CERTIFICATION STANDARDS AND PRACTICES ADVISORY COUNCIL AGENDA

AUGUST 19TH, 2014
1:30 PM

SCHOOL ADMINISTRATORS OF MONTANA OFFICE
900 N. MONTANA AVE, SUITE A-4
HELENA, MT

AGENDA

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SCHOOL ADMINISTRATORS OF MONTANA OFFICE
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HELENA, MT

Tuesday August 19th, 2014
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CALL TO ORDER

A. Call to Order – Ms. Tammy Lacey
B. Roll Call
C. Statement of Public Participation
D. Approval of the Agenda

Item 1 **REVIEW OF REVISIONS OF ADMINISTRATIVE RULES OF MONTANA TITLE 10, CHAPTER 58 – Dr. Linda Peterson, Ms. Patty Muir, Mr. Michael Hall**

Item 2 **REVIEW OF NEW ADMINISTRATIVE RULES OF MONTANA TITLE 10, CHAPTER 63, PRESCHOOL STANDARDS – Dr. Cindy O'Dell**

PUBLIC COMMENT

ADJOURN

Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
State Administrative Procedural Standards		
Draft 2014		
10.58.101 ADVISORY GROUP (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; REP, 1988 MAR p. 1526, Eff. 7/15/88.)		
10.58.102 PROCESS LEADING TO ACCREDITATION OF PROFESSIONAL EDUCATION UNITS	10.58.102 PROCESS LEADING TO ACCREDITATION OF ~~PROFESSIONAL EDUCATION UNITS~~ EDUCATOR PREPARATION PROVIDERS	
(1) The Board of Public Education shall adopt procedures for implementing the process of accrediting professional education units.	(1) The Board of Public Education shall adopt procedures for ~~implementing the process of accrediting professional education units~~ the accreditation review of educator preparation providers.	
(2) The Office of Public Instruction shall implement the Board of Public Education's procedures by conducting accreditation reviews.	(2) The Office of Public Instruction shall implement the Board of Public Education's procedures by conducting accreditation site reviews.	
a) The Office of Public Instruction shall establish a cadre of qualified educators to serve on review teams.	a) The Office of Public Instruction shall establish a cadre of qualified educators to serve on review teams. Team members representing accredited K-20 education entities shall:	
(i) Team members shall be recommended from higher education and public schools by administrators, supervisors, professional organizations, and educational boards and agencies.	(i) ~~Team members shall~~ be ~~recommended~~ nominated ~~from higher education and public schools~~ by K-20 ~~administrators~~ teachers and administrators, supervisors, and members of professional organizations, ~~and~~ educational boards and agencies; and	
(ii) Team members shall have a minimum of five years of teaching or professional education experience.	(ii) ~~Team members shall~~ have a minimum of five years of ~~teaching or~~ professional education experience.	

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STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
State Administrative Procedural Standards		
(b) The Office of Public Instruction and shall administer work sessions to prepare educators for serving on review teams. Work sessions shall include instruction in constitutional and statutory authority of the Board of Public Education, requirements for state and national accreditation, history and content of state standards, practical experience at applying standards, and information on the review procedures.	(b) The Office of Public Instruction ~~and~~ shall ~~administer~~ conduct workshops ~~sessions to~~ that prepare educators ~~for serving~~ to serve ~~on~~ as team members of site reviews. ~~Work sessions shall include instruction in constitutional and statutory authority of the Board of Public Education, requirements for state and national accreditation, history and content of state standards, practical experience at applying standards, and information on the review procedures.~~	
(c) Performance of team members shall be evaluated by the team chairperson, in conjunction with the Office of Public Instruction coordinator.	(c) Performance of team members shall be evaluated by the team chairperson~~, in conjunction with~~ and the Office of Public Instruction's educator preparation program director ~~coordinator~~.	
(d) Team chairs or members shall not be assigned to serve in the review of institutions where a conflict of interest may interfere with the integrity of the review.	(d) Team chairpersons ~~or~~ and members shall not be assigned to serve in the review of ~~institutions~~ educator preparation providers where a conflict of interest may interfere with the integrity of the review.	
(3) Members of the Board of Public Education shall be invited to participate as observers at each unit's program review.	(3) Members of the Board of Public Education shall be invited to ~~participate as observers~~ observe accreditation site reviews. ~~at each unit's program review.~~	
(History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
State Administrative Procedural Standards		
Draft 2014		
10.58.103 VISITATIONS	10.58.103 ~~VISITATIONS~~ ACCREDITATION SITE REVIEWS	
(1) All professional education units shall host an accreditation review every seven years or on an adjusted schedule based upon coordination with national accreditation or upon request of an institution or the Board of Public Education.	(1) ~~All professional education units~~ Educator preparation providers (EPPs) shall ~~host~~ sponsor an accreditation site review every seven years or on an adjusted schedule based upon coordination with national accreditation or upon request of ~~an institution~~ the EPP or the Board of Public Education.	
(2) Joint visitations and cooperation with other accrediting agencies will be encouraged.	(2) Joint ~~visitations~~ accreditation site reviews and cooperation with the Council for the Accreditation of Educator Preparation (CAEP) ~~other accrediting agencies~~ will be encouraged.	
(3) A review by the National Council for Accreditation of Teacher Education (NCATE) of the same material covered in subchapters 2, 3, 4 and 6 may be accepted in lieu of the state review.	~~(3) A review by the National Council for Accreditation of Teacher Education (NCATE) of the same material covered in subchapters 2, 3, 4 and 6 may be accepted in lieu of the state review.~~	
(4) Units are required to engage in an ongoing self-study of professional educator preparation programs.	~~(4)~~(3) ~~Units~~ Educator preparation providers are required to engage in ~~an ongoing self-study of professional educator preparation programs~~ continuous improvement.	
(History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1986 MAR p. 1307, Eff. 8/1/86; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2005 MAR p. 576, Eff. 4/15/05; AMD, 22007 MAR p. 190, Eff. 2/9/07.)		

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STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
State Administrative Procedural Standards		
Draft 2014		
10.58.104 ACCREDITED PROGRAMS	10.58.104 ACCREDITED PROGRAMS	
(1) The Office of Public Instruction shall report to the public the professional education unit's meeting the Board of Public Education's standards for professional educator preparation.	(1) The Office of Public Instruction shall report to the public the ~~professional education unit's~~ educator preparation providers' accreditation status in meeting the Board of Public Education's standards for professional educator preparation.	
(2) Pursuant to 20-4-121, MCA, the report shall include professional education units and the corresponding regional and national accreditation agencies. The report shall include the initial and expiration dates of all accredited programs.	(2) Pursuant to 20-4-121, MCA, the report shall include ~~professional education units~~ educator preparation providers and the corresponding regional and national accreditation agencies. The report shall include the initial and expiration dates of all accredited programs.	Interstate agreement on qualification of education personnel
(a) Each professional education unit shall annually provide information pursuant to (2) to the Office of Public Instruction.	(a) Each ~~professional education unit~~ educator preparation provider shall annually provide information pursuant to (2) to the Office of Public Instruction.	
(b) The report shall be accessible to institutions, school personnel offices, counselors, and the general public within the state, and to other state education agencies, and shall be posted on the web sites of the Office of Public Instruction and Board of Public Education.	(b) The report shall be accessible to ~~institutions, school personnel offices, counselors,~~ K-20 educators and the general public within the state, and to other state education agencies, and shall be posted ~~on the web sites of~~ to the Office of Public Instruction and Board of Public Education websites.	
(History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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State Administrative Procedural Standards		
Draft 2014		
10.58.105 OPTIONAL COMPLIANCE (REPEALED)		
(History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; REP, 1984 MAR p. 831, Eff. 5/18/84.)		

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STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
10.58.210 CONCEPTUAL FRAMEWORK(S)	~~10.58.210 CONCEPTUAL FRAMEWORK(S)~~	
(1) Each unit shall operate from the basis of a well-defined conceptual framework(s). A conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) distinguishes among the graduates of one institution from those of another.	~~(1) Each unit shall operate from the basis of a well-defined conceptual framework(s). A conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) distinguishes among the graduates of one institution from those of another.~~	
(a) Faculty members in the unit are expected to collaborate with members of their professional community in developing a conceptual framework(s) that establishes the vision for the unit and its programs. At its discretion, the unit may operate with a single framework for all programs or a different framework for each or some of its programs.	~~(a) Faculty members in the unit are expected to collaborate with members of their professional community in developing a conceptual framework(s) that establishes the vision for the unit and its programs. At its discretion, the unit may operate with a single framework for all programs or a different framework for each or some of its programs.~~	
(b) The conceptual framework(s) provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation.	~~(b) The conceptual framework(s) provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation.~~	
(c) It makes explicit the professional commitments and dispositions that support it, including the commitment to acquire and use knowledge on behalf of P-12 students.	~~(c) It makes explicit the professional commitments and dispositions that support it, including the commitment to acquire and use knowledge on behalf of P-12 students.~~	
(d) It reflects the unit's commitment to diversity, including the unit's commitment to serving American Indians and implementing Indian Education for All, 20-1-501, MCA, and the preparation of educators who help all students learn.	~~d) It reflects the unit's commitment to diversity, including the unit's commitment to serving American Indians and implementing Indian Education for All, 20-1-501, MCA, and the preparation of educators who help all students learn.~~	

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STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
(e) It reflects the unit's commitment to the integration of technology to enhance candidate and student learning.	~~(e) It reflects the unit's commitment to the integration of technology to enhance candidate and student learning.~~	
(f) The conceptual framework(s) also provides a context for aligning professional and state standards with candidate proficiencies expected by the unit and programs for the preparation of educators.	~~(f) The conceptual framework(s) also provides a context for aligning professional and state standards with candidate proficiencies expected by the unit and programs for the preparation of educators.~~	
(g) The conceptual framework shall incorporate 20-25-104 and 20-25-603, MCA, and address additional Montana state statutes as required.	~~(g) The conceptual framework shall incorporate 20-25-104 and 20-25-603, MCA, and address additional Montana state statutes as required.~~	
(2) The conceptual framework(s) provides the following structural elements: (a) the mission of the institution and unit;	~~(2) The conceptual framework(s) provides the following structural elements:~~ ~~(a) the mission of the institution and unit;~~	
(b) the unit's philosophy, purposes, professional commitments, and dispositions;	~~(b) the unit's philosophy, purposes, professional commitments, and dispositions;~~	
(c) knowledge bases including theories, research, the wisdom of practice, and education policies;	~~(c) knowledge bases including theories, research, the wisdom of practice, and education policies;~~	
(d) performance expectations for candidates, aligning them with professional, state, and institutional standards; and	~~(d) performance expectations for candidates, aligning them with professional, state, and institutional standards; and~~	
(e) the system by which candidate performance is regularly assessed.	~~(e) the system by which candidate performance is regularly assessed.~~	
(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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CURRENT PEPP STANDARDS	PROPOSED CHANGES TO RULES **New Rule** (10.58.310)	COMMENTS
Draft June 11, 2014		
	Initial Program Components	
~~ARM 10.58.304 CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS~~	CONTENT AND PEDAGOGICAL KNOWLEDGE	
~~(1) Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.~~	(1) The provider ensures that candidates:	
~~(a) Teacher candidates know the subject matter that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.~~	(a) demonstrate a deep understanding of the critical concepts and principles of their discipline and are able to use discipline-specific practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards;	
~~(b) Candidates for other professional school roles know their fields and can explain principles and concepts delineated in professional, state, and institutional standards.~~	(b) demonstrate an understanding of the 11 Montana teaching standards (10.58.501) within the categories 'the learner and learning', 'content', 'instructional practice', and 'professional responsibility';	
~~(c) Teacher candidates have a broad knowledge of instructional strategies that draw upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. They facilitate student learning of the subject matter through presentation of the content in clear and~~	(c) 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;	

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	Initial Program Components	
~~meaningful ways and through the integration of technology.~~		
~~(d) Teacher candidates can apply their professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning.~~	(d) apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of professional associations and national or other accrediting bodies;	
~~(e) Candidates for other professional school roles have an adequate understanding of the professional knowledge expected in their fields and delineated in professional, state, and institutional standards. They know their students, families, and communities, use current research to inform their practices, use technology in their practices, and support student learning through their professional services.~~	(e) demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards; and	
~~(f) Candidates are familiar with professional dispositions delineated in professional, state, and institutional standards. They model these dispositions in their work with students, families, and communities.~~	(f) integrate technology in the design, implementation, and assessment of learning experiences to engage P-12 students, improve learning, and enrich professional practice.	
~~(g) Teacher candidates focus on student learning as shown in their assessment of student learning,~~		

CURRENT PEPP STANDARDS	PROPOSED CHANGES TO RULES **New Rule** (10.58.310)	COMMENTS
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~~use of assessments in instruction, and development of meaningful learning experiences for students based on their developmental levels and prior experiences.~~		
~~(h) Candidates for other professional school roles are able to create positive environments for student learning. They understand and build upon the developmental levels of students with whom they work, the diversity of students, families, and communities, and the policy contexts within which they work.~~		
~~(i) Teacher candidates have a working, demonstrable knowledge of Montana school governance, funding, and collective bargaining.~~		
~~(j) Candidates for other professional school roles have a working, demonstrable knowledge of Montana school governance, funding, and collective bargaining.~~		
~~(k) Teacher candidates demonstrate an understanding of the effects of concentrated generational poverty on student academic achievement.~~		
~~(l) Candidates for other professional school roles demonstrate an understanding of the effects of concentrated generational poverty on student academic achievement.~~		

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	Initial Program Components	
(History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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Draft June 11, 2014	**Initial Program Components**	
~~10.58.306 FIELD EXPERIENCES AND CLINICAL PRACTICES~~	CLINICAL PARTNERSHIPS AND PRACTICE	
~~(1) The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.~~	(1) The provider:	
	(a) ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development;	
~~(a) The unit, its school partners, and other members of the professional community design, deliver, and evaluate field experiences and clinical practice to help candidates develop their knowledge, skills, and dispositions. The unit and its school partners jointly determine the specific placement of student teachers and interns for other professional roles to provide appropriate experiences.~~	(b) ensures that partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes;	
~~(b) Field experiences facilitate candidates' development as professional educators by providing opportunities for candidates to observe in schools~~	(c) ensures that partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on	

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~~and other agencies, tutor students, assist teachers or other school personnel, attend school board meetings, and participate in education-related community events prior to clinical practice. Both field experiences and clinical practice reflect the unit's conceptual framework(s) and help candidates continue to develop the content, professional, and pedagogical knowledge, skills, and dispositions delineated in standards. Clinical practice allows candidates to use information technology to support teaching and learning. Clinical practice is sufficiently extensive and intensive for candidates to demonstrate proficiencies in the professional roles for which they are preparing. Criteria for clinical faculty are clear and known to all of the involved parties. Clinical faculty are accomplished school professionals. Clinical faculty provide regular and continuing support for student teachers and other interns through such processes as observations, conferencing, group discussion, e-mail, and the use of other technology.~~	candidates' development and P-12 student learning and development. In collaboration with their partners, the provider uses multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings; and	
~~(c) Entry and exit criteria exist for candidates in clinical practice. Assessments used in clinical practice are linked to candidate competencies delineated in professional, state, and institutional standards. Multiple assessment strategies are used to evaluate candidates' performance and effect on student learning. Candidates, school faculty, and~~	(e) works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the	

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~~college or university faculty jointly conduct assessments of candidate performance throughout clinical practice. Both field experiences and clinical practice allow time for reflection and include feedback from peers and clinical faculty. Field experiences and clinical practice provide opportunities for candidates to develop and demonstrate knowledge, skills, and dispositions for helping all students learn. All candidates participate in field experiences or clinical practice that include students with exceptionalities and students from diverse ethnic, racial, gender, and socioeconomic groups.~~	program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 10.58.310.	
(History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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CURRENT PEPP STANDARDS	PROPOSED CHANGES TO RULES **New Rule** (10.58.312)	COMMENTS
Draft June 17, 2014		
	Initial Program Components	
~~10.58.305 ASSESSMENT SYSTEM AND UNIT EVALUATION~~	CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY	
~~(1) The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs. The unit assessment system includes all elements of the "rigorous state test" for recommendation for initial licensure. Candidate content knowledge and information from the test is provided to the Office of Public Instruction annually.~~	(1) The provider:	
	(a) 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 licensure.	
~~(a) The unit has developed an assessment system with its professional community that reflects the conceptual framework(s) and professional and state standards. The unit's system includes a comprehensive and integrated set of evaluation measures that are used to monitor candidate performance and manage and improve operations and~~	(b) presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish its mission. The provider demonstrates efforts to know and address local, community, Montana, national, or regional needs for hard-to-staff schools and current shortage fields;	

CURRENT PEPP STANDARDS	PROPOSED CHANGES TO RULES **New Rule** (10.58.312)	COMMENTS
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~~programs. Decisions about candidate performance are based on multiple assessments made at admission into programs, at appropriate transition points, and at program completion. Assessments used to determine admission, continuation in, and completion of programs, are predictors of candidate success. The unit takes effective steps to eliminate sources of bias in performance assessments and works to establish the fairness, accuracy, and consistency of its assessment procedures.~~		
~~(b) The unit maintains an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, unit operations, and program quality. Using multiple assessments from internal and external sources, the unit collects data from applicants, candidates, recent graduates, faculty, and other members of the professional community. The unit maintains a record of formal candidate complaints and documentation of their resolution. These data are regularly and systematically compiled, summarized, and analyzed to~~	(c) sets admissions requirements, including the CAEP minimum GPA of 3.0 of the average grade point average of its accepted cohort of candidates, and gathers data to monitor applicants and selected pool of candidates. The provider designs the selection to completion policy that includes multiple assessment measures to determine admission, continuation in, and completion of programs. These data points are reliable and valid predictors of candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence. These data are regularly and systematically compiled, summarized, and analyzed to improve the applicant pool, and candidate performance, program quality, and unit operations.	

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	Initial Program Components	
~~improve candidate performance, program quality, and unit operations. The unit maintains its assessment system through the use of information technologies.~~		
~~(c) The unit regularly and systematically uses data, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The unit analyzes program evaluation and performance assessment data to initiate changes where indicated. Candidate and faculty assessment data are regularly shared with candidates and faculty respectively, to help them reflect on their performance and improve it.~~	(d) establishes and monitors attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and nonacademic factors predict candidate performance in the program and effective teaching;	
	(e) creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains;	

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	(f) prior to recommending any completing candidate for licensure, it documents that the candidate has reached a high standard for content knowledge in the fields where licensure is sought and can teach effectively with positive impacts on P-12 student learning and development; and	
	(g) prior to recommending any completing candidate for licensure, documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.	
(History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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NEW STANDARD	PROPOSED NEW RULE (10.58.314)	COMMENTS
Draft June 17, 2014		
	Initial Program Components	
	NEW RULE PROGRAM IMPACT	
	(1) The provider:	
	(a) demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation;	
	(b) documents impact on P-12 student learning and development using state supported P-12 data and other measures employed by the provider, including employer surveys, and program completer surveys;	
	(c) demonstrates, through structured and validated observation instruments and surveys, which completers effectively apply the professional knowledge, skills, and dispositions as delineated in 10.58.501;	
	(d) demonstrates, using measures that result in valid and reliable data that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students; and	
	(e) demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.	

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NEW STANDARD	PROPOSED NEW RULE (10.58.315)	COMMENTS
Draft June, 2014	**Initial Program Components**	
	NEW RULE PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT	
	(1) The provider:	
	(a) maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development;	
	(b) develops a quality assurance system comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness;	
	(c) ensures that its quality assurance system relies on data that are relevant, verifiable, representative, cumulative, and provides specific guidance for improvement, and produces empirical evidence that interpretations of data are valid and consistent;	
	(d) regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes;	
	(e) ensures that measures of completer impact on P-12 learning and development are based on established best practices, summarized, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction; and	
	(f) assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.	

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CURRENT PEPP STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
10.58.307 DIVERSITY	~~10.58.307 DIVERSITY~~	
(1) The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. The unit explicitly recognizes the importance of implementing 20-1-501, MCA, by providing experiences that ensure that all school personnel have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, and an understanding of, and appreciation for, the Montana American Indian people. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in K-12 schools.	~~(1) The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. The unit explicitly recognizes the importance of implementing 20-1-501, MCA, by providing experiences that ensure that all school personnel have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, and an understanding of, and appreciation for, the Montana American Indian people. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in K-12 schools.~~	
(a) The unit clearly articulates the proficiencies that program, curriculum, and accompanying field experiences are designed to help candidates understand the importance of diversity in teaching and learning. Candidates learn to develop and teach lessons that incorporate diversity and develop a classroom and school climate that values diversity. Candidates become aware of different teaching and learning styles shaped by cultural influences and are able to adapt instruction and services appropriately for all students, including students with exceptionalities. They demonstrate dispositions that value fairness and learning by all students. Assessments of candidate proficiencies provide data on the ability to help all students learn. Candidates' assessment data are used	~~(a) The unit clearly articulates the proficiencies that program, curriculum, and accompanying field experiences are designed to help candidates understand the importance of diversity in teaching and learning. Candidates learn to develop and teach lessons that incorporate diversity and develop a classroom and school climate that values diversity. Candidates become aware of different teaching and learning styles shaped by cultural influences and are able to adapt instruction and services appropriately for all students, including students with exceptionalities. They demonstrate dispositions that value fairness and learning by all students. Assessments of candidate proficiencies provide data on the ability to help all students learn. Candidates' assessment data are used to provide~~	

CURRENT PEPP STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
to provide feedback to candidates for improving their knowledge, skills, and dispositions.	~~feedback to candidates for improving their knowledge, skills, and dispositions.~~	
(b) Candidates interact in classroom settings on campus and in schools with professional education faculty, faculty from other units, and school faculty from diverse ethnic, racial, and gender groups. Faculty with whom candidates work in professional education classes and clinical practice have knowledge and experiences related to preparing candidates to work with students from diverse cultural backgrounds, including students with exceptionalities. The affirmation of the values of diversity is shown through good-faith efforts made to increase or maintain faculty diversity.	~~(b) Candidates interact in classroom settings on campus and in schools with professional education faculty, faculty from other units, and school faculty from diverse ethnic, racial, and gender groups. Faculty with whom candidates work in professional education classes and clinical practice have knowledge and experiences related to preparing candidates to work with students from diverse cultural backgrounds, including students with exceptionalities. The affirmation of the values of diversity is shown through good-faith efforts made to increase or maintain faculty diversity.~~	
(c) Candidates interact and work with candidates from diverse ethnic, racial, gender, and socioeconomic groups in professional education courses on campus and in schools. Candidates from diverse ethnic, racial, gender, and socioeconomic groups work together on committees and education projects related to education and the content areas. The affirmation of the values of diversity is shown through good-faith efforts made to increase or maintain candidate diversity.	~~(c) Candidates interact and work with candidates from diverse ethnic, racial, gender, and socioeconomic groups in professional education courses on campus and in schools. Candidates from diverse ethnic, racial, gender, and socioeconomic groups work together on committees and education projects related to education and the content areas. The affirmation of the values of diversity is shown through good-faith efforts made to increase or maintain candidate diversity.~~	

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(d) Field experiences or clinical practice in settings with exceptional populations and students from different ethnic, racial, gender, and socioeconomic groups are designed for candidates to develop and practice their knowledge, skills, and dispositions for working with all students. Feedback from peers and supervisors helps candidates reflect on their ability to help all students learn.	~~(d) Field experiences or clinical practice in settings with exceptional populations and students from different ethnic, racial, gender, and socioeconomic groups are designed for candidates to develop and practice their knowledge, skills, and dispositions for working with all students. Feedback from peers and supervisors helps candidates reflect on their ability to help all students learn.~~	
(History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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CURRENT PEPP STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
10.58.308 FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT	~~10.58.308 FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT~~	
(1) Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.	~~(1) Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.~~	
(a) Professional education faculty at the institution have earned, or are pursuing doctorates or have exceptional expertise that qualifies them for their assignments. School faculty are licensed in the fields that they teach or supervise, but often do not hold the doctorate. Clinical faculty from higher education have contemporary professional experiences in school settings at the levels that they supervise.	~~(a) Professional education faculty at the institution have earned, or are pursuing doctorates or have exceptional expertise that qualifies them for their assignments. School faculty are licensed in the fields that they teach or supervise, but often do not hold the doctorate. Clinical faculty from higher education have contemporary professional experiences in school settings at the levels that they supervise.~~	
(b) Faculties have a thorough understanding of the content they teach. Teaching by professional education faculty reflects the unit's conceptual framework and their research, theories, and current developments in their fields and teaching. Faculty value candidates' learning and assess candidate performance. Their teaching encourages candidates' development of reflection, critical thinking, problem solving, and professional dispositions. Faculty use a variety of instructional strategies that reflect an understanding of different	~~(b) Faculties have a thorough understanding of the content they teach. Teaching by professional education faculty reflects the unit's conceptual framework and their research, theories, and current developments in their fields and teaching. Faculty value candidates' learning and assess candidate performance. Their teaching encourages candidates' development of reflection, critical thinking, problem solving, and professional dispositions. Faculty use a variety of instructional strategies that reflect an understanding of different learning styles. They integrate diversity and technology throughout their teaching. They~~	

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learning styles. They integrate diversity and technology throughout their teaching. They assess their own effectiveness as teachers, including the positive effects they have on candidates' learning and performance.	~~assess their own effectiveness as teachers, including the positive effects they have on candidates' learning and performance.~~	
(c) Professional education faculty demonstrate scholarly work in their fields of specialization, including where appropriate, scholarly work related to the education of Montana American Indians. They are engaged in different types of scholarly work, based in part, on the missions of their institutions.	~~(c) Professional education faculty demonstrate scholarly work in their fields of specialization, including where appropriate, scholarly work related to the education of Montana American Indians. They are engaged in different types of scholarly work, based in part, on the missions of their institutions.~~	
(d) Professional education faculty provide service to the college or university, school, and broader communities in ways that are consistent with the institution and unit's mission. They are actively involved with the professional world of practice in P-12 schools. They are actively involved in professional associations. They provide education-related services at the local, state, national, or international levels.	~~(d) Professional education faculty provide service to the college or university, school, and broader communities in ways that are consistent with the institution and unit's mission. They are actively involved with the professional world of practice in P-12 schools. They are actively involved in professional associations. They provide education-related services at the local, state, national, or international levels.~~	
(e) Professional education faculty collaborate regularly and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader professional community to improve teaching, candidate learning, and the preparation of educators.	~~(e) Professional education faculty collaborate regularly and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader professional community to improve teaching, candidate learning, and the preparation of educators.~~	
(f) The unit conducts systematic and comprehensive evaluations of faculty teaching performance to enhance the competence and	~~(f) The unit conducts systematic and comprehensive evaluations of faculty teaching performance to enhance the competence and intellectual vitality of the professional~~	

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intellectual vitality of the professional education faculty. Evaluations of professional education faculty are used to improve teaching, scholarship, and service of the unit faculty.	~~education faculty. Evaluations of professional education faculty are used to improve teaching, scholarship, and service of the unit faculty.~~	
(g) Based upon needs identified in faculty evaluations, the unit provides opportunities for faculty to develop new knowledge and skills, especially as they relate to conceptual framework(s) and performance assessments.	~~(g) Based upon needs identified in faculty evaluations, the unit provides opportunities for faculty to develop new knowledge and skills, especially as they relate to conceptual framework(s) and performance assessments.~~	
(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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CURRENT PEPP STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
10.58.309 UNIT GOVERNANCE AND RESOURCES	~~10.58.309 UNIT GOVERNANCE AND RESOURCES~~	
(1) The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.	~~(1) The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.~~	
(a) The unit has the leadership and authority to plan, deliver, and operate coherent programs of study. The unit effectively manages or coordinates all programs so that their candidates are prepared to meet standards. The unit's recruiting and admission practices are described clearly and consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current. The unit ensures that candidates have access to student services, such as timely advising and counseling. Faculty involved in the preparation of education, P-12 practitioners, and other members of the professional community participate in program design, implementation, and evaluation of the unit and its programs. The unit provides a mechanism and facilitates collaboration between unit faculty and faculty in other units of the institution involved in the preparation of professional educators.	~~(a) The unit has the leadership and authority to plan, deliver, and operate coherent programs of study. The unit effectively manages or coordinates all programs so that their candidates are prepared to meet standards. The unit's recruiting and admission practices are described clearly and consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current. The unit ensures that candidates have access to student services, such as timely advising and counseling. Faculty involved in the preparation of education, P-12 practitioners, and other members of the professional community participate in program design, implementation, and evaluation of the unit and its programs. The unit provides a mechanism and facilitates collaboration between unit faculty and faculty in other units of the institution involved in the preparation of professional educators.~~	
(b) The unit receives sufficient budgetary allocations at least proportional to other units on campus or to similar units at other campuses to provide programs that prepare candidates to meet standards. The budget	~~(b) The unit receives sufficient budgetary allocations at least proportional to other units on campus or to similar units at other campuses to provide programs that prepare candidates to meet standards. The budget adequately supports on-campus and clinical~~	

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adequately supports on-campus and clinical work essential for preparation of professional educators.	~~work essential for preparation of professional educators.~~	
(c) Workload policies, including on-line course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in K-12 schools, and service. Faculty loads for teaching on campus and on-line generally do not exceed 12 hours for undergraduate teaching and nine hours for graduate teaching. Supervision of clinical practice does not generally exceed 18 candidates for each full-time equivalent faculty member. The unit makes appropriate use of full-time, part-time, and clinical faculty, as well as graduate assistants, so that program coherence and integrity are assured. The unit provides an adequate number of support personnel so that programs can prepare candidates to meet standards. The unit provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.	~~(c) Workload policies, including on-line course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in K-12 schools, and service. Faculty loads for teaching on campus and on-line generally do not exceed 12 hours for undergraduate teaching and nine hours for graduate teaching. Supervision of clinical practice does not generally exceed 18 candidates for each full-time equivalent faculty member. The unit makes appropriate use of full-time, part-time, and clinical faculty, as well as graduate assistants, so that program coherence and integrity are assured. The unit provides an adequate number of support personnel so that programs can prepare candidates to meet standards. The unit provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.~~	
(d) The unit has adequate campus and school facilities to support candidates in meeting standards. The facilities support faculty and candidates' use of information technology in instruction.	~~(d) The unit has adequate campus and school facilities to support candidates in meeting standards. The facilities support faculty and candidates' use of information technology in instruction.~~	
(e) The unit allocates resources across programs to prepare candidates to meet standards for their fields. It provides adequate resources to develop and implement the unit's assessment plan. The unit has adequate information technology resources to support faculty and	~~(e) The unit allocates resources across programs to prepare candidates to meet standards for their fields. It provides adequate resources to develop and implement the unit's assessment plan. The unit has adequate information technology resources to support~~	

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candidates. Faculty and candidates have access both to sufficient and current library and curricular resources and electronic information.	~~faculty and candidates. Faculty and candidates have access both to sufficient and current library and curricular resources and electronic information.~~	
(History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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NEW RULE	**MIDDLE GRADES (4-8)**	
	(1) The provider requires that successful candidates:	
	(a) demonstrate knowledge and understanding of the major concepts, principles, theories, and research related to young adolescent development (grades 4 through 8) and apply this knowledge and understanding when making curricular decisions, planning and implementing instruction, participating in middle grades programs and practices, and providing healthy and effective learning environments for all young adolescents;	
	(b) demonstrate a comprehensive knowledge of young adolescents in the areas of intellectual, physical, social, emotional, and moral characteristics, individual needs, and interests, and apply this knowledge to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own;	
	(c) demonstrate knowledge and understanding of the implications of diversity on the development of young adolescents, implementing curriculum and instruction that is responsive to young adolescents' language/dialects and individual identities, and histories from the local, Montana, national, and international perspectives; and	
	(d) demonstrate the ability to participate effectively in middle grades school organizational practices, such as interdisciplinary team organization and advisory programs.	
	(2) The program ensures that successful candidates demonstrate an in-depth disciplinary knowledge of the middle grades curriculum. Candidates demonstrate:	
	(a) knowledge and understanding of theory and research and apply knowledge in the areas of language, speaking and listening, reading and writing processes, literature, print and non-print texts, and technology, and plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creative engagement;	
	(b) 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,	

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	the concepts in science and technology, and the history and nature of science, including scientific contributions of American Indians and tribes in Montana;	
	(c) knowledge understanding, and use of the major concepts and procedures that define number and operations, algebra, geometry, measurement, data analysis and probability to engage young adolescent students in problem solving, reasoning and proof, communication, connections, and representation;	
	(d) 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 middle grades 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 the interdependent world;	
	(e) knowledge, understanding, and use of the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, perspective, and engagement among young adolescent students;	
	(f) knowledge, understanding, and use of the of health education to create opportunities for student development and practice of skills that contribute to good health; and	
	(g) knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for young adolescent students.	
	(3) The program ensures that successful candidates:	
	(a) demonstrate knowledge, understanding, and use of interdisciplinary connections to integrate subject matter contents, employing inclusive ideas and issues that engage middle grades students' ideas, interests, concerns, and experiences;	
	(b) plan and implement instructional strategies based on knowledge of individual students, learning theory, content, cross-curricular connections, curricular goals, and an understanding of community;	

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	(c) demonstrate understanding of how middle grades students, within different populations, including American Indians and tribes in Montana, differ in their development and approaches to learning, and apply this understanding to differentiate instruction for learners of all cognitive abilities;	
	(d) demonstrate knowledge of proven instructional strategies and use this knowledge to develop middle grades students' ability to use critical thinking, problem solving, and current and emerging technologies;	
	(e) apply knowledge and understanding of individual and group motivation and behavior to foster active engagement n learning, self-motivation, and positive interaction, and to create supportive learning environments;	
	(f) use knowledge and understanding of effective verbal, nonverbal, and media communication techniques in middle grades learning environments to foster active inquiry, collaboration, and supportive interaction in the middle grades' classroom; and.	
	(g) demonstrate knowledge and understanding of formative and summative assessment strategies and use this knowledge and understanding to evaluate and ensure the continuous intellectual, social-emotional, and physical development of middle grades students.	

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Subchapter 5 Teaching Areas: Specific Standards		
10.58.501 GENERAL REQUIREMENTS	10.58.501 ~~GENERAL REQUIREMENTS~~ TEACHING STANDARDS	
(1) All programs require that successful candidate~~s~~: (a) demonstrate understanding of and ability to integrate knowledge of the history, cultural heritage, and contemporary status of American Indians and tribes in Montana;	(1) All programs require that successful candidates: ~~(a) demonstrate understanding of and ability to integrate knowledge of the history, cultural heritage, and contemporary status of American Indians and tribes in Montana;~~ (a) demonstrate understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and individualize developmentally appropriate and challenging learning experiences for learners of all cognitive abilities;	
(b) demonstrate understanding of the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and creates learning experiences that make subject matter meaningful for students;	~~(b) demonstrate understanding of the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and creates learning experiences that make subject matter meaningful for students;~~ (b) use understanding of individual differences and diverse cultures and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards;	
(c) demonstrate understanding of how students learn and develop, and provide learning opportunities that support intellectual, social, and personal development;	~~(c) demonstrate understanding of how students learn and develop, and provide learning opportunities that support intellectual, social, and personal development;~~	

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	(c) work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation;	
(d) demonstrate knowledge of how students, within different populations, including Montana American Indians, differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners;	~~(d) demonstrate knowledge of how students, within different populations, including Montana American Indians, differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners;~~ (d) demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) the candidate teaches and create individualized learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content; and including the instruction of reading and writing literacy incorporated into all program areas;	
(e) demonstrate understanding of personal, cultural and socioeconomic biases and teaching style differences that affect one's teaching;	~~(e) demonstrate understanding of personal, cultural and socioeconomic biases and teaching style differences that affect one's teaching;~~ (e) demonstrate understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues;	
(f) utilize a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills;	~~(f) utilize a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills;~~ (f) use multiple methods of assessment, including formative and summative assessments, to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making;	

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(g) demonstrate understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation;	~~(g) demonstrate understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation;~~ (g) plan and implement individualized instruction that supports students of all cognitive abilities in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context;	
(h) demonstrate knowledge of effective verbal, nonverbal, media, and electronic communication techniques to teach the strategies of active inquiry, collaboration, and supportive interaction in the classroom;	~~(h) demonstrate knowledge of effective verbal, nonverbal, media, and electronic communication techniques to teach the strategies of active inquiry, collaboration, and supportive interaction in the classroom;~~ (h) use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build the skills necessary to apply knowledge in meaningful ways;	
(i) plan instruction based on knowledge of subject matter, students, the community, curriculum goals, and appropriate use of current and emerging technologies;	~~(i) plan instruction based on knowledge of subject matter, students, the community, curriculum goals, and appropriate use of current and emerging technologies;~~	
(j) demonstrate assessment strategies, tools, and practices to plan and evaluate effective instruction;	~~(j) demonstrate assessment strategies, tools, and practices to plan and evaluate effective instruction;~~ (i) engage in ongoing professional learning and use evidence to continually evaluate candidate's practice, particularly the effects of candidate's choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner;	

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(k) demonstrate continued growth in knowledge related to a particular subject area and the teaching of it;	~~(k) demonstrate continued growth in knowledge related to a particular subject area and the teaching of it;~~ (j) interact knowledgeably and professionally with students, families, and colleagues based on social needs and institutional roles;	
	(k) engage in leadership or collaborative roles, or both, in content-based professional learning communities and organizations, and continue to develop as professional educators; and	
(l) demonstrate knowledge of strategies to build relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being, and	~~(l) demonstrate knowledge of strategies to build relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being, and~~ (l) demonstrate understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana.	
(m) demonstrate the ability to foster contextual and experiential learning and to build connections between academic learning and the skills required in the present and future workforce.	~~(m) demonstrate the ability to foster contextual and experiential learning and to build connections between academic learning and the skills required in the present and future workforce.~~	
(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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Draft 2014		
10.58.502 AGRICULTURAL EDUCATION		
(1) Candidates for agricultural education teacher endorsement shall have one year (2000 hours) of practical farm or agricultural-related experience within five years prior to completion of the program.	(1) ~~Candidates for agricultural education teacher endorsement shall have one year (2000 hours) of practical farm or agricultural-related experience within five years prior to completion of the program.~~ (1) The program requires that candidates have one year (2000 hours) of practical farm or agricultural-related experience within five years prior to completion of the program and that successful candidates:	
(a) demonstrate essential skills and knowledge including the scientific/technical, safety, and career information in the following areas:	(a) demonstrate essential skills and knowledge including the scientific/technical, safety, and career information in the areas of	
(i) agricultural, natural, and environmental resource science;	(i) agricultural, natural, and environmental resource science;	
(ii) agricultural business management and entrepreneurship;	(ii) agricultural business management and entrepreneurship;	
(iii) horticultural science;	(iii) horticultural science;	
(iv) animal science;	(iv) animal science;	
(v) crop science;	(v) crop science;	
(vi) soil science;	(vi) soil science;	
(vii) food science;	(vii) food science;	
(viii) agriculture mechanical technology;	(viii) agriculture mechanical technology;	
(ix) biotechnology; and	(ix) biotechnology; and	

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(x) technology applications in agriculture;	(x) technology applications in agriculture;	
(b) demonstrate a philosophy of vocational education, which reflects the unique student/community and industry interaction and includes the biological, physical, and applied sciences, personal leadership, and school-to-career components of a comprehensive agricultural education program;	(b) demonstrate a philosophy of ~~vocational education~~ Career and Technical Education, which reflects the unique student/community and industry interaction and includes the biological, physical, and applied sciences, personal leadership, and school-to-career components of a comprehensive agricultural education program;	
(c) demonstrate competence in the development of a comprehensive instructional program based on identified agriculture industry demographic and technological advances, including Montana American Indian agricultural contributions, while recognizing the social, economic, and demographic diversity of the community in conjunction with a partnership of students, community, business, industry, tribes, families, and an appointed advisory committee;	(c) demonstrate competence in the development of a comprehensive instructional program based on identified agriculture industry demographic and technological advances, including current and evolving issues and ongoing practices of Montana American Indian agricultural contributions, while recognizing the social, economic, and demographic diversity of the community in conjunction with a partnership of students, community, business, industry, tribes, families, and an appointed advisory committee;	
(d) demonstrate the development of personal and leadership competencies (e.g., citizenship, personal development, goal setting, parliamentary procedure, and teamwork);	(d) demonstrate the development of personal and leadership competencies (e.g., citizenship, personal development, goal setting, parliamentary procedure, and teamwork);	
(e) demonstrate the skills and abilities to implement and manage student supervised agricultural experience programs including:	(e) demonstrate the skills and abilities to implement and manage student supervised agricultural experience programs including	
(i) accounting practices;	(i) accounting practices;	
(ii) career experiences;	(ii) career experiences;	
(iii) entrepreneurial activities;	(iii) entrepreneurial activities;	
(iv) student portfolio development;	(iv) student portfolio development;	

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(v) on-site instruction; and	(v) on-site instruction; and	
(vi) job-related skills;	(vi) job-related skills;	
(f) demonstrate the skills and abilities to develop, utilize, and manage dedicated educational facilities with current and emerging equipment, resources, library, media, and electronic technology, and maintain a safe environment during classroom, laboratory, leadership, and supervised agricultural experiences (facilities are related to instructional areas mentioned in (1);	(f) demonstrate the skills and abilities to develop, utilize, and manage dedicated educational facilities with current and emerging equipment, resources, library, media, and electronic technology, and maintain a safe environment during classroom, laboratory, leadership, and supervised agricultural experiences (facilities are related to instructional areas mentioned in (1));	
(g) demonstrate the scientific process of critical thinking and problem-solving in the preparation of research experiences in the classroom, laboratory, greenhouse, leadership, and supervised agricultural experiences; and	(g) demonstrate the scientific process of critical thinking and problem-solving in the preparation of research experiences in the classroom, laboratory, greenhouse, leadership, and supervised agricultural experiences; and	
(h) demonstrate research-based strategies to meet the diverse learning needs of all students by applying and integrating the state's learning goals, agricultural workplace competencies, and essential academic learning requirements in program implementation and assessment, including 20-1-501, MCA.	(h) demonstrate research-based strategies to meet the diverse learning needs of all students by applying and integrating the state's learning goals, agricultural workplace competencies, and essential academic learning requirements in program implementation and assessment, including ~~20-1-501, MCA~~ American Indians and tribes in Montana.	
(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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Draft 2014		
10.58.503 ART K-12		
(1) The program requires that successful candidates:	(1) The program requires that successful candidates:	
	(a) ~~develop competence and a working vocabulary in:~~ demonstrate understanding of and engage in the processes of artmaking, involving traditional and contemporary studio approaches, concentrating in one or more studio area;	
	(b) demonstrate understanding of historical and contemporary theories of art education curriculum and instruction, enabling them to reflect and refine personal art education practices;	
	(c) engage in inquiry into the history of art, enabling them to acquire knowledge of the cultural context in which artworks have been created, including that of American Indians and tribes in Montana, and fostering respect for all forms of art through the study of diverse traditional and contemporary artists;	
	(d) develop abilities to critically study, see, and respond to the qualities within artworks, both in the process of creating their own artworks and in observing the artworks of others, and to communicate perceptions about artworks in verbal and written language;	
(i) art production through developing the ability to present imaginative and original ideas and feelings by creating images in a concentration of one or more of the visual art forms;	~~(i)~~(e) develop competence and a working vocabulary in art production through developing the ability to present imaginative and original ideas and feelings by creating images in a concentration of one or more of the visual art forms;	
(ii) art history and heritage through developing the ability to understand and appreciate works of art from different cultures, places, and times, to	~~(ii) art history and heritage through developing the ability to understand and appreciate works of art from different cultures, places, and times, to include Montana American Indians~~;	

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include Montana American Indians;		
(iii) art criticism through developing the ability to analyze and evaluate the structure and significance of works of art and to make reasoned interpretations and judgments about their meaning; and	~~(iii) art criticism through developing the ability to analyze and evaluate the structure and significance of works of art and to make reasoned interpretations and judgments about their meaning; and~~	
(iv) aesthetics, including sensory perception, and the study of the nature and experience of the arts;	~~(iv) aesthetics, including sensory perception, and the study of the nature and experience of the arts;~~	
(b) use appropriate technologies as tools of expression, research, and assessment;	~~(b)~~(f) use appropriate art technologies as tools of expression, research, and assessment;	
(c) comprehend and appropriately use copyright and patent laws in relation to original art works and reproductions;	~~(c)~~(g) comprehend and appropriately use copyright ~~and patent~~ laws in relation to original art works and reproductions; and	
(d) develop sequential visual arts curricula with a mission and scope that assures student development and competence in a variety of media;	~~(d)~~(h) develop sequential visual arts curricula with a mission and scope that assures student development and competence in a variety of media.	
(e) demonstrate an understanding of:	(2) The program requires that successful candidates demonstrate an understanding of:	
(i) the stages of development as these relate to art curriculum, and ensuring that the scope and sequence of the curriculum is age appropriate;	~~(i)~~(a) the stages of artistic development of children, adolescents, and young adults as these relate to art curriculum, and ensuring that the scope and sequence of the curriculum is age appropriate;	
(ii) the necessity of creating an environment of empathy, tolerance, and emotional safety in the art classroom;	~~(ii)~~(b) the necessity of creating an environment of empathy, tolerance, and emotional safety in the art classroom;	

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(iii) the health and safety aspects of studio work, including materials, tools, equipment, classroom design, and procedures;	~~(iii)~~(c) the health and safety aspects of studio work, including materials, tools, equipment, classroom design, and procedures;	
(iv) budgeting and purchasing; and	~~(iv)~~(d) budgeting and purchasing;	
(v) censorship issues and their complexity;	~~(v)~~(e) censorship issues and their complexity;	
f) develop and use assessment strategies for evaluating student progress and accomplishments in the visual arts as aligned to the Montana standards for visual arts, as well as other standards where the arts are integrated with technology and the content areas;	(f) ~~develop and use~~ assessment strategies for evaluating student progress and accomplishments in the visual arts as aligned to the Montana standards for visual arts, as well as other standards where the arts are integrated with technology and the content areas;	
(g) connect art with other disciplines; and	(g) ~~connections of art with other disciplines; and~~ collaborative skills and practices of art in interdisciplinary curriculum and instruction with other disciplines; and	
(h) introduce career opportunities in art and art related fields, and encourage and advise students about postsecondary options.	(h) ~~introduce~~ career opportunities in art and art related fields~~, and encourage and advise~~ to provide encouragement and advice to students about future ~~postsecondary~~ options;	
(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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Draft 2014		
10.58.505 BUSINESS AND INFORMATION TECHNOLOGY EDUCATION	**10.58.505 BUSINESS ~~AND INFORMATION TECHNOLOGY~~ EDUCATION**	
(1) The program requires that successful candidates:	(1) The program requires that successful candidates:	
(a) demonstrate a variety of collaborative efforts to enhance the curricula including, but not limited to, advisory committees, business partnerships, tech prep, school to work, applied academics, technology integration, career planning, cooperative education, curriculum integration, and Indian Education for All (20-1-501, MCA);	(a) ~~demonstrate a variety of collaborative efforts to enhance the curricula including, but not limited to, advisory committees, business partnerships, tech prep, school to work, applied academics, technology integration, career planning, cooperative education, curriculum integration, and Indian Education for All (20-1-501, MCA);~~ create, analyze, revise, and implement business education curricula that facilitates the learning of dynamic subject matter in diverse learning environments;	
	(b) build professional relationships with stakeholders to produce a relevant learning environment that reflects the real world and provides benefits to the student and the community, including development of career pathways and work-based learning experiences;	
(b) demonstrate the development of personal and leadership competencies (e.g., citizenship, personal development, goal setting, parliamentary procedure, and teamwork);	(~~b~~)(c) demonstrate the development of personal and leadership competencies (e.g., citizenship, personal development, goal setting, ~~parliamentary procedure,~~ and ~~teamwork~~ collaboration);	
(c) demonstrate and apply the philosophy and objectives of career and technical education;	(~~c~~)(d) demonstrate and apply ethical professional practice based on the principles and philosophy ~~and objectives~~ of business education and career and technical education through civic engagement, advocacy, and active participation in professional development and professional growth activities;	

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(d) demonstrate effective classroom management techniques and modify the curriculum to meet a variety of student needs;	~~(d)~~demonstrate effective classroom management techniques and modify the curriculum to meet a variety of student needs;	
	(e) integrate professional student organizations into the curriculum to provide an environment in which students grow professionally, personally, and socially; involve the business and professional community; and recognize the organization provides opportunities for personal growth and leadership development;	
(e) identify methods for selection and application of the tools of technology relating to personal and business decision making;	~~(e)~~(f) identify methods for selection and application of ~~the tools of~~ technology tools relating to personal and business decision making;	
(f) demonstrate and apply the use of current and emerging technologies used by business, industry, and education;	~~(f)~~(g) demonstrate and apply the use of current and emerging technologies used by business, industry, and education;	
(g) demonstrate basic concepts of effective oral and written communication;	~~(g)~~(h) demonstrate ~~basic concepts of~~ effective ~~oral and written~~ communication skills to facilitate learning, incorporate quality standards in all forms of communications, and recognize that culture impacts business communication;	
	(i) determine the nature and extent of the information needed, access needed information effectively and efficiently, and evaluate information and its sources critically;	
(h) demonstrate ethical and social responsibilities related to business and the legal framework for personal, business, and social interactions;	~~(h)~~(j) demonstrate ethical and social responsibilit~~ies~~y related to business and the legal framework for personal, business, and social interactions;	

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	~~(j)~~(k) identify careers and opportunities in business and related occupational fields;	
(i) demonstrate the skills needed to successfully obtain and maintain employment;	~~(i)~~(l) demonstrate the importance of employment communications to career success (e.g., resume, application letter, application forms and online application system, follow-up letter, electronic database employment search engines) interview techniques, and the skills needed to successfully obtain and maintain employment;	
(j) identify careers and opportunities in business and related occupational fields;		
(k) assess student interests, aptitudes, personal qualities, and other information necessary for students to make informed career choices;	(~~k~~)(m) assess student interests, aptitudes, personal qualities, and other information necessary for students to make informed career choices;	
(l) demonstrate effective techniques for managing employees, personnel relations, and the budgeting of time and resources;	~~(l)~~(n) demonstrate effective techniques for managing employees, personnel relations, and the budgeting of time and resources;	
(m) apply marketing concepts and management fundamentals;	(~~m~~)(o) apply marketing concepts and management fundamentals;	
(n) organize, manage, and synthesize information to make wise business decisions;	~~(n)~~(p) organize, manage, and synthesize information to make wise business decisions;	
(o) demonstrate techniques for business problem solving;	~~(o)~~(q) demonstrate techniques for business problem solving;	
(p) apply interpersonal, teamwork, and leadership skills necessary to function in multicultural business and social settings;	~~(p)~~(r) apply interpersonal, teamwork, and leadership skills necessary to function in multicultural business and social settings;	

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(q) conduct research activities in domestic and international business;	~~(q)~~(s) ~~conduct research activities in domestic and international business~~ demonstrate an awareness of the interrelatedness of one country's political policies and economic practices on another including interactions with sovereign Tribal nations and an understanding of the global business environment—the interconnectedness of cultural, political, legal, economic, and ethical systems;	
(r) demonstrate and apply principles of economics, free enterprise, and global economies;	~~(r)~~(t) demonstrate and apply principles of economics, free enterprise, and global economies;	
(s) demonstrate and apply the basic concepts of personal finance skills, social and government responsibility, and business practices;	~~(s)~~(u) demonstrate and apply the basic concepts of personal finance skills, social and government responsibility, and business practices;	
(t) demonstrate the role of entrepreneurship in economies and the process of starting and maintaining a business;	~~(t)~~(v) demonstrate the role of entrepreneurship in economies and the process of starting and maintaining a business;	
(u) demonstrate accounting procedures to make decisions about planning, organizing, and allocating resources; and	~~(u)~~(w) demonstrate accounting procedures ~~to make decisions about planning, organizing, and allocating~~ and use of accounting tools, strategies, and systems to maintain, monitor, control, and plan the use of financial resources; ~~and~~	
	(x) demonstrate the ability to use technology as a tool for facilitating business functions, coordinate information technology instruction in business education and across the curriculum, explain the value of information technology and the potential impact it may have on students' lives;	

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	(y) develop students' ability to analyze, synthesize, evaluate, and apply technologies to solve problems, increase productivity, and improve quality of life;	
(v) demonstrate the different functional areas of business as interrelated parts rather than distinct and separate entities.	~~(v)~~(z) demonstrate the different functional areas of business as interrelated parts rather than distinct and separate entities.	
(History: 20-2-114, 20-2-121, MCA; IMP, 20-1-501, 20-2-121, 20-4-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 1997 MAR p. 313, Eff. 2/11/97; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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10.58.507 THEATRE		
(1) The program requires that successful candidates:	(1) The program requires that successful candidates:	
(a) demonstrate the ability to create curriculum, instruction, and assessment for K-12 students in a school theatre program to make students aware of the process of artistic creation, from creating and performing to responding;	(a) demonstrate the ability to create curriculum, instruction, and assessment for K-12 students in a school theatre program to make students aware of the process of artistic creation, including ~~from creating and performing to responding;~~	
	(i) generating and conceptualizing creations;	
	(ii) analyzing, interpreting, selecting, organizing, developing and refining artistic techniques, conveying meaning and completing performances; and	
	(iii) perceiving and analyzing, interpreting intent and meaning in, and apply criteria to evaluate responses;	
(b) demonstrate knowledge of program goals, procedures, and rationales for a school theatre program;	(b) demonstrate knowledge of program goals, procedures, and rationales for a school theatre program;	
(c) integrate activities with outside performances utilizing the latest methods of theatre practice and appreciation; and	(c) integrate activities with outside performances utilizing the latest methods of theatre practice and appreciation; and	
(d) model pedagogy and attitudes which reflect current research on the theory and practice of teaching theatre.	(d) model pedagogy and attitudes which reflect current research on the theory and practice of teaching theatre.	
2) Candidates demonstrate understanding and knowledge of:	(2) ~~Candidates:~~ The program requires that successful candidates demonstrate understanding and knowledge of:	

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(a) theatre as a social and aesthetic experience and a reflection of culture, including Montana American Indian cultures, a broad view of the history of theatre and acquaintance with representative plays of past and present;	(a) theatre as a social and aesthetic experience, reflecting on authentic representation ~~and a reflection of culture,~~ including cultures of American Indians and tribes in Montana and ~~a broad view of~~ the unique history of theatre and acquaintance with representative plays of past and present, and candidates will be able to synthesize and relate knowledge and personal experiences to make art;	
(b) the relationship between the actor, the literature, and the audience, including the actor's ability to assess personal growth; and	(b) the relationship between the actor, the literature, and the audience, including the actor's ability to assess personal growth; and	
(c) the educational function of theatre in the school setting, helping students develop life skills and better understand themselves, others, and the world.	(c) the educational function of theatre in the school setting, helping students develop life skills and better understand themselves, others, and the world.	
(3) Candidates shall have experience with performance, in order to:	(3) The program requires candidates ~~shall~~ have experience with performance, ~~in order to~~ and that successful candidates:	
(a) direct/supervise a theatrical production/activity with artistic integrity, including supervision of appropriate selections (being mindful of community standards), analysis, casting, rehearsal, and performance;	(a) direct/supervise a theatrical production~~/activity~~ with artistic integrity, including supervision of appropriate selections (being mindful of community standards), analysis, casting, rehearsal, and performance; and	
(b) use production/activity as a measurement/evaluation of current and future goals and objectives.	(b) use production~~/activity~~ as a measurement/evaluation of current and future goals and objectives.	
(4) Candidates interact with the community, as a resource person who:	(4) The program requires candidates interact with the community, as a resource ~~person who~~ and successful candidates:	
(a) contributes in the development of facilities;	(a) contribute~~s~~ in the development of facilities;	

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(b) supervises classroom projects, assembly programs, or any activity that involves elements of theatre;	(b) supervise~~s~~ classroom projects, assembly programs, or any activity that involves elements of theatre;	
(c) assists planning comprehensive theatre and/or other fine arts curriculum including video/film; and	(c) assist~~s~~ planning comprehensive theatre and/or other fine arts curriculum including video/film; and	
(d) advocates in their school and the larger community for theatre instruction and performances.	(d) advocate~~s~~ in their school and the larger community for theatre instruction and performances.	
	(5) The program requires candidates demonstrate knowledge and use of educational theatre resources, and professional organizations.	
(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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10.58.508 ELEMENTARY	**10.58.508 ELEMENTARY**	
(1) The program requires that successful candidates:	(1) The program requires that successful candidates:	
(a) demonstrate knowledge and understanding and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation;	(a) demonstrate knowledge and understanding of ~~and use~~ the major concepts, principles, theories, and research related to the development of children and young adolescents and apply these understandings to construct learning opportunities that support individual students' development, acquisition of knowledge, and ~~motivation~~ engagement in learning; and	
(b) demonstrate knowledge and understanding and use the central concepts as outlined in Montana's student content and performance standards, tools of inquiry, and structures of content for students across grades K-8 and can engage students in meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels. Candidates:	(b) demonstrate knowledge, ~~and~~ understanding, and use of the central concepts as outlined in Montana~~'s student c~~Content ~~and performance s~~Standards, tools of inquiry, and structures of content for students across grades K-8 and ~~can~~ engage students in meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels.	
(i) demonstrate a high level of competence in the use of English language arts and demonstrate knowledge, understanding, and use concepts from reading, language, literature, and child development to teach reading, writing, speaking, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas;	~~(i) demonstrate a high level of competence in the use of English language arts and demonstrate knowledge, understanding, and use concepts from reading, language, literature, and child development to teach reading, writing, speaking, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas;~~ (2) The program requires that successful candidates:	

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	(a) demonstrate knowledge and understanding of theory and research and apply knowledge in the areas of language, speaking and listening, reading and writing processes, literature, print and non-print texts, and technology; and plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking, and creative engagement;	
(ii) demonstrate knowledge and understanding of and use the fundamental concepts in the subject matter of science, including physical, life, earth, and space sciences, as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, including American Indian scientific contributions, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific literacy;	~~(ii)~~ (b) demonstrate knowledge, ~~and~~ understanding, and use of the fundamental concepts ~~in the subject matter of science, including~~ 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, ~~the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific literacy~~;	
(iii) demonstrate knowledge and understanding of and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra, in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data;	~~(iii)~~ (c) demonstrate knowledge and understanding, ~~of~~ 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 ~~and 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 elementary students in problem solving, reasoning, constructing arguments, communication, connections, and representation;	

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(iv) demonstrate knowledge and understanding of and use the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics, and an understanding of the social sciences (e.g., anthropology, archaeology, psychology, and sociology), and other related areas (e.g., humanities, law, philosophy, religion, mathematics, science, and technology), to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world, including meeting the requirements of 20-1-501, MCA;	~~(iv)~~(d) demonstrate knowledge and 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 ~~(e.g., anthropology, archaeology, psychology, and sociology),~~ and other related areas ~~(e.g., humanities, law, philosophy, religion, mathematics, science, and technology),~~ to promote elementary 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. ~~, including meeting the requirements of 20-1-501, MCA~~;	
(v) demonstrate knowledge and understanding of and use the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among students;	~~(v)~~(e) demonstrate knowledge, ~~and~~ understanding, ~~of~~ and use of the content, functions, and achievements of the performing arts (dance, music, theater) and the ~~several~~ visual arts as primary media for communication, inquiry, perspective, and engagement among elementary students;	
(vi) demonstrate knowledge and understanding of and use the comprehensive nature of students' physical, mental, and social well-being to create opportunities for student development and practice of skills that contribute to health enhancement; and	~~(vi)~~(f) demonstrate knowledge, ~~and~~ understanding, ~~of~~ and use of the ~~comprehensive nature of students' physical, mental, and social well-being to create opportunities for student development and practice of skills that contribute to health enhancement~~; major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;	
	(g) demonstrate knowledge, ~~and~~ understanding, ~~of~~ and use of human movement and physical activity as central elements to	

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	foster active, healthy life styles and enhanced quality of life for elementary students.	
(vii) demonstrate knowledge and understanding of and use interdisciplinary connections to integrate subject matter contents, employing inclusive ideas and issues that engage students' ideas, interests, concerns, and experiences;	~~(vii)~~ (3) The program requires that successful candidates:	
	(a) demonstrate knowledge, ~~and~~ understanding, ~~of~~ and use of interdisciplinary connections to integrate subject matter content~~s~~, employing inclusive ideas and issues that engage elementary students' ideas, interests, concerns, and experiences;	
(c) plan and implement instruction based on knowledge of individual students, learning theory, subject matter, curricular goals, and community. Candidates:	~~(c)~~(b) plan and implement instructional strategies based on knowledge of individual students, learning theory, ~~subject matter~~ content, connections across the curriculum, curricular goals, and an understanding of community;	
(i) demonstrate understanding of how students, within different populations, including Montana American Indians, differ in their development and approaches to learning and create instructional opportunities that are adapted to diverse learners;	~~(i)~~(c) demonstrate understanding of how elementary students, within different populations, including ~~Montana~~ American Indians and tribes in Montana, differ in ~~their~~ development and approaches to learning, and ~~create~~ demonstrate the ability to differentiate instruction~~al opportunities strategies that are adapted to diverse learners~~ for learners of all cognitive abilities;	
(ii) demonstrate understanding of and use a variety of teaching routines and strategies that encourage students' development of critical thinking, problem solving, and performance skills, including the	~~(ii)~~(d) demonstrate ~~understanding of~~ knowledge of proven instructional ~~and use a variety of teaching~~ ~~routines and~~ strategies and use this knowledge to ~~that encourage~~ develop elementary students' ~~development~~ ability to ~~of~~ use critical	

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appropriate use of current and emerging technologies;	thinking, problem solving, and ~~performance skills, including the appropriate use of~~ current and emerging technologies;	
(iii) apply knowledge and understanding of individual and group motivation and behavior among students to develop active engagement in learning, self motivation, and positive interaction and to create supportive learning environments; and	~~(iii)~~(e) ~~apply~~ demonstrate knowledge and understanding of individual and group motivation and behavior ~~among students~~ and apply this knowledge and understanding to ~~develop~~ foster active engagement in learning, self-motivation, and positive interaction, and to create supportive learning environments; ~~and~~	
(iv) apply knowledge and understanding of effective verbal, nonverbal, and electronic communication techniques to develop inquiry, collaboration, and supportive interaction;	~~(iv)~~(f) ~~apply~~ use knowledge and understanding of effective verbal, nonverbal, and ~~electronic~~ media communication techniques ~~to develop~~ in elementary learning environments to foster active inquiry, collaboration, and supportive interaction among students; and	
(d) demonstrate knowledge and understanding of and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social-emotional, and physical development of each student.	~~(d)~~(g) demonstrate knowledge and understanding of ~~and use formal and informal~~ formative and summative assessment strategies and use this knowledge and understanding to evaluate and ensure the continuous intellectual, social-emotional, and physical development of ~~each~~ elementary students.	
(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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Draft 2014		
10.58.509 ENGLISH/LANGUAGE ARTS		
(1) The program requires that successful candidates:	(1) The program requires that successful candidates:	
(a) apply theory and practice of English/language arts throughout program preparation and performance requirements;	(a) apply theory, research, and practice in ~~of~~ English/language arts ~~throughout program preparation and performance requirements~~ to plan standards-based learning experiences for all students;	
(b) demonstrate skills and strategies used in creating an inclusive and supportive learning environment in which all students engage in learning;	(b) demonstrate skills and strategies used in creating an inclusive and supportive learning environment in which all students engage in learning;	
(c) demonstrate the implementation of instruction and assessment that assist students in developing skills and habits in critical thinking;	(c) ~~demonstrate the implementation of instruction and assessment that assist students in developing skills and habits in critical thinking;~~ (c) plan, implement, assess, and reflect on instruction that increases motivation and active student engagement, builds sustained learning of English/language arts, and responds to diverse students' needs;	
(d) make connections between the English/language arts curriculum and developments in culture, society, and education;	(d) ~~make connections between the English/language arts curriculum and developments in culture, society, and education;~~ (d) plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creative engagement with complex issues related to social justice, diversity, and democracy;	
(e) engage their students in activities that demonstrate the role of the arts, humanities, and other content areas in English/language arts; and	(e) engage ~~their~~ students in ~~activities~~ learning experiences that demonstrate the role of the arts, humanities, and other content areas in English/language arts;	

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(f) demonstrate understanding of legal and ethical issues in English/ language arts such as freedom of expression, censorship, and bias in literature.	(f) demonstrate understanding of legal and ethical issues in English/ language arts such as freedom of expression, censorship, and bias; ~~in literature.~~	
(2) Candidates are knowledgeable about language, oral discourse, reading processes, writing processes, literature, print and non-print media, and technology, research theory and findings. ~~Candidates demonstrate:~~	~~(2) Candidates~~(g) demonstrate understanding of theory and research and apply knowledge ~~are knowledgeable about~~ in the areas of language, oral discourse, reading processes, writing processes, literature, print and non-print ~~media~~ texts, and technology;~~. research theory and findings. Candidates demonstrate:~~	
(a) ~~knowledge of and skills in the use of the English language;~~	~~(a) knowledge of and skills in the use of the English language;~~ ~~Candidates~~ (h) plan, implement, assess and reflect on standards-based instruction that incorporates knowledge of language – structure, history, and conventions – to facilitate students' comprehension and creation of oral and written discourse and print and non-print texts;	
(b) knowledge of and skills in the use of oral discourse;	~~(b) knowledge of and skills in the use of oral discourse;~~ ~~Candidates~~ (i) plan, implement, assess, and reflect on standards-based instruction that incorporates knowledge of oral communication and interpersonal (verbal/non-verbal) communication for various contexts, purposes, and audiences;	
(c) knowledge of and skills in the use of reading processes, (e.g., phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation);	~~(c) knowledge of and skills in the use of reading processes, (e.g., phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation);~~ (j) plan, implement, assess and reflect on standards-based instruction that integrates individual and collaborative	

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	approaches and that demonstrates a variety of reading comprehension strategies appropriate for reading purposes and genres;	
(d) knowledge of and skills in writing processes;	~~(d) knowledge of and skills in writing processes;~~ (k) plan, implement, assess and reflect on standards-based instruction that integrates individual and collaborative approaches and technologies and that demonstrate an understanding of writing processes and strategies in different genres for a variety of purposes and audiences;	
(e) knowledge of and skills in using an extensive range of literature, including works by and about Montana American Indians;	~~(e) knowledge of and skills in using~~ (l) plan, implement, assess and reflect on standards-based instruction in literature integrating an extensive range of ~~literature~~ authors, print and non-print texts, and genres, including historic and contemporary works by and about ~~Montana~~ American Indians and tribes in Montana;	
(f) knowledge of and skills in the use of print and non-print media and technology in contemporary culture;	~~(f) knowledge of and skills in the use of print and non-print media and technology in contemporary culture;~~ (m) plan, implement, assess and reflect on standards-based instruction integrating technologies and/or digital media to compose multimodal discourse; and	
(g) knowledge of research theory and findings in English/language arts; and	~~(g) knowledge of research theory and findings in English/language arts; and~~	
(h) the disposition and skills needed to integrate knowledge of English/ language arts, students, and teaching.	~~(h) the disposition and skills needed to integrate knowledge of English/ language arts, students, and teaching.~~ (n) prepare to interact knowledgeably and professionally with students, families, and colleagues based on social	

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	needs and institutional roles, engage in leadership and/or collaborative roles in English/Language Arts professional learning communities, and continue to develop as professional educators.	
(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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10.58.510 STUDENTS WITH DISABILITIES K-12		
(1)The program requires that successful candidates:	(1)The program requires that successful candidates:	
(a) demonstrate an understanding of the philosophical, historical, and legal foundations of special education;	~~(a) demonstrate an understanding of the philosophical, historical, and legal foundations of special education~~; (a) understand how exceptionalities may interact with development and learning and use this knowledge to provide culturally responsive, meaningful, and challenging learning experiences for individuals with exceptionalities;	
(b) demonstrate an understanding of the similarities and differences in human development, knowledge of characteristics of learners of all ages and the educational, cultural, and environmental implications of characteristics of various exceptionalities, including implications for Montana American Indian learners;	~~(b) demonstrate an understanding of the similarities and differences in human development, knowledge of characteristics of learners of all ages and the educational, cultural, and environmental implications of characteristics of various exceptionalities, including implications for Montana American Indian learners~~; (b) understand how to create and implement personalized, safe, inclusive, and culturally-responsive learning environments for ALL individuals with exceptionalities to become active and effective learners with positive social interactions, self-determination, and healthy well-being;	
(c) demonstrate knowledge of exceptional conditions and the impact of learners' academic and social abilities, attitudes, interests, values, beliefs, and cultures on instruction and career development, including the impact on Montana American Indians;	~~(c) demonstrate knowledge of exceptional conditions and the impact of learners' academic and social abilities, attitudes, interests, values, beliefs, and cultures on instruction and career development, including the impact on Montana American Indians~~;	

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	(c) use knowledge of general and specialized curricula, including curricula used in Montana schools, to implement individualized learning opportunities that align with the needs of students with exceptionalities;	
(d) demonstrate the ability to effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways, and promote and advocate the learning and well-being of individuals with exceptional learning needs;	~~(d) demonstrate the ability to effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways, and promote and advocate the learning and well-being of individuals with exceptional learning needs~~; (d) use multiple methods of assessment and data sources to identify individualized learning needs and make a variety of educational decisions (i.e. administer and score standardized assessments, interpret and present assessment results, write measurable goals and objectives, and use data to monitor progress);	
(e) create learning environments for individuals with exceptional learning needs that foster positive social interactions, cultural understanding, safety, emotional well-being, and active engagement;	~~(e) create learning environments for individuals with exceptional learning needs that foster positive social interactions, cultural understanding, safety, emotional well-being, and active engagement~~; (e) select, adapt, and use a repertoire of evidence-based instructional strategies and assistive technology to advance learning of individuals with exceptionalities;	
(f) demonstrate knowledge and understanding of typical and atypical language development and the ways in which exceptional conditions interact with an individual's experience with and use of	~~(f) demonstrate knowledge and understanding of typical and atypical language development and the ways in which exceptional conditions interact with an individual's experience with and use of language, and demonstrate~~	

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language, and demonstrate knowledge and use of individualized strategies to enhance language development and teach communication skills;	~~knowledge and use of individualized strategies to enhance language development and teach communication skills~~; (f) guide professional practices by using foundational knowledge of the field along with professional ethics and standards;	
(g) demonstrate knowledge of and apply research-based instructional strategies to individualize learning, and to plan, develop, implement, modify, and evaluate curriculum;	~~(g) demonstrate knowledge of and apply research-based instructional strategies to individualize learning, and to plan, develop, implement, modify, and evaluate curriculum~~; (g) collaborate and communicate in culturally responsive ways with all individuals involved in the special education process to improve programs, services, and outcomes for individuals with exceptionalities and their families (i.e. facilitating meetings, scheduling services, implementing accommodations and modifications);	
(h) demonstrate knowledge of multiple types of assessment information for educational decisions; demonstrate knowledge of legal policies, ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs, and understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results;	~~(h) demonstrate knowledge of multiple types of assessment information for educational decisions; demonstrate knowledge of legal policies, ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs, and understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results~~; (h) demonstrate an understanding of the philosophical, historical, and legal foundations of special education;	

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(i) demonstrate knowledge of individualized decision making and instruction and develop individualized instructional plans integrating general and special education learning expectations;	~~(i) demonstrate knowledge of individualized decision making and instruction and develop individualized instructional plans integrating general and special education learning expectations~~; (i) demonstrate knowledge of typical and atypical language development and use systematic, evidence-based instruction to enhance language development and teach communicative competence;	
(j) demonstrate understanding of personal, cultural, and socioeconomic biases and how teaching style differences affect one's teaching;	~~(j) demonstrate understanding of personal, cultural, and socioeconomic biases and how teaching style differences affect one's teaching~~; (j) demonstrate knowledge and understanding of special education laws and regulations, procedural safeguards, ethical concerns, evaluations/documentations, and appropriate instructional strategies and techniques to support students with social-emotional/behavioral needs; and	
(k) demonstrate understanding of ethical and professional practices; and	~~(k) demonstrate understanding of ethical and professional practices; and~~	
(l) demonstrate knowledge and understanding of psychological perspectives, applicable laws and regulations, procedural safeguards, ethical concerns, and appropriate instructional strategies, practices, and techniques to support students with challenging behaviors.	~~(l) demonstrate knowledge and understanding of psychological perspectives, applicable laws and regulations, procedural safeguards, ethical concerns, and appropriate instructional strategies, practices, and techniques to support students with challenging behaviors.~~	

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	(k) demonstrate proficiency in Montana special education procedural competencies (i.e. knowledge of state and federal laws along with the 13 disability categories, knowledge of AIM system and state forms, special education process, identify social and cultural movements in special education law, identify court cases which shaped special education law, understanding of the legal resources to assist decision making, ability to navigate federal and Montana law).	
(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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10.58.513 HEALTH		
(1) The program requires that successful candidates:	(1) The program requires that successful candidates:	
(a) utilize health-related data about the social and cultural environments inclusive of Montana Indian tribes, growth and development factors, needs, and interests of students;	(a) utilize health-related data about the social and cultural environments ~~i~~mpacting ~~inclusive of Montana Indian tribes,~~ growth and development ~~factors~~, needs, and interests of students to promote healthy lifestyles and behaviors inclusive of American Indians and tribes in Montana;	
(b) distinguish between behaviors that foster and those that hinder well-being.	(b) distinguish between behaviors and external factors (family, peers, culture, media, technology) that ~~foster~~ promote health enhancement and those that hinder well-being;	
(c) determine health education needs based on observed and obtained data;	(c) conduct needs assessments that provide appropriate data to determine health education needs of the learners and diverse populations; ~~based on observed and obtained data~~	
(d) recruit school and community representatives to support and assist in program planning;	(d) use effective advocacy and communication skills to recruit school and community representatives to support and assist in health education program planning;	
(e) develop a logical scope and sequence plan for a health education program that includes a display of functional knowledge of health concepts related to alcohol and other drugs, injury prevention, nutrition, physical activity, sexual health, tobacco, mental health, personal and consumer health, and community and environmental health;	(e) develop a logical scope and sequence plan for a health education program that includes a display of functional knowledge of health promotion and disease prevention concepts related to alcohol and other drugs, injury prevention, nutrition, physical activity, sexual health, tobacco, mental health, suicide prevention, personal and consumer health (including goal setting, interpersonal communication, and decision skills to enhance health), and community and environmental health;	

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(f) formulate appropriate and measurable learner objectives;	(f) formulate appropriate and measurable learner goals and objectives that promotes healthy lifestyles and behaviors;	
(g) design educational strategies consistent with specified learner objectives;	(g) design health education ~~educational~~ strategies consistent with specified learner goals and objectives to encourage the practice of healthy behaviors to promote physical and cognitive health;	
(h) analyze factors affecting the successful implementation of health education and coordinated school health programs;	(h) analyze factors affecting the successful implementation of health education and coordinated school health programs;	
(i) select resources and media best suited to implement program plans for diverse learners. Resources and media must meet the guidelines set for Indian Education for All (20-1-501, MCA);	(i) select resources and media best suited to implement program plans for diverse learners, including relevant resources for American Indians and tribes in Montana; ~~Resources and media must meet the guidelines set for Indian Education for All (20-1-501, MCA);~~	
(j) demonstrate competence in delivering planned programs;	(j) demonstrate competence in delivering planned health education programs;	
(k) evaluate educational programs, adjusting objectives and instructional strategies as necessary;	(k) evaluate health education ~~educational~~ programs, adjusting objectives and instructional strategies as necessary;	
(l) plan to assess student achievement of program objectives;	(l) ~~plan to~~ assess student achievement based on health education ~~of~~ program objectives, interpret results, and determine future program needs;	
(m) implement evaluation plans;	~~(m) implement evaluation plans~~;	
(n) interpret results of program evaluation and examine implications of evaluation findings of future program planning;	~~(n) interpret results of program evaluation and examine implications of evaluation findings of future program planning;~~	

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(o) develop a plan for coordinating health education with other components of a school health program;	(m) design and develop a plan for coordinating health education with other components of a school health program;	
(p) demonstrate the dispositions and skills to facilitate cooperation among health educators, other teachers, and appropriate school staff;	(n) demonstrate the dispositions and communication skills to facilitate cooperation among health educators, other teachers, and appropriate school staff;	
(q) formulate strategies of collaboration among health educators in all settings;	(o) formulate strategies of collaboration among health educators in all settings;	
(r) design professional development programs for teachers, other school personnel, community members, and other interested individuals;	~~(p) design professional development programs for teachers, other school personnel, community members, and other interested individuals~~;	
(s) utilize health information retrieval systems effectively, i.e., current and emerging technologies;	(p) utilize health information retrieval systems effectively, i.e., current and emerging technologies;	
(t) establish effective and appropriate consultative relationships with those requesting assistance in solving health-related problems;	(q) establish effective and appropriate consultative relationships with those requesting assistance in solving health-related problems;	
(u) synthesize reliable health data and respond to requests for health information;	(r) synthesize valid and reliable health data and respond to requests for health information;	
(v) select effective educational resource materials for dissemination;	(s) select ~~effective~~ valid and reliable ~~educational~~ health resources materials for dissemination;	
(w) interpret concepts, purposes, and theories of health education;	(t) interpret concepts, purposes, models and theories of health promotion and health education;	
(x) predict the impact of societal value systems on health education programs;	(u) predict the impact of societal value systems on health education programs;	
(y) select a variety of communication methods and techniques in providing health information; and	(v) select a variety of communication ~~methods and~~ techniques ~~in providing health information~~ and adapt health information to a specific target audience; and	

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(z) develop communication between health care providers and consumers.	(w) develop effective communication between health care providers and consumers working cooperatively as an advocate for improving personal, family and community health.	
(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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10.58.514 FAMILY AND CONSUMER SCIENCES		
(1) The program requires that successful candidates:	(1) The program requires that successful candidates:	
(a) analyze family, community, and work interrelationships, investigate career paths, examine family and consumer sciences careers, and apply career decision making and transitional processes;	(a) analyze family, community, and work interrelationships, investigate career paths, examine family and consumer sciences careers, and apply career decision making and transitional processes;	
	(b) illustrate how each domain of human well-being including social, economic, financial, emotional, spiritual, physical, intellectual can be enriched in every family and consumer sciences content area;	
(b) use resources responsibly to address the diverse needs and goals of individuals, families, and communities in family and consumer sciences areas such as resource management, consumer economics, financial literacy, living environments, and textiles and apparel;	~~(b) use resources responsibly to address the diverse needs and goals of individuals, families, and communities in family and consumer sciences areas such as resource management, consumer economics, financial literacy, living environments, and textiles and apparel;~~ ~~(b)~~(c) ~~use~~ manage resources responsibly to address the diverse needs and goals of individuals, families, and communities in all family and consumer sciences areas ~~such as resource management, consumer economics, financial literacy, living environments, and textiles and apparel~~ including, but not limited to practices related to human, economic and environmental resources;	
(c) apply principles of human development, interpersonal relationships, and family to strengthen individuals and	~~(c)~~(d) apply principles of early childhood, human development, and interpersonal relationships ~~and family~~ to strengthen ~~individuals~~ relationships for	

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families across the life span in contents such as parenting, care giving, and the workplace;	individuals ~~and families across the life span in contents such as parenting, care giving, and the workplace;~~ in the family, workplace and communities throughout the life span;	
(d) apply principles of nutrition, food, and wellness practices that enhance individual and family well being across the life span, and address related concerns in a global society;	(e)~~(d)~~ apply principles of nutrition, ~~food, and wellness practices that enhance individual and family well-being across the life span~~ culinary arts, and sustainability ~~and~~ of wellness practices, and address related concerns in a global society;	
(e) develop, justify, and implement curricula that address perennial and evolving family, career, and community issues, reflect the integrative nature of family and consumer sciences, and integrate core academic areas;	(f)~~(e)~~ develop, justify, and implement curricula that address perennial and evolving family, career, and community issues, and reflect the integrative nature of family and consumer sciences ~~and integrate core~~ across all academic areas;	
(f) create and implement a safe, supportive learning environment that shows sensitivity to diverse needs, values, and characteristics of students, families, and communities, including American Indians (20-1-501, MCA);	(g)~~(f)~~ create and implement a safe, supportive learning environment that shows sensitivity to diverse needs, values, and characteristics of students, families, and communities, including American Indians and tribes in Montana ~~(20-1-501, MCA)~~;	
(g) demonstrate ethical professional practice based on the history and philosophy of family and consumer sciences and career and technical education through civic engagement, advocacy, and ongoing professional development;	~~(g)~~(h) demonstrate ethical professional practice based on the history and philosophy of family and consumer sciences and career and technical education through civic engagement, advocacy, and ongoing professional development;	
(h) assess, evaluate, and improve student learning and programs in family and consumer sciences using appropriate criteria, standards, and processes; and	~~(h)~~(i) assess, evaluate, and improve student learning and programs in family and consumer sciences using appropriate criteria, standards, and processes; ~~and~~	

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(i) integrate leadership strategies into the program to develop students' academic growth, application of family and consumer sciences content, leadership, service learning, and career development.	~~(j)~~(k) integrate Family, Career & Community Leaders of America (FCCLA) or leadership strategies, or both, into the program to develop students' academic growth, application of family and consumer sciences content, leadership, service learning, and career development~~.~~; and	
	(k) facilitate each student's critical thinking and problem solving in family and consumer sciences through varied instructional strategies and technologies and through responsible management of resources in schools, communities, and the workplace.	
(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2772, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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10.58.515 INDUSTRIAL/TECHNOLOGY EDUCATION		
(1) The program requires that successful candidates:	(1) The program requires that successful candidates:	
(a) demonstrate knowledge of a curriculum and curriculum design consistent with current national and Montana standards, including:	(a) demonstrate knowledge of a curriculum and curriculum design consistent with current national and Montana standards, including	
(i) a mission statement with stated goals and objectives that reflect the intent of industrial/technology education programs, as guided by national professional organizations;	(i) a mission statement with stated goals and objectives that reflect the intent of ~~industrial/technology~~ Industrial Trades and Technology education programs, as guided by the national professional organizations;	
(ii) an organized set of concepts, processes, and systems that are technological in nature; and	(ii) an organized set of concepts, processes, and systems that are technological in nature; and	
(iii) content orientated toward technology education (TE) or industrial technology (IT);	(iii) content orientated toward ~~technology education (TE) or industrial technology (IT);~~ Industrial Trades and Technology;	
(b) demonstrate knowledge of content area(s) in which the candidate teaches, including:	(b) ~~demonstrate knowledge of content area(s) in which the candidate teaches, including:~~ demonstrate knowledge/competency in applied science, technology, engineering, mathematics, and communication including	
(i) fundamental knowledge about the development of technology, its effects on people, the environment, and society;	(i) ~~fundamental~~ knowledge about the development of technology, its effects on people, industry, the environment, and society;	
(iii) communication technology, which includes information-related technology that uses resources to transfer information and to extend human potential;	~~(iii)~~(ii) communication technology, which includes information-related technology that uses resources to transfer information and to extend human potential;	
(ii) information about industry's organization, personnel systems, techniques, resources, products, and social impacts;	~~(ii)~~(iii) information about industry's organization, personnel systems, techniques, resources, products, and social impacts;	

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(iv) construction technology, which includes physical-related technology that uses resources to build structures or construct work on site;	(iv) construction technology, which includes physical-related technology that uses resources to build structures or construct work on site;	
(v) manufacturing technology, which includes physical-related technology using resources to extract and convert raw/recycled materials into industrial and consumer goods;	(v) manufacturing technology, which includes physical-related technology using resources to extract and convert raw/recycled materials into industrial and consumer goods;	
(vi) transportation technology, which includes physical-related technology using transportation technologies to maintain contact and exchange among individuals and societal units through the movement of material, goods, and people; and	(vi) transportation technology, which includes physical-related technology using transportation technologies to maintain contact and exchange among individuals and societal units through the movement of material, goods, and people; and	
(vii) identification of a level and scope of entry level skills in the use of tools, instruments, and machines necessary for successful teaching;	(vii) identification of a level and scope of entry level skills in the use of tools, instruments, and machines necessary for successful teaching;	
(c) demonstrate knowledge of quality workmanship;	(c) demonstrate knowledge of quality workmanship and work ethics;	
(d) develop insight and understanding in the application of technological concepts, processes, and systems;	(d) develop insight and understanding in the application of technological concepts, processes, and systems;	
(e) develop and demonstrate skills in utilizing tools, materials, machines, processes, and technical concepts relative to content organizers, safely and efficiently;	(e) develop and demonstrate skills in utilizing tools, materials, machines, processes, and technical concepts relative to content organizers, safely and efficiently;	
(f) demonstrate skills, creative abilities, positive self-concepts, and individual potentials relating to technology;	(f) demonstrate skills, creative abilities, positive self-concepts, and individual potentials relating to technology;	

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(g) demonstrate problem-solving and decision-making abilities involving human and material resources and technological processes and systems;	(g) demonstrate problem-solving and decision-making abilities involving human and material resources and technological processes and systems;	
(h) demonstrate activity-oriented laboratory instruction that reinforces abstract concepts with concrete experiences;	(h) demonstrate activity-oriented laboratory instruction that reinforces abstract concepts with concrete experiences;	
(i) demonstrate knowledge and skills regarding how technological systems function and the attitudes to evaluate those systems;	(i) demonstrate knowledge and skills regarding how technological systems function and the attitudes to evaluate those systems;	
(j) demonstrate knowledge of past, present, and future technological systems by applying knowledge and skills developed in the study of other systems;	(j) demonstrate knowledge of past, present, and future technological systems by applying knowledge and skills developed in the study of other systems;	
(k) apply and use other content knowledge (e.g., mathematics, science, history) to technology to solve individual and social problems;	(k) apply and use ~~other~~ content knowledge from other disciplines ~~(e.g., mathematics, science, history)~~ to ~~technology~~ solve individual and social problems inclusive of gender equity and culturally sensitive opportunities;	
(l) introduce career opportunities in industrial/ technology and related fields and encourage and advise students about postsecondary options;	(l) introduce and encourage career opportunities in ~~industrial/ Technology~~ Industrial Trades and Technology Education ~~and related~~ fields and ~~encourage and~~ advise students about postsecondary education options;	
	(m) know and understand the rules and requirements and access to obtaining industry certifications (i.e. automotive, welding, machining);	
(m) demonstrate knowledge of educational environments in the classroom and laboratory that enhance student learning;	~~(m) demonstrate knowledge of educational environments in the classroom and laboratory that enhance student learning;~~	

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(n) select and apply appropriate instructional strategies for individual and group instruction;	~~(n) select and apply appropriate instructional strategies for individual and group instruction;~~	
(o) demonstrate knowledge of and apply laboratory management skills (e.g., maintaining inventory, filing, requisitioning equipment and materials, maintenance, and budgeting);	~~(o)~~(n) demonstrate and apply safe laboratory ~~management~~ skills ~~(e.g., maintaining inventory, filing, requisitioning equipment and materials, maintenance, and budgeting)~~ including OSHA 10 requirements, with emphasis on the facilities, personal safety equipment and environmental concerns;	
(p) develop and use lesson plans and organize materials to meet the learning needs of students;	~~(p) develop and use lesson plans and organize materials to meet the learning needs of students~~;	
(q) develop and implement classroom management consistent with school policy;	~~(q) develop and implement classroom management consistent with school policy;~~	
(r) demonstrate the development of personal and leadership competencies (e.g., citizenship, personal development, goal setting, parliamentary procedure, and teamwork);	~~(r) demonstrate the development of personal and leadership competencies (e.g., citizenship, personal development, goal setting, parliamentary procedure, and teamwork);~~ (o) demonstrate and apply ethical professional practice based on principles and philosophy of Industrial Trade and Technology Education and Career Technical Education (CTE) through civic engagement, advocacy, and active participation in professional development and professional growth activities;	
	(p) demonstrate an awareness of professional student organizations into the curriculum to provide an environment in which students grow professionally, personally, and socially; involve the business and industry community; and recognize the potential for these organizations to provide personal leadership development;	
	(q) demonstrate a knowledge of the value of building professional relationships with stakeholders to produce a	

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	relevant learning environment and provide benefits to the student and the community including development of career pathways and work-based learning experiences;	
(s) articulate industrial/technology education to school and community publics;	~~(s)~~(r) articulate ~~industrial/technology~~ Industrial Trades and Technology education to school and the local community ~~publics~~;	
(t) develop and coordinate an external advisory committee for the program;	~~(t)~~(s) develop and coordinate ~~an external advisory committee for the program;~~ partnerships, advisory boards, and work related experiences into the curriculum; and	
(u) demonstrate knowledge of how to gain access to services and financial resources available from state and federal agencies and operate within applicable laws and regulations governing education;	~~(u)~~(t) demonstrate knowledge of ~~how to gain~~ and access to services and financial resources available from state and federal agencies and operate within applicable laws and regulations governing education;	
(v) develop students' abilities to search, access, retrieve, synthesize, and apply information; and	~~(v) develop students' abilities to search, access, retrieve, synthesize, and apply information; and~~	
(w) provide opportunities for students with work-related experience useful for employment entry after graduation.	~~(w) provide opportunities for students with work-related experience useful for employment entry after graduation.~~	
(History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2772, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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10.58.516 JOURNALISM		
(1) The program requires that successful candidates:	(1) The program requires that successful candidates:	
(a) demonstrate knowledge of and apply press law, particularly as it affects the rights and responsibilities of student journalists;	(a) demonstrate knowledge of and apply press law, particularly as it affects the rights and responsibilities of student journalists;	
(b) demonstrate knowledge of and apply the history, technological development, and impacts of the mass media;	(b) demonstrate knowledge of and apply the history, technological development, and impacts of the mass media;	
(c) demonstrate knowledge of the functions of the news media in a democratic society;	(c) demonstrate knowledge of the functions of the news media in a democratic society and ensure students understand their part preserving free and independent news media;	
(d) demonstrate knowledge of the organizational structure of the news media;	(d) demonstrate knowledge of the organizational structure of the news media and the value of news for today's media consumers;	
(e) demonstrate knowledge of styles and purposes of journalistic forms, including news, features, columns, and editorials;	(e) demonstrate knowledge of styles and purposes of journalistic forms, including news, features, columns, and editorials;	
(f) demonstrate knowledge of and apply the concepts of accuracy, fairness, objectivity, and comprehensiveness in news reporting;	(f) demonstrate knowledge of and apply the concepts of accuracy, fairness, objectivity, and comprehensiveness in news reporting;	
(g) demonstrate knowledge of and apply journalism ethics;	(g) demonstrate knowledge of and apply journalism ethics;	
(h) demonstrate knowledge of precomposition strategies, including generating sources, determining angle, interviewing, and researching;	(h) demonstrate knowledge of precomposition strategies, including generating sources, determining angle, interviewing, and researching;	

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(i) demonstrate knowledge of and apply skills in using multiple drafts, conferences, and self-assessment as guides for revision and editing;	(i) demonstrate knowledge of and apply skills in using multiple drafts, conferences, and self-assessment as guides for revision and editing matching language use and style with intended audience;	
(j) demonstrate a variety of publishing/production methods;	(j) demonstrate a variety of publishing/production methods;	
(k) demonstrate knowledge of and apply methods of effective evaluation of journalistic forms, including advertisements;	(k) demonstrate knowledge of and apply methods of effective evaluation of journalistic forms, including advertisements;	
	(l) demonstrate the values and skills needed to package multimedia products effectively using various forms of journalistic design with a range of visual, auditory and interactive media;	
	(m) demonstrate the value of auditory, visual and still photography and photo journalism to tell stories in compelling ways;	
(l) demonstrate knowledge of and apply strategies to organize staffs and demonstrate skills in leadership and group dynamics;	~~(l)~~(n) ~~demonstrate knowledge of and~~ develop a plan and apply strategies on how to organize staffs and demonstrate skills in leadership and group dynamics;	
(m) demonstrate knowledge of and apply sound business practices for advertising, sales, consumer relations, bookkeeping, and circulation;	~~(m)~~(o) demonstrate knowledge of and apply sound business practices for advertising, sales, consumer relations, bookkeeping, and circulation;	
(n) demonstrate knowledge of the purposes and characteristics of sound strategies in instructional planning and delivery;	~~(n) demonstrate knowledge of the purposes and characteristics of sound strategies in instructional planning and delivery;~~	
(o) create effective journalism programs by demonstrating sound practices in selecting, designing,	~~(o)~~(p) create effective journalism programs by demonstrating sound practices in selecting, designing,	

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organizing, and employing objectives, strategies, and materials;	organizing, and employing objectives, strategies, and materials;	
(s) communicate components of curriculum and instruction to students, parents, lay audiences, and other educators; and	~~(s)~~(q) communicate components of curriculum and instruction to students, parents, lay audiences, and other educators;	
(p) create engaging learning environments by organizing students for effective whole class, small group, and individual work;	~~(p) create engaging, learning environments, and by organizing students for effective whole class, small group, and individual work~~;	
(q) integrate a variety of instructional strategies, materials, and technologies appropriate to the breadth of journalism content and the individual needs of students;	~~(q)~~(r) integrate a variety of instructional strategies, materials, and technologies appropriate to the breadth of journalism content and the individual needs of students; and	
(r) select, prepare, use, and evaluate varied assessment methods and procedures;	~~(r) select, prepare, use, and evaluate varied assessment methods and procedures~~;	
	(s) incorporate instruction in reading literacy and writing literacy in journalism as required by the Montana Content Standards, understanding that course organization needs to allow continuous student learning.	
(t) understand the value of professional development for themselves.	~~(t) understand the value of professional development for themselves~~.	
(History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014		
10.58.517 LIBRARY MEDIA K-12		
(1) The program requires that successful candidates:	(1) The program requires successful candidates:	
(a) demonstrate planning, implementing, teaching, and evaluating an integrated instructional program in information literacy, including working collaboratively with students and certified and support staff in the development of K-12 curriculum that promotes information literacy to prepare independent, lifelong learners, including the implementation of Indian Education for All, 20-1-501, MCA;	(a) demonstrate ~~planning, implementing, teaching, and evaluating an integrated instructional program in information literacy, including working collaboratively with students and certified and support staff in the development of K-12 curriculum that promotes information literacy to prepare independent, lifelong learners, including the implementation of Indian Education for All, 20-1-501, MCA;~~ the ability to design, implement, assess and evaluate an information literacy program that prepares independent lifelong learners and includes the ability to demonstrate collaboration techniques with students and staff in the of development and implementation of K-12 curriculum;	
(b) demonstrate the ability to manage the library facility to meet school district goals and exhibit professional best practices through policy development, budgeting, needs assessment, market analysis, technical skills, and collaboration with students, faculty, and administrators. Candidates demonstrate competency in library program administration including strategic planning from which budgets, funding, facilities, equipment, and public relations are exhibited and professional standards met;	(b) demonstrate the ability to manage the library facility to meet school district goals by ~~and exhibit professional best practices through policy development, budgeting, needs assessment, market analysis, technical skills, and collaboration with students, faculty, and administrators. Candidates demonstrate competency in library program administration including strategic planning from which budgets, funding, facilities, equipment, and public relations are exhibited and professional standards met;~~	

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	(i) utilizing current practices in the areas of policy development, budgeting, needs assessment, and collaboration with students and colleagues, and	
	(ii) demonstrating competency and professionalism in library program administration including budgeting, facilities, equipment, public relations, program advocacy;	
(c) manage library collections through evaluation, selection, acquisition, and organization of library materials for staff, faculty, and diverse learners, including American Indian learners;	(c) promote reading for learning and enjoyment by demonstrating the ability to	
	(i) manage library collections through evaluation, selection, acquisition, and organization of library materials; ~~for staff, faculty, and diverse learners, including American Indian learners;~~	
	(ii) collaborate with teachers and students in the selection of reading materials in print and digital formats; and	
	(iii) select materials which reflect knowledge of current youth literature, support a wide range of information needs and interests, and support American Indians and tribes in Montana;	
(d) demonstrate knowledge of acquisitions and technical services and the policies and procedures that govern these services; and	(d) demonstrate knowledge of ~~acquisitions and~~ technical services and the policies and procedures that govern these services; and	

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(e) use emerging information technologies and explain their impact on the K-12 library media program.	(e) ~~use emerging information technologies and explain their impact on the K-12 library media program~~. model and facilitate the effective use of current and emerging digital information tools to locate, analyze, evaluate, and efficiently and ethically use information to support research, learning, creating, and communicating in a digital society.	
(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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10.58.518 MATHEMATICS		
(1) The program requires that successful candidates:	(1) The program requires that successful candidates:	
(a) demonstrate knowledge and understanding of and apply the process of mathematical problem solving;	(a) demonstrate knowledge and understanding of and apply the process of mathematical problem solving;	
(b) reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry;	(b) reason~~, construct, and evaluate mathematical arguments and develop~~ mathematically in constructing, evaluating, and communicating mathematical arguments;	
	(c) demonstrate an appreciation for mathematical rigor and inquiry;	
(c) communicate mathematical thinking orally and in writing to peers, faculty, and others;	~~(c)~~(d) ~~communicate mathematical thinking orally and in writing to peers, faculty, and others;~~ recognize, formulate, and apply connections between mathematical ideas and representations in a wide variety of contexts;	
	(e) demonstrate understanding of the mathematical modeling process by interpreting and analyzing mathematical results and models in terms of their reasonableness and usefulness;	
(d) recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding;	~~(d)~~(f) recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding including ability to	
	(i) attend to precision in mathematical language, notation, approximations and measurements by consistently and appropriately applying mathematical definitions and procedures; and	

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	(ii) choose appropriate symbolic representations and labels such as specifying units of measure, calculating accurately and efficiently, and expressing numerical answers with a degree of precision appropriate for the context and the data used in calculation;	
(e) use varied representations of mathematical ideas to support and deepen students' mathematical understanding;	~~(e) use varied representations of mathematical ideas to support and deepen students' mathematical understanding;~~	
(f) appropriately use current and emerging technologies as essential tools for teaching and learning mathematics; and	~~(f)~~(g) appropriately use current and emerging technologies as essential tools for teaching and learning mathematics; and	
(g) support a positive disposition toward mathematical processes and mathematical learning;	~~(g) support a positive disposition toward mathematical processes and mathematical learning~~; (h) look for and recognize repeated reasoning patterns and the mathematical structures behind those patterns to organize and generalize mathematical methods and results in mathematical problem solving and inquiry;	
(2) demonstrate knowledge of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning;	(2) The program requires that successful candidates demonstrate ~~knowledge of~~ how students learn mathematics and ~~of~~ the pedagogical knowledge specific to mathematics teaching and learning by:	
	(a) demonstrating how learners develop mathematical proficiency through the interdependent processes of integrating conceptual understanding, procedural fluency, strategic competence, adaptive reasoning and productive disposition;	
	(b) demonstrating an understanding of individual differences and diverse cultures and communities to	

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	ensure inclusive learning environments in mathematics and ensure high standards of mathematical work for all students;	
	(c) demonstrating an understanding of learning environments that promote mathematical learning, including individual and collaborative learning, positive social interaction about mathematics, active engagement in mathematics learning, and promote self-motivation among mathematical learners;	
	(d) demonstrating an understanding of multiple methods of assessment of mathematical learner growth, progress, and decision making;	
	(e) demonstrating an understanding of a variety of instructional strategies that encourage learners to develop deep understanding of mathematics; and	
	(f) demonstrating an understanding of grades 5-12 mathematics curriculum as specified by the State of Montana Content Standards and of the assessment process as specified by the Montana statewide assessment;	
(3) demonstrate content knowledge in:	(3) demonstrate content knowledge in	
(a) numbers and operations by demonstrating computational proficiency, including a conceptual understanding of numbers, ways of representing number relations among number and number systems, and meanings of operations;	(a) numbers and operations by demonstrating ~~computational proficiency, including a conceptual understanding of numbers, ways of representing number relations among number and number systems, and meanings of operations;~~ knowledge and understanding of number systems, arithmetic algorithms, fundamental	

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	ideas of number theory, proportion and rate, quantitative reasoning, modeling and applications;	
(b) different perspectives on algebra including ways of representing mathematical relationships and algebraic structures;	(b) different perspectives on algebra ~~including ways of representing mathematical relationships and algebraic structures;~~ by demonstrating knowledge and understanding of algebraic structures, basic function classes, functional representations, algebraic models and applications, formal structures and results in abstract algebra and linear algebra;	
(c) geometries by using spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties;	~~(c) geometries by using spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties;~~ (c) geometry and trigonometry by demonstrating knowledge and understanding of Euclidean and non-Euclidean geometries, geometric transformations, axiomatic reasoning and proof, formulas and calculations related to classical geometric objects, and properties of trigonometric functions;	
(d) calculus by demonstrating a conceptual understanding of limit, continuity, differentiation, and integration and a thorough background in the techniques and application of the calculus;	(d) calculus by demonstrating ~~a conceptual~~ knowledge and understanding of limit, continuity, differentiation~~, and~~ integration involving single and multiple-variable functions, sequences and series, and a thorough background in the techniques and application of the calculus;	
(e) discrete mathematics by applying the fundamental ideas of discrete mathematics in the formulation and solution of problems;	(e) discrete mathematics by ~~applying the fundamental ideas of discrete mathematics~~ demonstrating knowledge and understanding of basic discrete structures, counting	

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	techniques, iteration, recursion, formal logic, and applications in the formulation and solution of problems;	
(f) data analysis, statistics, and probability by demonstrating an understanding of concepts and practices related to data analysis, statistics, and probability; and	(f) data analysis, statistics, and probability by demonstrating an understanding of ~~concepts and practices related to data analysis, statistics, and probability;~~ descriptive statistics using numbers and graphs, survey design, sources of bias and variability, empirical and theoretical probability, simulation, and inferential statistics related to univariate and bivariate data distributions; and	
(g) measurement by applying and using measurement concepts and tools.	~~(g) measurement by applying and using measurement concepts and tools.~~ (g) historical development and perspectives of various branches of mathematics including contributions of significant historical figures and diverse cultures, including American Indians and tribes in Montana.	
(History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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10.58.519 MUSIC K-12		
(1) The program requires that successful candidates:	(1) The program requires that successful candidates:	
(a) demonstrate ability to advise and encourage students about higher education and career opportunities related to the study and performance of music and music related fields;	(a) ~~demonstrate ability to advise and encourage students about higher education and career opportunities related to the study and performance of music and music related fields;~~ perform solo and small to large ensemble repertoire ~~at a high artistic level~~ in candidate's specialty area;	
(b) demonstrate competence in the appropriate use of current and emerging technologies in contemporary music education, such as music writing programs, music theory/skills programs, keyboard/midi, and recording technology;	(b) ~~demonstrate competence in the appropriate use of current and emerging technologies in contemporary music education, such as music writing programs, music theory/skills programs, keyboard/midi, and recording technology;~~ perform in both vocal and instrumental ensembles;	
(c) demonstrate proficiency on keyboard and fretted instruments in order to use the instruments for demonstration and rehearsal;	(c) demonstrate proficiency on keyboard and fretted instruments in order to use the instruments for demonstration and rehearsal;	
(d) perform solo and small to large ensemble repertoire at a high artistic level;	(d) ~~perform solo and small to large ensemble repertoire at a high artistic level;~~ demonstrate a comprehensive knowledge of musical notation and terminology;	
(e) perform in both vocal and instrumental ensembles;	~~(e) perform in both vocal and instrumental ensembles;~~	
(f) demonstrate competence in performing and teaching voice, winds, string, and percussion instruments in order to conduct choral and instrumental ensembles;	~~(f) demonstrate competence in performing and teaching voice, winds, string, and percussion instruments in order to conduct choral and instrumental ensembles;~~	
(g) arrange and/or transpose music for ensembles and classroom situations;	~~(g)~~(e) arrange and/or transpose music in an age and level appropriate manner for ensembles and classroom situations;	

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(h) demonstrate a comprehensive knowledge of musical notation and language;	~~(h)~~(f) demonstrate basic competence in performing and teaching voice, winds, string, and percussion instruments, including a comprehensive knowledge ~~of musical notation and language~~ and skill in conducting and score reading, in order to instruct and conduct choral and instrumental ensembles;	
(i) demonstrate a comprehensive knowledge and skill in conducting and score reading for choral and instrumental ensembles;	~~(i)~~(g) demonstrate ~~a comprehensive knowledge and skill in conducting and score reading for choral and instrumental ensembles:~~ through analysis and performance an understanding of aural perception to distinguish tonal and temporal relationships;	
(j) demonstrate aural perception to distinguish tonal and temporal relationships;	~~(j)~~(h) demonstrate ~~aural perception to distinguish tonal and temporal relationships;~~ through analysis and performance an understanding of the elements of music, including melody, harmony, rhythm, tempo, timbre, tone, dynamics, and form;	
	(i) demonstrate through analysis and performance knowledge of acoustics and the physics of sound as it relates to instrumental sound production, timbre, and tone quality;	
(k) demonstrate an understanding of the elements of music, including melody, harmony, rhythm, tempo, dynamics, form, and style;	~~(k) demonstrate an understanding of the elements of music, including melody, harmony, rhythm, tempo, dynamics, form, and style;~~	
(l) analyze music aurally and visually in terms of musical elements;	~~(l) analyze music aurally and visually in terms of musical elements;~~	
	(j) develop an understanding of post K-12 opportunities available to students, including post- secondary, other post K-12 education, and career opportunities related to the study and performance of music and music related fields;	

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(m) demonstrate knowledge of acoustics and the physics of sound;	~~(m) demonstrate knowledge of acoustics and the physics of sound;~~	
(n) identify music stylistically and place it in an historical period;	~~(n)~~(k) identify music ~~stylistically and place it in a~~ in terms of style, historical period, and cultural significance as it relates to instruction, rehearsal and performance.	
(o) demonstrate knowledge and appreciation of past and present music of Montana's cultures, especially Montana American Indian cultures, and world cultures;	~~(o)~~(l) demonstrate knowledge, awareness, and appreciation of ~~past and present music of Montana's cultures, especially Montana American Indian cultures, and world~~ musical cultures, including those of American Indians and tribes in Montana;	
(p) demonstrate knowledge of the relationship of music to other performing and visual arts;	~~(p)~~(m) demonstrate ~~knowledge of the relationship of music to other performing and visual arts;~~ understanding of the diversity of students with regard to culture, backgrounds, and abilities, including the cultures of American Indians and tribes in Montana;	
(q) demonstrate an understanding of the aesthetic, philosophical, and psychological aspects of music, and music's contribution to the individual and society; and	~~(q)~~(n) demonstrate ~~an understanding of the aesthetic, philosophical, and psychological aspects of music, and music's contribution to the individual and society: and~~ knowledge of the relationship of music to other performing and visual arts and other disciplines outside the arts;	
(r) demonstrate knowledge of the relationship of music to other disciplines outside the arts;	~~(r) demonstrate knowledge of the relationship of music to other disciplines outside the arts;~~	
(s) demonstrate knowledge and understanding of how children learn and develop with regard to music instruction;	~~(s)~~(o) demonstrate ~~knowledge~~ ~~and~~ an understanding of ~~how children learn and develop with regard to music instruction.~~ the aesthetic, philosophical, and psychological aspects of music, and music's contribution to the individual and society; ~~and~~	

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(t) demonstrate understanding of the diversity of their students with regard to learning styles, backgrounds, and abilities, including American Indian cultures pursuant to 20-1-501, MCA;	~~(t)~~(p) demonstrate knowledge and understanding of ~~the diversity of their students with regard to learning styles, backgrounds, and abilities, including American Indian cultures pursuant to 20 – 1- 501, MCA;~~ how children learn and develop, both as individuals and as a part of a group, with regard to music instruction;	
(u) use a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills;	~~(u)~~(q) use a variety of age appropriate instructional strategies to develop students' ~~critical thinking, problem solving~~, ~~and~~ performance skills;	
	(r) demonstrate competency in promoting student creativity though age and ability appropriate instruction in interpretation, improvisation, and composition;	
(v) structure appropriate learning environments for K-12 music instruction;	~~(v) (structure appropriate learning environments for K-12 music instruction~~	
(w) plan instruction based on their musical knowledge, their students, school, the community, and curriculum goals;	~~(w)~~(s) plan instruction based on ~~their~~ candidate's musical knowledge~~, their~~ and needs of the curriculum, the candidate's students, school, and the community~~, and curriculum goals~~;	
	~~(w)~~(t) demonstrate understanding of and use varied age appropriate assessment strategies to evaluate and ensure continuous and consistent musical development of students;	
(x) demonstrate understanding and use varied assessment strategies to evaluate and ensure continuous musical development of students;	~~(x)~~(u) demonstrate continuing competence in the appropriate use of current and emerging technologies in contemporary music education, such as music writing programs, music theory/skills programs, keyboard/midi, online resources, amplification, and recording technology and their relationship to acoustics and sound;	

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(y) evaluate the effects of their choices and actions on others; and	~~(y)~~(v) ~~evaluate the effects of their choices and actions on others; and~~ demonstrate understanding of how to structure appropriate learning environments for K-12 music instruction, including appropriate pacing, modeling, and rehearsal organization;	
(z) develop understanding of relationships with colleagues, parents, and community members to support student learning.	~~(z)~~(w) ~~develop~~ demonstrate an understanding of the need for positive relationships with colleagues, parents, and community members to support student learning and program continuity;	
	(x) demonstrate an understanding of the impact of teacher decisions and actions on student learning and collegial relationships;	
	(y) demonstrate an understanding of strategies for managing a music program in terms of equipment management and maintenance, instructional materials, co-curricular activities including music performance and participation, and finance management including fundraising, grants, and sponsorships; and	
	(z) demonstrate an understanding of the implementation of age appropriate classroom management ~~consistent with district and school policy;~~ for the music classroom.	
(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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Draft 2014		
10.58.521 READING SPECIALISTS K-12		
(1)The program requires that successful candidates:	(1) The program requires that successful candidates:	
(a) demonstrate knowledge of the foundations of reading and writing processes and instruction, including: (i) knowledge of a wide range of evidence-based reading research and histories of reading;	~~(a) demonstrate knowledge of the foundations of reading and writing processes and instruction, including:~~ ~~(i) knowledge of a wide range of evidence-based reading research and histories of reading;~~ (a) understand the theoretical and evidence-based foundations of reading and writing processes and instruction as outlined in the Montana Content Standards, including	
(ii) knowledge of a philosophy of reading instruction which recognizes the importance of teaching reading and writing as processes;	~~(ii) knowledge of a philosophy of reading instruction which recognizes the importance of teaching reading and writing as processes;~~ (i) understanding of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components;	
(iii) knowledge of reading components (e.g., phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation), and how these are integrated in fluent reading and the writing process;	~~(iii) knowledge of reading components (e.g., phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation), and how these are integrated in fluent reading and the writing process;~~ (ii) understanding of the role of analyzing data and adjusting instruction for improving all students' reading development and achievement in order to meet the needs of individual learners; and	
(iv) an understanding and recognition of the distinct and unique cultural heritage of American Indians; and	(iii) ~~(iv) an understanding and recognition~~ demonstrating knowledge and awareness of the distinct and unique cultural heritage of American Indians and tribes in Montana;	

(v) appropriate use of educational technology in the reading program;	~~appropriate use of educational technology in the reading program;~~	
(b) demonstrate knowledge and understanding of individual, cultural, linguistic, and ethnic diversity in the teaching process;	(b) ~~demonstrate knowledge and understanding of individual, cultural, linguistic, and ethnic diversity in the teaching process;~~ create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society by	
	(i) recognizing, understanding, and valuing the forms of diversity that exist in society and their importance in learning to read and write;	
	(ii) using a literacy curriculum and engaging in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity; and	
	(iii) developing and implementing strategies to advocate for equity;	
(c) demonstrate instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction;	(c) ~~demonstrate~~ use instructional ~~practices,~~ approaches, ~~methods, and curriculum~~ materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing ~~instruction~~ by	
	(i) utilizing foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum;	
	(ii) utilizing appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections, including use of appropriate technology; and	
	(iii) utilizing a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources;	
(d) demonstrate assessment tools and practices to plan and evaluate effective reading instruction; and	(d) ~~demonstrate~~ use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction, ~~and~~	

	(i) understand types of assessments and their purposes, strengths, and limitations;	
	(ii) select, develop, administer, and interpret assessments, both traditional print and electronic, in order to make decisions based on data; and	
	(iii) use assessment information to plan, evaluate, reflect on, and adjust instruction; and	
(e) integrate foundational knowledge and use instructional practices, approaches and methods, curriculum materials, and assessments to monitor and evaluate the reading program and student learning.	(e) ~~integrate foundational knowledge and use instructional practices, approaches and methods, curriculum materials, and assessments to monitor and evaluate the reading program and student learning.~~ create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments by	
	(i) designing the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction;	
	(ii) designing a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write; and	
	(iii) utilizing routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).	
(History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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10.58.522 SCIENCE		
(1) The science program ensures that successful candidates follow the subject major and/or minor program of study or the broad field major program of study. Subject major and/or minor teaching endorsement programs are limited to biology, earth science, chemistry, and physics. The broad field major includes a concentration in one of the endorsable disciplines, coupled with balanced study in three other endorsable science disciplines. Science disciplines selected adhere to a scope and sequence which ensures a thorough grounding in the basic concepts, skills, and dispositions associated with Montana and national K-12 content standards.	(1) The science program ensures that successful candidates follow the subject major and~~/or~~ minor program of study, or both, or the broad-field major program of study. Subject major and~~/or~~ minor teaching endorsement programs, or both, are limited to earth science, biology, chemistry, and physics. The physical science endorsement is a balanced combination of physics and chemistry. The broad-field major includes a concentration in one of the endorsable disciplines, coupled with balanced study in three other endorsable science disciplines. Science disciplines selected adhere to a scope and sequence which ensures a thorough grounding in the basic concepts, skills, and dispositions associated with Montana and national K-12 content standards.	
(2) The science endorsement requires that successful candidates:	(2) The science endorsement requires that successful candidates:	
(a) demonstrate a thorough understanding of inquiry-based learning across the sciences. This preparation includes:	(a) demonstrate a thorough understanding of~~ inquiry-based learning across the sciences~~ the nature of science and essential science and engineering practices, including~~ This preparation includes:~~	
(i) both breadth and depth of knowledge in science, including recent significant changes in the field, as reflected by national standards; the science framework and their impact on the content knowledge necessary for teaching P-12 students;	(i) ~~both breadth and depth of knowledge in science~~, ~~including~~ recent significant changes in the field, as reflected by ~~national standards~~ MT Content Standards, the science framework and their impact on the content knowledge necessary for teaching P-12 students;	

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	(ii) understanding and articulating the knowledge and practices of contemporary science and engineering;	
(ii) competency in basic mathematics, statistics, and current and emerging technological applications to science teaching;	~~(ii)~~ (iii) competency in basic mathematics, statistics, and current and emerging technological applications to science teaching;	
(iii) preparation and experience in environmental science, including Montana American Indian traditional relationships to the environment; and	~~(iii)~~ (iv) preparation and experience in environmental science, including ~~Montana~~ American Indians and other tribes in MT and their traditional relationships to the environment; and	
(iv) methods to engage in inquiry in a variety of ways;	~~(iv)~~ (v) methods to engage in active inquiry lessons where students ask questions, develop and use models, plan and carry out investigations, analyze and interpret data using applicable science – specific technology, mathematics and computational thinking, in order to construct explanations and solutions and communicate concepts by engaging in argument from evidence ~~in a variety of ways~~;	
(b) demonstrate knowledge and skills in the methods of guided and facilitated learning in order to interpret and communicate science research to others;	(b) demonstrate knowledge and skills in ~~the methods of guided and facilitated learning in order to interpret and communicate science research~~ obtaining, evaluating, and communicating information using multiple sources in order to communicate claims, methods and designs to others;	
(c) apply instructional strategies which model learning environments with extended time, appropriate space, and resources with equipment and technology found in the contemporary secondary classroom;	~~(c) apply instructional strategies which model learning environments with extended time, appropriate space, and resources with equipment and technology found in the contemporary secondary classroom~~;	

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	(c) use a variety of strategies that demonstrate the candidates' knowledge of the appropriate teaching and learning activities including laboratory or field settings, and applicable instruments and technology, or both;	
(d) demonstrate understanding and experience of how to develop and maintain the highest levels of safety in classrooms, stockrooms, laboratories, and other areas related to instruction in science.	(d) demonstrate ~~understanding and experience of how to develop and maintain the highest levels of safety in classrooms, stockrooms, laboratories, and other areas related to instruction in science~~. safe laboratory management skills;	
	(e) practice ethical treatment of living organisms in the classroom; and	
(e) demonstrate knowledge of formative and summative assessment techniques which model a variety of authentic and equitable assessment strategies that ensure the continuous intellectual, social, and personal development of the learner in all aspects of science.	~~(e) demonstrate knowledge of formative and summative assessment techniques which model a variety of authentic and equitable assessment strategies that ensure the continuous intellectual, social, and personal development of the learner in all aspects of science.~~	
(f) apply and evaluate models of interdisciplinary approaches to provide experiences in understanding science;	(f) ~~apply and evaluate models of interdisciplinary approaches to provide experiences in understanding science;~~ interrelate and interpret important concepts, ideas, and applications in their field of endorsement and supporting disciplines.	
(g) articulate a well-defined rationale for instructional goals, materials, and actions in relation to state and national education standards and student achievement.	~~(g) articulate a well-defined rationale for instructional goals, materials, and actions in relation to state and national education standards and student achievement~~.	
(3) The candidate for an endorsement in earth science has the following knowledge and skills, including:	(3) ~~The candidate for an endorsement in earth science has the following knowledge and skills, including~~ The candidate for an endorsement in earth science demonstrates the following core competencies:	

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(a) conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change, constancy, measurement, evolution and equilibrium, form and function;	(a) conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change, constancy, measurement, evolution and equilibrium, form and function;	
(b) exploration and inquiry learning as tools in investigating all aspects of the natural environment, and knows how to apply and teach these methods when instructing students;	~~(b) exploration and inquiry learning as tools in investigating all aspects of the natural environment, and knows how to apply and teach these methods when instructing students~~;	
(c) systematic and quantitative study of the fundamental topics in earth science interrelated and illustrated with descriptive and historical perspectives, as well as the applications of earth science in society;	~~(c)~~(b) systematic and quantitative study of the fundamental topics in earth science interrelated and illustrated with descriptive and historical perspectives, as well as the applications of earth science in society;	
(d) conceptual understanding of astronomy, geology, paleontology, meteorology, and oceanography, and their relations with each other;	~~(d)~~(c) conceptual understanding of astronomy, geology, paleontology, meteorology, and oceanography, and their relations with each other;	
(e) conceptual understanding of biology, chemistry, or physics, emphasizing the interrelationships among the sciences and their relations to earth science;	~~(e)~~(d) conceptual understanding of biology, chemistry, or physics, emphasizing the interrelationships among the sciences and their relations to earth science;	
(f) conceptual understanding of mathematics, including a working knowledge of trigonometry and statistics;	~~(f)~~(e) conceptual understanding of mathematics, including a working knowledge of trigonometry and statistics;	
(g) conceptual understanding of ethical and human implications of such contemporary issues as the impact of technologies on earth systems;	~~(g)~~(f) conceptual understanding of ethical and human implications of such contemporary issues as the impact of technologies on earth systems; and	
(h) designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment,	~~(h)~~(g) ability to design~~ing~~, develop~~ing~~, and evaluate~~ing~~ field, demonstration, and laboratory instructional activities, and ~~in~~ use~~ing~~ special skills and techniques with	

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technologies, and facilities which support and enhance curricula and instruction in earth science and especially techniques and strategies for using the local environment as a teaching/learning laboratory; and	equipment, technologies, and facilities which support and enhance curricula and instruction in earth science and especially techniques and strategies for using the local environment as a teaching/learning laboratory.~~; and~~	
(i) facilitating classroom discourse through questioning, reflecting on, and critically analyzing ideas, leading students toward a deeper understanding of the inquiry process itself and especially using questions to define problems and potential solutions.	~~(i) facilitating classroom discourse through questioning, reflecting on, and critically analyzing ideas, leading students toward a deeper understanding of the inquiry process itself and especially using questions to define problems and potential solutions~~.	
(4) The candidate for an endorsement in biology demonstrates the following knowledge and skills, including:	(4) The candidate for an endorsement in biology demonstrates the following ~~knowledge and skills, including~~ core competencies:	
(a) understanding of the unifying concepts of biological systems: cellular organization, order, sensitivity, growth/development/reproduction, energy utilization, evolutionary adaptation, and homeostasis;	(a) conceptual understanding of the ~~unifying concepts of biological systems: cellular organization, order, sensitivity, growth/development/reproduction, energy utilization, evolutionary adaptation, and homeostasis~~ life processes in living systems including organization of matter and energy;	
(b) exploration and inquiry learning as tools in investigating all aspects of the natural environment and knows experimental design and how to apply and teach these methods;	(b) ~~exploration and inquiry learning as tools in investigating all aspects of the natural environment and knows experimental design and how to apply and teach these methods~~ conceptual understanding of the similarities and differences among animals, plants, fungi, microorganisms, and viruses;	
(c) conceptual understanding of living organisms, ethical laboratory and field studies promoting scientific inquiry, applications of biology in social and historical perspectives;	(c) understanding of living organisms, ethical laboratory and field studies promoting scientific inquiry, applications of biology in social and historical perspectives;	

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(d) course work in the diversity of life including zoology, botany, and microbiology, encompassing the sub disciplines and noting the interrelationships of physiology, genetics, ecology, and evolution;	(d) ~~course work in the diversity of life including zoology, botany, and microbiology, encompassing the sub disciplines and noting the interrelationships of physiology, genetics, ecology, and evolution~~ conceptual understanding of the principles and practices of biological classification and the theory and principles of biological evolution;	
(e) conceptual understanding of mathematics including a working knowledge of probability and statistics;	(e) ~~conceptual~~ understanding of ~~mathematics including a working knowledge of probability and statistics~~ the ecological systems including the interrelationships and dependencies of organisms with each other and their environments;	
(f) conceptual understanding of two out of three areas of physics, chemistry, or earth science emphasizing the interrelationships among the sciences;	(f) conceptual understanding of ~~two out of three areas of physics, chemistry, or earth science emphasizing the interrelationships among the sciences~~ population dynamics and the impact of population on its environment;	
~~(g) conceptual understanding of the relationships between biology and molecular genetics and the impacts of biotechnology upon humans and their environment including ethical and legal implications;~~	(g) ~~conceptual~~ understanding of ~~the relationships between biology and molecular genetics and the impacts of biotechnology upon humans and their environment including ethical and legal implications~~ general concepts of genetics and heredity;	
(h) designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, facilities, and specimens which support and enhance curricula and instruction in biology; and	(h) ~~designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, facilities, and specimens which support and enhance curricula and instruction in biology; and~~ conceptual understanding of organizations and functions of cells and	

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	multi-cellular systems;	
(i) facilitating classroom discourse through questioning, reflecting on, and critically analyzing ideas, leading students toward a deeper understanding of the inquiry process itself, and especially using questions to define problems and ~~potential solutions.~~	(i) ~~facilitating classroom discourse through questioning, reflecting on, and critically analyzing ideas, leading students toward a deeper understanding of the inquiry process itself, and especially using questions to define problems and potential solutions~~ understanding of the regulation of biological systems including homeostatic mechanisms;	
	(j) conceptual understanding of the fundamental processes of modeling and investigating in the biological sciences;	
	(k) understanding of the applications of biology in environmental quality and in personal and community health;	
	(l) conceptual understanding of bioenergetics including major biochemical pathways;	
	(m) understanding of biochemical interactions of organisms and their environments;	
	(n) conceptual understanding of molecular genetics and heredity and mechanisms of genetic modification;	
	(o) understanding of molecular basis for evolutionary theory and classification;	
	(p) conceptual understanding of the causes, characteristics, and avoidance of viral, bacterial, and parasitic diseases;	
	(q) understanding of the issues related to living systems such as genetic modification, uses of biotechnology,	

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	cloning, and pollution from farming; and	
	(r) conceptual understanding of applications of biology and biotechnology in society, business, industry, and health fields.	
(5) The candidate for an endorsement in chemistry demonstrates the following knowledge and skills, including:	(5) The candidate for an endorsement in chemistry demonstrates the following ~~knowledge and skills, including~~ core competencies:	
(a) conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change constancy, measurement, evolution and equilibrium, form and function;	(a) conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change constancy, measurement, evolution and equilibrium, form and function;	
(b) exploration and inquiry as tools in investigating all aspects of the natural environment and knows how to apply and teach these methods when instructing students;	(b) understanding of exploration and inquiry as tools in investigating all aspects of the natural environment and demonstrates knowledge of application and instruction , using ~~knows how to apply and teach~~ these methods when instructing students;	
(c) systemic and quantitative study of the fundamental topics of chemistry, interrelated and illustrated with descriptive and historical perspectives, as well as the applications of chemistry in society;	(c) ~~systemic and quantitative study of the fundamental topics of chemistry, interrelated and illustrated with descriptive and historical perspectives, as well as the applications of chemistry in society~~ conceptual understanding of the fundamental structures of atoms and molecules;	
(d) conceptual understanding of organic, inorganic, analytical, physical, and biochemistry, and their relationships with each other;	(d) ~~conceptual understanding of organic, inorganic, analytical, physical, and biochemistry, and their relationships with each other~~ understanding of the basic principles of ionic, covalent, and metallic bonding;	

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(e) conceptual understanding of physics, biology, or earth science emphasizing the interrelationships among the sciences;	(e) ~~conceptual understanding of physics, biology, or earth science emphasizing the interrelationships among the sciences~~ conceptual understanding of the physical and chemical properties and classification of elements including periodicity;	
(f) conceptual understanding of mathematics including a working knowledge of calculus;	(f) ~~conceptual~~ understanding of ~~mathematics including a working knowledge of calculus~~ chemical kinetics and thermodynamics;	
(g) conceptual understanding of the interaction of chemistry and technology in contemporary health, ethical, legal, and human issues (e.g., the effects of synthetic molecules and food additives on life systems and the disposal of toxic chemical wastes);	(g) conceptual understanding of the ~~interaction of chemistry and technology in contemporary health, ethical, legal, and human issues (e.g., the effects of synthetic molecules and food additives on life systems and the disposal of toxic chemical wastes)~~ principles of electrochemistry;	
(h) designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, technologies, facilities, and chemicals which support and enhance curricula and instruction in chemistry; and	(h) ~~designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, technologies, facilities, and chemicals which support and enhance curricula and instruction in chemistry; and~~ understanding of the Mole concept, stoichiometry, and laws of composition;	
(i) facilitating classroom discourse through questioning, reflecting on, and critically analyzing ideas, leading students toward a deeper understanding of the inquiry process itself and especially using questions to define problems and potential solutions.	(i) ~~facilitating classroom discourse through questioning, reflecting on, and critically analyzing ideas, leading students toward a deeper understanding of the inquiry process itself and especially using questions to define problems and potential solutions.~~ conceptual understanding of solutions, colloids, and colligative properties;	

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	(j) understanding of transition elements and coordination compounds;	
	(k) conceptual understanding of acids and bases, oxidation-reduction chemistry, and solutions;	
	(l) understanding of fundamental biochemistry;	
	(m) conceptual understanding of the applications of chemistry in personal and community health and environmental quality	
	(n) understanding of the molecular orbital theory, aromaticity, metallic and ionic structures, and correlation to properties of matter;	
	(o) conceptual understanding of the advanced concepts of chemical kinetics, and thermodynamics;	
	(p) understanding of Lewis structures and molecular geometry;	
	(q) conceptual understanding of major biological compounds and natural products;	
	(r) understanding of solvent system concepts;	
	(s) conceptual understanding of chemical reactivity and molecular structure including electronic and steric effects; and	
	(t) understanding of organic chemistry including syntheses, reactions, mechanisms, and aromaticity.	
(6) The candidate for an endorsement in physics demonstrates the following knowledge and skills, including:	(6) The candidate for an endorsement in physics demonstrates the following ~~knowledge and skills, including~~ core competencies:	

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(a) conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change constancy, measurement, evolution and equilibrium, form and function;	(a) conceptual understanding ~~in the unifying concepts and processes of systems order and organization, evidence models and explanation, change constancy, measurement, evolution and equilibrium, form and function~~ of energy, work, and power;	
(b) exploration and inquiry learning as tools in investigating all aspects of the natural environment, and knows how to apply and teach these methods when instructing students;	(b) ~~exploration and inquiry learning as tools in investigating all aspects of the natural environment, and knows how to apply and teach these methods when instructing students~~ understanding of motion, major forces, and momentum;	
(c) systematic and quantitative study of the fundamental topics in physics, interrelated and illustrated with descriptive and historical perspectives, as well as the applications of physics in society;	(c) ~~systematic and quantitative study of the fundamental topics in physics, interrelated and illustrated with descriptive and historical perspectives, as well as the applications of physics in society~~ conceptual understanding of Newtonian physics with engineering applications;	
(d) conceptual understanding of classical mechanics, electricity and magnetism, heat and thermodynamics, waves, optics, atomic and nuclear physics, radiation and radioactivity, relativity, quantum mechanics, and other fields of modern physics, and their relationships with each other;	(d) ~~conceptual~~ understanding of ~~classical mechanics, electricity and magnetism, heat and thermodynamics, waves, optics, atomic and nuclear physics, radiation and radioactivity, relativity, quantum mechanics, and other fields of modern physics, and their relationships with each other~~ conservation, mass, momentum, energy, and charge;	
(e) conceptual understanding of biology, chemistry, or earth science emphasizing interrelationships among the sciences;	(e) conceptual understanding of ~~biology, chemistry, or earth science emphasizing interrelationships among the sciences~~ the physical properties of matter;	

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(f) conceptual understanding of mathematics, including an introduction to calculus;	(f) understanding of ~~mathematics, including an introduction to calculus~~ kinetic-molecular motion and atomic models;	
(g) conceptual understanding of interaction of physics and technology in contemporary health, ethical, legal, and human issues (e.g., power plant silting and waste disposal, long-range energy policies, and the effects of radiation on living systems);	(g) conceptual understanding of ~~interaction of physics and technology in contemporary health, ethical, legal, and human issues (e.g., power plant silting and waste disposal, long-range energy policies, and the effects of radiation on living systems)~~ radioactivity, nuclear reactors, fission, and fusion;	
(h) designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, technologies, and facilities which support and enhance curricula and instruction in physics; and	(h) ~~designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, technologies, and facilities which support and enhance curricula and instruction in physics~~; ~~and~~ understanding of wave theory, sound, light, the electromagnetic spectrum and optics;	
(i) facilitating classroom discourse through questions, reflecting on, and critically analyzing ideas leading students toward a deeper understanding of the inquiry process itself, especially using questions to define problems and potential solutions.	(i) ~~facilitating classroom discourse through questions, reflecting on, and critically analyzing ideas leading students toward a deeper understanding of the inquiry process itself, especially using questions to define problems and potential solutions.~~ conceptual understanding of electricity and magnetism;	
	(j) understanding of the fundamental processes of investigating in physics;	
	(k) conceptual understanding of the applications of physics in environmental quality and to personal and community health;	

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	(l) understanding of thermodynamics and energy-matter relationships;	
	(m) conceptual understanding of nuclear physics including matter-energy duality and reactivity;	
	(n) understanding of angular rotation and momentum, centripetal forces, and vector analysis;	
	(o) conceptual understanding of quantum mechanics, space-time relationships, and special relativity;	
	(p) understanding of models of nuclear and subatomic structures and behavior;	
	(q) conceptual understanding of light behavior, including wave-particle duality and models;	
	(r) understanding of electrical phenomena including electric fields, vector analysis, energy, potential, capacitance, and inductance;	
	(s) conceptual understanding of issues related to physics such as disposal of nuclear waste, light pollution, shielding communication systems and weapons development;	
	(t) understanding of historical development and cosmological perspectives in physics including contributions of significant figures and underrepresented groups, and evolution of theories in physics; and	
	(u) conceptual understanding of the applications of physics and engineering in society, business, industry, and health fields.	

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(7) The candidate for an endorsement in broad field science demonstrates the following knowledge and skills, including:	(7) The candidate for an endorsement in broad-field science demonstrates the following ~~knowledge and skills including~~ core competencies:	
(a) conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change constancy, measurement, evolution and equilibrium, form and function;	(a) conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change constancy, measurement, evolution and equilibrium, form and function;	
(b) exploration and inquiry learning as tools in investigating all aspects of the natural environment and knows how to apply and teach these methods when instructing students;	(b) ~~exploration and inquiry learning as tools in investigating all aspects of the natural environment and knows how to apply and teach these methods when instructing students~~ ability to collect and interpret empirical data using applicable science-specific technology to develop science and engineering practices, understand the cross-cutting concepts and processes, relationships and natural patterns ;	
(c) systematic and quantitative study of the fundamental topics in biology, chemistry, physics, and earth science including descriptive and historical perspectives, as well as the applications of these sciences in society;	(c) ~~systematic and quantitative~~ interdisciplinary study of the fundamental topics in biology, chemistry, physics, and earth science including descriptive and historical perspectives, as well as the applications of these sciences in society;	
(d) study and experiences emphasizing interrelationships among all the sciences, as well as between the sciences and other areas of study such as mathematics;	(d) study and experiences emphasizing interrelationships among all the sciences, as well as ~~between~~ cross-cutting concepts of the sciences ~~and~~ with other areas of study such as mathematics, technology, and engineering;	
(e) conceptual understanding of mathematics, including a working knowledge of calculus and statistics;	(e) understanding of mathematics, including a working knowledge of calculus and statistics;	

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(f) conceptual understanding of the relationships among science technologies, and the study of environmental education;	(f) conceptual understanding of the relationships among science, science technologies, and the study of environmental education;	
(g) designing, developing, and evaluating field, demonstrations, and laboratory instructional activities, and in using special skills and techniques with equipment, technologies, facilities, and specimens which support and enhance curricula and instruction in all sciences including laboratory and field studies that promote investigation and inquiry, and the use of experimental methods;	(g) designing, developing, and evaluating field experiences, demonstrations, and laboratory instructional activities, and in using special skills and techniques with equipment, technologies, facilities, and specimens which support and enhance curricula and instruction in all sciences including laboratory and field studies that promote the science and engineering practices, investigation and inquiry, and the use of experimental methods;	
(h) conceptual understanding of earth sciences including course work in astronomy, geology, paleontology, meteorology and oceanography, and their relationships with each other;	(h) conceptual understanding of earth sciences including ~~course work~~ content in astronomy, geology, paleontology, meteorology and oceanography, and their relationships with each other;	
(i) conceptual understanding of biology including course work in zoology, botany, physiology, genetics, ecology, microbiology, cell biology/biochemistry, and evolution, and their relationships with each other. This preparation must include study and experiences emphasizing living organisms;	(i) conceptual understanding of biology including ~~course work~~ content in zoology, botany, physiology, genetics, ecology, microbiology, cell biology/biochemistry, and evolution, and their relationships with each other~~. ; This preparation must include study and experiences~~	
(j) conceptual understanding of chemistry including course work in organic, inorganic, analytical, ~~physical~~ and biochemistry and their relationships with each other;	(j) conceptual understanding of chemistry including ~~course work~~ content in organic, inorganic, analytical, ~~physical~~ and biochemistry and their relationships with each other;	
(k) conceptual understanding of physics including course work in classical mechanics, electricity and magnetism,	(k) conceptual understanding of physics including ~~course work~~ content in classical mechanics, electricity and	

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heat and thermodynamics, waves, optics, atomic and nuclear physics, radiation and radioactivity, relativity, quantum mechanics, and other fields of modern physics and their relationships with each other; and	magnetism, heat and thermodynamics, waves, optics, atomic and nuclear physics, radiation and radioactivity, relativity, quantum mechanics, and other fields of modern physics and their relationships with each other; and	
(l) facilitating classroom discourse through questioning, reflecting on, and critically analyzing ideas, leading students toward a deeper understanding of the inquiry process itself, and especially, using questions to define problems and potential solutions.	(l) facilitating classroom discourse through questioning, reflecting on, and critically analyzing ideas, leading students toward a deeper understanding of the inquiry process itself, and, especially, using questions to define problems and potential solutions.	
(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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10.58.523 SOCIAL STUDIES		
(1) The social studies program ensures that successful candidates follow the subject-major/minor program of study or the broadfield major program of study. Subject-major/minor teaching endorsement programs are limited to history, government, economics, geography, psychology, and/or sociology. The broadfield social studies teaching endorsement shall include a concentration in history and government and additional course work chosen from economics, geography, psychology, and/or sociology. The social studies disciplines adhere to a thorough grounding in the basic philosophy, theory, concepts, and skills associated with Montana and national standards.	(1) The social studies program ensures that successful candidates follow the subject-major/minor program of study or the broadfield major program of study. Subject-major/minor teaching endorsement programs are limited to history, government, economics, geography, psychology, and~~/or~~ sociology. The broadfield social studies teaching endorsement shall include a concentration in history and government and additional ~~course work~~ content chosen from economics, geography, psychology, ~~and/~~or sociology, ~~other course work may include~~ Native American Studies ~~and~~ or anthropology. The social studies disciplines adhere to a thorough grounding in the basic philosophy, theory, concepts, and skills associated with Montana and national standards.	
(2) The social studies endorsement requires that successful candidates:	(2) The social studies endorsement requires that successful candidates:	
(a) demonstrate knowledge of the purposes of social studies, how to select content appropriate to those purposes, and how to assess student learning in terms of social studies goals;	(a) demonstrate knowledge of the purposes of social studies, how to select content appropriate to those purposes, how to use emerging technology, and how to assess student learning in terms of social studies goals;	
(b) demonstrate knowledge of and ability to plan instruction based on state and national social studies curriculum standards;	(b) demonstrate knowledge of and ability to plan instruction based on state and national social studies curriculum standards ~~including the College, Career and Civic Life Framework~~;	
(c) demonstrate ability to select and integrate the content and methods of investigation of history and the	(c) demonstrate ability to select and integrate the content and methods of investigation of history and the social science disciplines for use in social studies instruction;	

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social science disciplines for use in social studies instruction;		
(d) demonstrate knowledge of and ability to plan instruction on the history, cultural heritage, and contemporary status of American Indians and tribes in Montana; and	(d) demonstrate knowledge of and ability to plan instruction on the history, cultural heritage, and contemporary status of American Indians and tribes in Montana <u>including an awareness and application of the Montana 7 Essential Understandings</u>; and	
(e) demonstrate ability to use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals and to use them in diverse settings with students with diverse backgrounds, interests, and abilities.	(e) demonstrate ability to use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals and to use them in diverse settings with students with diverse backgrounds, interests, and <u>range of</u> abilities.	
(3) The economics endorsement program requires that successful candidates demonstrate knowledge of:	(3) The economics endorsement program requires that successful candidates demonstrate knowledge of:	
(a) economic theory;	(a) economic theory;	
(b) the basic economic problems confronting societies and the examination of the ways in which economic systems seek to resolve the three basic economic problems of choice (i.e., determining what, how, and for whom to produce) that are created by scarcity and environmental impact;	(b) the basic economic problems confronting societies and the examination of the ways in which economic systems seek to resolve the three basic economic problems of choice (i.e., determining what, how, and for whom to produce) that are created by scarcity and environmental impact;	
(c) the basic economic goals for society, including freedom of choice, ethical action, efficiency, equity, full employment, price stability, growth, and security;	(c) the basic economic goals for society, including freedom of choice, <u>personal financial literacy,</u> ethical action, efficiency, equity, full employment, price stability, growth, and security;	
(d) the nature of comparative economic systems, including:	(d) the nature of comparative economic systems, including	

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(i) the organization and importance of the international economic system;	(i) the organization and importance of the international economic system;	
(ii) the distribution of wealth and resources on a global scale;	(ii) the distribution of wealth and resources on a global scale;	
(iii) the struggle of developing nations to attain economic independence and a better standard of living for their citizens;	(iii) the struggle of developing nations to attain economic independence and a better standard of living for their citizens;	
(iv) the role of the transnational corporation in changing rules of exchange; and	(iv) the role of the transnational corporation in changing rules of exchange; and	
(v) the influence of political events on the international economic order.	(v) the influence of political events on the international economic order.	
(4) The geography endorsement program requires that successful candidates demonstrate knowledge of:	(4) The geography endorsement program requires that successful candidates demonstrate knowledge of:	
(a) the geographic themes of location (absolute and relative), place (physical and human characteristics), human-environment interaction (relationships within places), movement (of people, goods, and ideas), and regions (how they form and change);	(a) the geographic themes of location (absolute and relative), place (physical and human characteristics), human-environment interaction (relationships within places), movement (of people, goods, and ideas), and regions (how they form and change);	
(b) physical geography including solid earth, atmosphere, oceans, landforms, soils, and biogeography;	(b) physical geography including solid earth, atmosphere, oceans, landforms, soils, and biogeography;	
(c) human geography, including cultural, social, historical, political, and economic concerns; and	(c) human geography, including cultural, social, historical, political, and economic concerns; and	
(d) the use of maps and other tools of geographical investigation or presentation to process information from a spatial perspective.	(d) the use of maps and other tools of geographical investigation or presentation <u>including the use of emerging technology</u> to process information from a spatial perspective.	

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(5) The government endorsement program requires that successful candidates demonstrate knowledge of:	(5) The government endorsement program requires that successful candidates demonstrate knowledge of:	
(a) the nature of individual dignity, human rights, (popular) sovereignty, political power, citizenship, and political authority;	(a) the nature of individual dignity, human rights, (popular) sovereignty, political power, citizenship, and political authority;	
(b) American democracy as a form of government based on federalism, separation of powers, checks and balances, civil rights and liberties, elected representation, and popular participation;	(b) American democracy as a form of government based on federalism, separation of powers, checks and balances, civil rights and liberties, elected representation, and popular participation;	
(c) the organization, powers, and politics of the national, state, tribal, and local units of American government;	(c) the organization, powers, and politics of the national, state, tribal, and local units of American government;	
(d) the role of public opinion, the press, elections, interest groups, and political leaders in building compromise and policy making;	(d) the role of public opinion, the press, elections, interest groups, and political leaders in building compromise and policy making;	
(e) the nature of international relations and the principles and organizations that are used to mediate multinational conflict and achieve multinational order.	(e) the nature of international relations and the principles and organizations that are used to mediate multinational conflict and achieve multinational order~~.~~; and	
	(f) American democracy as compared and contrasted with other forms of government, political systems, and philosophies throughout history and today.	
(6) The history endorsement program requires that successful candidates demonstrate knowledge of:	(6) The history endorsement program requires that successful candidates demonstrate knowledge of:	
(a) U.S. history, including the history of the many peoples who have contributed to the development of North America;	(a) U.S. history, including the history of the many peoples who have contributed to the development of North America;	

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(b) the history of diverse civilizations throughout the world;	(b) the history of diverse civilizations throughout the world;	
(c) the origin, development, and ramifications of present local, tribal, national, and world affairs;	(c) the origin, development, and ramifications of present local, tribal, national, and world affairs;	
(d) the skills of chronological thinking, analysis of evidence, and interpretation of the historical record;	(d) the skills of chronological thinking, analysis of evidence, and interpretation of the historical record by using appropriate content standards;	
(e) the cultural, economic, political, scientific/technological, and social activity of humans in the analysis of contemporary issues and problems;	(e) the cultural, economic, political, scientific/technological, and social activity of humans in the analysis of contemporary issues and problems;	
(f) the history, cultural heritage, political development, and contemporary status of American Indians and tribes in Montana; and	(f) the history, cultural heritage, political development, and contemporary status of American Indians and tribes in Montana; and	
(g) the changing role of race, gender, class, and identity in human affairs.	(g) the changing role of culture, ethnicity, gender, class, and identity in human affairs.	
(7) The psychology endorsement program requires that successful candidates demonstrate knowledge of:	(7) The psychology endorsement program requires that successful candidates demonstrate knowledge of:	
(a) the basic psychological theories including developmental, personality, learning, motivation, cognition, biological/physiological, social behavior, and psychological disorders;	(a) the basic psychological theories including developmental, personality, learning, motivation, cognition, biological/physiological, social behavior, and psychological disorders;	
(b) the application of the processes of scientific inquiry and descriptive statistics to questions concerning human behavior;	(b) the application of the processes of scientific inquiry and descriptive statistics to questions concerning human behavior;	
(c) the behaviors which are most effective in coping with stresses in life and in improving interpersonal relationships;	(c) the behaviors which are most effective in coping with stresses in life, understanding the effects of historical trauma	

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	upon cultures, and in improving interpersonal and cross-cultural relationships;	
(d) human development in terms of physiological, social, and environmental influences throughout the lifespan; and	(d) human development in terms of physiological, social, and environmental influences throughout the lifespan; and	
(e) the theories and factors which contribute to psychological dysfunction of individuals and families.	(e) the theories and factors which contribute to psychological dysfunction of individuals and families.	
(8) The sociology endorsement program requires that successful candidates demonstrate knowledge of:	(8) The sociology endorsement program requires that successful candidates demonstrate knowledge of:	
(a) the basic structure and history of the world's social systems;	(a) the basic structure and history of the world's dominant and indigenous social systems;	
(b) the factors which hold groups together or which change and weaken them;	(b) the factors including the effects of changing communications which hold groups together or which change and weaken them;	
(c) the application of knowledge and techniques to practical problems in the everyday world of individuals, groups, organizations, and government; and	(c) the application of knowledge and techniques to practical problems in the everyday world of individuals, groups, organizations, and government; and	
(d) the importance of diversity in society.	(d) the importance of diversity in society.	
(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014		
10.58.524 COMMUNICATION		
(1) The program requires that successful candidates:	(1) The program requires that successful candidates:	
(a) demonstrate understanding of and perform proficiently in: (i) the composing process, including research, organization, and context development;	(a) demonstrate understanding of ~~and perform proficiently in: (i)~~ the composing process, including research, organization and context development to plan standards-based, coherent and relevant learning experiences for all students;	
(ii) theory of human communication including: (A) symbolic development;	~~(ii)~~(b) demonstrate understanding of theories of human communication including~~: (A)~~ symbolic development; ~~(B)~~ transference of meaning, both cognitively and affectively; ~~(C)~~ nonverbal communication; and ~~(D)~~ language, including social and cultural factors affecting language use;	
(B) transference of meaning, both cognitively and affectively;		
(C) nonverbal communication; and		
(D) language, including social and cultural factors affecting language use;		
(iii) context (practices) of human communication, including:	~~(iii)~~(c) demonstrate understanding of context (practices) of human communication, including	
(A) public speaking;	~~(A)~~(i) public speaking;	
(B) rhetoric;	~~(B)~~(ii) rhetoric;	
(C) argumentation;	~~(C)~~(iii) argumentation;	
(D) persuasion;	~~(D)~~(iv) persuasion;	
(E) oral interpretation;	~~(E)~~(v) oral interpretation;	
(F) interpersonal, small group, organizational communication;	~~(F)~~(vi) interpersonal, small group, and organizational communication; and	

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STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014		
(G) cross-cultural communication, including Montana American Indians;	~~(G)~~(viii) cross-cultural communication, including ~~Montana~~ American Indians and tribes in Montana;	
(H) mass media and society; and	~~(H) mass media and society; and~~	
(I) listening;	~~(I) listening;~~	
(iv) diagnostic techniques, progress assessment, and prescriptions for improving students' formal and informal communication skills;	~~(iv)~~(d) demonstrate understanding of diagnostic techniques, ~~progress~~ assessment, and prescriptions for improving students' formal and informal communication skills and communicate with students about their performance in ways that actively involve them in their own learning;	
(b) demonstrate knowledge of curriculum, lesson planning, and instructional strategies for interpersonal communication;	~~(b)~~(e) ~~Demonstrate knowledge of curriculum, lesson planning, and instructional strategies for interpersonal communication;~~ design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes;	
(c) demonstrate positive attitudes for teaching communication and demonstrate knowledge and understanding of students' social and cultural backgrounds affecting symbolic cognition.	~~(c)~~(f) demonstrate positive attitudes for teaching communication and demonstrate knowledge and understanding of students' social, linguistic, and cultural backgrounds affecting symbolic cognition~~.~~; and	
	(g) select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media.	
(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, 2/9/07.)		

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STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014		
10.58.526 TRAFFIC EDUCATION		
(1) The program requires that successful candidates:	(1) The program requires that successful candidates:	
(a) demonstrate an understanding of the state requirements for approval of a traffic education program, i.e., school and teacher, student age, scheduling, program length, and liability;	(a) demonstrate an understanding of the state requirements for approval of a traffic education program, (i.e., school and teacher, student age, scheduling, program length, and liability);	
(b) demonstrate an understanding of the state requirements to be eligible as an approved teacher of traffic education, i.e., educator license, driver's license, driving record, and specific coursework;	(b) demonstrate an understanding of the state requirements to be eligible as an approved teacher of traffic education, (i.e., educator license, driver's license, driving record, ~~and~~ specific coursework and professional development);	
(c) demonstrate an understanding of the state requirements regarding vehicle usage, i.e., required and recommended equipment, maintenance, identification, vehicle use and restrictions, licensing, and insuring;	(c) demonstrate an understanding of the state requirements regarding vehicle usage, (i.e., required and recommended equipment, maintenance, identification, vehicle use and restrictions, licensing, and insuring);	
(d) demonstrate an understanding of the general administrative procedures and policies required for conducting an approved traffic education program, i.e., approval and reimbursement forms;	(d) demonstrate an understanding of the general administrative procedures and policies required for conducting an approved traffic education program, (i.e., approval and reimbursement forms);	
(e) demonstrate knowledge of the driver licensing process and the responsibilities associated with having that license;	(e) demonstrate knowledge of the driver licensing process and the responsibilities associated with having that license;	
(f) demonstrate a working knowledge and administration of the cooperative driver testing program leading to instructor certification;	(f) demonstrate a working knowledge and administration of the cooperative driver testing program (CDTP) leading to instructor certification to administer the CDTP driver's license knowledge and road skills tests and issue the Traffic Education Learner License;	

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STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014		
(g) demonstrate a working knowledge of perceptual and physical screening techniques;	(g) demonstrate a working knowledge of perceptual and physical screening techniques;	
(h) demonstrate an understanding of the Uniform Vehicle Code, motor vehicle laws of Montana, and due process;	(h) demonstrate an understanding of the Uniform Vehicle Code, motor vehicle laws of Montana, and due process;	
(i) demonstrate an understanding of the consequences resulting from violations, i.e., driving record, loss of driving privilege, higher insurance premiums, license retesting;	(i) demonstrate an understanding of the consequences resulting from violations, (i.e., driving record, loss of driving privilege, higher insurance premiums, license retesting);	
(j) demonstrate the ability to effectively assist students in examining and clarifying their beliefs, attitudes, and values as they relate to general safety;	(j) demonstrate the ability to effectively assist students in examining and clarifying their beliefs, attitudes, and values as they relate to ~~general~~ traffic safety;	
(k) demonstrate an understanding of the importance of positive attitudes toward safe driving, i.e., mental, social, and physical tasks performed through a decision-making process;	(k) demonstrate an understanding of the importance of positive attitudes toward safe driving, (i.e., mental, social, and physical tasks performed through a decision-making process);	
(l) demonstrate an understanding of the safe interaction of all elements of the highway transportation system, i.e., pedestrians, bicyclists, passengers, motorcyclists, drivers, vehicles, and roadways;	(l) demonstrate an understanding of the safe interaction of all elements of the highway transportation system, (i.e., pedestrians, bicyclists, passengers, motorcyclists, drivers, vehicles, and roadways);	
(m) demonstrate an understanding of the responsibilities of vehicle ownership, i.e., basic mechanical operation, maintenance, and insuring;	(m) demonstrate an understanding of the responsibilities of vehicle ownership, (i.e., basic mechanical operation, maintenance, and insuring);	
(n) demonstrate an understanding of vehicle dynamics as they relate to operator control and the effects of occupant restraint systems;	(n) demonstrate an understanding of vehicle dynamics and balance as they relate to operator control, vehicle safety technology, and the effects of occupant restraint systems;	

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STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014		
(o) demonstrate an understanding of current traffic education issues, i.e., parent involvement, zone control, reference points, aggressive driving, and graduated driver licensing;	(o) demonstrate an understanding of current traffic education issues, (i.e., parent involvement, zone control, reference points, distracted, drowsy, impaired and aggressive driving, and graduated driver licensing);	
(p) acquire opportunities for student teaching experiences in classroom and behind-the-wheel situations with novice driving students under the direct supervision of a qualified teacher;	(p) acquire opportunities for student teaching experiences in classroom and behind-the-wheel situations with novice driving students under the direct supervision of a qualified teacher;	
(q) design educational strategies for appropriate driving experiences for diverse learners;	(q) design educational strategies for appropriate classroom and driving experiences for diverse learners	
(r) develop a logical scope and sequence plan for training driving skills in the repeated safe operation of a motor vehicle, i.e., controlled but varied situations and environments;	(r) develop a logical scope and sequence plan for training driving skills in the repeated safe operation of a motor vehicle, (i.e., controlled but varied situations and environments);	
(s) demonstrate knowledge, application, and evaluation of specific student competencies, i.e., vehicle control, roadway markings, maneuvers, intersections, and highways;	(s) demonstrate knowledge, application, and evaluation of specific student competencies, (i.e., scanning, vehicle balance and control, roadway markings, maneuvers, intersections, and highways);	
(t) demonstrate an understanding of specific competencies as defined by recognized agencies and organizations, i.e., Office of Public Instruction and American Driver and Traffic Safety Education Association;	(t) demonstrate an understanding of specific competencies as defined by recognized agencies and organizations, (i.e., Office of Public Instruction and American Driver and Traffic Safety Education Association);	
(u) design educational strategies for visual perceptual skill development, i.e., zone control, IPDE process, Smith system, and defensive driving principles;	(u) design educational strategies for visual perceptual skill development, (i.e. scanning, zone control, limiting distractions, risk management ~~IPDE process, Smith system,~~ and defensive driving principles);	

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STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014		
(v) experience and demonstrate an understanding of driving skills required to successfully handle adverse and emergency situations;	(v) experience and demonstrate an understanding of driving skills required <u>to operate and control vehicle from both the driver's and instructor's seats</u> to successfully handle adverse and emergency situations;	
(w) demonstrate an understanding of accident facts, causation, and current crash avoidance and injury prevention strategies;	(w) demonstrate an understanding of ~~accident~~ <u>crash</u> facts, causation, and current crash avoidance and injury prevention strategies;	
(x) develop a logical scope and sequence plan for a traffic education program that includes the physiological and psychological influences of alcohol and drug abuse as they relate to use of the highway transportation system;	(x) develop a logical scope and sequence plan for a traffic education program that includes the physiological and psychological influences of alcohol and drug abuse as they relate to use of the highway transportation system;	
(y) demonstrate skills and techniques using potential equipment, to assist learning for students with special needs;	(y) demonstrate skills and techniques using potential equipment~~,~~ to assist learning for students with special needs;	
(z) demonstrate an understanding of techniques and strategies to integrate traffic education into the K-12 curriculum;	(z) demonstrate an understanding of techniques and strategies to integrate traffic education into the K-12 curriculum;	
(aa) identify and implement teaching trends and materials which will help assure continued program enhancement;	(aa) identify and implement teaching trends and materials which will help assure continued program enhancement;	
(ab) demonstrate an understanding of, and provide tools for, student and program assessment; and	(ab) demonstrate an understanding of, and provide tools for, student and program assessment; and	
(ac) demonstrate an understanding of current information on appropriate resources and how to establish an effective traffic education support network.	(ac) demonstrate an understanding of current information on appropriate resources and how to establish an effective traffic education support network <u>within the community</u>.	

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STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014		
(History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014		
10.58.528 COMPUTER SCIENCE		
(1) The program requires that successful candidates:	(1)The program requires that successful candidates:	
(a) demonstrate knowledge of computer science prerequisites consistent with, and substantially beyond, that which a classroom teacher may be expected to teach;	(a) demonstrate knowledge of computer science ~~prerequisites consistent with, and substantially beyond, that which a classroom teacher may be expected to teach;~~ content, models, important principles and concepts through	
	(i) knowledge of, and proficiency in, the use of primitive data types;	
	(ii) understanding of data representation;	
	(iii) knowledge of, and proficiency in the use of static and dynamic data structures;	
	(iv) knowledge of, and proficiency in the use of common data abstraction mechanisms (e.g. abstract and generic classes such as stacks, trees, etc.); and	
	(v) effective use, manipulation, and explanation of external data stores – various types, (text, images, sound), various locations (local, server, cloud);	
(b) demonstrate knowledge of algorithm design, analysis, and implementation in a programming language, data structures, and abstract data types covering:	(b) demonstrate knowledge of algorithm design, analysis, and implementation in ~~a~~ an object-oriented programming language, using data structures, and abstract data types covering	
(i) problem solving techniques and strategies;	~~(i) problem solving techniques and strategies;~~	
(ii) algorithm design methodologies;	~~(ii)~~(i) algorithm problem solving techniques and strategies and design methodologies;	
(iii) algorithm verification;	~~(iii)~~(ii) algorithm verification;	
(iv) algorithm analysis;	~~(iv)~~(iii) algorithm ~~analysis~~ complexity and efficiency;	

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STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014		
(v) data structures and abstract data types;	~~(v) data structures and abstract data types;~~	
(vi) at least two programming languages, including object-oriented programming and/or other current programming trends; and	(iv) knowledge of at least ~~two~~ one of the programming languages, ~~including object-oriented programming~~ C++, Java, C#, or Ada, and~~/or~~ one other current programming language, and current programming language trends;	
(vii) program testing;	~~(vii) program testing;~~	
	(c) demonstrate effective design, development, and testing of programs by	
	(i) using a modern high-level programming language, constructing correctly functioning programs involving simple and structured data types, using compound Boolean expressions and sequential, conditional, iterative, and recursive control structures;	
	(ii) designing and testing programming solutions to problems in different contexts (i.e. textual, symbolic, numeric, graphic,) using advanced data structures;	
	(iii) demonstrating knowledge of and skills regarding the syntax and semantics of two high level programming languages (other than those covered in I.B.5 above), their control structures, and their basic data representation;	
	(iv) demonstrating knowledge of and skill regarding program correctness issues and practices (i.e. testing, test data design, and proofs of correctness);	
	(v) demonstrating knowledge of and skill regarding at least three different program development environments in wide-spread use;	

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STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014		
	(vi) demonstrating knowledge of, and the ability to construct multi-threaded client-server applications;	
	(vii) demonstrating knowledge of, and the ability to construct web sites that utilize complex data bases;	
	(viii) demonstrating knowledge of, and the ability to construct artificial intelligence and robotic applications; and	
	(ix) demonstrating knowledge of the principles of usability and human-computer interaction, and being able to apply these principles to the design and implementation of human-computer interfaces;	
(c) demonstrate knowledge of the major subject areas of the discipline of computer science, including; (i) algorithms and data structures;	~~(c) demonstrate knowledge of the major subject areas of the discipline of computer science, including;~~ ~~(i) algorithms and data structures;~~	
(ii) programming languages;	~~(ii) programming languages;~~	
(iii) architecture and machine-dependent programming;	~~(iii) architecture and machine-dependent programming;~~	
(iv) numerical and symbolic computing;	~~(iv) numerical and symbolic computing;~~	
	(d) demonstrate knowledge of computer systems and networks and be able to	
	(i) describe the operation of a computer system, CPU & instruction cycle, peripherals, network components, and applications – indicating their purposes and interactions among them;	
	(ii) describe the operation of a computer system, CPU & instruction cycle, peripherals, network components, and applications – indicating their purposes and interactions among them;	

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STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014		
	(iii) demonstrate an understanding of operating systems;	
	(iv) demonstrate an understanding of computer networks; and	
	(v) demonstrate an understanding of the issues involved in building and fielding mobile services;	
(v) operating systems and networks;	~~(v) operating systems and networks;~~	
	(e) demonstrate an understanding of software engineering and be able to	
	(i) demonstrate an understanding of the difference between computer science and software engineering;	
	(ii) demonstrate an understanding of software development methodologies and the software development life cycle; and	
	(iii) demonstrate an understand of the purpose and contents of the software engineering body of knowledge;	
(vi) software methodology and engineering;	~~(vi) software methodology and engineering;~~	
(vii) database and information retrieval;	~~(vii) database and information retrieval;~~	
(viii) artificial intelligence and robotics; and	~~(viii) artificial intelligence and robotics; and~~	
(ix) human-computer interaction;	~~(ix) human-computer interaction;~~	
(d) demonstrate knowledge of:	~~(d) demonstrate knowledge of:~~	
(i) team software development; and	~~(i) team software development; and~~	
(ii) personal written and oral communication skills;	~~(ii) personal written and oral communication skills;~~	
	(f) demonstrate an understanding of the key concepts of computer/information security and be able to	
	(i) demonstrate an understanding of the concept of “attack surface” and the various methods used to minimize an attack surface;	

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STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014		
	(ii) demonstrate an understanding of the importance of maintaining logs of all system activity related to security; and	
	(iii) demonstrate an understanding of the purpose and general functionality of a firewall;	
	(g) demonstrate an understanding of the role computer science and software engineering plays in the modern world and be able to:	
	(i) demonstrate an understanding of significant historical events relative to computers and information systems;	
	(ii) demonstrate an understanding of the social, ethical, and legal issues and impacts of computing and information systems;	
	(iii) demonstrate an understanding of the contributions that computer and information science and software engineering make to science, the humanities, the arts, commerce, and entertainment;	
	(iv) demonstrate an understanding of and ability to teach social issues related to the use of computers and information systems in society and the principles for making informed decisions including, but not limited to, security, privacy, intellectual property, equitable access to technology resources, gender issues, cultural diversity, differences in learner needs, limits of computing, and rapid change; and	
	(v) demonstrate an understanding of the many different careers that are closely related to the development and use of computer and information systems;	

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STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014		
(e) demonstrate knowledge of computing issues, including: (i) the history of computing;	~~(e) demonstrate knowledge of computing issues, including:~~ ~~(i) the history of computing;~~	
(ii) current trends and future directions in computing;	~~(ii) current trends and future directions in computing;~~	
(iii) career opportunities in computing;	~~(iii) career opportunities in computing;~~	
(iv) ethical and moral obligations in the use of computer hardware and software;	~~(iv) ethical and moral obligations in the use of computer hardware and software;~~	
(v) impacts of computing on society;	~~(v) impacts of computing on society;~~	
(vi) practical, hands-on experience with widespread software applications, including:	~~(vi) practical, hands-on experience with widespread software applications, including:~~	
(A) productivity tools;	~~(A) productivity tools;~~	
(B) communications and networking;	~~(B) communications and networking;~~	
(C) multimedia/authoring tools;	~~(C) multimedia/authoring tools;~~	
(D) instructional software; and	~~(D) instructional software; and~~	
(E) operating systems software;	~~(E) operating systems software;~~	
	<u>(h) demonstrate effective content pedagogical strategies that make the discipline comprehensible to students; and</u>	
	<u>(i) design projects that require students to effectively describe computing artifacts and communicate results using multiple forms of media and</u>	
	<u>(ii) identify problematic concepts and constructs in computer science and appropriate strategies to address them;and</u>	
	<u>(iii) promote and model the safe, effective, and ethical use of computer hardware, software, peripherals, and networks and develop digital citizenship.</u>	

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STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014		
(f) deal with computing issues unique to the classroom, including: (i) computer hardware and software management such as hardware setup, software installation, and network level hardware and software trouble-shooting and maintenance	~~(f) deal with computing issues unique to the classroom, including:~~ ~~(i) computer hardware and software management such as hardware setup, software installation, and network level hardware and software trouble-shooting and maintenance~~	
(ii) availability and use of resources such as journals, sources of computer hardware and software, relevant conference titles, and professional organizations;	~~(ii) availability and use of resources such as journals, sources of computer hardware and software, relevant conference titles, and professional organizations;~~	
(iii) continual study of effective pedagogical uses of computers as a means to stay updated;	~~(iii) continual study of effective pedagogical uses of computers as a means to stay updated;~~	
(iv) hands-on use of hardware, software, and operating systems common in schools;	~~(iv) hands-on use of hardware, software, and operating systems common in schools;~~	
(v) develop online/electronic class formats; and	~~(v) develop online/electronic class formats; and~~	
(vi) trends and innovations in computing curricula; and	~~(vi) trends and innovations in computing curricula; and~~	
(g) apply assessment tools and practices that range from individual and group tests, to individual and group informal classroom assessment and strategies, including technology-based assessment tools.	~~(g) apply assessment tools and practices that range from individual and group tests, to individual and group informal classroom assessment and strategies, including technology-based assessment tools.~~	
(History: 20-4-102, MCA; IMP, 20-4-103, MCA; NEW, 1991 MAR p. 300, Eff. 3/15/91; AMD, 1992 MAR p. 1475, Eff. 7/17/92; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.		

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NEW RULE	PROPOSED CHANGES TO RULES **New Rule** (10.58.605)	COMMENTS
Draft June, 2014		
	Advanced Program Components	
	NEW RULE ADVANCED PROGRAMS	
	(1) Advanced Programs are offered at postbaccalaureate levels for	
	(a) the continuing education of teachers who have previously completed initial preparation, or	
	(b) the preparation of other school professionals.	
	(2) Advanced programs commonly award graduate credit and include master's, specialist, and doctoral degree programs as well as non-degree educator preparation programs offered at the postbaccalaureate level. Examples of these programs include:	
	(a) teachers who are preparing for a second endorsement at the graduate level in a field different from the field in which they had their first endorsement;	
	(b) programs for teachers who are seeking a master's degree in the field in which they teach;	
	(c) programs not tied to endorsement, such as programs in curriculum and instruction; and	
	(d) programs for other school professionals such as school counselors, school psychologists, educational administrators, and curriculum directors.	

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CURRENT PEPP STANDARDS	PROPOSED CHANGES TO RULES **NEW RULE** (10.58.606)	COMMENTS
Draft June 13, 2014		
	Advanced Program Components	
10.58.602 ~~TEACHING AREAS: ADVANCED PROGRAMS~~	CONTENT AND PEDAGOGICAL KNOWLEDGE	
~~(1) Admission to such programs shall be open to persons who already hold a Class 2 standard license in a teaching field. The emphasis, in both content and rigor, should be on advanced study in that field.~~	(1)The provider ensures that advanced program candidates:	
	(a) develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards;	
~~(2) Learning procedures shall be appropriate to the competence of the students and their growing knowledge in the area of specialization.~~	(b) demonstrate an understanding and are able to apply knowledge and skills specific to their discipline;	
~~(3) The content of special area programs and/or professional education shall provide:~~ ~~(a) breadth in the field;~~	(c) use research and evidence to develop school environments that support and assess P-12 students' learning and their own professional practice specific to their discipline;	
~~(b) the detailed study of one or more specialized aspects of the field; and~~	(d) apply content and discipline-specific knowledge as reflected in outcome assessments in response to standards of professional associations and national or other accrediting bodies;	

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CURRENT PEPP STANDARDS	PROPOSED CHANGES TO RULES **NEW RULE** (10.58.606)	COMMENTS
Draft June 13, 2014		
	Advanced Program Components	
~~(c) access to new research and developments.~~	(e) demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college- and career-ready standards; and	
	(f) integrate technology standards to support the design, implementation, and assessments of learning experiences and environments to engage students, improve learning, and enrich professional practice.	
~~(History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 2007 MAR p. 190, Eff. 2/9/07.)~~		

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NEW RULE	PROPOSED CHANGES TO RULES **NEW RULE** (10.58.607)	COMMENTS
Draft June 13, 2014		
	Advanced Program Components	
	CLINICAL PARTNERSHIPS AND PRACTICE	
	(1) The provider:	
	(a) ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development;	
	(b) ensures that partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for advanced program candidate outcomes;	
	(c) ensures that partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on advanced program candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings; and	

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NEW RULE	PROPOSED CHANGES TO RULES **NEW RULE** (10.58.607)	COMMENTS
Draft June 13, 2014		
	Advanced Program Components	
	(d) works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that advanced program candidates demonstrate their developing effectiveness in creating environments that support all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance- based assessments at key points within the program to demonstrate advanced program candidates' development of the knowledge, skills, and professional dispositions, as delineated in 10.58. 6---, that are associated with creating a supportive school environment that results in a positive impact on the learning and development of all P-12 students.	

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CURRENT PEPP STANDARDS	PROPOSED CHANGES TO RULES **NEW RULE** (10.58.600s)	COMMENTS
Draft June 13, 2014		
	Advanced Program Components	
~~10.58.603 ASSESSMENT OF ADVANCED PROGRAMS~~	CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY	
~~(1) Advanced programs shall meet or exceed standards of performance equivalent to those established for national professional education accreditation for candidate competence and program quality. Experienced educators in graduate programs shall build upon and extend their prior knowledge and experiences to improve student learning in classrooms and their own teaching.~~	(1)The provider:	
	(a) demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that advanced program completers are prepared to perform effectively and are recommended for licensure where applicable, and demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program;	
~~(a) They further develop their knowledge, skills, and dispositions to meet standards equivalent to the propositions of the National Board for Professional Teaching Standards for the advanced certification of teachers~~.	(b) presents plans and goals to recruit and support completion of high-quality advanced program candidates from a broad range of backgrounds and diverse populations to accomplish its mission,	

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CURRENT PEPP STANDARDS	PROPOSED CHANGES TO RULES **NEW RULE** (10.58.600s)	COMMENTS
Draft June 13, 2014		
	Advanced Program Components	
	(i) admitted candidates reflect the diversity of Montana's P-12 students, and	
	(ii) provider demonstrates efforts to know and address local, community, Montana, regional, or national needs for school and district staff prepared in advanced fields;	
~~(b) The advanced program requires that successful candidates:~~ ~~(i) demonstrate commitment to students and their learning;~~	(c) sets admissions requirements, including the CAEP minimum GPA of 3.0 of the average grade point average of its accepted cohort of candidates, and gathers data to monitor applicants and selected pool of candidates, and designs the selection to completion policy that includes multiple assessment measures to determine admission, continuation in, and completion of programs, providing	
	(i) data points are reliable and valid predictors of candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence, and.	
	(ii) these data are regularly and systematically compiled, summarized, and analyzed to improve the applicant pool, and candidate performance, program quality, and unit operations;	
~~(ii) demonstrate content knowledge and ability to facilitate students' learning the content;~~	(d) establishes and monitors attributes and dispositions beyond academic ability that advanced program candidates must demonstrate at admissions and during the program, and selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict advanced program candidate performance in the program and in service; and	
~~(iii) plan, monitor, and evaluate student learning;~~	(e) creates criteria for program progression and monitors candidates' advancement from admissions through completion. All advanced program	

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CURRENT PEPP STANDARDS	PROPOSED CHANGES TO RULES **NEW RULE** (10.58.600s)	COMMENTS
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	Advanced Program Components	
	candidates demonstrate the ability to create and maintain supportive environments for teaching college- and career-ready standards. Providers present multiple forms of evidence to indicate advanced program candidates' application of content knowledge and research, data-informed decision making, and the integration of technology in all of these domains;	
~~(iv) demonstrate their ability to think systematically about their practice and learn from experience; and~~	(2) Prior to recommending any advanced program candidate for program completion, the provider:	
	(a) documents that the advanced program candidate has reached a high standard for content knowledge, data- and research-informed decision making, integration of technology in the discipline, and demonstrates the ability to create, maintain, and enhance supportive environments for effective P-12 learning; and	
~~(v) demonstrate their involvement as members of learning communities.~~	(b) documents that the advanced program candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.	
(2) Candidates preparing to work in schools as computing specialists, educational communications and technology specialists, curriculum and instruction specialists, principals, reading specialists or supervisors, school administrators, school counselors, school media specialists, school psychologists, school superintendents, and other		

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	Advanced Program Components	
professional school roles are expected to demonstrate the knowledge, skills, and dispositions necessary to meet professional, state, and institutional standards.		
(a) Candidates in these graduate programs also develop their ability to apply, in their professional roles, research, research methods, and knowledge of learning and practices that support learning.		
(3) Candidates preparing for support roles in schools (e.g., educational leaders, reading specialists, school psychologists, and school library media specialists) demonstrate the knowledge, dispositions, and performance identified by the profession and reflected in national and state standards and assessments for the field.		
(a) These candidates are aware of the scope and purposes of the assessments used by the unit and its programs, as well as how, when, and against what criteria, their knowledge		

CURRENT PEPP STANDARDS	PROPOSED CHANGES TO RULES **NEW RULE** (10.58.600s)	COMMENTS
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and skills are evaluated throughout their preparation.		
(b) The unit uses multiple assessments to determine what candidates know and are able to do.		
(c) It develops and assesses performance in well-planned and sequenced field experiences and in clinical practice where knowledge, disposition, skills, and effect on student learning are observed and evaluated.		
(History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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NEW RULE	PROPOSED CHANGES TO RULES **NEW RULE** (10.58.600s)	COMMENTS
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	Advanced Program Components	
	NEW RULE PROGRAM IMPACT	
	(1) The provider:	
	(a) demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation;	
	(b) documents advanced program completers impact on P-12 student learning and development using state supported P-12 data and other measures employed by the provider, including employer surveys, and program completer surveys;	
	(c) demonstrates, through structured and validated observation instruments and surveys, which completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve;	
	(d) demonstrates, using measures that result in valid and reliable data that employers are satisfied with the advanced program completers' preparation for their assigned responsibilities in working with P-12 students; and	
	(e) demonstrates, using measures that result in valid and reliable data, that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.	

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NEW RULE	PROPOSED CHANGES TO RULES **NEW RULE** (10.58.600s)	COMMENTS
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	Advanced Program Components	
	NEW RULE PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT	
	(1) The provider:	
	(a) maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development;	
	(b) develops a quality assurance system, which is comprised of multiple measures, that can monitor candidate progress, completer achievements, and provider operational effectiveness;	
	(c) ensures that its quality assurance system relies on data that are relevant, verifiable, representative, cumulative, and provides specific guidance for improvement, and produces empirical evidence that interpretations of data are valid and consistent;	
	(d) regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations, and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes;	
	(e) ensures that measures of advanced program completer impact on the P-12 learning environment, including available outcome data, are based on established best practices, summarized, analyzed, shared widely, and acted	

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NEW RULE	PROPOSED CHANGES TO RULES **NEW RULE** (10.58.600s)	COMMENTS
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	Advanced Program Components	
	upon in decision-making related to programs, resource allocation, and future direction; and	
	(f) assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.	

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STANDARDS	PROPOSED CHANGES TO RULES **NEW RULE** (10.58.700s)	COMMENTS
Draft 2014		
	Advanced Program Components	
10.58.512 SCHOOL COUNSELING K-12	10.58.6-- SCHOOL COUNSELING K-12	
(1) The program requires that successful candidates:	(1) The program requires that successful candidates:	
(a) demonstrate knowledge of the history, current trends, philosophy, current and emerging computer technology, and professional activities related to the practice of professional school counseling K-12;	(a) demonstrate knowledge of school counseling program models, the history, development ~~current~~ trends, philosophy, ~~current and emerging computer technology,~~ leadership, advocacy, qualities and styles of effective leadership in schools, and professional activities related to the practice of professional school counseling K-12;	
b) demonstrate competence in developing relation-ships with service agencies such as community, public, private, medical, employment, and educational agencies for referral and collaborative service delivery to promote student success;	(b) demonstrate understanding of models of school-based collaboration and consultation, as well as competence in developing ~~relation-ships~~ relationships with community ~~service agencies~~ resources such as ~~community,~~ public, private, medical, employment, and educational agencies for referral and collaborative service delivery to promote student success;	
(c) demonstrate competence in the use of theories of individual and family development and transitions across the life span, theories of learning and personality development, and human behavior including developmental crises, exceptionality, addictive behavior, psychopathology, and environmental factors that affect both normal and abnormal behavior;	(c) demonstrate competence in the use of theories of individual and family development and transitions across the life span, theories of learning and personality development, and human behavior including developmental crises, exceptionality, addictive behavior, psychopathology, and environmental factors that affect both normal and abnormal behavior;	
(d) demonstrate knowledge of educational philosophies, curriculum development, school organization, and management to facilitate student success in the areas of academic, career, and personal/social development;	(d) demonstrate knowledge of educational philosophies, curriculum development, school organization, and management to facilitate student success in the areas of academic, career, and personal/social development, as	

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	Advanced Program Components	
	well as the school counselor's role in student support and school leadership teams;	
(e) demonstrate knowledge of the role of ethnic and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling, including Montana American Indians;	(e) demonstrate knowledge of the role of ethnic and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling, including ~~Montana~~ American Indians and tribes in Montana;	
(f) demonstrate competence in the coordination of school counseling program components and understand how they are integrated within the school community in collaboration with the efforts of other educators and agencies;	(f) demonstrate competence in the coordination of school counseling program components and understand how they are integrated within the school community in collaboration with the efforts of other educators and agencies, as well as the roles of leaders, advocates, and systems change agents in schools;	
(g) demonstrate competence in elementary, middle, and high school counseling in:	(g) demonstrate competence in elementary, middle, and high school counseling in~~:~~	
(i) planning, designing, implementing, and evaluating a comprehensive and developmental school counseling program;	(i) planning, designing, implementing, and evaluating a comprehensive and developmental school counseling program that includes mission statements and objectives;	
(ii) appraising and interpreting interviews, observations, and formal assessments (e.g., aptitude, interest, achievement, and personality tests);	(ii) appraising and interpreting interviews, observations, and formal assessments (e.g., aptitude, interest, achievement, and personality tests) and other assessments relevant to education K-12;	

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	Advanced Program Components	
(iii) promoting student success using developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options);	(iii) promoting student success using strategies and interventions that address academic development, career counseling, school and life transitions, promotion and graduation rates, college and career readiness, equity in academic achievement, as well as skills to critically examine the connections between social, familial, emotional, and behavioral issues and academic achievement ~~developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options)~~;	
(iv) utilizing a variety of developmentally appropriate intervention strategies in individual, family, and group counseling;	(iv) utilizing a variety of developmentally appropriate intervention strategies in individual, family, and group ~~counseling~~ contexts such as personal/social counseling, parent conferences, teaching guidance curriculum lessons using lesson planning and classroom managements strategies, training and overseeing peer intervention programs, and other strategies that foster collaboration and teamwork in schools;	
(v) consulting with educators, family members, and other professionals regarding assessment and intervention to enhance the physical, academic, psychological, cognitive, and social development of all students;	(v) consulting with ~~educators,~~ family members, school personnel, community agencies, and other professionals regarding assessment and intervention to enhance the physical, academic, psychological, cognitive, and social development of all students;	

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STANDARDS	PROPOSED CHANGES TO RULES **NEW RULE** (10.58.700s)	COMMENTS
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	Advanced Program Components	
(vi) utilizing prevention and intervention programs that address issues such as drugs and alcohol, conflict/anger/violence management, eating disorders, child abuse and neglect, teenage pregnancy, family relations, childhood depression and suicide, school drop-outs, grief/separation/loss issues, and crisis management;	(vi) utilizing prevention and intervention programs that address issues such as drugs and alcohol, wellness, conflict/anger/violence management, eating disorders, child abuse and neglect, teenage pregnancy, family relations, childhood depression and suicide, school drop-outs, grief/separation/loss issues, and ~~crisis management~~ programs related to emergency management plans, crises, disasters, and other trauma-causing events;	
(vii) managing, using, analyzing, and presenting educational research, performance, and evaluation data (e.g., standardized test scores, grades, retention, and placement);	(vii) managing~~,~~ school counseling programs by using~~,~~ accountability data to inform decision making to advocate for students and programs, analyzing, and presenting educational research, performance, and evaluation data (e.g., standardized test scores, grades, retention, and placement) that advocate for students and programs;	
(viii) acquiring new knowledge and skills, and refining existing skills through professional renewal (i.e., self-reflection, continuing education, and professional development); and	(viii) ~~acquiring~~ demonstrating new knowledge and skills, and refining existing skills through professional renewal (i.e., self-reflection, continuing education, and professional development); ~~and~~	
(ix) acquiring knowledge of special education laws, rules, and regulations and demonstrated competence in the knowledge of developmental and educational issues of exceptional students and their families;	(ix) ~~acquiring~~ demonstrating knowledge of special education laws, rules, and regulations and demonstrated competence in the knowledge of developmental and educational issues of exceptional students and their families;	
	(x) demonstrating knowledge of the characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders including the signs and	

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	Advanced Program Components	
	symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs;	
	(xi) demonstrating knowledge of common medications that affect learning, behavior, and mood in children and adolescents; and	
	(xii) demonstrating knowledge of professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling;	
(h) demonstrate knowledge of, and apply the laws (state and federal), policies, and legislation that affect student placement, follow-up and program planning, as well as the ethical issues related to the school counseling field, specifically the ethical standards of the American School Counselor Association (ASCA);	(h) demonstrateing knowledge of, and applying the laws (state and federal), policies, and legislation that affect student placement, follow-up and program planning, as well as the ethical issues related to the school counseling field, specifically the ethical standards of the American School Counselor Association (ASCA); and	
(i) demonstrate knowledge of the ASCA national standards for student development (academic, career, and personal/social developmental domains) and demonstrate competence integrating the national standards throughout the school counseling program;	(i) demonstrateing knowledge of the ASCA national standards for student development (academic, career, and personal/social developmental domains) and demonstrate competence integrating the national standards throughout the school counseling program;.	
(j) successfully complete a supervised counseling practicum and internship experience, which include observation and practice of counseling and other professional skills related to professional school counseling with the following requirements:	(j) The candidate will successfully complete a supervised counseling practicum and internship experience, which include observation and practice of counseling and other professional skills related to professional school counseling. The counseling practicum and internship experiences shall include: with the following requirements:	

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STANDARDS	PROPOSED CHANGES TO RULES **NEW RULE** (10.58.700s)	COMMENTS
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	Advanced Program Components	
(i) The counseling practicum must total a minimum of 100 hours, which includes 40 hours of supervised direct service to students providing individual counseling and group work.	(i) ~~The counseling~~ a practicum ~~must total~~ with a minimum of 100 hours, which includes 40 hours of supervised direct service to K-12 students providing individual counseling and group work~~.~~;	
(ii) The counseling practicum must be supervised a minimum of one hour per week in an individual supervision session and one and one-half hours per week in a group supervision session by a program faculty member or a supervisor under the supervision of a program faculty member.	(ii) ~~The counseling~~ a practicum ~~must be~~ supervised by a program faculty member or a supervisor under the supervision of a program faculty member of a minimum of one hour per week in an individual supervision session and one and one-half hours per week in a group supervision session~~.~~;	
(iii) The internship is begun after the successful completion of a counseling practicum and must consist of a minimum of 600 hours in a school setting.	(iii) ~~The~~ an internship ~~is begun~~ that begins after the successful completion of a counseling practicum and ~~must consist of~~ a minimum of 600 hours in a school setting~~.~~;	
(iv) The internship must include 240 hours of supervised direct service to students performing a variety of school counseling activities related to a school counseling program that may include delivering guidance curriculum (classroom teaching), student planning (academic, career, or personal/social), responsive services (counseling and referral), and system support (management and consultation).	(iv) ~~The~~ an internship ~~must include~~ of 240 hours of supervised direct service to K-12 students performing a variety of school counseling activities related to a school counseling program that may include delivering guidance curriculum (classroom teaching), student planning (academic, career, or personal/social), responsive services (counseling and referral), and system support (management and consultation)~~.~~;	
(v) The internship must be supervised a minimum of one hour per week in an individual supervision session (provided by a site supervisor) and one and one-half hours per week in a group supervision session (provided by a program faculty member).	(v) ~~The~~ an internship ~~must be~~ that is supervised at a minimum of one hour per week in an individual supervision session (provided by a site supervisor) and one and one-half hours per week in a group supervision session (provided by a program faculty member)~~.~~;	

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	Advanced Program Components	
(vi) Each regular or adjunct program faculty member who provides individual or group practicum and/or internship supervision must have a doctoral degree and/or appropriate clinical preparation, preferably from an accredited counselor education program, relevant professional experience and demonstrated competence in counseling, and relevant training and supervision experience.	(vi) ~~Each~~ regular ~~or~~ and adjunct program faculty ~~member~~ who provide individual or group practicum and/or internship supervision ~~must~~ have a doctoral degree and/or appropriate clinical preparation~~, preferably~~ from an accredited school counselor education program, relevant professional experience and demonstrated competence in counseling, and relevant training and supervision experience~~.~~; and	
(vii) Site supervisors must have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses, a minimum of two years of experience as a school counselor, and knowledge of the program's expectations, requirements, and evaluation procedures for trainees.	(vii) ~~S~~site supervisors ~~must~~ who have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certification~~s and/~~or ~~licenses~~ lisensure, a minimum of two years of experience as a school counselor, and knowledge of the program's expectations, requirements, and evaluation procedures for trainees.	
(History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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NEW STANDARD	PROPOSED NEW RULE (10.58.700s)	COMMENTS
Draft June, 2014	NEW RULE EARLY CHILDHOOD EDUCATION	
	(1) The program requires that successful candidates:	
	(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;	
	(b) base their practice on coherent early childhood theoretical perspectives, current research about brain growth and development, and the importance of play;	
	(c) apply their understanding of multiple influences on young children's development and learning including family, community, cultural and linguistic contexts, temperament, approaches & 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;	
	(d) understand the potential influence of early childhood programs, including early intervention, on short- and long-term outcomes for children;	
	(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;	
	(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, supports, and community resources;	
	(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;	

	(h) promote and encourage family involvement in all aspects of children's development and learning including assisting families to find resources concerning parenting, mental health, health care, and financial assistance;	
	(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;	
	(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 (i) learn about children's unique qualities, (ii) guide instruction, and (iii) evaluate effective curriculum to maximize children's development and learning;	
	(k) make ethical considerations when administering and interpreting assessments including (i) an understanding of family context and involving families in the assessment process, (ii) recognizing the importance of establishing positive conditions for assessment (in familiar settings with familiar people), and (iii) avoiding bias and using culturally sensitive assessments that have established reliability and validity:	
	(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;	
	(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;	
	(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;	
	(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;	
	(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;	
	(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	
	(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, and technology; and planning, implementing, assessing, and reflecting on 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;	
	(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;	
	(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;	
	(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;	
	(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;	
	(vii) demonstrating knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for students;	
	(r) base curriculum planning on the understanding of the particular significance of social and emotional development as the foundation for young children's school readiness and future achievements;	
	(s) uphold and use the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct 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;	
	(t) collaborate with multiple stakeholders, including	
	(i) teachers in preceding and subsequent grade levels to increase continuity and coherence across ages/grades,	
	(ii) families and interdisciplinary professionals to meet the developmental needs of each child, and	
	(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;	
	(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;	

	(v) identify and involve oneself with the distinctive history, values, knowledge base, and mission of the early childhood field;	
	(w) engage in informed advocacy for young children and the early childhood profession; and	
	(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,	
	(i) one of which must include a Kindergarten-3rd grade experience in an accredited school setting for a formal student teaching experience, and	
	(ii) the second clinical site may include state licensed child care centers or homes, Head Start, and community or school based preschool programs.	

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STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
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Subchapter 7 **Specializations: Supervisory and Administrative Programs**		
10.58.705 SCHOOL PRINCIPALS, ~~SUPERINTENDENTS~~, SUPERVISORS, AND CURRICULUM DIRECTORS	10.58.705 SCHOOL PRINCIPALS, ~~SUPERINTENDENTS~~, SUPERVISORS, AND CURRICULUM DIRECTORS	
(1) The program requires that successful candidates:	(1) The program requires that successful candidates:	
(a) facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community in order to promote the success of all students;	(a) facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community ~~in order to promote the success of all students~~ and	
	(i) collaboratively develop, implement, and promote a commitment to a shared vision and mission integrated throughout the school system through communication skills, including listening to multiple audiences, knowledge of school staff and aligning decisions with organizational vision;	
	(ii) promote continuous and sustainable school and program improvement through the use of decision and problem solving skills, an organized climate, application of change theory and use professional leadership behaviors including self-awareness and reflective practice;	
	(iii) use data to inform goals, assess organizational effectiveness, and promote organizational learning through distributed leadership and data-informed decision making; and	

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	(iv) design, implement, assess and adjust plans to achieve goals through prioritization, flexibility and adaption;	
(b) promote a positive school culture, provide an effective instructional program, apply best practice to student learning, and design comprehensive professional growth plans for staff in order to promote the success of all students;	(b) promote ~~a positive school culture, provide an effective instructional program, apply best practice to student learning, and design comprehensive professional growth plans for staff in order to promote the success of all students~~ the development of the full educational potential of each person ~~through our public schools~~ by advocating, nurturing, and sustaining positive school culture, an~~d~~ instructional program conducive to student learning, ~~and~~ staff professional growth based upon current brain based research for effective teaching and learning and exhibiting genuine concern for students and	
	(i) advocate, nurture and sustain a culture of collaboration, trust, learning, and high expectations to create a comprehensive, rigorous, and coherent curricular program which addresses post-secondary and life readiness through the use of a curriculum management process and learning theory;	
	(ii) develop the instructional and leadership capacity of staff in order to create a personalized and motivated learning environment for students through staff assessment and providing comprehensive professional learning opportunities;	
	(iii) appraise, support, and supervise instruction in accordance with state adopted standards and associated accountability systems through fostering a culture of continuous improvement which promotes growth, informs practice and promotes learning;	
	(iv) develop assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs through a curriculum management process; and	

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	(v) maximize instructional time, use appropriate and effective instructional strategies and technologies to support teaching and learning with effective instructional practices and knowledge of child development;	
(c) manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment in order to promote the success of all students;	(c) ~~manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment in order to promote the success of all students;~~ ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential of each person with the use of data and time management and	
	(i) develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning through the implementation of education policy;	
	(ii) efficiently and effectively use human, fiscal, and capital resources, applying fiscal and management theory; and	
	(iii)advocate, promote, and protect the social, emotional, and physical safety of students and staff with knowledge of Montana School Law and Special Education Law;	
(d) collaborate with families and other community members, respond to diverse community interests and needs, including Montana American Indian communities, and mobilize community resources in order to promote the success of all students;	(d) collaborate with families and other community members, respond to diverse community interests and needs, including ~~Montana~~ American Indian and tribes in Montana families, and mobilize community resources in order to ~~promote the success of all students~~ fully develop the educational potential of each person and	

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	(i)promote family engagement by fostering and sustaining positive relationships with parents, families, caregivers, community members and partners by exhibiting human relations skills;	
	(ii)promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources to expand cultural proficiency; and	
	(iii)collect and analyze data and information pertinent to the educational environment by being an informed consumer of educational research;	
(e) act with integrity, fairness, and in an ethical manner in order to promote the success of all students;	(e) act with integrity, fairness, and in an ethical manner in order to develop the full educational potential of each person through our public schools by exhibiting open-mindedness, integrity, consistency, and ethics and ~~promote the success of all students~~;	
	(i) ensure a system of accountability for every student's academic, social and emotional success;	
	(ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior;	
	(iii) safeguard the values of democracy, equity and diversity; and	
	(iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling;	
(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to promote the success of all students; and	(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential of each person through our public schools and ~~promote the success of all students~~; ~~and~~ assess,	

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	analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through the knowledge of community, understanding of political climate, and community relations and resources; and	
(g) complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.	(g) complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.	
(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 2007 MAR p. 190, Eff. 2/9/07.)		
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Subchapter 7 Specializations: Supervisory and Administrative Programs		
10.58.705 SCHOOL PRINCIPALS, SUPERINTENDENTS, SUPERVISORS, AND CURRICULUM DIRECTORS	10.58.~~705~~ 706 ~~SCHOOL PRINCIPALS, SUPERINTENDENTS, SUPERVISORS, AND CURRICULUM DIRECTORS~~	
(1) The program requires that successful candidates:	(1) The successful candidate completes the requirements of ARM 10.58.705 School Principals, Supervisors, and Curriculum Directors and the following requirements. The program requires that successful candidates:	
(a) facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community in order to promote the success of all students;	(a) facilitate the development, articulation, implementation, and stewardship of a school and/or district vision of learning supported by the school community ~~in order to promote the success of all students~~ and	
	(i) collaboratively develop, implement, and promote a commitment to a shared vision and mission integrated throughout the school system by strategic planning, aligning district wide curriculum, and facilitating policy making processes;	
	(ii) promote continuous and sustainable district improvement by using data to inform goals, assess organizational effectiveness, and promote organizational learning and designing, implementing, assessing and adjusting plans to achieve goals; and	
	(iii) demonstrate skill in working with school boards;	

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(b) promote a positive school culture, provide an effective instructional program, apply best practice to student learning, and design comprehensive professional growth plans for staff in order to promote the success of all students;	(b) promote ~~a positive school culture, provide an effective instructional program, apply best practice to student learning, and design comprehensive professional growth plans for staff in order to promote the success of all students;~~ the development of the full educational potential of each person through our public schools by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth and	
	(i) advocate, nurture and sustain a culture of collaboration, trust, learning, and high expectations to create a comprehensive, rigorous, and coherent curricular program that addresses post-secondary and life readiness through district academic standards;	
	(ii) develop the instructional and leadership capacity of staff in order to create a personalized and motivated learning environment for students through comprehensive professional learning opportunities with principals and leaders;	
	(iii) appraise, support, and supervise instruction in accordance with state standards and associated accountability systems by fostering a culture of continuous improvement which promotes growth and informs practice and promotes learning with multiple measures through district/state standards-based systems;	
	(iv) develop district-wide assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs; and	

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	(v) maximize instructional time, use appropriate and effective instructional strategies and technologies to support teaching and learning through principal supervision and evaluation and developing principal leadership skills;	
(c) manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment in order to promote the success of all students;	(c) ~~manage the organization,~~ ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential of each person; ~~in a way that promotes t in order to promote the success of all students;~~	
	(i) develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning;	
	(ii) efficiently and effectively use human, fiscal, and capital resources, applying fiscal and management theory;	
	(iii) advocate, promote, and protect the social, emotional, and physical safety of students and staff;	
	(iv) demonstrate knowledge of information systems;	
	(v) demonstrate knowledge of student transportation laws and best practices; and	
	(vi) demonstrate knowledge of Montana school law, Montana school finance, and Montana collective bargaining and employment law;	
(d) collaborate with families and other community members, respond to diverse community interests and needs, including Montana American Indian	(d) collaborate with families and other community members, respond to diverse community interests and needs, including ~~Montana~~ American Indian and tribes in Montana families, and mobilize community resources in	

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communities, and mobilize community resources in order to promote the success of all students;	order to ~~promote the success of all students~~ fully develop the educational potential of each person and	
	(i) promote family engagement by fostering and sustaining positive relationships with parents, families, caregivers, community members and partners;	
	(ii) promote understanding, appreciation, and use the community's diverse cultural, social, and intellectual resources to expand the educational experience; and	
	(iii) collect and analyze data and information pertinent to the educational environment;	
(e) act with integrity, fairness, and in an ethical manner in order to promote the success of all students;	(e) act with integrity, fairness, and in an ethical manner in order to ~~promote the success of all students;~~ develop the full educational potential of each person through our public schools and	
	(i) ensure a system of accountability for every student's academic, social, and emotional success;	
	(ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior;	
	(iii) safeguard the values of democracy, equity and diversity;	
	(iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling; and	

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	(v) demonstrate knowledge of Americans with Disabilities Act (ADA) and Individual Disabilities Education Act (IDEA).	
(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to promote the success of all students;	(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to ~~promote the success of all students;~~ develop the full educational potential of each person through our public schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through systemic analysis of issues, knowledge of collective bargaining, marketing strategies, and political and economic trends; and	
(g) complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.	(g) complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.	
(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 2007 MAR p. 190, Eff. 2/9/07.)		
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10.58.707 SCHOOL PSYCHOLOGISTS	10.58.707 SCHOOL PSYCHOLOGISTS	
(1) The program requires that successful candidates:	(1) The program requires that successful candidates:	
(a) demonstrate an understanding of the articulated training philosophy, mission statement, goals, and objectives;	(a) demonstrate an understanding of the integrated and comprehensive ~~articulated~~ training philosophy~~,~~ /mission ~~statement~~, goals, ~~and~~ objectives, program of study, and supervised practice;	
(b) demonstrate knowledge of the unique history of American Indians as it relates to education, social and emotional development, and academic skills;	~~(b) demonstrate knowledge of the unique history of American Indians as it relates to education, social and emotional development, and academic skills;~~	
(c) demonstrate knowledge of these domains in the field of school psychology:	~~(c)~~ (b) demonstrate knowledge of these domains in the field of school psychology;	
(i) data-based decision-making and accountability;	(i) demonstrate knowledge and apply data-based decision-making and accountability through varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes;	
(ii) consultation and collaboration;	(ii) demonstrate knowledge and apply varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems, and methods to promote effective implementation of services;	
(iii) effective instruction and development of cognitive/academic skills;	(iii) demonstrate knowledge and apply effective interventions and instructional support to develop ~~and development of cognitive/~~ academic skills through a thorough understanding of biological, cultural, and social	

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	influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies;	
(iv) socialization and development of life skills;	(iv) demonstrate knowledge of interventions and mental health services to develop social and ~~socialization and development of~~ life skills to promote social–emotional functioning and mental health based on a thorough understanding of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies;	
(v) student diversity in development and learning;	(v) ~~student diversity in development and learning~~ demonstrate knowledge of individual differences, abilities, disabilities, and other individual student characteristics, principles and research related to diversity factors for children, families, and schools, factors related to culture, including American Indians and tribes in Montana, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity in development and learning~~;~~	
(vi) school and systems organization, policy development, and climate;	(vi) demonstrate knowledge of school wide practices and systems organization, policy development, and climate to promote learning;	
(vii) prevention, crisis intervention, and mental health;	(vii) demonstrate knowledge of principles and research related to resilience and risk factors in learning and mental health, supportive services in schools and communities, and ~~prevention crisis intervention, and~~	

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	~~mental health~~ multi-tiered prevention, and evidence-based strategies for effective crisis response;	
(viii) home/school/community collaboration;	(viii) ~~home/school/community collaboration;~~ demonstrate knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools;	
(ix) research and program evaluation;	(ix) demonstrate knowledge of research ~~and~~ design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings;	
(x) school psychology practice and development; and	(x) demonstrate knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. legal, ethical and professional ~~school psychology~~ practice ~~and development~~; and	
(xi) information technology;	(xi) integrate information technology into school psychologist practice;	
(d) demonstrate knowledge and understanding of:	(d) demonstrate knowledge and understanding of	
(i) orientation to the educational process;	(i) orientation to the educational process;	
(ii) assessment for intervention;	(ii) assessment for intervention;	
(iii) direct intervention; and	(iii) direct intervention; and	

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(iv) indirect intervention.	(iv) indirect intervention.	
(2) practica experiences shall be distinct from and occur prior to the internship;	(2) The provider shall ensure that:	
(a) practica occur at time(s), are in settings, and are of sufficient length to be appropriate to the specific training objectives of the program;	(a) practica experiences are ~~shall be~~ distinct from and occur prior to the internship;	
	(b) practica occur at scheduled time(s), ~~and are~~ of sufficient length, and ~~are~~ in settings ~~to be~~ appropriate to the specific training objectives of the program;	
(b) there is a direct and obvious relationship between practica experiences and the objectives for which the practica are intended;	~~(b)~~(c) there is a direct and obvious relationship between practica experiences and the objectives for which the practica are intended;	
(c) practica experiences occur under conditions of supervision appropriate to the specific training objectives of the program;	~~(c)~~(d) practica experiences occur under conditions of supervision appropriate to the specific training objectives of the program;	
(d) practica experiences are provided appropriate recognition through the awarding of academic credit;	~~(d)~~(e) practica experiences are provided appropriate recognition through the awarding of academic credit;	
(e) practica experiences occur with university involvement appropriate to the specific training objectives of the program;	~~(e)~~(f) practica experiences occur with university involvement appropriate to the specific training objectives of the program;	
(f) the quality of practica experiences is systematically evaluated in a manner consistent with the specific training objectives of the program;	~~(f)~~(g) the quality of practica experiences is systematically evaluated in a manner consistent with the specific training objectives of the program;	
(g) practica experiences are conducted in accordance with current legal-ethical standards for the profession;	~~(g)~~(h) practica experiences are conducted in accordance with current legal-ethical standards for the profession;	

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(h) the program shall require successful candidates to demonstrate knowledge of the roles, responsibilities, and functions of other pupil service personnel, including the operation of interdisciplinary teams; and	~~(h)~~(i) ~~the program shall require successful~~ candidates ~~to~~ demonstrate knowledge of the roles, responsibilities, and functions of other pupil service personnel, including the operation of interdisciplinary teams; and	
(i) the program shall require successful candidates to demonstrate knowledge of available school and community resources.	~~(i)~~(j) ~~the program shall require successful~~ candidates ~~to~~ demonstrate knowledge of available school and community resources.	
(3) The comprehensive internship is the culminating experience in school psychology graduate preparation. The successful school psychologist candidates:	(3) The comprehensive internship is the culminating experience in school psychology graduate preparation. The provider ensures that successful school psychologist candidates:	
(a) demonstrate, under supervision, their ability to integrate knowledge and skills in providing a broad range of school psychological services. The internship experience:	(a) demonstrate, under supervision, their ability to integrate knowledge and skills in providing a broad range of school psychological services~~.~~, and t~~T~~he internship experience	
(i) is provided at or near the end of the formal training period;	(i) is provided at or near the end of the formal training period;	
(ii) is designed according to a written plan that provides the student opportunities to gain experience in the delivery of a broad range of school psychological services;	(ii) is designed according to a written plan that provides the student opportunities to gain experience in the delivery of a broad range of school psychological services;	
(iii) occurs in a setting appropriate to the specific training objectives of the program;	(iii) occurs in a setting appropriate to the specific training objectives of the program;	
(iv) is provided appropriate recognition through the awarding of academic credit;	(iv) is provided appropriate recognition through the awarding of academic credit;	
(v) occurs under conditions of appropriate supervision. Field-based internship supervisors hold a valid credential	(v) occurs under conditions of appropriate supervision~~.~~, (f~~F~~ield-based internship supervisors shall hold a valid	

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as a school psychologist for that portion of the internship that is in a school setting. That portion of the internship, which appropriately may be in a nonschool setting, requires supervision by an appropriately credentialed psychologist;	credential as a school psychologist for that portion of the internship that is in a school setting~~.~~, and ~~That~~ the portion of the internship, which appropriately may be in a nonschool setting, requires supervision by an appropriately credentialed psychologist);	
(vi) is supervised. Field-based internship supervisors are responsible for no more than two interns at any given time. University internship supervisors are responsible for no more than 12 interns at any given time;	(vi) is supervised~~.~~ (f~~F~~ield-based internship supervisors are responsible for no more than two interns at any given time, and ~~.~~ u~~U~~niversity internship supervisors are responsible for no more than 12 interns at any given time);	
(vii) is based on a positive working relationship and represents a collaborative effort between the university program and field-based supervisors to provide an effective learning experience for the student. University internship supervisors provide at least one on-site contact per semester with each intern and supervisor;	(vii) is based on a positive working relationship and represents a collaborative effort between the university program and field-based supervisors to provide an effective learning experience for the student, and~~.~~ u~~U~~niversity internship supervisors provide at least one on-site contact per semester with each intern and supervisor;	
(viii) is a provision for participation in continuing professional development activities;	(viii) is a provision for participation in continuing professional development activities;	
(ix) is systematically evaluated for quality in a manner consistent with the specific training objectives of the program;	(ix) is systematically evaluated for quality in a manner consistent with the specific training objectives of the program;	
(x) is conducted in a manner consistent with the current legal-ethical standards of the profession; and	(x) is conducted in a manner consistent with the current legal-ethical standards of the profession; and	
(xi) occurs on a full-time basis over a period of one academic year, or on a half-time basis over a period of two consecutive academic years. At least 600 hours of the internship are completed in a school setting;	(xi) occurs on a full-time basis over a period of one academic year, or on a half-time basis over a period of two consecutive academic years, and~~.~~ a~~A~~t least 600 hours of the internship are completed in a school setting;	

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(b) complete a field-based internship supervised, on average, at least two hours per week of direct supervision for each intern;	(b) complete a field-based internship supervised, on average, at least two hours per week of direct supervision for each intern;	
(c) accept an internship placement that provides appropriate support for the internship experience including:	(c) accept an internship placement that provides appropriate support for the internship experience including	
(i) a written agreement specifying the period of appointment and any terms of compensation;	(i) a written agreement specifying the period of appointment and any terms of compensation;	
(ii) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists;	(ii) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists;	
(iii) provision for participation in continuing professional development activities;	(iii) provision for participation in continuing professional development activities;	
(iv) release time for internship supervision; and	(iv) release time for internship supervision; and	
(v) a commitment to the internship as a diversified training experience.	(v) a commitment to the internship as a diversified training experience.	
(4) School psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. School psychology graduate programs shall:	(4) The provider ensures that school psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. <u>The provider ensures</u> that school psychology graduate programs shall:	
(a) establish and maintain an accountability program to assess the knowledge and capabilities of school psychology candidates and of the impact that interns and	(a) establish and maintain an accountability program to assess the knowledge and capabilities of school psychology candidates and of the impact that interns and	

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graduates have on services to children, youth, families, and other consumers;	graduates have on services to children, youth, families, and other consumers;	
(b) incorporate different sources of process and performance information (e.g., instructional evaluation, performance portfolios, field supervisor evaluations, systematic valid procedures are used to evaluate and improve the quality of the program, candidate/graduate performance on licensing/certification examinations, and alumni follow-ups), as appropriate, to evaluate and improve components of the program;	(b) incorporate different sources of process and performance information (e.g., instructional evaluation, performance portfolios, field supervisor evaluations, systematic valid procedures are used to evaluate and improve the quality of the program, candidate/graduate performance on licensing/certification examinations, and alumni follow-ups), as appropriate, to evaluate and improve components of the program;	
(c) apply specific published criteria, both objective and qualitative, for the assessment and admission of candidates to the program at each level and for candidate retention and progression in the program. The criteria address the academic and professional competencies, as well as the professional work characteristics needed for effective practice as a school psychologist (including respect for human diversity, communication skills, effective interpersonal relations, ethical responsibility, adaptability, and initiative/dependability);	(c) apply specific published criteria, both objective and qualitative, for the assessment and admission of candidates to the program at each level and for candidate retention and progression in the program, and. t~~T~~he criteria address the academic and professional competencies, as well as the professional work characteristics needed for effective practice as a school psychologist (including respect for human diversity, communication skills, effective interpersonal relations, ethical responsibility, adaptability, and initiative/dependability);	
(d) employ a systematic process that ensures that all students possess the knowledge and professional expertise to collaborate with families and school and community based professionals in designing, implementing, and evaluating interventions that effectively respond to the educational and mental health needs of children and youth;	(d) employ a systematic process that ensures that all students possess the knowledge and professional expertise to collaborate with families and school and community based professionals in designing, implementing, and evaluating interventions that effectively respond to the educational and mental health needs of children and youth;	

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(e) limit the number of credit hours acquired through courses, seminars, and other learning experiences not open exclusively to graduate students to no more than one-third of the student's program;	(e) limit the number of credit hours acquired through courses, seminars, and other learning experiences not open exclusively to graduate students to no more than one-third of the student's program;	
(f) exclude credit requirements for undergraduate study, study that is remedial, or study which is designed to remove deficiencies in meeting requirements for program admission; and	(f) exclude credit requirements for undergraduate study, study that is remedial, or study which is designed to remove deficiencies in meeting requirements for program admission; and	
(g) include a full-time continuous residency or an alternate planned experience for all students. Programs allowing alternate planned experiences as a substitute for full-time residency must demonstrate how those experiences are equivalent to experiences commonly associated with residency requirements.	(g) include a full-time continuous residency or an alternate planned experience for all students, and. pPrograms allowing alternate planned experiences as a substitute for full-time residency must demonstrate how those experiences are equivalent to experiences commonly associated with residency requirements.	
(5) The standards for specialist-level programs shall follow those described by the National Association of School Psychologists:	(5) The provider ensures that The standards for specialist-level programs shall follow those standards described by the National Association of School Psychologists (NASP). The provider ensures that:	
(a) specialist-level programs consist of a minimum of three years of full-time study or the equivalent at the graduate level;	(a) specialist-level programs consist of a minimum of three years of full-time study or the equivalent at the graduate level;	
(b) the program shall include at least 60 graduate semester hours or the equivalent, at least 54 hours of which are exclusive of credit for the supervised internship experience;	(b) the program shall include at least 60 graduate semester hours or the equivalent, at least 54 hours of which are exclusive of credit for the supervised internship experience;	
(c) institutional documentation of program completion shall be provided; and	(c) institutional documentation of program completion shall be provided; and	

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(d) specialist level programs include a minimum of one academic year of supervised internship experience consisting of a minimum of 1200 clock hours.	(d) specialist-level programs include a minimum of one academic year of supervised internship experience consisting of a minimum of 1200 clock hours.	
(6) The standards for doctoral programs shall follow those described by the National Association of School Psychologists. Doctoral programs provide greater depth in multiple domains of school psychology training and practice as specified in these standards;	(6) The provider ensures that ~~the standards for~~ doctoral programs ~~shall~~ follow ~~those~~ the standards described by the National Association of School Psychologists (NASP). Doctoral programs provide greater depth in multiple domains of school psychology training and practice as specified in these standards. The provider ensures that:	
(a) doctoral programs consist of a minimum of four years of full-time study or the equivalent at the graduate level;	(a) doctoral programs consist of a minimum of four years of full-time study or the equivalent at the graduate level;	
(b) the program shall include a minimum of 90 graduate semester hours or the equivalent, at least 78 of which are exclusive of credit for the doctoral supervised internship experience and any terminal doctoral project (e.g., dissertation) and shall culminate in institutional documentation; and	(b) the program ~~shall~~ includes a minimum of 90 graduate semester hours or the equivalent, at least 78 of which are exclusive of credit for the doctoral supervised internship experience and any terminal doctoral project (e.g., dissertation) and shall culminate in institutional documentation; and	
(c) the program shall include a minimum of one academic year of doctoral supervised internship experience consisting of a minimum of 1500 clock hours.	(c) the program ~~shall~~ includes a minimum of one academic year of doctoral supervised internship experience consisting of a minimum of 1500 clock hours.	
(History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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Subchapter 8 **Innovative and Experimental Programs**		
10.58.801 TYPES OF PROGRAMS	~~10.58.801 TYPES OF PROGRAMS~~	
(1) New, innovative, and experimental programs include but are not necessarily limited to the following: (a) programs designed to develop new approaches, new arrangements, and/or new contexts for the preparation of school personnel;	~~(1) New, innovative, and experimental programs include but are not necessarily limited to the following:~~ ~~(a) programs designed to develop new approaches, new arrangements, and/or new contexts for the preparation of school personnel;~~	
(b) programs designed to prepare school personnel for new types of positions that are emerging in modern education;	~~(b) programs designed to prepare school personnel for new types of positions that are emerging in modern education;~~	
(c) programs designed to meet the special needs of particular segments of society; and	~~(c) programs designed to meet the special needs of particular segments of society; and~~	
(d) programs designed for specific curricular areas for which recognized standards have not yet been developed.	~~(d) programs designed for specific curricular areas for which recognized standards have not yet been developed.~~	
(History: 20-2-114 MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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Subchapter 8 **New Curricular Program**		
10.58.802 STANDARDS FOR APPROVAL	10.58.802 ~~STANDARDS FOR~~ APPROVAL OF NEW CURRICULAR PROGRAMS	
(1) The unit shall provide a clear statement justifying the request for the approval of a new, innovative, or experimental program. That statement shall include the program's assumptions, rationale, and objectives.	(1) The ~~unit~~ provider ~~shall provide a clear statement justifying~~ presents justification of its ~~the~~ request for the approval of a new~~, innovative, or experimental~~ curricular program. ~~That statement shall include the program's assumptions, rationale, and objectives~~.	
(2) Each program shall:	(2) ~~Each program~~ The provider ~~shall~~:	
(a) be based on a statement of the purpose and objectives of teaching in this area and upon a well-formulated statement of the nature of the public school program that is needed to accomplish these objectives. These statements shall:	~~(a) be based on a statement of the purpose and objectives of teaching in this area and upon a well-formulated statement of the nature of the public school program that is needed to accomplish these objectives. These statements shall:~~ (a) describes the purpose, need, and objectives of the program and the impact on PK-12 education;	
(i) be prepared cooperatively by the agencies concerned with teacher education;	~~(i) be prepared cooperatively by the agencies concerned with teacher education~~	
(ii) be based on analyses of current practices and trends in this field of the public school curriculum; and	~~(ii) be based on analyses of current practices and trends in this field of the public school curriculum; and~~	
(iii) be available in writing;	~~(iii) be available in writing;~~	
	(b) ensures that the program of study is based on current research, proven practice, and emerging trends in this field of PK-12 school curriculum;	
	(c) works cooperatively with accredited school districts, education organizations, agencies, and PK-20 stakeholders to design the program;	

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STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
	(d) implements, assesses, and evaluates the program's impact on the identified PK-12 needs;	
	(e) provides regular and systematic reports of the program's impact on PK-12 education to the state superintendent, and the Board of Public Education; and	
	(f) updates and maintains program information on its Web page.	
	~~(b)~~(3) The provider:	
(b) include articulation of the competencies teachers need in this area. This statement of competencies shall:	~~(b) include articulation of the competencies teachers need in this area. This statement of competencies shall:~~ (a) articulates initial or advanced candidates' learning expectations pursuant to ARM 10.58.300s and 500s and ARM 10.58.600s – 700s;	
(i) include attitudes, knowledge, understanding, skills, and the degrees of expertise teachers need;	~~(i) include attitudes, knowledge, understanding, skills, and the degrees of expertise teachers need;~~	
(ii) be based on the program's statement of objectives outlined in (2)(a); and	~~(ii)~~(b) aligns learning expectations and outcome assessments to the program objectives; ~~be based on the program's statement of objectives outlined in (2)(a) ; and~~	
(iii) be available in writing;	~~(iii) be available in writing;~~	
(c) include a description of the process used to prepare personnel;	(c) describes ~~include a description of~~ the professional learning process, plan and timeline ~~used~~ to prepare personnel;	
(d) develop provisions for keeping records of the students' progress in the program;	(d) ~~develop the provisions for keeping records of the students~~ establishes assessment and evaluation systems to collect, analyze, use, and report initial or advanced candidate's ~~records of the students'~~ progress in the program;	

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STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
(e) make arrangements for systematic and scheduled program evaluation by both the unit and the Office of Public Instruction;	~~(e) make arrangements for systematic and scheduled program evaluation by both the unit and the Office of Public Instruction;~~	
(f) be supported by identifiable human and physical resources that will be available throughout the duration of the program. Any resources not under the control of the institution shall be outlined and confirmed by the Board of Public education;	~~(f)~~(e) ~~be~~ ensures that the program is supported by identifiable human and physical resources ~~that will be~~ available ~~throughout the duration of~~ to the program, and~~.~~ ~~Any R~~ resources not under the control of the institution shall be outlined and confirmed by the Board of Public education;	
(g) include a timetable setting forth:	(g) ~~include~~ creates a timetable ~~setting forth:~~ that includes	
(i) the program's beginning and ending dates;	(i) the program's proposed implementation ~~beginning and ending~~ date~~s;~~	
(ii) the sequence of activities that will occur;	(ii) the sequence of activities that will occur~~;~~;	
(iii) selection and schedules of intervals for competency and program evaluations; and	(iii) selection and schedules of regular and systematic ~~of~~ intervals ~~for~~ of ~~competency~~ candidate and program evaluations~~;~~ and	
(iv) the approximate dates for submitting periodic program reports to the appropriate institutional officials and to the superintendent of public instruction; and	(iv) the approximate date~~s~~ for submitting ~~periodic~~ the program plan, timeline, and reports for program approval to the appropriate institutional officials and to the superintendent of public instruction; and	
(h) ensure that program evaluations have definite provisions for performance criteria and follow-up at specified intervals. The evaluations shall:	(h) ensure~~s~~ that program evaluations have definite provisions for performance criteria and follow-up at specified intervals. The evaluations ~~shall~~:	
(i) be guided by a plan that defines and specifies the kinds of evidence that will be gathered and reported;	(i) align to initial or advanced standards pursuant to ARM 10.58.300s – 500s and ARM 600s – 700s ~~be guided by a plan that defines and specifies the kinds of evidence that will be gathered and reported~~; and	

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STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
(ii) give information that identifies areas in the program that need strengthening; and	~~(ii) give information that identifies areas in the program that need strengthening; and~~	
(iii) be used to suggest new directions for program development.	~~(iii)~~(ii) ~~be used to suggest new directions for~~ ensure continuous program improvement by using data to inform decisions that provide positive impact on candidates' professional growth and on program development.	
(3) The preparing institution shall be responsible for the administration of the program. Within this responsibility it shall establish 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.	(3) The ~~preparing institution~~ provider shall ~~be responsible for the administration of~~ establish and administer the program~~. Within this responsibility it shall establish~~ 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.	
(History: 20-2-114, MCA; IMP, 20-2-121 MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Subchapter 9 **Standards for Approving Competency-Based or Performance-Based Programs**		
10.58.901 STANDARDS FOR APPROVING COMPETENCY-BASED OR PERFORMANCE-BASED PROGRAMS	~~10.58.901 STANDARDS FOR APPROVING COMPETENCY-BASED OR PERFORMANCE-BASED PROGRAMS~~	
(1) These standards apply to all competency-based and performance-based teacher education programs. For each program, the institution shall: (a) develop and adopt an explicit statement of "program exit" competencies that relate to the entry-level professional role. These competencies must include all of the criteria implicit in the general standards (subchapter 4) and specific standards (subchapter 5);	~~(1) These standards apply to all competency-based and performance-based teacher education programs. For each program, the institution shall:~~ ~~(a) develop and adopt an explicit statement of "program exit" competencies that relate to the entry-level professional role. These competencies must include all of the criteria implicit in the general standards (subchapter 4) and specific standards (subchapter 5);~~	
(b) provide a program design that: (i) relates the competencies (cited in (a) above) to modules, subcourses, or courses;	~~(b) provide a program design that:~~ ~~(i) relates the competencies (cited in (a) above) to modules, subcourses, or courses;~~	
(ii) lists the learning activities involved; and	~~(ii) lists the learning activities involved; and~~	
(iii) specifies the assessment techniques used to verify the attainment of these competencies;	~~(iii) specifies the assessment techniques used to verify the attainment of these competencies;~~	
(c) formally assess follow-up data to determine the relationship between "exit" competencies and initial professional role performance. Such assessment shall be considered in program development; and	~~(c) formally assess follow-up data to determine the relationship between "exit" competencies and initial professional role performance. Such assessment shall be considered in program development; and~~	
(d) use an on-site evaluation team, designated by the board of public education, to determine the institution's performance in the development and verification of a	~~(d) use an on-site evaluation team, designated by the board of public education, to determine the institution's performance in the development and verification of a~~	

STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
candidate's role competency and in the collection and use of follow-up data.	~~candidate's role competency and in the collection and use of follow-up data.~~	
(History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)		

ITEM 1

REVIEW OF REVISIONS OF ADMINISTRATIVE RULES OF MONTANA TITLE 10, CHAPTER 58

Dr. Linda Peterson, Ms. Patty Muir, Mr. Michael Hall

ITEM 2

REVIEW OF NEW ADMINISTRATIVE RULES OF MONTANA TITLE 10, CHAPTER 63 PRESCHOOL STANDARDS

Dr. Cindy O'Dell

Proposed Chapter 63

Preschool Standards of Accreditation

Subchapter 1

General Provisions

10.63.101 PROCEDURES (1) The trustees of a school may establish a public preschool program to meet the unique developmental needs for children between the ages of 3 and 5 years. When preschool programs are established they must be an integral part of the school and must be governed according to the following accreditation standards for the preschool standards of early learning content and accreditation in coordination with the standards outlined for schools within Title 10, Chapter 55, excluding ARM 10.55.601, 10.55.602, 10.55.603, 10.55.704, 10.55.705, 10.55.709, 10.55.710, 10.55.712, 10.55.715, and Title 10, Chapter 55, subchapters 10 through 21. For the purposes of the accreditation process detailed in ARM 10.55.606, preschool programs will be assessed on the program's assurance standards only.

(2) Preschool programs shall meet this chapter's curriculum, instruction, and program delivery standards, supporting children's development of the knowledge and skills outlined in the content standards in subchapter 3, which describe the expectations for what young children should know and be able to do across the four core developmental domains of learning upon entrance to kindergarten.

10.63.102 DEFINITIONS (1) For the purposes of this chapter, the following terms apply:

(a) "Accreditation" means certification by the Board of Public Education that a school meets the adopted standards of the Board of Public Education for a specified school year.

(b) "Assessment" means the gathering, organizing, and evaluation of information about student learning in order to monitor and measure the effectiveness of the instructional program.

(c) "Collaborative inquiry" means a teaching strategy in which teachers and students engage in joint learning, discovery or intellectual effort, or when groups of students work together to search for understanding, meaning, or solutions.

(e) "Curriculum" means the knowledge or skills students are expected to learn which includes the learning standards they are expected to meet.

(d) "Developmental domain" means mean the broad, interrelated categories or dimensions of early childhood development reflective of preschool children's learning and growth. The four core domains include emotional/social, physical, communication, and cognitive

(f) "Early childhood curriculum" means an articulated educational plan for young children, which is grounded in research based understandings of child development and developmentally appropriate practices. Curriculum guides the teaching process from identifying what to teach, including early content

standards in each of the four developmental domains and how to teach, including developing learning experiences based upon individual and group outcomes, and assessing what was learned then using this data to inform future planning and teaching.

(g) “Experiential learning” means to stimulate exploration, experimentation, and discovery.

. (h) “Paraprofessional, assistant teacher, or teacher aide” means an adult with the qualifications detailed in 10.63.203 who works under the direct supervision of a teacher and who may work independently in a teacher's absence, but for the majority of the time works directly with the teacher in the same space with the same group of students.

(i) “Teacher” means a licensed individual as defined in 10.55.602, with primary responsibility for a group or class of preschool students.

Subchapter 2

Program Leadership and Administration

10.63.201 LEADERSHIP (1) The program leadership shall effectively implement policies, procedures, and systems that support stable staff and strong personnel, fiscal, and program management so all students, families, and staff have high quality experiences.

(2) Professional development for preschool educators as required by ARM 10.55.714 should be tailored to early childhood development and learning.

10.63.202 TEACHER ASSIGNMENTS AND QUALIFICATIONS (1) Teachers shall be assigned at the levels for which they are licensed and endorsed in accordance with state statutes and Board of Public Education rules.

(2) Teachers with an Early Childhood Education Special Permissive Competency shall be considered to be appropriately licensed, endorsed and assigned to teach in an accredited preschool program until July 1, 2018, at which time those teachers will need to be appropriately licensed and endorsed pursuant to Title 10, Chapter 57.

10.63.203 EARLY CHILDHOOD PARAPROFESSIONAL QUALIFICATIONS

(1) Early childhood paraprofessionals must have:

(a) completed two years of study at an institution of higher education; or

(b) obtained an associate’s (or higher) degree; or

(c) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in the delivery of the curriculum, instruction, and program delivery standards to support students’ development of the knowledge and skills outlined in the Early Learning Content Standards.

10.63.204 EARLY CHILDHOOD PARAPROFESSIONAL SUPERVISION

(1) Early childhood paraprofessionals shall be under the direct supervision of a licensed teacher who is responsible for instruction and assessment of students.

(2) Early childhood paraprofessionals assigned to assist students with special education needs shall be under the supervision of the teacher.

(3) The supervising teacher shall be available while an early childhood paraprofessional is fulfilling his or her responsibilities and shall not be simultaneously assigned to another teaching duty or preparation time.

10.63.205 CLASS SIZE (1) There must be one appropriately licensed and endorsed teacher for ten students, with an early childhood paraprofessional for any additional students over ten, for up to no more than 18 total students in a classroom with two adults.

(2) Class size of 18 preschoolers is the maximum number of students, regardless of the number of staff.

10.63.206 AGGREGATE HOURS (1) Trustees may designate the preschool program as either a half-time or full-time program with a minimum of 720 hours. Outdoor play, snack, and meal time are included in the aggregate hours. Naptime and daily transportation to and from the classroom do not count as part of the 720 hour preschool program hours.

(2) The trustees of a school district shall set the number of days in school term, the length of the school day, and the number of school days in a week.

10.63.207 ENROLLMENT ELIGIBILITY (1) A child must have reached three years of age before the district's official start date of the preschool program or have been enrolled by special permission by the board of trustees.

Subchapter 3

Early Learning Standards, Curriculum, Assessment and Instruction

10.63.301 EARLY LEARNING CONTENT STANDARDS DEVELOPMENTAL DOMAINS (1) Emotional and social domain requires instruction which incorporates and includes:

(a) culture, family and community, wherein students learn to develop:

(i) an awareness of and appreciation for similarities and differences between themselves and others;

(ii) an awareness of the functions and diverse characteristics of families; and

(iii) an understanding of the basic principles of how communities function, including work roles and commerce.

(b) Emotional development requires instruction which incorporates and includes standards for early childhood education wherein students:

(i) develop an awareness and appreciation of self as a unique, competent, and capable individual;

(ii) demonstrate a belief in their abilities;

(iii) manage internal states, feelings, and behavior, and develop the ability to adapt to diverse situations and environments; and

(iv) express a wide and varied range of feelings through facial expressions, gestures, behaviors, and words.

(c) Social development requires instruction which help students:

(i) develop trust, emotional bonds, and interact comfortably with adults;

(ii) interact and build relationships with peers; and

(iii) develop skills in cooperation, negotiation, and empathy.

(2) Physical domain requires development of motor skills, and instruction in health, safety and personal care.

(a) Development of motor skills includes:

(i) small muscle strength, coordination, and skills;

(ii) large muscle strength, coordination, and skills; and

(iii) use of their senses to explore the environment and develop skills through sight, smell, touch, taste, and sound.

(b) Health, safety, and personal care standards for early childhood education are that students:

(i) develop personal health and hygiene skills as they develop and practice self-care routines;

(ii) eat a variety of nutritional foods and develop healthy eating practices;

(iii) develop healthy behaviors through physical activity; and

(iv) develop an awareness and understanding of safety rules as they learn to make safe and appropriate choices.

(3) Communication domain includes communication, language, and literacy development.

(a) Standards for early childhood communication and language include:

(i) receptive communication, wherein students use listening and observation skills to make sense of and respond to spoken language and other forms of communication; enter into the exchange of information around what is seen, heard, and experienced; and they begin to acquire an understanding of the concepts of language that contribute to learning;

(ii) expressive communication, wherein students develop skills in using sounds, facial expressions, gestures, and words, such as to help others understand their needs, ask questions, express feelings and ideas, and solve problems;

(iii) social communication wherein students develop skills to interact and communicate with others in effective ways; and

(iv) for dual language speakers, students receive support in their home language(s) while becoming proficient in English.

(b) Literacy standards for early childhood education are that students:

(i) develop an understanding, skills, and interest in the symbols, sounds, and rhythms of written language, and develop awareness that the printed word can be used for various purposes;

(ii) develop interest and skills in using symbols as a meaningful form of communication;

(iii) develop an understanding that print carries a message through symbols and words and that there is a connection between sounds and letters (the alphabetic principle); and

(iv) develop an awareness of the sounds of letters and the combination of letters that make up words and use this awareness to manipulate syllables and sounds of speech.

(4) Cognitive domain requires instruction which incorporates and includes:

(a) approaches to learning which help students develop:

(i) curiosity through imagination, inventiveness, originality, and interest as they explore and experience new things;

(ii) initiative and self-direction through engagement in new tasks and to take risks in learning new skills or information;

(iii) persistence and attentiveness with the ability to focus their attention and concentration to complete tasks and increase their learning; and

(iv) reflections and interpretation skills in thinking about their learning in order to inform their future decisions.

(b) development of reasoning and representational thought skills in causation, critical and analytical thinking, problem solving, and representational thought. Instruction in creative arts, including:

(i) creative movement wherein students produce rhythmic movements spontaneously and in imitation with growing technical and artistic abilities;

(ii) drama, wherein students show appreciation and awareness of drama through observation, imitation, participation in simple dramatic plots;

(iii) music, wherein students engage in a variety of musical or rhythmic activities; and

(iv) visual arts, wherein students demonstrate a growing understanding and appreciation for the creative process and visual arts.

(c) mathematics and numeracy standards for early childhood education are that students:

(i) develop number sense and operations through the ability to think and work with numbers, to understand their uses, and describe their relationships through structured and everyday experiences;

(ii) develop an awareness of measurement concepts through use of measurement instruments to explore and discover measurement relationships and characteristics, such as length, quantity, volume, distance, weight, area, and time;

(iii) apply mathematical skills in data analysis, such as counting, sorting, and comparing objects;

(iv) develop an awareness of initial algebraic thinking and operations through counting, sorting, and comparing objects; and

(v) build the foundation for geometric and special reasoning through recognition, creation and manipulation of shapes, and learning spatial reasoning and directional words as they become aware of their bodies and personal space in their physical environment.

(d) science standards for early childhood education are that students:

(i) engage in scientific thinking and the use of scientific methods through investigation using their senses to observe, manipulate objects, ask questions, make predictions, and develop conclusions and generalizations;

(ii) develop an understanding of and compassion for living things;

(iii) develop an understanding of the physical world;

(iv) develop and understanding of the earth and planets; and

(v) develop an understanding of engineering as the process that assists people in designing and building;

(e) social studies for early childhood education are that students:

(i) develop an understanding of the concept of historical time, including past, present, and future;

(ii) develop knowledge of geographical places, regions by understanding that each place has its own unique characteristics, and the reciprocal effect individuals have with the world around them;

(iii) become aware of their physical world, including the environment and our interdependence on the natural world; and

(iv) an understanding of technology with awareness of technological tools and developmentally appropriate exploration of the ways to use these resources.

10.63.302 CURRICULUM AND ASSESSMENT (1) The early childhood curriculum, as defined in ARM 10.63.102, shall:

(a) contain a written philosophy and framework, grounded in research- based understandings of child development, to provide a clear coherent focus for planning students experiences;

(b) include the selection of materials and equipment to enhance development and learning in each core domain, including: emotional/social, physical, communication and cognition, and encourage integration of early childhood content areas, including social, emotional, physical, health, safety, language, literacy, mathematics, science, social studies, creative expression and the arts, and technology;

(c) include planned opportunities for active exploration, discovery, and social interaction;

(d) plan for students engagement in play each day; and

(e) be implemented in a manner reflective of students' family and community lives while being responsive to diversity, including gender, age, language, culture, and ability, including opportunities for students and families to learn about the distinct and unique heritage of American Indians, particularly Montana Indian tribes, in a culturally responsive manner (MCA-20-1-501).

(2) School districts shall develop its preschool program to include an ongoing and systematic written assessment plan which includes protocols for:

(a) monitoring the progress of students toward achieving content standards and developmental domains using formative and summative approaches that include universal screening, progress monitoring, and diagnostic assessments;

(b) administration of assessments and interpretation of assessment results;

(c) providing disaggregated data to educators and teams to inform instructional planning and decision making;

(d) involving families as partners in linguistically and culturally responsive ways to inform decisions about students' needs; and

(e) assessing the effectiveness of the instructional program that guide adjustments for improvement.

10.63.303 INSTRUCTION (1) The preschool program shall ensure developmentally, culturally, and linguistically appropriate and effective teaching strategies that enhance students' development and learning of the Early Learning Content Standards through the program's curriculum.

(2) The preschool instructional program shall:

(a) use both content and child development knowledge to create learning opportunities and to engage young learners in meaningful, planned, and purposeful experiences related to the curriculum goals and content standards;

(b) use a variety of effective approaches and strategies which include opportunities for both teacher and student initiated interactions and activities;

(c) use knowledge of each student's development to enhance instruction, modify strategies and materials, and adjust supports and challenges as students gain competence, understanding, and skills;

(d) build upon student's language, understanding of concepts, and increase vocabulary;

(e) integrate knowledge of student's families and the community to build relationships that foster integral connections with the curriculum and learning experiences;

(f) use cultural and community resources in the classroom to enhance student's learning and development; and

(g) work as a team to implement learning plans, including plans for students with special needs.

Subchapter 4

Preschool Program Delivery Standards

10.63.401 PHYSICAL AND LEARNING ENVIRONMENT (1) The preschool program shall ensure an appropriate and well-maintained safe and healthful physical environment that:

(a) is designed to protect student's health and safety;

(b) allows for supervision of students primarily by sight;

(c) provides sanitization in according to state and federal health standards;

(d) follows state and federal guidelines for meals and snacks; and

(e) provides safe, supervised and adequate outside play space with age appropriate equipment and safe, adequate indoors space for each child.

(2) The preschool program shall ensure a safe and healthful learning environment by

(a) providing a written predictable but flexible schedule that provides intentionally planned routines and transitions; and

(b) providing daily indoor and outdoor activities, including:

(c) planned time where students have individual choice of activities;

(d) daily opportunities to learn and play individually, in small groups, and as a whole group; and

(e) use of developmentally appropriate materials and equipment.

10.63.402 CHILD GUIDANCE (1) Child guidance means employing a variety of strategies to foster self-regulation, respect for others, problem solving, and emotional and social development in an ongoing interactive process, and helps students learn how to communicate with others in developmentally appropriate ways. To ensure appropriate child guidance, the preschool program shall:

(a) use positive behavior supports to ensure the social, emotional, and cultural development of each student;

(b) provide a positive climate to ensure equality, inclusion and citizenship;

(c) develop relationships with the student and the student's family in ways that are linguistically and culturally sensitive;

(d) provide opportunities for students to be contributing members of the classroom community;

(e) provide clear behavioral expectations, including the use of effective methods to prevent and redirect misbehavior; and

(f) partner with families and other professionals for students with challenging behavior to develop and implement an individualized plan that fosters the child's inclusion and success.

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10.63.404 FAMILY AND COMMUNITY ENGAGEMENT (1) The program staff shall establish and maintain collaborative relationships with each child's family and community to foster student's development in all settings.

(2)To ensure collaborative relationships between the community, school and families, preschool programs shall have protocols which:

(a) establish intentional practices designed to foster strong reciprocal relationships with families;

(b) ensure that families are an integral part of the decision making team through communication and family conferences which promote dialogue and partnership regarding their student's educational goals and services;

(c) collaborate with families to help students participate successfully in early childhood settings;

(d) ensure that all families, regardless of family structure; socioeconomic, racial, religious and cultural diversity; gender; abilities; or preferred languages are included in their child's educational experience;

(e) assist families in locating, contacting and using community resources that support student's well-being, development and goals;

(g) promote awareness and understanding of the unique legal and political structures of Montana Tribal Nations in order to best meet the needs of Indian students and families;

(h) collaborate with community-based programs to ensure that parents and families have the resources they need to be involved in their student's education, growth, and development; and

(i) provide access to health screenings and referrals for all students in the program.