

***CERTIFICATION STANDARDS AND PRACTICES
ADVISORY COUNCIL MEETING AND JOINT
MEETING WITH THE COUNCIL OF DEANS***

October 27-28th, 2014

***Montana State University - Bozeman
Strand Student Union Building
Room 235***

Bozeman, MT

AGENDA

CERTIFICATION STANDARDS & PRACTICES ADVISORY COUNCIL MEETING

OCTOBER 27TH, 2014

*Montana State University Bozeman
Strand Student Union Room 235
Bozeman, MT*

*****8:15 AM Healthy Start Breakfast*****

Starting at 9:00 A.M.

ALL TO ORDER

- A. Call to Order – Ms. Tammy Lacey
- B. Roll Call
- C. Statement of Public Participation
- D. Approval of the Agenda
- E. Approval of the July 15-16th, 2014 and August 19th, 2014 Meeting Minutes

ITEM 1 MSU PRESENTATION – Dr. Jayne Downey

ITEM 2 EXECUTIVE COMMITTEE REPORT – Ms. Tammy Lacey

- **Committee Appointments**

ACTION

APPROVE CSPAC GOALS UPDATED JULY 16TH, 2014

ITEM 3 BOARD OF PUBLIC EDUCATION REPORT – Mr. Pete Donovan

ITEM 4 CLASS 8 LICENSURE APPLCIATIONS –Dr. Linda Peterson

ITEM 5 MENTORING PROGRAM STATUS REPORT – Dr. Linda Peterson

ITEM 6 UPDATE ON THE STATUS OF REVISIONS OF CHAPTER 57 EDUCATOR ICENSURE, CHAPTER 58 EDUCATOR PREPARATION PROGAM STANDARDS, AND NEW CHAPTER 63 PRESCHOOL PROGRAM STANDARDS – Pete Donovan

ITEM 7 FUTURE AGENDA ITEMS

PUBLIC COMMENT

ADJOURN

*******A TACO BAR LUNCH WILL BE PROVIDED IN THE DEAN'S OFFICE AT NOON FOLLOWING THE CSPAC MEETING*******

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

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



***Certification Standards and
Practices Advisory Council***

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Advisory Council to the Montana

Board of Public Education

Montana Council of Deans of Education

Carroll College - Montana State University-Billings

Montana State University-Northern - Montana State University-Bozeman

Salish Kootenai College - University of Great Falls - Rocky Mountain College

The University of Montana-Western - The University of Montana-Missoula

MCDE/CSPAC

OCTOBER 27TH 2014

Montana State University Bozeman

AGENDA

12:00 PM **Convene** (Lunch and Conversation)

1:00 PM

Recap of the October 27th morning CSPAC Meeting—Tammy Lacey

Preview of the BPPE Public Hearings on proposed changes to ARM Chapter 57 Educator Licensure, ARM Chapter 58 PEPPS, and ARM Chapter 63, Preschool Accreditation—Pete Donovan

2:30 PM

Break

3:00 PM

Preview of the October 28th morning MCDE Meeting—Mary Susan Fishbaugh & Lynette Zuroff

4:00 PM

Discussion regarding any necessary next steps

4:30 PM

Adjourn (Reception)

MINUTES

CERTIFICATION STANDARDS & PRACTICES ADVISORY COUNCIL MEETING MINUTES

JULY 15-16TH, 2014

*State Capitol Building
Room 317
Helena, MT*

July 15th, 2014
8:30 A.M.

CALL TO ORDER

Vice Chair Ms. Tammy Lacey called the meeting to order at 8:32 AM. Ms. Lacey asked members to introduce themselves to new CSPAC member Ms. LeAnne Yenny, and Ms. Yenny introduced herself and her background.

Council members present included: Ms. Tammy Lacey – Vice Chair; Ms. Janice Bishop; Dr. Cindy O’Dell; Ms. Leanne Yenny; Mr. Kelly Elder. Members absent: Mr. Don Reed; Ms. JoDell Beeler. Guests present included: Ms. Ann Gilkey, OPI; Ms. Shannon Koenig, OPI; Ms. Diane Burke.

AGENDA APPROVAL

Dr. Cindy O’Dell moved to approve the agenda as presented. Ms. Janice Bishop seconded the motion.

No discussion. Motion passed unanimously.

8:35 AM – 12:00 PM

ITEM 1 COUNCIL REVIEW OF ADMINISTRATIVE RULES OF MONTANA TITLE 10, CHAPTER 57 – Ms. Tammy Lacey

Ms. Lacey reviewed the progress to date of the work group for Chapter 57, including how the review cycle was completed, and education partners who served on the workgroup. The council then reviewed thoroughly the revisions to Chapter 57 and made recommendations. Changes were made at OPI during the afternoon by Ms. Ann Gilkey and forwarded to the Council.

PUBLIC COMMENT

Ms. Diane Burke commented on behalf of MT-PEC that the associations appreciate the collaboration but in the future would like to request a longer review period and time of notification of the review.

Mr. Elder thanked OPI for their work on the project.

The Council convened for lunch at 11:50 PM.

BREAK FOR LUNCH

The Council reconvened at 1:35 PM.

1:35 PM – 4:30 PM COUNCIL REVIEW OF ADMINISTRATIVE RULES OF MONTANA TITLE 10, CHAPTER 58 – Dr. Cindy O’Dell

Dr. O’Dell and Dr. Peterson discussed the progress of the review cycle to date, and Dr. Peterson discussed the timeline from here forward. The Council then began a review of the changes to Chapter 58. The Council was

unable to complete the review of the Chapter 58 changes and it was decided to meet via Vision Net web conference the afternoon of August 19th, to complete the review.

PUBLIC COMMENT

Ms. Diane Fladmo, MEA-MFT requested a change to 10.58.706 regarding school superintendents.

Ms. Janice Bishop moved to adjourn the meeting. Ms. Leanne Yenny seconded the motion.

No discussion. Motion passed unanimously.

ADJOURN

Meeting adjourned at 4:38 PM.

July 16th, 2014
9:00 A.M.

CALL TO ORDER

Vice Chair Lacy call the meeting called to order at 9:00 AM.

Ms. Stockton took roll call. Council members present included: Ms. Tammy Lacey, Vice-Chair; Dr. Cindy O’Dell; Ms. Leanne Yenny; Ms. Janice Bishop. Guests introduced themselves and included: Ms. Ann Gilkey, OPI; Dr. Linda Peterson, OPI; Ms. Shannon Koenig, OPI; Mr. Marco Ferro, MEA-MFT; Mr. Eric Feaver, MEA-MFT;

APPROVE AGENDA

Dr. Cindy O’Dell moved to approve the agenda as presented. Ms. Janice Bishop seconded the motion.

No discussion. Motion passed unanimously.

APPROVE APRIL 25TH, 2014 MINUTES

Dr. Cindy O’Dell requested a wording change to Item 6 to change that 1 application returned for revision, rather than the application was denied.

Dr. Cindy O’Dell moved to approve the minutes with the change to Item 6. Ms. Janice Bishop seconded the motion.

No discussion. Motion passed unanimously.

ITEM 1 EXECUTIVE COMMITTEE REPORT – Ms. Tammy Lacey

• Election of Officers

Ms. Lacey announced the Dr. O’Dell and Ms. Beeler were reappointed to the Council and Ms. Leanne Yenny is the new K-8 appointment to the Council replacing Ms. Applegate.

Mr. Donovan reviewed the process for the Election of Officers with the Council and opened the floor for nominations for Chair.

Dr. Cindy O’Dell moved to nominate Ms. Tammy Lacey as Chair. Ms. Janice Bishop seconded the motion. No other nominations were made.

No discussion. Motion passed unanimously.

Ms. Tammy Lacey opened the floor for nominations for Vice Chair.

Ms. Janice Bishop nominated Dr. Cindy O'Dell for Vice Chair. Ms. Leanne Yenny seconded the motion. No other nominations were made. Dr. O'Dell accepted the nomination.

No discussion. Motion passed unanimously.

- **Committee Appointments**
Item moved to October meeting with full Council present.
- **Set Annual Calendar**
Oct 6-7, 2014 meeting with Council of Deans (tentative)
February 6th, 2015
April 24th, 2015
July 15th, 2015 meeting with Board of Public Ed
- **Review of CSPAC Goals**

The Council reviewed the Goals and progress made throughout the year. Discussion ensued regarding mentoring programs and the Council requested an update from OPI on the status of mentoring programs across the state. An update will be given at the October meeting.

- **Review CSPAC Annual Report**

Ms. Lacey briefly reviewed with the Council her plan on presenting the Annual Report to the Board at the joint meeting scheduled for the afternoon.

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

- **Planning for Joint BPE/CSPAC Meeting**

Mr. Donovan updated the Council on some of the items before the Board at their meeting Thursday, including the hiring of the new Superintendent for the Montana School for the Deaf and Blind, and Education Report by Governor Bullock, and the general agenda for the Board meeting.

ITEM 3 UPDATE FROM THE COUNCIL OF DEANS RETREAT – Dr. Cindy O'Dell

Dr. O'Dell updated the Council on the meeting of the Council of Deans in June. The Council of Deans reviewed the Chapter 58 standards, and heard an update on the State Consortium of Educator Effectiveness

ITEM 4 SUMMARY OF CSPAC REVIEW OF ADMINISTRATIVE RULES OF MONTANA TITLE 10, CHAPTER 57 – Ms. Tammy Lacey

The Council reviewed the changes which were requested in the previous days review. OPI updated the revisions with the changes requested by CSPAC and those were reviewed for accuracy by the Council.

Dr. Cindy O'Dell moved that CSPAC recommend the Chapter 57 changes as presented to the Board of Public Education. Motion seconded by Ms. Leanne Yenny.

Comment from Mr. Marco Ferro thanking the Council for their review. Ms. Ann Gilkey clarified that the changes would not be effective until July 1, 2015.

No further discussion. Motion passed unanimously.

ITEM 5 SUMMARY OF CSPAC REVIEW OF ADMINISTRATIVE RULES OF MONTANA TITLE 10, CHAPTER 58 – Dr. Cindy O'Dell

Dr. O'Dell discussed the review by the Council the previous day on the Chapter 58 revisions. The Council did not review the individual unit changes. Dr. O'Dell requested a conference call or web connect meeting to review the remainder of the changes. A Vision Net conference will be set up for the afternoon of August 19th.

ITEM 6 CLASS 8 LICENSE APPLICATIONS – Ms. Shannon Koenig

The Council reviewed 2 applications for Class 8 Licensure and approved both applications.

ITEM 7 FUTURE AGENDA ITEMS

Chapter 58 conference call
Graduation Matters Montana report
Mentoring program status report
Committee Elections
Updating 2014-15 Goals
Review of Chapter 63 Program Standards

PUBLIC COMMENT

No public comment.

ADJOURN

Dr. Cindy O'Dell moved to adjourn the meeting. Motion seconded by Leanne Yenny.

No discussion. Motion passed unanimously.

Meeting adjourned at 11:19 PM.

*****The Certification Standards Practices and Advisory Council will meet with the Board of Public Education in the afternoon of July 16th at 1:30 PM for their annual joint meeting.*****

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

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CERTIFICATION STANDARDS AND PRACTICES ADVISORY COUNCIL MINUTES

**AUGUST 19TH, 2014
1:30 PM**

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

**Tuesday August 19th, 2014
1:30 PM**

CALL TO ORDER

The meeting was called to order at 1:30 PM by Chair Tammy Lacey. Ms. Stockton took roll call and members of the meeting present in Helena introduced themselves.

Members present via VisionNet: Ms. Tammy Lacey-Chair; Dr. Cindy O'Dell-Vice Chair; Ms. Janice Bishop; Ms. JoDell Beeler; Mr. Don Reed. Mr. Kelly Elder was present at the VisionNet site in Helena. Ms. Leanne Yenny was absent. Staff members present in Helena included: Mr. Pete Donovan, Executive Director Board of Public Education/CSPAC; Ms. Kris Stockton, Administrative Assistant to the Board of Public Education/CSPAC. Guests present included: Mr. Mike Miller, University of Montana Western; Dr. Linda Peterson, OPI; Ms. Patty Muir, OPI; Mr. Michael Hall, OPI; Mr. Kirk Miller, School Administrators of Montana; Mr. Eric Feaver, MEA-MFT; Mr. Dennis Parman, OPI; Ms. Laura Sankey, Legislative Services Division; Ms. Terry Kendrick, OPI; Ms. Nancy Coopersmith, OPI; Ms. Shannon Koenig, OPI.

APPROVE AGENDA

Dr. Cindy O'Dell moved to approve the agenda as presented. Ms. Janice Bishop seconded the motion.

No discussion. Motion passed unanimously.

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

Dr. Linda Peterson discussed the review of the Chapter 58 revisions at the July 2014 CSPAC meeting. The review then picked up with the revisions to the specific content areas. The council completed their review of the Chapter 58 revisions. Chair Lacey called for Public Comment and none was made.

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

Dr. Cindy O’Dell reviewed the process of writing the new standards for Chapter 63, per Governor Bullock’s request. The group reviewed the standards and a discussion ensued surrounding what the workgroup wanted contained in the standards and what the Governor and the Superintendent wanted.

Mr. Eric Feaver, MEA-MFT and Mr. Kirk Miller, SAM, spoke in support of the standards as written.

Dr. O’Dell read an email from a workgroup member who did not support the standards as written.

Ms. Janice Bishop also spoke in support of the new standards.

Chair Lacey called for a motion in regards to Chapter 58.

Ms. Janice Bishop moved to recommend the ARM Title 10, Chapter 58 revisions to the Board of Public Education as amended by CSPAC. Mr. Kelly Elder seconded the motion.

No discussion. Motion passed unanimously.

Chair Lacey called for a motion in regards to the new Chapter 63 Standards.

Mr. Kelly Elder moved to recommend the new ARM Title 10, Chapter 63 Standards to the Board of Public Education. Ms. Janice Bishop seconded the motion.

Mr. Kelly Elder addressed Dr. O’Dell regarding his respect for her knowledge of Early Childhood and applauded the efforts of the workgroup that helped create the standards and though he understands her frustrations in how the standards are written he will vote to move the standards forward to the Board.

Dr. O’Dell spoke again regarding the wishes of the workgroup for how the standards should look compared to how they actually look.

No further discussion. Motion passes with Dr. O’Dell dissenting.

PUBLIC COMMENT

No public comment was made in addition to what was already given from the Education Associations.

ADJOURN

The meeting adjourned at 5:54 PM.

CALL TO ORDER

- **Call to Order – Ms. Tammy Lacey**
- **Roll Call**
- **Statement of Public Participation**
- **Approval of the Agenda**
- **Approval of the July 15-16th, 2014 and August 19th, 2014 Meeting Minutes**

ITEM 1

MSU PRESENTATION

Dr. Jayne Downey

ITEM 2

EXECUTIVE COMMITTEE REPORT

- **Committee Appointments**
- **Approve CSPAC Goals 2014-15**

Ms. Tammy Lacey – Vice Chair

CSPAC

Committee Members

Executive Committee: Sharon Applegate, Tammy Lacey

Pre Professional Preparation and Development

Committee: Cindy Odell, Don Reed

Professional Practices: Janice Bishop, Kelly Elder

Licensure and Endorsement: Tammy Lacey, Sharon Applegate

CSPAC Goals – 2014-2015

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

- 2) Study and make recommendations to the Board of Public Education in the area of licensure renewal requirements and procedures.
 - a. Review of Chapter 57 (A comprehensive update of Chapter 57 is due to be completed in 2013).
 - b. As funding permits, attend the following conferences: Western States Certification, National Association of State Directors of Teacher Education and Certification, and National Commission on Teaching and America's Future.
 - c. Meet annually with the Board of Public Education and with the Council of Deans of Postsecondary Education.

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

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

- 5) Study and make recommendations to the Board of Public Education on the status and efficacy of alternative and/or nontraditional teacher preparation opportunities.
 - a. Complete semi-annual reviews of Class 8 Dual Credit-Only Post Secondary Faculty License applications.
 - b. Attend Western States Certification Conference.

- c. Gather information about diploma mills and find ways to inform teachers of this and other forms of fraud.
- d. Continue the awareness that issues such as distance learning, dual enrollment, alternative certification models, etc. are multi-faceted and inter-related concepts that cannot be viewed in isolation from one another.
- e. Continued involvement in the implementation of Graduation Matters Montana and Montana Content standards.

Other CSPAC Activities:

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

CSPAC to participate in the School Staffing Project to develop a new state data system to track school staffing patterns in Montana.

Solicit input from the Board of Public Education regarding research priorities for CSPAC for 2014-2015.

ITEM 3

BOARD OF PUBLIC EDUCATION REPORT

Mr. Pete Donovan

Meetings Attended by Peter Donovan
07/21/2014 - 10/24/2014

July

- | | |
|--|------------|
| 1. Meeting with Dennis Parman | 07/22/2014 |
| 2. Motion Leadership Summit | 07/29/2014 |
| 3. Phone Conference with Chair Carroll | 07/30/2014 |

August

- | | |
|------------------------------------|------------|
| 4. Review Principal Rubric | 08/04/2014 |
| 5. Ed Ready Conversation | 08/05/2014 |
| 6. CSPAC Review Chapters 58 and 63 | 08/19/2014 |
| 7. Military Child Commission | 08/26/2014 |

September

- | | |
|--|---------------|
| 8. TLLC Workgroup | 09/03/2014 |
| 9. MT Digital Academy Call | 09/08/2014 |
| 10. Meeting with Shannon O'Brien | 09/09/2014 |
| 11. MACIE meeting | 09/10/2014 |
| 12. Board of Public Education Meeting | 09/11,12/2014 |
| 13. Budget Meeting with Nancy Hall | 09/18/2014 |
| 14. NGA Workforce Alignment Planning Meeting | 09/29/2014 |
| 15. Call with Sharon | 09/30/2014 |

October

- | | |
|--------------------------------|------------|
| 16. TLLC Workgroup | 10/09/2014 |
| 17. Meeting w/Shannon O'Brien | 10/09/2014 |
| 18. Exit Meeting with Auditors | 10/24/2014 |

ITEM 4

CLASS 8 LICENSURE APPLICATIONS

Dr. Linda Peterson

ITEM 5

MENTORING PROGRAM STATUS REPORT

Dr. Linda Peterson



High Quality Mentoring & Induction Practices

A resource for education leaders seeking to create and/or improve induction programs with practices that support teacher retention, teacher development, and improved student learning

MOVING TOWARD...

Rigorous mentor selection based on qualities of an effective mentor

Qualities may include: evidence of outstanding teaching practice, strong intra- and inter-personal skills, experience with adult learners, respect of peers, current knowledge of professional development.

Ongoing professional development and support for mentors

Effective teachers don't always know what it is about their teaching that is effective. Many mentors are also surprised to find that translating knowledge to students is not the same as translating knowledge to adults. High quality and ongoing training, as well as a professional learning community, are needed to help mentors develop the skills to identify and translate the elements of effective teaching to beginning teachers.

Sanctioned time for mentor-teacher interactions

Mentors need sanctioned time to focus on beginning teacher development. Mentors and beginning teachers should have 1.25–2.5 hours per week to allow for the most rigorous mentoring activities. That time should be protected by teachers and administrators.

Multi-year mentoring

Mentoring should be intensive and ongoing (for at least two years) in order to improve teacher practice and consequently student achievement. NTC and other research suggest that most deep learning about instruction (through mentoring) happens during the second and third years of teaching.

Intensive and specific guidance moving teaching practice forward

Mentors who are trained to draw upon professional teaching standards and appropriate content area standards can focus their support on instructional growth and concrete steps to help new teachers improve their practice. Example: "Let's look at your assessment data and talk about what strategies will help you address the concern you had about reaching your struggling English Language Learner students."

MOVING AWAY FROM...

Choosing mentors without criteria or an explicit process

Without strong criteria and a rigorous selection process, there is a risk that mentors may be chosen based more on availability or seniority, rather than their qualifications to engage in meaningful interactions with beginning teachers.

Insufficient professional development and support for mentors

Without initial, and ongoing, high-quality training to support their development, mentors miss out on the guidance and professional community they need to support the developing practice of beginning teachers and address the challenges they face.

Meetings happen occasionally or 'whenever the mentor and teacher are available'

Often both parties are so busy that meeting time gets relegated down the list of priorities. The short fragments of time that may be found are typically insufficient for fostering real relationships and growth.

Mentoring for first year teachers only

One-year mentoring programs are great at providing the initial support first-year teachers need to survive but are insufficient to help teachers reach optimal effectiveness.

Non-specific, emotional or logistical support alone

Emotional support is important, but alone is not sufficient to improve teacher practice. Without specific instructional feedback, mentoring can not impact student learning. Example: "You're doing a great job, Jane. Keep it up!"

High Quality Mentoring & Induction Practices

MOVING TOWARD...

Professional teaching standards and data-driven conversations

Just like student learning, beginning teacher learning should be data-driven and standards-based. To be effective, feedback to beginning teachers must be grounded in evidence about their practice, including information gathered through classroom observations and student work. Use of professional teaching standards, documentation of mentoring conversations, and data collection on various components of classroom practice ensures a solid structure for focusing on continuous instructional growth.

Ongoing beginning teacher professional development

Beginning teachers benefit from a professional learning community that is guided by professional teaching standards and the appropriate content area standards, and focused on teacher development, problem solving and mutual support. Opportunities such as regularly scheduled seminars and online learning communities provide a context for rich networking, professional dialogue and reflection, as well as combating isolation.

Clear roles and responsibilities for administrators

Administrators play a critical role in setting the stage for beginning teacher and mentor success, creating time for induction, and establishing a positive culture for teacher development in their buildings and in the system. Professional development for administrators and ongoing communication with them about the needs of new teachers, and the nature of the program ensures that they understand their role in fully supporting induction.

Collaboration with all stakeholders

Strong communication and collaboration among stakeholders, including administration, school boards, union/association leadership, and professional partners, creates a culture of commitment and ensures success.

MOVING AWAY FROM...

Informal and non-evidenced based feedback

The rigor of the program may be compromised when interactions are too often based on informal conversation and opinions not drawn from evidence. Without a structure and focus on realtime data derived from beginning teacher practice, interactions may not result in improved teaching practice.

Professional development NOT specifically tailored to the needs of beginning teachers

Novices are in a unique developmental phase that can not be addressed by "one size fits all" workshops or trainings. Professional development disconnected from teacher needs can feel irrelevant, at best, and in many situations, only serves to overwhelm beginning teachers.

Lack of training/communication with administrators

Without clearly articulated strategies to support beginning teachers, and protected induction activity time, principals may inadvertently undermine the prospects of beginning teacher success (e.g., assigning beginning teachers the most challenging classes, assigning additional responsibilities, or not anticipating their needs for basic resources).

Isolated programming and lack of alignment

Without strong partnerships and alignment, instructional initiatives can be undermined. Beginning teachers may receive mixed messages from varying support providers, and feel overwhelmed, confused and frustrated by all the different layers of information coming at them.

About the New Teacher Center

The New Teacher Center is a national organization dedicated to improving student learning by accelerating the effectiveness of teachers and school leaders. NTC strengthens school communities through proven mentoring and professional development programs, online learning environments, policy advocacy, and research. Since 1998, the NTC has served over 49,000 teachers and 5,000 mentors, touching millions of students across America.



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ITEM 6

UPDATE ON THE STATUS OF THE REVISIONS OF
CHAPTER 57, EDUCATOR LICENSURE AND
CHAPTER 58 EDUCATOR PREPARATION
PROGRAM STANDARDS, AND NEW CHAPTER
63 PRESCHOOL STANDARDS

Mr. Pete Donovan

BPE Event Calendar

Date	Event	Location
October 31, 2014 10:00 AM	Notice of Public Hearing ARM Title 10, Chapter 58 Educator Preparation Program Standards	OPI Conference Room 1300 11th AVE Helena, MT
November 3rd, 2014 10:00 AM	Notice of Public Hearing ARM Title 10, Chapter 57 Educator Licensure	OPI Conference Room 1300 11th AVE Helena, MT
November 3rd, 2014 11:00 AM	Notice of Public Hearing ARM Title 10, Chapter 63 Preschool Standards	OPI Conference Room 1300 11th AVE Helena, MT

To review the Notices of Proposed Hearings for the above listed events, please visit the Board of Public Education website at: www.bpe.mt.gov.

CHAPTER 57

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the amendment and) NOTICE OF PUBLIC HEARING ON
repeal of rules in ARM Title 10,) PROPOSED AMENDMENT AND
chapter 57 pertaining to K-12) REPEAL
educator/specialist licensing)

TO: All Concerned Persons

1. On November 3, 2014, at 10:00 a.m., the Board of Public Education will hold a public hearing in the Office of Public Instruction conference room at 1300 11th Avenue, Helena, Montana, to consider the proposed amendment and repeal of the above-stated rules.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on October 21, 2014, to advise us of the nature of the accommodation that you need. Please contact Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov.

3. Statement of Reasonable Necessity: ARM 10.57.101 requires the Board of Public Education to comprehensively review educator licensure rules at least every five years to ensure that the rules are meeting the needs of the state, reflect current practice, are more comprehensible, and are consistent with law and related chapters of ARM Title 10.

The proposed amendments and repeal better reflect current and best practices, clarify procedure, and are coordinated with ARM Title 10, chapter 58 and other relevant rules and law. Subchapter 6 more clearly details an educator's due process rights when appealing a denial of licensure or facing potential action against a license by the Board.

With input from members of the Montana Council of Deans, the Certification and Standards and Practices Advisory Council, professional education organizations and associations, and licensing professionals, the Board of Public Education has determined it is reasonable and necessary to amend and repeal rules relating to chapter 57, educator licensure to effectuate the requirements of 20-4-102, MCA.

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

10.57.101 REVIEW OF POLICY (1) By authority of Article X of the Montana Constitution and 20-4-102, MCA, the Board of Public Education exercises general

supervision over the public school system and such other public educational institutions as may be assigned by law. By authority of 20-4-102, MCA, the Board of Public Education adopts ~~policies~~ rules for the issuance of ~~teacher~~ educator licenses which are administered by the Superintendent of Public Instruction.

(2) The board ~~regularly~~ shall consider recommendations for revision of the ~~policies~~ rules at any time it deems necessary. ~~Notwithstanding any changes made in any five-year period, every~~ Every five years the board shall ~~have made~~ conduct a comprehensive review of ~~its~~ licensure ~~policies~~ rules to ~~insure~~ ensure that such ~~policies~~ rules are meeting the needs of the state.

AUTH: 20-4-102, MCA

IMP: 20-4-102, MCA

10.57.102 DEFINITIONS The following definitions apply to this chapter.

(1) "Acceptable evidence" means ~~current~~ relevant official transcripts, ~~portfolio~~ university recommendation, certificates of completion, and ~~such other data~~ documentation as may be ~~deemed necessary~~ required by the Board of Public Education or the Superintendent of Public Instruction.

(2) ~~"Accredited" refers to program approval (accreditation) by the National Council for the Accreditation of Teacher Education (NCATE) or accreditation by a state board of education or a state agency. In circumstances where the accrediting body is a state board of education or a state agency, the Montana Board of Public Education has the discretion to determine whether such accreditation ensures that the standards are substantially equivalent or greater than the standards required in Montana.~~

(3) (2) "Accredited professional educator preparation program" means:

(a) an educator preparation program accredited by the National Council for the Accreditation of Teacher Education (NCATE) or the Council for the Accreditation of Educator Preparation (CAEP); or

(b) an educator preparation program at a regionally accredited college or university approved (or accredited) by a state board of education or a state agency. In circumstances where the accrediting body is a state board of education or a state agency, the Montana Board of Public Education has the discretion to determine whether such accreditation ensures that the standards are substantially equivalent or greater than the standards required in Montana. The Superintendent of Public Instruction has discretion to deny licensure consistent with these rules if the standards are not substantially equivalent to or greater than the standards required in Montana, subject to approval by the Board of Public Education upon appeal of the denial.

(4) (3) "Accredited specialist program" means:

(a) for school psychologists, a program for the preparation of specialists accredited by a the National professional accrediting body Association of School Psychologists (NASP); or and

(b) for school counselors, a program for the preparation of specialists approved or accredited by:

(i) the Council for the Accreditation of Counseling and Related Education Programs (CACREP); or

~~(ii) a state board of public education or a state agency. In circumstances where the accrediting body is a state board of education or a state agency, the Montana Board of Public Education has the discretion to determine whether such accreditation ensures that the standards are substantially equivalent or greater than the standards required in Montana. The Superintendent of Public Instruction has discretion to deny licensure consistent with these rules if the standards are not substantially equivalent to or greater than the standards required in Montana, subject to approval by the Board of Public Education upon appeal of the denial.~~

~~(5) "Appropriate endorsements" are those subject fields such as English, mathematics, science, social studies, etc. identified by the Board of Public Education.~~

~~(6) (4) "Appropriate grade level(s)" means early childhood, elementary, middle, secondary, or other levels as defined by the Board of Public Education.~~

~~(7) remains the same but is renumbered (5).~~

~~(8) (6) "Certification" means licensure of an educator/specialist, as issued by the state of Montana, based on completion of a teacher, administrator, or specialist program of an accredited college/ or university. Certification includes grade level(s), endorsement(s), and classification.~~

~~(9) (7) "College credit" means credit received for completion of a course from a regionally accredited college or university. College credits are counted as one quarter credit being equal to 10 clock hours, or one semester credit being equal to 15 clock hours. One semester credit is equivalent to one and one-half quarter credits and one quarter credit is equivalent to two-thirds semester credit.~~

~~(10) "Dual credit only postsecondary faculty" means:~~

~~(a) Qualified faculty employed by a regionally accredited postsecondary institution who:~~

~~(i) meet all qualifications for faculty set forth by the Montana Board of Regents or the regional accreditation organization, and the employing institution; and~~

~~(ii) have entered into a contractual employment relationship with the employing institution to assume formal teaching responsibilities for the course offered for dual credit.~~

~~(b) The regionally accredited postsecondary institution shall have hired the applicant through a process that includes all of the following:~~

~~(i) reference checks;~~

~~(ii) verification of the educational attainment level and experience appropriate and required for the discipline and the institution; and~~

~~(iii) compliance with the prevailing institution, system, and state policies, regulations, and laws.~~

~~(c) In addition to any postsecondary teaching assignments, an individual licensed as a dual credit only postsecondary faculty pursuant to ARM 10.57.437 and 10.57.438 is limited to teaching dual credit courses in their endorsed area to Montana high school students.~~

~~(11) "Elementary endorsement" means the holder is authorized to teach in grades kindergarten through eight.~~

~~(12) (8) "Endorsement" means an official indication on a license of the grade level(s), subject area(s), and/or specialized specialist program area(s) as listed in~~

Subchapter 4 for which the holder of the license licensee is authorized to practice in Montana accredited schools. Grade levels are:

(a) age 3 - grade 3 (early childhood);

(b) K-8 (elementary);

(c) 4-8 (middle grades);

(d) 5-12 (secondary, content-specific);

(e) K-12 (content-specific); and

(f) P-12 (special education and school psychologist).

~~(13) (9) "Lapsed license" means that a license is considered lapsed if:~~

~~(a) the holder licensee has not earned the required number of renewal units during the term of the license (units earned through August 31 immediately following the expiration date of a license also shall be considered for renewal); or~~

~~(b) the holder licensee has earned the required number of renewal units during the term of the license but has not renewed the license by June 30 following the year of expiration.~~

~~(14) (10) "License" or "licensure" means a certificate issued or applied for under 20-4-101, et seq., MCA.~~

~~(15) "Minimal educator licensure requirements" means:~~

~~(a) a bachelor's degree from a regionally accredited institution of higher education;~~

~~(b) six semester credits in any coursework under a department of education from an accredited education preparation program either in Montana or elsewhere; and~~

~~(c) verification of student teaching or one year of teaching experience in an elementary and/or secondary school or school district either in Montana or elsewhere or eligibility for a Class 5 alternative license to complete this requirement.~~

~~(16) (11) "Regionally accrediting agency accredited" means a college or university accredited by one of the following accrediting associations:~~

~~(a) through (d) remain the same.~~

~~(e) Southern Association of Schools and Colleges; and or~~

~~(f) remains the same.~~

~~(17) "Regionally accredited institution" means an institution of higher education accredited by one of the regional accrediting agencies specified in (16).~~

~~(18) "Secondary level endorsement" means the holder is authorized to teach in grades 5-12 specifically in the subject field endorsement. Those applicants who have completed a secondary level teacher preparation program shall be granted a 5-12 level license.~~

~~(19) (12) "Supervised teaching experience" means teaching experience while under the supervision of an accredited professional educator preparation program and is identified on a college or university transcript as field experience, internship, practicum, or student teaching.~~

~~(20) (13) "Year of administrative experience" means employment at any level within a state accredited K-12 school system as a licensed administrator of at least .5 full-time employee (FTE) in an accredited school during a school fiscal year for at least 1080 hours or 180 school days or a 1.0 FTE for at least 540 hours or 90 school days. as a licensed member of a supervisory or administrative staff. The experience required must be obtained in a school organization consistent with Montana's K-12~~

~~pattern.~~ Experience gained prior to basic eligibility for initial licensure is not considered. ~~Any individual wishing to have their e~~Experience as a County Superintendent may be considered as "administrative" experience ~~must provide~~ with evidence of the following:

(a) possession of a Class 3 ~~administrative~~ license for the time period ~~as~~ ~~County Superintendent they are requesting~~ requested to be considered for as administrative experience; and

(b) the school(s) they are claiming to hold or have held supervisory responsibilities over ~~have noted there is no superintendent or principal by having the chair of the Board of Trustees submit evidence of the supervisory role of the county superintendent~~ provided notice that the county superintendent served in an administrative role.

~~(21)~~ (14) "Year of teaching experience" means employment in ~~an accredited school during a school fiscal year as a licensed member of an instructional staff.~~ The experience required ~~must be obtained in a school organization consistent with Montana's K-12 pattern at any level within a state accredited K-12 school system as licensed instructional staff of at least .5 FTE during a school fiscal year for at least 1080 hours or 180 school days or a 1.0 FTE for at least 540 hours or 90 school days.~~ Experience gained prior to basic eligibility for initial licensure is not considered.

~~(22)~~ "Year of validity" means the full year of a teaching license. ~~All licenses are validated July 1 through June 30.~~

AUTH: 20-4-102, MCA

IMP: 20-4-106, MCA

10.57.107 EMERGENCY AUTHORIZATION OF EMPLOYMENT (1) In accordance with 20-4-111, MCA, ~~school district~~ administrators who have exhausted all possibilities for ~~obtaining~~ hiring a licensed teacher may request that the Superintendent of Public Instruction issue an emergency authorization of employment to the district to employ a person to teach ~~in the emergency situation.~~ The following requirements ~~and standards set forth below~~ must be met to ~~assure~~ ensure consideration of a the request for an ~~emergency authorization of employment:~~

(a) ~~The request for emergency authorization of employment must originate with the school district.~~

(b) The position must have been advertised at least statewide ~~through the teacher placement offices of the Montana job service and the Montana university system~~ far enough in advance to reasonably enable qualified applicants to submit applications ~~and credentials and to be interviewed.~~

(c) The individual for whom the emergency authorization is being sought shall not be currently licensed or eligible for a license and shall:

(i) ~~shall~~ have previously held a valid teacher or specialist license;

(ii) ~~shall~~ hold a bachelor's degree related to the area for which the emergency authorization of employment is being sought; or

(iii) ~~shall~~ provide acceptable evidence of ~~cultural expertise~~ academic qualifications and experience related to the area for which the emergency

authorization of employment is being sought.

(d) The individual for whom the emergency authorization is being sought shall not have held a ~~valid e~~Class 5 license within the year preceding the year for which emergency authorization of employment is being sought.

(2) remains the same.

AUTH: 20-4-102, MCA

IMP: 20-4-111, MCA

10.57.109 UNUSUAL CASES (1) The Board of Public Education is aware that ~~policy~~ these licensure rules cannot cover all the special circumstances that can arise. Therefore, the Superintendent of Public Instruction is authorized to exercise judgment in unusual cases and report any such actions to the Board of Public Education on a regular basis.

AUTH: 20-4-102, MCA

IMP: 20-4-102, MCA

10.57.112 LICENSE OF EXCHANGE TEACHERS (1) An exchange teacher is a person from outside the United States with exceptional expertise and contracted to provide instruction.

(2) A Class 5 license may be issued ~~for one year to a teacher, administrator, or specialist~~ an educator who is on an exchange program with a school district or university, ~~when the university-employed exchange teacher is assigned in the role of a Class 8 dual credit only postsecondary faculty.~~

AUTH: 20-4-102, MCA

IMP: 20-4-103, MCA

10.57.201 GENERAL PROVISIONS TO ISSUE LICENSES (1) remains the same.

(2) Applicants for an initial Montana Class 1, 2, 3, or 6 licensure license who qualify under subchapter 4 of this chapter and meet the following qualifications to practice may be licensed ~~Class 1, 2, 3, or 6~~ as appropriate:

(a) ~~individuals~~ applicants who have a current professional - (not provisional, ~~or alternative, or lifetime~~) - teacher, specialist, or administrator license from another state and completed an accredited professional educator preparation program in an area that ~~can be licensed~~ approved for endorsement in Montana. ~~This section applies only to individuals who have completed an applicable accredited professional educator preparation program in an area that can be licensed in Montana and have satisfied minimal educator licensure requirements as defined in ARM 10.57.102;~~

(b) ~~individuals~~ applicants who have graduated within the last five years from an accredited ~~teacher, specialist, or administrator~~ professional educator preparation program in an area that ~~can be licensed in Montana and have satisfied minimal educator licensure requirements as defined in ARM 10.57.102~~ approved for endorsement; or

(c) ~~individuals~~ applicants who hold a current license from the ~~a~~National ~~Board for p~~Professional t~~Teaching s~~Standards in an area ~~that can be licensed~~ approved for endorsement in Montana, ~~and have satisfied minimal educator licensure requirements as defined in ARM 10.57.102;~~ or

~~(d) individuals who currently hold a Class 5 alternative license who meet one or more of the above three qualifications and have satisfied minimal educator licensure requirements as defined in ARM 10.57.102;~~

(3) Applicants for an initial Montana Class 1 or 2 licensure license must verify completion of a supervised teaching experience ~~either as part of an accredited professional educator preparation program or successfully complete one year of supervised internship in a state accredited elementary and/or secondary school or school district either in Montana or elsewhere.~~

(4) Applicants for an initial Montana Class 1, 2, or 3 licensure license whose degree is more than five years old and who do not have current out-of-state licensure must have earned six semester credits from a regionally accredited college or university within the five-year period preceding the effective date of the license. For the purposes of this provision, current licensure does not include provisional or lifetime licenses.

(5) Applicants for an initial Montana Class 6 licensure license who meet ~~relevant sections~~ the requirements of ARM 10.57.433, 10.57.434, and 10.57.435 may be licensed as appropriate. ~~Those whose~~ Applicants with a degree is more than five years old and who do not have current out-of-state licensure must have earned six graduate semester credits from a regionally accredited college or university within the five-year period preceding the effective date of the license. For the purposes of this provision, current licensure does not include provisional or lifetime licenses.

(6) Applicants for an initial Montana Class 4 licensure ~~who have a current career and technical license from another state in an area that can be endorsed in Montana shall~~ license may be licensed as Class 4A, 4B, or 4C depending on the level of education and extent of training as required under ARM 10.57.420 and 10.57.421.

(7) Applicants for an initial Montana Class 5 alternative licensure license who meet the requirements of ARM 10.57.424 and the relevant section(s) of ARM 10.57.425 through 10.57.432 may be licensed as appropriate.

(8) Applicants for an initial Montana Class 7 Native American language and culture licensure license who meet the requirements of ARM 10.57.436 may be licensed as appropriate.

(9) Applicants for an initial Montana Class 8 dual credit-only postsecondary faculty licensure ~~shall~~ license who meet the requirements of ARM 10.57.437 and 10.57.438 may be licensed as appropriate.

(10) All applicants must meet all other nonacademic requirements for licensure in Montana pursuant to 20-4-104, MCA.

AUTH: 20-4-102, MCA

IMP: 20-4-103, MCA

10.57.201A CRIMINAL HISTORY BACKGROUND CHECK (1) The National

Child Protection Act of 1993, as amended, (codified at 42 United States Code sections 5119a and 5119c) (the "Act") authorizes a state and national criminal history background check to determine the fitness of an employee, volunteer, or other person with unsupervised access to children, the elderly, or individuals with disabilities. ~~The background check contemplated herein shall be made pursuant to and with the support of the Act.~~ The purpose of this rule is to support the Superintendent of Public Instruction's duty to ~~evaluate a provider's moral and professional character and to determine whether a provider, as defined herein and in the Act, an applicant for licensure~~ has been convicted of a crime that bears upon the ~~provider's~~ applicant's fitness to have responsibility for related to the safety and well-being of children and the integrity of the teaching profession.

(2) ~~As applied to the Act and used in this rule, the following definitions shall apply:~~

(a) ~~"authorized agency" means the Montana Office of Public Instruction;~~

(b) ~~"identification document" means a document made or issued by or under the authority of the United States government, a state, political subdivision of a state, a foreign government, political subdivision of a foreign government, an international governmental or an international quasi-governmental organization which, when completed with information concerning a particular individual, is of a type intended or commonly accepted for the purpose of identification of individuals;~~

(c) ~~"national criminal history background check" means a report generated from the criminal history record system maintained by the United States Federal Bureau of Investigation based on fingerprint identification or any other method of positive identification;~~

(d) ~~"provider" means those persons seeking educator licensure in Montana and listed in (3);~~

(e) ~~"qualified entity" means the Superintendent of Public Instruction.~~

(3) ~~Except as otherwise provided for herein, each Each of the following persons (the "applicants") shall provide to the Superintendent of Public Instruction Montana Department of Justice information and material sufficient to obtain a fingerprint-based national criminal history background check (a "background check"):~~

(a) remains the same.

(b) ~~any person~~ applicant seeking to reinstate a lapsed, surrendered, revoked, or suspended educator license; or

(c) an individual for whom a school district is seeking emergency authorization of employment pursuant to 20-4-110, MCA, and ARM 10.57.107; and

~~(c) any applicant seeking to reinstate a lapsed, revoked, or suspended educator license.~~

(4) remains the same but is renumbered (3).

(5) (4) The Superintendent of Public Instruction shall not issue to an applicant a Montana educator license pursuant to 20-4-101, et seq., MCA, until the applicant's background check has been completed and the results of the background check have been delivered to and reviewed by the Superintendent of Public Instruction.

~~(6) The Superintendent of Public Instruction may accept the results of a background check conducted for field experiences required by a professional educator preparation unit of the Montana university system or for employment in a~~

~~public school or school district, provided the background check was completed no more than two years before the applicant submits a license application to the Superintendent of Public Instruction.~~

(5) To initiate the criminal history background check process, the applicant must submit a set of fingerprints on the appropriate form to the Montana Department of Justice.

~~(7) The Superintendent of Public Instruction shall not request a background check of a provider hereunder unless the provider first provides a set of fingerprints and completes and signs a statement that:~~

~~(a) contains the name, address, and date of birth appearing on a valid identification document of the provider;~~

~~(b) the provider has not been convicted of a crime and, if the provider has been convicted of a crime, contains a description of the crime and the particulars of the conviction;~~

~~(c) notifies the provider that the entity may request a background check hereunder;~~

~~(d) notifies the provider of the provider's rights under (8); and~~

~~(e) notifies the provider that prior to the completion of the background check the qualified entity may choose to deny the provider unsupervised access to a person to whom the qualified entity provides care.~~

(6) As part of the licensure application process, the applicant must provide character and fitness information to the Superintendent of Public Instruction. If the applicant has any criminal history record, the applicant must provide a description and explanation of the circumstances of the crime.

~~(8) (7) Each provider applicant who is the subject of a background criminal history background check is entitled to receive a copy of the report from the Superintendent of Public Instruction with the appropriate identification and signed release. The applicant may challenge the accuracy and completeness of any information contained in any such report and obtain a prompt determination as to the validity of such challenge before a final determination is made by the authorized agency through the Montana Department of Justice procedures.~~

~~(9) (8) The authorized agency Montana Office of Public Instruction shall:~~

~~(a) upon receipt of a background check report lacking disposition data, conduct research in whatever state and local record keeping systems are available in order to obtain complete data; and~~

~~(b) make a determination whether the provider applicant has been convicted of, or is under pending indictment for, a crime that bears upon the provider's applicant's fitness to have responsibility for related to the safety and well-being of children, the elderly, or individuals with disabilities and shall convey that determination to the qualified entity or the teaching profession.~~

~~(40) (9) Conviction, including conviction following a plea of nolo contendere, a conviction in which the sentence is suspended or deferred, or any other adjudication treated by the court as a conviction, may be considered by the Superintendent of Public Instruction in the licensure process if the conviction was for a sexual offense, a crime involving violence, the sale of drugs, or theft, or any other crime meeting the criteria of Title 37, chapter 1, part 2, MCA offense related to public health, welfare, and safety as it applies to the teaching profession.~~

AUTH: 20-4-102, MCA
IMP: 20-4-103, 20-4-104, MCA

10.57.209 EXTENSION OF LICENSES FOR MILITARY SERVICE (1) ~~The unexpired term of a valid teaching license held by When a person engaged in teaching at the time that person employed in a position requiring a Montana educator license is called into active military service, the unexpired term of an active educator license shall be extended in proportion to the length of active military service. Official notification of the beginning and termination dates of active military service must be submitted to the Superintendent of Public Instruction ~~on when the person has been released from active duty to the Superintendent of Public Instruction to secure such extension of licensure.~~~~

~~(2) The unexpired term of a valid teaching license shall be extended one year for each year of active military service not to exceed five years. In calculating the unexpired term of a license for military extension purposes, an expired license year shall be any year in which a teacher has taught more than one-half of the school year.~~

~~(3) remains the same but is renumbered (2).~~

AUTH: 20-4-102, MCA
IMP: 20-4-102, MCA

10.57.215 RENEWAL REQUIREMENTS (1) ~~Requirements for renewal of All Montana educator licenses are as follows: may be renewed with verification of 60 renewal units earned during the five years of validity through August 31 of the year the license expires.~~

- ~~(a) Class 1 licenses require 60 renewal units;~~
- ~~(b) Class 2 licenses require college credit and renewal units as follows:~~
 - ~~(i) three semester credits and 15 renewal units;~~
 - ~~(ii) four semester credits;~~
 - ~~(iii) four quarter credits and 20 renewal units;~~
 - ~~(iv) five quarter credits and 10 renewal units; or~~
 - ~~(v) six quarter credits;~~
- ~~(c) Class 3 licenses require 60 renewal units;~~
- ~~(d) Class 4 licenses require 60 renewal units. The requirements specific to each type of license are set forth in ARM 10.57.420(3);~~
- ~~(e) Class 5 licenses cannot be renewed;~~
- ~~(f) Class 6 licenses require college credit or renewal units as follows:~~
 - ~~(i) four graduate semester credits;~~
 - ~~(ii) six graduate quarter credits; or~~
 - ~~(iii) 60 renewal units;~~
- ~~(g) Class 7 licenses require 60 renewal units as verified by the tribe and as set forth in ARM 10.57.536;~~
- ~~(h) Class 8 licenses require 60 renewal units.~~

~~(2) remains the same.~~

~~(a) one hour of attendance at a workshop professional development activity = one renewal unit;~~

(b) and (c) remain the same.

(3) ~~Renewal activities used to renew all licenses must be:~~

~~(a) for activities other than (3)(b) or (c);~~

~~(i) a planned and structured experience;~~

~~(ii) of benefit to the license holder's professional development as defined in ARM 10.55.714;~~

~~(iii) an exposure to a new idea or skill or an extension of an existing idea or skill; and~~

~~(iv) in compliance with (6) and (7); or~~

~~(b) the instruction of a relevant higher education course, based upon the academic credit of the course, by a Montana license holder who has achieved a graduate degree in an endorsed field of specialization; or~~

~~(c) the completion of the assessment process for national board licensure, or renewal of national board licensure, through the National Board for Professional Teaching Standards. Verification of completion of the national board assessment shall result in 60 renewal units. Renewal units earned may apply to renewal of an expiring license. Class 2 license holders may use national board renewal units in lieu of college course credits as required in (1). This process may also be used in lieu of any credits required to reinstate a lapsed license. Renewal activities used to renew all licenses must be a planned and structured experience, of benefit to the licensee's professional development as defined in ARM 10.55.714, an exposure to a new idea or skill or an extension of an existing idea or skill, and in compliance with (4).~~

~~(4) All renewal units must be earned during the valid term of the license. Renewal units earned through August 31 immediately following the expiration date of a license shall also be considered for renewal. Activities acceptable to renew licenses are:~~

~~(a) credits earned from a regionally accredited college or university;~~

~~(b) activities offered by renewal unit providers approved pursuant to ARM 10.57.216 and documented on an OPI renewal unit certificate;~~

~~(c) other professional development activities offered by providers who have not been approved as a renewal unit provider pursuant to ARM 10.57.216, when licensees have received approval for the professional development activity from the Superintendent of Public Instruction or submit acceptable evidence of the professional development activity with their application for renewal;~~

~~(d) another state's validated professional development activities other than college or university credit when the intent and structure of the process ensures the meeting or exceeding of Montana renewal unit requirements for licensure;~~

~~(e) the instruction of a relevant college or university course, based upon the academic credit of the course, by a Montana licensee who has achieved a graduate degree in an endorsed field of specialization; or~~

~~(f) verification of completing the National Board Certification (NBC) process through the National Board of Professional Teaching Standards or successfully achieving and renewing NBC licensure shall result in 60 renewal units. NBC renewal units may apply to renewal of an expiring license.~~

~~(5) The licensee holder shall be solely responsible for retaining the renewal unit verification to be used in the application for license renewal.~~

~~(6) Educators licensed in Montana who are living out of state and participate in another state's validated professional development activities other than college/university credit may use these renewal unit activities when the intent and structure of the process assures the meeting or exceeding of Montana renewal unit requirements for licensure.~~

~~(7) Educators licensed in Montana who are living in state and who wish to participate in professional development activities offered by providers who have not been approved as a renewal unit provider pursuant to ARM 10.57.216 may apply to the state superintendent for approval prior to beginning the program.~~

AUTH: 20-2-121, 20-4-102, MCA

IMP: 20-4-102, 20-4-108, MCA

10.57.216 APPROVED RENEWAL ACTIVITY (1) Organizations wishing to offer professional development activities for the award of renewal units may apply for annual provider status to the Superintendent of Public Instruction. The organization must receive approval from the Superintendent of Public Instruction prior to awarding renewal units offering activities. Status as an annual a provider must will be renewed July 1 of each year as long as the provider is in compliance with (2).

(2) Organizations which may be approved for status as a provider of professional development for renewal unit credit, upon submission and approval of an application for status as a provider of professional development renewal unit credit, may include:

(a) ~~regionally accredited college and university programs offering activities for units other than college credit;~~

(b) ~~public school districts or schools accredited by the Board of Public Education not part of a public school district which is an OPI-approved renewal unit provider;~~

~~(c) government agencies (federal, state, tribal, county, city); and~~

~~(d) other organizations providing professional development appropriate for educators in Montana's accredited K-12 schools.~~

(3) Approved providers of professional development for the award of renewal units must agree to:

(a) provide activities deemed appropriate for educator license renewal professional development of licensees in compliance with ARM 10.55.714 and 10.57.215;

(b) prepare and issue award completed renewal unit registration forms certificates provided by the Superintendent of Public Instruction, or an approved facsimile, to eligible participants. ~~This form shall be provided by the Superintendent of Public Instruction and this form, or an approved facsimile, must be utilized for all renewal unit awards;~~

(c) report the activities undertaken as professional development for renewal unit awards offered to the Superintendent of Public Instruction. ~~Annual provider status shall be continued upon complete reporting of all activities for the period of July 1 through June 30 of each year;~~

(d) be prepared to submit to an audit of records conducted by the Superintendent of Public Instruction. ~~Records which must be maintained by the~~

~~provider include~~ including:

(i) through (e) remain the same.

(4) (3) The Superintendent of Public Instruction shall provide access to approved professional development providers and annually provide a report to the Board of Public Education, which shall include, at a minimum, a list of providers.

AUTH: 20-4-102, MCA

IMP: 20-4-108, MCA

10.57.217 APPEAL PROCESS FOR RENEWAL ACTIVITY (1) Decisions of the ~~s~~Superintendent of Public Instruction on matters of renewal unit activity or provider status may be appealed to the Board of Public Education pursuant to ARM 10.57.603.

AUTH: 20-4-102, MCA

IMP: 20-4-108, MCA

10.57.218 RENEWAL UNIT VERIFICATION (1) Applications to the Superintendent of Public Instruction for license renewal shall include a listing of the activities completed for renewal as required by ARM 10.57.215. The ~~educator~~ licensee is responsible for maintaining official documentation verifying completion of renewal activities during the term of the license.

(2) The Superintendent of Public Instruction may conduct an audit of any renewal applications submitted. Those ~~persons~~ licensees selected for audit will be required to submit ~~verification of meeting the professional development requirements through official documentation (official transcripts, original grade reports or original renewal unit certificates)~~ within 60 days from the date the renewal application is submitted or from the date of the audit letter.

~~(3) If an educator is unable to produce verification of renewal unit activities within 60 days from the date of the audit letter, the educator's license may be suspended or revoked by the Board of Public Education.~~

AUTH: 20-4-102, MCA

IMP: 20-4-108, MCA

10.57.301 ENDORSEMENT INFORMATION (1) The only endorsements on Montana teaching, administrative, or specialist licenses are those approved by the Board of Public Education. ~~A major or a minor or the equivalent in the endorsement area is required.~~

(2) ~~An E~~endorsements are may be granted by the Superintendent of Public Instruction for the appropriate level(s) and area(s) of preparation based on the ~~college~~ program of study completed as verified by the appropriate official defined in ARM 10.57.102.

(3) An endorsement may be dropped from a ~~teaching~~ license at the end of the its valid term of the license if ~~minimum~~ licensure requirements ~~(major and minor or extended major)~~ pursuant to these rules are met ~~without that endorsement.~~

AUTH: 20-4-102, MCA
IMP: 20-4-103, 20-4-106, MCA

10.57.410 CLASS 2 STANDARD TEACHER'S LICENSE (1) and (2) remain the same.

(a) ~~meeting or exceeding the minimum educator licensure requirements in ARM 10.57.102(15)~~ a bachelor's degree from a regionally accredited college or university;

(b) completion of an accredited professional educator preparation program which included appropriate supervised teaching experience defined in ARM 10.57.102; and

(c) remains the same.

(3) A Class 2 standard teacher's license ~~shall be~~ is renewable pursuant to the requirements of ARM 10.57.215.

(4) A lapsed Class 2 standard teacher's license may be reinstated by ~~showing verification of~~ earning 60 renewal units, ~~40 of which must be earned by college credit, earned~~ during the five-year period preceding the validation date of the new license.

AUTH: 20-2-121, 20-4-102, MCA
IMP: 20-4-102, 20-4-103, 20-4-106, 20-4-108, MCA

10.57.411 CLASS 1 PROFESSIONAL TEACHER'S LICENSE (1) through (2)(a) remain the same.

(b) ~~a master's degree in professional education or an endorsable teaching area(s) from an a~~ regionally accredited college or university or certification by the National Board for Professional Teaching Standards; and

(c) ~~three years of successful teaching experience as defined by ARM 10.57.102(24).~~

(3) remains the same.

(4) A lapsed Class 1 professional teacher's license may be reinstated by ~~showing verification of~~ earning 60 renewal units ~~earned~~ during the five-year period preceding the validation date of the new license.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.412 CLASS 1 AND 2 ENDORSEMENTS (1) remains the same.

(2) Areas approved for endorsement on Class 1 and 2 licenses include the following: agriculture, art K-12, biology, business and information technology education, chemistry, communication, computer science K-12, ~~drama~~, early childhood (age 3 to grade 3), earth science, economics, elementary education (K-8), English, English as a second language K-12, family and consumer sciences, geography, health, health enhancement K-12, history, ~~history-political science~~, industrial arts technology education, journalism, library K-12, marketing, mathematics, middle grades (4-8), music K-12, physical education K-12, political science, school counseling K-12, science (broadfield), social studies (broadfield),

sociology, special education P-12, ~~speech-communication, speech-drama, technology education, theater, trades and industry, traffic education K-12, and world languages.~~

~~(3) A license holder may qualify for a statement of specialized competency by the completion of a minimum of 20 semester college credit hours or equivalency in a specific academic area as approved by the Board of Public Education. Approved areas of permissive specialized competency are: early childhood education, gifted and talented education, technology in education, mentor teacher, and dance. Permissive special competencies identified on an educator license may be retained as long as the licensee continues to renew the license.~~

~~(4) To obtain an elementary (K-8), early childhood (age 3 to grade 3), or middle grades (4-8) endorsement, an applicant must provide verification of completion of an accredited elementary teacher education program in those areas to include student teaching or university supervised teaching experience.~~

~~(5) To obtain a secondary (5-12) or K-12 endorsement other than special education, the applicant must provide verification of at least:~~

~~(a) 16 semester credits in a professional educator completion of an accredited professional educator preparation program at the grade level(s) identified by the program, including student supervised teaching experience or an appropriate college waiver; and~~

~~(b) for those applicants completing programs which are not an accredited professional educator preparation program:~~

~~(b) and (c) remain the same but are renumbered (i) and (ii).~~

~~(6) Both elementary and secondary preparation, including student teaching or university supervised teaching experience, are required for endorsement in any approved K-12 endorsement area. The K-12 endorsement areas outlined in (2) may also be endorsed at the elementary or secondary level depending on the verified level of preparation.~~

~~(a) A Class 1 or 2 license may be endorsed in special education P-12 with program preparation at the elementary or secondary levels, or a balanced K-12 program of comparable preparation.~~

~~(6) To obtain an endorsement in special education P-12, the applicant must provide verification of:~~

~~(b) The balanced K-12 license level option is available through Montana Board of Public Education-approved special education programs for those individuals with:~~

~~(i) (a) a minimum of a completed bachelor's degree; and~~

~~(ii) (b) verified completion of an out-of-state approved accredited special education P-12 program which includes student teaching or university supervised teaching experience.~~

~~(c) Completion of an accredited professional educator preparation program in any disability area shall result in a special education endorsement.~~

~~(7) Applicant must also submit a recommendation for any endorsement requested from the appropriate official from an accredited professional educator program.~~

~~(8) Applicants who have completed accredited professional educator preparation programs outside of Montana and hold endorsements in specific~~

disability areas (for example, early childhood special education, autism, hearing impaired) in another state may not qualify for a special education P-12 endorsement.

(9) Applicants with graduate degrees in an endorsable field of specialization area may use experience instructing in relevant higher education college or university courses as credit in that endorsement area for licensure.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.413 CLASS 3 ADMINISTRATIVE LICENSE (1) remains the same.

(2) Appropriate administrative areas acceptable which may be approved for license endorsement are ~~the following~~: elementary principal, secondary principal, K-12 principal, K-12 superintendent, and supervisor.

(3) To obtain a Class 3 administrative license, except pursuant to ARM 10.57.419, an applicant must ~~hold at least the appropriate master's degree and qualify for one of the endorsements~~ be eligible for an appropriately endorsed Class 1, 2, or 5 license to teach in the school(s) in which the applicant would be an administrator or would supervise, and qualify as set forth in ARM 10.57.414 through 10.57.419 418.

(4) A Class 3 administrative license shall be renewable pursuant to the requirements of ARM 10.57.215.

(5) remains the same.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.414 CLASS 3 ADMINISTRATIVE LICENSE - SUPERINTENDENT ENDORSEMENT (1) remains the same.

(a) ~~a minimum of three years of successful teaching experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor; and an education specialist, master's, or doctoral degree in education or education leadership;~~

(b) completion of an accredited professional educator preparation program as defined in ARM 10.57.102 for superintendents;

~~(b) a minimum of 18 semester graduate credits in a school administrator preparation program, of which 12 must be beyond the master's degree, in each of the following content areas:~~

- ~~(i) organizational leadership;~~
- ~~(ii) instructional leadership;~~
- ~~(iii) facilities planning and policy;~~
- ~~(iv) personnel and labor relations;~~
- ~~(v) community and board relations;~~
- ~~(vi) policy development; and~~

(c) a minimum of 18 semester graduate credits in a school administrator preparation program, of which 12 must be beyond the master's degree in education leadership and include three semester credits of college coursework in each of the following:

- ~~(i) Montana school law; and three semester credits of college coursework in~~
- ~~(ii) Montana school finance; and~~
- ~~(iii) Montana collective bargaining and employment law;~~
- ~~(d) a minimum of three years of teaching experience as an appropriately licensed teacher or specialist;~~
- ~~(e) licensure and endorsement as a P-12 principal; and~~
- ~~(f) a minimum of one year of administrative experience as an appropriately licensed principal or one year of a supervised Board of Public Education approved administrative internship as a superintendent.~~

~~(2) In addition to the requirements detailed in (1), every applicant must provide verification of either: Applicant must also submit a recommendation for the endorsement requested from the appropriate official from an accredited professional educator program.~~

~~(a) an education specialist degree or doctoral degree in education leadership from an accredited professional educator preparation program as defined in ARM 10.57.102(3); and~~

~~(b) a minimum of one year of administrative experience as an appropriately licensed principal or one year of a supervised Board of Public Education approved administrative internship as a superintendent; or~~

~~(c) a master's degree in educational leadership from an accredited professional educator preparation program or a master's degree in education from an accredited program; and~~

~~(i) licensure and endorsement as a K-12 principal; and~~

~~(ii) a minimum of one year of administrative experience as defined in ARM 10.57.102(20) or a minimum of one year of a supervised Board of Public Education approved administrative internship as superintendent.~~

~~(3) A Class 3 administrative license endorsed as a superintendent shall be renewed as follows:~~

~~(a) for those applicants meeting all licensure requirements at the time of initial application, verification of 60 renewal units earned during the valid term of the license; or~~

~~(b) for those applicants not meeting the requirement of (1)(b)(vii), verification of three semester credits of college coursework in Montana school law and three semester credits of college coursework in Montana school finance earned during the valid term of the initial Class 3 license.~~

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.415 CLASS 3 ADMINISTRATIVE LICENSE - ELEMENTARY PRINCIPAL ENDORSEMENT (1) remains the same.

~~(a) a minimum of three years of successful experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at the elementary level; and~~

~~(b) a master's degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102(3); or a master's degree related to education;~~

(c) completion of an accredited professional educator preparation program as defined in ARM 10.57.102 for elementary principals;

~~(c) a master's degree from any accredited professional educator preparation program and a minimum of 24 graduate semester credits from a school administrator preparation program in the following content areas:~~

~~(i) school leadership;~~

~~(ii) instructional leadership to include supervision and elementary curriculum;~~

~~(d) (iii) successful completion of three semester credits of college coursework in Montana school law; and~~

(e) recommendation for the endorsement from the appropriate official from an accredited professional educator program.

~~(iv) school and community relations.~~

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.416 CLASS 3 ADMINISTRATIVE LICENSE - SECONDARY PRINCIPAL ENDORSEMENT (1) remains the same.

~~(a) a minimum of three years of successful experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at the secondary level; and~~

~~(b) a master's degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102(3); or a master's degree related to education;~~

(c) completion of an accredited professional educator preparation program as defined in ARM 10.57.102 for secondary principals;

~~(c) a master's degree from any accredited professional educator preparation program and a minimum of 24 graduate semester credits from a school administrator preparation program in the following content areas:~~

~~(i) school leadership;~~

~~(ii) instructional leadership to include supervision and secondary curriculum;~~

~~(d) (iii) successful completion of three semester credits of college coursework in Montana school law; and~~

(e) recommendation for the endorsement from the appropriate official from an accredited professional educator program.

~~(iv) school and community relations.~~

~~(2) A Class 3 administrative license endorsed as a secondary principal shall be renewed upon verification of 60 renewal units earned during the valid term of the license.~~

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.417 CLASS 3 ADMINISTRATIVE LICENSE - K-12 PRINCIPAL ENDORSEMENT (1) remains the same.

~~(a) a master's degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102(3); or a~~

master's degree related to education;

~~(b) full eligibility for an elementary or a secondary principal endorsement or current endorsement as a Montana elementary or secondary principal; completion of an accredited educator preparation program for K-12 principals;~~

~~(c) a minimum of three years of successful experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at any level within K-12; and~~

~~(d) at least six graduate semester credits in educational leadership and curriculum at the elementary level, if eligible at the secondary level, or at least six graduate credits in educational leadership and curriculum at the secondary level, if eligible at the elementary level. completion of three semester credits of college coursework in Montana school law; and~~

~~(e) recommendation for the endorsement from the appropriate official from an accredited professional educator program.~~

~~(2) A Class 3 administrative license endorsed as a K-12 principal shall be renewed upon verification of 60 renewal units earned during the valid term of the license.~~

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.418 CLASS 3 ADMINISTRATIVE LICENSE - SUPERVISOR ENDORSEMENT (1) This administrative endorsement is issued in specific fields such as math, music, and school counseling, ~~or in general areas such as elementary education, secondary education and curriculum development.~~ This endorsement may be issued to applicants who submit verification:

~~(a) of successful completion, at an accredited college or university, of a master's degree in the area requested for endorsement at a regionally accredited college or university;~~

~~(b) remains the same.~~

~~(c) of three years of successful experience as an appropriately licensed and assigned teacher;~~

~~(d) of at least 14 graduate semester credits in education or the equivalent to include:~~

~~(i) general school administration;~~

~~(ii) administration in the specific area to be endorsed;~~

~~(iii) supervision of instruction;~~

~~(iv) basic school finance; and~~

~~(v) school law; and~~

~~(e) completion of a supervised practicum/internship (minimum of four semester credits or appropriate waiver) at an accredited professional educator preparation program; and~~

~~(e) of recommendation for the endorsement from the appropriate official from an accredited professional educator program. The recommendation of the appropriate official(s) is required.~~

~~(2) A Class 3 administrative license endorsed as a supervisor shall be renewed upon verification of 60 renewal units earned during the valid term of the~~

license.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.419 CLASS 3 ADMINISTRATIVE LICENSE - SPECIAL EDUCATION SUPERVISOR ENDORSEMENT (1) remains the same.

(a) ~~successful~~ completion, at ~~an~~ a regionally accredited college or university, of a master's degree in special education or a master's degree in a the following special education-related service fields: ~~;~~, i.e., school psychologist, speech-language pathologist, audiologist, physical therapist, occupational therapist, registered nurse, clinical social worker, or clinical professional counselor;

(b) remains the same.

(c) three years of ~~successful~~ experience in an accredited school setting as an appropriately licensed and assigned teacher, or five years of ~~successful~~ experience in an accredited school setting as a fully licensed and assigned related services provider;

(d) ~~at least 14 graduate semester credits in education or the equivalent to include:~~ three semester credits in special education law;

~~(i) general school administration;~~

~~(ii) administration in the specific area to be endorsed;~~

~~(iii) supervision of instruction;~~

~~(iv) basic school finance; and~~

~~(v) school law; and~~

(e) a supervised practicum/internship ~~(minimum of four semester credits or appropriate waiver).~~ in an accredited professional educator preparation program; and

~~(f) The recommendation of~~ for the endorsement from the appropriate official ~~(s) is required from an accredited professional educator preparation program.~~

~~(2) A Class 3 administrative license endorsed as a special education supervisor shall be renewed upon verification of 60 renewal units earned during the valid term of the license.~~

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.420 CLASS 4 CAREER AND TECHNICAL EDUCATION LICENSE

(1) and (2) remain the same.

(a) A Class 4A license ~~shall be~~ issued to individuals holding a valid Montana ~~secondary level~~ teaching license, but without an appropriate career and technical education endorsement;

(b) A Class 4B license ~~shall be~~ issued to individuals with at least a bachelor's degree, but who do not hold a valid Montana ~~secondary level~~ teaching license with the appropriate career and technical education endorsement; and

(c) A Class 4C license ~~shall be~~ issued to individuals who hold at least a high school diploma or GED high school equivalency diploma and meet the minimum requirements for endorsement.

(3) and (4) remain the same.

(a) Class 4A licenses ~~(with a bachelor's degree)~~ shall be renewable by earning 60 renewal units, ~~40 of which must be earned through college credit.~~ Endorsement related to technical studies may be accepted ~~with prior approval.~~ The first renewal must show evidence of renewal units earned in the following content areas:

(i) and (ii) remain the same.

~~(b) Class 4A licenses (with a master's degree) shall be renewable by earning 60 renewal units. The first renewal must show evidence of renewal units earned in the following content areas:~~

~~(i) principles and/or philosophy of career and technical education; or~~

~~(ii) safety and teacher liability.~~

~~(c) (b) Class 4B or 4C licenses shall be renewable by earning 60 renewal units, 40 of which must be earned through college credit. Professional development appropriate~~ Appropriate coursework to renew a Class 4B or 4C license includes the following:

(i) through (vii) remain the same.

(viii) endorsement related technical studies, with prior OPI approval.

(5) A lapsed Class 4 license may be reinstated by showing verification of ~~the~~ following:

(a) for Class 4A licenses:

~~(i) if the licensee does not have a master's degree, 60 renewal units, 40 of which must be earned by college credit or prior approved endorsement related technical studies, earned during the five-year period preceding the validation date of the new license; or~~

~~(ii) if the licensee has a master's degree, 60 renewal units earned during the five-year period preceding the validation date of the new license.~~

(b) for Class 4B and 4C licenses, the licensee must verify completion of four semester credits of coursework 60 renewal units earned during the five-year period preceding the validation date of the new license in the following areas:

(i) through (vii) remain the same.

(viii) endorsement related technical studies or industry validated training, with prior approval.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.421 CLASS 4 ENDORSEMENTS (1) Recognized occupations eligible for a Class 4 license shall be evaluated on an annual basis by the Superintendent of Public Instruction. Appropriate career and technical education areas acceptable for endorsement on the Class 4 license include but are not limited to the following: automotive technology, welding, auto body, industrial mechanics, agriculture business (marketing and communications), livestock production, plant and soil sciences, small engines, heavy equipment operations, electronics, horticulture, agriculture mechanics, building trades, building maintenance, culinary arts, metals, drafting, computer information systems, graphic arts, aviation, health ~~occupations~~ science education, machining, diesel mechanics, videography, and ~~theater arts~~

stagecraft.

~~(2)~~ Endorsements ~~not on removed from~~ the list of recognized occupations may be retained as long as the ~~holder~~ licensee continues to renew the license.

~~(2)~~ ~~(3)~~ To obtain an endorsement on a Class 4 license, an applicant must provide the following:

~~(a)~~ verification of a minimum of 10,000 hours of documented work experience which may include apprenticeship training, documenting the knowledge and skills required in the specific trade in which they are to teach. Acceptable documentation is determined by the sSuperintendent of Public Instruction and may include, but is not limited to:

(i) and (ii) remain the same but are renumbered (a) and (b).

~~(iii)~~ ~~(c)~~ verification of teaching experience in the area requested for endorsement, accompanied by verification of substantial work experience in the area requested for endorsement; or

~~(iv)~~ ~~(d)~~ certificates of completion of appropriate technical programs or related college degrees and coursework, and industry certification (e.g., ASE, AWS);

~~(b)~~ ~~for (4)~~ For health occupations science education or computer information systems, an alternative to the above requirement of 10,000 hours work experience may be substituted as approved by the Superintendent of Public Instruction as follows:

~~(i)~~ ~~(a)~~ for health occupations science education:

(A) through (D) remain the same but are renumbered (i) through (iv).

(ii) remains the same but is renumbered (b).

(3) remains the same but is renumbered (5).

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.424 CLASS 5 ALTERNATIVE PROVISIONAL LICENSE (1) A Class 5 alternative provisional license is valid for a term of three years, is not renewable, and may not be reinstated.

(2) An applicant for a Class 5 alternative provisional license must sign and file with the Superintendent of Public Instruction a plan of professional intent leading, within three years of the date of validity of the provisional license, to the an appropriately endorsed Class 1, 2, 3, or 6 license within three years of the date of the alternative license as provided in ARM 10.57.412, 10.57.414 through 10.57.419, or 10.57.434 and 10.57.436.

~~(3) A Class 5 alternative license is available with any endorsement normally allowed for Class 1, 2, 3, or 6 licenses.~~

~~(4)~~ A Class 5 alternative provisional licensee is not eligible for a Board of Public Education approved internship program in the same endorsement area subsequent to the Class 5 licensure expiration date.

~~(5)~~ ~~(4)~~ When the endorsement-specific requirement in ARM 10.57.425 through 10.57.432 requires a master's degree, master's degrees which do not meet the specific requirement may be accepted with university approval as evidenced by enrollment in the accredited professional educator preparation program.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.425 CLASS 5 ALTERNATIVE PROVISIONAL LICENSE -
ELEMENTARY LEVEL

(1) To obtain a Class 5 alternative provisional license with an elementary, middle, or early childhood level endorsement, an applicant must provide verification of:

- (a) a bachelor's degree; and
- (b) ~~a minimum of 60 semester credits of academic preparation in language arts and literature, history, government and related social science, mathematics, and any two of the following: art, music, foreign languages, speech, drama, library science, or health;~~
- (c) ~~professional preparation of at least six semester credits to include human growth and development, reading and/or language arts, social studies, and arithmetic; and~~
- (d) for those applicants who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program verifying that the applicant:
 - (i) can meet the requirements for full licensure within the three-year valid period of the license; and
 - (ii) meets the professional educator preparation program's admission requirements.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.426 CLASS 5 ALTERNATIVE PROVISIONAL LICENSE -
SECONDARY, K-12, AND P-12 SPECIAL EDUCATION LEVELS (1) To obtain a Class 5 alternative provisional license with a secondary, K-12, or P-12 special education level endorsement, an applicant must provide verification of:

- (a) a bachelor's degree;
- (b) ~~a minimum of 30 semester credits in an area approved by the Board of Public Education for endorsement;~~
- (c) ~~professional educator preparation of at least six semester credits; and~~
- (d) for those applicants who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program verifying that the applicant:
 - (i) can meet the requirements for full licensure within the three-year valid period of the license; and
 - (ii) meets the professional educator preparation program's admission requirements.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.427 CLASS 5 ALTERNATIVE PROVISIONAL LICENSE -

SUPERINTENDENT ENDORSEMENT (1) To obtain a Class 5 alternative provisional license with a superintendent endorsement, an applicant must provide verification of:

- (a) remains the same.
- (b) eligibility for a Class 1, 2, or 5, or 6 teaching license at the appropriate level;
- (c) a minimum of three years of successful experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at any level; and
- (d) of one year of appropriately licensed experience as a principal or one year of a supervised Board of Public Education approved administration internship as superintendent;
- (e) completion of an accredited professional educator preparation program, as defined in ARM 10.57.102, for superintendents; and
- (f) for those applicants who have not completed the required courses in Montana school law, Montana school finance, and Montana collective bargaining and employment law, a plan of intent as detailed in ARM 10.57.424.

(2) Applicants more than six semester credits from meeting requirements for full licensure required to complete coursework other than Montana school law, Montana collective bargaining and employment law, and Montana school finance must also submit written evidence of either:

- (a) enrollment in an accredited professional educator preparation program leading to the superintendent endorsement and enrollment in the be enrolled in a Board of Public Education-approved internship program as outlined in ARM 10.55.703 607; or
- (b) enrollment in an accredited professional educator preparation program leading to the superintendent endorsement and an equivalent accredited university-provided professional educator intern program which must include or provide:
 - (i) supervision of the licensee by university personnel;
 - (ii) annual on-site visitations by the university supervisor; and
 - (iii) progress toward completion of requirements for the superintendent endorsement.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.428 CLASS 5 ALTERNATIVE PROVISIONAL LICENSE - ELEMENTARY PRINCIPAL ENDORSEMENT (1) To obtain a Class 5 alternative provisional license with an elementary principal endorsement, an applicant must provide verification of:

- (a) a master's degree from any accredited professional educator preparation program and nine graduate semester credits in school administration;
- (b) eligibility for a Class 1, 2, or 5, or 6 teaching license at the elementary level; and
- (c) a minimum of three years of successful experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at the elementary level; and

(d) for those applicants who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program verifying that the applicant:

(i) can meet the requirements for full licensure within the three-year valid period of the license; and

(ii) meets the professional educator preparation program's admission requirements.

~~(2) Applicants more than six semester credits from meeting requirements for full licensure required to complete coursework other than Montana school law must also submit written evidence of either:~~

~~(a) enrollment in an accredited professional educator preparation program leading to the elementary principal endorsement and enrollment in the Board of Public Education-approved internship program as outlined in ARM 10.55.703 607; or~~

~~(b) enrollment in an accredited professional educator preparation program leading to the elementary principal endorsement and an equivalent accredited university-provided professional educator intern program which must include or provide:~~

~~(i) supervision of the licensee by university personnel;~~

~~(ii) annual on-site visitations by the university supervisor; and~~

~~(iii) progress toward completion of requirements for the elementary principal endorsement.~~

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.429 CLASS 5 ALTERNATIVE PROVISIONAL LICENSE - SECONDARY PRINCIPAL ENDORSEMENT

(1) To obtain a Class 5 alternative provisional license with a secondary principal endorsement, an applicant must provide verification of:

(a) a master's degree from any accredited professional educator preparation program and nine graduate semester credits in school administration;

(b) eligibility for a Class 1, 2, or 5, or 6 teaching license at the secondary level; and

(c) a minimum of three years of successful experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at the secondary level; and

(d) for those applicants who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program verifying that the applicant:

(i) can meet the requirements for full licensure within the three-year valid period of the license; and

(ii) meets the professional educator preparation program's admission requirements.

~~(2) Applicants more than six semester credits from meeting requirements for full licensure required to complete coursework other than Montana school law must also submit written evidence of either:~~

~~(a) enrollment in an accredited professional educator preparation program~~

leading to the secondary principal endorsement and enrollment in the Board of Public Education-approved internship program as outlined in ARM 10.55.703 ~~607~~; or

~~(b) enrollment in an accredited professional educator preparation program leading to the secondary principal endorsement and an equivalent accredited university-provided professional educator intern program which must include or provide:~~

- ~~(i) supervision of the licensee by university personnel;~~
- ~~(ii) annual on-site visitations by the university supervisor; and~~
- ~~(iii) progress toward completion of requirements for the secondary principal endorsement.~~

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.430 CLASS 5 ALTERNATIVE PROVISIONAL LICENSE - K-12 PRINCIPAL ENDORSEMENT (1) To obtain a Class 5 alternative provisional

license with a K-12 principal endorsement, an applicant must provide verification of:

(a) a master's degree from any accredited professional educator preparation program ~~and nine graduate semester credits in school administration;~~

(b) eligibility for a Class 1, 2, or 5, ~~or 6~~ teaching license at any level within K-12; and

(c) a minimum of three years of ~~successful~~ experience as an appropriately licensed and assigned ~~Class 1 or 2 teacher or Class 6 school counselor~~ at any level within K-12; and

(d) for those applicants who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program verifying that the applicant:

(i) can meet the requirements for full licensure within the three-year valid period of the license; and

(ii) meets the professional educator preparation program's admission requirements.

(2) Applicants ~~more than six semester credits from meeting requirements for full licensure~~ required to complete coursework other than Montana school law must also submit written evidence of either:

~~(a) enrollment in an accredited professional educator preparation program leading to the K-12 principal endorsement and enrollment in the Board of Public Education-approved internship program as outlined in ARM 10.55.703; or 607~~

~~(b) enrollment in an accredited professional educator preparation program leading to the K-12 principal endorsement and an equivalent accredited university-provided professional educator intern program which must include or provide:~~

- ~~(i) supervision of the licensee by university personnel;~~
- ~~(ii) annual on-site visitations by the university supervisor; and~~
- ~~(iii) progress toward completion of requirements for the K-12 principal endorsement.~~

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.431 CLASS 5 ALTERNATIVE PROVISIONAL LICENSE - SUPERVISOR ENDORSEMENT (1) To obtain a Class 5 alternative provisional license with a supervisor endorsement, an applicant must provide verification of:

- (a) remains the same.
- (b) ~~verification of~~ three years of appropriately licensed experience as a teacher in the area requested for supervisory endorsement or ~~verification of~~ five years of experience in a school setting as a fully licensed and appropriately assigned related services provider.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.432 CLASS 5 ALTERNATIVE PROVISIONAL LICENSE - SPECIALIST ENDORSEMENT (1) To obtain a Class 5 alternative provisional license with a specialist endorsement in school psychology, an applicant must provide ~~verification of~~:

- (a) verification of a master's degree or greater in school psychology or related field from an regionally accredited school psychologist professional educator preparation program; and
- (b) ~~recommendation from the Montana Association of School Psychologists Competency Review Board. for those applicants who have not completed an~~ accredited specialist preparation program, verification from an accredited specialist program, of being within four course deficiencies of completing full requirements as outlined in ARM 10.57.434.

(2) To obtain a Class 5 alternative provisional license with a specialist endorsement in school counseling, an applicant must provide ~~verification of~~:

- (a) verification of a master's bachelor's degree; and
- (b) ~~institutional verification from the accredited specialist program,~~ of being within four course deficiencies of completing full requirements as outlined in ARM 10.57.435.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.433 CLASS 6 SPECIALIST LICENSE (1) through (2)(b) remain the same.

(3) A Class 6 specialist license may also be endorsed in traffic education if the licensee meets the requirements of ARM 10.13.310 and is approved by the Superintendent of Public Instruction.

(4) Class 6 specialist licenses may be renewed pursuant to the requirements of ARM 10.57.215.

(4) (5) A lapsed Class 6 specialist license (5) may be reinstated by showing verification of ~~four graduate semester credits or equivalent~~ 60 renewal units earned during the five-year period preceding the validation date of the new license.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.434 CLASS 6 SPECIALIST LICENSE - SCHOOL PSYCHOLOGIST

(1) remains the same.

(a) current credentials as a nationally certified school psychologist (NCSP) from the ~~n~~National ~~a~~Association of ~~s~~School ~~p~~Psychologists (NASP); ~~or~~

(b) completion of a specialist level degree from a NASP accredited school psychologist program which included a 1200-hour internship, of which 600 hours were in a school setting; or

(c) for those applicants who did not earn at least a specialist level school psychology degree from a NASP accredited program:

(i) a master's degree or higher in school psychology or an ~~an~~ education specialist degree in a related field from an regionally accredited institution college or university; and

(ii) ~~recommendation from the Montana Association of School Psychologists Competency Review Board after completion of an oral examination a~~ NASP accredited specialist program defined in ARM 10.57.102, attesting to the applicant's qualifications being equivalent to NASP training standards, which included a 1200-hour internship experience of which 600 hours were in a school setting.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.435 CLASS 6 SPECIALIST LICENSE - SCHOOL COUNSELOR

(1) remains the same.

(a) a master's degree; ~~in school counseling (K-12); or~~ and

(b) ~~a master's degree with equivalent graduate level school counseling content; and~~

(c) ~~a supervised internship of at least 600 hours in a school or school related setting.~~

(2) ~~A Class 6 specialist endorsed in school counseling may be approved to teach traffic education if the licensee meets the requirements of ARM 10.13.310 and is approved by the Superintendent of Public Instruction.~~

(b) completion of a CACREP accredited school counselor program which included an internship in a school setting of 600 hours; or

(c) for those applicants who did not earn a degree from a CACREP accredited program:

(i) a master's degree in school counseling from a regionally accredited college or university; and

(ii) recommendation from an accredited specialist program defined in ARM 10.57.102, which included an internship in a school setting of 600 hours.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.436 CLASS 7 AMERICAN INDIAN LANGUAGE AND CULTURE SPECIALIST

(1) A Class 7 American Indian language and culture specialist license ~~shall be~~ is valid for a period of five years.

(2) The Superintendent of Public Instruction shall issue a Class 7 license based upon verification by the American Indian tribe for which the language and culture licensure is desired that the individual authorized representative of a tribal government, that has a memorandum of understanding with the Superintendent of Public Instruction, that the applicant has met tribal standards for competency and fluency as a requisite for teaching that language and culture. ~~Candidates for Class 7 licensure must meet all nonacademic requirements for licensure in Montana.~~

(3) The ~~board~~ Board of Public Education will accept and place on file the criteria developed by each tribe for qualifying an individual as competent to be a specialist in its language and culture.

(4) remains the same.

(5) ~~Sixty units of renewal activities authorized and verified by the tribe will be required for renewal of a Class 7 license.~~ A Class 7 American Indian language and culture specialist license may be renewed upon verification by the tribe that the professional development plan, as defined by the memorandum of understanding in (2) is met.

(6) A school district may assign an individual licensed under this rule to only specialist services within the field of American Indian language and culture under such supervision as the district may deem appropriate. No other teaching license or endorsement is required for duties within this prescribed field.

AUTH: 20-4-102, MCA

IMP: 20-4-103, 20-4-106, MCA

10.57.437 CLASS 8 DUAL CREDIT-ONLY POSTSECONDARY FACULTY LICENSE (1) A faculty member of a ~~postsecondary institution~~ college or university is required to hold a Class 8 dual credit license, unless already licensed or eligible for licensure as a Class 1, 2, or 4 and properly endorsed, whenever a faculty member is teaching a course for which one or more students will earn both high school and college credit.

(2) The license is valid for five years:

~~(a) as long as the license holder is a faculty member of a regionally accredited postsecondary institution;~~

~~(b) only for the delivery of courses that fall within an endorsable major or minor, or the equivalent, held by the faculty member; and~~

~~(c) only when teaching dual credit courses within the role and scope of their duties assigned by the employing postsecondary institution.~~

(3) To obtain a Class 8 dual credit-only postsecondary faculty license, an applicant shall provide the following:

(a) ~~V~~erification of faculty employment from the Chief Academic Officer or an appropriate official of the employing regionally accredited postsecondary institution college or university that the class 8 licensure applicant meets the definition in ARM 10.57.102(10) in their role of teaching a dual credit course at a regionally accredited postsecondary institution; and

(b) compliance with all other nonacademic requirements for licensure as required by 20-4-104, MCA, ARM 10.57.201 and 10.57.201A; and

~~(b) (c) R~~ecommendation from the appropriate official Chief Academic Officer

from a Montana or NCATE regionally accredited professional educator preparation program college or university stating all of verifying the following:

(i) ~~the a~~Applicant has earned a major or minor or the equivalent in one of the endorsable teaching areas as set forth in ARM 10.57.438 plans to teach in a subject covered by the K-12 endorsement areas in ARM 10.57.438, and will teach a subject in which the applicant has a major or minor; and

(ii) ~~the a~~Applicant is competent, pursuant to ARM 10.58.501, as demonstrated by the applicant's satisfaction of criteria set forth in a rubric developed and published by the Superintendent of Public Instruction in consultation with K-12 education and higher education; and demonstrates adequate education and experience to instruct dual enrollment courses as demonstrated by the following criteria:

(A) ability to create learning environments that support creativity, critical thinking, individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation;

(B) understanding and ability to use a variety of instructional and assessment strategies to encourage learners to develop understanding of content areas and to build skills to apply knowledge in meaningful ways; and

(C) understanding of individual differences and diverse cultures with an ability to integrate history, culture, heritage, and contemporary status of American Indians and tribes in Montana.

~~(c) Compliance with all other nonacademic requirements for licensure as required by 20-4-104, MCA, ARM 10.57.201(4), and 10.57.201A.~~

(4) Class 8 dual credit license applications will be reviewed by the Certification Standards and Practices Advisory Council for recommendation regarding issuance of the license by the Superintendent of Public Instruction. Denial of an application for licensure shall be appealable to the Board of Public Education pursuant to ARM 10.57.607.

(5) A eClass 8 dual credit-only postsecondary faculty license shall be renewed pursuant to the requirements of ARM 10.57.215.

(5) (6) A eClass 8 license shall not be valid unless the licensee is in an employment relationship with a regionally accredited postsecondary institution college or university.

~~(6) This rule shall be applied beginning with the fall semester of 2009.~~

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.438 CLASS 8 DUAL CREDIT-ONLY POSTSECONDARY FACULTY LICENSE ENDORSEMENTS (1) Dual credit instructors must qualify for licensure and endorsement under one of the following categories:

~~(a) Class 1 professional or Class 2 standard license according to ARM 10.57.410, 10.57.411, and 10.57.412;~~

~~(b) Class 4 career and technical license according to ARM 10.57.420 and 10.57.421; or~~

~~(c) Class 8 dual credit-only postsecondary license according to ARM 10.57.437 and this rule.~~

~~(2)~~ Areas approved for endorsement on Class 8 dual credit-only postsecondary faculty licenses include the following: ~~agriculture, art K-12, biology, business education, chemistry, computer science K-12, drama, earth science, economics, English, family and consumer sciences, geography, health, history, history-political science, industrial arts, journalism, marketing, mathematics, music K-12, physical education K-12, science (broadfield), social studies (broadfield), sociology, speech-communication, speech-drama, technology education, trade and industry and world languages~~ are listed in ARM 10.57.412.

~~(3)~~ (2) Applicants for the Class 8 license with degrees in highly specialized academic areas and hired by the ~~postsecondary institution~~ college or university under the policies set forth in ARM 10.57.102(10) to teach specific courses not covered by the K-12 endorsement areas in ~~(2)~~ (1), may be eligible for a designation in their area of specialization as approved by the Superintendent of Public Instruction.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.501 SOCIAL WORKERS, NURSES, AND SPEECH AND HEARING THERAPISTS (1) remains the same.

(2) Speech and hearing therapists engaged in school services in the public schools of Montana who issued grades or credits in the ~~pupil's~~ school program must be licensed under the regularly established teacher licensure requirements in speech and hearing association. ~~For related school services which do not involve credits or promotion, the Superintendent of Public Instruction shall recognize speech and hearing therapists licensed by the American Speech and Hearing Association on the basis of professional association standards on file with the Superintendent of Public Instruction.~~

AUTH: 20-4-102, MCA

IMP: 20-4-102, MCA

10.57.601 REQUEST FOR DISCIPLINE AGAINST THE LICENSE OF AN EDUCATOR/SPECIALIST: PRELIMINARY ACTION (1) Pursuant to 20-4-110~~(2)~~,

MCA, requests to issue a letter of reprimand or to suspend or revoke an educator/specialist license shall be brought before the Board of Public Education by only:

(a) an official action of the board of trustees of a local district for any licensed educator/specialist currently employed by that district or under contract or otherwise employed by that district at any time during the 12 months prior to the receipt by the Board of Public Education of the discipline request ~~to issue a letter of reprimand or to suspend or revoke;~~ or

(b) the Superintendent of Public Instruction.

(2) The Superintendent of Public Instruction may initiate a request to the Board of Public Education for discipline against an educator/specialist's license within 12 months from the date of receiving direct notification of alleged misconduct from a local school district board of trustees or from any other credible source.

(3) Requests for discipline shall specify whether a letter of reprimand, revocation, or suspension is sought and shall include:

(a) through (c) remain the same.

(d) if the request is made by a board of trustees of a district, a copy of the minutes documenting the trustees' decision to request disciplinary action ~~a letter of reprimand or revocation or suspension of a license, if the request is made by the board of trustees.~~

AUTH: 20-4-102, MCA

IMP: 20-4-110, MCA

10.57.601A DEFINITION OF "IMMORAL CONDUCT" (1) remains the same.

(a) sexual contact, as defined in 45-2-101, MCA, or sexual intercourse as defined in 45-2-101, MCA, ~~between an educator/specialist and involving a minor or a person the educator/specialist~~ applicant or licensee knows, ~~or~~ reasonably should know, or should have known is a student at a public or private elementary or secondary school;

(b) conduct, whether resulting in the filing of criminal charges or not, which would constitute an offense under any of the following statutes of this state;

(i) through (iii) remain the same.

(iv) 45-5-505, MCA, (deviate sexual conduct), if the conduct either was non-consensual or involved a minor or a person the educator/specialist applicant or licensee knows, ~~or~~ reasonably should know, or should have known is a student at a public or private elementary or secondary school;

(v) through (d)(iii) remain the same.

(e) submitting false credentials, omitting relevant information, or making any statement of material fact ~~the~~ an applicant or licensee knows to be false to apply for a license, endorsement, employment, or promotion. False credentials include but are not limited to:

(i) and (ii) remain the same.

(iii) false academic awards; ~~and~~ or

(iv) inaccurate employment history;

(f) significant misuse of technology or electronic communication ~~with involving a minor or a person an applicant or licensee licensed educator/specialist~~ knows, ~~or~~ reasonably should know, or should have known is a student at a public or private elementary or secondary school, including but not limited to misuse of computers, cellular telephones, or other electronic devices; or

(g) remains the same.

AUTH: 20-4-102, MCA

IMP: 20-4-110, MCA

10.57.601B REVIEW (1) Upon receipt of a request for disciplinary action by the trustees of a district or the Superintendent of Public Instruction made pursuant to 20-4-110(2), MCA, and ARM 10.57.601, ~~and for the purpose of complying with 20-4-110(5), MCA,~~ the Board of Public Education shall review the allegations to determine whether ~~or not a substantial reason exists to hold a hearing for the issuance of a~~

letter of reprimand or the suspension or revocation of the educator/specialist license there is sufficient cause to believe that professional misconduct occurred.

(2) This review shall include notifying the affected educator/specialist licensee of the charges request for discipline and allegations against the educator licensee by certified mail and allowing the educator/specialist licensee ten days to respond to those charges.

(3) After receiving a response from the licensee, the board may request further information to ensure the preliminary review properly reflects the facts and position of each party.

(4) If the board determines there is sufficient cause to believe that professional misconduct occurred, the board shall provide notice to the licensee of a hearing on possible disciplinary action as provided in ARM 10.57.602.

AUTH: 20-4-102, MCA

IMP: 20-4-110, MCA

10.57.602 NOTICE AND OPPORTUNITY FOR OF HEARING UPON DETERMINATION THAT SUBSTANTIAL REASON EXISTS TO HOLD A HEARING

~~(1) On the basis of the preliminary review conducted pursuant to ARM 10.57.601B, the Board of Public Education shall determine whether or not a substantial reason exists to hold a hearing to issue a letter of reprimand or to suspend or revoke the educator/specialist license.~~

~~(a) If the board determines that no substantial reason exists to hold such a hearing, the matter is ended.~~

~~(b) If the board determines that there is substantial reason to hold such a hearing, the The board Board of Public Education shall provide notice of the a pending disciplinary action to the educator/specialist licensee, by certified mail not less than 30 days prior to the date of the hearing.~~

~~(a) Such notice shall include:~~

~~(i) through (iv) remain the same.~~

~~(v) a designation of who will hear the allegation pursuant to ARM 10.57.603; and~~

~~(vi) a provision advising statement of the licensee's parties of their right to be represented by counsel at the hearing.~~

~~(e) (b) The notice shall advise the educator/specialist licensee that the educator/specialist licensee has the right to contest the proposed disciplinary action of the board, and that the educator/specialist licensee may do so by appearing at the hearing either personally or through counsel, or by requesting the board to consider the matter on the basis of the available evidence without an appearance by the educator/specialist filing a written signed statement contesting the matters asserted and requesting a hearing.~~

~~(d) The board shall enclose with the notice an election form on which the educator/specialist shall be asked to indicate whether the educator/specialist intends to appear at the hearing and contest the board's proposed action, contest the board's proposed action without appearing at the hearing, or accept the proposed letter of reprimand, suspension or revocation without contesting it. The notice shall require the educator/specialist to return the election form within 20 days of the date~~

on which the notice was mailed, and shall inform the educator/specialist that failure to return the form in a timely manner shall result in a letter of reprimand or the suspension or revocation of the license by default.

~~(e) If the educator/specialist or administrator does not return the completed election form within 20 days or elects to accept the proposed letter of reprimand, suspension, or revocation without contesting it, the board, at its next meeting, shall suspend or revoke the educator/specialist license or shall direct the chair to issue a letter of reprimand.~~

(c) The notice shall advise the licensee that the disciplinary hearing will be open to the public unless an individual's right to privacy outweighs the public's right to know.

~~(f) (2) If the licensed licensee educator/specialist or administrator elects to contest the proposed letter of reprimand, suspension, or revocation and complies with (1)(d), disciplinary action, the board shall conduct a contested case hearing pursuant to ARM 10.57.603.~~

~~(2) (3) If resolution is reached prior to the hearing, the parties may report such resolution to the board and ask for dismissal of the matter. Dismissal of the matter by the board based on mutual agreement of the parties must be granted in writing, but need not contain findings of fact or conclusions of law.~~

AUTH: 20-4-102, MC
IMP: 20-4-110, MCA

10.57.603 HEARING IN CONTESTED CASES (1) The Board of Public Education shall select one of the following methods for providing a hearing:

(a) a hearing before the ~~B~~board of Public Education at a special or regular meeting of the ~~B~~board;

(b) a hearing before a committee of the board that shall report to the board proposed findings of fact, proposed conclusions of law, and a proposed order; or

(c) a hearing before a hearing examiner appointed by the ~~B~~board of Public Education who shall report to the board proposed findings of fact, proposed conclusions of law, and a proposed order.

(2) At the time and place set in the notice to the ~~educator/specialist~~ applicant or licensee, the chairperson of the Board of Public Education, the designated committee, or an appointed hearing examiner shall conduct the hearing in accordance with Title 2, chapter 4, part 6, MCA, and ARM 1.3.211 through 1.3.224 of the Attorney General's model rules for hearing contested cases, as found in the Administrative Rules of Montana.

~~(3) In the case of an appeal made pursuant to ARM 10.57.217 regarding a denial of renewal units or provider status, written notice of the appeal must be made to the board within 30 days of the denial by the Superintendent of Public Instruction. For this type of appeal, the board may follow informal proceedings pursuant to 2-4-604, MCA, and the final board decision may be issued by letter from the chair of the board to the appellant. Prior to the hearing, the board's attorney or designated hearing officer shall schedule a pre-hearing conference to consider:~~

(a) simplification of the issues;

(b) the possibility of obtaining admissions of facts and documents;

- (c) the number of witnesses;
- (d) the exchanges of witness and exhibit lists; and
- (e) any other matters which may aid in the disposition of the matter.

(4) On appeal the burden is on the appellant to establish by a preponderance of the evidence that the appellant meets the statutory criteria for issuance of an educator/specialist license. In the case of a request for disciplinary action against a licensee pursuant to ARM 10.57.601 or 10.7.611, the burden is on the requestor to establish by a preponderance of the evidence that the disciplinary action is warranted.

AUTH: 20-4-102, MCA
IMP: 20-4-110, MCA

10.57.604 POST HEARING PROCEDURE (1) Either immediately following the hearing, or within ~~60~~ 30 days of the conclusion of the hearing regarding an educator/specialist license, the ~~Board~~ Board of Public Education shall, as ~~provided herein~~ applicable:

~~(a) make a final decision to:~~ uphold the decision of the Superintendent of Public Instruction to deny an application for licensure;

~~(i) through (iii) remain the same but are renumbered (b) through (d).~~

~~(iv)~~ (e) suspend or revoke the license for a specific period of time, up to and including permanent revocation of the educator/specialist license; and

~~(b) consistent with its decision, issue findings of fact, conclusions of law, and an order for suspension or revocation of the educator/specialist license; or~~

~~(c) dismiss the request for letter of reprimand, revocation, or suspension.~~

~~(2) Consistent with the board's a decision to suspend or revoke a license, the board chair or designee shall sign the stipulated agreement, the letter of reprimand, or in the case of a suspension or revocation, the final issue findings of fact, conclusions of law, and an order signed by the board chair or designee.~~

~~(3) The board shall record its decision in its minutes and shall serve provide its decision, including the letter of reprimand, or a copy of the findings of fact, conclusions of law, and order by certified mail on the educator/specialist to the licensee and on to any other involved party within 30 ten days of its decision.~~

~~(4) The date of the letter of reprimand, decision to uphold a denial of licensure by the superintendent, or final written decision and order of the board determines the date from which an appeal may be filed pursuant to 2-4-702, MCA.~~

~~(5) Pursuant to 2-4-623, MCA, decisions of the Board of Public Education shall be available for public inspection. Confidential information such as names of any minors, the educator/specialist's applicant's or licensee's address, telephone number, or medical records may be redacted from the posted final decision.~~

AUTH: 20-2-121, 20-4-102, MCA
IMP: 20-4-102, 20-4-110, MCA

10.57.605 SURRENDER OF AN EDUCATOR/SPECIALIST LICENSE

~~(1) An educator/specialist licensee may surrender that educator/specialist's his or her license to the Superintendent of Public Instruction. The Superintendent of~~

Public Instruction, upon review, may accept or reject the license surrender.

(2) remains the same.

(3) The Superintendent of Public Instruction may investigate further following the surrender of an ~~educator/specialist's~~ license and shall maintain a record of the circumstances surrounding the surrender of any license. The contents of that record shall be available for review by the licensing authority from any other jurisdiction in which the educator/specialist seeks licensure.

(4) Surrender of a license is permanent and irrevocable, unless specified otherwise in the document of surrender. Surrender of a license is a sanction against an educator or specialist and may prejudice the ability of an educator/specialist to successfully seek relicensure ~~in Montana in the same or any other class of license or educational endorsement.~~

(5) The Superintendent of Public Instruction shall ~~provide notice to~~ immediately inform the Board of Public Education of each surrender of a license and of the circumstances surrounding the surrender.

AUTH: 20-4-114, MCA

IMP: 20-2-121, MCA

10.57.606 REPORTING OF THE SURRENDER, DENIAL, REVOCATION, OR SUSPENSION OF A LICENSE (1) The Superintendent of Public Instruction shall maintain membership in the National Association of State Directors of Teacher Education and Certification (NASDTEC) and shall report information concerning disciplinary action to the NASDTEC clearinghouse ~~concerning licensure as provided herein and as required by NASDTEC membership.~~

(2) Upon receipt of a license surrendered pursuant to ARM 10.57.605, the Superintendent of Public Instruction shall report to the NASDTEC clearinghouse that the Superintendent accepted the surrender of a license held by the ~~educator/~~ specialist licensee.

(3) ~~As provided herein,~~ The Superintendent of Public Instruction shall report to the NASDTEC clearinghouse the denial of licensure for cause. A denial "for cause" is defined as circumstances which:

(a) through (4)(b) remain the same.

(5) The Superintendent of Public Instruction shall report to the NASDTEC clearinghouse a letter of reprimand issued by the Board of Public Education, and the suspension or revocation of a license held by an educator/specialist licensed in Montana.

(6) If a denial of licensure or disciplinary action by the Board of Public Education is overturned by a court of competent jurisdiction, the Superintendent of Public Instruction will notify the NASDTEC clearinghouse of such action.

(7) The Superintendent of Public Instruction shall maintain, pursuant to the superintendent's record retention policies, a record of the circumstances surrounding the surrender, denial, revocation, suspension, or reprimand involving an ~~educator/specialist's~~ license or application for licensure. The contents of that record shall be available for review by the certifying authority from any other jurisdiction in which the educator/specialist seeks licensure.

AUTH: 20-4-102, MCA

IMP: 20-4-110, MCA

10.57.607 APPEAL FROM DENIAL OF AN EDUCATOR/SPECIALIST LICENSE

(1) Written notice of appeal from the decision of the Superintendent of Public Instruction to deny issuance or renewal of an educator/specialist license must be submitted to the Board of Public Education. Written notice of appeal must be postmarked or received by the board no later than 30 days from the date of the letter of denial sent from the office of the Superintendent of Public Instruction.

(2) The written request notice of appeal may not be submitted by e-mail. The notice must be signed by the appellant and must be in a form which:

(a) summarizes the appellant's responses to the Superintendent's denial of licensure;

(b) ~~states that the appellant meets the minimum qualifications for issuance of a license established by law~~ provide preliminary statements supporting the appellant's contention that the Superintendent's denial should be overturned; and

(c) if applicable, shows that the appeal satisfies the requirements of ARM 10.57.608.

(3) When an appeal of a denial from the decision of the Superintendent is before the Board of Public Education, the board shall provide notice by certified mail at least 30 days prior to a hearing of the appeal.

(a) Such notice shall include:

(i) a statement of the time, place, and nature of the hearing;

(ii) the legal authority and jurisdiction under which the hearing is to be held;

(iii) reference to the particular sections of the statutes and rules involved;

(iv) a statement of the matters asserted; and

(v) designation of who will hear the allegation pursuant to ARM 10.57.603.

(b) The notice shall advise the applicant that the applicant has the right to contest the denial and that the applicant may do so by appearing at the hearing either personally or through counsel, or by requesting the board to consider the matter on the basis of the available evidence without an appearance by the applicant.

(c) The notice shall advise the licensee that the hearing will be open to the public unless an individual's right to privacy outweighs the public's right to know.

(d) The hearing officer or person designated pursuant to ARM 10.57.603 to hear the appeal shall conduct a pre-hearing conference to determine matters relevant to scheduling, evidence, witnesses, and other matters related to the hearing as delineated in ARM 10.57.603.

AUTH: 20-2-121, 20-4-102, MCA

IMP: 20-4-102, 20-4-110, MCA

10.57.608 CONSIDERATIONS GOVERNING ACCEPTANCE OF APPEAL IN CASES ARISING UNDER 20-4-104, MCA

(1) The Board of Public Education shall not consider an appeal from a denial by the Superintendent of Public Instruction based on 20-4-104, MCA, if the appellant has made an appeal to the board from the denial of an ~~educator/specialist~~ license within three years prior to the

application which is at issue, and ~~that appeal was denied by the board~~ the appellant did not prevail following a hearing, unless at the time of notice of appeal pursuant to ARM 10.57.607 the appellant demonstrates substantial changes in circumstances relating to the appellant's eligibility for a license.

(2) The board shall not consider an appeal by ~~an educator/specialist licensee~~ regarding a suspended, revoked, or surrendered license during the period of suspension, revocation, or surrender.

AUTH: 20-4-102, MCA

IMP: 20-4-110, MCA

10.57.611 SUBSTANTIAL AND MATERIAL NONPERFORMANCE (1) A licensed staff member commits ~~a violation of~~ substantial and material nonperformance of an employment contract pursuant to 20-4-110(1)(g), MCA, if, after signing a binding contract of employment with a Montana school district, the licensed staff member substantially and materially breaches such contract without good cause.

(2) through (2)(c) remain the same.

(3) Licensed staff members violating 20-4-110(1)(g), MCA, ~~may be penalized according to the following guidelines as follows:~~

(a) through (c) remain the same.

(4) In determining the severity of the sanction, if any, the ~~board~~ Board of Public Education will consider the following:

(a) through (c) remain the same.

(5) This rule ~~provides guidelines only and~~ shall not be construed to either require or to prohibit the board from exercising its discretion in overseeing discipline of license holders pursuant to 20-4-110(6), MCA.

AUTH: 20-2-114, 20-2-121, MCA

IMP: 20-2-121, 20-4-110, MCA

5. The board proposes to repeal ARM 10.57.609, Hearing on Appeal, AUTH: 20-1-102, MCA; IMP: 20-4-110, MCA.

6. The effective date of these rules is July 1, 2015.

7. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov and must be received no later than 5:00 p.m., November 6, 2014.

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

9. The board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by the board. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 7 above or may be made by completing a request form at any rules hearing held by the board.

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

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

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

/s/ Peter Donovan
Peter Donovan
Rule Reviewer

/s/ Sharon Carroll
Sharon Carroll
Board Chair
Board of Public Education

Certified to the Secretary of State September 29, 2014.

CHAPTER 58

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the adoption of New)	NOTICE OF PUBLIC HEARING ON
Rules I through XIV; the amendment)	PROPOSED ADOPTION,
of ARM 10.58.102 through 10.58.104,)	AMENDMENT, AMENDMENT AND
10.58.501 through 10.58.503,)	TRANSFER, AND REPEAL
10.58.505, 10.58.507, 10.58.509)	
through 10.58.511, 10.58.513 through)	
10.58.524, 10.58.526, 10.58.528,)	
10.58.705, 10.58.707, and 10.58.802;)	
the amendment and transfer of ARM)	
10.58.508 and 10.58.512; and the)	
repeal of ARM 10.58.210, 10.58.304)	
through 309, 10.58.525, 10.58.527,)	
10.58.601 through 10.58.603,)	
10.58.801, and 10.58.901 all)	
pertaining to educator preparation)	
programs)	

TO: All Concerned Persons

1. On October 31, 2014, at 10:00 a.m., the Board of Public Education will hold a public hearing in the Office of Public Instruction conference room at 1300 11th Avenue, Helena, Montana, to consider the proposed adoption, amendment, amendment and transfer, and repeal of the above-stated rules.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on October 20, 2014 to advise us of the nature of the accommodation that you need. Please contact Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov.

3. The Board of Public Education proposes to adopt the following rules:

NEW RULE I CONTENT AND PEDAGOGICAL KNOWLEDGE (1) The provider ensures that candidates:

(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) demonstrate an understanding of the 11 Montana teaching standards (ARM 10.58.501) within the categories "the learner and learning," "content," "instructional practice," and "professional responsibility";

- (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;
- (d) apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of professional associations and national or other accrediting bodies;
- (e) demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards; and
- (f) integrate technology in the design, implementation, and assessment of learning experiences to engage P-12 students, improve learning, and enrich professional practice.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

NEW RULE II 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 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;
- (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 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
- (d) 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 program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in [NEW RULE I].

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

NEW RULE III CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY

(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;

(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 and demonstrates efforts to know and address local, community, tribal, Montana, national, or regional needs for hard-to-staff schools and current shortage fields;

(c) sets admissions requirements, including the CAEP minimum GPA of 3.0 of the average grade point average of its accepted cohort of candidates, gathers data to monitor the 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, including:

(i) data points that 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) data that is regularly and systematically compiled, summarized, and analyzed to improve the applicant pool, and candidate performance, program quality, and unit operations;

(d) establishes and monitors attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program, including selecting criteria, describing the measures used and evidence of the reliability and validity of those measures, and reporting 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; ensures candidates demonstrate the ability to teach to college- and career-ready standards; and presents 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;

(f) prior to recommending any completing candidate for licensure, 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.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

NEW RULE IV 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 ARM 10.58.501;
- (d) demonstrates, using measures that result in valid and reliable data that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students; 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.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

NEW RULE V 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; supports continuous improvement that is sustained and evidence-based and that evaluates the effectiveness of its completers; and uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development;
- (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; 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.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

NEW RULE VI 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, and dispositions to learning (including initiative, self-direction, persistence, and attentiveness), motivation, attachment, economic conditions, health status, opportunities for play and learning, technology and media, and developmental variations;

(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, which are inclusive of texts from and about American Indians and tribes in Montana, and technology; and planning, implementing, assessing, and reflecting on English/language arts and literacy instruction that promotes critical thinking and creative engagement;

(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, including culturally inclusive lessons and examples relating to American Indians and tribes in Montana;

(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, and culturally diverse performing and visual arts inclusive of the works of American Indian artists and art in Montana;

(vi) demonstrating knowledge, understanding, and use of the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health for all young children; and

(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 all 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 state and national codes of ethical conduct for the education of young children and other applicable regulations and guidelines to analyze, resolve, and discuss implications of professional ethical dilemmas with respect to the child, family, colleagues, and community;

(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.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

NEW RULE VII MIDDLE GRADES (4-8) (1) The program ensures that successful candidates demonstrate knowledge of young adolescent development and an understanding of the middle grades learner and learning. Candidates demonstrate:

(a) 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, and participating in middle grades programs and practices;

(b) 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) knowledge and understanding of the implications of diversity on the development of young adolescents and apply that understanding to implement curriculum and instruction that is responsive to young adolescents' local, tribal, Montana, national, and international histories, language/dialects, and individual identities;

(d) understanding of young adolescent development and apply that understanding when planning and implementing middle grades curriculum and when selecting and using instructional strategies; and

(e) knowledge of young adolescent development when making decisions about their role in creating and maintaining developmentally responsive learning environments and when participating in effective middle grades instructional and organizational practices, including interdisciplinary team organization and advisory programs.

(2) The program ensures that successful candidates demonstrate in-depth interdisciplinary knowledge of the middle grades content, standards, and curriculum and the ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. 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, which are inclusive of texts from and

about American Indians and tribes in Montana; and technology; and plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creative engagement for young adolescents;

(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 middle grades student understanding for personal and social applications, to convey the nature of science, 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, including culturally inclusive lessons and examples relating to American Indians and tribes in Montana;

(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, and culturally diverse performing and visual arts inclusive of the works of American Indian artists and art in Montana;

(f) knowledge, understanding, and use of health education to create opportunities for middle grades student development and practice of skills that contribute to good health for all young adolescents; 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 all young adolescent students.

(3) The program ensures that successful candidates demonstrate knowledge and understanding of middle grades philosophy and school organization.

Candidates demonstrate:

(a) knowledge and understanding of the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle grades programs and schools and apply this knowledge and understanding to work skillfully within the middle grades organizational components;

(b) knowledge of the philosophical foundations of developmentally responsive middle grades programs and schools; and

(c) knowledge of the effective components of middle grades programs and apply this knowledge in order to function effectively within a variety of school organizational settings (e.g., grades K-8, 4-6, 6-8, 7-8).

(4) The program ensures that successful candidates demonstrate knowledge

and understanding of middle grades curriculum, instruction, assessment, and learning. Candidates demonstrate:

(a) 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) abilities to plan and implement instructional strategies for middle grades classrooms based on knowledge of individual students, learning theory, content, cross-curricular connections, curricular goals, and an understanding of community;

(c) understanding of how middle grades students differ in their development and approaches to learning, and apply this understanding to differentiate instruction to meet the learning needs of all young adolescents;

(d) 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) knowledge and understanding of individual and group motivation and behavior among students at the middle grade level to foster active engagement in learning, self-motivation, and positive interaction, and to create supportive learning environments;

(f) 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) 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.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

NEW RULE VIII 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.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

NEW RULE IX CONTENT AND PEDAGOGICAL KNOWLEDGE (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;
- (b) demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline;
- (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;
- (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;
- (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.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

NEW RULE X 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

(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 [NEW RULE IX], 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.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

NEW RULE XI CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY (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;

(b) presents plans and goals to recruit and support completion of high-quality advanced program candidates from a broad range of backgrounds and diverse populations to accomplish its mission:

(i) admitted candidates reflect the diversity of Montana's P-12 students; and

(ii) the provider demonstrates efforts to know and address local, community, tribal, Montana, regional, or national needs for school and district staff prepared in advanced fields;

(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;

(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

(e) creates criteria for program progression and monitors candidates' advancement from admissions through completion. All advanced program candidates demonstrate the ability to create and maintain supportive environments for teaching college- and career-ready standards. Providers present multiple forms of evidence to indicate advanced program candidates' application of content knowledge and research, data-informed decision making, and the integration of technology in all of these domains.

(2) Prior to recommending any advanced program candidate for program completion, the provider documents that the advanced program candidate:

(a) has reached a high standard for content knowledge, data- and research-informed decision making, integration of technology in the discipline, and demonstrates the ability to create, maintain, and enhance supportive environments for effective P-12 learning; and

(b) understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

NEW RULE XII 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.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

NEW RULE XIII 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; supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers; and uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development;

(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 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.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

NEW RULE XIV SUPERINTENDENTS (1) The successful candidate completes the requirements of ARM 10.58.705 and the following requirements. The program requires that successful candidates:

(a) facilitate the development, articulation, implementation, and stewardship of a school and/or district vision of learning supported by the school community and:

(i) collaboratively develop, implement, and promote a commitment to a shared vision and mission integrated throughout the school system by strategic planning, aligning districtwide 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;

(b) promote 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 districtwide assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs; and

(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) 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 and:

(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 American Indians and tribes in Montana families, and mobilize community resources in order to 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 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

(v) demonstrate knowledge of the Americans with Disabilities Act (ADA) and the Individual Disabilities Education Act (IDEA);

(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 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.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

4. The Board of Public Education proposes to amend the following rules, new matter underlined, deleted matter interlined:

10.58.102 PROCESS LEADING TO ACCREDITATION OF EDUCATOR PREPARATION PROVIDERS 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~~ Superintendent of Public Instruction shall implement the Board of Public Education's procedures by conducting accreditation site reviews.

(a) The ~~Office~~ Superintendent 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~~ nominated by K-20 teachers, 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.~~

(b) The ~~Office~~ Superintendent of Public Instruction shall ~~administer~~ conduct workshops sessions to ~~that~~ prepare educators for serving on review teams to serve 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~~ and the Office of Public Instruction's educator preparation program director coordinator.

(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~~ observe accreditation site reviews.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.103 VISITATIONS ACCREDITATION SITE REVIEWS (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~~ accreditation site reviews and cooperation with ~~other accrediting agencies~~ the Council for the Accreditation of Educator Preparation (CAEP) 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.~~

(4) ~~Units~~ Educator preparation providers are required to engage in an ongoing self-study of professional educator preparation programs continuous improvement.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.104 ACCREDITED PROGRAMS (1) The ~~Office~~ Superintendent 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~~ educator preparation providers and the corresponding regional and national accreditation agencies. The report shall include the initial and expiration dates of all accredited programs.

(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, 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 web sites.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.501 GENERAL REQUIREMENTS TEACHING STANDARDS (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~~ 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~~ 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~~ 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~~ understanding of the central concepts, tools of inquiry, and structures of the discipline(s) the candidate teaches and create individualized learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, and include the instruction of reading and writing literacy into all program areas;

~~(e) demonstrate understanding of personal, cultural and socioeconomic biases and teaching style differences that affect one's teaching~~ 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~~ 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;

~~(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~~ 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~~ use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and build skills to apply knowledge in meaningful ways;

~~(i) plan instruction based on knowledge of subject matter, students, the~~

~~community, curriculum goals, and appropriate use of current and emerging technologies 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;~~

~~(j) demonstrate assessment strategies, tools, and practices to plan and evaluate effective instruction interact knowledgeably and professionally with students, families, and colleagues based on social needs and institutional roles;~~

~~(k) demonstrate continued growth in knowledge related to a particular subject area and the teaching of it; 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 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.~~

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.502 AGRICULTURAL EDUCATION (1) ~~Candidates for agricultural education teacher endorsement shall~~ 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-

~~(2) The program requires and~~ that successful candidates:

(a) demonstrate essential skills and knowledge including the scientific/technical, safety, and career information in the following areas of:

(i) through (x) remain the same.

(b) demonstrates a philosophy of ~~vocational~~ 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 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) through (g) remain the same.

(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.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.503 ART K-12 (1) The program requires that successful candidates:

~~(a) develop competence and a working vocabulary in:~~ demonstrate understanding of and engage in the processes of art making 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 teaching candidates to communicate their perceptions about artworks in verbal and written language;~~

~~(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 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~~

~~(iv) aesthetics, including sensory perception, and the study of the nature and experience of the arts;~~

~~(b) (f) use appropriate art technologies as tools of expression, research, and assessment;~~

~~(e) (g) comprehend and appropriately use copyright and patent laws in relation to original art works and reproductions;~~

~~(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) (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) through (v) remain the same but are renumbered (b) through (e).~~

~~(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 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 to provide encouragement and advice to students about postsecondary future options.~~

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.505 BUSINESS AND INFORMATION TECHNOLOGY EDUCATION

(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) 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;~~

~~(c) demonstrate the development of personal and leadership competencies (e.g., citizenship, personal development, goal setting, parliamentary procedure, and teamwork collaboration);~~

~~(e) (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;~~

~~(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) (f) identify methods for selection and application of the tools of technology tools relating to personal and business decision making;~~

(f) remains the same but is renumbered (g).

~~(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) (j) demonstrate ethical and social responsibilities responsibility related to business and the legal framework for personal, business, and social interactions;~~

~~(i) demonstrate the skills needed to successfully obtain and maintain~~

employment;

(j) remains the same but is renumbered (k).

(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;

(k) through (p) remain the same but are renumbered (m) through (r).

~~(q) conduct research activities in domestic and international business;~~

(s) 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, including the interconnectedness of cultural, political, legal, economic, and ethical systems;

(r) through (t) remain the same but are renumbered (t) through (v).

~~(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, and explain the value of information technology and the potential impact it may have on students' lives;

(y) develop students' ability to analyze, synthesize, evaluate, and apply technologies to solve problems, increase productivity, and improve quality of life; and

(v) remains the same but is renumbered (z).

AUTH: 20-2-114, 20-2-121, MCA

IMP: 20-1-501, 20-2-121, ~~20-4-121~~, MCA

10.58.507 THEATRE (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~~; including:

(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) through (d) remain the same.

(2) Candidates The program requires that successful candidates demonstrate understanding and knowledge of:

(a) theatre as a social and aesthetic experience ~~and a reflection of culture~~, reflecting on authentic representation, including ~~Montana~~ cultures of American Indians and tribes in Montana and cultures, 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) and (c) remain the same.

(3) ~~Candidates shall~~ The program requires candidates 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;

(b) manage/supervise the technical requirements and use current and emerging technologies of a theatrical production/~~activity~~ by effectively planning and executing scenery, lights, make-up, sound, properties, costumes, special effects, promotion and publicity; and

(c) use production/~~activity~~ as a measurement/evaluation of current and future goals and objectives.

(4) ~~Candidates~~ The program requires candidates interact with the community; ~~as a resource person who~~ and successful candidates:

(a) contributes in the development of facilities;

(b) supervises 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

(d) advocates 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.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.509 ENGLISH/LANGUAGE ARTS (1) The program requires that successful candidates:

(a) apply theory, research, and practice of in 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~~ 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;

(c) ~~demonstrate the implementation of instruction and assessment that assist students in developing skills and habits in critical thinking~~ 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;

(d) ~~make connections between the English/language arts curriculum and developments in culture, society, and education;~~

(e) (d) engage their students in activities learning experiences that demonstrate the role of the arts, humanities, and other content areas in English/language arts; ~~and~~

~~(f) (e) demonstrate understanding of legal and ethical issues in English/ language arts such as freedom of expression, censorship, and bias in literature;~~

~~(2) (f) Candidates are knowledgeable about demonstrate understanding of theory and research and apply knowledge in the areas of language, oral discourse, reading processes, writing processes, literature, print and non-print media texts, which are inclusive of texts from and about American Indians and tribes in Montana, and technology, research theory and findings. Candidates demonstrate;~~

~~(a) (g) knowledge of and skills in the use of the English language plan, implement, assess, and reflect on standards-based instruction that incorporates knowledge of language, including structure, history, and conventions; and facilitate students' comprehension and creation of oral and written discourse and print and non-print texts;~~

~~(b) (h) knowledge of and skills in the use of oral discourse 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)~~

~~(i) plan, implement, assess, and reflect on standards-based instruction that integrates individual and collaborative approaches and that demonstrates a variety of reading comprehension strategies appropriate for reading purposes and genres;~~

~~(d) knowledge of and skills in writing processes~~

~~(j) plan, implement, assess, and reflect on standards-based instruction that integrates individual and collaborative approaches and technologies and that demonstrates an understanding of writing processes and strategies in different genres for a variety of purposes and audiences;~~

~~(e) knowledge of and skills in using~~

~~(k) 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 nonprint media and technology in contemporary culture~~

~~(l) 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~~

~~(h) the disposition and skills needed to integrate knowledge of English/ language arts, students, and teaching.~~

~~(m) prepare to interact knowledgeably and professionally with students, families, and colleagues based on social 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.~~

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.510 STUDENTS WITH DISABILITIES PK-12 (1) The program requires that successful candidates:

(a) demonstrate an understanding of the philosophical, historical, and legal foundations of special education 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 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 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 use multiple methods of assessment and data sources to identify individualized learning needs and make a variety of education decisions (i.e., administer and score standardized assessments, interpret and present assessment results, write Present Levels of Academic Achievement and Functional Performance (PLAAFPS) (34 CFR 300.320(a)(1)), 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 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 language, and demonstrate knowledge and use of individualized strategies to enhance language development and teach communication skills 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 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~~ an understanding of the philosophical, historical, and legal foundations of special education;

~~(i) demonstrate knowledge of individualized decision making and instruction and develop individualized instructional plans integrating general and special education learning expectations~~ typical and atypical language development and use systematic evidence-based instruction to enhance language development and teach communicative competence;

~~(j) demonstrate knowledge and understanding of personal, cultural, and socioeconomic biases and how teaching style differences affect one's teaching~~ special education laws and regulations, procedural safeguards, ethical concerns, evaluations/documentation, and appropriate instructional strategies and techniques to support students with social-emotional/behavioral needs (e.g., positive behavior intervention plans/supports); and

~~(k) demonstrate understanding of ethical and professional practices; and proficiency in Montana special education procedural competencies including knowledge of state and federal laws along with the 13 legally defined categories, knowledge of the Achievement in Montana (AIM) system and state forms, special education processes, identification of social and cultural movements in special education law, and court cases which shaped special education law, understand legal resources to assist decision making, and the ability to navigate federal and Montana law.~~

~~(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.~~

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.511 WORLD LANGUAGES (1) The program requires that successful candidates:

~~(a) demonstrate knowledge of phonetics, phonology, morphology, syntax, second language acquisition, and other aspects of linguistics (applied to the specific language or applied to second language study as a whole), literature, and culture~~ understanding of the major linguistic features of the target language (i.e., phonology, morphology, syntax, semantics) and describe the structure, function, and meaning of target language discourse;

~~(b) explain rules for word and sentence formation (e.g., verbal system, agreement, use of pronouns) and provide examples;~~

(c) identify and explain pragmatic and sociolinguistic features (e.g., politeness, formal/informal address) of the target discourse and identify features for creating coherence and discourse in extended spoken and written texts;

~~(b)~~ (d) demonstrate sufficient listening comprehension to understand most routine social conventions, conversations on school or work requirements, and discussion on concrete topics related to particular interests and special fields of competence short conventional narrative and descriptive texts, such as descriptions of persons, places, and things; and narrations about past, present, and future events;

~~(c)~~ demonstrate oral proficiency to satisfy most work requirements, and show some ability to communicate on concrete topics relating to particular interests and special fields of competence;

~~(d)~~ demonstrate reading comprehension for factual information in nontechnical prose and concrete topics related to special interests, read for information and description, follow a sequence of events and react to that information, and separate main ideas and details in material written for the general public;

~~(e)~~ demonstrate the ability to write about most common topics with some precision and in some detail, write detailed resumes and summaries, take accurate notes, write social and informal business correspondence, describe and narrate personal experiences, explain simple points of view in prose discourse, and write about concrete topics relating to particular interests and special fields of competence in paragraph-length discourse, narrate and describe in the major time frames with some control of aspect;

~~(f)~~ demonstrate a working social and professional competence in cultural skills (reflecting the international character of present-day social, political, and economic ties among countries) handle the linguistic challenges presented by a complication or unexpected turn of events appropriately within the context of a situation;

~~(g)~~ demonstrate knowledge of and strategies to build connections with native cultures deliver oral presentations extemporaneously on familiar literary and cultural topics and those of personal interest, using a variety of strategies to tailor the presentation to the needs of their audience;

~~(h)~~ demonstrate understanding of language as an essential element of culture, of the principal ways in which the second language culture differs from the first language culture, first-hand knowledge of literary masterpieces, and the geography, history, art, and social customs of major lands in which the language is dominant understand conventional written narrative and descriptive texts, such as descriptions of persons, places, and things and narrations about past, present, and future events;

~~(i)~~ demonstrate and apply an understanding of the differences between the grammatical systems of the second language and those of English write narratives, descriptions, and summaries on topics of general interest in all major time frames with good control of aspect;

~~(j)~~ demonstrate knowledge of the present-day objectives of second language teaching as communication, an understanding of the methods and techniques for attaining these objectives, and the ability to evaluate the professional literature of

second language teaching understanding of language as an essential element of culture;

(k) demonstrate knowledge of the use of special techniques, such as educational media, the internet and electronic mail, and the relation of second language study to other curricular areas; and cultural perspectives as reflected in daily living patterns and societal structures, including geography, history, religious, and political systems, literature, fine arts, media, and a variety of cultural products;

(l) connect perspectives to the products and practices of a culture as a way to compare the target culture to their own or to compare a series of cultures;

(m) interpret and synthesize ideas from literary and other cultural texts that represent defining works in the target cultures;

(n) identify themes, authors, historical style, and text types in a variety of media that the cultures deem important to understanding their traditions;

(o) provide opportunities for students to connect to the target language and culture through a variety of means, including technology, as a key component of their classroom practice;

(p) exhibit ease, originality, and flexibility in applying language acquisition theories to instructional practice, using a wide variety of strategies to meet the linguistic needs of their students at various developmental levels;

(q) tailor language use to students' developing proficiency levels and use a variety of strategies to help students understand oral and written input;

(r) use the target language to the maximum extent in the classroom at all levels of instruction;

(s) demonstrate an understanding of the national and state standards for foreign language learning to make instructional decisions;

(t) understand how to integrate interpersonal, interpretive, and presentational modes of communication in instruction;

(u) design authentic and standards-based performance assessments using the three modes of communication to measure student progress in communicative and cultural competencies;

(v) design a content-based curriculum which integrates content from other subject areas into instruction; and

(l) remains the same but is renumbered (w).

(2) through (2)(c) remain the same.

(3) ~~The Native American language requires that successful candidates demonstrate the knowledge of and competence in Native American languages as attested by the appropriate tribal authority.~~

(4) ~~The English as a Second Language (ESL) program requires that successful candidates:~~

~~(a) demonstrate knowledge of the linguistic structure of the language and features of the culture which uses the native language understanding of language as a system, including phonology, morphology, syntax, pragmatics, and semantics;~~

~~(b) use the major language acquisition theories to develop a standards-based ESL curriculum which teaches language and literacy through academic content areas;~~

~~(b) (c) demonstrate knowledge of and use of instructional strategies, methods, and skills for teaching English as a second language; and understanding~~

of how cultural groups and individual cultural identities affect language learning and school achievement;

(d) demonstrate understanding of various assessment issues as they affect English language learners (ELLs), such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations;

(e) demonstrate understanding of language proficiency instruments used for identification, placement, and reclassification of ELLs;

(f) demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for equal access to educational resources for ELLs; and

(c) remains the same but is renumbered (g).

(4) The Native American language program and culture specialist licensure requires that successful candidates demonstrate the knowledge of and competence in languages of American Indians and tribes in Montana, as attested by the appropriate tribal authority, pursuant to ARM 10.57.436.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.513 HEALTH (1) The program requires that successful candidates:

(a) utilize health-related data about the social and cultural environments inclusive of Montana Indian tribes, impacting 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 and external factors (family, peers, culture, media, technology) that foster promote health enhancement and those that hinder well-being;

(c) conduct needs assessments that provide appropriate data to determine health education needs based on observed and obtained data of the learners and diverse populations;

(d) use 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 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 settings, interpersonal communication, and decision skills to enhance health and community and environmental health;

(f) formulate appropriate and measurable learner goals and objectives that promote healthy lifestyles and behaviors;

(g) design health educational strategies consistent with specified learner goals and objectives to encourage the practice of healthy behaviors to promote physical and cognitive health;

(h) remains the same.

(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 health education programs;~~

~~(k) evaluate health educational programs, adjusting objectives and instructional strategies as necessary;~~

~~(l) ~~plan to~~ assess student achievement of based on health education program objectives, interpret results, and determine future program needs;~~

~~(m) implement evaluation plans;~~

~~(n) interpret results of program evaluation and examine implications of evaluation findings of future program planning;~~

~~(o) (m) design and develop a plan for coordinating health education with other components of a school health program;~~

~~(p) (n) demonstrate the dispositions and communication skills to facilitate cooperation among health educators, other teachers, and appropriate school staff;~~

~~(q) remains the same but is renumbered (o).~~

~~(r) design professional development programs for teachers, other school personnel, community members, and other interested individuals;~~

~~(s) and (t) remain the same but are renumbered (p) and (q).~~

~~(u) (r) synthesize valid and reliable health data and respond to requests for health information;~~

~~(v) (s) select effective, educational valid, and reliable health resource materials for dissemination;~~

~~(w) (t) interpret concepts, purposes, models, and theories of health promotion and health education;~~

~~(x) remains the same but is renumbered (u).~~

~~(y) (v) select a variety of communication methods and techniques in providing health information and adapt health information to a specific target audience; and~~

~~(z) (w) develop effective communication between health care providers and consumers working cooperatively as an advocate for improving personal, family, and community health.~~

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.514 FAMILY AND CONSUMER SCIENCES (1) and (1)(a) remain the same.

(b) illustrate how each domain of human well-being including social, economic, financial, emotional, spiritual, physical, and intellectual can be enriched in every family and consumer sciences content area;

~~(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) (d) apply principles of early childhood, human development, and~~

interpersonal relationships, ~~and family~~ to strengthen relationships for individuals and families across the life span in contents such as parenting, care giving, and the in the family, workplace, and communities throughout the life span;

~~(d)~~ (e) apply principles of nutrition, ~~food, and wellness practices that enhance individual and family well-being across the life span,~~ culinary arts, and sustainability of wellness practices and address related concerns in a global society;

~~(e)~~ (f) 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)~~ (g) 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)~~ and tribes in Montana;

(g) remains the same but is renumbered (h).

~~(h)~~ (i) assess, evaluate, and improve student learning and programs in family and consumer sciences using appropriate criteria, standards, and processes; ~~and~~

~~(i)~~ (j) integrate leadership strategies from Family, Career, and Community Leaders of American (FCCLA) or other sources 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.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.515 INDUSTRIAL/ TRADES AND TECHNOLOGY EDUCATION

(1) and (1)(a) remain the same.

(i) a mission statement with stated goals and objectives that reflect the intent of industrial/~~technology~~ trades and technology education programs, as guided by the national professional organizations;

(ii) remains the same.

(iii) content orientated toward ~~technology education (TE) or industrial~~ trades and technology ~~(IT)~~ education;

(b) demonstrate ~~knowledge of content area(s) in which the candidate teaches~~ knowledge/competency in applied science, technology, engineering, mathematics, and communication, including:

(i) ~~fundamental~~ knowledge about the development of technology, its effects on people, industry, the environment, and society;

(ii) communication technology, which includes information-related technology that uses resources to transfer information and to extend human potential;

(ii) remains the same but is renumbered (iii).

~~(iii) communication technology, which includes information-related technology that uses resources to transfer information and to extend human potential;~~

- (iv) through (vii) remain the same.
- (c) demonstrate knowledge of quality workmanship and work ethics;
- (d) through (j) remain the same.
- (k) apply and use ~~other~~ content knowledge ~~(e.g., mathematics, science, history)~~ from other disciplines to technology to 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) know and understand the rules and requirements and how to obtain access to industry certifications (i.e., automotive, welding, machining);
- ~~(m) demonstrate knowledge of educational environments in the classroom and laboratory that enhance student learning;~~
- ~~(n) select and apply appropriate instructional strategies for individual and group instruction;~~
- ~~(o) (m) demonstrate knowledge of 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;~~
- ~~(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)~~
- (n) 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;
- (o) 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;
- (p) demonstrate a knowledge of the value of building professional relationships with stakeholders to produce a relevant learning environment and provide benefits to the student and the community including development of career pathways and work-based learning experiences;
- ~~(s) (q) articulate industrial/technology trades and technology education to the school and the local community publics;~~
- ~~(t) (r) develop and coordinate an external advisory committee for the program partnerships, advisory boards, and work-related experiences into the curriculum; and~~
- ~~(u) (s) demonstrate knowledge of and how to gain 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~~

~~(w) provide opportunities for students with work-related experience useful for employment entry after graduation.~~

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.516 JOURNALISM (1) through (1)(b) remain the same.

(c) demonstrate knowledge of the functions of the news media in a democratic society and ensure students understand their role in preserving free and independent news media;

(d) demonstrate knowledge of the organizational structure of the news media and the value of news for today's media consumers;

(e) through (h) remain the same.

(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 the intended audience;

(j) and (k) remain the same.

(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, still photography, and photojournalism to tell stories in compelling ways;

~~(n) demonstrate knowledge of~~ develop a plan and apply strategies on how to organize staffs and demonstrate skills in leadership and group dynamics;

(m) remains the same but is renumbered (o).

~~(n) demonstrate knowledge of the purposes and characteristics of sound strategies in instructional planning and delivery;~~

(o) remains the same but is renumbered (p).

(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;~~

~~(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;~~

~~(s) communicate components of curriculum and instruction to students, parents, lay audiences, and other educators; and~~

(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) create an inclusive and supportive learning environment in which all students can engage in learning.~~

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.517 LIBRARY MEDIA K-12 (1) The program requires that 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; 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 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; by:~~

~~(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, and program advocacy;~~

(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~~

(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.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.518 MATHEMATICS (1) and (1)(a) remain the same.

(b) reason, construct, and evaluate mathematically in constructing,

evaluating, and communicating mathematical arguments and develop appreciation for mathematical rigor and inquiry;

(c) communicate mathematical thinking orally and in writing to peers, faculty, and others demonstrate an appreciation for mathematical rigor and inquiry;

(d) recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding recognize, formulate, and apply connections between mathematical ideas and representations in a wide variety of contexts;

(e) use varied representations of mathematical ideas to support and deepen students' mathematical understanding demonstrate understanding of the mathematical modeling process by interpreting and analyzing mathematical results and models in terms of their reasonableness and usefulness;

(f) appropriately use current and emerging technologies as essential tools for teaching and learning mathematics; and recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding including the ability to:

(i) attend to precision in mathematical language, notation, approximations, and measurements by consistently and appropriately applying mathematical definitions and procedures; and

(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;

(g) support a positive disposition toward mathematical processes and mathematical learning appropriately use current and emerging technologies as essential tools for teaching and learning mathematics;

(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) (i) demonstrate knowledge of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning by demonstrating;

(i) how learners develop mathematical proficiency through the interdependent processes of integrating conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition;

(ii) an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments in mathematics and ensure high standards of mathematical work for all students;

(iii) 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;

(iv) an understanding of multiple methods of assessment of mathematical learner growth, progress, and decision making;

(v) an understanding of a variety of instructional strategies that encourage learners to develop deep understanding of mathematics; and

(vi) 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) (i) demonstrate content knowledge in:~~

~~(a) (i) 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 including knowledge and understanding of number systems, arithmetic algorithms, fundamental ideas of number theory, proportion and rate, quantitative reasoning, modeling, and applications;~~

~~(b) (ii) different perspectives on algebra including ways of representing mathematical relationships and algebraic structures 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) (iii) geometries by using spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties geometry and trigonometry including 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) (iv) calculus by demonstrating a conceptual including 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) (v) discrete mathematics by applying including knowledge and understanding of basic the fundamental ideas of discrete mathematics structures, counting techniques, iteration, recursion, formal logic, and applications in the formulation and solution of problems;~~

~~(f) (vi) data analysis, statistics, and probability by demonstrating including knowledge and 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~~

~~(vii) 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.~~

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.519 MUSIC K-12 (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 perform solo and small to large ensemble repertoire 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~~ perform in both vocal and instrumental ensembles;

~~(c) remains the same.~~

~~(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;~~

~~(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 in an age- and level-appropriate manner~~ for ensembles and classroom situations;

~~(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;~~

~~(j) (g) demonstrate~~ through analysis and performance an understanding of aural perception to distinguish tonal and temporal relationships;

~~(k) (h) demonstrate~~ through analysis and performance an understanding of the elements of music, including melody, harmony, rhythm, tempo, timbre, tone, dynamics, and form, and style;

~~(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;

~~(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;

~~(l) analyze music aurally and visually in terms of musical elements;~~

~~(m) demonstrate knowledge of acoustics and the physics of sound;~~

~~(n) (k) identify music stylistically and place it in an~~ in terms of style, historical period, and cultural significance as it relates to instruction, rehearsal, and performance;

~~(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;~~

~~(m) demonstrate understanding of the diversity of students with regard to culture, backgrounds, and abilities, including the cultures of American Indians and tribes in Montana;~~

~~(p) (n) demonstrate knowledge of the relationship of music to other performing and visual arts, and other disciplines outside the arts;~~

~~(q) (o) demonstrate an understanding of the aesthetic, philosophical, and psychological aspects of music, and music's contribution to the individual and society; and~~

~~(r) demonstrate knowledge of the relationship of music to other disciplines outside the arts;~~

~~(s) (p) demonstrate knowledge and understanding of how children learn and develop, both as individuals and as part of a group, with regard to music instruction;~~

~~(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;~~

~~(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 through age- and ability-appropriate instruction in interpretation, improvisation, and composition;

~~(v) structure appropriate learning environments for K-12 music instruction;~~

~~(w) (s) plan instruction based on their candidate's musical knowledge and needs of the curriculum, their the candidate's students, school, and the community, and curriculum goals;~~

~~(x) (t) demonstrate understanding of and use varied age-appropriate assessment strategies to evaluate and ensure continuous and consistent musical development of students;~~

~~(y) evaluate the effects of their choices and actions on others; and~~

(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;

(v) demonstrate understanding of how to structure appropriate learning environments for K-12 music instruction, including appropriate pacing, modeling, and rehearsal organization;

~~(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 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

(y) demonstrate an understanding of the implementation of age-appropriate classroom management for the music classroom.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.520 PHYSICAL EDUCATION (1) through (1)(b) remain the same.

~~(c) describe performance concepts and strategies related to skillful movement and physical activity (e.g., including fitness principles, game tactics, and skill improvement principles);~~

~~(d) remains the same.~~

~~(e) demonstrate knowledge and understanding of approved state and national content standards, current law, including Indian Education for All (20-1-501,~~

MCA) those related to American Indians and tribes in Montana, and local program goals ~~as related to~~ in physical education;

(f) identify, select, and implement appropriate learning/practice opportunities of K-12 physical education students based on developmental needs, expected progression, level of readiness, understanding the student, the learning environment, and the task;

(g) ~~identify, select, and implement appropriate~~ demonstrate understanding and use of current and proven instructional strategies, services, and resources that are responsive to students' strengths and/or weaknesses, multiple needs, learning styles, and prior experiences (e.g., personal, family, community, and cultural inclusive of Montana's Indian tribes) to promote skillful movement and physical activities;

(h) use organizational and managerial skills to create efficient, active, and equitable learning experiences in physical education and development that are responsive to students' strengths, interests, challenges, individual prior experiences, and diverse cultural heritages including the distinct cultural differences of American Indians and tribes in Montana;

(i) use a variety of developmentally and culturally appropriate practices (~~e.g., content selection, instructional formats, use of music, and appropriate incentives/rewards~~) to motivate school-age K-12 students to participate in indoor and outdoor physical activity ~~inside and outside of the school~~ to promote physical and cognitive health;

(j) use strategies to help students demonstrate responsible personal and social behaviors (~~e.g., including mutual respect, support for~~ of others, safety, and cooperation) that promote positive relationships and a productive learning environment;

(k) ~~develop and apply an effective classroom management plan~~;

(l) ~~describe and demonstrate effective communication skills~~;

(m) ~~describe and implement~~ demonstrate knowledge and use of instructional strategies to enhance communication among students in physical activity settings;

(n) identify, develop, and implement appropriate program and instructional goals based on short and long term goals that are linked to student needs;

(o) design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction;

(p) ~~provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas~~;

(q) ~~select and implement instructional strategies for reading and writing within the content area~~;

(r) ~~develop and apply direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, facilitate factual recall, promote problem solving, and critical thinking)~~;

(s) ~~demonstrate knowledge of components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias~~;

(t) ~~demonstrate knowledge and apply assessment techniques to assess student performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes)~~;

- ~~(u) interpret and use performance data to make informed curricular and instructional decisions;~~
- ~~(v) evaluate personal instructional performance (e.g., description of teaching, justification of the teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change);~~
- ~~(w) construct a plan for continued professional growth based on the assessment of personal teaching performance and school-based needs;~~
- ~~(x) design, develop, and implement student learning activities that integrate information~~
- (l) demonstrate knowledge and use technology tools and instruments to monitor students' motor skills, development, and performance;
- ~~(y) use technologies to communicate, network, locate resources, and enhance continuing professional development;~~
- ~~(z) (m) demonstrate strategies to become an advocate in the school and community to promote a variety of health-enhancing opportunities; and~~
- ~~(aa) (n) participate in the professional health education and physical education community (e.g., school, district, state, tribal, and national) and within the broader education field;~~
- ~~(ab) identify, seek, and utilize community resources to promote health enhancing opportunities; and~~
- ~~(ac) establish productive relationships with parents/guardians and school colleagues to support student growth and well being.~~

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.521 READING SPECIALISTS K-12 (1) The program requires that successful candidates:

- ~~(a) demonstrate knowledge of~~ understand the theoretical and evidence-based foundations of reading and writing processes and instruction as outlined in the Montana Content Standards, including:
 - ~~(i) knowledge of a wide range of evidence-based reading research and histories of reading~~ understanding of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components;
 - ~~(ii) knowledge of a philosophy of reading instruction which recognizes the importance of teaching reading and writing as processes~~ 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
 - ~~(iii) demonstrating knowledge and awareness 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;~~
 - ~~(iv) an understanding and recognition of the distinct and unique cultural heritage of American Indians~~ and tribes in Montana; and
 - ~~(v) 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; 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 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 the 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 use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction; and by:

(i) understanding types of assessments and their purposes, strengths, and limitations;

(ii) selecting, developing, administering, and interpreting assessments, both traditional print and electronic, in order to make decisions based on data; and

(iii) using assessment information to plan, evaluate, reflect on, and adjust instruction;

(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).

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.522 SCIENCE (1) The science program ensures that successful candidates follow the subject major and/or minor program of study or the broadfield major program of study. Subject major and/or minor teaching endorsement

programs are limited to biology, earth science, chemistry, and physics. The physical science endorsement is a balanced combination of physics and chemistry. The broadfield 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) remains the same.

(a) ~~demonstrate a thorough understanding of inquiry-based learning across the sciences. This preparation includes:~~ the nature of science and essential science engineering practices, including:

(i) ~~both breadth and depth of knowledge in science, including recent significant changes in the field, as reflected by national standards~~ Montana Content Standards, the science framework and their impact on the content knowledge necessary for teaching K-12 students;

(ii) understanding and articulating the knowledge and practices of contemporary science and engineering;

(iii) competency in basic mathematics, statistics, and current and emerging technological applications to science teaching;

~~(iii)~~ (iv) preparation and experience in environmental science, including Montana American Indians and tribes in Montana and their traditional relationships to the environment; and

~~(iv)~~ (v) methods to engage in active inquiry lessons in a variety of ways 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;

(b) ~~demonstrate knowledge and skills in the methods of guided and facilitated learning in order to interpret and communicate science research~~ in 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~~ 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~~ safe laboratory management skills;

(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~~ practice ethical treatment of living organisms in the classroom; and

~~(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.~~

~~(3) The candidate for an endorsement in earth science has the following knowledge and skills, including demonstrates the following core competencies:~~

~~(a) remains the same.~~

~~(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) through (f) remain the same but are renumbered (b) through (e).~~

~~(g) (f) conceptual understanding of ethical and human implications of such contemporary issues as the impact of technologies on earth systems; and~~

~~(h) (g) ability to designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using use special skills and techniques with 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.~~

~~(4) The candidate for an endorsement in biology demonstrates the following knowledge and skills, including core competencies:~~

~~(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 conceptual understanding of the similarities and differences among animals, plants, fungi, microorganisms, and viruses;~~

~~(c) remains the same.~~

~~(d) course work in the diversity of life including zoology, botany, and microbiology, encompassing the subdisciplines 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 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 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~~ 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~~ conceptual understanding of organizations and functions of cells and 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.~~ 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, 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~~ core competencies:

(a) remains the same.

(b) understanding of exploration and inquiry as tools in investigating all aspects of the natural environment and ~~knows how to apply and teach~~ demonstrates knowledge of application and instruction using 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~~ 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~~ the basic principles of ionic, covalent, and metallic bonding;

(e) ~~conceptual understanding of physics, biology, or earth science emphasizing the interrelationships among the sciences~~ the physical and chemical properties and classification of elements including periodicity;

(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)~~ 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~~ 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.~~ conceptual understanding of solutions, colloids, and colligative properties;

(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 core competencies, including:

(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~~ 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~~ 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 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 conservation, mass, momentum, energy, and charge;

(e) conceptual understanding of biology, chemistry, or earth science emphasizing interrelationships among the sciences the physical properties of matter;

(f) conceptual 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 siting 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 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. 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;

(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.

(7) The candidate for an endorsement in broadfield science demonstrates the following knowledge and skills, including core competencies:

(a) remains the same.

~~(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 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~~ 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;

(f) conceptual understanding of the relationships among science, science technologies, and the study of environmental education;

(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~~ content in astronomy, geology, paleontology, meteorology and oceanography, and their relationships with each other;

(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 emphasizing living organisms;~~

(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~~ content in 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; 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.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

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 content~~ chosen from economics, geography, psychology, and/or sociology, Native American studies, 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) remains the same.

(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) and (c) remain the same.

(d) demonstrate knowledge of and ability to plan instruction on the history, cultural heritage, and contemporary status of American Indians and tribes in Montana, including an awareness and application of the Montana 7 Essential Understandings; 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 range of abilities.

(3) through (3)(b) remain the same.

(c) the basic economic goals for society, including freedom of choice, personal financial literacy, ethical action, efficiency, equity, full employment, price stability, growth, and security;

(d) through (4)(c) remain the same.

(d) the use of maps and other tools of geographical investigation or presentation, including the use of emerging technology, to process information from a spatial perspective.

(5) remains the same.

(a) the nature of individual dignity, human rights, ~~(popular)~~ sovereignty (popular, tribal, and national), political power, citizenship, and political authority;

(b) through (d) remain the same.

(e) ~~the American political system compared with forms of government and politics of other countries of the world and of American Indian tribes~~; and

(f) 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) through (6)(c) remain the same.

(d) the skills of chronological thinking, analysis of evidence, and interpretation of the historical record by using appropriate content standards;

- (e) and (f) remain the same.
- (g) the changing role of culture, ethnicity, race, gender, class, and identity in human affairs.
- (7) through (7)(b) remain the same.
- (c) the behaviors which are most effective in coping with stresses in life, understanding the effects of historical trauma upon cultures, and in improving interpersonal and cross-cultural relationships;
- (d) through (8) remain the same.
- (a) the basic structure and history of the world's dominant and indigenous social systems;
- (b) the factors, including the effects of changing communications, which hold groups together or which change and weaken them;
- (c) and (d) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.524 COMMUNICATION (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 to plan standards-based, coherent, and relevant learning experiences for all students;
 - (ii) ~~theory~~
 - (b) demonstrate understanding of theories of human communication including:
 - (A) symbolic development;₁
 - (B) transference of meaning, both cognitively and affectively;₁
 - (C) nonverbal communication;₁ and
 - (D) language, including social and cultural factors affecting language use;
 - (iii) (c) demonstrate understanding of context (practices) of human communication, including:
 - (A) public speaking;
 - (B) rhetoric;
 - (C) argumentation;
 - (D) persuasion;
 - (E) oral interpretation;
 - (F) interpersonal, small group, and organizational communication;
 - (G) cross-cultural communication, including ~~Montana~~ American Indians and tribes in Montana;
 - (H) ~~mass media and society;~~ and
 - (I) ~~listening;~~
 - (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;~~

(e) 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;

~~(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.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.526 TRAFFIC EDUCATION (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);

(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);

(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) remains the same.

(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;

(g) and (h) remain the same.

(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~~ 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);

(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);

- (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;
- (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) remains the same.
- (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);
- (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);
- (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);
- (v) experience and demonstrate an understanding of driving skills required to operate and control a vehicle from both the driver's and instructor's seats to successfully handle adverse and emergency situations;
- (w) demonstrate an understanding of accident crash facts, causation, and current crash avoidance and injury prevention strategies;
- (x) remains the same.
- (y) demonstrate skills and techniques using potential equipment; to assist learning for students with special needs;
- (z) through (ab) remain the same.
- (ac) demonstrate an understanding of current information on appropriate resources and how to establish an effective traffic education support network within the community.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.528 COMPUTER SCIENCE (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;~~ 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) and various locations (local, server, cloud);

(b) demonstrate knowledge of algorithm design, analysis, and implementation in an object-oriented programming language; using data structures; and abstract data types covering:

~~(i) problem solving techniques and strategies;~~

~~(ii) algorithm problem solving techniques and strategies design methodologies;~~

~~(iii) (ii) algorithm verification;~~

~~(iv) (iii) algorithm analysis; complexity and efficiency; and~~

~~(v) data structures and abstract data types;~~

~~(vi) (iv) knowledge of at least two one of the programming languages, including object-oriented programming and/or C++, Java, C#, or Ada, and one other current programming language and current programming language trends; and~~

~~(vii) program testing;~~

(c) demonstrate knowledge of the major subject areas of the discipline of computer science, including; 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 (b)(iv), 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 widespread use;

(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 be able to apply these principles to the design and implementation of human-computer interfaces;

~~(i) algorithms and data structures;~~

~~(ii) programming languages;~~

~~(iii) architecture and machine-dependent programming;~~

~~(iv) numerical and symbolic computing;~~

~~(v) operating systems and networks;~~

~~(vi) software methodology and engineering;~~

~~(vii) database and information retrieval;~~

~~(viii) artificial intelligence and robotics; and~~

~~(ix) human-computer interaction;~~

(d) demonstrate knowledge of computer systems and networks and be able

to:

(i) team software development; and describe the operation of a computer system, CPU and instruction cycle, peripherals, network components, and applications, indicating their purposes and interactions among them;

(ii) personal written and oral communication skills demonstrate an understanding of operating systems;

(iii) demonstrate an understanding of computer networks; and

(iv) demonstrate an understanding of the issues involved in building and fielding mobile services;

(e) demonstrate an understanding of software engineering and be able to demonstrate an understanding of:

(i) the difference between computer science and software engineering;

(ii) software development methodologies and the software development life cycle; and

(iii) the purpose and contents of the software engineering body of knowledge;

(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;

(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 demonstrate an understanding of:

(i) significant historical events relative to computers and information systems;

(ii) the social, ethical, and legal issues and impacts of computing and information systems;

(iii) the contributions that computer and information science and software engineering make to science, the humanities, the arts, commerce, and entertainment;

(iv) 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) the many different careers that are closely related to the development and use of computer and information systems;

(h) demonstrate effective content pedagogical strategies that make the discipline comprehensible to students and:

(i) design projects that require students to effectively describe computing artifacts and communicate results using multiple forms of media;

- (ii) identify problematic concepts and constructs in computer science and appropriate strategies to address them; and
- (iii) promote and model the safe, effective, and ethical use of computer hardware, software, peripherals, and networks and develop digital citizenship.
- ~~(e) demonstrate knowledge of computing issues, including:~~
 - ~~(i) the history of computing;~~
 - ~~(ii) current trends and future directions in computing;~~
 - ~~(iii) career opportunities in computing;~~
 - ~~(iv) ethical and moral obligations in the use of computer hardware and software;~~
 - ~~(v) impacts of computing on society;~~
 - ~~(vi) practical, hands-on experience with widespread software applications, including:~~
 - ~~(A) productivity tools;~~
 - ~~(B) communications and networking;~~
 - ~~(C) multimedia/authoring tools;~~
 - ~~(D) instructional software; and~~
 - ~~(E) operating systems software;~~
 - ~~(f) deal with computing issues unique to the classroom, including:~~
 - ~~(i) computer hardware and software management such as hardware setup, software installation, and user and network level hardware and software troubleshooting and maintenance;~~
 - ~~(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;~~
 - ~~(iv) hands-on use of hardware, software, and operating systems common in schools;~~
 - ~~(v) develop online/electronic class formats; 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.~~

AUTH: ~~20-4-102~~ 20-2-114, MCA

IMP: ~~20-4-103~~ 20-2-121, MCA

10.58.705 SCHOOL PRINCIPALS, SUPERINTENDENTS, SUPERVISORS, AND CURRICULUM DIRECTORS (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; 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-making 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

(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; the development of the full educational potential of each person through our public schools by advocating, nurturing, and sustaining positive school culture and instructional program conducive to student learning; 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 postsecondary 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

(v) maximize instructional time and 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; 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 Indians and tribes in Montana communities, and mobilize community resources in 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 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~~; develop the full educational potential of each person through our public schools by exhibiting open-mindedness, integrity, consistency, and ethics 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; 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 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 the knowledge of community, understanding of political climate, and community relations and resources; and

(g) remains the same.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.707 SCHOOL PSYCHOLOGISTS (1) The program requires that successful candidates:

(a) demonstrate an understanding of the articulated integrated and comprehensive 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;~~

(c) demonstrate knowledge of these domains in the field of school psychology by:

(i) applying 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) applying varied models and strategies of consultation, and collaboration, and communication applicable to individuals, families, groups, and systems, and methods to promote effective implementation of services;

(iii) applying effective interventions and instructional support to develop and development of cognitive/academic skills through a thorough understanding of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies;

(iv) socialization and development of applying interventions and mental health services to develop social and life skills to promote social-emotional 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 understanding 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) applying schoolwide practices and systems organization, policy development, and climate to promote learning;

(vii) applying principles and research related to resilience and risk factors in learning and mental health, supporting services in schools and communities, prevention, crisis intervention, and mental health multi-tiered prevention, and evidence-based strategies for effective crisis response;

(viii) home/school/community collaboration applying 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) applying 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 applying 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 practice and development; and

(xi) integrating information technology into school psychologist practice;

(d) demonstrate knowledge and understanding of:

(i) orientation to the educational process;

(ii) assessment for intervention;

~~(iii)~~ direct intervention; and

~~(iv)~~ indirect intervention.

(2) The provider shall ensure that:

~~(a)~~ practica experiences shall be are distinct from and occur prior to the internship;

~~(a)~~ (b) practica occur at scheduled time(s), ~~are in settings,~~ and are of sufficient length, and are in settings ~~to be~~ appropriate to the specific training objectives of the program;

(b) through (g) remain the same but are renumbered (c) through (h).

~~(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)~~ (j) ~~the program shall require successful candidates to demonstrate~~ knowledge of available school and community resources.

(3) remains the same.

(a) demonstrate, under supervision, their ability to integrate knowledge and skills in providing a broad range of school psychological services. ~~The~~ and the internship experience:

(i) through (iv) remain the same.

(v) occurs under conditions of appropriate supervision. ~~Field~~ (field-based internship supervisors shall hold a valid 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~~ (field-based internship supervisors are responsible for no more than two interns at any given time, and. ~~University~~ 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 and. ~~University~~ internship supervisors provide at least one on-site contact per semester with each intern and supervisor;

(viii) through (x) remain the same.

(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~~ and at least 600 hours of the internship are completed in a school setting;

(b) through (c)(v) remain the same.

~~(4)~~ School 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. ~~School~~ The provider ensures that school psychology graduate programs shall:

(a) through (f) remain the same.

(g) include a full-time continuous residency or an alternate planned experience for all students. ~~Programs~~ and 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.

(5) ~~The standards for~~ provider ensures that specialist-level programs shall follow ~~these standards~~ described by the National Association of School Psychologists (NASP), and:

(a) through (d) remain the same.

(6) ~~The provider ensures that standards for~~ provider ensures that standards for doctoral programs shall follow ~~these 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) remains the same.

(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~~ includes a minimum of one academic year of doctoral supervised internship experience consisting of a minimum of 1500 clock hours.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.802 STANDARDS FOR APPROVAL OF NEW CURRICULAR PROGRAMS (1) ~~The unit shall provide a clear statement justifying the provider may 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:~~

~~(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: by describing the purpose, need, and objectives of the program and the impact on P-12 education.~~

~~(2) The provider:~~

~~(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~~

~~(iii) be available in writing;~~

(a) ensures that the program of study is based on current research, proven practice, and emerging trends in this field of P-12 school curriculum;

(b) works cooperatively with accredited school districts, education organizations, agencies, and P-20 stakeholders to design the program;

(c) implements, assesses, and evaluates the program's impact on the identified P-12 needs;

(d) submits regular and systematic reports of the program's impact on P-12 education to the state superintendent and the Board of Public Education; and

- ~~(e) updates and maintains program information on its Web page.~~
- ~~(b) include articulation of the competencies teachers need in this area. This statement of competencies shall:~~
 - ~~(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~~
 - ~~(iii) be available in writing;~~
- ~~(3) The provider:~~
 - ~~(a) articulates initial or advanced candidates' learning expectations pursuant to ARM Title 10, chapter 58, subchapters 3, 5, 6, and 7;~~
 - ~~(b) aligns learning expectations and outcome assessments to the program objectives;~~
 - ~~(c) include a description of the process used describes the professional learning process, plan, and timeline to prepare personnel;~~
 - ~~(d) develop provisions for keeping records of the students' establishes assessment and evaluation systems to collect, analyze, use, and report initial or advanced candidate's progress in the program;~~
 - ~~(e) make arrangements for systematic and scheduled program evaluation by both the unit and the Office of Public Instruction;~~
 - ~~(f) be ensures that the program is supported by identifiable human and physical resources that will be available throughout the duration of to the program. Any and resources not under the control of the institution shall be outlined and confirmed by the Board of Public Education;~~
 - ~~(g) (f) include creates a timetable setting forth that includes:~~
 - ~~(i) the program's beginning and ending dates proposed implementation date;~~
 - ~~(ii) the sequence of activities that will occur;~~
 - ~~(iii) selection and schedules of regular and systematic intervals for of competency candidate and program evaluations; and~~
 - ~~(iv) the approximate dates 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) (g) ensures that program evaluations have definite provisions for performance criteria and follow-up at specified intervals. and the evaluations shall:~~
 - ~~(i) be guided by a plan that defines and specifies the kinds of evidence that will be gathered and reported align to initial or advanced standards pursuant to ARM Title 10, chapter 58, subchapters 3, 5, 6, and 7; and~~
 - ~~(ii) give information that identifies areas in the program that need strengthening; and~~
 - ~~(iii) 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) (4) 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.~~

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

5. The Board of Public Education proposes to amend and transfer the following rules:

10.58.508 (10.58.532) ELEMENTARY (1) The program requires that successful candidates:

(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;

(b) demonstrate knowledge, and understanding, and use of 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: ;

~~(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;~~

(c) 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, which are inclusive of texts from and about American Indians and tribes in Montana; and technology, and plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creates engagement;

~~(ii) (d) demonstrate knowledge, and understanding, of and use of the fundamental concepts in the subject matter of science, including of physical, life, earth, and space sciences, as well as 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, science in personal and social perspectives, the history and nature of science, including American Indian 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) (e) 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 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 to engage elementary students in problem solving, reasoning, constructing arguments, communication, connections, and representation, including culturally inclusive lessons and examples relating to American Indians and tribes in Montana;~~

~~(iv)~~ (f) demonstrate knowledge, and understanding, of 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)~~ (g) demonstrate knowledge, and understanding, of and use of the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, perspective, and insight engagement among elementary students, and culturally diverse performing and visual arts inclusive of the works of American Indian artists and art in Montana;

~~(vi)~~ (h) 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; and major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health for all elementary students;~~

(i) demonstrate 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 all elementary students;

~~(vii)~~ (j) demonstrate knowledge, and understanding, of and use of interdisciplinary connections to integrate subject matter contents, employing inclusive ideas and issues that engage students' ideas, interests, concerns, and experiences;

~~(e)~~ (k) plan and implement instructional strategies based on knowledge of individual students, learning theory, subject matter content, connections across the curriculum, curricular goals, and community. ~~Candidates;~~

~~(i)~~ (l) 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 instructional opportunities that are adapted to diverse learners for learners of all cognitive abilities;~~

~~(ii)~~ (m) demonstrate understanding knowledge of proven instructional and use a variety of teaching routines and strategies that encourage and use this knowledge to develop elementary students' development of ability to use critical thinking, problem solving, and performance skills, including the appropriate use of current and emerging technologies;

~~(iii)~~ (n) 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)~~ (o) 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) (p)~~ 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.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.512 (10.58.610) SCHOOL COUNSELING K-12 (1) The program requires that successful candidates:

(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 understanding of models of school-based collaboration and consultation, as well as competence in developing relationships with ~~service agencies~~ community resources such as ~~community,~~ public, private, medical, employment, and educational agencies for referral and collaborative service delivery to promote student success;

(c) remains the same.

(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 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 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, as well as the roles of leaders, advocates, and systems change agents in schools;

(g) remains the same.

(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) and other assessments relevant to K-12 education;

(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)~~ 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;

(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 management strategies, training and overseeing peer intervention programs, and other strategies that foster collaboration and teamwork in schools;

(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;

(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, 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 demonstrating new knowledge and skills, and refining existing skills through professional renewal (i.e. e.g., self-reflection, continuing education, and professional development); and

(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 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); 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;.

~~(j)~~ (2) The candidate will successfully complete a supervised counseling practicum and internship experience, which includes observation and practice of counseling and other professional skills related to professional school counseling. The counseling practicum and internship experience shall include with the following requirements:

~~(i)~~ (a) ~~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)~~ (b) ~~The counseling a~~ practicum must be supervised by a program faculty member or a supervisor under the supervision of a program faculty member, 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.~~

~~(iii)~~ (c) ~~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)~~ (d) ~~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)~~ (e) ~~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);

~~(vi)~~ (f) ~~Each regular or~~ and 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 school counselor education program, relevant professional experience and demonstrated competence in counseling, and relevant training and supervision experience; and

~~(vii)~~ (g) ~~Site supervisors must who~~ have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications ~~and/or licenses or licensure,~~ a minimum of two years of experience as a school counselor, and knowledge of the program's expectations, requirements, and evaluation procedures for trainees.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

6. The Board of Public Education proposes to repeal the following rules:

10.58.210 CONCEPTUAL FRAMEWORK(S)

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.304 CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.305 ASSESSMENT SYSTEM AND UNIT EVALUATION

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.306 FIELD EXPERIENCES AND CLINICAL PRACTICES

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.307 DIVERSITY

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.308 FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.309 UNIT GOVERNANCE AND RESOURCES

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.525 TRADES AND INDUSTRY

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.527 AREAS OF PERMISSIVE SPECIAL COMPETENCY

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.601 PROGRAM PLANNING AND DEVELOPMENT

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.602 TEACHING AREAS: ADVANCED PROGRAMS

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.603 ASSESSMENT OF ADVANCED PROGRAMS

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.801 TYPES OF PROGRAMS

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.901 STANDARDS FOR APPROVING COMPETENCY-BASED OR PERFORMANCE-BASED PROGRAMS

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

7. The effective date of these rules is July 1, 2015.

8. **Statement of Reasonable Necessity:** The Office of Public Instruction staff facilitated a comprehensive process to review and revise Title 10, chapter 58 with involvement from Montana P-20 education stakeholders, including Montana Council of Deans of Education, Certification Standards and Practices Advisory Council, professional education organizations and associations, and content-specific professionals.

The proposed new and amended rules are necessary to provide clear guidance to Montana educator preparation providers regarding program requirements to prepare educator candidates to meet the teaching, learning, and leading expectations in Montana's P-12 accredited schools. National accrediting standards have been modified to reflect research-based practice and improvements in instructional strategies. Montana must incorporate necessary changes to ensure that our educator preparation providers will continue to be in compliance. Rules were amended for clarity, consistency, and currency. Content areas were updated to address evidence-based instructional practice.

Revisions required the repeal of some rules with standards no longer necessary. ARM 10.58.508 and 10.58.512 were transferred to more appropriate locations.

9. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov and must be received no later than 5:00 p.m., November 6, 2014.

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

11. The board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by the board. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 9 above or may be made by completing a request form at any rules hearing held by the board.

12. An electronic copy of this proposal notice is available through the

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

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

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

/s/ Peter Donovan
Peter Donovan
Rule Reviewer

/s/ Sharon Carroll
Sharon Carroll
Board Chair
Board of Public Education

Certified to the Secretary of State September 29, 2014.

CHAPTER 63

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the adoption of NEW) NOTICE OF PUBLIC HEARING ON
RULES I through XV pertaining to) PROPOSED ADOPTION
preschool programming for public)
schools)

TO: All Concerned Persons

1. On November 3, 2014, at 11:00 a.m., the Board of Public Education will hold a public hearing in the Office of Public Instruction conference room at 1300 11th Avenue, Helena, Montana, to consider the proposed adoption of the above-stated rules.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on October 21, 2014, to advise us of the nature of the accommodation that you need. Please contact Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov.

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

NEW RULE I 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 public 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 ARM Title 10, chapter 55, excluding 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 ARM 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.

AUTH: 20-7-101, MCA
IMP: 20-7-117, MCA

NEW RULE II 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 student learning, the effectiveness of the instructional program, and to inform local policies and decisions.

(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.

(d) "Developmental domain" means 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.

(e) "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.

(f) "Experiential learning" means to engage in learning through exploration, experimentation, and discovery.

(g) "Paraprofessional, assistant teacher, or teacher aide" means an adult with the qualifications detailed in [New Rule V] 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.

(h) "Teacher" means a licensed individual as defined in ARM 10.55.602, with primary responsibility for a group or class of preschool students.

AUTH: 20-7-101, MCA

IMP: 20-7-117, MCA

NEW RULE III 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.

AUTH: 20-7-101, MCA

IMP: 20-7-117, MCA

NEW RULE IV 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 ARM Title 10, chapter 57.

(3) All other teachers or individuals with background, training, or experience in early childhood that are interested in teaching in a public school preschool program may apply for a Class 5 provisional license pursuant to ARM 10.57.424, if they do not have the proper endorsement.

AUTH: 20-7-101, MCA

IMP: 20-7-117, MCA

NEW RULE V 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) a high school diploma and meet a rigorous standard of quality and be able to demonstrate 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.

AUTH: 20-7-101, MCA

IMP: 20-7-117, MCA

NEW RULE VI 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.

AUTH: 20-7-101, MCA

IMP: 20-7-117, MCA

NEW RULE VII 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.

AUTH: 20-7-101, MCA

IMP: 20-7-117, MCA

NEW RULE VIII 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. Nap time 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 the school term, the length of the school day, and the number of school days in a week.

AUTH: 20-7-101, MCA

IMP: 20-7-117, MCA

NEW RULE IX 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.

AUTH: 20-7-101, MCA

IMP: 20-7-117, MCA

NEW RULE X EARLY LEARNING CONTENT STANDARDS DEVELOPMENTAL DOMAINS (1) The 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 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 which helps 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) The 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) The 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 develop:

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

(iii) 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) 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) The 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) reflection 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;
- (c) 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, and 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.
- (d) 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 spatial 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.
- (e) 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, the nature and properties of energy, and nonliving matter;
 - (iv) develop an understanding of the earth and planets; and
 - (v) develop an understanding of engineering as the process that assists people in designing and building.
- (f) 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 and 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 natural world, including the environment and our interdependence on the natural world; and
- (iv) develop an understanding of technology with awareness of technological tools and developmentally appropriate exploration of the ways to use these resources.

AUTH: 20-7-101, MCA

IMP: 20-7-117, MCA

NEW RULE XI CURRICULUM AND ASSESSMENT (1) The early childhood curriculum, as defined in [New Rule II], 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) guide the learning process and daily plans for learning through 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 (20-1-501, MCA).

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

- (a) monitoring the progress of students toward achieving content standards and learning in the 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 guides adjustments for improvement.

AUTH: 20-7-101, MCA
IMP: 20-1-501, 20-7-117, MCA

NEW RULE XII 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 [New Rule X] 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 students' 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 learning and development; and

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

AUTH: 20-7-101, MCA
IMP: 20-7-117, MCA

NEW RULE XIII 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 health and safety;

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

(c) provides sanitization 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 indoor 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:

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

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

(iii) use of developmentally appropriate materials and equipment.

AUTH: 20-7-101, MCA
IMP: 20-7-117, MCA

NEW RULE XIV 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.

AUTH: 20-7-101, MCA
IMP: 20-7-117, MCA

NEW RULE XV 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 the student's well-being, development, and goals;
 - (f) 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;

(g) 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

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

AUTH: 20-7-101, MCA

IMP: 20-7-117, MCA

4. Statement of Reasonable Necessity: The Governor has announced an early childhood initiative, Early Edge, for the coming legislative session. It is necessary to have rules to ensure that programming and accreditation standards meet the needs of the state, reflect current and best practice, and are consistent with related laws and chapters of ARM Title 10.

The Board of Public Education has determined it is reasonable and necessary to adopt rules relating to preschool program standards for public schools. The Office of Public Instruction staff facilitated a comprehensive process to draft these new rules with input from Montana P-20 education stakeholders.

5. The effective date of these rules is July 1, 2015.

6. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov and must be received no later than 5:00 p.m., November 6, 2014.

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

8. The board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by the board. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 6 above or may be made by completing a request form at any rules hearing held by the board.

9. An electronic copy of this proposal notice is available through the Secretary of State's web site at <http://sos.mt.gov/ARM/Register>. The Secretary of State strives to make the electronic copy of the notice conform to the official version of the notice, as printed in the Montana Administrative Register, but advises all concerned persons that in the event of a discrepancy between the official printed text of the notice and the electronic version of the notice, only the official printed text

will be considered. In addition, although the Secretary of State works to keep its web site accessible at all times, concerned persons should be aware that the web site may be unavailable during some periods, due to system maintenance or technical problems.

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

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

/s/ Peter Donovan
Peter Donovan
Rule Reviewer

/s/ Sharon Carroll
Sharon Carroll
Board Chair
Board of Public Education

Certified to the Secretary of State September 29, 2014.

ITEM 7

FUTURE AGENDA ITEMS