMD	Library Media Specialist Not Endorsed
2012-2013	REGULAR	
2013-2014	DEFICIENCY	Teaching Misassignment; Student Performance
2014-2015	DEFICIENCY	Nonlicensed Teacher; No Library Media Specialist FTE; Student Performance
2015-2016	DEFICIENCY	Nonlicensed Teacher; No Library Media Specialist FTE; Teaching Misassignment; Student Performance

<b>Lame Deer 7-8</b>		
Year	Status	Reason(s)
2010-2011	REGULARMD	Teaching Misassignment
2011-2012	REGULARMD	Teaching Misassignment; Library Media Specialist Not Endorsed
2012-2013	REGULARMD	Teaching Misassignment
2013-2014	DEFICIENCY	Teaching Misassignment
2014-2015	DEFICIENCY	Teaching Misassignment; No Library Media Specialist FTE
2015-2016	DEFICIENCY	Nonlicensed Teacher; No Library Media Specialist FTE; Principal not endorsed

### Lustre Elementary

<b>Lustre School</b>		
Year	Status	Reason(s)
2010-2011	REGULARMD	Teaching Misassignment
2011-2012	DEFICIENCY	Teaching Misassignment
2012-2013	DEFICIENCY	Teaching Misassignment
2013-2014	DEFICIENCY	Teaching Misassignment
2014-2015	DEFICIENCY	Teaching Misassignment
2015-2016	DEFICIENCY	Teaching Misassignment

## Recommendation of Schools to **MOVE** to **STEP 2** Intensive Assistance

### Billings Public Schools

<b>McKinley School</b>		
<b>Year</b>	<b>Status</b>	<b>Reason(s)</b>
2010-2011	ADVICE	Class Size; Library Media Specialist FTE
2011-2012	DEFICIENCY	Class Size
2012-2013	DEFICIENCY	Class Size
2013-2014	DEFICIENCY	Class Size; Library Media Specialist not endorsed
2014-2015	DEFICIENCY	Library Media Specialist not endorsed
2015-2016	DEFICIENCY	Library Media Specialist not endorsed

**ACTION**

❖ **EXECUTIVE COMMITTEE – (Items 26-27)**

**Sharon Carroll**

**ITEM 26**

**EVALUATION OF SUPERINTENDENT OF  
MONTANA SCHOOL FOR THE DEAF AND  
BLIND**

**Sharon Carroll**

**ITEM 27**

**EVALUATION OF EXECUTIVE DIRECTOR OF  
THE BOARD OF PUBLIC EDUCATION**

**Sharon Carroll**

# FUTURE AGENDA ITEMS

**July 13-15<sup>th</sup>, 2016**

*Strategic Planning Meeting  
CSPAC/BPE Joint Meeting  
CSPAC Annual Report  
Annual HiSet Report  
Special Education Report  
Assessment Report  
Federal Update*