BOARD OF PUBLIC EDUCATION MEETING

NOVEMBER 15-16, 2023

**Missoula County Public Schools
Administration Building Board Room
909 South Ave West
Missoula, MT**

## NOVEMBER 17, 2023

**University of Montana, College of
Education, Room 334
32 Campus Drive
Missoula, MT**

BOARD OF PUBLIC EDUCATION

Wednesday, November 15, 2023

1:00 PM
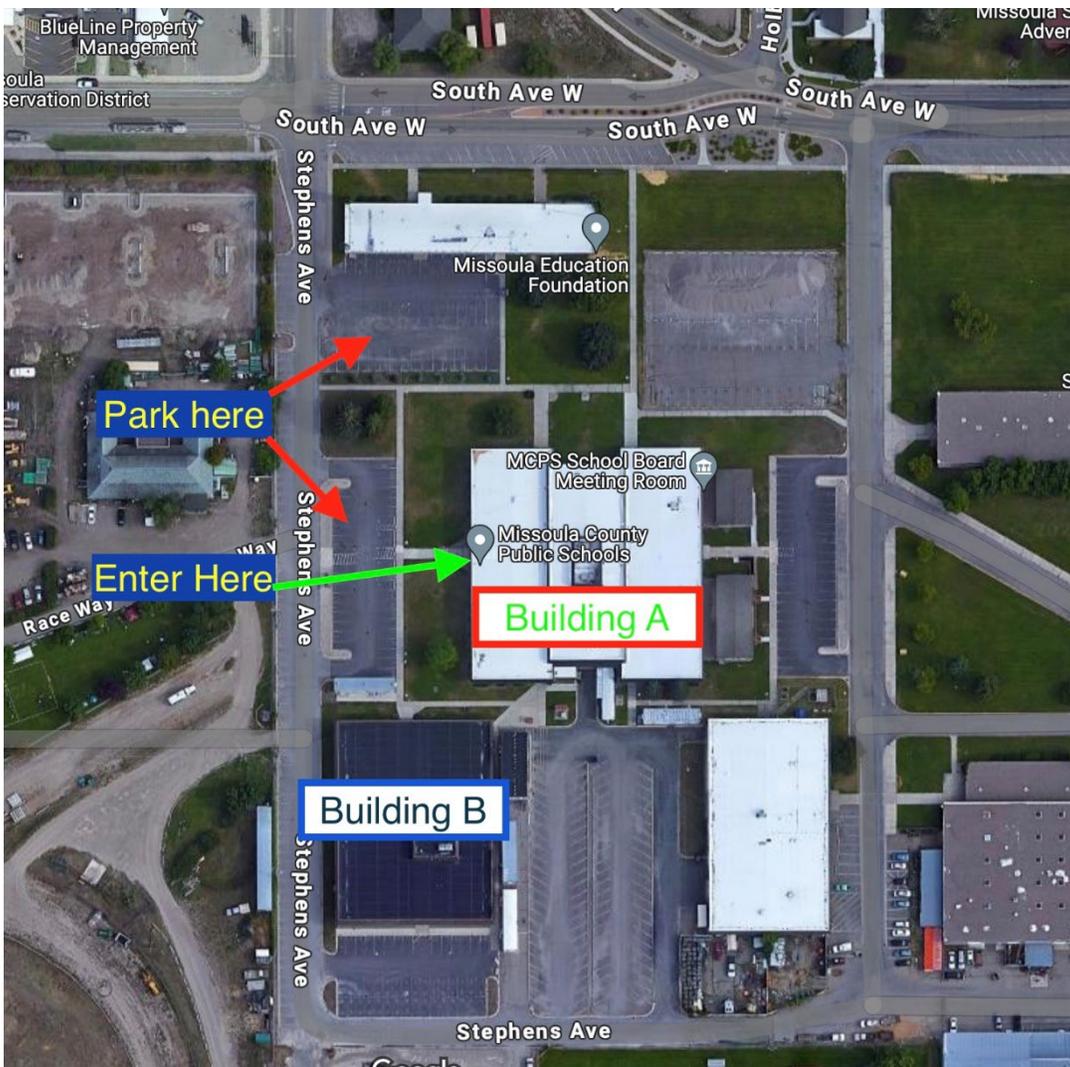
AGENDA

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

November 15-16, 2023
Missoula County Public Schools, Administration Building, Board Room
909 South Ave. West, Missoula, MT
November 17, 2023
University of Montana, College of Education, Room 334
32 Campus Drive, Missoula, MT

<u>**Wednesday, November 15, 2023**</u>
<u>**Missoula County Public Schools**</u>
<u>**1:00 PM**</u>

CALL TO ORDER

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

PUBLIC COMMENT

(This time will be provided for public comment on items not listed on the agenda. This meeting is open to the public both in person and electronically. For those wishing to give virtual public comment, please contact bpe@mt.gov to request the Zoom link for the meeting. Members of the public who have joined virtually on Zoom may "raise their hand" at the appropriate time to participate after being recognized by the Board Chair. Written public comment may be submitted to the Executive Director at bpe@mt.gov and will be shared with the Board members and included as part of the official public record.)

Action may be taken on any item listed on the Board agenda. Per §2-3-103 MCA, the Board encourages public comment on any item prior to Board final action.

CONSENT AGENDA – *page #13*
(*Items may be pulled from Consent Agenda upon request*)

A. **September 14-15, 2023 Meeting Minutes**
B. **Financials**

ADOPT AGENDA

❖ **REPORTS – Dr. Tim Tharp (Items 1-6)**

Item 1   **CHAIRPERSON REPORT** – *10 Minutes, page #26*
                Dr. Tim Tharp

Item 2   **EXECUTIVE DIRECTOR REPORT** – *10 Minutes, page #27*
                McCall Flynn

Item 3   **STATE SUPERINTENDENT REPORT** – *1 Hour, page #28*
                State Superintendent Elsie Arntzen
                • **Assessment Update**

- **MAST Update**
- **ESSER Update**
- **Accreditation Report**
- **Data Modernization Update**
- **Rigorous Action Information**

Item 4   **COMMISSIONER OF HIGHER EDUCATION REPORT** – *10 Minutes, page #54*
Dr. Angela McLean

Item 5   **GOVERNOR'S OFFICE REPORT** – *10 Minutes, page #55*
Dylan Klapmeier

Item 6   **STUDENT REPRESENTATIVE REPORT** – *10 Minutes, page #56*
Gavin Mow

❖ **MSDB LIAISON – Renee Rasmussen (Item 7)**

Item 7   **MSDB REPORT** – *30 Minutes, page #57*
Paul Furthmyre

ACTION ITEMS:
- **Personnel Action**
- **Out of State Travel**
- **Action on MOU with Great Falls Public Schools**
- **Action on Policy 2100 Change**

❖ **MACIE LIAISON – Susie Hedalen (Item 8)**

Item 8   **MACIE REPORT –** *15 Minutes, page #112*
Jordann Lankford Forster

ACTION ITEM:
- **Add Support of Letter of Concern to National Education Association**

❖ **CHARTER SCHOOL COMMITTEE – Jane Hamman (Items 9-10)**

Item 9   **UPDATE ON PUBLIC CHARTER SCHOOL APPLICATIONS AND SPECIAL MEETING –** *10 Minutes, page #115*
Jane Hamman

Item10   **UPDATE ON COMMUNITY CHOICE SCHOOL COMMISSION –** *10 Minutes, page #117*
Trish Schreiber

TIME CERTAIN AT 4:00 PM*

❖ **LICENSURE COMMITTEE – Susie Hedalen (Item 11)**

Item 11   **ACTION ON APPEAL HEARING TO ADD AN ENDORSEMENT, BPE CASE #2023-05, STONE** – *1.5 Hours, page #123*
Chad Vanisko, Board Legal Counsel

RECESS

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Thursday, November 16, 2023
Missoula County Public Schools
8:30 AM

❖ **BOARD OF PUBLIC EDUCATION TOURS WITH LEGISLATIVE EDUCATION INTERIM COMMITTEE**

8:45 AM   **SENTINEL HIGH SCHOOL TOUR**
                             901 South Ave W, Missoula, MT

9:30 AM   **LOWELL ELEMENTARY SCHOOL TOUR**
                             1215 Phillips St, Missoula, MT

10:30 AM   **HELLGATE HIGH SCHOOL TOUR**
                             900 S Higgins Ave, Missoula, MT

*** LUNCH BREAK ***
Lunch will be provided for Board and Legislative Education Interim Committee members

❖ **BOARD OF PUBLIC EDUCATION AND LEGISLATIVE EDUCATION INTERIM COMMITTEE JOINT MEETING**

12:00 PM   **Missoula County Public Schools, Administrative Building**
                             909 South Ave. West, Missoula, MT – *1 Hour, page #125*
                             AGENDA

❖ **ASSESSMENT COMMITTEE – Anne Keith (Items 12-13)**

Item 12   **ACTION ON THE SUPERINTENDENT'S REQUEST TO REVISE TITLE 10, CHAPTER 56, ASSESSMENT STANDARDS AND PROPOSED TIMELINE** – *15 Minutes, page #126*
                             Cedar Rose

Item 13   **INITIAL REVIEW AND WORK SESSION OF EARLY LITERACY ADVISORY COUNCIL'S RECOMMENDATIONS PERTAINING TO EARLY LITERACY TARGETED INTERVENTION RULEMAKING IN ARM TITLE 10, CHAPTER 54, EARLY LITERACY TARGETED INTERVENTION STANDARDS** – *1 Hour, page #131*
                             McCall Flynn, BPE; Doug Rossberg, Title 1 Instructional Coach, Missoula County Public Schools; Dr. Laurie Barron, Superintendent, Evergreen School District; Dr. Christine Lux, Professor of Early Childhood Education, Montana State University; Colette Getten, Early Learning Family Center Administrator, Great Falls Public Schools

❖ **LICENSURE COMMITTEE – Susie Hedalen (Items 14-19)**

Item 14   **INFORMATION ON THE SUPERINTENDENT'S RECOMMENDATION TO APPROVE ABCTe AS AN ALTERNATIVE TEACHER CERTIFICATION AND ENDORSEMENT PROGRAM** – *15 Minutes, page #150*
                             Dr. Julie Murgel and Crystal Andrews

Item 15 INITIAL REVIEW OF SUPERINTENDENT'S PROPOSED REVISIONS TO ARM TITLE 10, CHAPTER 57, EDUCATOR LICENSURE STANDARDS – *30 Minutes, page #234*
Dr. Julie Murgel and Crystal Andrews

Item 16 ACTION ON PRAXIS TEST SCORE FOR ENGLISH AS A SECOND LANGUAGE – *15 Minutes, page #244*
Crystal Andrews, Lisa Colon Durham

Item 17 ACTION ON INITIAL APPROVAL OF THE SALISH KOOTENAI COLLEGE REQUEST TO IMPLEMENT K-12 READING ENDORSEMENT FOR A MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION PROGRAM – *15 Minutes, page #254*
Dr. Julie Murgel and Crystal Andrews

TIME CERTAIN AT 3:45PM

Item 18 ACTION ON MOTION TO DISMISS DUE TO SURRENDER IN BPE CASE #2023-02, CLIFF – *15 Minutes, page #275*
Chad Vanisko, Board Legal Counsel

Item 19 ACTION ON HEARING OF BPE CASE #2022-19, CALDERONE – *1.5 Hours, page #276*
Chad Vanisko, Board Legal Counsel

RECESS

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University of Montana, College of Education, Room 334
32 Campus Drive, Missoula, MT

<u>Friday, November 17, 2023</u>
<u>University of Montana – College of Education</u>
<u>8:30 AM</u>

CALL TO ORDER

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

❖ **LICENSURE COMMITTEE – Susie Hedalen (Items 20-22)**

Item 20 INFORMATION ON THE ANNUAL PROFESSIONAL DEVELOPMENT UNIT PROVIDERS LIST – *15 Minutes, page #279*
Marie Judisch

Item 21 ACTION TO ACCEPT AND PLACE ON FILE THE CLASS 7 LICENSURE CRITERIA FOR CROW AGENCY AND NORTHERN CHEYENNE – *30 Minutes, page #302*
Matthew Bell

Item 22   ACTION ON THE SUPERINTENDENT'S EDUCATOR LICENSURE FEE
                     PROPOSAL – *15 Minutes, page #321*
                     Jay Phillips

❖ **ACCREDITATION COMMITTEE – Madalyn Quinlan (Items 23-27)**

Item 23   ACTION ON THE SUPERINTENDENT'S REQUEST TO REVISE TITLE 10,
                     CHAPTER 55, HEALTH AND SCIENCE PROGRAM DELIVERY STANDARDS
                     AND PROPOSED TIMELINE – *15 Minutes, page #326*
                     Dr. Julie Murgel and Marie Judisch

Item 24   ACTION ON VARIANCE TO STANDARDS INITIAL REQUESTS AND
                     RENEWALS – *30 Minutes, page #331*
                     Ellery Bresler and Crystal Andrews

Item 25   UPDATE ON THE ANNUAL DATA COLLECTION – *15 Minutes, page #400*
                     Chris Sinrud

Item 26   ACTION ON TITLE 10, CHAPTER 53, ENGLISH LANGUAGE PROFICIENCY
                     CONTENT STANDARDS TIMELINE – *5 Minutes, page #404*
                     Madalyn Quinlan

Item 27   INITIAL REVIEW OF SUPERINTENDENT'S PROPOSED REVISIONS TO ARM
                     TITLE 10, CHAPTER 53, ENGLISH LANGUAGE PROFICIENCY CONTENT
                     STANDARDS – *30 Minutes, page #406*
                     Marie Judisch

❖ **ASSESSMENT COMMITTEE – Anne Keith (Item 28)**

Item 28   ACTION ON THE PROPOSED NOTICE OF PUBLIC HEARING AND TIMELINE
                     PERTAININGTO RULEMAKING IN ARM TITLE 10, CHAPTER 54, EARLY
                     LITERACY TARGETED INTERVENTION STANDARDS, AND AUTHORIZE
                     FILING OF THE NOTICE WITH THE SECRETARY OF STATE FOR
                     PUBLICATION IN THE MONTANA ADMINISTRATIVE REGISTER – *15
                     Minutes, page #431*
                     Anne Keith

FUTURE AGENDA ITEMS, January 18-19, 2024, Helena, MT
Exiting Board Member – Last Meeting and Recognition
OCHE Math Presentation
Perkins Program Update
Review MSDB Superintendent Contract Extension (2026)
MACIE Update
Review individual Community Choice Schools' Annual Reports
Transportation Report
Assessment Update
Federal Update
Accreditation Report
Teacher Licensure Report
Qualify Transformational Learning & Advanced Opportunity Grant Applications
Quality Educator Loan Assistance Program Report

Content Standards Revision Update
MSDB Superintendent Performance Evaluation

PUBLIC COMMENT

(This time will be provided for public comment on items not listed on the agenda. This meeting is open to the public both in person and electronically. For those wishing to give virtual public comment, please contact bpe@mt.gov to request the Zoom link for the meeting. Members of the public who have joined virtually on Zoom may "raise their hand" at the appropriate time to participate after being recognized by the Board Chair. Written public comment may be submitted to the Executive Director at bpe@mt.gov and will be shared with the Board members and included as part of the official public record.)

ADJOURN
_____

The Montana Board of Public Education is a Professional Development Unit Provider. Attending a Board of Public Education Meeting may qualify you to receive professional development units. Please complete the necessary information on the sign-in sheet if you are applying for professional development units.

Agenda items are handled in the order listed on the approved agenda. Items may be rearranged unless listed "time certain". Public comment is welcome on all items listed as "Action" and as noted at the beginning and end of each meeting.

The Board of Public Education 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 406-444-0302.

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Friday, November 17, 2023
University of Montana – University Center

LUNCH BREAK

❖ **BOARD OF PUBLIC EDUCATION LUNCH WITH BOARD OF REGENTS**
12:00 PM   **University of Montana, University Center**

TIME CERTAIN AT 1:00

❖ **BOARD OF EDUCATION MEETING**
1:00 PM   **University of Montana, University Center, Ballroom** – *1 Hour, page #474*
                 AGENDA

CALL TO ORDER

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

CONSENT AGENDA

Items may be pulled from Consent Agenda if requested

A.   September 14-15, 2023, Meeting Minutes

B.   Financials

CONSENT AGENDA

MINUTES

BOARD OF PUBLIC EDUCATION
MEETING MINUTES

September 14-15, 2023
Miles Community College, Lucas Hall, Room 106
2715 Dickinson, Miles City, MT

Thursday, September 14, 2023
8:30 AM

CALL TO ORDER
Chair Quinlan called the meeting to order at 8:30 AM. The Chair led the Board in the Pledge of Allegiance and Ms. Julie Balsam took Roll Call. The Chair read the Statement of Public Participation and welcomed guests.

Board members present: Ms. Madalyn Quinlan, Chair; Ms. Susie Hedalen, Vice Chair; Dr. Tim Tharp; Ms. Renee Rasmussen; Ms. Anne Keith; Dr. Ron Slinger; Ms. Jane Hamman; Mr. Gavin Mow, Student Representative. Ex-officio members present: Superintendent Arntzen, Office of Public Instruction (OPI); Dr. Angela McLean, Office of Commissioner of Higher Education (OCHE); Mr. Dylan Klapmeier, Governor's Office. Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician; Guests: Dr. Julie Murgel, OPI; Ms. Cedar Rose, OPI; Ms. Marie Judisch, OPI; Mr. Chad Vanisko, Board Legal Counsel; Dr. Tricia Seifert, Montana State University (MSU); Dr. Dan Lee, University of Montana (UM); Ms. Amanda Curtis, Montana Federation of Public Employees (MFPE); Ms. Jenny Murnane Butcher, Montanans Organized for Education (MOFE); Ms. Mary Heller, OPI; Ms. Kristi Steinberg, UM ; Dr. Rob Watson, School Administrators of Montana (SAM); Mr. Sam Giordanengo, Miles Community College (MCC); Ms. Crystal Andrews, OPI; Ms. Krystal Smith, OPI; Mr. Chris Sinrud, OPI; Mr. Zam Alidina; Mr. Jay Phillips, OPI; Mr. Rob Stutz, Deputy Superintendent and Chief Legal Counsel, OPI;

PUBLIC COMMENT
Public Comment from Mr. Sam Giordanango, MCC.

Dr. Tricia Seifert, Dean, College of Education at MSU gave the Board an update on work regarding proficiency-based learning ongoing at MSU.

Superintendent Martha Potter, Savage Public Schools, gave public comments on engaging students with Foreign Languages and the possibility of using Babble for foreign language instruction. Babble will reach out to the OPI to discuss the possibility of this becoming a possible avenue for Foreign Language instruction to students.

CONSENT AGENDA

> ***Board member Hamman moved that Item E, Strategic Plan, be pulled from the Consent Agenda and scheduled for a future meeting. Motion seconded by Board member Rasmussen.***
>
> ***Comment from Superintendent Arntzen who recommended having parent engagement goals added to the Strategic Plan.***
>
> ***No discussion. Motion passed unanimously.***

Ms. Flynn discussed several changes made to the Board calendar for 2024 and the Bylaws before the Board acted on the Consent Agenda.

> ***Board member Hamman moved to approve the Consent Agenda with Item E pulled. Motion seconded by Board member Slinger.***
>
> ***No discussion. Motion passed unanimously.***

ADOPT AGENDA

> ***Board member Rasmussen moved to approve the agenda. Motion seconded by Board member Keith.***
>
> ***No discussion. Motion passed unanimously.***

❖ **REPORTS – Madalyn Quinlan (Items 1-6)**

Item 1   **CHAIRPERSON REPORT**
                          Madalyn Quinlan

Chair Quinlan thanked Dr. Slinger and his staff for hosting the Board on the campus of MCC. The Board enjoyed dinner with the Southeast Montana Association of School Superintendents (SEMASS), MCC Board, and attended the rodeo the previous evening. Dr. Slinger thanked everyone for traveling to MCC, and noted the excitement of the SEMASS, before briefly discussing programs at MCC. Chair Quinlan discussed the bi-monthly meeting of the Montana School for the Deaf and Blind (MSDB) that she and Board member Rasmussen attended and stated that MSDB has completed their labor negotiations. Chair Quinlan discussed the work Mr. Chad Vanisko, Board Legal Counsel, and the Board Licensure committee completed to create the Hearing Information and Protocol document. Chair Quinlan discussed other Board committee meetings that have taken place since the July meeting, and thanked Board members Keith and Hamman for their work on the Teacher of the Year committee. The Chair reviewed a meeting held with the Board Executive Committee, Governor's Office, and Community Choice Schools Commission Chair Trish Schreiber for work related to HB 562, Community Choice Schools. The Chair thanked Executive Director Flynn for her hard work, organization, and commitment to the Board.

Item 2   **EXECUTIVE DIRECTOR REPORT**
                          McCall Flynn

Ms. McCall Flynn thanked the Board for their work in committee meetings to assist the Board staff in the implementation of the new laws passed by the Legislature which pertain to the Board. Ms. Flynn discussed her presentations before the Education Interim Committee meeting Monday and Tuesday earlier this week, and a meeting held with Community Choice Schools Commission Chair Trish Schreiber to assist the Commission on organizing their first meeting.

Item 3   **STATE SUPERINTENDENT REPORT**
                          State Superintendent Elsie Arntzen

Superintendent Arntzen presented her report to the Board discussing the meeting of the 2024 Teacher of the Year committee, noting that the committee has selected a recipient for the award which will be announced in October. Superintendent Arntzen discussed ongoing work at the OPI to implement legislation passed during the 2023 Legislative Session pertaining to OPI.

Ms. Cedar Rose, Assessment Director, presented the new State Assessment Results to the Board, discussing improvements, declines, and test results. Ms. Rose answered Board member questions.

Ms. Krystal Smith presented a report on the Montana Alternative Student Testing (MAST) program announcing that the Department of Education has approved a waiver which allows MAST students to opt

out of the Smarter Balanced Test and use the MAST in its place. Ms. Smith discussed in greater detail different testlets contained in MAST and answered Board member questions.

Mr. Chris Sinrud opened the Data Modernization Update Report to the Board. Mr. Zam Aldina, Project Manager, gave an overview of the project for the Board. Mr. Sinrud discussed the costs of the project and offered to bring Power School in for a demonstration to the Board at a future meeting about what the product will look like.

Dr. Julie Murgel gave the Board an update on ESSER funds, including how the money has been disbursed as well as how funds have been spent.

Ms. Marie Judisch updated the Board on the progress made to date on the Content Standards Revision work. Ms. Judisch walked the Board through where to locate information on the OPI website for all the Content Standards Revisions before updating the Board on each Content Area being revised and discussed where each area is in the revisions process.

Ms. Mary Heller updated the Board on the Montana Ready Initiative, discussing progress being made and how the program is working to assist students to find the best career pathway for them. Ms. Heller discussed work that Career Coaches are doing to assist students and take some work off School Counselors in this area of career guidance for students.

Ms. Krystal Smith updated the Board on the 2023-2024 Teacher Residency Placements across the state in schools.

Ms. Crystal Andrews announced that a second Accreditation Specialist has been hired at the OPI. The Criterion Reference Guide will be distributed to school districts October 1, and Ms. Andrews showed Board members where to locate the information on the OPI website.

Mr. Jay Phillips discussed HB 403 and the recommendations from the Superintendent for setting teacher licensure fees. The law dictates that OPI have a fee structure to the Board by September 2023 for later action by the Board. Chair Quinlan noted that this item will be referred to committee for review, then action will be taken by the Board at the November meeting. Mr. Phillips and Ms. Andrews answered Board member questions.

Public comment from Dr. Rob Watson, SAM, regarding the recommendation for licensing fees for Administrators.

| Item 4 | COMMISSIONER OF HIGHER EDUCATION REPORT |
| | Dr. Angela McLean |

Dr. Angela McLean updated the Board on College Application Week to be held in October, Montana's Future at Work Awards and upcoming summit in Red Lodge, and Ed Design Labs for 2-year campuses to design programs that can be obtained in under two years. Dr. McLean noted she would like to bring this to the Board at a future meeting.

| Item 5 | GOVERNOR'S OFFICE REPORT |
| | Dylan Klapmeier |

Mr. Klapmeier announced to the Board that the Governor is currently on his "Back to School Tour", Sarah Swanson has been appointed the new Commissioner at Labor and Industry, and that he has been working with the Board to support and establish the Community Choice Commission and the new Montana Digital Academy Board. Mr. Klapmeier asked if there are any topics for the Board of Education meeting in November to please let him or Executive Director Flynn know.

Item 6 **STUDENT REPRESENTATIVE REPORT**
Gavin Mow

Mr. Gavin Mow discussed the Montana Association of Student Council conference which will be held in October, and that there is record enrollment for this conference. Mr. Mow announced that students will gather at the Capitol on Monday, October 16th, to meet with Governor Gianforte and teachers. Mr. Mow discussed a questionnaire being developed by students regarding school safety, technology, mental health support, etc. and asked if Board members have any questions they would like to have included to let him know. Mr. Mow will report results to the Board at the January meeting.

❖ **MACIE LIAISON – Susie Hedalen (Items 7-8)**

Item 7 **MACIE REPORT**
McCall Flynn

Ms. McCall Flynn updated the Board with the MACIE report on behalf of Ms. Lankford Forster and discussed upcoming MACIE meetings.

Item 8 **REVIEW MACIE MISSION STATEMENT AND GOALS**
McCall Flynn

Ms. McCall Flynn reviewed the MACIE Mission and Goals for the Board and the work they have done on these items over the past few years. Ms. Flynn noted where Board members can locate this information on the Board website.

❖ **ASSESSMENT COMMITTEE – Anne Keith (Items 9-10)**

Item 9 **INFORMATION ON SUPERINTENDENT'S REQUEST TO REVISE TITLE 10, CHAPTER 56 – ASSESSMENT STANDARDS**
Cedar Rose

Ms. Cedar Rose updated the Board with information on the Superintendent's recommendation to revise the Assessment Standards and a possible timeline for revision. Ms. Rose answered Board member questions. Superintendent Arntzen offered additional information on the proposed revisions which would be to include MAST as an assessment option in rule.

Item 10 **ACTION ON CREATION OF EARLY LITERACY ADVISORY COUNCIL**
McCall Flynn

Ms. McCall Flynn reviewed the statute for the Board which allows the Board to create advisory councils and the process to do so. Ms. Flynn reviewed the purpose of the Early Literacy Advisory Council which will be to make recommendations to the Board on implementation of HB 352. Ms. Flynn explained how members were nominated to the Council, reviewed the membership, and suggested adding two additional members from rural, Eastern Montana, given that most of the members were from larger, Western Montana cities. Ms. Flynn answered Board member questions.

> ***Board member Keith moved to approve creating an Early Literacy Advisory Council per § 2-15-122 with the addition of two rural positions to provide targeted interventions to support third grade reading proficiency. Motion seconded by Board member Hamman.***
>
> ***Ms. Jenny Murnane-Butcher, MOFE, thanked the Board for bringing together a diverse group of members for this Council, and emphasized that there are many models available to support children at home and via Jumpstart. Ms. Murnane-Butcher asked the Board to consider those programs, and to include communities and parents.***
>
> ***No further discussion. Motion passed unanimously.***

❖ **ACCREDITATION COMMITTEE – Dr. Tim Tharp (Items 11-12)**

Item 11   **ACTION ON RECOMMENDATION FROM BOARD CHARTER SCHOOL COMMITTEE PERTAINING TO HB 549 – CHARTER SCHOOL CRITERIA**
McCall Flynn

Dr. Tim Tharp discussed the work the Board Charter School Committee has done to determine and establish the Public Charter School Criteria. The committee determined an evaluation guide would be needed and has selected a guide from the state of Georgia as a model. The guide was revised to meet the specific needs for Montana. Dr. Tharp reviewed the guide for the Board members.

> *__Board member Tharp moved to approve the recommendation from the Board Charter School Committee pertaining to HB 549.__ Motion seconded by Board member Keith.*
>
> *Board member Rasmussen stated that she is impressed with the work the committee has done on the guide.*
>
> *Board member Tharp noted that the document is clear that these are public charter schools, and thanked Board member Hamman for her work on that language.*
>
> *No further discussion. Motion passed unanimously.*

Item 12   **INFORMATION ON SUPERINTENDENT'S REQUEST TO REVISE TITLE 10, CHAPTER 53 – HEALTH AND SCIENCE STANDARDS**
Dr. Julie Murgel, Marie Judisch

Dr. Julie Murgel, Ms. Marie Judisch, and Chief Legal Counsel and Deputy Superintendent Rob Stutz presented this item to the Board. Dr. Murgel reviewed the timeline for the revision to all Content Standards, many of which are currently underway. Dr. Murgel noted that the Superintendent is seeking to revise the content standards for Health and Physical Education pertaining to § 20-7-120, MCA. Mr. Stutz explained the change in the statute and that OPI was contacted by schools questioning how to implement the parental notification piece of the statute. OPI determined that updating the rule with information on how schools should handle the parental notification piece is necessary. Mr. Stutz answered Board member questions.

TIME CERTAIN AT 3:00PM*

❖ **LICENSURE COMMITTEE – Susie Hedalen (Items 13-14)**

Item 14   **UPDATE ON YELLOW KIDNEY, ET AL LITIGATION**
Chad Vanisko, Board Legal Counsel

Mr. Chad Vanisko, Board Legal Counsel, updated the Board regarding the Yellow Kidney, et al. litigation.

Item 13   **ACTION ON APPEAL HEARING OF CLASS 5 EXTENSION, BPE CASE #2023-03, ADAIR**
Chad Vanisko, Board Legal Counsel

Mr. Chad Vanisko, Chief Legal Counsel for the Board, swore in witnesses. Ms. Jennifer Adair stated that she did not have any exhibits. Mr. Rob Stutz, Chief Legal Counsel for OPI, also indicated that he did not have any exhibits, and that OPI supports Ms. Adair's request, but clarified that per ARM, OPI is required to deny the request for extension and ask the Board for a rule change later.

Ms. Adair stated her case for the Board and the reasons that she is requesting an extension to her Class 5B Provisional License. Mr. Stutz asked if she has an extreme hardship that prevented her from completing her classes and she indicated that does.

Witnesses for Ms. Adair were sworn in by Mr. Vanisko.

Ms. Sarah McCormick spoke in support of Ms. Adair and stated the reasons that Ms. Adair was unable to complete her program, the hardships she encountered, and why she believes the extension should be granted. No questions were asked by Ms. Adair or Mr. Stutz.

Superintendent Suzy Rios, Lincoln County Schools, explained the reasons she believes Ms. Adair should be granted an extension to her license and spoke in support of the extension request being granted. No questions were asked by Ms. Adair or Mr. Stutz.

Ms. Peggy Harrow, Board Chair for Lincoln County Schools, spoke in support of Ms. Adair and her request for an extension on her Class 5B Provisional License. Ms. Harrow stated that the school would be placed in a hardship situation if the extension is not granted because their one-room school would be without a teacher. No questions were asked by Ms. Adair or Mr. Stutz.

Mr. Stutz stated again that OPI supports Ms. Adair's request.

Ms. Adair again stated the reasons she is asking for the extension.

> ***Board member Tharp moved to allow a one-year extension to Ms. Adair's Class 5B Provisional License in BPE Case #2023-03. Motion seconded by Board member Hamman.***
>
> ***Board member Rasmussen asked if the necessary coursework could be completed in one year and Ms. Adair stated that it would.***
>
> ***No further discussion. Motion passed unanimously.***
>
> ***Superintendent Rios thanked the Board for their decision.***

❖ **EXECUTIVE COMMITTEE – Madalyn Quinlan (Item 15)**

Item 15   **ELECTION OF OFFICERS**
                          McCall Flynn

Ms. McCall Flynn opened the floor for nominations for Chair, to be followed by nominations for Vice Chair.

> ***Board member Hamman nominated Dr. Tim Tharp for Chair.***
>
> ***Board member Keith nominated Ms. Madalyn Quinlan to continue as Chair.***

Ms. Flynn stated that with multiple nominations, nominees will be allowed to make a statement.

Board member Tharp stated the reasons for electing him as Chair.

Board member Quinlan stated the reasons for electing her as Chair for the upcoming year.

> ***Votes were taken and Board member Tharp was elected as the new Chair on a 4-3 vote.***

Ms. Flynn opened the floor for nominations for Vice Chair.

> ***Board member Rassmussen nominated Ms. Susie Hedalen for Vice Chair.***

Votes were taken and Ms. Hedalen was elected Vice Chair unanimously.

Board members thanked Chair Quinlan for her work as Chair over the past year and for the job she has done.

Meeting adjourned for the day at 3:47 PM.

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Friday, September 15, 2023
8:30 AM

CALL TO ORDER
Chair Quinlan called the meeting to order at 8:30 AM. The Chair led the Board in the Pledge of Allegiance and Ms. Julie Balsam took Roll Call. The Chair read the Statement of Public Participation and welcomed guests.

Board members present: Ms. Madalyn Quinlan, Chair; Dr. Tim Tharp; Ms. Renee Rasmussen; Ms. Jane Hamman; Dr. Ron Slinger; Mr. Gavin Mow, Student Representative. Ex Officio members present: Dr. Angela McLean, OCHE; Mr. Dylan Klapmeier, Governor's Office. Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician. Guests present: Dr. Julie Murgel, OPI; Dr. Tricia Seifert, MSU; Ms. Crystal Andrews, OPI; Superintendent Furthmyre, MSDB; Ms. Amanda Curtis, MFPE; Dr. Dan Lee, UM; Ms. Kristi Steinberg, UM; Dr. Jason Neiffer, Montana Digital Academy (MTDA); Ms. Katie Madsen, OPI; Mr. Patrick Cates, OPI.

> ❖ **LICENSURE COMMITTEE (cont.) – Susie Hedalen (Items 16-18)**

Item 16   **UPDATE ON PRAXIS TEST REVIEW AND SCORES**
                         Crystal Andrews
Ms. Crystal Andrews presented an update on the PRAXIS test review and scores for test number 5362 English Language Speakers and American Sign Language (ASL) which does not have a test number yet. Ms. Andrews reviewed the process for reviewing the exams and a timeline for review and approval by the Board. Ms. Andrews clarified that the ASL exam is for an elective for a World Language and not for sign language interpreting. Ms. Andrews noted the Board will be asked to act on this item at the November meeting, before answering Board members' questions.

Item 17   **ACTION ON SUPERINTENDENT'S REQUEST TO REVISE TITLE 10, CHAPTER 57 – EDUCATOR LICENSURE STANDARDS AND BOARD LICENSURE COMMITTEE PROPOSED TIMELINE**
                         Dr. Julie Murgel, Crystal Andrews
Dr. Julie Murgel reviewed for the Board the information presented at the July Board meeting where OPI requested the Board reopen ARM Title 10, Chapter 57, Educator Licensure to update the 2022 revisions. Dr. Murgel reviewed the areas being requested for review and explained the revisions. Dr. Murgel answered Board member questions. A discussion ensued regarding the proposed revisions.

> ***Board member Tharp moved to approve the requested areas listed in the Board packet for the revisions to ARM Title 10, Chapter 57, with the exception of the request for for revisions pertaining to HB 458. Motion seconded by Board member Slinger.***
>
> ***Public comment from Ms. Kristi Steinberg, UM, thanking the Board for opening the Chapter and cleaning up some of the language. Ms. Steinberg offered her assistance with the revisions and expressed concerns regarding the proposed***

changes to Middle School programs and Internships programs related to School Counselors. Ms. Steinberg noted her appreciation for reviewing the master's degree program for Class 3Licenses, and revisions to Class 5 Licenses for Counselors.

Discussion ensued regarding Middle School programs and out of state applicants who hold a Middle School endorsement with a content specific area, and the issues that creates since that type of endorsement on a license does not exist in Montana.

Board member Hamman made comments regarding Middle School programs and that she thinks some of the proposed language is too specific and would like more flexibility.

Discussion ensued about whether a definition for Career Coaches is necessary, or if any definition is necessary, given that there is now a definition in statute, based on passage of HB 458.

Board member Rasmussen made comments regarding 4-8 endorsements vs. K-8 endorsements, and how a 4-8 endorsement would affect rural schools.

Dr. Tricia Seifert, MSU, made comments regarding 10.57.424, and 10.57.410.

Board member Hamman moved to amend the motion to include the request for revisions pertaining to the passage of HB 458. No second. Motion fails.

Original motion still on the floor.

No further discussion. Original motion passes with Board members Rasmussen and Hamman dissenting.

Ms. McCall Flynn reviewed the timeline proposed by the Board Licensure Committee. Chair Quinlan stated that May 2024 is the proposed approval date for the proposed revisions.

Board member Hamman asked Dr. Murgel if Career Coaches will still be reviewed given the previous motion and Dr. Murgel noted that it would not, but that the definition in statute remains in place and covers the issue.

Board member Tharp moved to approve the Board Licensure Committee's recommendation on the proposed timeline to the revisions to ARM Title 10, Chapter 57. Motion seconded by Board member Rasmussen.

No discussion. Motion passed unanimously.

Item 18   **EDUCATOR PREPARATION PROGRAM REPORT**
                     Dr. Julie Murgel, Crystal Andrews

Dr. Julie Murgel presented the Educator Preparation Program (EPP) Report as required in Chapter 58. Dr. Murgel reviewed the report for the Board discussing the ten Epp's in the state and gave an overview to the Board discussing state only accredited schools, joint accredited schools, the accreditation review cycle, the upcoming review cycle, programs, and endorsement areas offered at the EPPs, and what endorsement areas students are enrolling in and graduating with. Dr. Murgel answered Board member questions.

❖ **MSDB LIAISON – Renee Rasmussen (Item 19)**

Item 19   **MSDB REPORT**
                          Paul Furthmyre

Board member Rasmussen opened the item and turned it over to Superintendent Furthmyre for his report. Superintendent Furthmyre reviewed the Action items the Board is being asked to approve and presented his report to the Board.

> ***Board member Rasmussen moved to approve the MSDB Personnel actions as listed in the packet. Motion seconded by Board member Slinger.***
>
> ***No discussion. Motion passed unanimously.***
>
> ***Board member Rasmussen moved to approve the Out-of-State Travel Requests for MSDB as presented in the packet. Motion seconded by Board member Hamman.***
>
> ***No discussion. Motion passed unanimously.***
>
> ***Board member Rasmussen moved to approve the AER Self-Study Section G as presented in the packet. Motion seconded by Board member Hamman.***
>
> ***No discussion. Motion passed unanimously.***
>
> ***Board member Rasmussen moved to approve the filing by MSDB for the OPI Discretionary Grant Application. Motion seconded by Board member Slinger.***
>
> ***No discussion. Motion passed unanimously.***
>
> ***Board member Tharp noted that the MSDB Outreach extends across the entire state even to the furthest eastern portions of the state and extended his appreciation to Superintendent Furthmyre and staff.***
>
> ***Board member Rasmussen moved to approve the termination of the MSDB 1900 series policies. Motion seconded by Board member Slinger.***
>
> ***No discussion. Motion passed unanimously.***

❖ **EXECUTIVE COMMITTEE – Madalyn Quinlan (Items 20-23)**

Item 20   **MONTANA ASSOCIATION OF STUDENT COUNCIL OFFICERS PANEL**
                          Gavin Mow, Capital High School; Stella Rapson, Custer County District High School; Jenna Bailly, CM Russell High School; Jered Jares, Laurel High School; Dallas Blount, Frazer High School

Chair Quinlan opened the item and turned the presentation over to Mr. Gavin Mow, Student Representative and District 3 representative. Mr. Mow asked the other students to introduce themselves to the Board: Ms. Stella Rapson, District 5 representative, Ms. Jenna Bailey, District 2 representative, and Mr. Jered Jares, District 4 representative. Mr. Mow discussed the upcoming Montana Association of Student Council state conference in October. Board members asked questions of the students relating to their work on the State Council and in their leadership positions.

Item 21   **ANNUAL MONTANA DIGITAL ACADEMY REPORT**
                      Dr. Jason Neiffer

Dr. Jason Neiffer presented the annual MTDA Report, highlighting enrollment numbers, a student satisfaction survey, HB 749, new Digital Academy Board, the EdReady program, and upcoming features to the MTDA. Dr. Neiffer concluded his report by speaking about Artificial Intelligence in education and addressed Board member questions.

Item 22   **ANNUAL SPECIAL EDUCATION REPORT**
                      Patrick Cates

Mr. Patrick Cates introduced himself to the Board and presented the Annual Special Education Report. Mr. Cates highlighted specific areas in the report including the percentage of students with disabilities in Montana schools, a 12% increase in students with disabilities, a clarification in the multiple disabilities category, Special Education Cooperatives, and achievement and graduation rates for students with disabilities.

Item 23   **ANNUAL HISET REPORT**
                      Katie Madsen

Ms. Katie Madsen presented the Annual HiSET Report to the Board. Ms. Madsen noted that preliminary testing data was just provided to the OPI. There has been a transition from one vendor to another which has resulted in some customer service difficulties. Ms. Madsen announced that moving forward the General Education Diploma (GED) will also be offered in Montana in addition to HiSET for students seeking their high school diploma credentials. Ms. Madsen updated the Board on statewide completion rates, number of tests taken, passing rates, and demographic breakdown, noting an increase in the sixteen- to eighteen-year-old age group completing their HiSET. Ms. Madsen answered Board member questions.

Ms. Flynn reviewed the upcoming November meeting noting that the meeting will be held over three days beginning at the Missoula Public School Administration Building and ending on Friday at the University of Montana campus followed by the Board of Education meeting the afternoon of Friday the 17th.

FUTURE AGENDA ITEMS November 15-17, 2023, Missoula, MT
Montana Council of Deans of Education Update
MACIE Update
OCHE Math Presentation
Assessment Update
Federal Update
Annual Data Collection
Variance to Standards Requests & Renewals
Accreditation Report
Youth Risk Behavior Survey Update (Odd Years)
Annual Renewal Unit Providers List
MSDB Superintendent Performance Evaluation & Contract Extension Discussion

PUBLIC COMMENT

No public comment was made.

ADJOURN
Meeting adjourned at 11:58 AM.

The Montana Board of Public Education is a Professional Development Unit Provider. Attending a Board of Public Education Meeting may qualify you to receive professional development units. Please complete the necessary information on the sign-in sheet if you are applying for professional development units.

Agenda items are handled in the order listed on the approved agenda. Items may be rearranged unless listed "time certain". Public comment is welcome on all items listed as "Action" and as noted at the beginning and end of each meeting.

The Board of Public Education 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 406-444-0302.

CONSENT AGENDA

FINANCIALS

51010 Board of Public Education
ORG Budget Summary by OBPP Prog, Subclass, Fund
Data Selected for Month/FY: 01 (Jul)/2024 through 05 (Nov)/2024

This report compares ORG Budgets (ORG_BD) to Actuals expended amounts

Business Unit	(All)
Program Year	(All)
FY_BudPer	(All)
Month	(All)
Source of Auth	(All)
Fund Type	(All)
Account	(All)
Acct Lvl 2	(All)
Account Type	E
Project	(All)
Ledger	(All)

Return to Menu

OBPP Program Subclass	Fund	Acct Lvl 1	Org	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATION				582,202.00	128,702.48	0.00	453,499.52
235H1 ADMINISTRATION				537,722.00	122,763.59	0.00	414,958.41
	01100 General Fund			531,974.00	122,763.59	0.00	409,210.41
		61000 Personal Services		258,802.00	79,569.24	0.00	179,232.76
			1 BOARD OF PUBLIC EDUCATION	258,802.00	79,569.24	0.00	179,232.76
		62000 Operating Expenses		273,172.00	43,194.35	0.00	229,977.65
			1 BOARD OF PUBLIC EDUCATION	273,172.00	43,194.35	0.00	229,977.65
		(blank)		0.00	0.00	0.00	0.00
			ALL All Organization Rollup	0.00	0.00	0.00	0.00
	02122 Advisory Council			5,700.00	0.00	0.00	5,700.00
		61000 Personal Services		5,700.00	0.00	0.00	5,700.00
			1 BOARD OF PUBLIC EDUCATION	5,700.00	0.00	0.00	5,700.00
		(blank)		0.00	0.00	0.00	0.00
			ALL All Organization Rollup	0.00	0.00	0.00	0.00
	02219 Research Fund			48.00	0.00	0.00	48.00
		62000 Operating Expenses		48.00	0.00	0.00	48.00
			1 BOARD OF PUBLIC EDUCATION	48.00	0.00	0.00	48.00
		(blank)		0.00	0.00	0.00	0.00
			ALL All Organization Rollup	0.00	0.00	0.00	0.00
235H4 SITSD RST				44,480.00	5,938.89	0.00	38,541.11
	01100 General Fund			44,480.00	5,938.89	0.00	38,541.11
		62000 Operating Expenses		44,480.00	5,938.89	0.00	38,541.11
			1 BOARD OF PUBLIC EDUCATION	44,480.00	5,938.89	0.00	38,541.11
		(blank)		0.00	0.00	0.00	0.00
			ALL All Organization Rollup	0.00	0.00	0.00	0.00
Grand Total				582,202.00	128,702.48	0.00	453,499.52

ITEM 1

CHAIRPERSON REPORT

Dr. Tim Tharp

ITEM 2

EXECUTIVE DIRECTOR REPORT

McCall Flynn

ITEM 3

STATE SUPERINTENDENT REPORT

- Assessment Update
- MAST Update
- ESSER Update
- Accreditation Update
- Data Modernization Update
- Rigorous Action

State Superintendent Elsie Arntzen

Montana Board of Public Education
Executive Summary

Date: November 15-17 2023

Presentation	Superintendent's Report
Presenter	Elsie Arntzen
Position Title	Superintendent of Public Instruction Office of Public Instruction
Overview	This presentation provides the Board of Public Education updates from the Superintendent and Office of Public Instruction. Information includes: - Assessment update - MAST update - ESSER update - Accreditation update - Data Modernization update - Rigorous Action update
Requested Decision(s)	Informational Item
Related Issue(s)	Assessment; MAST; ESSER; Accreditation; Data Modernization; Rigorous Action; Agency update
Recommendation(s)	n/a

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
406-444-3680
www.opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First A+

Superintendent Arntzen's Report to the Board of Public Education
as of November 3, 2023

Superintendent Arntzen's Message:

During November we celebrate Native American Heritage Month. This year we honor the 2024 Montana Teacher of the Year, **Kevin Kicking Woman**, an enrolled tribal member of the Blackfeet Nation, and the Montana Special Education Teacher of the Year 2023, **Patricia Payne**, an enrolled member of the Fort Peck Assiniboine and Sioux Tribes.
Please watch Mike Jetty, OPI's Indian Education Specialist, speak about the symbolism on the Tribal Flags of Montana.

Assessment Update:

Please see the 2022-2023 Montana Statewide Assessment Grade Level and Cohort Data Analysis for Math and ELA Update attached at the end of this report.

Cedar Rose, Assessment Director, is standing by for questions.

Montana Alternative Assessment Testing Program (MAST):

The first testing window for the second year of the Montana Alternative Student Testing (MAST) pilot program has opened. The first testing window for the MAST Through-Year Pilot runs from October 23 - November 10, 2023, for grades 3 through 8 in Math and English Language Arts (ELA). The Office of Public Instruction (OPI) has partnered with 54 Montana school districts and over 20,600 students for the MAST pilot program this school year.

The participating districts are fully committed to the innovative through-year design. As part of the pilot program, districts will administer the MAST assessments during all five testing windows throughout the 2023-2024 school year. By participating in the MAST Through-Year Pilot, districts will no longer be obligated to administer the federally mandated end-of-the-year Smarter Balanced Assessment, and their accountability measures will remain unaffected. Districts participating in the MAST Pilot are still required to administer the Montana Science Assessment (MSA) to students in grades 5 and 8. Districts with students enrolled in the Multi-State Alternate Assessment (MSAA) for Grades 3-8 and 11, and the Alternate Montana Science Assessment (AMSA) for Grades 5, 8, and 11, are required to administer these alternative assessments as there is not an alternate version of MAST.

This pilot program revolutionizes the assessment experience for districts and provides valuable insights into student progress throughout the academic year. The next testing windows are:
- Testing Window #2: November 27 - December 15, 2023
- Testing Window #3: January 29 - February 16, 2024
- Testing Window #4: March 11 - April 5, 2024
- Testing Window #5: April 15 - May 10, 2024

Live listening and feedback sessions will be scheduled throughout the school year to ensure continuous improvement of the MAST pilot program. These sessions will serve as an opportunity for districts to share feedback, suggestions, and experiences to help enhance the usability of MAST. The first live session was November 14th from 3:30-4:30 pm via Zoom.

Please see the MAST Update attached at the end of this report.

Krystal Smith, Education Innovation Manager, is standing by for questions.

Elementary and Secondary Schools Emergency Relief Funds – ESSER:
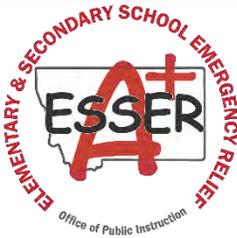
ESSER II is coming to a close. All cash requests were due by the close of business on October 25 and Final Expenditures were due by November 10. To date there have been no extensions requested and schools are working hard to process cash requests.

The ESSER Team has been working with schools to help them process and meet all ESSER compliances as we enter into the final year of ESSER grant funding with ESSER III. ESSER III funds must be expended by September 30, 2024.

The state-wide ESSER allocation through September 30, 2023, is:

Elementary and Secondary School Emergency Relief Funds (ESSER) October 2023 Status Report

State Level ESSER Activity

Program	Allocated	Expended	Balance	Percentage Expended
ESSER I	$ 41,295,230	$ 41,295,230	$ -	100%
ESSER II	$ 170,099,465	$ 157,818,457	$ 12,281,008	93%
ESSER III	$ 382,019,236	$ 191,652,206	$ 190,367,030	50%
Totals	**$ 593,413,931**	**$ 390,765,893**	**$ 202,648,038**	**66%**

This ESSER II Report does not reflect final expenditures. The December Report will include all final expenditures

Please see the ESSER Update attached at the end of this report.

For more information on ESSER please click here or contact Wendi Fawns at wendi.fawns@mt.gov.

Accreditation Process Update:

Please see the Accreditation Update for 2023-2024 attached at the end of this report.

Crystal Andrews, Accreditation and Licensure Director, is standing by for questions.

Data Modernization:

Please see the Data Modernization Project Status and Overview Report attached at the end of this report.

Chris Sinrud, Chief Information Officer, and Zam Alidina, Project Manager, are standing by for questions.

Rigorous Action Update:

Please see draft of the Rigorous Action Update attached at the end of this report.

Carrie Kouba, School Innovation and Improvement Senior Manager, is standing by for questions.

Indian Education for All Finance Reporting - HB 338 Update:

Indian Education for All (IEFA) is a landmark provision in the Montana Constitution that "recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity." The Montana Legislature provides IEFA funding to school districts and requires school districts to report IEFA expenditures to the Montana Office of Public Instruction (OPI).

Rep. Jonathan Windy Boy (D) - HD 32

In 2023 the Legislature passed HB 338, by Rep. Jonathan Windy Boy, which included several new reporting requirements and provided a reduction of future funding for school districts that fail to report expenditures of all IEFA revenue. This frequently asked questions (FAQ) document provides OPI guidance to help school districts navigate the legal and financial landscape for IEFA finance reporting.

What new IEFA provisions for school districts are in HB 338 (2023)?

Although HB 338 must be read in its entirety, the new reporting provisions are in Section 4(4) of the bill and address reporting of instruction and instruction development. Section 4(5) of the bill provides a reduction of, or ineligibility for, future funding for a school district's failure to report expenditures of all IEFA revenue in the Trustee Financial Summary (TFS).

When do the new IEFA reporting provisions apply to school districts?

Section 6 of the bill provides an effective date of July 1, 2023. Section 7 of the bill provides that the new requirement for reporting of instruction and instruction development applies to IEFA funds for FY 2024 and later. The reporting of annual expenditures is not a new requirement. The

requirement for reduction in funding does not have a later applicability date and, thus, applies to the FY 2024 reporting of the FY 2023 expenditures, which impacts the FY 2025 IEFA funding.

How might IEFA finance reporting impact future IEFA funding?

If a school district fails to report IEFA expenditures in its TFS, the district "is ineligible for the funding under this section for subsequent school fiscal years until the report is filed." If a school district fails to report expenditures in its TFS for all IEFA revenue, the "district's BASE budget and funding under this section for the subsequent fiscal year must be reduced by the amount of funding received that was not spent" on IEFA.

How and when can a school district correct an inaccurate TFS it filed with OPI?

A school district may file a corrected TFS (per ARM 10.10.504) with OPI as soon as the inaccuracy is discovered, but no later than December 10, by submitting a School Data Error Correction Request Form to opischoolfinance@mt.gov.

Montana 250th Commission Update:

Rep. Linda Reksten (R) - HD 12

I appointed Marietta Croft from Colstrip to the Montana 250th Commission. The Commission was established through House Bill 377, by Rep. Linda Reksten, during the 2023 legislative session to "promote civic engagement and increase public awareness of United States and Montana government and history, including the history of tribal nations, leading up to the United States semiquincentennial".

The Commission is made up of 11 members:
- The Montana Historical Society director or the director's designee;
- Two members of the legislature, one from the minority party and one from the majority party appointed as follows:
  - first, a member of the Senate appointed by the President of the Senate; and
  - second, a member of the House of Representatives appointed by the Speaker of the House of Representatives;
- A high school social studies teacher who teaches a course in United States government appointed by the Superintendent of Public Instruction;
- A college-level United States history or political science professor appointed by the Commissioner of Higher Education;
- A tribal representative appointed by the State Director of Indian Affairs; and
- Five members appointed by the governor representing various civic, veteran, military, tourism, history, museum, library, arts, or local and tribal government organizations

Marietta Croft is a 6th-year social science teacher in Colstrip Montana. She graduated from Chadron State College in May of 2017 with a Bachelor of Science in Education and started working in Colstrip in August of 2017. In 2020 she received a Masters of Education in Curriculum and Instruction from the American College of Education. She teaches a variety of Social Science classes in Colstrip; the two core classes are US History and American Government. She also teaches one section of US History and one section of American Government as Honors classes in collaboration with Chief Dull Knife College. Other

courses taught are Native American Studies, World Issues, Holocaust and Genocide Studies, and, a Cheyenne Language class with a professor at Chief Dull Knife College in Lame Deer. In July 2022 she started a Masters of Arts with a Specialization in Teaching American History and Government through Ashland University. She was awarded the James Madison Memorial Fellowship for the state of Montana.

Early Literacy Collaborative Update:

Rep. Brad Barker (R) - HD 58

Recently I announced the members of the Office of Public Instruction's (OPI) Early Literacy Collaborative. Per HB 352, by Rep. Brad Barker, the membership consists of a variety of education stakeholders from across Montana. This Collaborative will foster cooperation between government agencies, schools, families, educators, educator preparation programs, and communities. The focus of the OPI's Collaborative will be to provide guidance for implementation of the school jumpstart programs, classroom interventions, and home-based literacy intervention programs for eligible students aged four years old and not yet in third grade. In addition, the Collaborative will provide data and feedback to the Board of Public Education's (BPE) Early Literacy Advisory Council.

The members of the Collaborative are:
- **Jessie Mitchell** - Preschool literacy Coach, Helena
- **Whitney Peters** - Frenchtown, kindergarten teacher, interventionist
- **Katherine Nitcy** - Hot Springs School, Title One Teacher
- **Joellen Brennan** - Arrow Creek Elementary, Pryor, teacher, early literacy, and parent focused support
- **Jessica Doherty** - Butte- Emerson Elementary, teacher
- **Katherine Dawe** - former Amsterdam principal (Blue Ribbon School) and now principal in Laurel
- **Mona Shortman** - Cut Bank- colony, early childhood endorsed, EL expertise
- **Amanda Cyr** - Superintendent Clinton School District
- **Caitlin Hall** - Roberts School, Roberts MT, MCLSDP Literacy Grant, 3-8th grade interventionist
- **Allison Wilson** - Missoula, Associate Professor at UM in early childhood education
- **Laurie Barron** - Evergreen, Superintendent
- **Jill Christensen** - Early Childhood Specialist
- **Wade Sundby** – Glasgow, Superintendent
- **Christy Mock-Stutz** – OPI Assistant Superintendent
- **Julie Murgel** – OPI Chief Operations Officer
- **Marie Judisch** – OPI Senior Manager for Teaching and Learning

The Collaborative will meet online monthly. The first meeting will be on November 21, 2023, at 3:30 pm. More information can be found on OPI's Reading and Early Literacy page.

Career Coaches:

Suzanne Michalski, OPI Career Coach, Superintendent Arntzen, and Kelsey Brown, OPI Career Coach, attended the Jobs for Montana's Graduates - LEAD Montana Conference. These Montana students had the opportunity to learn about different career choices and how to be leaders in their communities.

ASSESSMENT UPDATE

Cedar Rose
Assessment Director
Cedar.rose@mt.gov

Putting Montana Students First A+

11/3/2023

2022-2023 Math
Montana Statewide Assessment
Grade Level and Cohort Data Analysis

Math Longitudinal Grade Level
% of Students at or Above Proficient

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
3rd	47.6%	48.8%	48.6%		43.7%	44.9%	45.3%
4th	44.6%	44.5%	45.5%		40.0%	41.8%	44.9%
5th	40.1%	39.8%	40.3%		32.1%	33.8%	33.5%
6th	37.90%	39.20%	38.90%		31.50%	32.80%	34.10%
7th	40.2%	38.7%	41.6%		34.8%	35.4%	34.8%
8th	36.1%	38.0%	36.6%		31.4%	30.6%	32.1%
11th	33.2%	32.2%	33.6%		26.9%	25.3%	30.6%
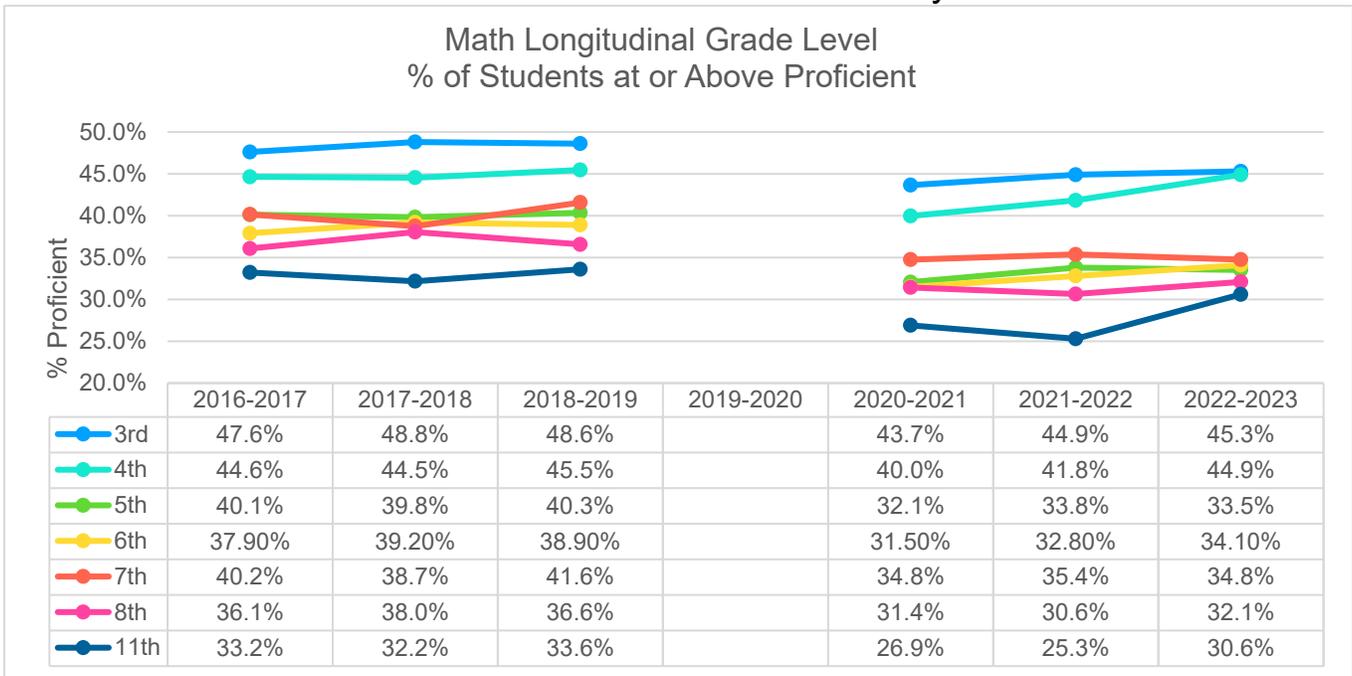
Longitudinal Grade Level Take-Aways:
- The highest rate of math proficiency is demonstrated in 3rd grade and decreases in each subsequent grade.
- 5th and 7th grade have the slowest rate of recovery compared to pre-pandemic performance (6.8% lower in 2022-2023 than 2018-2019)
- 4th grade performance comparable to pre-pandemic (0.6% lower)

Cohort Data	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Post-Pre Difference
3rd	49.9%	47.6%	48.8%	48.6%		43.7%	44.9%	45.3%	
4th	44.4%	44.6%	44.5%	45.5%		40.0%	41.8%	44.9%	
5th	37.3%	40.1%	39.8%	40.3%		32.1%	33.8%	33.5%	
6th	40.20%	37.90%	39.20%	38.90%		31.50%	32.80%	34.10%	
7th	41.4%	40.2%	38.7%	41.6%		34.8%	35.4%	34.8%	-13.9%
8th	36.7%	36.1%	38.0%	36.6%		31.4%	30.6%	32.1%	-13.4%
9th									
10th									
11th	36.2%	33.2%	32.2%	33.6%		26.9%	25.3%	30.6%	-11.0%

Cohort Data Take-Aways
- Current 11th graders show the least decrease from pre-pandemic rates, with current 7th graders showing the slowest recovery.

WHOLE CHILD APPROACH — HOPE — MONTANA OFFICE OF PUBLIC INSTRUCTION

TEACHER & EDUCATIONAL LEADERS — TEACH — MONTANA OFFICE OF PUBLIC INSTRUCTION

ACADEMIC ACHIEVEMENT — LEARN — MONTANA OFFICE OF PUBLIC INSTRUCTION

COMMUNITY, COLLEGE & CAREER — READY — MONTANA OFFICE OF PUBLIC INSTRUCTION

2022-2023 ELA
Montana Statewide Assessment
Grade Level and Cohort Data Analysis

ELA Longitudinal Grade Level
% of Students at or Above Proficient

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
3rd	47.9%	49.0%	49.7%	48.4%		43.7%	44.2%	43.2%
4th	48.8%	49.4%	49.2%	47.3%		46.1%	45.8%	46.3%
5th	48.9%	53.7%	53.1%	53.5%		47.3%	47.5%	45.1%
6th	51.7%	48.5%	50.7%	51.0%		46.0%	45.9%	45.2%
7th	52.3%	52.8%	51.2%	52.0%		47.4%	47.9%	44.8%
8th	50.9%	48.0%	49.2%	47.8%		47.8%	45.6%	45.3%
11th	52.5%	49.2%	46.1%	46.5%		45.0%	42.1%	53.4%
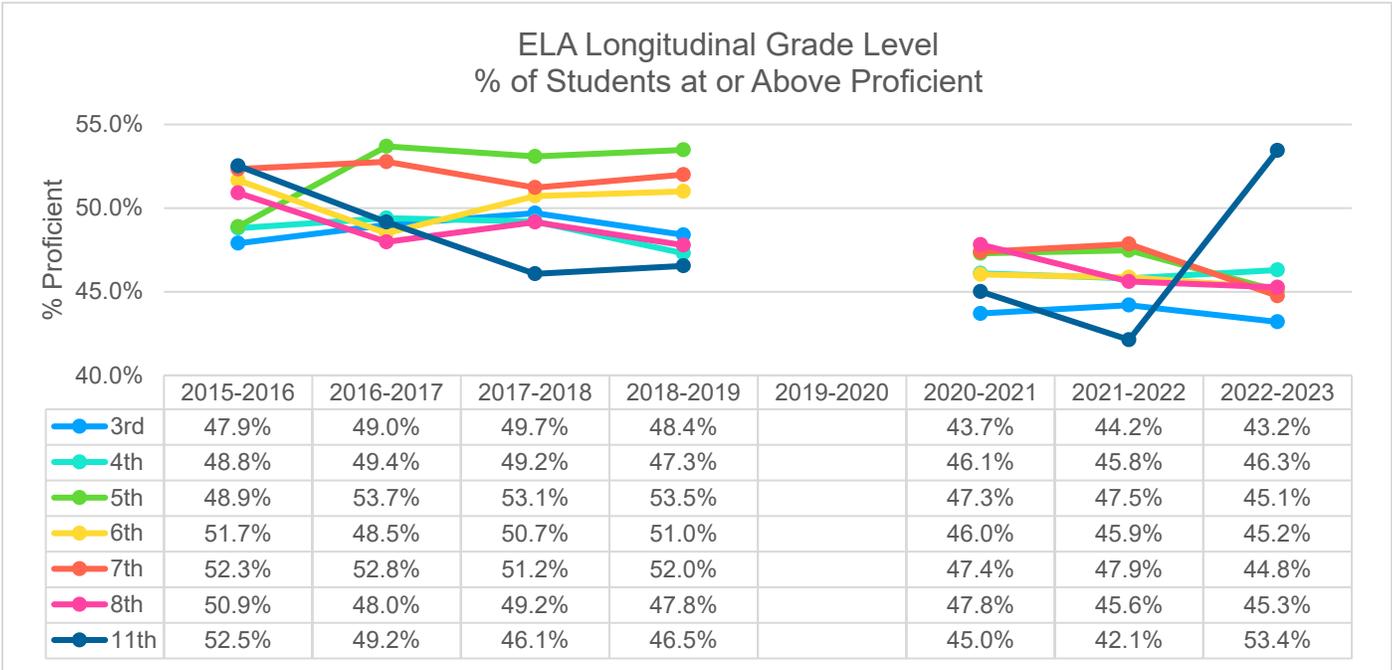
Longitudinal Grade Level Take-Aways:
- 11th grade showed a drastic decrease before the pandemic and rapid recovery after (6.9% more students proficient in 2022-2023 than 2018-2019).
- 5th and 7th grade show the slowest rate of recovery compared to pre-pandemic performance (8.4% and 7.2% lower in 2022-2023 than 2018-2019).

Cohort Data	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Post-Pre Difference
3rd	47.9%	49.0%	49.7%	48.4%		43.7%	44.2%	43.2%	
4th	48.8%	49.4%	49.2%	47.3%		46.1%	45.8%	46.3%	
5th	48.9%	53.7%	53.1%	53.5%		47.3%	47.5%	45.1%	
6th	51.7%	48.5%	50.7%	51.0%		46.0%	45.9%	45.2%	
7th	52.3%	52.8%	51.2%	52.0%		47.4%	47.9%	44.8%	-3.6%
8th	50.9%	48.0%	49.2%	47.8%		47.8%	45.6%	45.3%	-2.0%
9th									
10th									
11th	52.5%	49.2%	46.1%	46.5%		0.450137	42.1%	53.4%	1.4%

Cohort Data Take-Aways
- Current 11th graders show the greatest recovery compared to pre-pandemic rates (increase by 1.4), with current 7th graders showing the slowest recovery.

MONTANA ALTERNATIVE STUDENT ASSESSMENT UPDATE

Krystal Smith
Education Innovation Manager
Krystal.smith@mt.gov

Putting Montana Students First A+

11/3/2023

MAST UPDATE

Year two of the Montana Alternative Student Testing (MAST) pilot is now underway. The first of five testing windows opened on Monday, October 23rd and is scheduled to close on Friday, November 10th. This year, we anticipate participation from over 20,000 students representing 54 districts in the MAST through-year pilot. An additional 6,000+ students will use the MAST testlets to assess learning during the final testing window.

Window 1 Progress
In this initial window, students are currently in the process of completing two beginning-of-year English-language Arts (ELA) assessment testlets, as well as one to three math assessment testlets tailored to their respective school's scope and sequencing using the Kite portal. Personalized student needs profiles (PNPs) were added to the portal by district state testing coordinators (STCs) to provide embedded testing supports for students aligned with Individualized Education Program (IEP) and 504 accommodations. We are actively monitoring progress throughout the window, with weekly updates to STCs and authorized representatives to ensure effective communication of student completion rates. The Office of Public Instruction (OPI) aims to achieve at least a 95% completion rate in each testing window. Site monitoring is also in progress during the first window, enabling us to gather valuable input from students, teachers, principals, STCs, and Authorized Representatives (Ars). This site monitoring will continue across all five testing windows.

Item Development
As part of the assessment implementation, item development is ongoing. New Meridian Corporation is leading this effort, recruiting Montana teachers and professors to support the creation and review of math and ELA grade-level assessment questions. These collaborative sessions will persist throughout the year, building an extensive and cohesive item bank.

USED Waiver and Reporting
After receiving the double-testing flexibility waiver on August 10, 2023, our agency is now preparing for our first reporting deadline on December 15th. Our responsibilities include providing a sample parent report for a student participating in the field test assessment and establishing the OPI's business rules for determining participation in the new through-course assessments. In conjunction with our testing partner, New Meridian, the National Center for Assessment, and our state's Technical Advisory Committee (TAC), we are actively engaged in writing and reviewing these crucial documents.

Teacher Training and Support
Prior to the opening of the first testing window, several training and support sessions were conducted. These online, asynchronous trainings, held each Tuesday in September, offered structural and technical support from New Meridian, Assessment Technology Systems (ATS), and our agency. Real-time question and answer sessions were provided to assist participants with role identification, student rostering, PNP settings, and other technical aspects.

Stakeholder Feedback and Data Review
To assess the impact of our alternative assessment methods, we continue to initiate data collection and evaluation processes. This includes gathering and analyzing test item data, teacher feedback, and an overall program effectiveness assessment. Student and teacher surveys will be administered in the Kite platform upon completion of testlets in the first and third testing windows. This information will guide our decision-making in the future. After the first testing window closes, the OPI will conduct a feedback session to collect qualitative and quantitative data from districts. These insights will be invaluable as the pilot program evolves. Additionally, New Meridian's psychometric team will evaluate item response data to determine the quality and effectiveness of each testlet question administered.

We are committed to exploring innovative student assessment possibilities through the MAST pilot, ensuring that Montana students and teachers benefit from an assessment that provides valuable instructional classroom utilities while meeting federal accountability requirements. We sincerely appreciate your ongoing support and guidance in this endeavor. If you have any questions or require additional information, please do not hesitate to contact Krystal Smith at krystal.smith@mt.gov. We thank you for your dedication to the advancement of education in Montana and eagerly anticipate updating you on the progress of this exciting pilot in the coming months.
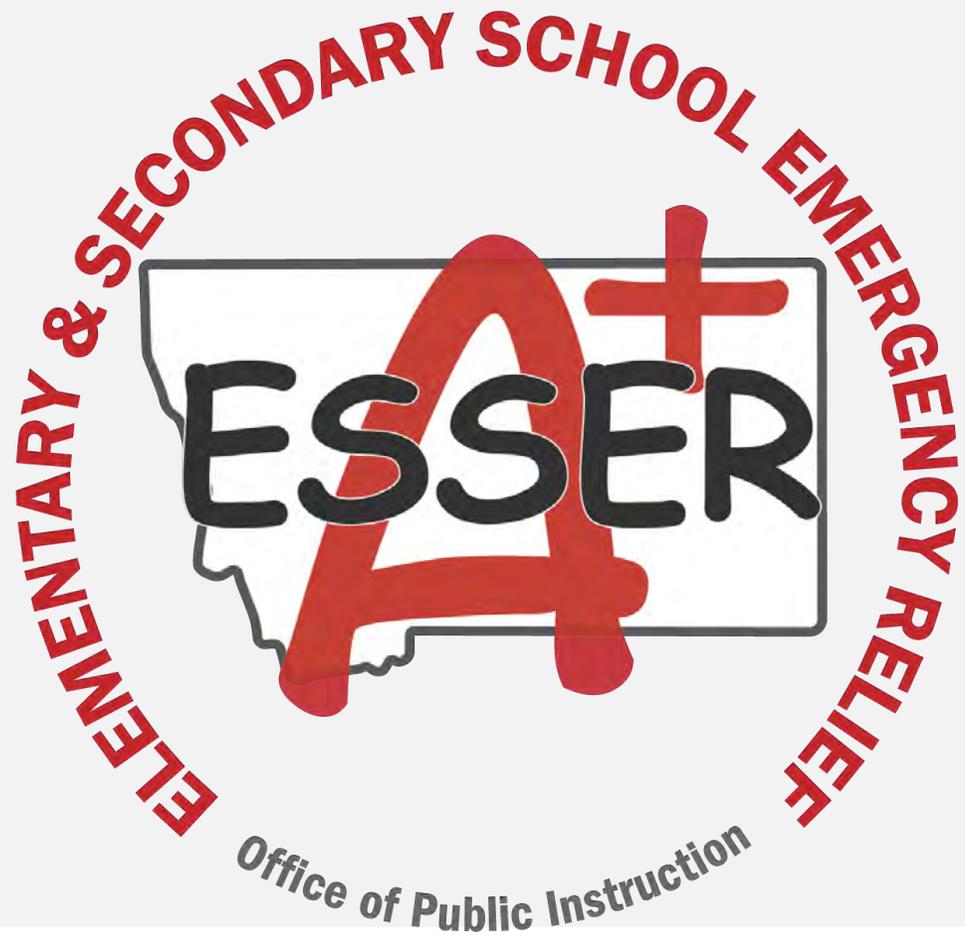
ESSER UPDATE

Wendi Fawns
ESSER/EANS Director
Wendi.fawns@mt.gov

Putting Montana Students First A+

11/3/2023

Elsie Arntzen, Superintendent
PO Box 202501
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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

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ESSER II Final Spend-Down Annual Update

Accountability

ESSER Grants Timeline

ESSER Grants Managed by MT Schools
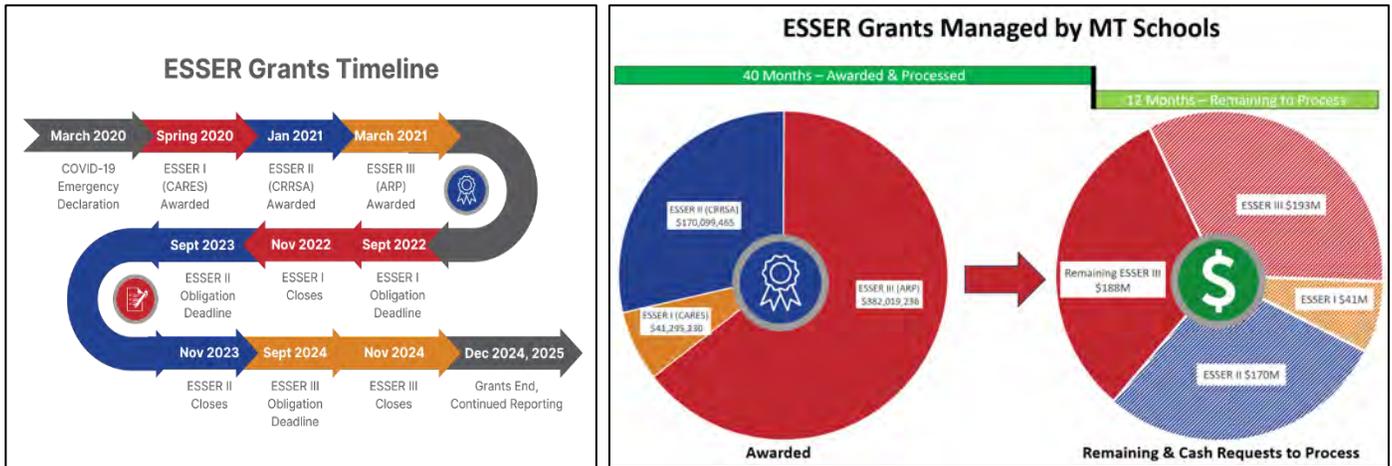
Monthly District-Level ESSER Spend-Down Status is posted on the ESSER Website here.

System of Support ESSER Team available 6 days/week via Zoom, phone, email, text, and in person to 400+ Districts and 160,000 students across the state.

ESSER I Students, Staffing, Facility

ESSER II General Enhancements: Targeted Interventions, Bridging, Connect to SEL gains

ESSER III Targeted Enhancements: Facility, Staffing, Long-Term Gains

Braiding layers of funding strengthens & sustains programming
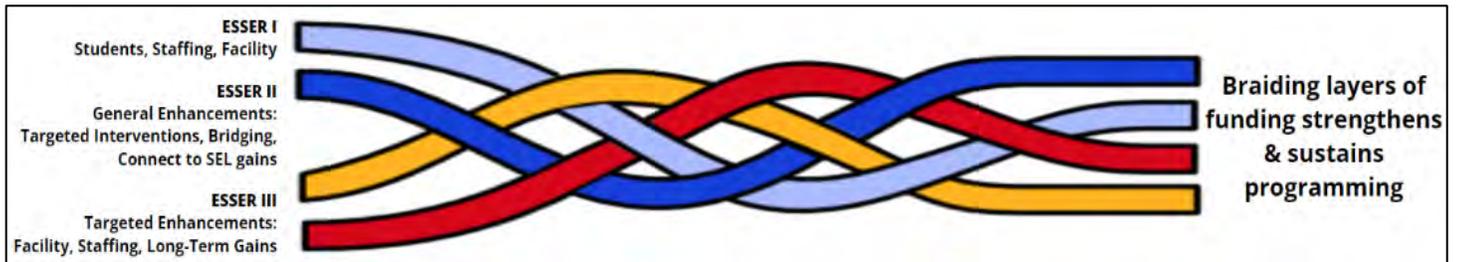
ESSER Grant Compliances
- Federal Funding Requirements as Allowable & Reasonable Uses of Funds (pdf) (video) (FAQs Dec 2022)
- Large Project and Capital Expenditure as Community and Federal Review (video) (Scope Document)
- SEA and LEA Priorities as ARP and Safe Return Plans (pdf) (video)
- Annual Reporting & Monitoring as demonstrated use of funds and outcomes (site)

Maintenance – Braiding to form a bridge

- Building bridges to the future example Stories can be found on the OPI ESSER Website.

Elsie Arntzen, Superintendent
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STATE OF MONTANA

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ESSER Fund Division

90% Directly to Schools

10% Indirectly for Supplemental Programs & Support

ESSER II, III, Afterschool & Summer Enrichment Use of Funds

	INSTRUCTIONAL	WHOLE CHILD WELLNESS	OTHER
%	48%	36%	16%

Instructional Needs	Expended	%
Address Learning Loss	$86,330,918.00	28.38%
Dedicated Learning Devices	$4,869,475.00	1.60%
Home Internet for Students	$93,434.00	0.03%
Supplemental Learning	$37,339,506.00	12.28%
Technology	$19,353,095.00	6.36%
Instructional Needs Subtotal	$147,986,428.00	48.65%
Whole Child Wellness		
Mental Health	$8,289,064.00	2.73%
Minimize Spread of Infection	$91,859,116.00	30.20%
Supplemental Services	$8,824,428.00	2.90%
Whole Child Wellness Subtotal	$108,972,608.00	35.83%
Other		
Indirect Cost	$4,205,765.00	1.38%
Other	$43,013,076.00	14.14%
Subtotal	$47,218,841.00	15.52%
Total	**$304,177,877.00**	**100.00%**

Outcomes & Features of the Money Obligated

✓ Targeted Academic Interventions – Curriculum, Staffing – State Report Card here

✓ Improved Health/Wellness – Air Quality: 251, Water: 52, Safety: 99, Outdoor Space: 43

✓ General Enhancements – Communication: 35, Transportation: 27, Technology: 57

✓ ELO Afterschool & Summer / OPI Programming – Specific to Math, Reading, & SEL
  o 60+ ELO Programs, Statewide Reading & Math Assessments, and Professional Development

✓ Partnerships formed between Schools & Community Resource Centers
  o Schools as evidenced by intentional programming tied into ARP Plan Priorities
  o Banks as evidenced by program staffing and curriculum
  o Higher Education Programs as evidenced by staffing and professional development
  o Cultural & Faith-Based as evidenced by facility usage and staffing

✓ A portion of ESSER funding has been used to address Mental Health.

ACCREDITATION PROCESS UPDATE

Crystal Andrews
Licensure and Accreditation Director
Crystal.andrews@mt.gov

Putting Montana Students First

11/3/2023

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

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Accreditation Update 2023-24
Board of Public Education- November Update

1. Since the last meeting, the Accreditation team has held 8 PD sessions along with a SAM webinar that had over 100 administrators attend.
2. The Criterion Reference Guide and Integrated Strategic Action Plan (ISAP) template were published on October 2nd and the Accreditation team has been sharing sample evidence and examples to help support districts with their plans.
3. The Comprehensive Needs Assessment (CNA) has been updated by the OPI and has also been part of the work sessions hosted by the Accreditation Team. The OPI's CNA is optional to districts for the purpose of the ISAP, if a district already has a tool, then they can use that. It is important for districts to start the CNA process now so that they have the data for their district ISAP.
4. The Accreditation platform will be available in January. For now, districts can use the ISAP template to see what will be expected once the platform is live.
5. The 2023-24 Accreditation Process due date is March 29, 2024.

Upcoming Professional Development:
Jan 25 & 26: The New Accreditation Tool
Feb 20-22: Virtual Work Sessions
Feb 26: Billings Work Session
Feb 28: Missoula Work Session
Feb 29: Helena Work Session
Mar 1: Havre Work Session
Mar 5-7: Virtual Work Sessions
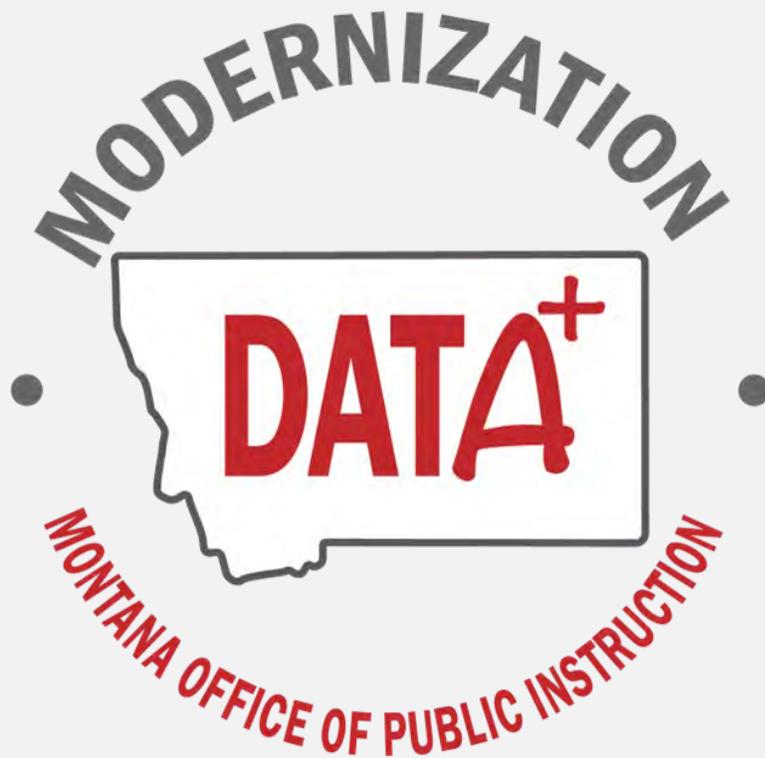
DATA MODERNIZATION PROJECT STATUS AND OVERVIEW

Chris Sinrud OPI CIO
Zam Alidina Project Manager

Putting Montana Students First A⁺

11/3/2023

OPI DATA MODERNIZATION PROJECT OVERVIEW

HB 367 OPI Data Modernization Status and Overview Report

Activities

- Assessment Documents have been delivered to OPI for planning next phase
- Current activities include data connection and flow work for the next quarter
- Accreditation addition to the TeachMT product
- Chatbots RFP in review
- Qualtric Survey tool expansion for Comprehensive Needs Assessment(CNA)

Connected Intelligence(Data Lake)
- Data collection tool for sharing and integration

Unified Insights
- Provides technical and data analytic tools for schools

Community Engagement
- Dashboard view of demographic, enrollment, assessment, graduation, etc.

PROJECT MILESTONES

PROJECT TIMELINE

Milestone #	Milestone Name	Delivery Date	Completed
1	AWS (Amazon Web Services) Data Assessment, Environment Maturity Assessment & Recommended Approach Draft Delivery	OCT 2023	✓
2	OPI Iterative Feedback	OCT 2023	✓
3	Final Delivery of AWS Assessment and Recommended Approach	OCT 2023	✓
4	Connected Intelligence Deployment	JUNE 2024	
5	Unified Insights Deployment	JUNE 2024	
6	Post Deployment & Analysis	NOV 2024	
7	Formal Signoff & Acceptance of Deployment Solution by Montana	FEB 2025	
8	Project Milestone Reference		

RIGOROUS ACTION UPDATE

Carrie Kouba
Senior Manager, Innovation and Improvement
Carrie.kouba@mt.gov

Putting Montana Students First A+

11/3/2023

OPI.MT.GOV

ELSIE ARNTZEN, STATE SUPERINTENDENT

OFFICE OF PUBLIC INSTRUCTION

ESSA Plan Updated on

C. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section. (Page 32-33)

<mark>**Below is the part we would like to amend:**</mark>

Schools making progress will continue with the OPI's support. Schools not making progress will receive support through additional interventions and intensive support from a three-person OPI and district-level team. The goal is to have all schools within a high-priority district out of the bottom 5 percent within seven years. The high-priority district will exit a school from comprehensive support and improvement only if an individual school meets the exit criteria identified.

<mark>**Below is the draft of what would replace the above statement.**</mark> **Rigorous**

Action (draft)

Through a tiered approach, schools making progress towards meeting exit criteria will continue with OPI's support. When adequate progress towards established improvement goals is not being made, the OPI will collaborate with each school district to identify necessary actions and/or interventions that need to be considered. These include but not limited to:

- Participation in collaborative strategic planning with all stakeholders, consisting of but not limited to: Students, Families, Community Members, Tribal Elders, Knowledge Keepers, School Board, & Staff to include:
    - Identification of strengths, challenges, & goals
    - Recruitment & Retention
    - District Capacity Review
    - Curriculum Alignment
    - Data-Driven Decision-Making
- Districts with the assistance of OPI develop a rigorous 30,60,90-day plan with follow up after each interval.
- Annually districts complete a review process for up to 3 years.
- Reengaging stakeholders to conduct a diagnostic review.
- Directed use of resources/Funds -or oversight
- Increased Coaching
- Assign target professional learning.

Link to feedback form:
https://docs.google.com/forms/d/1CekH_SKw2TmjXHdgjrT9HmSe4QN4oVviQf7hh9ladl4/prefill

Timeline for Rigorous Action Amendment in Montan ESSA Plan

August 8, 2023 9:00-10:00am-Task Force Meets

August 22, 2023 9:00-10:00am-Task Force defines Rigorous Action &reports on research

September 5, 2023 8:00-9:00am- Finalize Rigorous Action Plan

September 12, 2023 9:00-10:00am -Give feedback on Amendment for ESSA Plan

October 11- 26, public access to [Rigorous Action Feedback Form](#)

October 4, 2023 2:45pm-Share draft with MACIE

October 23, 2023 3:30-4:30pm - Webinar for public comment3

>   https://mt-gov.zoom.us/j/88654009288?pwd=dEFnYVZXNUp0SXpyMzYvNlN5a3NCZz09

October 26 ,2023 10:00-11:00 am-Webinar for public comment

>   https://mt-gov.zoom.us/j/84328262737?pwd=OHpObEZvYUJMem91d3c5ODlnVktHUT09

October 30, 3:00-4:00 pm respond to public comment

>   https://mt-gov.zoom.us/j/84644472959?pwd=YWJBUHpDZWgzTHVjZFRnUXJZMkFOUT09

November 10- public comment closes

November/December -Share information with BOPE, ED Advocates, Gov Consultation

January- Submit amendment to Department of Education for approval.

ITEM 4

COMMISSIONER OF HIGHER EDUCATION REPORT

Dr. Angela McLean

ITEM 5

GOVERNOR'S OFFICE REPORT

Dylan Klapmeier

ITEM 6

STUDENT REPRESENTATIVE REPORT

Gavin Mow

❖ <u>MSDB LIAISON – (Item 7)</u>

Renee Rasmussen

<u>ITEM 7</u>

<u>MSDB REPORT</u>

Paul Furthmyre

<u>ACTION ITEMS</u>:
- Personnel Action
- Out of State Travel
- Action on MOU with Great Falls Public Schools
- Action on Policy 2100 Change

Montana School for the Deaf and the Blind
Board of Public Education Report
November 2023

Agenda Action Items:

1. **Personnel Action Report**
   1 Retirement
   1 Resignation
   2 Hires

2. **Out of State Travel**
   Council of Schools and Services for the Blind Outreach Director Meeting
   Early Hearing Detection & Intervention Conference
   Conference of Educational Administrators of Schools and Programs for the Deaf
   Future Focused Schools Conference
   American Association of School Administrators Conference

3. **Approve Memorandum of Understanding**
   Great Falls Public School

4. **Approve Policy 2100 Change**
   School Calendar, Length of School Year, and Required School Vacations

5. **First Reading of Policy 2050**
   Student Instruction

6. **Approve ESSER III Amendment**

Attached Documents:
- MSDB Committee Bi-Monthly Meeting Agenda
- MSDB Committee Bi-Monthly Meeting Minutes
- Personal Action Report
- Out of State Travel Forms
- GFPS / MSDB MOU
- Policy 2100
- Proposed Policy 2050
- ESSER III Amendment
- Cognia White Paper
- October Green Team Newsletter
- October Financial Statement
- October Cottage Newsletter
- Student Numbers + 4 LEAP

MSDB Personnel Action for BOPE Meeting
November Meeting 2023

MSDB asks that the board please approves the following personnel actions:

Retirement
Sharon Woods – VI Outreach (End of 23 - 24 School Year)

Resignation
Judy Scharhag – Educational Secretary

Probationary Layoff

Renewal of Nontenure Teacher

Hire
Judy Scharhag – Accounting Technician II
Nikki King – Director of Nursing

Positions open at MSDB Currently
1 FT Interpreter
LEAP Resident Advisor
DHH Outreach Consultant
LPN

Positions to be advertised
2 TVI Outreach Consultants

Positions on hold as a result of bargaining
CLA Boys Cottage
School Psychologist / DHH Preschool Teacher

STATE OF MONTANA REQUEST AND JUSTIFICATION FOR OUT-OF-STATE TRAVEL

1) Agency Number/Name 2) Division MSDB Outreach

3) OrgNumber 4) Name of Person(s) Traveling/Employee ID#

Director of Outreach, 1 Outreach Consultant

5) Justification

The Annual School for the Blind Outreach Forum is held each May around the country. This meeting is held to allow all states to discuss hot topics in the field, collaborate on programs, services and materials pertinent to the success of blind children. This year the meeting is happening May 1-5th in Boston Massachusetts at the Perkins School for the Blind.

6) Itinerary

Destination: Boston Massachusetts

Travel Dates: May 1-5th

7) Estimated Costs

Transportation $ Meals $ Lodging $ Other $ Total estimated cost $ 2500 each person

Flight $800 each, Lodging $200 night, Uber, Meals Provide details to support estimated costs:

(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)

Title	Date	Administrator
	Date	

8) Submitted By Requested By
Carol Clayton-Bye

Approval of Authorized Agency Personnel per Department Policy   Date 10/4/23

Supervisor Date Dept. Head/Designee

NOTE: A travel expense voucher form must be filed within three months after incurring the travel expenses, otherwise the right to reimbursement will be waived. *REVISED 11/17*

STATE OF MONTANA

1) Agency Number/Name

MSDB

2) Division

Outreach

3) Org Number

4) Name of Person(s) Traveling/Employee ID#

Lisa Cannon, Outreach staff also interested: Cathy Jury, Alice Anderson, Brandy Johnson, Ca

5) Justification

Early intervention is a major part of the consultation services we provide in our areas. This conference will provide updated approaches and information to support the work we are doing across the state. The goal of the annual EHDI Meeting is to enhance the implementation of comprehensive state-based Early HearingDetection and Intervention (EHDI) programs. After participating in the meeting, participants will be better able to: Identify and promote knowledge and awareness of successful strategies for implementing comprehensive state-based EHDI programs that include screening, audiologic diagnostic evaluation, early intervention, medical home, reporting, tracking, surveillance, loss to follow-up issues, data integration, and other related surveillance components. Interpret and describe current research and research methods related to EHDI. Examine cultural competence of providers and assess their ability to work with children who are deaf or hard of hearing, their families, and communities. Discuss the importance of enhancing and creating new and ongoing working relationships among federal agencies, non-profit organizations, state health departments and educational agencies, advocacy groups, families, and professionals.

6) Itinerary

Destination: Denver, CO

Travel Dates: depart March 15, 2024 return March

7) Estimated Costs

Transportation $ 4000.00   Meals $ 1300,00   Lodging $ 4000.00   Other $ 2800.00

Total estimated cost $ 12,100.00

Provide details to support estimated costs:
(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)

Transportation includes shuttle fees to and from the airport. Lodging and meals are recorded as a maximum of 5 nights. Some consultants may not choose to attend the pre-conference days and may stay 3 or 4 nights instead, this will effect both lodging and meals. "Other" covers registration plus 2 pre-conference sessions at most, this could be less if people do not to attend pre-conf.

8) Submitted By	**Title**	**Date**
Leann Goss	Outreach Consultant	10/11/2023

Approval of Authorized Agency Personnel per Department Policy				
Supervisor	Date	Administrator *Carol ClaytoBye*		Date 10/16/23
Dept. Head/Designee	Date			

NOTE: A travel expense voucher form must be filed within three months after incurring the travel expenses, otherwise the right to reimbursement will be waived.

REVISED 11/17

STATE OF MONTANA

1) Agency Number/Name

MT School for the Deaf and the Blind

2) Division

3) Org Number

4) Name of Person(s) Traveling/Employee ID#

Paul Furthmyre, Julie-Dee Alt

5) Justification

MSDB will be seeking school accreditation from CEASD in 2024-2025.

Conference of Educational Administrators of Schools and Programs for the Deaf

CEASD holds annual conferences in locations around the United States during which attendees learn from nationally-known keynote speakers, share information on best practices, and network with peers. The 2024 CEASD Conference host is the South Carolina School for the Deaf

6) Itinerary

Destination: Spartanburg, South Carolina

Travel Dates: April 17-21, 2004

7) Estimated Costs

Transportation $ 2000   Meals $ 540   Lodging $ 1192   Other $ 1550

Total estimated cost $ 5282

Provide details to support estimated costs:
(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)

Registration: $675 each
Ground Transportation: $200

8) Submitted By

Paul Furthmyre

Title	Date
Superintendent	10/19/2023

Approval of Authorized Agency Personnel per Department Policy

Supervisor	Date	Administrator	Date
Dept. Head/Designee	Date		

NOTE: A travel expense voucher form must be filed within three months after incurring the travel expenses, otherwise the right to reimbursement will be waived.

REVISED 11/17

STATE OF MONTANA

1) Agency Number/Name	2) Division
MT School for the Deaf and the Blind	

3) Org Number	4) Name of Person(s) Traveling/Employee ID#
	Paul Furthmyre, Julie-Dee Alt

5) Justification

MSDB has been a part of the LEAD2025 initiative. This is a continuation of that work.

Future Focused Schools Conference

In a changing world, education is key. The 2024 Future Focused Conference (FFSC24) invites you to join a transformative event filled with innovation and forward-thinking solutions. Experience a place where traditional approaches are reshaped, preparing leaders to tackle future challenges effectively. It's more than inspiration; it's preparing to shape a promising future. This isn't just a conference; it's an adventure into the transformative potentials of education, offering unique networking sessions rich with insights and forward-thinking strategies.

6) Itinerary

Destination: Washington, DC

Travel Dates: June 22 - 27, 2004

7) Estimated Costs

Transportation $ 2000	Meals $ 648	Lodging $ 2790	Other $ 200

Total estimated cost $ 5638

Provide details to support estimated costs:
(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)

Registration: $900 each
Ground Transportation: $200

8) Submitted By	Title	Date
Paul Furthmyre	Superintendent	10/19/2023

Approval of Authorized Agency Personnel per Department Policy			
Supervisor	Date	Administrator	Date
Dept. Head/Designee	Date		

NOTE: A travel expense voucher form must be filed within three months after incurring the travel expenses, otherwise the right to reimbursement will be waived.

REVISED 11/17

STATE OF MONTANA

1) Agency Number/Name

MT School for the Deaf and the Blind

2) Division

3) Org Number

4) Name of Person(s) Traveling/Employee ID#

Paul Furthmyre

5) Justification

MSDB is part of the AASA LEAD25 Initiative.

2024 AASA National Conference on Education

Hear from education thought leaders who are championing our nation's school systems and take home new ideas and approaches to invigorate your own district.

Focus Zones Include:

Live Well, Lead Well
Transformational Leading & Learning
Re-Designing Learning
School Environment & Culture
School Safety, Finances & Operations

6) Itinerary

Destination: San Diego, California

Travel Dates: February 13-17, 2004

7) Estimated Costs

| Transportation $ 1000 | Meals $ 270 | Lodging $ 1206 | Other $ 1055 |

Total estimated cost $ 3531

Provide details to support estimated costs:
(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)

Registration: $855
Ground Transportation: $200

8) Submitted By | **Title** | **Date**

Paul Furthmyre | Superintendent | 10/19/2023

Approval of Authorized Agency Personnel per Department Policy			
Supervisor	Date	Administrator	Date
Dept. Head/Designee	Date		

NOTE: A travel expense voucher form must be filed within three months after incurring the travel expenses, otherwise the right to reimbursement will be waived.

REVISED 11/17

AGREEMENT

This agreement is made between the Montana School for the Deaf and Blind (MSDB) and the Great Falls Public Schools, Districts 1 and A (GFPS). It is an interlocal agreement authorized by the Interlocal Cooperation Act, sections 7-11-101 through 7-11-108, MCA and the cooperative programs between the Montana School for the Deaf and the Blind and Great Falls School District #1, 10.61.101 ARM. This agreement encompasses the prior informal arrangement between the parties to cooperate in meeting the needs of visually impaired, deaf, and hard of hearing students at MSDB and in the GFPS.

1. **DURATION**

   The term of this agreement shall be two (2) years or until such time as one or both parties terminate the agreement. This will ensure parties are meeting during legislative years.

2. **NO SEPARATE LEGAL ENTITY.**

   No separate legal entity is created by this agreement.

3. **PURPOSE**

   The purpose of the agreement is to recognize and encourage the cooperative efforts between MSDB and GFPS in providing educational services to visually impaired, deaf, hard of hearing, and deaf/blind students placed at MSDB and in the GFPS. MSDB and GFPS have explored and will continue to explore areas of mutual cooperation in providing services to those students.

   The parties agree as follows:

   Great Falls Public Schools

   - GFPS agrees to waive its right to charge out-of-district tuition to either MSDB or the resident school district of those children enrolled at MSDB who are mainstreamed into the GFPS at the elementary, middle school or high school levels.

   - GFPS agrees to provide access to content area instructors at the secondary level for the purposes of consultation and collaboration with MSDB to assist the school in meeting the provisions of the Every Student Succeeds Act, specifically regarding assessment and standards planning.

   - GFPS agrees to supply Great Falls area MSDB student's summer support if a student's IEP is marked needing Extended School Year and MSDB data reflects need for the service.

- GFPS agrees to supply special needs bussing for MSDB students that have Transportation marked as a related service on the IEP.

- GFPS agrees to train MSDB Media staff on how to access Bookshare.

- GFPS agrees to have one member of MSDB staff sit on their calendar and safety committees.

Montana School for the Deaf and the Blind

- Upon referral, MSDB agrees to assist with evaluations for eligibility and placement of students with vision and hearing loss.

- MSDB agrees to collaborate with GFPS in the development of individual education plans for students living in the local district and, based on team recommendations, will provide disability specific services on MSDBs campus including instruction in Braille and Nemeth Code, Orientation and Mobility, instruction using assistive technology for the blind, and direct instruction through teachers using sign language.

- MSDB agrees to provide sign language interpreter services to MSDB deaf or hard of hearing children who take classes at Lewis and Clark Elementary, East Middle School, and Great Falls High School. Interpreter services shall be provided in manner that can reasonably be arranged by MSDB and appropriately meet the needs of students as identified in their Individual Education Plans or 504 Plan.

- MSDB agrees to provide sign language interpreter services to MSDB students that participate in athletics with East Middle School and Great Falls High School.

- MSDB agrees to provide sign language interpreter services for any MSDB students that are utilizing the GFPS summer school ESY program.

- MSDB will also provide consultation and technical assistance to GFPS teaching staff and administrators. GFPS staff has access to MSDB service provider specialists for assessment with assessment and IEP or 504 consultation.

Both Schools

- GFPS and MSDB agree to work collaboratively to plan, manage, report, and when necessary share special education data and records in the Achievement in Montana (AIM) system as well as paper copies of data and reports.

- GFPS and MSDB agree to share information and make professional development opportunities available to the staff of each party whenever appropriate and feasible.

- GFPS and MSDB agree to collaborate on professional development initiatives that improve teaching skills and practices when necessary to better meet the needs of students with vision loss or hearing loss.

- GFPS and MSDB agree to provide access to curriculum and teaching materials being utilized by each other if needed to support students.

- GFPS AND MSDB agree to assist each other with related service provider services if the other is struggling to fill vacant openings.

- GFPS AND MSDB agree to collaborate on purchasing devices utilized by students with visual or hearing loss. This will ensure that students have access to the same equipment in all learning environments. GFPS will pay for the device if it is to be used in one of their buildings. MSDB will pay for the device if it will be used at MSDB.

- GFPS AND MSDB agree to support each other's life skills programs to benefit all students.

- GFPS AND MSDB agree to support each other with utilizing the other districts facilities for activities, practices, and/or training.

4. **FINANCING.**

The parties to this agreement shall each finance the personnel and the equipment which they provide toward this cooperative undertaking.

5. **ADMINISTRATION.**

This agreement shall be administered by cooperative agreement between the Superintendent of Montana School for the Deaf and the Blind and by the Superintendent of the Great Falls Public Schools.

6. **PROPERTY ACQUIRED.**

The parties will not jointly acquire property for use in this cooperative agreement. Each party may at times provide property which will be used to fulfill the purposes of the agreement. The party which owns the property will retain title in the property and will be responsible for the disposition of such property, whether real or personal.

7. **INDEMNITY AND LIABILITY.**

Each party agrees to be responsible and assume all liability for its own wrongful or negligent acts, omissions, breach of student confidentiality, or other misconduct and those of its officers, agents and employees and to hold the other harmless therefore and shall defend and indemnify the other for any and all liability arising from such conduct. This hold harmless and indemnification shall survive any termination of this Agreement.

8.   **TERMINATION.**

This agreement will be terminated by mutual agreement or by one party providing 180 days written notice to the other party that it not longer intends to participate in the agreement.

DATED this _____ day of October, 2023.

_____   _____
Paul Furthmyre   **Tom Moore**
Superintendent   Superintendent
Montana School for the Deaf   Great Falls Public Schools
and the Blind

MSDB is willing to offer the following in exchange for rent with GFPS student teaching candidates.

40 Hours per Month Service to the School (Per Candidate)
- Take a minimum of two sign classes per week
- Take visually impaired assistive device / orientation mobility training once a month
- Conduct tutoring sessions for students in the evening and weekends
- Provide life skills training on the weekend (i.e. cooking meals, laundry, cleaning, etc)
- Help Supervise LEAP students and support life skill trainings (i.e. cooking)
- Take MSDB paid Lifeguard training and provide lifeguard services
- Work special weekend events on campus (i.e. VI Games)
- Work Mustang Center (Gym) front desk during events

Student teaching candidates will have access to:
- Laundry Services
- Community Kitchen / Living Room Areas
- Dorm Style Bathroom Services

What we expect:
- Have open mind when working with our staff and students
- Keep community areas clean as we have guests all the time
- Understanding that our school infirmary is located in the same hallway
- We are a state agency and no alcohol, drugs, tobacco permitted on grounds
- Be a great role model for our students and maintain high standards

Montana School for the Deaf and the Blind
INSTRUCTION

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

School Calendar

Subject to §§ 20-1-301 and 20-1-308, MCA, and any applicable collective bargaining agreement covering the employment of affected employees, the trustees of a school district shall set the number of hours in a school term, the length of the school day, and the number of school days in a school week. When proposing to adopt changes to a previously adopted school term, school week, or school day, the trustees shall: (a) negotiate the changes with the recognized collective bargaining unit representing the employees affected by the changes; (b) solicit input from the employees affected by the changes but not represented by a collective bargaining agreement; (c) and from the people who live within the boundaries of the school district.

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

1. ~~Develop and submit for Board approval a yearly school calendar having not less than 180 or more than 186 instructional days.~~

School Calendar Considerations

2. ~~Such yearly~~ Yearly calendar may be adjusted to coincide with the school calendar adopted by Great Falls School District #1.
3. Require that all children residing in the school cottages go to their respective homes or to other destinations specified by their parents or guardians for all residential closings during the year.

School Year

At least the minimum number of aggregate hours must be conducted during each school fiscal year. The minimum aggregate hours required by grade are:
(a)   720 hours for grades kindergarten through 3;
(b)   1,080 hours for grades 4 through 11; and
(c)   1,050 hours may be sufficient for graduating seniors.

The minimum aggregate hours, described above, are not required for any pupil demonstrating proficiency pursuant to 20-9-311(4)(d), MCA.

In addition, five (5) pupil instruction-related days may be scheduled for the following purposes:
1.   Pre-school staff orientation for the purpose of organization of the school year;
2.   Staff professional development programs (minimum of three (3) days);
3.   Parent/teacher conferences; and
4.   Post-school record and report (not to exceed one (1) day, or one-half (½) day at the end of each semester or quarter).

The Board of Trustees has established an advisory committee to develop, recommend, and evaluate the school district's yearly professional development plan. Each year the Board of Trustees shall adopt a professional development plan for the subsequent school year based on the recommendation of the advisory committee.

Policy History:
Adopted on: 10-14-92
Revised on:

The School District has adopted the protocols outlined in this policy to ensure the delivery of education services to students onsite at the school, offsite at other locations using available resources. The District administration or designated personnel are authorized to implement this policy.

As outlined in District Policy 2100, and except for students determined by the School District to be proficient using School District assessments, the adopted calendar has a minimum number of 720 aggregate instructional hours for students in kindergarten through third grade; 1,080 hours for students in fourth through eleventh grade and 1,050 hours for students in twelfth grade.

The School District may satisfy the aggregate number of hours through any combination of onsite, offsite, and online instruction. The District administration is directed to ensure that all students are offered access to the complete range of educational programs and services for the education program required by the accreditation standards adopted by the Montana Board of Public Education.

For the purposes of this policy "aggregate hours of instruction" within the meaning of that term in Montana law, the term "instruction" shall be construed as being synonymous with and in support of the broader goals of "learning" and full development of educational potential as set forth in Article X, section 1 of the Montana Constitution. Instruction includes innovative teaching strategies that focus on student engagement for the purposes of developing a students' interests, passions, and strengths. The term instruction shall include any directed, distributive, collaborative and/or experiential learning activity provided, supervised, guided, facilitated, work based, or coordinated by the teacher of record in a given course that is done purposely to achieve content proficiency and facilitate the learning of, acquisition of knowledge, skills and abilities by, and to otherwise fulfill the full educational potential of each child.

Staff shall calculate the number of hours students have received instruction as defined in this policy through a combined calculation of services received onsite at the school or services provided or accessed at offsite or online instructional settings including, but not limited to, any combination of physical instructional packets, virtual or electronic based course meetings and assignments, self-directed or parent-assisted learning opportunities, and other educational efforts undertaken by the staff and students that can be given for grade or credit. Staff shall report completed hours of instruction as defined in this policy to the supervising teacher, building principal, or district administrator for final calculation.

In order to comply with the requirements of the calendar, District Policy and Section 20-1-301, MCA, the District shall implement the instructional schedules and methods identified in this policy.

Offsite Instruction

The Board of Trustees authorizes offsite instruction of students in a manner that satisfies the aggregate number of instructional hours outlined in the School District's adopted or revised calendar for a school year. Offsite delivery methods shall include a complete range of educational services offered by the School District and shall comply with the requirements of applicable statutes. Students completing course work through an offsite instructional setting shall be treated in and have their hours of instruction calculated in the same manner as students attending an onsite institutional setting.

Offsite instruction is available to students on a case-by-case basis for those students who have successfully completed the ten day observational period as outlined in Policy 3110.

The Board of Trustees authorizes the district administrator to permit students to utilize an offsite or online instructional setting at when circumstances require.

Proficiency-Based Learning

The Board of Trustees authorizes proficiency-based learning when a student demonstrates proficiency in a course area as determined by the Board of Trustees using District assessments, or other measures approved by the Board of Trustees.

The Board of Trustees waives the minimum number of instructional hours for students who demonstrate proficiency in a course area using district assessments that include, but are not limited to, the course or class teacher's determination of proficiency as defined by the Board of Trustees. This determination shall be based on a review of the student's completed coursework, participation in course delivery, and other methods applicable to the specific course or class. The Board of Trustees authorizes the use of the proficiency determination process for students who have selected this method of delivery, students for whom the School District is unable to document satisfaction of the required minimum aggregate number of hours through the offsite or onsite methods outlined in this policy, or other students whom School District personnel determine satisfy the definition of proficient or meeting proficiency.

This provision is based in the declaration by the Montana Legislature that any regulation discriminating against a student who has participated in proficiency-based learning is inconsistent with the Montana Constitution.

Legal Reference: Article X, Section 1, Montana Constitution
                    Section 20-1-101, MCA   Definitions
                    Section 20-1-301, MCA   School Fiscal Year
                    Section 20-7-118, MCA   Offsite Provision of Educational Services
                    Section 20-7-1601, MCA   Transformational Learning –Legislative Intent
                    ARM 10.55.906(4))   High School Credit

Cross Reference: Policy 2100   School Calendar
                         Policy 3110   Referral Procedures for Placement and Admission and Transfer Procedures

Policy History:
Adopted on:
Reviewed on:
Revised on:
Terminated on:

Montana School for the Deaf and the Blind
ESSER III Proposed Budget Amendment

Reason for proposed budget amendment. With the funding needing to be spent in the next year and most staff members using the sick leave that was created with this grant, it is important that we free up the left over money from the sick leave and move to support other school initiatives as a result of COVID. In addition to the leave, a majority of the original SEL expenditure was moved to MSDBs ESSER II allocation and has already been paid for (School Services of MT). Therefore, that allocation needs to be reallocated as well.

A total of $21,317 will be reallocated from 100-10 to 300-20 (Address Learning Loss for MTSS consulting services).
A total of $48 will be reallocated from 100-10 to 300-20 (Other for Portrait of Graduate).
A total of $11,560 will be reallocated from 200-10 to 300-20 (Other for Portrait of Graduate).
Atotal of $15,468 will be reallocated from 600-10 to 300-20 (Other for Portrait of Graduate).

Original ESSER III Grant Application
MSDB was provided $76,560 in Federal ESSER III funding.

Funding was Broken Down as Follows:
Description of Expenditure
COVID leave for staff that have come into contact with COVID. ($40,000)

Object Code	100	Personal Service – Salaries
Purpose Category	10	Instruction
Use of Funds		Minimized Spread of Infection

Amount of original allocation spent: $18,635

Amount to be reallocated: $21,365

Description of Expenditure
COVID leave for staff that have come into contact with COVID. ($15,312)

Object Code	200	Employee Benefits
Purpose Category	10	Instruction
Use of Funds		Minimized Spread of Infection

Amount of original allocation spent: $3,752

Amount to be reallocated: $11,560

Description of Expenditure
SEL will be utilized to help students cope with the learning demands that exist due to the learning loss during COVID. ($21,248)

Objects Code	600	Supplies
Purpose Category	10	Instruction

Use of Funds   Address Learning Loss

Amount of original allocation spent: $5,780

Amount to be reallocated: $15,468

Total to be reallocated with Amendment 1: $48,393

ESSER III Amendment 1 Breakdown

Description of Expenditure
MSDB has begun to work on the schools Portrait of the Graduate. COVID helped MSDB realize the need for defining these competencies for our students. Our students need more than just math and literacy instruction and knowledge to be successful in life. To help guide our stakeholders in developing a portrait that is usable and the North Star for our school, MSDB has contracted with Batelle for Kids. ($27,076)

Objects Code	300	Purchased Professional and Technical Services
Purpose Category	20	Support Services
Use of Funds	Other	

Description of Expenditure
MSDB began implementing a Multi-Tiered System of Supports for its literacy students as a result of COVID. To help develop a model in our specialized school, we contracted with the American Institute of Research (AIR). We have contracted with AIR again to help build these supports in math, social and emotional settings, expanded core curriculum. ($21,317)

Objects Code	300	Purchased Professional and Technical Services
Purpose Category	20	Support Services
Use of Funds	Address Learning Loss	

Total reallocated with Amendment 1: $48,393

MSDB / BOPE Bi-Monthly Meeting Agenda 10:00 - 11:30 AM		
Date: 10/19/2023	**Attendees:**	

Meeting Objectives: - Provide BOPE Information about all MSDB Programs - Seek guidance from the BOPE		Future Agenda Items:

Program	Agenda Items	Items Needing Follow-Up
Administration	- Personnel Action Plan - Out of State Travel - COSB Outreach Meeting - EHDI - CEASD - Future Focused School Conference - AASA - Great Falls Public Schools MOU - Policy Reviews 1000 Series - MFPE Labor Management Committee - Recommend to Staff - Parents / Community - BPE - MSDB Portrait of a Graduate - North Star Moving Forward 1 Admin / 2 Teachers to National Event - Conferencing Call with Battelle Team - Conferencing Call with Ohio School for the Deaf and the Blind - Oct 27th Meeting with Portrait Leadership	- Action Items Needed - Personnel Action - Out of State Travel - Approve GFPS MOU - Approve Transformation Learning Grant - Policy 2050 - Policy 2100 - ESSER III Amendment

	Team
	    ■ Will Set Next Date
	  ○ Transformational Learning Grant
	    ■ Proficiency Based Education
	    ■ Linked to POG and transitional time periods
	    ■ Policy 2050
	    ■ Policy 2100 Change
	  ○ Backwards curriculum / assessment design based off PBE
	  ○ Support students with MTSS after those critical transition periods
	● Accreditations
	  ○ Cognia Smartbrief
	  ○ AER
	  ○ Green Team October Newsletter
	● ESSER Funding
	  ○ ESSER II Report
	  ○ ESSER III Update
	    ■ Contract with AIR
	    ■ Batelle for Kids
	● Governors Award
	● Legal Update
	  ○ Land Donation
	  ○ Student Travel
	● Foundation Update	

Business Office	● Financial Report as of 10/16/23 ● Fraxion Purchase Order Database - work continues to catch up Jul - Sep. ● Accounting Technician, Jaime Walker, quit on Sep 1st, so three of us are covering that position. New hire, Judy Scharhag will transition from Education Secretary to Accounting Technician over the next couple of months.	

Residential	- Student Activities - Labor Day Weekend - GFHS Homecoming parade 9/29 - GFHS Football game 9/29 - UM - Homecoming and game 9/30 - GF Americans Hockey 10/1 - Native American SL at CMR Museum 10/11 - GFHS JV game 10/16 - After school and Clubs - Trainings - - Sep 15 - Google and RCYCP - Oct 18 - RCYCP - Travel Day Sep and Oct 18-22 - Thanksgiving Dinner - November 19 - 5:00 PM - Christmas Dinner - December 17 - 5:00 PM 📄 October 2023.pdf	
Education: School	- Current numbers - Referrals 1 student - 10 Observation in progress 3 students - ready for/ involved in the file review process 4 students - gathering information/paperwork - Staff attended conferences - Battelle for Kids - Annual Event - APH National Conference - National Braille Association Conference - Literacy Consultant on Campus - Sept. & Oct. - Added Para training component - On-going Department PD related to fall PIR - ASLPI - DHH Dept - CVI in the Preschool Setting - VI Dept - Eagle Scout Presentation - Former Student - Thank you (former teacher, preschool	

	graduation picture) • End of 1st Quarter - Nov. 1st • Red Ribbon Week - Oct. 23-27 • Halloween collaboration with MAFB - Oct. 27th • Academic Bowl Team • Winter Program - Thursday, Dec. 21st at 1:00 pm	
Education: Outreach	• Braille Symposium • DEW • NRAER • MSHA • Updates to web page	

Board of Public Ed Meeting

BOPE Meeting – October 19, 2023
Those in attendance - Paul Furthmyre, Renee Rasmussen, Tim Tharp,
Jim Kelly, Julie-Dee Alt
Absent - Donna Schmidt, Carol Clayton-Bye, McCall Flynn
Note Taker – Paula Mix

Approval of Agenda

Meeting Objectives:
- Provide BOPE information about all MSDB Programs
- Seeking guidance from the BOPE

Administration - Paul
- MSDB reported that one staff member will be retiring as an Outreach VI Consultant at the end of June. The school has one resignation from the Educational Secretary, however that individual has been hired for the Accounting Tech position here at MSDB. We have positions that are still open, some are being held as a result of the bargaining sessions this past Fall. We are submitting our Out of State travel for November thru June for approval. We have been working with GFPS on our MOU and have made some changes. One additional item to the MOU is to lease four of our cottage rooms for Student teachers in exchange for 40 hrs of service per month. They will be required to take two sign classes a week, take a class with a VI staff member on accessibility or O&M. Our Labor Management committee is reviewing our policies and using the Montana School Board Association policies as examples. We are also using MTSBA as a resource to indicate what policies are required to have. We are beginning to focus more on developing our Portrait of a Graduate. A team of staff members attended the Annual Battelle for Kids Conference and returned ready to begin the work. We are collaborating with Battelle and the Ohio School for the Deaf and the Blind. We will be applying for a Transformational Learning Grant through OPI.

  Will be submitting our AER Accreditation application by the end of October. We should hear back about our AER Accreditation within 3 months. MSDB has been included in a white paper produced by COGNIA, illustrating the work at MSDB is being noticed by others.

  Our Green Team Newsletter is a Monthly report that will highlight key areas of our strategic plan. This newsletter will tell the story of what has happened over the last month, what we plan to do during the next month, and documents from previous meetings. This will keep our Foundation, BOPE, Parents and staff informed.

  We took our Infirmary Staff to Helena to receive the Governor's Award as we recognized them for their hard work during COVID.

  We continue to work with our Lawyers regarding a piece of land next to MSDB that is being donated to the Foundation. The question remains, can the BPE or MSDB Foundation accept the land on behalf of the state. We have found a solution to our travel home problems.

The Foundation Board will be having another greet and meet opportunity on Nov 8.

Maintenance/Business Office - Donna on vacation

- The budget shows the comparison of last year and current year. Everything looks good right now as a result of having the budget as a focus of all administrators weekly. Our new Fraxion Purchase Order Database will be able to show Admin the actual data, how much was allocated, spent, and how much of the funding is tied up currently with Purchase Orders. Our new Accounting Technician will begin her transition to the business office in November.

Residential - Jim

- Jim reported that our Cottage students and day students have had a lot of activities. Labor Day weekend - mini golf, movie. GFHS homecoming parade and football game. We went to the UM homecoming game- thank you to the Griz Kids Organization for contributing towards this program to enable us to attend. We took our Cottage kids to the GF Americans Hockey game. They attended the Native American sign language lecture at the CMR Museum. We have a number of clubs after school that they are involved in. They will be going to the Grand Street Theater in Helena to watch the Wizard of Oz in ASL.

  Our cottage staff on travel weekends have been involved with training - Google training, communication, and relationships training. Our new staff goes through RCYCP training which consists of 40 hours of instruction and passing an exam. As a result, they are compensated by .80 per hour after successfully passing the test. All staff need to keep up their certification yearly.

  We have scheduled our Thanksgiving Dinner Nov. 19 at 5, and Christmas Dinner Dec. 17 at 5. All BPE members are invited to attend.

Education: School - Julie-Dee

- Julie-Dee reported on our current enrollment of 41 students. We have 1 ten day observation in progress and 3 for file review and 4 that we are gathering information on. Our staff have been attending a number of conferences - Battelle for Kids, APH National Conference, and the National Braille Association Conference. Our Literacy consultant has been on campus meeting with our teachers and recently working with our Para's. We asked our Departments to continue their PD training throughout the year and build on the PIR back in the fall. DHH Dept- ASLPI, VI Dept - CVI in the preschool setting. We have a number of activities coming up- Red Ribbon week, Halloween in collaboration with MAFB for activities in the gym. Winter Program will be Dec. 21 at 1. Academic Bowl will be seeking applicants and testing for students on and off campus.

Education: Outreach - Carol at a Conference

- We had a number of people here for the two day Braille Symposium on how to use Braille in the classroom. DEW was held which is for Outreach students from around the state and to have them come on campus and be in the classroom. VI Outreach staff are

at NRAER in Brookings, Idaho this is a conference for the Blind, MSHA conference is in Great Falls this week and our consultants, Foundation Board some staff will be attending.

How Data and Inclusive Leadership Improve School Outcomes

**WHEN REAL-TIME DATA AND COLLABORATION
DRIVE DECISION MAKING, SCHOOLS SEE THE BENEFIT**

cognia®

How Data and Inclusive Leadership Improve School Outcomes

WHEN REAL-TIME DATA AND COLLABORATION DRIVE DECISION MAKING, SCHOOLS SEE THE BENEFITS.

Today's school leaders are responsible for imparting knowledge while adapting, innovating, and guiding their students and teams through rapid changes. This convergence of challenges and opportunities emphasizes the need for school leaders to reassess how they approach their roles, allowing data and collaboration to guide next steps in school improvement.

While access to actionable data is essential, successful school development strategies hinge on the active involvement of classroom teachers, school administrators, and other staff working together as a cohesive team.

This collaborative sentiment is not just superficial – it's backed by research. Consider this:

- Analysis published in the journal American Educator concluded that effective school leadership actively involves teachers in decision making, which correlates positively with higher student achievement.

- Research published in the American Journal of Education found that teacher job satisfaction, including the feeling of "being heard" by leadership, positively affects student achievement in math and reading.

- A Qualtrics survey of nearly 900 teachers listed engagement and inclusion as two of the top five factors of job satisfaction that further ensures their intent to stay in their current role.

It's clear that educators' feedback is valuable to retention, student success and overall school improvement – but how do we create the conditions for a collective data-inquiry process? And what role does access and analysis of data play in developing and implementing school improvement plans?

By embracing the collective intelligence of educators and implementing data-driven decision making, schools can lay the groundwork for sustained development and emerge as even stronger centers of excellence in education.

THE VITAL ROLE OF DATA AND COLLABORATION IN SCHOOL IMPROVEMENT

At the heart of successful school improvement lies the interplay of data-driven decisions and collaborative leadership. The strength of data is harnessed when leaders and educators unite to decipher it, navigating the nuanced dimensions of school culture and catalyzing teacher agency.

Dr. Orletta Rush, deputy superintendent for the Jefferson County School District in Alabama, shares that her district prioritizes data-driven decision making, with an emphasis on collaboration.

"My district's Continuous Improvement Framework details a laser focus on leadership, culture and climate, teaching and learning, and effective ways of utilizing learning supports," Dr. Rush says.

After conducting several instructional diagnostic reviews in her district, Dr. Rush identified climate and culture as vital areas of improvement in the district.

To help achieve this end, her district partnered with Cognia®, a nonprofit organization that equips educators and leaders with the tools to foster meaningful school improvement by providing research-based insights, data-driven solutions, and innovative resources. Cognia consultants collaborated with district and school teams, both on-site and remotely, to ensure these services were successfully customized to the district's needs.

"To yield true data-driven results," Dr. Rush said, "we collaborated with Cognia to ensure that diagnostic reviews and professional learning services aligned with our district's strategic plan."

"

My district's Continuous Improvement Framework details a laser focus on leadership, culture and climate, teaching and learning, and effective ways of utilizing learning supports

Dr. Orletta Rush
Deputy Superintendent, Jefferson County School District

Dr. Rush's team used several tools available from Cognia to improve culture and climate, giving educators more agency and resources to do their best work. One was Cognia's Effective Learning Environments Observation Tool® (eleot®) – created to measure and encourage an environment that puts learners at the center, where they actively engage and direct their learning.

Another way Dr. Rush and her team approached school improvement was through regularly and effectively hearing feedback from educators and staff at all levels of the district. To do this, Dr. Rush made use of the MyVoice online platform that empowered teachers to give regular input, specific to what was happening in the district and aligned to 48 research-based healthy school culture indicators.

"MyVoice has allowed school and district leaders to be more intentional and systemic in effectively progress-monitoring the school's and district's comprehensive needs," Dr. Rush said.

Additionally, her district made use of direct input from stakeholder surveys to adjust practices based on educator feedback.

PROFESSIONAL DEVELOPMENT EMPOWERS EDUCATORS TO PARTICIPATE AND GROW

True transformation in education stems from continuous learning and professional development, but understanding how to best collaborate in school environments takes training. Coaching and professional development can support teachers and district leaders to formulate a collaborative approach to school improvement.

Paul Furthmyre is the school administrator at the Montana School for the Deaf and the Blind, serving students ranging in age from 18 months old to 22 years old. The students at the school were hit especially hard with learning challenges during the onset of the COVID-19 pandemic – leading Furthmyre and his team to seek out a new strategic plan that included more robust professional development opportunities for its educators.

"We wanted to have one focus – not just doing one thing, but everybody going in the same direction to meet the same common goals.," Furthmyre said. "We've been working with the

Empowering school collaboration with MyVoice

According to <u>research</u>, when professional development is paired with on-site coaching and teacher collaboration, outcomes are significantly improved compared to environments without such programs. As education leaders and district administrators look for ways to rectify challenges in their school systems, they should look to programs that combine data and insights from their colleagues.

One such program is the MyVoice online platform for educator feedback that leadership can view and analyze. MyVoice identifies 10 Drivers of Healthy School Culture that provide valuable insights into leveraging culture's power as a foundation for improving schools.

Dr. Brian Keefer, now executive director of professional learning and leadership development at Fulton County Schools in Georgia, saw a need to address culture challenges and staff disconnection at one school where he was serving as principal. Dr. Keefer successfully utilized Cognia's comprehensive framework, consisting of 6 critical steps, to guide his team.

STEP 1

1 Dr. Keefer attended a conference in the summer of 2022 led by Superintendent Robbie Hooker and Rob Neu, a Cognia representative and two-time superintendent. During those presentations, Keefer could already see the vision for how better collaboration would positively affect his team.

"It became clear early on," Dr. Keefer said, "that the MyVoice online platform could address staff disconnection and the need for an increased voice in operations and decision-making."

STEP 2

2 Sharing the new approach to garner feedback was crucial for Dr. Keefer's team to take ownership of school improvement strategies. "We needed quick wins to build trust across our staff that MyVoice was not just another survey but was driving actual change," said Dr. Keefer.

STEP 3

3 Once Dr. Keefer and his team had input from their staff, they wanted to streamline an improvement plan. By starting with the "Clear and Unified Direction" driver, specific pain points within the school

5

were identified. Specifically, Dr. Keefer says his staff felt disconnected from district- and school-level decision-making, so this was an area that his team wanted to address through improved educator engagement to encourage a culture of continuous, collaborative improvement.

STEP 4

4 Dr. Keefer initiated the process by notifying stakeholders and involving his staff.

To start this process, the school's leadership team reviewed the MyVoice statements with their own teams to further understand and interpret the meaning of each statement. Leadership team members then returned and shared the voice of their teammates with the larger leadership team.

Through these share outs, the leadership team drew consensus about steps that would align with the individuality of staff members.

The leadership team then drafted solution steps within the MyVoice platform to ensure the action steps were aligned with the language of the driver, as well as the staff.

"We built necessary accountability steps to ensure we followed through with our commitments," Dr. Keefer said.

STEP 5

5 Next, leadership team members spoke at a faculty meeting to share the data, the solution steps they agreed they would implement, and progress along the way.

"We agreed to cycle through soliciting modified scores from stakeholders quarterly with development of action steps by the leadership team," Dr. Keefer said.

This open dialogue showed staff that their feedback was being taken seriously and led to authentic action.

STEP 6

6 Lastly, Dr. Keefer and the leadership team instituted a regular feedback/action cycle throughout the year, fostering a culture of collaboration and trust. The result was significant growth in all 10 drivers from baseline to end-of-year scores, indicating an improved school culture grounded in honest feedback and proactive action.

"We implemented the MyVoice online platform with tremendous success," Dr. Keefer concludes. "MyVoice serves as a tool to measure the unmeasurable: culture. By engaging the leadership team in leading the school improvement efforts, we committed to collaboration while ensuring our educators' voices were heard."
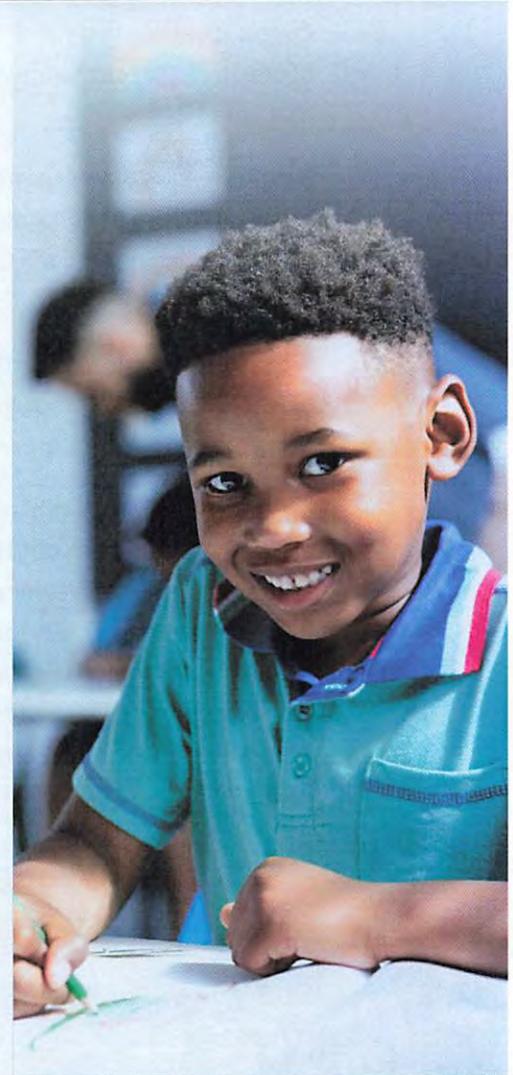
> "
> We built necessary accountability steps to ensure we followed through with our commitments
> "

Dr. Brian Keefer
Executive Director
of Professional Learning and
Leadership Development,
Fulton County Schools
Georgia

professional development resources from Cognia for about two years now and this part of our strategic plan has really blossomed in that time."

Furthmyre says that he particularly likes the way that professional development and strategic planning through Cognia use the "team approach."

"We really want educators to take ownership of where we're going and what we need to do," he said.

Cognia's repertoire of professional learning experiences acts as a compass, guiding educators in their quest for excellence. The four pillars of high-quality schools—healthy culture, leadership, student engagement, and growth in learning—are integral to Cognia's framework, ensuring educators have a blueprint for transformative change.

Professional Learning from Cognia provides comprehensive growth opportunities, ensuring educators can make positive and generative changes in their instructional practices.

THE RIGHT TOOLS ENABLE SCHOOL IMPROVEMENT

Data and collaboration are two sides of the same coin in the quest for school improvement. By embracing Cognia's holistic approach to collective improvement, schools can pave the way for sustained advancements and unlock their potential to become even stronger centers of excellence in education.

Dr. Rush underscores the vitality of actionable data in shaping real-time decisions. "To gain authentic buy-in from all stakeholders," she said, "it is imperative to provide opportunities for input to be given." ■

ABOUT Cognia

Cognia® is a global, nonprofit improvement organization dedicated to helping institutions and other education providers grow learners, teachers, and leaders. Cognia offers accreditation and certification, assessment, and improvement services within a framework of continuous improvement. Serving 40,000 public and private institutions from early learning through high school in more than 90 countries, Cognia brings a global perspective to advancing teaching and learning.

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Green Team October Newsletter

Accreditation – Jen Wasson

Accreditation Happenings Since Last Update:

Jen Wasson and Paul Furthmyre met twice regarding implementation dates and benchmarks for AER Accreditation. The two discussed the need for the accreditation groups to develop benchmarks for activities. During this past month, Paul also met with accreditation groups individually regarding their progress.

During the next month, accreditation hopes to achieve:

All groups will need to clean-up year 2 by developing benchmarks and activities by the end of October. The accreditation groups also need to finish their summaries so we can finish year 1. Jen Wasson will be finalizing the notes and edits for the AER application, which will now include O & M in accreditation. Paul Furthmyre will visit with the Lit Team and Community Engagement groups and work on activities and benchmarks for accreditation. Our plan is to apply for accreditation by the end of October.

Accreditation Documents:

Assessment – Jessteene Clifford

Assessment Happenings Since Last Update:

Team went to the Battelle Annual Event in St. Louis Missouri to begin networking and compiling information for beginning the Portrait of a Graduate Process at MSDB.

During the next month, assessment hopes to achieve:

An article about the POG was written and will be published in the next Express magazine to hopefully start/continue the conversation about POG amongst MSDB stakeholders.

The Assessment Committee will meet to discuss the POG and how it will affect our work, i.e. what will our next steps be.

Assessment Documents

None for this month.

Cottage – Jim Kelly

Cottage Happenings Since Last Update:
The September travel day went well. Students were picked up on time by their parents and transported home. This is the first time MSDB has contracted with parents to provide transportation for their child on travel day. The parents were compensated for transporting their child to and from their home to the MSDB campus. Also on travel day, the Student Life staff had some google training and some other training for the direct care staff. Since the last update the cottages have had several additional day students stay overnight in the cottages. The reason for this increase is because after school activities are fully underway, students are wanting to spend the night and for some parents the later pickups are not feasible for the rest of their family.
On Friday, September 29 high school students participated in the GFHS Homecoming parade and several students and staff attended the GFHS football game later that night. On Saturday, September 30, thirty-five students and staff (including many day students) made the annual trip to the Griz game in Missoula. The game day activities kicked off with a lunch at Jim Kelly's tailgate van. After the students were able to enter the stadium they were treated to exciting pre-game performances from the Marching Band as well as a special dance ceremony by Native American dancers in full regalia. The MSDB Foundation paid for the bus, tailgate lunch and provided each person attending $10 to purchase food/drink while watching the game. GrizKidz, a group of former UM football players, provided the group with tickets, t-shirts, caps, beanie hats, and $15 in UM Concession vouchers. MSDB has been a partner with GrizKidz since its inception in 2005 and the support this group has given our school has been tremendous as well as picking up much of the expenses. After the game, the students were able to go down on the field and meet some of the players and get some pictures. Then on Sunday, October 1 the students were able to go to the GF IcePlex and watch the Great Falls Americans hockey team play. The students and staff were permitted to attend the game at no cost. After the game, the students were able to go on the ice and many of the hockey players helped our students ice skate.   Part of the reason this was such a great day for the students is that four of the players came to the Student Council meeting on the previous Wednesday. They were able to meet the kids, talk about their experiences and just a general introduction to hockey.   The students and staff plan to attend another game towards the end of the month.

During the next month, the cottage hopes to achieve:
Training for Student Life staff on travel day and possibly CPR training for others on October 19. The counselors and Student Life staff will be working with the students on time management skills. Our kids are busy and need to improve on managing their time with all of the different activities they are involved in. Students will participate in several Halloweeen related activities. Students will travel home on October 18 and return on Sunday, October 22.

Cottage Documents
September 2023 Cottage Newsletter

Education – Julie-Dee Alt

Education Happenings Since Last Update:
The education department has been busy settling into the school year with new schedules, new routines, and new expectations. Both the VI department and the DHH department have met to

discuss current needs, up-coming events such as VIEW and DEW, and to make plans for future trainings. Now that students are getting back in the groove with school, teachers have been conducting baseline assessments to get a clearer picture of the students' instructional needs. MAP testing is well underway and should be completed before the next travel day. The specialist group also met and determined that they want to develop a process for collaborating with teachers about visiting in their classrooms.

The literacy consultant, Stephanie Lester, who has been supporting MSDB over the past two years, was on campus. She observed in classrooms, met with teachers, and provided training on collaborative strategies for teachers. The para team had an opportunity to meet with Stephanie as well. She will be providing on-going training with that team throughout the school year. The literacy team met to discuss goals for this coming year and to plan for the consultant's visit in October.

During the next month, the education hopes to achieve:

Education Documents

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Mentoring – Missie Williams

Mentoring Happenings Since Last Update:
New staff took a survey to rate themselves on knowledge and anxiety about specific tasks. Each survey was specific to the group it was used with.
We are working with each group on areas of concern to them, which will enable them to be more confident in their abilities. This also helps them understand many of the different programming requirements they need to remember for the students.
We also continued training in Google and brolly. By doing this training in small increments, it enables the new staff to practice a bit at a time until they are more confident in their skills.

During the next month, the mentoring hopes to achieve:
We will continue working on necessary skills, such as accommodations, gathering data, and how to problem solve with students. We will also have activities based on disability and MSDB traditions

Mentoring Documents
reflective survey- para
Reflective survey- teacher/specialist
. . . .

Outreach – Carol Clayton-Bye

Outreach Happenings Since Last Update:
Staff are getting out and serving kids. We have had more babies born over the summer than in past years. New staff are doing great things and fitting in with the teams. Events are being planned for Fall DEW and VIEW. Outreach are adding their student program updates, making changes to the web page and assuring they have correct parent contact information. Lot's of

moving happens over the summer. Lots of questions about House Bill 619. Planning upcoming trainings and professional development for Part C and public school staff.

<u>During the next month, the outreach hopes to achieve:</u>
Braille Symposium, DEW, NRAER, and other individual training updates.

<u>Outreach Documents</u>

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Professional Learning Communities – Alissa Kline

<u>PLC Happenings Since Last Update:</u>
Education staff and specialists/support staff met on September 13 as a whole group. The presentation included a refresher of the PLC structure, what to expect from PLCs, group member roles, and an introduction to the PLC Google Classroom for managing meeting documents. Staff members were asked to complete a quick survey to indicate their choice for PLC topic/group: Vocabulary Acquisition, Explicit Instruction and SEL (Social/Emotional Learning). Staff members were placed in the groups of their choice.

On September 19, Activators for the three PLC groups met to prepare for the meeting on September 20. Activators were introduced to the Activator Google Classroom, were informed of the agenda for the upcoming PLC meeting, and were provided resources needed for the PLC meeting.

PLCs met on September 20. Education staff and specialists/support staff were present. The meeting began as a whole group, discussing the agenda and the impact of collective efficacy. Then, staff broke into three groups: Vocabulary Acquisition, Explicit Instruction and SEL (Social/Emotional Learning). In small groups, members self-reflected on their identity as an educator (reason for becoming an educator, strengths as an educator, hopes for students). This discussion led into conversations about establishing group norms.

Activators met on September 26 in preparation for the upcoming meeting. Activators discussed the agenda for the PLC meeting on September 27, member roles, finalizing Group Norms, and focusing on evidence to drive our "Where are we going?" question. An opportunity for questions and answers was provided at the end as well as an opportunity for activators to brainstorm together to meet the needs of their groups.

PLCs met on September 27. Education staff and specialists/support staff were present. The meeting began as a whole group, discussing the agenda, revisiting collective efficacy and setting the stage for addressing Question 1: "Where are we going?" Staff was reminded to ground the answer to this question in evidence, such as standards (Golden Triangle Curriculum Standards). Then, staff broke into three groups: Vocabulary Acquisition, Explicit Instruction and SEL (Social/Emotional Learning). In small groups, role members were established (time keeper and notetaker), Group Norms were finalized and groups discussed a common standard that can be used to guide their future discussions. Group notes are included below.

The SEL group will be splitting into two subgroups, so Trudy Hill is joining as an Activator for the second SEL group. Trudy was caught up to the other Activators with a training on September 29.

During the next month, the PLC hopes to achieve:
Paul Furthmyre, Alissa Kline and Cheyanne Tucker will go through PLC+ Certification training on Oct. 25-26. This means that they will be trainers of trainers. There is only one other school district (Target Range School District) in the state that has PLC+ certified staff.

PLC meetings will continue to be held on Wednesdays throughout the month of October. The goal of these meetings will be to address Question #3: How do we move learning forward?, Question #4: What did we learn today?, and Question #5: Who benefited and who did not?. Activators (Sherri Widhalm, Naomi Witham-Travers and Trudy Hill) will continue to meet on Mondays in preparation for the upcoming PLC meetings on Wednesdays. These meetings will serve to provide the next tidbits of information that will guide the PLC meetings and allow opportunities to ask questions/receive support.

PLC Documents

September 13, 2023 PLC Agenda
September 13, 2023 PLC Presentation
September 19, 2023 Activator Agenda
September 20, 2023 PLC Agenda
September 20, 2023 PLC Presentation
September 26, 2023 Activator Agenda
September 27, 2023 PLC Agenda
September 27, 2023 PLC Presentation
September 27, 2023 SEL Group Notes
September 27, 2023 Vocab. Group Notes

Stakeholder Engagement – Joel Auers

Stakeholder Engagement Happenings Since Last Update:
Homecoming activities took place during the week of Sept. 25th-29th. Collaborating with Erin Barr and the ELVS program the Elementary students put together and assembled items that were distributed by the High School students during the Homecoming parade. The students chose Teen Titans (DC Comics) as their float Homecoming theme. It was agreed upon that Homecoming was a rite of passage for the 9-12 High School students and would be the only students working on the float and participating in the parade as the elementary students supported them with creating Parade Toss Bags for the Homecoming Parade.

Paul, Jim, and I met with Malmstrom Air Force Base personnel to collaborate on fundraising for our Bowling Alley in the Mustang Center, Sign Classes, and to plan a Halloween Festival that will be held on Friday October 27th (Also Red Ribbon Week). The Halloween Festival will include pumpkin decorating, game activities, and gift bags for our preK-6 students.

I contacted Haley Nunberg-Denzer from TouroCOM regarding areas that MSDB and Touro could collaborate together with their student-body (Pending).

While working with Leadership Great Falls I was able to connect with a representative from Montana Credit Union who is also interested in partnershipping with MSDB in learning and taking sign language classes. They have clients and customers whom they work with that are DHH and it would provide them with a great opportunity to improve their communication and enable them to work more exclusively with these individuals (Pending).

Family Engagement: (Brenda Warren)
At the start of this year, I was assigned a period to work on family engagement. Uncertain what to do with that, I asked Mr. Furthmyre for direction. He sent me a link to an introductory course on Social Emotional Learning by Casel. To increase family engagement, I was told that we will need to develop a program for the family and community on how to support our SEL program. I completed the Casel course, then I found a course/module on Family Engagement put out by Iris through the Department of Education. I completed that module as well. Mr. Furthmyre also provided me with the accreditation standards that MSDB must implement this year regarding family and community engagement.

After reading through the standards and completing those courses, I met with Mr. Furthmyre. He requested that I come up with a survey of questions that I could use to "cold call" families and gather some initial data regarding their feelings about engagement with MSDB. I did a bit of work on that over one weekend, and he decided that we should put that on hold until we have an end goal in mind. At that point, I was given 3 books to read about family engagement. I am about 40% through the first book. It says that the research is clear that this task is too big for one person, recommending an action team to get things moving in the right direction for a school. "Our studies indicate that it is important to have a 'partnership team' of teachers, parents, and administrators who work together to make sure that school, family, and community partnership are well designed, well integrated, and goal oriented." (Henderson, 2007, p. 45) Moving forward I will continue reading the provided books, and consider how to apply my reading to further family engagement at MSDB.

Student Ambassador: (Cheyanne Tucker)
Over the first four weeks of our Student Ambassador Program, we have been diligently building the foundation for our Student Ambassadors. I started by reintroducing the students to the program's core objectives (peer to peer influence, peer to community influence and peer to Legislative influence) and showing how they connect to MSDB. We reviewed their responsibilities as well as their expectations.

In the second week, we delved into the importance of effective communication, especially when advocating for visually impaired and deaf and hard of hearing programs and people. Our students practiced their communication skills by starting to learn introductions, and we practiced some scenarios where advocacy might be necessary. We also discussed various ambassador responsibilities and practiced scenarios that we discussed as a group on how to be an effective ambassador. This was to empower them to advocate and know how to do so.

Week three was dedicated to a vocabulary workshop, where we explored the role of legislature in our school system. We introduced key terms like legislature, veto, amendment, appropriation and bill. The students were then tasked with sharing what they learned by telling another student about their word and what it means. Our motto being "what's learned here, leaves here."

Week four the students started to refine their introductions. Students practiced introducing themselves with details such as name, grade, school, why they go here, hobbies or interesting clubs they are a part of here, and favorite subject in school. The ambassadors then practiced this both with staff and in a real world situation when we had Hockey players from a local team come to the school, and they introduced themselves to the hockey players.

Looking ahead we plan on moving into campus tours and discussing the importance of each building on campus and staff who work in each department. This knowledge will empower the ambassadors to engage with new students effectively, sharing the valuable insights of our wonderful school. We also plan to start volunteering this month, more information to come on that though. I have suggested the next hockey game we attend and an ambassador has suggested the animal shelter to get involved with the community.

During the next month, the stakeholder engagement hopes to achieve:
Plan a successful Halloween festival activity with Malmstrom Air Force Base. Sign class coordinated with MAFB, TouroCOM, and Montana Credit Union.

I would like to reach out to Cameron Moberg who is responsible for the murals around GF and would most likely be the one who would paint the mural on the water tower on Gore Hill. There are three large squares on the South side of the Mustang Center that would be a perfect centerpiece for 3 murals. Here are some samples from his mural paintings.
https://www.instagram.com/camer1sf/?hl=en

Stakeholder Engagement Documents
N/A

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Superintendent – Paul Furthmyre

Superintendent Happenings Since Last Update:
The Board of Public Education met in September and took action on a variety of topics including; personnel actions, terminating the 1900 series policies, approving the last AER management standard for accreditation, out of state travel, and approving the OPI Discretionary Grant. The Interim Education Budget Committee (Section E) met in September. The legislative finance staff presented a year end report of MSDB. Administration presented information to the committee on COVID funds, 2023 Carryforward funds, current FTE openings, and salary information regarding all new hires (comparing budgeted amount versus actual amount). The MSDB Foundation has not met as an entire board but the Public Relations Committee (Chair Tammy Lacey), Development Committee (Chair Doug Little), and Finance Committee (Chair Kevin Eckhardt & Laura Walker) have been meeting regularly planning foundation activities. The PR Committee has worked through the process of developing a new logo for the foundation. The Development Committee is working on having a November Invitation Tour and possible fundraising activities. The Finance Committee has worked hard on moving the foundation to Quickbooks for financial information.

Joel Auers and Alex Sebek have been asked to develop safety protocols for all campus buildings.   This includes developing evacuation protocols as well as creating safety checklists for all buildings. They have completed the Mustang Center and Aspen Building. The new Director of Nursing will be added to this group when hired and they will be the core safety team for the school.

The maintenance department will begin to work on tracking work orders every month. Preventative maintenance will be entered into our new system. This will help MSDB to be proactive and not reactive to building issues. The safety checklists are the start of this process. We will also be looking at square footage and areas cleaned daily by our maintenance staff. If needed, we will move staff members to better meet the needs of the school.

The administrators are currently receiving training on Fraxion. This program will be replacing the old paper requisition forms to purchase materials, etc. Once the administrators have a good understanding of the program, then all staff will be trained on the software. The process will be similar to what it is right now. Only difference is that you will have a login to enter your items online and not on paper. Once you submit online, it immediately begins getting approvals from your supervisor. Not only will this speed up the process for all ordering (not Foundation orders), it will also let us make financial decisions based on open Purchase Orders. That is currently not the case.

During the next month, the superintendent engagement hopes to achieve:
Foundation Board Meeting
BPE MSDB Bi-Monthly Phone Call
Create Section E Reports for travel, family engagement, professional development
Transition Updates

Superintendent Engagement Documents
September BPE MSDB Agenda Items
September Section E Committee Items
September Foundation Budget (Non Restricted)
September Work Order Count

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If you have any comments/questions/concerns about this newsletter, please let Paul Furthmyre know at pfurthmyre@msdb.k12.mt.us We want this newsletter to cover the happenings of MSDB. Magic happens every month and we need to tell our story.

Future Green Team Meetings

October 5 - November 2 - December 7 - January 4 - February 1 - March 7 - April 4 - May 2 - June TBD

51130 School for the Deaf & Blind
ORG Budget Summary - No A Accruals

Data Selected for Month/FY: 01 (Jul)/2024 through 04 (Oct)/2024

This report compares ORG Budgets (ORG_BD) to Actuals expended amounts

Business Unit	(All)
Program Year	2024
FY_BudPer	(All)
Month	(All)
Source of Auth	(All)
Fund Type	(All)
Account	(All)
Org	(All)
Acct Lvl 2	(All)
Account Type	E
Project	(All)
Ledger	(All)

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OBPP Program Fund Subclass	Acct Lvl 1	ORG Budget	Actuals Amt	Balance	% THIS YEAR	% LAST YEAR
01 ADMINISTRATION PROGRAM		698,381.00	201,400.18	496,980.82		
01100 General Fund		694,987.00	201,400.18	493,586.82		
300H1 ADMINISTRATION		536,440.00	132,290.18	404,149.82		
	61000 Personal Services	477,819.00	117,474.19	360,344.81	24.59%	27.62%
	62000 Operating Expenses	58,621.00	14,815.99	43,805.01	25.27%	60.15%
300H5 STATE ITSD (RST)		158,547.00	69,110.00	89,437.00		
	62000 Operating Expenses	158,547.00	69,110.00	89,437.00	43.59%	77.51%
02050 School Trust Interest/Income		3,394.00	0.00	3,394.00		
300H1 ADMINISTRATION		3,394.00	0.00	3,394.00		
	61000 Personal Services	3,394.00	0.00	3,394.00	0.00%	0.00%
02 GENERAL SERVICES		667,665.54	222,971.22	444,694.32		
01100 General Fund		667,665.54	222,971.22	444,694.32		
305F2 FY2022 CARRYFORWARD		76,590.54	69,934.00	6,656.54		
	63000 Equipment & Intangible Assets	76,590.54	69,934.00	6,656.54	91.31%	0.00%
305H1 GENERAL SERVICES		591,075.00	153,037.22	438,037.78		
	61000 Personal Services	331,465.00	87,739.84	243,725.16	26.47%	23.79%
	62000 Operating Expenses	230,159.00	65,297.38	164,861.62	28.37%	41.75%
	68000 Transfers-out	1,000.00	0.00	1,000.00	0.00%	0.00%
	69000 Debt Service	28,451.00	0.00	28,451.00	0.00%	100.00%
03 STUDENT SERVICES		2,025,330.00	408,709.35	1,616,620.65		
01100 General Fund		1,990,601.00	408,709.35	1,581,891.65		
310H1 STUDENT SERVICES		1,878,101.00	408,709.35	1,469,391.65		
	61000 Personal Services	1,745,494.00	372,340.39	1,373,153.61	21.33%	25.45%
	62000 Operating Expenses	132,607.00	36,368.96	96,238.04	27.43%	20.44%
310H4 FAMILY ENGAGEMENT OPP		42,500.00	0.00	42,500.00		
	61000 Personal Services	42,500.00	0.00	42,500.00	0.00%	37.14%
310H6 STUDENT TRAVEL		45,000.00	0.00	45,000.00		
	62000 Operating Expenses	45,000.00	0.00	45,000.00	0.00%	0.00%
310H7 STUDENT EXTRACURIC TRAVEL		25,000.00	0.00	25,000.00		
	62000 Operating Expenses	25,000.00	0.00	25,000.00	0.00%	0.00%
03167 National School Lunch		34,729.00	0.00	34,729.00		
310H1 STUDENT SERVICES		34,729.00	0.00	34,729.00		
	62000 Operating Expenses	34,729.00	0.00	34,729.00	0.00%	10.85%
04 EDUCATION		6,423,347.38	1,465,838.05	4,957,509.33		
01100 General Fund		5,830,464.00	1,443,525.30	4,386,938.70		
315H1 EDUCATION		5,768,526.00	1,443,525.30	4,325,000.70		
	61000 Personal Services	5,509,938.00	1,330,538.09	4,179,399.91	24.15%	29.35%
	62000 Operating Expenses	258,588.00	112,987.21	145,600.79	43.69%	52.29%
315H3 PROFESSIONAL DEVELOPMENT		35,000.00	0.00	35,000.00		
	62000 Operating Expenses	35,000.00	0.00	35,000.00	0.00%	0.00%
315H4 EXTRACURIC COMP		26,938.00	0.00	26,938.00		
	61000 Personal Services	26,938.00	0.00	26,938.00	0.00%	0.00%
02050 School Trust Interest/Income		290,047.00	0.00	290,047.00		
315H1 EDUCATION		290,047.00	0.00	290,047.00		
	61000 Personal Services	290,047.00	0.00	290,047.00	0.00%	0.00%
02243 Medicaid		11,534.00	0.00	11,534.00		
315H1 EDUCATION		11,534.00	0.00	11,534.00		
	62000 Operating Expenses	11,534.00	0.00	11,534.00	0.00%	0.00%
03012 E.C.I.A. Chapter I		50,842.00	0.00	50,842.00		
315H1 EDUCATION		50,842.00	0.00	50,842.00		
	61000 Personal Services	50,842.00	0.00	50,842.00	0.00%	0.00%
03064 EHA, Part B		114,875.00	0.00	114,875.00		
315H1 EDUCATION		114,875.00	0.00	114,875.00		
	61000 Personal Services	104,875.00	0.00	104,875.00	0.00%	0.00%
	62000 Operating Expenses	10,000.00	0.00	10,000.00	0.00%	0.00%
03590 Federal Literacy Grant		72,979.95	22,312.75	50,667.20		
315AM LITERACY GRANT 9/30/23		72,979.95	22,312.75	50,667.20		
	61000 Personal Services	17,414.00	0.00	17,414.00	0.00%	0.00%
	62000 Operating Expenses	55,565.95	22,312.75	33,253.20	40.16%	0.00%
03613 Deafblind Project		1,405.79	0.00	1,405.79		
315AN DEAFBLIND PROJ 10/14/23		1,405.79	0.00	1,405.79		
	61000 Personal Services	1,278.50	0.00	1,278.50	0.00%	0.00%

OBPP Program	Fund	Subclass	Acct Lvl 1	ORG Budget	Actuals Amt	Balance	% THIS YEAR	% LAST YEAR
04 EDUCATION	03613 Deafbli	315AN DEAFBLIND PROJ 10/14/23	62000 Operating Expenses	127.29	0.00	127.29	0.00%	0.00%
	03990 Federal COVID-19 Funds			51,199.64	0.00	51,199.64		
		31542 ESSER III - COVID 9/30/23		51,199.64	0.00	51,199.64		
			61000 Personal Services	33,117.12	0.00	33,117.12	0.00%	0.00%
			62000 Operating Expenses	18,082.52	0.00	18,082.52	0.00%	22.82%
Grand Total				9,814,723.92	2,298,918.80	7,515,805.12		

The MSDB Student Life Newsletter

Message from the Director
By Jim Kelly II

Parents,

The fall season brings out the beauty of the MSDB campus. The leaves are changing color and is really fun to see the transformation as we go further into the school year. Our students have been busy with all kinds of events. Fall also means football and the MSDB kids (both cottage and day students) have attended both the GFHS Homecoming game and the Homecoming football game at the University of Montana. This past   Monday, our cottage kids also attended a sophomore football game to support one of their cottages peers who is on the GFHS team. When you receive this newsletter your child should be home with you. Please ask him/her/them about all the different activities they are involved with – they are too numerous to count!

STUDENT HUB

MSDB does not currently have any sports teams. MSDB students are able to participate in sports through our local schools. Currently, one of our high school students is playing JV football for the Great Falls High Bison and one of the middle schools students has just finished playing basketball for the East Middle School Rams. As Jim Kelly said, students from the Cottage go to games to support their peers whenever possible.
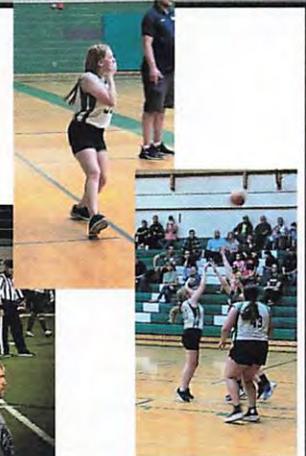
Weekly Student Life Clubs/Activities

- EOS (Mon/Wed)
- Swim Club and lessons (Mon)
- 4-H (alt. Mon)
- Goal Ball (Tues)
- SEL (alt. Tues)
- Student Life Social Hour (Wed)
- Student Council (Wed)
- Snack Shack (Wed/Fri)
- Swimming (Wed/Sun)
- VIP ((Thurs)
- Workshops (Thurs)

FAMILY BINGO NIGHT

The MSDB Student Council members invite you to a night of Bingo, food and fun! 8 games will be played with door prizes between each game. This event will be a fun night out for friends and family while helping Student Council and the Student Life Program earn funds for their annual "fun day"!!!

When: Saturday, November 18
Time: 6:30pm-8:30pm
Where: Mustang Center (gym)

Email efaulkner@msdb.k12.mt.us for more information

STAFF BUZZ: Embracing the Squiggle!

For this year's Staff Buzz, we will be hearing from different staff about how they see success reflected in our students' efforts, mistakes and failures and not just in what goes "right" or "correctly". Success is not a straight line, but rather moves forwards and backwards and may take a winding path to our own, individual successes!
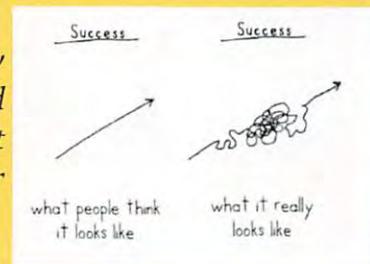
Here in the cottage, I see success in our students every day. Even though it may be little, it is still a success. Some days might be a struggle, but if I see them trying and working hard, that is a success to me. A recent example of this is a student wanting to make muffins. She was determined to make them herself, but she still needed support from staff by asking questions. It took her longer than expected, but she did it, and she said the muffins were delicious.!

Sometimes I see them give up and that is ok, too. They might get frustrated with homework. They might not understand, and the staff is willing to help, but they are refusing the help. This is also frustrating to the staff because we are wanting them to succeed, but they don't always want our help. Sometimes they need a break and will come back to it later. And that is ok, too. I just keep encouraging them to keep trying and that it is ok to ask for and accept help.

We are here to do our best to help our students succeed!

By Dorothy Nutter

High School Happenings
By Erin Faulkner

Our ILSP (Independent Living Skill Program) students have started meal planning, shopping and cooking for themselves. Thus it was time for a workshop on Kitchen Safety! We covered a broad range of safety tips. The workshop took place in the Shoshone kitchen in order for the students to see some concepts modeled using real items and equipment.

Knife Safety
- Handling—Point down and communicate
- Washing— Do not put in sink
- Using—Use a bear claw grip and cutting board
- Storing—Use a knife block or special board

Kitchen Fires and Burns
- Communicate
- Block steam with a lid
- Baking soda on grease
- Water on paper
- Turn handles away from edge
- Watch your clothes and hair

Food Safety: There are 4 main ways to prevent bacteria from growing: clean, separate, cook and chill/store.

Clean
- Wash hands and surfaces often
- Wash fruits and vegetables

Separate
- Keep meat and eggs separate from other food
- Keep open wounds away from food

Cook
- Thaw meat in fridge, microwave or cool water
- Cook food to correct temperature

Chill/Store
- Put leftovers in the fridge within 2 hours
- Check best by and use by dates

MSDB SAFETY: Lifeguards
By AJ Kaufman

Hello again, everyone! This article will explain what a Lifeguard's job is and what they do exactly in the pool or at the beach. A lifeguard is usually an experienced swimmer employed at a beach or swimming pool to protect swimmers from drowning. What does a lifeguard exactly do? They monitor pools, beaches, water parks, and other areas that involve swimming to maintain safety at all times.

Lifeguards receive training in water safety and rescue swimmers who are sick, hurt, or in distress. Lifeguards also keep a pool, beach, or other areas clean and free of debris. There are **FIVE** attributes of a lifeguard and they are: Strong Communicator, Excellent Team Player, Able to Lead, Anticipate Problems, Extremely Observant. As a lifeguard, we have this 10-20 second Protection Rule which means allowing lifeguards to have 10 seconds to recognize a water emergency and another 20 seconds to perform a rescue and begin care.

Lifeguards do go through Lifeguard and Water Safety Training certification every two years to get recertification. If you are new to lifeguard training you will be going through the certification, once you are certified with the successful completion of the Lifeguarding course you will receive a Lifeguarding/First Aid/ CPR/AED certification that is valid for two years and is accepted nationwide.

I'm sure you're wondering what kind of lifeguard and water training is. From CPR, you are required to swim 300 yards either front crawl or breaststroke, also diving to the bottom of the water to get the brick and swim back up, then swim on your back with the brick on your chest like holding a drowning victim to the shallow water to the edge of the pool to pass. Also, lifeguards go through multiple-choice tests with 35 questions that need 80% or better that need seven questions wrong and pass.

There are three different types of Lifeguards, Pool lifeguard, Water Park Lifeguard, and Beach lifeguard. Pool lifeguards are indoor or outdoor pool facilities, Water Park lifeguards work at water parks to ensure the safety of guests, and Beach lifeguards are responsible for watching over ocean swimmers. So as you can see, lifeguards have so many responsibilities to make sure that the swimmers are safe and not injured. This counts for non-swimmers too, we lifeguards have to be very observant and once we are on duty we have to be very careful and not distracted we have to tell the people who are trying to talk to us that we are busy. It is a very high expectation job for us.

I have to be honest with you all, I have been a lifeguard since 2021 and I love it. I will be getting my recertification next year so wish me luck! Go Mustangs!!!

Joel Auers—Lifeguard

A DAY IN THE LIFE OF A COTTAGE STUDENT

BUSY, BUSY

In one weekend, students experienced high school and college football and a hockey game. On September 27th, we had special guests...4 players from the Great Falls Americans Hockey team. After a Q and A with our students, the coach presented us with tickets to a hockey game on Sundayy (10/1) and the opportunity to skate with the players. Friday, September 29th, our students were invited to attend the GFHS Homecoming football game. On September 30, Cottage and day students were joined by staff on their annual trip to the University of Montana for a Griz Game!! This is a highlight for the students each year. Many thanks to Jim Kelly and the Foundation for their continued support in providing this opportunity each year. It is safe to say that the students were exhausted Sunday night!
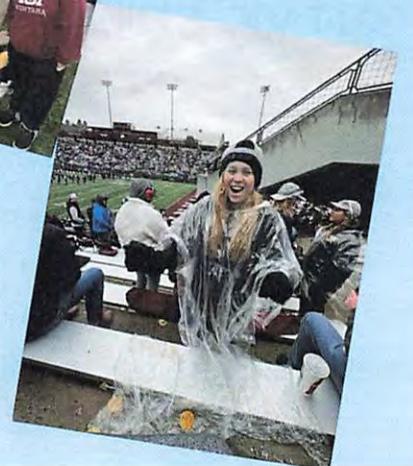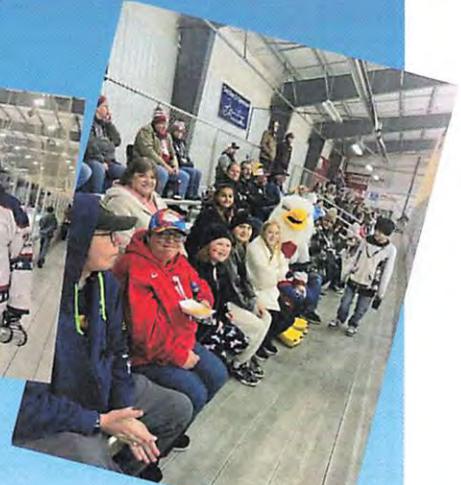
GFHS Homecoming
Football Game

Great Falls
Americans visit
the Cottage

Finding Fun in Learning
By Cheri Luongo

Have you heard your child talk about chores they do in the cottage life program? Chores are not just about getting tasks done; they serve as valuable life lessons. Here's why:

- **1) Responsibility**: Chores teach children to be responsible for their personal spaces and their contributions to the household. They understand that they have a role in keeping the environment clean and organized.
- **2) Life Skills:** Through chores, kids acquire essential life skills like cooking, cleaning, and laundry. These skills are essential for their independence as they grow older.
- Time Management: Chores help children learn how to manage their time effectively. They must balance their responsibilities with their other activities, which is a valuable skill for the future.
- **3) Self-Confidence:** When children complete tasks and contribute to the household, they gain a sense of accomplishment and self-confidence. It shows them that they are capable of taking care of themselves and their surroundings.
- **4) Teamwork:** Chores also teach kids the importance of working as a team. In a family or cottage setting, everyone has their responsibilities, and they need to collaborate to maintain a smoothly running household.
- **5) Preparation for the Future**: The responsibilities learned through chores will benefit them in their adult lives. They will know how to manage their own homes and responsibilities when they eventually leave the nest.
- **6) Paid Work Opportunities**: The mention of paid work opportunities is also crucial. It introduces children to the concept of earning money through work, which is a fundamental aspect of adulthood.
- **7) Pride in Independence:** Children may take pride in showing their parents what they can do. It's an excellent opportunity for parents to appreciate and encourage their kids' efforts.

Incorporating chores into a child's routine is an excellent way to provide them with these life skills and values, setting them up for success as responsible, capable adults. It's a valuable part of their education and personal development.

ACCESSIBILITY AND AWARENESS FORUM
Guest Contributor: Amy Crachy

Every Deaf and Hard-of-Hearing student has accessibility in each cottage wing. From Video Relay Service (VRS)...to closed captioning on the TV...to the special doorbells with light strobes...and to alarm clocks with vibration. Someday we hope that the Deaf/hard-of-hearing students will get doorbells with light strobe for their bedrooms, so they have privacy.

ASL (American Sign Language) is very important for students and staff in the Cottage. We, staff, students, and parents, learn and teach new ASL signs every day. We depend on our eyes mostly by walking around to see what is behind us.

Students are very lucky to live in the Cottage because there are many ways that students and staff have access to communication.

Outings/Activities

Look what we did!

- Memorial Falls (9/24)
- ILSP Workshop: Kitchen Safety (9/28)
- GFHS Homecoming Football (9/29)
- Annual Griz Game (9/30)
- GF Americans Hockey Game & Skate (10/1)
- Workshop: Time Management (10/5)
- Game Night (10/6)
- Workshop: Interviewing Skills (10/12)
- DEW (10/13-10/14)
- Movie Night (10/14)

Coming Soon-

- Travel Return (10/22)
- ILSP Workshop: Game of Life (10/26)
- Pumpkin Patch (10/28)
- Fright Fest (10/28)
- Zombie Run (10/29)
- 4-H Open House Potluck (10/29)
- Cottage Halloween Party (10/31)
- Workshop: Reading Recipes (11/2)
- Bunco (11/3)
- Workshop: Personal Health Info (11/9)
- VIEW (11/10-11/11)
- CAT/GRIZ Party (11/18)
- Family Bingo Night (11/18)
- Travel Home (11/21)
- Travel Return (11/26)

Halloween Safety Tips

- STAY IN GROUPS OR WITH A TRUSTED ADULT
- STAY ON WELL LIT PATHS
- LOOK BOTH WAYS BEFORE CROSSING STREETS
- USE FLASHLIGHTS + GLOWSTICKS FOR VISBILITY
- NEVER ENTER A STRANGERS HOME OR CAR

HAVE FUN + STAY SAFE!
MSDB HEALTH SERVICES

LEAP REPORT

I can't believe we are already half way through October! It seems like we just started yesterday and at the same time should be in December. This year in the LEAP Program we have four participants, two VI and two DHH. We have done and experienced several exciting things since the beginning of the year. Some of these things include – a tour of Black Eagle Dam with North Western Energy, a tour of Montana Egg factory, attending the Farmers Market, had two   participants start working at employer paid jobs, one will start a work experience by the end of October, and another participant has obtain his driver's license. While we had nothing to do with him getting his license we are still ncredibly proud!

Another project, we have been dreaming about for the past three years, has come to fruition. This year's participants took part in setting up and decorating our patio area. All four participants worked together to make this happen. Several practiced their drilling skills, one learned how to use a drill, and all of them communicated in their own way. It was a great example of collaboration between our two groups.

We look forward to more progress being made and experiences being shared in the months to come!

Mackenzie Merja and Carrie Dawes
LEAP Coordinators
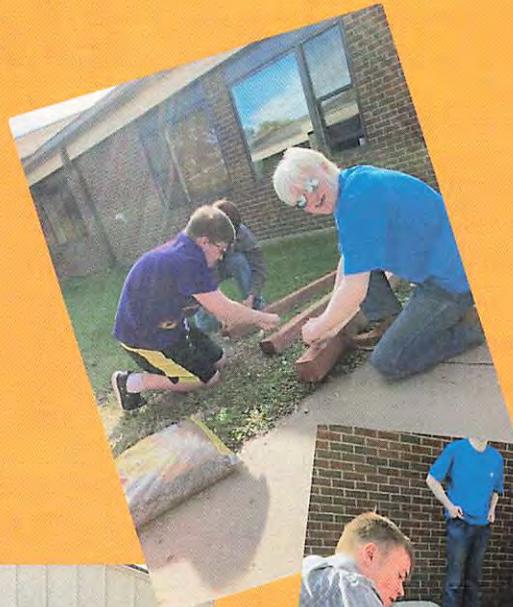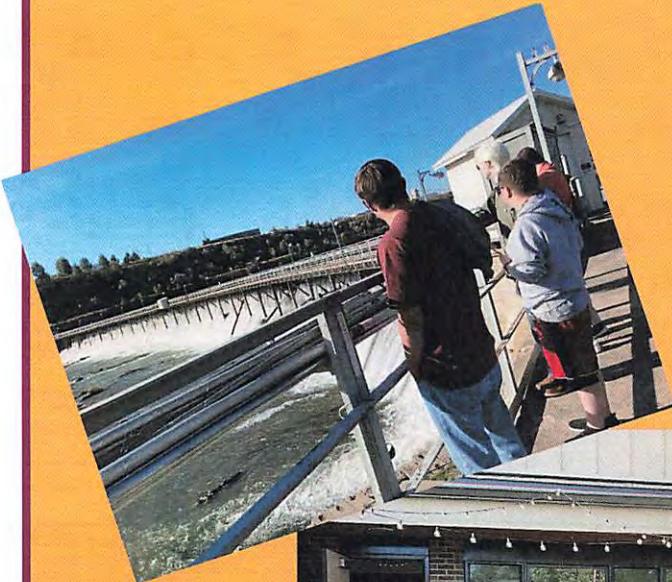
PUZZLE PAGE

Decode the phrases using ASL Fingerspelling and Braille!

Fingerspelling is the process of spelling out words by using hand shapes that correspond to the letters of the word. A set of hand shapes used to spell words is know as a "manual alphabet."

a b c d e f g h i j k l m

n o p q r s t u v w x y z
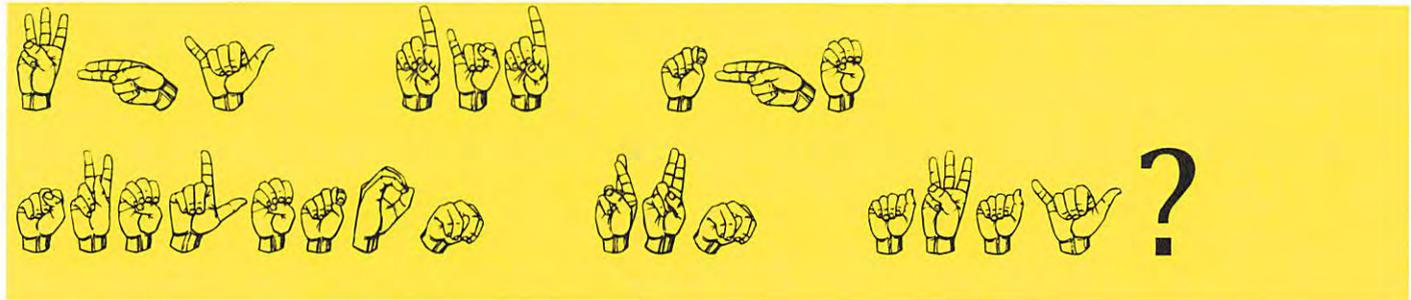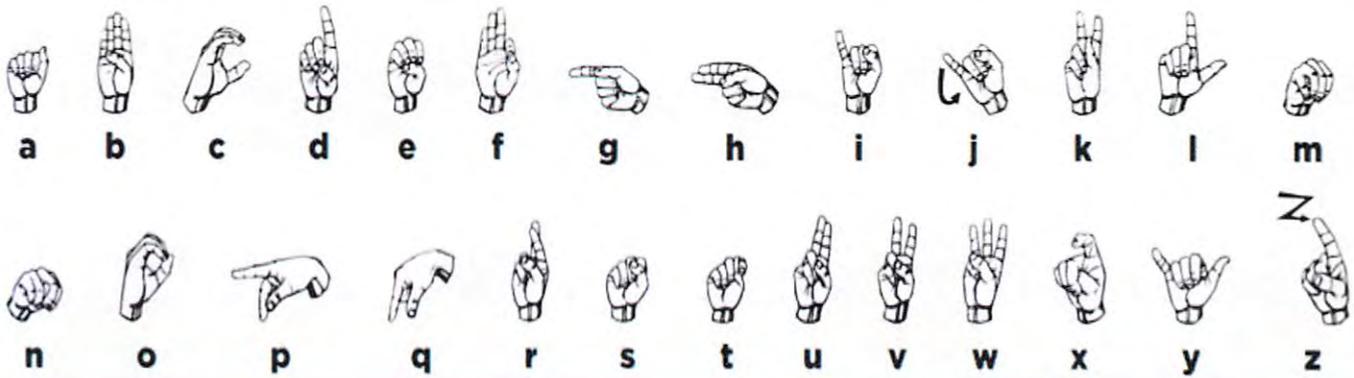
Braille is a system that enables blind and visually impaired people to read and write through touch. It was devised by Louis Braille in 1821 and consists of raised dots arranged in "cells." A cell is made up of six dots that fit under the fingertips, arranged in two columns of three dots each.
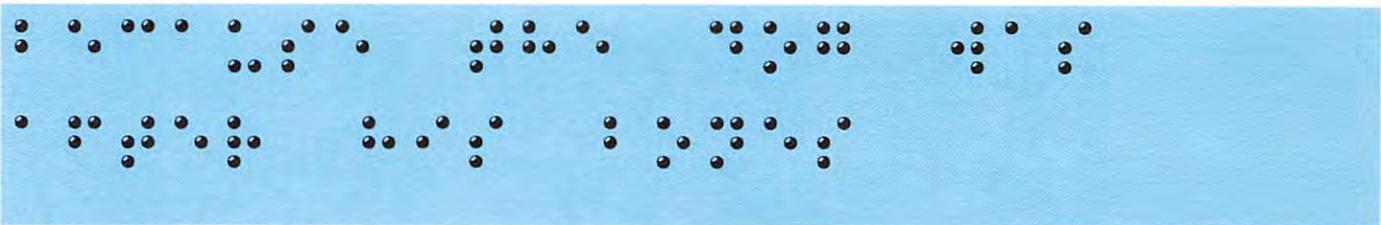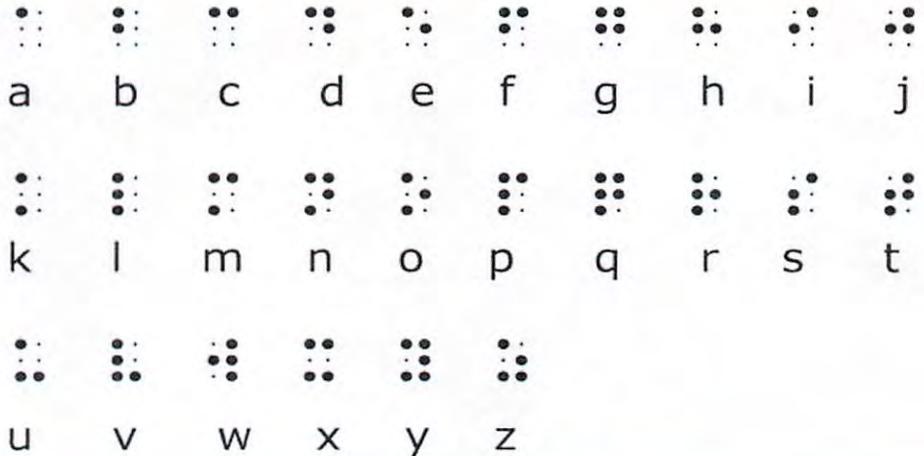
a b c d e f g h i j

k l m n o p q r s t

u v w x y z

Student Population by Race/Ethnicity and Grade Level (Male/Female/Total)

MT Sch For Deaf & Blnd El

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Total
01	-	-	-	-	-	2/2/4	-	2/2/4
02	-	-	-	-	-	0/1/1	-	0/1/1
03	-	-	-	-	-	1/2/3	-	1/2/3
04	-	-	-	-	-	1/0/1	1/0/1	2/0/2
06	-	-	-	0/1/1	-	0/3/3	-	0/4/4
07	-	-	1/0/1	-	-	-	-	1/0/1
08	-	1/0/1	-	-	-	0/2/2	-	1/2/3
PK	-	-	-	-	-	2/1/3	-	2/1/3
PS	1/0/1	-	-	-	-	1/0/1	-	2/0/2
All Grades	1/0/1	1/0/1	1/0/1	0/1/1	-	7/11/18	1/0/1	11/12/23

MT Sch For Deaf & Blnd HS

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Total
09	-	1/0/1	-	-	-	1/1/2	-	2/1/3
10	-	1/0/1	-	-	-	2/2/4	-	3/2/5
11	-	0/1/1	-	0/1/1	-	2/1/3	-	2/3/5
12	-	-	-	-	-	1/0/1	-	1/0/1
All Grades	-	2/1/3	-	0/1/1	-	6/4/10	-	8/6/14

Student Population Excluding White not of Hispanic Origin

School	Total	Percentage
MT Sch For Deaf & Blnd El	5	21.74%
MT Sch For Deaf & Blnd HS	4	28.57%
Total	9	24.32%

❖ **MACIE LIAISON – (Item 8)**

Susie Hedalen

ITEM 8

MACIE REPORT

ACTION ITEM:
- **Add Support of Letter of Concern to National Education Association**

Jordann Lankford Forster

Presentation	MACIE Report
Presenter	Jordann Lankford Forster
Position Title	MACIE Chair
Overview	The purpose of MACIE is to provide recommendations and guidance to the Board of Public Education and the Office of Public Instruction on initiatives and actions aimed at increasing American Indian student achievement. As your advisory board, and partner in American Indian education improvement, we offer the following report:
Requested Decision	Approve adding support of MACIE Letter of Concern to National Education Association (NEA) (attached)
Related Issue(s)	October MACIE Meeting November MACIE Meeting

Position Statements
- Smudging in Schools
- Graduation ceremony protocols
- Supporting indigenous authors and novels
- Supporting indigenous created curriculum throughout tribal consultation
- Pre-service educator programs and IEFA preparation

Updating MACIE Goals

Open positions for Class 7 Representative and Chippewa Cree Representative

Recommendations	None

DRAFT

President Rebecca Pringle & The National Education Association,

We, the Montana Advisory Council on Indian Education have been informed that throughout the participation of Montana members at NEA events and trainings, inaccurate and unauthentic information has been produced and shared by your organization pertaining to American Indians.

The Montana Advisory Council on Indian Education (MACIE) was created by the Montana Board of Public Education to advise the Board and the Superintendent of Public Instruction on matters related to Indian education. The purpose of the Council is to:

"... provide for more effective and meaningful participation by Indian people in planning, implementation, and administration of relevant educational services and programs under the authority of local school boards."

The council is composed of representatives of the twelve tribal nations affiliated within Montana and other entities working in the interest of all American Indian people.

To advocate and amplify the goals of MACIE, we are writing this letter to voice our concerns relating to NEA curricula, and associated trainings. Inaccurate information and misrepresentations of American Indian people are harmful to all students, educators, and communities.

The Montana Advisory Council on Indian Education (MACIE) recommends and advises the National Education Association address these concerns by:

- affirming and upholding NEA's commitment to "championing justice and excellence in public education."
- developing an intentional process for vetting educational materials to include American Indian input in all content development and distribution
- ensuring that all NEA trainers and mentors are receiving accurate resources and teaching tools in order to advance the mission, vision, and values of the NEA
- defending the rights of all students, educators, schools, and families by granting them access to authentic information and teaching materials

Thank You,

Montana Advisory Council on Indian Education

With support from:
The Montana Office of Public Instruction

DRAFT

❖ CHARTER SCHOOL COMMITTEE - (Item 9)

Jane Hamman

Item 9

UPDATE ON PUBLIC CHARTER SCHOOL APPLICATIONS AND SPECIAL MEETING

Jane Hamman

List of Public Charter School Applications

1. Billings Early College School
2. Billings Multilingual Academy
3. Billings Opportunity School
4. Boulder Jefferson Academy
5. Bozeman Bridger Charter Academy
6. Bozeman Online Charter
7. Corvallis Distance Learning Charter
8. Corvallis Gifted Learning Charter
9. Corvallis Transformational Learning Charter
10. East Helena 227 Academy
11. Frenchtown Bronc Fast Track Public Charter
12. Great Falls Core Elementary Charter
13. Hamilton Bitterroot Polytech
14. Helena Montessori Charter School
15. Helena Mount Ascension Learning Academy
16. Helena Project for Alternative Learning Academy
17. Kalispell Community Partnerships Charter K-3
18. Kalispell Community Partnerships Charter 3-5
19. Kalispell Flathead PACE Academy Charter
20. Kalispell Rising Wolf Charter
21. Kalispell Rocky Mountain Academy
22. Liberty Elementary Charter
23. Missoula CONNECT Academy
24. Missoula TEACH Academy
25. Park City Montana Connections Academy
26. YES Public Charter School

ITEM 10

UPDATE ON COMMUNITY CHOICE SCHOOL COMMISSION

Trish Schreiber

STATE OF MONTANA
COMMUNITY CHOICE SCHOOLS COMMISSION

BYLAWS

Article I. Name

The legal name of the Commission is the Community Choice Schools Commission ("Choice Commission").

Article II. Objective

The objective of the Commission is to carry out its statutory responsibilities under the Community Choice Schools Act, 20-11-101 et seq., MCA, including performing the functions of a community choice school authorizer and authorizing other authorizers (20-11-105 and 106, MCA) and overseeing the performance and effectiveness of all other authorizers established in the state (20-11-107, MCA). The overall goal of the Choice Commission is to foster other public educational institutions open to all K-12 students, especially to those students at risk of academic failure or academic disengagement and to advance Montana's commitment to the preservation of American Indian cultural identity. The Choice Commission is an autonomous entity and operates under the general supervision of the Board of Public Education in accordance with 20-11-104, MCA.

Article III. Membership

A. The Choice Commission consists of seven members. Per 20-11-104, MCA two members are appointed by the Governor, one member by the State Superintendent of Public Instruction, one member by the Senate President, one member by the Senate Minority Leader, one member by the Speaker of the House, and one member by the House Minority Leader. Members of the Choice Commission must collectively possess substantial experience and expertise in board governance, business, finance, education, management, and philanthropy. All members of the Choice Commission must have a demonstrated understanding of and commitment to Choice Schools as a strategy for strengthening public education.

B. The Choice Commission members will serve staggered three-year terms to ensure the orderly succession of officers and members. To initiate staggering, the terms of initial members are as prescribed at 20-11-104, MCA.

C. When a vacancy occurs, the appointing authority of the vacant seat shall appoint a new member for the remainder of the term of the incumbent.

D. If any appointing authority fails to make an appointment within 60 days of the expiration of a term or the occurrence of a vacancy, the remaining appointing authorities may make the appointment (20-11-104, MCA). Members appointed to the Choice Commission, before discharging their duties, shall take and subscribe to the constitutional oath of office.

E. A member of the Choice Commission may be removed by a majority vote of the Commission for any cause that renders the member unable or unfit to discharge the duties of the office, as prescribed at 10-11-104(7), MCA.

F. The Choice Commission shall establish a conflict-of-interest policy. If a member of the Choice Commission has a conflict of interest regarding a matter that comes before the Commission, the member shall recuse himself or herself from the Commission's deliberations and voting on the matter.

Article IV. Officers

A. The officers of the Choice Commission shall consist of a Chairperson, Vice Chairperson and Treasurer. The officers must be members of the Choice Commission.

B. The initial presiding officer, the Chairperson, shall be designated by the governor for a two-year period (20-11-104(5)). The other officers shall be elected to serve a term of one year. Officers may serve up to three consecutive terms. After the Chairperson's initial two-year term, subsequent Chairpersons shall be elected for a term of one year. Elections of the officers shall be conducted by voice vote or roll call. The Chairperson, Vice Chairperson and Treasurer elect shall assume their respective offices upon adjournment of the meeting at which they were elected.

C. If an office is vacated prior to the expiration of the term, the Choice Commission will hold an election to fill the vacated office. The newly elected officer will serve for the remainder of the unexpired term.

D. The duties of the Chairperson shall include presiding at meetings, participation in the construction of meeting agendas and appointing all committees. The Chairperson may vote on all matters and may make motions. In the absence of the Chairperson, the Vice Chairperson shall preside and shall perform such duties as are prescribed for the Chairperson.

E. The duties of the Vice Chairperson shall include substituting for the Chairperson as needed and carrying out additional leadership duties related to the functioning, responsibilities, and effectiveness of the Commission.

F. The duties of the Treasurer shall include acting as the general liaison for the Choice Commission in working with other agencies and support staff on matters regarding budget planning, financial reporting, record-keeping, and managing incoming and outgoing funds.

Article V. Meetings

A. The Choice Commission shall meet at least quarterly. Special meetings may be called by the Governor, the Chairperson of the Board of Public Education, the Chairperson of the Choice Commission, or by a written request to the Chairperson submitted by four members. The purpose of a special meeting must be described in any call or request for a meeting.

B. At the discretion of the Chairperson, meetings may be conducted in-person or electronically, including by telephone or by using an internet meeting service.

C. The Chairperson shall notify each member either by email, by mail or by telephone sufficiently in advance of any regular or special meetings of the Choice Commission to allow all members to arrange for travel or for electronic means of attendance. The purpose of any special meeting shall be provided with notice of the meeting.

D. Meetings of the Commission shall be open to the public in accordance with Montana law. The Chairperson may close the meeting to the public in accordance with Montana law if he or she determines:

   1. That the demand of individual privacy clearly exceeds the merits of public disclosure, or
   2. That an open meeting would have a detrimental effect on the bargaining or the litigating position of the Commission.

The Chairperson shall briefly state the reason for the closing.

Article VI. Quorum; Voting

A majority of the members of the Choice Commission shall constitute a quorum for the transaction of business. A vote of a majority of members present and casting a vote is required to approve any action of the Choice Commission.

Article VII. Committees

A. Standing Committees shall be as follows:

   1. An Executive Committee composed of the Chairperson, Vice Chairperson and Treasurer. The duties of the Executive Committee shall include facilitation of decision making between board meetings or in urgent and crisis circumstances. The Executive Committee shall also act as the communication link to any employees or vendors and shall perform performance evaluations of any hired staff.

B. The Choice Commission may create special committees as deemed necessary to carry out the responsibilities of its work. The Choice Commission shall prescribe the duties, duration, and scope of work of any special committees. Members of the special committees shall be appointed by the Chairperson.

C. Committee meetings may be scheduled and held as necessary to execute committee assignments.

D. Committees may not take action on behalf of the Choice Commission. Committees shall review, report on, and make recommendations concerning any item referred to them and

alert the Chairperson on any matters which should be placed on the agenda for Choice Commission discussion or action.

E. Upon request of the Board of Public Education, the Chairperson of the Commission may appoint a designated member of the Board to contribute on special committees of the Choice Commission.

Article VIII. Order of Business

The regular order of business shall be as follows:

1. Call to Order
2. Pledge of Allegiance
3. Roll Call
4. Statement of Public Participation
5. Welcome Visitors
6. Items Pulled from Consent Agenda
7. Consent Agenda Adoption
8. Agenda Adoption
9. Agenda
10. Public Comment
11. Date and Place of Next Meeting
12. Adjournment

Article IX. Communications

All official communications should come to the attention of the Commission through the Chairperson. The Chairperson shall serve as the official spokesperson for the Choice Commission. No Commission member shall be limited in personal, First Amendment rights in discussing their role in Commission work.

Article X. Parliamentary Procedure

The Commission will use Robert's Rules of Order as a guide on questions of parliamentary procedure to the extent those Rules are not inconsistent with these bylaws.

Article XI. Amendments

These bylaws may be added to or amended by a majority vote at any meeting of the Choice Commission provided that a quorum is present and provided that the proposed amendment is sent in writing to members of the Commission at least seven days in advance.

Article XII. Professional Development

The Choice Commission may offer professional development opportunities for Commission members, subject to funding. Members may attend at least one professional development

conference each year when funding is available. All requests must be submitted to the Chairperson and Treasurer at least one month prior to the conference on a form developed by the Choice Commission. All requests shall be considered by and subject to approval of the Executive Committee based upon criteria developed by the Executive Committee and approved by the Choice Commission.

Article XIII. Member Compensation and Expense Reimbursement

A. Members shall not receive compensation for serving on the Choice Commission.

B. Subject to funding, members shall be entitled to reimbursement of travel expenses as provided for in 2-18-501 through 2-18-503, MCA. Members shall submit requests for travel expenses to the Treasurer on a form developed and approved by the Choice Commission. If funding is available and the Treasurer determines that the travel expense reimbursement is adequately documented and allowable under 2-18-501 through 2-18-503, MCA, the Treasurer shall authorize reimbursement.

C. Subject to funding, members may receive reimbursement for other expenses incurred by them in performance of their duties and responsibilities as a member of the Choice Commission under criteria and procedures developed and approved by the Choice Commission.

These bylaws were approved and adopted by the Choice Commission on the 2nd day of October, 2023.

Trish Schreiber. , Community Choice School Chairperson

*********TIME CERTAIN AT 4:00 PM*********

❖ <u>**LICENSURE COMMITTEE – (Item 11)**</u>

Susie Hedalen

<u>**ITEM**</u>

<u>**ACTION ON APPEAL HEARING TO ADD AN
ENDORSEMENT, BPE CASE #2023-05,
STONE**</u>

Chad Vanisko, Board Legal Counsel

Thursday, November 16, 2023
Missoula County Public Schools
909 South Ave. West, Missoula, MT

8:30 AM

BOARD OF PUBLIC EDUCATION TOURS WITH LEGISLATIVE EDUCATION INTERIM COMMITTEE

8:45 AM   **SENTINEL HIGH SCHOOL TOUR**
                      901 South Ave W, Missoula, MT

9:30 AM   **LOWELL ELEMENTARY SCHOOL TOUR**
                      1215 Phillips St, Missoula, MT

10:30 AM   **HELLGATE HIGH SCHOOL TOUR**
                      900 S Higgins Ave, Missoula, MT

BOARD OF PUBLIC EDUCATION AND LEGISLATIVE EDUCATION INTERIM COMMITTEE JOINT MEETING

12:00 PM

- **Reflections on Bishop Carroll site visit (Calgary)**
- **Reflections on Bonner and MCPS site visits**
  - **Legislation implementation updates-**
    - **HB 352 – Early Literacy**
    - **HB 549 – Public Charter Schools**
    - **HB 562 – Community Choice Schools**
- **Overview of Democracy Youth Engagement Program – Tyson Warner, Program Officer, Maureen and Mike Mansfield Center**

❖ <u>**ASSESSMENT COMMITTEE – (Items 12-13)**</u>

Anne Keith

<u>Item 12</u>

<u>ACTION ON THE SUPERINTENDENT'S REQUEST TO REVISE TITLE 10, CHAPTER 56, ASSESSMENT STANDARDS AND PROPOSED TIMELINE</u>

Cedar Rose

Montana Board of Public Education
Executive Summary

Date: November 15-17, 2023

Presentation	Presentation for Statewide Assessment Revision Timeline for ARM Title 10, Chapter 56.
Presenter(s)	Cedar Rose
Position Title	Assessment Director Office of Public Instruction
Overview	This agenda item is presented to the BPE to approve the timeline and process for the revision of ARM Chapter 56: Statewide Assessment as aligned with 10.56.101 Attached is a rationale statement, proposed timeline, and overview for the revision of the ARM Chapter 56.
Requested Decision(s)	Action Item
Related Issue(s)	
Recommendation(s)	

Elsie Arntzen, Superintendent

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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First A⁺

CHAPTER 56: Statewide Assessment

LINK TO CURRENT LANGUAGE

Statewide Assessment Standards Revision Timeline and Overview

Rationale:

Using the negotiated rulemaking process involving independent stakeholder groups, Superintendent of Public Instruction, Elsie Arntzen is seeking to develop recommendations for the revision of Chapter 56: Assessment to reflect a major development in statewide assessments. In particular, the implementation of a flexible, innovative assessment system of short "testlets" in grades 3-8 mathematics and English language arts that will be administered through the year to align assessment more closely with learning, while also providing summative data that meet state and federal accountability needs. The through-year assessment system will be implemented at full scale for grades 3-8 during the 2024-2025 school year. The through-year assessment will replace existing summative assessments, thereby streamlining testing and setting the stage for modernizing the accountability system with a balanced system of assessment by which students can demonstrate growth and proficiency.

In order to ensure systems of assessments, accountability, and reporting work together to inform educational policy, address educational needs, and direct resources, the Superintendent is requesting the Board of Public Education to consider opening ARM Chapter 56:Assessment to adopt and amend rules relating to student assessment pursuant to ARM 10.56.101.

Proposed Timeline:

- BPE approves rulemaking timeline — Nov. 15-17, 2023
- Proposal notice to BPE for consideration — March 7-8, 2024
- BPE authorization to publish proposal notice, including public hearing date — March 7-8, 2024
    - Includes expert panel/work session (9) and notice (10)
- Proposal notice to SOS for publication in MAR — March 2024
- MAR publication of proposal notice — March 2024
    - Public comment begins
- Public hearing date — April 2024
- Final public comment deadline — April 2024
- Adoption notice to BPE for consideration/respond to comments — May 9-10, 2024
- BPE authorization to publish adoption notice — July 17-19, 2024
- Adoption notice to SOS for publication in MAR — July 2024
- MAR publication of adoption notice — July 2024
- Effective date of rules — August 2024

*The Board of Public Education may revise the above dates, based on the requirements of the Montana Administrative Procedure Act and the rulemaking statutes.

Negotiated Rulemaking (4 months)

The OPI will
- Select committee members
- Convene committee
- Create Economic Impact Statements and present to the Interim Education Committee of the Legislature

Rule Adoption (3 months)

The OPI will
- Present Superintendent's recommendation to the Board of Public Education (BPE)

The BPE will
- Conduct public hearings
- Vote to adopt administrative rules

Implementation

The OPI will
- Identify and create resources
- Identify and create professional development

Contact Information:

Cedar Rose, Assessment Director, cedar.rose@mt.gov

BOARD OF PUBLIC EDUCATION TIMELINE
PROPOSED CHAPTER 56 RULES
ASSESSMENT STANDARDS

- BPE approves rulemaking timeline   Nov. 15-17, 2023

- Proposal notice to BPE for consideration   March 7-8, 2024

- BPE authorization to publish proposal notice, including public hearing date   March 7-8, 2024
  - Includes expert panel/work session (7) and notice (8)

- Proposal notice to SOS for publication in MAR   March 12, 2024

- MAR publication of proposal notice   March 22, 2024
  - Public comment begins

- Public hearing date   April 12-19, 2024

- Final public comment deadline   April 22, 2024

- Adoption notice to BPE for consideration/respond to comments   May 9-10, 2024

- BPE authorization to publish adoption notice   July 17-19, 2024

- Adoption notice to SOS for publication in MAR   July 30, 2024

- MAR publication of adoption notice   August 9, 2024

- Effective date of rules   August 10, 2024

*The Board of Public Education may revise the above dates, based on the requirements of the Montana Administrative Procedure Act and the rulemaking statutes.

ITEM 13

INITIAL REVIEW AND WORK SESSION OF EARLY LITERACY ADVISORY COUNCIL'S RECOMMENDATIONS PERTAINING TO EARLY LITERACY TARGETED INTERVENTION RULEMAKING IN ARM TITLE 10, CHAPTER 54,EARLY LITERACY TARGETED INTERVENTION STANDARDS

McCall Flynn, BPE
Doug Rossberg, Title 1 Instructional Coach, Missoula County Public Schools
Dr. Laurie Barron, Superintendent, Evergreen School District
Dr. Christine Lux, Professor of Early Childhood Education, Montana State University
Colette Getten, Early Learning Family Center Administrator, Great Falls Public Schools

Montana Early Literacy Advisory Council

Recommendations to the Montana Board of Public Education

November 15-17, 2023

Drafted by McCall Flynn and Caitlin Jensen

Introduction and Summary

Education leaders across several states have taken steps to implement early childhood education services, such as options for public preschool, expansion of Head Start, and early intervention and family support services. Years of research on a variety of programs and models demonstrate clear evidence about the positive, long-term impacts quality early education services can provide for children. Comprehensive early education services that include a focus on literacy are one of the best ways to set children up for success in school and life. Children's brains are rapidly developing in their first five years of life, which is why exposure to quality early learning is critical. Literacy gaps appear in children well before they enter kindergarten, yet 1 in 3 kids will enter school without those skills. Reading proficiency by the end of third grade is a crucial marker in a child's educational development and is a predictor of later life outcomes.

In 2023, Representative Brad Barker, HD 58, sponsored [HB 352](#) to provide targeted interventions to support 3rd grade reading proficiency. The bill established duties of the Board of Public Education to identify an evaluation methodology to determine whether the child is above, at, or below a developmental trajectory leading to reading proficiency upon completion of 3rd grade. The Board of Public Education must also choose a home-based early literacy program and design a framework for jumpstart programs for early literacy interventions in schools. The bill was signed by the Governor on May 18, 2023 and went into effect July 1, 2023.

The Board of Public Education created the Montana Early Literacy Advisory Council (ELAC) on September 14, 2023 to provide recommendations to the Board on the requirements in HB 352 to provide targeted interventions to support 3rd grade reading proficiency. In September 2023, the Council conducted their first meeting. Members of the Council are as follows:

Dr. Anne Penn Cox	Elementary School Principal, Livingston Public Schools
Dr. Norah Barney	Special Education and Curriculum Director, Anaconda Public Schools
Dr. Laurie Barron	Superintendent, Evergreen School District
Nicole Simonsen	Superintendent, Culbertson Public Schools
Colette Getten	Early Learning Family Center Administrator, Great Falls Public Schools
Dr. Danielle Thompson	Consultant, The Transformative Reading Teacher Group
Dr. Christine Lux	Professor of Early Childhood Education, Montana State University
Dr. Tammy Elser	Faculty, Salish Kootenai College
Karen Filipovich	Executive Director, Montana Head Start Association
Doug Rossberg	Title 1 Instructional Coach, Missoula County Public Schools
Stephanie Olson	3rd grade teacher, Great Falls Public Schools
Rhea Christensen	Kindergarten teacher, Lambert Public Schools
Doug Reisig	Executive Director, Montana Quality Education Coalition
Lance Melton	Executive Director, Montana School Boards Association
Marie Judisch	Senior Manager of Teaching and Learning, Office of Public Instruction

Drafted by McCall Flynn and Caitlin Jensen

McCall Flynn, Executive Director of the Montana Board of Public Education & Caitlin Jensen, Executive Director of Zero to Five Montana, facilitated the Council meetings and discussions. The Council followed the scope of work, as determined by the Board of Public Education:

- ❖ Identify 3rd grade reading proficiency level.
- ❖ Review previous exceptional circumstances statute language for reference.
- ❖ Recommend an evaluation methodology which will be used to determine whether a child is at, above, or below a developmental trajectory leading to reading proficiency at the completion of third grade.
- ❖ Identify a framework for the jumpstart program.
- ❖ Recommend a home-based early literacy program.
- ❖ Review Title 10, Chapter 63 – Early Childhood Education Standards to ensure they align and complement Section 3.

Background

Access to early childhood education is varied across the state, and Montana is currently one of four states without a public preschool option (NIEER, 2022). In addition to offering Head Start preschool programming in 37 counties, Montana has piloted two initiatives to expand preschool opportunities: the federally funded Montana Preschool Development (MPDG) grant (2017 – 2019) which built early education capacity in 22 communities (10 school districts) and the Montana STARS Preschool program (2017) which supported expansion of 18 early childhood programs (10 school districts). An emphasis on early childhood workforce development was included in the MPDG grant to enhance P3 teacher education through financial assistance at Salish Kootenai College, University of Montana, UM Western, and Montana State University.

Although previous investments were supported by families, school districts, and community partners, funding has dwindled and only a fraction of children have access to early education services, including high-risk children who currently qualify for services such as eligibility-based Head Start and special education preschool. Currently, families have limited access to early literacy options across the state. As we have learned from other states, investments today will have lasting impacts on educational outcomes, as well as lasting gains for our state's economy.

The following outline early childhood education programs and educator workforce supports in Montana, intended to further define the existing system:
- ❖ **Head Start** is a federally funded, comprehensive program with early education, health, and family support components. This federal-to-local program requires a 20% community funding match. There are currently 6 Tribal Head Start grantees and 13 community-based grantees across Montana (Office of Head Start, 2021). Categorical eligibility is utilized to support enrollment based on family income, public service enrollment including TAN-F and SNAP, disability, military status, foster care, and families experiencing homelessness (Head Start Program Performance Standards, 2018). In 2022, Head Start programs served 1,337 3-year-olds, 1,466 4-year-olds, and 26 children ages 5 and up across Montana.
- ❖ **Special Education Preschool** is partially federally funded in Montana and is available to support young children with developmental delays or disabilities. Providing special

education preschool or services to young children with special needs is required by federal law (Part B/IDEA). Montana's special education preschools primarily operate out of school districts, and some partner with Head Start programs to coordinate services. In 2021, 1% of 3-year-olds and 2% of 4-year-olds were enrolled in special education in Montana (National Institute for Early Education Research, 2022).

❖ **Private Early Care and Education** (ECE) is how most Montana families access school readiness support. Most of Montana is considered a childcare desert – only 43% of the estimated demand for early care and education is met by the current capacity available, and 68,000 Montana families, or 8% of the state's labor force, are currently not fully participating in the labor force due to inadequate access to quality early care and education (Montana Department of Labor and Industry, 2021). Increased access to quality early care and education services would result in a positive impact to Montana's local and state economy.

❖ **The Early Childhood Education Workforce** includes providers and educators who develop and deliver quality, age-appropriate curriculum to help children enter school ready to learn. The MPGD created a professional development pathway for early care and education professionals to obtain a Preschool-through 3rd grade endorsement, commonly referred to as the P3 endorsement. Through a scholarship program funded by the grant, 1,273 early care and education providers had a verified early childhood or related degree and/or a P-3 endorsement in 2022 (Montana Early Childhood Project, 2022). P3 teacher and educator preparation continues to be a priority among Montana's Institutions of Higher Education, despite a reduction in funding available to support scholarships. The Montana Office of Public Instruction reported the following data regarding number of P3 endorsed teachers working in Montana Public Schools:

Year	# of P3 endorsed teachers employed in Montana public school districts
2023	166
2022	Data not available
2021	187
2020	119
2019	76

❖ **Statewide Early Education Collaboratives** support cross-sector partnership and increase coordination among sectors. Established efforts currently exist to elevate the early care and education workforce and foster community and state policy partnerships. These include the Early Childhood Higher Education Consortium, the Montana Early Learning Alliance, the UM Institute for Early Childhood Education, and the Tribal Colleges and Universities Head Start Partnership Program.

❖ **Exceptional Circumstances** have existed for over 40 years (1979), and school districts have had the authority to enroll children with exceptional circumstances in an early kindergarten program. The law allows a school board to gain ANB funding for children under the age of 5 who are enrolled in kindergarten when there are exceptional circumstances, at the discretion of the board of trustees, that merit waiving the lower age limit for ANB. The practice of enrolling and admitting children below the age of 5 is not

unprecedented. There are districts who have been successfully doing so for years and there are a growing number of children under the age of 5 being served under exceptional circumstances and claimed for ANB by Montana's public schools:

ANB	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
ANB >5	42	54	61	61	64	98	268	309	280	300	556	854	1,125	1,269

The Montana School Boards Association is working to provide guidance (Policy 3100) to school districts as they continue to provide enhanced educational opportunities in the 2023-2024 school year for students under the age of 5 when either individual exceptional circumstances exist and/or when community-based exceptional circumstances are present, and the transition to the new early literacy intervention programs, as provided for in HB 352.

Scope of Work

Understanding 3rd Grade Reading Proficiency
The legislature found that the ability to read at or above grade level is essential for educational success. The legislature also found that too many Montana children are not reading proficient at the end of 3rd grade. The purpose of HB 352 bill is to:
  ❖ provide parents with voluntary early literacy interventions for their children;
  ❖ increase the number of children who are reading proficient at the end of 3rd grade and in doing so, help children develop their full educational potential pursuant to Article X, section 1(1), of the Montana constitution; and
  ❖ foster a strong economic return for the state on early literacy investment through enhancing Montana's skilled workforce and decreasing future reliance on social programs and the criminal justice system.

In 2023, the intent of proficiency and proficiency-based education has been incorporated in both statute and administrative rule:

In 20-7-1601, MCA, the following definitions apply:
  ❖ "**Proficiency**" means a measure of competence that is demonstrated through application in a performance assessment.
  ❖ "**Proficiency-based learning**" means an education system in which student progress is based on a student's demonstration of competence rather than on the basis of seat time or the age or grade level of the student.

In ARM 10.55.602, the following definitions apply:
  ❖ "**Personalized learning**" means to: develop individualized pathways for career and postsecondary educational opportunities that honor individual interests, passions, strengths, needs, and culture; support the student through the development of

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relationships among teachers, family, peers, the business community, postsecondary education officials, public entities, and other community stakeholders; embed community-based, experiential, online, and work-based learning opportunities; and foster a learning environment that incorporates both face-to-face and virtual connections.

❖ "**Proficiency-based learning**" means systems of instruction, assessment, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills as outlined in the state content standards.

❖ "**Proficient**" means that a student demonstrated a level of knowledge and skills that are expected to be learned signaling that a student is well prepared to progress on the learning continuum aligned to the content standards, learning progressions, and necessary readiness skills.

It's clear in both statute and administrative rule that the use and benchmarks for "proficiency" are set by local boards of trustees. The Council recognized the importance of maintaining this flexibility and local control.

Evaluation Methodology

"**Evaluation methodology**" means a research-based methodology, instrument, or assessment selected by the Board of Public Education to determine, based on a child's age or grade level, whether the child is above, at, or below a developmental trajectory leading to reading proficiency on completion of 3rd grade.

The Board of Public Education shall determine an evaluation methodology to determine, based on a child's age or grade level, whether the child is above, at, or below a developmental trajectory leading to reading proficiency on completion of 3rd grade. The evaluation must be:

❖ developmentally appropriate;
❖ research-based;
❖ cost-effective; and
❖ if possible, aligned with formative assessments that inform instruction in the classroom-based program and the jumpstart program.

A child may not be evaluated for the early literacy programs unless requested by the child's parent or guardian. The trustees may administer the evaluation methodology in April, May, or June to a child who will be 4 years of age or older on or before the following September 10 and who has not yet entered 3rd grade. A child who is evaluated to be below trajectory for 3rd-grade reading proficiency for the child's age or grade level is an eligible child for the subsequent school year.

In reviewing the legislation, the Council really focused on highlighting a specific set of literacy skills that children and students would be assessed on in order to be eligible for the early literacy targeted intervention programs. (Appendix A) Per legislation, these assessments (or screeners) will happen each April, May, or June prior to the schoolyear. To better understand the alignment between the literacy skills and in which school year they take place, the Council developed the Methodology Matrix. (Appendix C)

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Survey Results
The Council released a survey to request information about current early literacy services to 4-year-olds, as well as data on screening tools school districts are currently using. HB 352 specifies the evaluation methodology, if possible, be aligned with formative assessments that inform instruction in the classroom-based program and the jumpstart program.

The survey was sent to school district leaders across the state and received 42 responses, representing 36 school districts (both small and large districts, including Indian country) and 29 towns. An additional 8 Head Start programs, partnering with school districts, participated in the survey.

Nine commonly used assessments, identified through the survey, were incorporated into the screening tool crosswalk, providing context to the Council about the types of screening tools currently being used in Montana.

In addition to data collected about commonly used screening assessments, the survey also asked questions about current services to 4-year-olds, names of programs, previous participation in the Montana Preschool Development Grant or the STARS Preschool program, as well as information about how early childhood assessments are administered. Some respondents also included information about the cost of the assessment, as well as how data is commonly used to inform ongoing instruction.

Shared Definitions
The Council reviewed the following definitions to determine which type of screening tools they would include on the recommended list of "approved screening tools":

"Traditional Screening" means a brief assessment procedure designed to identify children who may need more intensive diagnosis or evaluation from local early intervention, early childhood special education, health, mental health, or other related service providers.
- ❖ *Answers the question*: Does this child need further evaluation?
- ❖ *Screening Tool Examples*: The Ages and Stages Questionnaires, The Denver-II, DIAL-3, Early Screening Inventory, Revised Developmental Screening Inventory, Parent's Evaluation of Developmental Status.

"Universal Screening" means the process of gathering academic and social-emotional behavior data. The universal screener is a brief and easy to administer procedure designed to identify children who should receive more intensive intervention or support in particular content areas. Of note, many universal screeners also serve the dual purpose of program planning and/or progress monitoring.
- ❖ *Answers the question(s)*: Does this child need additional instruction? Is this child responding to intervention?
- ❖ *Screening Tool Examples*: Individual Growth and Development Indicators, Preschool Early Literacy Indicators, Acadence Reading, STAR Early Literacy, FastBridge

In reviewing these definitions, the Council determined that a universal screening process would more accurately assess children to better understand the level of intervention and instruction

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needed to reach proficiency. The Council agreed to focus on the universal screening tools when creating the list of approved screening tools. (Appendix B) The Council created the Screening Tool crosswalk to better align the universal screening tools that our school districts are already using with the literacy skills that will be assessed to determine eligibility as part of the evaluation methodology. (Appendix D)

Jumpstart Program
For an eligible child who is 5 years of age or older on or before September 10 of the year in which the child is to participate in the program and who has not yet completed 3rd grade, the trustees may offer a jumpstart program.
The jumpstart program must:
   ❖ take place during the time between the end of one school calendar year and the start of the next school calendar year, as determined by the trustees, preceding a child's entry into kindergarten, 1st grade, 2nd grade, or 3rd grade;
   ❖ be at least 4 weeks in duration and provide at least 120 instructional hours;
   ❖ be aligned to a framework determined by the Board of Public Education; and
   ❖ be designed in a manner to increase the likelihood of a child being evaluated at the end of the ensuing school year to be at or above a trajectory leading to reading proficiency at the end of 3rd grade.

In reviewing the legislation, the Council really focused on creating a jumpstart program framework that aligns with the evaluation methodology and adheres to the requirements in the Montana Early Childhood Education Standards and the Montana Content Standards for English Language Arts and Literacy. (Appendix A)

Home-Based Early Literacy Program
For an eligible child who is 4 years of age or older on or before September 10 of the year in which the child is to participate in the program and who has not yet completed 2nd grade, the trustees may offer a home-based program.

The home-based program must be selected by the Board of Public Education and must:
   ❖ be operated by a nonprofit entity;
   ❖ be research-based and proven effective at developing early literacy skills in populations at risk of not being reading proficient at the end of 3rd grade;
   ❖ foster parental engagement; and
   ❖ have a cost of no more than $1,000 a year for each child.

Given that the Superintendent of Public Instruction shall pay for the costs for an eligible child participating in a home-based program and that funds appropriated for these purposes are directed to the Office of Public Instruction, the Office of Public Instruction will take the lead on the required Request for Proposal (RFP) process pertaining to the selection of the home-based program.

The Council will have an opportunity to weigh in on the draft RFP, and then 1-2 members will participate on the RFP Review Committee that will review applications and provide a recommendation to the Board of Public Education.

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Early Childhood Education Standards
HB 352 created new definitions under 20-7-117, MCA, to clarify allowable operation of Kindergarten and Preschool programs.

- ❖ "**Kindergarten program**" means a half-time or full-time 1-year program immediately preceding a child's entry into 1st grade with curriculum and instruction selected by the board of trustees and aligned to the content standards established by the Board of Public Education.
- ❖ "**Preschool program**" means a half-time or full-time program to prepare children for entry into kindergarten and governed by standards adopted by the Board of Public Education.

Given these new definitions, the Council will review Title 10, Chapter 63 – Early Childhood Education Standards to ensure they continue to be reliable and accurate, based on the new legislation. Recommended rule revisions will be presented to the Board of Public Education at their January meeting and included in this report.

Conclusion

As required in HB 352, The Board of Public Education, the Office of Public Instruction, and the boards of trustees of school districts shall collaborate and prepare for the full implementation of early literacy programs in the school year beginning July 1, 2024. The legislature intends that the evaluation methodology be available for administration in the Spring of 2024 to determine child eligibility.

The Montana Early Literacy Advisory Council would like to thank the Board of Public Education for the opportunity to participate in this work. The information and recommendations provided in this document are well researched and have proven to be highly successful in other states. By approving these recommendations, we are confident that more students in Montana will receive early literacy targeted interventions, which will in turn support their pathway to 3rd grade proficiency.

Appendices

A. Draft Rule

B. List of Approved Evaluation Methodology Screening Tools

C. Methodology Matrix

D. Screening Tool Crosswalk

Drafted by McCall Flynn and Caitlin Jensen

APPENDIX A

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BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

</div>

In the matter of the adoption of New Rule I and New Rule II pertaining to the early literacy targeted intervention programs	) NOTICE OF PUBLIC HEARING ON) PROPOSED ADOPTION)))

TO: All Concerned Persons

1. On January 4, 2024, at 10:00AM the Board of Public Education (Board) will hold a public hearing in Room 152 of the Montana State Capitol in Helena, Montana to consider the proposed adoption of the above-stated rules.

2. The Board 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 no later than 5:00PM on December 22, 2023, to advise us of the nature of the accommodation that you need. Please contact McCall Flynn, Executive Director, 46 N. Last Chance Gulch, Suite 2B, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0300; or e-mail mflynn@mt.gov.

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

<u>NEW RULE I EVALUATION METHODOLOGY FOR EARLY LITERACY TARGETED INTERVENTIONS</u>
(1) The local board of trustees shall adopt and ensure use of an evaluation methodology to identify, enroll, and admit children to early literacy targeted interventions. The evaluation methodology used must be overseen by and include application of professional judgment of qualified employees. A child may not be evaluated for the purposes of these interventions unless requested by the child's parent or guardian. The district must maintain evidence of the request. The evaluation methodology may be administered in April, May, or June, and must assess at least one of the following literacy skills:
    (a) For four-year-olds:
        i.   Oral Language;
        ii. Phonological Awareness;
        iii. Alphabet Knowledge;
    (b) Prior to Kindergarten:
        i.   Oral Language
        ii. Phonological Awareness;
        iii. Alphabet Knowledge;
    (c) Prior to First grade:
        i.   Phoneme Awareness;
        ii. Listening Comprehension;
        iii. Developmental Spelling;

MAR Notice No. 10-54-292

        iv.   Vocabulary (expressive or receptive);
        v.   Word Reading (nonsense or real);
        vi.   Reading Composite;
   (d) Prior to Second grade:
        i.   Listening Comprehension;
        ii.   Developmental Spelling;
        iii.   Vocabulary (expressive or receptive);
        iv.   Word Reading (nonsense or real);
        v.   Connected Text Reading Fluency;
        vi.   Connected Text Accuracy;
        vii.   Reading Composite;
   (e) Prior to Third grade:
        i.   Developmental Spelling;
        ii.   Vocabulary (expressive or receptive);
        iii.   Word Reading (nonsense or real);
        iv.   Connected Text Reading Fluency;
        v.   Connected Text Accuracy;
        vi.   Reading Comprehension;
        vii.   Reading Composite;

(2) The list of approved evaluation methodology screening tools must be reviewed in odd years through a process of review complying with the provisions of Title 2, Chapter 3, MCA, to ensure continuous adherence to developmentally appropriate and research-based screening tool requirements. Any changes of the list must be published and made publicly available by the Board of Public Education no later than 30 days after adoption of any changes. The removal of an evaluation methodology screening tool shall not be effective until July 1 following such removal.

(3) A local board of trustees adopting and using one of the approved evaluation methodology screening tools shall be construed to have complied with this rule.

(a) Use of one of the approved evaluation methodology screening tools shall not, however, be required, provided that the district's adopted evaluation methodology screening tool conforms to the requirements of (1) of this rule.

(4) For the purposes of this rule, "evaluation methodology" means an age-appropriate research-based methodology, instrument, or assessment selected by the board of public education to determine, based on a child's age or grade level, whether the child is above, at, or below a developmental trajectory leading to reading proficiency on completion of 3rd grade.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-18XX, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-7-18XX, MCA

     NEW RULE II JUMPSTART PROGRAM FRAMEWORK FOR EARLY LITERACY TARGETED INTERVENTION
(1) The local board of trustees may offer a jumpstart program to support early literacy targeted intervention based on evaluation methodology identified in New Rule I as aligned to the Montana Early Childhood Education Standards and the Montana Content Standards for English Language Arts and Literacy.

(2) The jumpstart program must be overseen by and include application of professional judgment of qualified employees and must be designed in a manner to increase the likelihood of a child being evaluated at the end of the ensuing school year to be at or above a trajectory leading to reading proficiency at the end of 3rd grade.

(3) For the purposes of this rule, "jumpstart program" means a program that is at least 4 weeks in duration and provides at least 120 instructional hours and takes place during the time between the end of one school calendar year and the start of the next school calendar year, as determined by the trustees, preceding a child's entry into Kindergarten, First grade, Second grade, or Third grade.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-18XX, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-7-18XX, MCA

REASON: The Board proposes to adopt New Rule I and New Rule II to comply with HB 352 (2023). The Early Literacy Advisory Council, created by the Board of Public Education, recommended the proposed evaluation methodology and jumpstart program framework to address the purposes of the legislation to provide parents with voluntary early literacy interventions for their children, increase the number of children who are reading proficient at the end of 3rd grade, and foster a strong economic return for the state on early literacy investments. New Rule I will be codified as ARM 10.54.901 and New Rule II will be codified as ARM 10.54.902.

4. Concerned persons may submit their data, views, or arguments concerning the proposed action in writing to: McCall Flynn, Executive Director, Board of Public Education, 46 N. Last Chance Gulch, Suite 2B, P.O. Box 200601, Helena, Montana, 59620; telephone (406) 444-0300; or e-mail mflynn@mt.gov, and must be received no later than 5:00PM, January 7, 2024.

5. McCall Flynn, Executive Director, Board of Public Education has been designated to preside over and conduct this hearing.

6. The Board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this agency. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 4 above or may be made by completing a request form at any rules hearing held by the agency.

7. An electronic copy of this proposal notice is available through the Secretary of State's web site at http://sos.mt.gov/ARM/Register. The Secretary of State strives to make the electronic copy of the notice conform to the official version of the notice, as printed in the Montana Administrative Register, but advises all concerned persons that in the event of a discrepancy between the official printed text of the notice and the electronic version of the notice, only the official printed text

will be considered. In addition, although the Secretary of State works to keep its web site accessible at all times, concerned persons should be aware that the web site may be unavailable during some periods, due to system maintenance or technical problems.

8. The bill sponsor contact requirements of 2-4-302, MCA, apply and have been fulfilled. The primary bill sponsor was contacted by email on November 7, 2023.
.
9. With regard to the requirements of 2-4-111, MCA, the Board has determined that amendment of the above-referenced rule will not significantly and directly impact small businesses.

/s/ McCall Flynn   /s/ Tim Tharp
McCall Flynn   Tim Tharp
Executive Director   Chair
Board of Public Education   Board of Public Education

Certified to the Secretary of State XX.

APPENDIX B

Board of Public Education
List of Approved Evaluation Methodology Screening Tools

According to ARM 10.54.901, the list of approved evaluation methodology screening tools must be reviewed by the Board of Public Education in odd years through a process of review complying with the provisions of Title 2, Chapter 3, MCA, to ensure continuous adherence to developmentally appropriate and research-based screening tool requirements.

Any changes of the list shall be published and made publicly available by the Board of Public Education no later than 30 days after adoption of any changes. The removal of an evaluation methodology screening tool shall not be effective until July 1 following such removal.

Adopted: TBD 2024
Revised: TBD

(1) For four-year-olds and prior to Kindergarten:
    (a) Acadence Reading PreK (PELI -- Preschool Early Literacy Indicators)
        Screens for: Oral Language, Phonological Awareness, Alphabet Knowledge
    (b) Assessment of Story Comprehension (ASC)
        Screens for: Oral Language
    (c) Early Bird
        Screens for: Oral Language, Phonological Awareness, Alphabet Knowledge
    (d) Get Ready To Read! (Revised)
        Screens for: Oral Language, Alphabet Knowledge
    (e) Language Screen (OxEd) and Reading Screen
        Screens for: Oral Language
    (f) myIGDIs
        Screens for: Oral Language, Phonological Awareness, Alphabet Knowledge
    (g) Quick Interactive Language Screener (QUILS)
        Screens for: Oral language
    (h) Star Early Literacy
        Screens for: Oral Language, Phonological Awareness, Alphabet Knowledge
    (i) Test of Preschool Early Literacy (TOPEL)
        Screens for: Oral Language, Phonological Awareness, Alphabet Knowledge

(2) For prior to first grade, second grade, third grade:
    (a) Acadence Reading (formerly DIBELS NEXT)
        Screens for: Phoneme Awareness, Developmental Spelling, Word Reading (nonsense or real), Connected Text Reading Fluency, Connected Text Accuracy, Reading Comprehension, Reading Composite

(b) aimswebPlus

Screens for: Phoneme Awareness, Developmental Spelling, Word Reading (nonsense or real), Connected Text Reading Fluency, Connected Text Accuracy, Reading Comprehension, Reading Composite

(c) DIBELS 8th

Screens for: Phoneme Awareness, Word Reading (nonsense or real), Connected Text Reading Fluency, Connected Text Accuracy, Reading Comprehension, Reading Composite

(d) Early Bird

Screens for: Phoneme Awareness, Listening Comprehension, Vocabulary (expressive or receptive), Word Reading (nonsense or real), Connected Text Reading Fluency, Connected Text Accuracy, Reading Composite

(e) easyCBM

Screens for: Phoneme Awareness, Vocabulary (expressive or receptive), Word Reading (nonsense or real), Connected Text Reading Fluency, Connected Text Accuracy, Reading Comprehension, Reading Composite

(f) FastBridge

Screens for: Phoneme Awareness, Developmental Spelling, Vocabulary (expressive or receptive), Connected Text Reading Fluency, Connected Text Accuracy, Reading Comprehension, Reading Composite

(g) Language Screen (OxEd) and Reading Screen

Screens for: Phoneme Awareness, Listening Comprehension, Vocabulary (expressive or receptive), Word Reading (nonsense or real), Reading Composite

APPENDIX C

4-year-old - Third Grade Literacy Skills	Assessments Prior to Grade Level				
	4-year-old	K	1st	2nd	3rd
Oral Language	X	X			
Phonological Awareness	X	X			
Alphabet Knowledge	X	X			
Phoneme Awareness			X		
Listening Comprehension			X	X	
Developmental Spelling			X	X	X
Vocabulary (expressive or receptive)			X	X	X
Word Reading (nonsense or real)			X	X	X
Connected Text Reading Fluency				X	X
Connected Text Accuracy				X	X
Reading Comprehension					X
Reading Composite Score			X	X	X

APPENDIX D

Evaluation Methodology for Early Literacy Targeted Intervention

Screening Tools for 4-Year-Olds and Prior and Kindergarten	Age Appropriate Use & Purpose of Tool	Skill Focus	Skills Assessed for 4-Year-Olds & Prior to K		
			Oral Language	Phonological Awareness	Alphabet Knowledge
Universal Screeners ("X" indicates skill assessed by tool)					
Acadence Reading PreK (PELI - Preschool Early Literacy Indicators)	Tool appropriate for PreK. Storybook - embedded assessment of essential pre-literacy and oral language skills needed for kindergarten. The assessment is designed to identify children who are experiencing difficulties acquiring these skills with intent to provide the instructional support needed to improve future reading outcomes (alphabet, vocabulary, oral language, comprehension, phonological awareness).	Early literacy skills	X	X	X
Assessment of Story Comprehension (ASC)	Tool appropriate for PreK. Fast, easy way to measure the story comprehension of children ages 3–5, identify children who may need language intervention, monitor progress, and determine when comprehension has meaningfully improved.	Early literacy skils	X		
Early Bird	Tool appropriate for PreK to grade 3. Comprehensive early literacy screener that is aligned with the National Reading Panel and the Science of Reading. It is a game-based screener that can be administered as early as age four.	Early literacy skills	X	X	X
Get Ready To Read! (Revised)	Tool appropriate for PreK. Specifically developed for preschoolers. Get Ready to Read! (Revised) offers a brief, economical screening tool to help evaluate a child's readiness for learning how to read and write.	Early literacy skills	X		X
Language Screen (OxEd) and Reading Screen	Tool appropriate for PreK to 3rd grade. Track individual and whole class progress and identify those requiring additional language support or intervention with a fast, fun, and intuitive app for teachers and teaching assistants.	Oral language and early literacy	X		
myIGDIs	Tool appropriate for PreK. MyIGDIs helps you quickly and accurately assess early numeracy, early literacy, and/or social skill development so you can intervene early and provide all learners with targeted support for success.	Early literacy, early numeracy, and social skills	X	X	X
Quick Interactive Language Screener (QUILS)	Tool appropriate for age 3 to age 6. Evaluate whether children are making language progress appropriate for their age group.	Oral language	X		
Star Early Literacy	Tool appropriate for PreK to 3rd grade. Quickly measures Pre-K–3 students' early literacy and early numeracy skills with a computer-adaptive assessment designed just for young learners.	Early literacy and early numeracy	X	X	X
Test of Preschool Early Literacy (TOPEL)	Tool appropriate for age 3 to 5 years 11 months. Children entering kindergarten or first grade are expected to have a certain level of vocabulary, phonological awareness, and print knowledge to be successful in school. The TOPEL can identify preschoolers who are at risk for literacy problems, allowing early intervention. It is used by early childhood educators, special educators, psychologists, diagnosticians, and other professionals to document a child's print, oral vocabulary, and phonological awareness level; to document progress; and to plan intervention.	Early literacy	X	X	X

Evaluation Methodology for Early Literacy Targeted Intervention

Screening Tools for Prior to First, Second, and Third Grade	Age Appropriate Use & Purpose of Tool	Skill Focus				Skills Assessed Prior to First, Second, and Third Grade Age 5+ (K-3rd Grade) Only							
						Phoneme Awareness	Listening Comprehension	Developmental Spelling	Vocabulary (expressive or receptive)	Word Reading (nonsense or real)	Connected Text Reading Fluency	Connected Text Accuracy	Reading Comprehension	Reading Composite
Universal Screeners ("X" indicates skill assessed by tool)														
Acadence Reading (formerly DIBELS NEXT)	Tool appropriate for K to 3rd grade. Used to determine how students are performing on important reading skills (phonemic awareness, phonics, vocabulary, fluency, and comprehension).	Literacy and math				X		X		X	X	X	X	X
aimswebPlus	Tool appropriate for K to 3rd grade. aimswebPlus offers nationally-normed, skills-based benchmark assessments and progress monitoring integrated into one application across reading and math domains.	Literacy, math, behavioral, & social-emotional learning				X		X		X	X	X	X	X
DIBELS 8th	Tool appropriate for K to 3rd grade. DIBELS ® (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills. They are designed to be short (one minute) fluency measures that can be used to regularly detect risk and monitor the development of early literacy and early reading skills in kindergarten through eighth grade.	Literacy				X				X	X	X	X	X
Early Bird	Tool appropriate for PreK to 3rd grade. Comprehensive early literacy screener that is aligned with the National Reading Panel and the Science of Reading. It is a game-based screener that can be administered as early as age four.	Literacy				X	X		X	X	X	X		X
easyCBM	Tool appropriate for K to 3rd grade. The easyCBM system is designed for benchmark assessments to be given at a students' actual grade level (progress monitoring measures can be used off grade level) for grades K-8th grade. The easyCBM program is researched/developed for testing in fall, winter, and spring with summer being the natural academic break, and grade advancement of students.	Literacy and math				X		X		X	X	X	X	X
FastBridge	Tool appropriate for K to 3rd grade. FastBridge combines Computer-Adaptive Tests (CAT) and Curriculum-Based Measures (CBM) for universal screening and progress monitoring while delivering psychometrically valid data.	Literacy, math, social emotional/behavioral				X		X	X		X	X	X	X
Language Screen (OxEd) and Reading Screen	Tool appropriate for PreK to 7th grade. ReadingScreen	OxEd & Assessment, assesses children's single word recognition and decoding ability by testing a series of words and nonwords which increase in difficulty as the test progresses. It takes less than 10 minutes to complete (there are discontinuation rules in place so depending on the reading level of the child, the test can be as short as 2-3 minutes).	Language, literacy and math				X	X		X	X				X

❖ **LICENSURE COMMITTEE – (Items 14-19)**

ITEM 14

INFORMATION ON THE SUPERINTENDENT'S RECOMMENDATION TO APPROVE ABCTe AS AN ALTERNATIVE TEACHER CERTIFICATION AND ENDORSEMENT PROGRAM

Dr. Julie Murgel
Crystal Andrews

Montana Board of Public Education
Executive Summary

Date: November 15-17, 2023

Presentation	Presentation on the Request for Initial Approval for the Alternative Program- American Board for Certification of Teacher Excellence (American Board).
Presenter	Crystal Andrews and Julie Murgel
Position Title	Accreditation and Licensure Director; Chief Program Officer Office of Public Instruction
Overview	As aligned with ARM 10.58.802; the Superintendent is requesting approval of the American Board, an alternative certification program. The American Board has provided an overview along with three supporting documents which are located in the agenda packet.
Requested Decision(s)	Informational Item
Related Issue(s)	The American Board's request addresses the requirements listed in SB373; the statute for an alternative teacher certification and endorsement program. ARM 10.57.102(5)(c) "Approved preparation program" means: An educator preparation program approved by a state board of education or state education agency that leads to licensure in the state of preparation.
Recommendation(s)	None

October 27, 2023

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

Dear Superintendent Arntzen,

The American Board for Certification of Teacher Excellence (American Board) greatly appreciates the opportunity to partner with you, the Montana Board of Public Education, and schools across the state to become an approved alternative teacher certification program.

In reviewing SB373, passed by the Montana Legislature earlier this year and signed into law by the Governor, American Board fulfills the requirements listed in the statute for an alternative teacher certification and endorsement program. Those requirements of a program include:

1. subject-area content training in the area in which the applicant seeks to be certified and endorsed (Section 1(1)(d));

American Board provides content training in the subject areas of Elementary Education, Special Education, English Language Arts, US and World History, Mathematics, General Science, Biology, Chemistry, and Physics. There is also an additional endorsement in Reading/Literacy. Furthermore, American Board program participants are required to pass a final subject-area exam as part of successful program completion.

2. pedagogical training that covers effective instructional delivery, classroom management and organization, assessment, instructional design, and professional learning and leadership (Section 1(1)(d)); and

The domains and topics for pedagogy training (entitled Professional Teaching Knowledge) are detailed in this packet of information and include the training categories listed in the statute. As with the subject-area exam, American Board program participants are required to pass a final Professional Teaching Knowledge exam as part of successful program completion.

3. the program is accepted for teacher licensure in at least five states and has operated for at least 10 years (Section 1(4)(a)(ii)).

American Board was founded in 2001 with a $45 million grant from the US Department of Education. As an example, today, American Board operates in 13 states with at least three more coming online. In the last 20 years across those states, American Board has helped more than 16,000 teachers gain their certification. Five of the first states to approve American Board's certification program continue to accept the certification today. They are listed in the table below.

State	Year Initiated	Website
Florida	2004	https://www.fldoe.org/core/fileparse.php/9915/urlt/RoutesEdPrep.pdf
Idaho	2003	https://www.sde.idaho.gov/be-an-educator/
Missouri	2008	https://dese.mo.gov/educator-quality/certification/facts-about-american-board-certification-teacher-excellence-abcte
Oklahoma	2009	https://sde.ok.gov/oklahoma-teaching-requirements-american-board-certification-teacher-excellence-abcte-teachers
South Carolina	2007	https://ed.sc.gov/educators/alternative-certification/programs/

In addition to submitting proof that American Board meets the requirements set forth in statute, we have responded to the additional questions your office has sent. We hope that all of this leads to your recommendation of program approval to the Board of Public Education.

Sincerely,

Melanie Olmstead, Executive Director
American Board for Certification of Teacher Excellence

Alternative Teaching Program Information Request
American Board for Certification of Teacher Excellence

American Board for Certification of Teacher Excellence (American Board) was founded by the U.S. Department of Education in 2001, currently operates in 13 states, and has certified more than 16,000 teachers nationwide. American Board's program provides a flexible and affordable pathway for competent, local professionals seeking a career change to teaching.

In 2016, Drexel University's School of Education conducted a survey of over 150 principals at schools that employ American Board-certified teachers. The purpose of this survey was to assess the efficacy and quality of American Board-certified teachers after becoming a full-time teacher of record. Drexel's survey found that:

1. American Board-certified teachers performed better than traditional, college-certified teachers in the following areas:
- Roots in their communities
- Job Appreciation
- Applying prior professional knowledge
- Applying real world experiences

2. 97% of principals surveyed expected to offer their American Board-certified teachers a second contract.

3. 97% of principals surveyed expected to retain their American Board-certified teachers after the critical 3- year mark.

The complete Drexel Principal Survey has been submitted with this application as 'Supporting Document 1'.

Additionally, since its inception, American Board has participated in stringent third-party reviews of both its program content and the effectiveness of its teacher graduates. Renowned organizations that have reviewed American Board's program include Mathematica Inc, Drexel University's School of Education, and MetriKs Amérique LLC. American Board currently participates in an annual review with MetriKs Amérique, through which American Board's standards, study material, and certification exams are continuously reviewed.

In 2018, Drexel University School of Education professor Toni Sondergeld compared American Board pedagogy materials with the nationally recognized InTASC standards—which were developed through a cooperative process led by the Council of Chief State School Officers—and found American Board's PTK Standards are well-aligned to the InTASC Standards across the majority of content. Any noted differences represent a difference in emphasis and focus rather than missing content. This study of the American Board PTK Examination with InTASC National Standards has been submitted with this application as 'Supporting Document 2'.

Another third-party study looked at the alignment of American Board's Professional Teaching Knowledge (PTK) content standards to the Praxis Principles of Learning and Teaching (PLT) content standards. This study looked at alignment on two levels: the Domain level (or macro content) and the Specific Objective

level (or micro content). American Board content was found to be very strongly aligned at 100% whilst Specific Objectives were very strongly aligned at 98%.

In fact, the two programs were aligned well enough to be considered interchangeable based on the general content measured. "Based on results of the present alignment study, the American Board has effectively demonstrated that it adheres to recognized national Professional Teaching Knowledge standards, as represented in the PRAXIS© PLT examination for teachers. Coupled with the results from routine psychometric analyses conducted annually, it is evident that the American Board meets the guidelines for the development and administration of a psychometrically sound and legally defensible assessment program." This PTK and Praxis Alignment study has been submitted with this application as 'Supporting Document 3'.

American Board's admission requirements are straightforward and ensure a diverse candidate pool. First, candidates must hold at least a bachelor's degree from an accredited college or university. Many American Board candidates hold master's degrees and / or PhDs, in addition to decades of career experience. Candidates must also complete a background check form and submit their official transcripts within 30 days of enrolling in American Board's program. If a candidate fails their background check or their transcripts do not meet state requirements, they cannot move forward with the program and will be issued a full refund for any paid program fees. American Board's typical candidates include career changers, Military Veterans, substitute teachers and paraprofessionals looking for full certification, and stay-at-home parents who wish to re-enter the workforce.

In addition to providing a low one-time enrollment fee which is about 1/10 the cost of a traditional certification program, American Board also offers need-based discounts, the option to pay in installments, the ability to pay through third parties such as Workforce Innovation and Opportunity Act (WIOA) offices, and a significantly discounted price for all of our Nation's Veterans and their spouses.

Although American Board's program is designed for independent use by candidates, we understand the importance of providing guidance and assistance throughout their enrollment. American Board offers light counseling for candidates who are uncertain about the certification they should pursue, including information about high-need subject areas and required competencies in those areas. Although American Board does not offer career placement, we do offer guidance on the resume-building and job application process. American Board candidates also have access to an online Help Desk and dedicated phone line where they can receive technical support, ask questions, and submit program feedback to content creators.

While the program offered is self-paced and competency-based, American Board does provide remediation as needed. Candidates who require additional support beyond the standard study materials have access to American Board's Remediation Team which is comprised of currently licensed teachers who possess firsthand knowledge of the specific skills and knowledge needed by teachers in training. It is important to note that as an alternative certification program, American Board does not offer the traditional academic counseling typically found in university programs. Instead, our focus is on providing practical support and resources that directly contribute to the success of our candidates. We are committed to guiding candidates on their journey towards becoming certified teachers, ensuring they have the tools and assistance they need to excel in the field of education.

American Board believes that highly skilled teachers should possess a comprehensive body of knowledge that is research-based and promotes student achievement. American Board's Professional Teaching Knowledge (PTK) Exam is designed to assess a new teacher's knowledge of teaching-related criteria. Such knowledge is typically obtained in undergraduate preparation in areas such as human development, classroom management, instructional design and delivery techniques, assessment, and other professional preparation. This exam also contains a writing component that evaluates a candidate's ability to write to audiences they will most likely address as a teacher: parents, colleagues, and/or school administrators.

The standards covered in American Board's PTK exam are divided into the following domains: Instructional Design, Effective Instructional Delivery, Classroom Management and Organization, Assessment, and Professional Learning and Leadership. Importantly, these standards have been shown to align with the nationally recognized InTASC standards which ensure that candidates demonstrate an understanding within four categories: "the learner and learning," "content," "instructional practice," and "professional responsibility." American Board's PTK standards have also been found to be aligned with the PRAXIS© PLT content standards. Evidence of this alignment can be found in the attached 'Supporting Document 2' from Drexel University and 'Supporting Document 3' from MetriKs Amérique. Every candidate completing American Board's program is required to pass the PTK exam.

To ensure that candidates are well-prepared for the PTK Exam, American Board provides a comprehensive array of study materials. These resources were developed by university professors and field experts through a $45 million grant from the U.S. Department of Education. The study materials include the PTK Study Plan, PTK Standards Workbook, PTK Workshop, and PTK Practice Quizzes and Exams. These materials were thoughtfully designed to facilitate candidates' understanding of the exam's content and structure. As noted above, these materials are continuously reviewed and updated by field experts as warranted.

As candidates progress through the curriculum, they are introduced to content through a provided list of standards and engaging workshops accompanying each course. To track their progress and identify areas that may require further review, candidates utilize the study plan, which encourages analysis, definition, paraphrasing, reflection, and application of each standard. To strengthen content retention, practice questions are strategically embedded within each workshop, while practice quizzes for each domain and two practice final exams further reinforce the material.

Ultimately, content mastery is evaluated during the final exams. By providing a well-structured curriculum and robust study materials, American Board ensures that its candidates receive comprehensive and effective preparation for their exams.

American Board for Certification of Teacher Excellence believes that highly skilled teachers should possess a comprehensive body of knowledge that is research-based and promotes student achievement. American Board's content area exams are a rigorous assessment of a candidate's knowledge and application of their chosen subject area. American Board offers certification in the following content areas: Biology, Chemistry, English, Elementary Education, History, Mathematics, Physics, Reading, General Science, and Special Education. The standard outlines for each course are included at the end of this document.

To ensure that candidates are well-prepared for their subject-area exam, American Board provides a comprehensive array of study materials. These resources were developed by university professors and field experts through a $45 million grant from the U.S. Department of Education. These study materials include a list of standards, study plans, informational materials, workshops, and practice quizzes and exams. Like the pedagogy material, the subject-area study material is reviewed and updated by field experts on a rolling basis.

As candidates progress through the curriculum, they are introduced to content through a provided list of standards and engaging workshops accompanying each course. To facilitate effective self-assessment and identify areas that may warrant further review, candidates make use of a detailed study plan, which encourages analytical thinking, definition, paraphrasing, reflection, and the practical application of each standard.

To strengthen content retention, practice questions are strategically embedded within each workshop, while practice quizzes for each domain and two practice final exams further reinforce the material. Ultimately, content mastery is evaluated during the final exams. By providing a well-structured curriculum and robust study materials, American Board ensures that its candidates receive comprehensive and efficient preparation for their exams.

In order to complete American Board's program, candidates must demonstrate mastery in pedagogy and their chosen content area by passing American Board's Professional Teaching Knowledge exam and the respective content area exam. These exams assess candidates on their knowledge of critical concepts and best practices in both pedagogy and their chosen content area.

Professional Teaching Knowledge (PTK)

* Every candidate completing American Board's program is required to pass the PTK exam.

Domain 1 – Instructional Design
    Topic 1: Selects, Organizes, Plans, and Designs Content

Domain 2 – Effective Instructional Delivery
    Topic 1: Communicates Effectively
    Topic 2: Provides Clear and Focused Instruction
    Topic 3: Uses Effective Questioning Techniques
    Topic 4: Makes Efficient Use of Learning Time
    Topic 5: Builds Students' Study Skills

Domain 3 – Classroom Management and Organization
    Topic 1: Establishes Smooth, Efficient Classroom Routines
    Topic 2: Sets Clear Standards for Classroom Conduct and Applies Them Fairly and Consistently
    Topic 3: Routinely Provides Students Feedback and Reinforcement Regarding Their Learning Progress
    Topic 4: Expects Students to Learn
    Topic 5: Involves Parents and Guardians in Supporting the Instructional Program

Domain 4 – Assessment
    Topic 1: Monitors Student Progress Closely
    Topic 2: Understands Testing Concepts
    Topic 3: Gives High-Needs Students Extra Time and Instruction They Need to Succeed

Domain 5 – Professional Learning and Leadership
    Topic 1: Professional Learning
    Topic 2: Leadership

Biology

Basic Science

        Domain 1 – Scientific Investigation
        Domain 2 – Biology
        Domain 3 – Chemistry
        Domain 4 – Earth Science
        Domain 5 – Physics

Framework of Biology

        Domain 1 – Biochemical Basis of Life
        Domain 2 – Cell Biology and Microbiology
        Domain 3 – Classical Genetics
        Domain 4 – Molecular Biology
        Domain 5 – Evolution
        Domain 6 – Comparative Physiology
        Domain 7 – Human Physiology
        Domain 8 – Plant Biology and Physiology
        Domain 9 – Ecology

Chemistry

Domain 1 – Scientific Investigation
      Topic 1: Scientific Investigation

Domain 2 – General Science Knowledge
      Topic 1: General Science Knowledge

Domain 3 – Atomic Structure, Periodicity, and Matter
      Topic 1: Atomic Structure and Theory
      Topic 2: Periodic Table
      Topic 3: Quantum Mechanics
      Topic 4: Nuclear Chemistry

Domain 4 – Chemical Naming and Structure
      Topic 1: Molecular Bonding and Structure
      Topic 2: Chemical Naming and Formulas

Domain 5 – Reactions and Reactivity
      Topic 1: Chemical Reactions and Stoichiometry
      Topic 2: Kinetics
      Topic 3: Electrochemistry
      Topic 4: Thermodynamics and Equilibrium

Domain 6 – Gas Laws and Solutions
      Topic 1: Gas Laws
      Topic 2: Solution Chemistry
      Topic 3: Acids and Bases

Domain 7 – Organic Chemistry

Elementary Education

Reading and English Language Arts

    Domain 1 – Alphabetics

        Topic 1: Alphabetic Basics and Phonemic Awareness

        Topic 2: Phonics Instruction

    Domain 2 – Fluency

        Topic 1: Fluency

    Domain 3 – Comprehension of Texts

        Topic 1: Vocabulary Development

        Topic 2: Interpretation and Evaluation of Informational Texts

        Topic 3: Interpretation and Evaluation of Literary Texts

    Domain 4 – Oral and Written Language Development

        Topic 1: Standard English Language Conventions

        Topic 2: Language Acquisition and Development

        Topic 3: Comprehension and Delivery of Spoken Messages

        Topic 4: Writing Strategies and Application

        Topic 5: Research Strategies

History and Social Science

    Domain 1 – World History

        Topic 1: Ancient Civilizations

        Topic 2: Medieval and Early Modern Times

        Topic 3: Modern Times

    Domain 2 – United States History

        Topic 1: Early Exploration, Colonial Era, and the War for Independence

        Topic 2: The Development of the Constitution and the Early Republic

        Topic 3: Civil War and Reconstruction

        Topic 4: The Rise of Industrial America

        Topic 5: Modern Times

    Domain 3 – Civics/Government

        Topic 1: Civics/Government

    Domain 4 – Geography

        Topic 1: Geography

    Domain 5 – Economics

        Topic 1: Economics

    Domain 6 – Reasoning Skills in History and the Social Sciences

        Topic 1: Reasoning Skills in History and the Social Sciences

Mathematics

Domain 1 – Number Sense

Topic 1: Numbers, Relationships Among Numbers and Number Systems

Topic 2: Computational Tools, Procedures and Strategies

Domain 2 – Algebra and Functions

Topic 1: Patterns and Functional Relationships

Topic 2: Linear and Quadratic Equations and Inequalities

Domain 3 – Geometry and Measurement

Topic 1: Two- and Three-Dimensional Geometric Objects

Topic 2: Representational Systems, Including Concrete Models, Drawings and Coordinate Geometry

Topic 3: Techniques, Tools and Formulas for Determining Measurements

Domain 4 – Statistics, Data Analysis and Probability

Topic 1: Collection, Organization, and Representation of Data

Topic 2: Inferences, Predictions, and Arguments Based on Data

Topic 3: Basic Notions of Change and Probability

Domain 5 – Mathematical Reasoning and Problem Solving

Topic 1: Mathematical Reasoning and Problem Solving

Science

Domain 1 – Life Science

Topic 1: Structure of Living Organisms and Their Function (Physiology and Cell Biology)

Topic 2: Living and Nonliving Components in Environments (Ecology)

Topic 3: Life Cycle, Reproduction, and Evolution (Genetics and Evolution)

Domain 2 – Earth and Space Science

Topic 1: The Solar System and the Universe

Topic 2: The Structure and Composition of the Earth (Geology)

Topic 3: The Earth's Atmosphere (Meteorology)

Topic 4: The Earth's Water (Oceanography and Fresh Water Bodies)

Topic 5: The Earth's Resources

Domain 3 – Physical Science

Topic 1: Structure and Properties of Matter

Topic 2: Principals of Motion and Energy

Domain 4 – Scientific Investigation Skills

Topic 1: Scientific Investigation Skills

English Language Arts

Domain 1 – Comprehension of Texts
        Topic 1: Vocabulary
        Topic 2: Interpretation of Expository Texts
        Topic 3: Interpretation of Literary Texts

Domain 2 – Oral and Written Language Development
        Topic 1: Standard English Language Conventions
        Topic 2: Speech
        Topic 3: Writing Strategies and Applications
        Topic 4: Research Strategies

Domain 3 – Instructional Knowledge/Professional Skills
        Topic 1: Instructional Knowledge/Professional Skills

General Science

Basic Science

      Domain 1 – Scientific Investigation
      Domain 2 – Basic Biology
      Domain 3 – Basic Chemistry
      Domain 4 – Basic Earth Science
      Domain 5 – Basic Physics

Biology

      Domain 1 – Biology-Biochemical Basis of Life
      Domain 2 – Biology-Cell Biology
      Domain 3 – Biology-Classical Genetics and Molecular Biology
      Domain 4 – Biology-Evolution
      Domain 5 – Biology-Animal Physiology
      Domain 6 – Biology-Plant Physiology
      Domain 7 – Biology-Ecology

Chemistry

      Domain 8 – Chemistry-Periodic Table and Trends
      Domain 9 – Chemistry-Quantum Mechanics
      Domain 10 – Chemistry-Molecular Bonding and Structure
      Domain 11 – Chemistry-Chemical Naming and Formulas
      Domain 12 – Chemistry-Chemical Reactions and Stoichiometry
      Domain 13 – Chemistry-Electrochemistry
      Domain 14 – Chemistry-Solution Chemistry
      Domain 15 – Chemistry-Gas Laws
      Domain 16 – Chemistry-Nuclear Chemistry

Earth Science

      Domain 17 – Earth Science-Astronomy and Cosmology
      Domain 18 – Earth Science-Structure and Composition of Earth
      Domain 19 – Earth Science-Earth's Magnetic Field, Plate Tectonics, and
            Structural Geology
      Domain 20 – Earth Science-History of Earth
      Domain 21 – Earth Science-Earth's Atmosphere
      Domain 22 – Earth Science-Earth's Water
      Domain 23 – Earth Science-Earth's Resources and Hazards

Physics

      Domain 24 – Physics-General Mathematics and Kinematics

Domain 25 – Physics-Dynamics
Domain 26 – Physics-Work, Energy, Power, and Momentum
Domain 27 – Physics-Mechanics of Fluids
Domain 28 – Physics-Thermodynamics
Domain 29 – Physics-Waves
Domain 30 – Physics-Electricity
Domain 31 – Physics-Magnetism and Electromagnetism
Domain 32 – Physics-Optics

Mathematics

Domain 1 – Number Sense
    Topic 1: Number Sense

Domain 2 – Algebra and Functions
    Topic 1: Algebra and Functions

Domain 3 – Geometry and Measurement
    Topic 1: Geometry and Spatial Reasoning
    Topic 2: Measurement

Domain 4 – Trigonometry
    Topic 1: Trigonometry

Domain 5 – Probability, Statistics, and Data Analysis
    Topic 1: Probability, Statistics, and Data Analysis

Domain 6 – Linear Algebra
    Topic 1: Linear Algebra

Domain 7 – Calculus
    Topic 1: Calculus

Physics

Domain 1 – Scientific Investigation
  Topic 1: Scientific Investigation

Domain 2 – General Science Knowledge
  Topic 1: General Science Knowledge

Domain 3 – Classical Mechanics
  Topic 1: Kinematics and Dynamics
  Topic 2: Work, Energy, Power, and Momentum
  Topic 3: Rotational Motion
  Topic 4: Universal Gravitation

Domain 4 – Fluids and Thermodynamics
  Topic 1: Mechanics of Fluids (Liquids or Gases)
  Topic 2: Thermodynamics

Domain 5 – Electricity and Magnetism
  Topic 1: Electrostatics
  Topic 2: Electric Currents
  Topic 3: Magnetism
  Topic 4: Ampère's Law, Faraday's Law, and Maxwell's Equations

Domain 6 – Waves and Optics
  Topic 1: Waves
  Topic 2: Geometrical (Ray) Optics
  Topic 3: Physical (Wave) Optics

Domain 7 – Modern Physics
  Topic 1: Modern Physics

Reading

*Please note that this subject area is add-on only, and you must also be enrolled in another subject area to pursue this certification.

Domain 1 – Evaluating Reading Programs and Pedagogical Recommendations

Domain 2 – Developing Children's Phonemic Awareness

Domain 3 – Phonics Instruction

Domain 4 – Developing Fluency

Domain 5 – Vocabulary and Concept Development

Domain 6 – Teaching Understanding of Informational Texts

Domain 7 – Teaching Understanding of Literary Texts

Domain 8 – Differentiating Instruction for Different Kinds of Students

Special Education

*Please note that candidates must complete both the Special Education and Elementary Education assessments in addition to the PTK assessment in order to complete American Board's Special Education program.

Domain 1 – Professional Skills and Background Knowledge
    Topic 1: Philosophical, Historical, and Legal Foundations
    Topic 2: Professional and Ethical Practice
    Topic 3: Professional Communication and Collaboration

Domain 2 – Understanding the Special Needs Student
    Topic 1: Characteristics of Learners with Disabilities
    Topic 2: Cultural Competence
    Topic 3: Family Participation
    Topic 4: Learning Environments and Social Interactions

Domain 3 – General Special Education Practices
    Topic 1: Assessment
    Topic 2: Effective Instructional Delivery
    Topic 3: Instructional Planning
    Topic 4: Student Self-Determination and Transition

Domain 4 – Language Development Strategies
    Topic 1: Language Acquisition and Development
    Topic 2: Reading Acquisition
    Topic 3: Spelling
    Topic 4: Writing Strategies

United States History

*Please note that candidates must complete both the United States History and World History assessments in addition to passing the PTK assessment to complete American Board's History program.

Domain 1 – Discovery and Settlement of the New World
Topic 1: Discovery and Settlement of the New World

Domain 2 – The Colonial Era
Topic 1: The Founding of the Colonies
Topic 2: The Growth of the Colonies

Domain 3 – Establishment and Growth of the Republic
Topic 1: The American Revolutionary Era
Topic 2: The Early Republic

Domain 4 – Jacksonian Era to the Civil War
Topic 1: Jacksonian Era
Topic 2: Industrial, Territorial, and Social Developments prior to the Civil War

Domain 5 – The Civil War and Reconstruction
Topic 1: The Civil War and Reconstruction

Domain 6 – Post Civil War Period Through World War I
Topic 1: Development of Post Civil War America
Topic 2: The Progressive Era and the Emergence of America as a World Power

Domain 7 – The Roaring Twenties Through World War II
Topic 1: The Roaring Twenties, Great Depression, and the New Deal
Topic 2: World War II

Domain 8 – Post-World War II America
Topic 1: The Cold War Era
Topic 2: Contemporary America

World History

*Please note that candidates must complete both the United States History and World History assessments in addition to passing the PTK assessment to complete American Board's History program.

Domain 1 – From Prehistory to Ancient Civilizations

Domain 2 – Classical Civilizations

Domain 3 – Postclassical Era

Domain 4 – Early Modern Times

Domain 5 – The Long 19th Century

Domain 6 – The Global 20th Century

DREXEL UNIVERSITY
School of
Education

2016
Principal
Survey

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Executive Summary

Project Background – Since the inception of alternative teacher preparation programs, contradictory evidence about their quality and the impact of teachers prepared through alternative preparation programs versus traditional colleges of education has been presented. While some suggest alternative programs are weak or ineffective (Zeichner, 2016) others have presented equally compelling evidence to demonstrate their equivalence or outpacing of traditional college programs (Alhamisi, 2008). Furthermore, to suggest that all alternative preparation programs are identical is incorrect and misleading (Sass, 2013). Any suggestions that alternative teacher preparation programs are identical or will produce the same results are incorrect, in the same way that all colleges of education are not identical nor produce identical teachers. As alternative teacher preparation programs in general increase in popularity, clarity about *specific* programs is essential to better understand their unique characteristics and potential contributions to the K-12 teacher workforce.

Project Purpose – In order to begin to better assess the quality of teachers emerging from the American Board for Certification of Teacher Excellence (ABCTE) program specifically, and compare their performance to traditionally prepared college of education graduates, ABCTE commissioned an independent study in September 2016. The main purpose of this study was to evaluate both the effectiveness and retention of ABCTE prepared teachers with those teachers emerging from traditional college pathways.

Project Sample – A final sample of 155 principals (57% response rate) participated in the voluntary survey. Response rates above 33% are traditionally considered acceptable. The response rate of 57% is excellent and allows for greater generalization of results.

Overview of Findings – Five fundamental findings emerged from this study.

1. ABCTE teachers performed equivalently to traditional, college-prepared teachers across most (75%) evaluated aspects of teacher quality.

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2. ABCTE prepared teachers were rated higher on four aspects (20%) of teacher quality, relative to bringing real-world experiences into the classroom, community connection, and job appreciation.

3. Traditional, college-prepared teachers were rated higher on only one aspect (5%): pedagogy.

4. Nearly all principals (151 of 155; 97%) expected to offer their ABCTE prepared teachers a second contract.

5. Nearly all principals (150 of 154; 97%) expected to retain their ABCTE prepared teachers after the three-year mark.

Conclusions – Survey results support positive attributes associated with ABCTE prepared teachers and find them largely comparable to or stronger than traditionally prepared teachers. During this time when many underserved local communities are in need of a stable teaching force, the opportunity to attract both traditionally and alternatively prepared high-quality instructors seems exceptionally important. It is clear that ABCTE prepared teachers are well-prepared to meet the needs of 21st-century learners.

Introduction and Methods

Since the inception of alternative teacher preparation programs, contradictory evidence about their quality and the impact of teachers prepared through alternative preparation programs versus traditional colleges of education has been presented. The National Education Policy Center reported that teacher preparation outside of colleges of education was sporadic, incomplete, and left student learning at stake (Zeichner, 2016). Conversely, Alhamisi (2008), noted that "teachers who completed the alternative teacher preparation programs and teachers who completed traditional teacher preparation programs did not differ on either Praxis II scores or grade point averages, as well as [across] external perceptions of job knowledge and performance" (p. 4). Further, the nature, substance, and requirements of alternative teacher preparation programs appears to influence the quality and performance of emerging teachers. Sass (2013) reported a significant difference in outcome and performance, depending on the type of preparation (coursework versus no coursework), suggesting that increased coursework was actually detrimental to the in-class performance of teachers. Thus the notion that all alternative teacher preparation programs are identical or will produce the same result is incorrect. As alternative teacher preparation programs in general increase in popularity, clarity about *specific* programs is essential to better understand their unique characteristics and potential contributions to the K-12 teacher workforce.

In order to specifically address the quality of teachers emerging from the American Board for Certification of Teacher Excellence (ABCTE) program and compare their performance to that of traditionally prepared college of education graduates, ABCTE commissioned an independent study in September 2016. The purpose of the study was to evaluate the effectiveness and retention of ABCTE prepared teachers as compared to those teachers emerging from traditional college pathways. ABCTE offers an alternative certification program currently accepted in 12 states in place of traditional teacher preparation programs. Based on teacher placement information gathered from annual ABCTE alumni surveys, a selection of 270 principals who currently employ one or more ABCTE prepared teachers were contacted and asked to participate in an anonymous survey. The final convenience sample included 155 principal participants (57%) who completed the survey fully. This response rate is considered high and supports the generalizability of the results with a ±5.15 margin of error and a 95% confidence level.

For this project, a unique survey was constructed to assess the performance of teachers across a variety of areas associated with the traditional role of a teacher. Twenty teacher performance indicators under this general domain were developed from teaching best practices literature and experience in the field. An expert panel of 12 principals were convened to review the teacher characteristics included on the instrument, as a method for instrument validation. This Delphi panel (Skulmaski, Hartman, & Krahn, 2007) supported the use of the initial set of criteria with minor fine-tuning of the instrument based on pilot results. Table 1 lists the teacher quality (performance) indicators included on the final survey distributed for this study in no particular order of importance.

Table 1. Teacher Performance Indicators Included on Final Survey

Maturity	Classroom management
Has broad real-world experiences	Organization
Works late as needed	Conflict resolution
Leadership	Applies prior professional experience to instruction
Has roots in the local community	Content knowledge
Collaborates with peers	Pedagogy
Community involvement	Models appropriate behavior for students
Incorporates professional feedback	Motivation
Punctuality	Will remain with your school long-term
Parent communication	Appreciates the job opportunity

In addition to the evaluation of fundamental teacher performance criteria, two additional questions were asked to gauge how confident principals were in the continued employment (retention) of ABCTE alternatively prepared teachers. First, principals were asked whether they would extend an offer for a second contract to the ABCTE prepared teacher(s) in their schools. Second, principals were asked whether they intended to retain their ABCTE prepared teacher(s) after the three-year mark.

Survey results were analyzed using the Rasch (1960/1980) model for rating scales (Wright & Masters, 1982). The Rasch objective measurement model allows for the creation and use of linear measures of qualities. Linear measurement provides a level of clarity and specificity not achievable through traditional statistical means. Rasch measurement is widely used in many fields and a very common method implemented in social science high stakes testing (e.g., educational state testing, medical board certification, etc.). Additionally, Rasch measurement has been noted as the most effective method for validating and analyzing survey data (Bond & Fox, 2015).

Results

Instrument Performance

Performance of the instrument was excellent, and thus supports the notion that meaningful and reliable results were produced from this study. Table 2 presents Rasch consistency and reliability statistics for the principals and teacher qualities surveyed.

Table 2. Consistency and Reliability Rasch Statistics

	Separation	Reliability
Principals	2.99	.90
Teacher Qualities (Items)	3.68	.93

Separation is a measure of clarity, specifically, the number of statistically significant groups that may be identified amongst the principals (by the items), and amongst the items (by the principals). In the present survey, separation of the principals is only useful in that it refers to the consistency and clarity of their teacher ratings. On the other hand, the separation of items helps to validate that we are carefully describing and considering a specific construct - namely the qualities of teaching professionals. In traditional survey research, reliabilities above 0.70 are and separation statistics at or above 2.0 are considered acceptable. Instrument reliabilities and separations were excellent, providing evidence to support that valid and generalizable results were found and inferences can be drawn to the greater population that was not examined.

Survey Findings

A distinct benefit of using the Rasch model for surveys, is that precise data are made available for researchers to make clear interpretations. Most specifically, to define the operation of our construct (teacher performance), separation statistics and standard errors of measure associated with *each* quality were used. This uniquely precise information allows for the construct (concept) of teaching to be meaningfully interpreted, differentially. Traditional confidence intervals established using the standard error of measures associated with the twenty qualities assessed were defined, along with the separation statistics to establish the points of difference (where ABCTE teachers are stronger, where ABCTE and college prepared teachers are equivalent, and where college prepared teachers are stronger).

Tables 3 and 4 present results relative to the observation of teacher performance. Table 3 is a modified "construct map" which succinctly explains the findings. The Rasch model defines the construct (in this case teacher performance) in terms of qualities assessed, and evaluates their developmental and/or differential nature. Table 3 may be read as a scale, wherein reported performance of ABCTE prepared teachers is either better than, equal to, or worse than traditional college prepared teachers. Reading from left to right, the results are exceptionally positive for the ABCTE program. Across 20% of the qualities evaluated (4 of 20), including having roots in the local community, an appreciation for the job opportunity, and both integrating real-world experiences in the classroom and applying prior obtained professional knowledge, ABCTE prepared teachers were reported as performing significantly better than their college counterparts. Similarly, and exceptionally positive, across 75% of the qualities evaluated (15 of 20) ABCTE and college prepared teachers were shown to perform statistically equivalent. On only one rated quality (pedagogy) did principals rate college prepared teachers as performing higher.

Table 3. Teacher Performance Indicator Map

Better performance by ABCTE Prepared Teachers	Equivalent Performance across all Teachers	Better performance by Traditional College Graduates
Roots in the community	Classroom management	Pedagogy
Appreciates the job	Content knowledge	
Applies prior professional knowledge	Organization	
Real world experience	Parental communication	
	Conflict resolution	
	Collaborates with peers	
	Incorporated professional feedback	
	Works late	
	Community involvement	
	Leadership	
	Maturity	
	Punctuality	
	Models appropriate behavior	
	Motivation	
	Remain long term	

Table 4 presents the statistics for Table 3, wherein the set of items evaluated are arranged in Rasch difficulty order along with associated standard errors. Statistical separation lines are drawn between factors to denote the three statistically and meaningfully significant divisions. Table 4 thus expresses the points and magnitude of differences as demonstrated in Table 3. Table 4 demonstrates that ABCTE prepared teachers are not simply better in four areas; but practically, significantly, and *meaningfully* better. Similarly, it demonstrates the relative meaningful performance equivalence of most all other tasks, apart from pedagogy.

Table 4: Teacher Factors Arranged by Equivalence

Measure (SEM)		Teacher Factor
-1.27	(.20)	Real-World Experience
-1.16	(.20)	Applies Prior Professional Experience to Instruction
-1.01	(.20)	Appreciates the Job
-.88	(.20)	Roots in Community
-.56	(.20)	Remain Long Term
-.52	(.20)	Motivation
-.32	(.20)	Punctuality
-.24	(.20)	Community Involvement
-.24	(.20)	Leadership
-.20	(.20)	Maturity
-.09	(.21)	Models Appropriate Behavior for Students
.08	(.20)	Works Late
.12	(.20)	Collaborate with Peers
.25	(.20)	Incorporating Professional Feedback
.37	(.20)	Conflict Resolution
.49	(.20)	Organization
.53	(.20)	Parental Communication
1.16	(.20)	Content Knowledge
1.33	(.19)	Classroom Management
1.76	(.19)	Pedagogy

Complementary results were found to those above when principals were asked about retention of their ABCTE prepared teachers. Figures 1 and 2 clearly show that principals intend to retain their ABCTE prepared teachers through offering them a second contract and expect to keep them on staff for three years or longer.

Figure 1. Have you/Will you Offer you ABCTE Prepared Teacher a Second Contract?

Yes	97%
No	3%

Figure 2. Will you Retain your ABCTE Prepared Teacher after Three Years?

Yes	97%
No	3%

Conclusions

There exists considerable debate regarding the capacities of teachers prepared through alternative teacher preparation programs versus those prepared through traditional colleges of education. Where teacher shortages are a major concern, particularly in large urban districts, small rural districts, and those with higher levels of poverty, this concern is more than academic. Furthermore, the different natures of alternative models make the label "alternative" misleadingly simplistic. Alternative programs are not identical. The present study was designed to compare the effectiveness and retention of teachers prepared through a single alternative program, namely ABCTE, with those teachers emerging from traditional college pathways. Two fundamental, positive themes emerged from the study conducted: Performance and Longevity.

Performance (ABCTE Teachers Perform Equal to or Better than their College Prepared Counterparts)

ABCTE prepared teachers and teachers prepared through traditional colleges of education are largely equivalent in terms of their performance across the vast majority (75%) of teacher qualities assessed in our survey. Furthermore, ABCTE teachers are reported to perform significantly better across 20% of the teacher qualities assessed. ABCTE prepared teachers offer more connection to real-world issues, practical applications, community connection, and job appreciation. These findings are not entirely surprising. Newly minted traditional college-prepared teachers frequently have less exposure to "real-world" experiences useful for bringing into the classroom. ABCTE prepared teachers, who often possess degrees in the disciplines they wish to teach, typically enter teaching after having been within a specialized career path and consequently hold greater "real-world" experiences. Furthermore, teachers entering through this alternative pathway typically have made a conscious choice to leave a successful career in order to "give back" and teach, which may lead to a higher degree of community connection and job appreciation.

Teachers prepared through traditional colleges of education were reported to perform better on only one area, pedagogy (educational theory). This finding also is not surprising as traditional path teachers are generally exposed to vast amounts of educational theory courses throughout potentially four years of college. Taken holistically, ABCTE prepared teachers perform at or above expectations associated with nearly all aspects of

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teacher quality assessed in this study. The finding that ABCTE prepared teachers are equally as strong or stronger than college prepared teachers across 95% of the evaluated teacher qualities is impressive and speaks well to the specific dynamics of the ABCTE program.

Longevity (ABCTE Teacher Retention Rates are Positive and Strong)

Principals overwhelmingly support the short- and long-term retention of ABCTE teachers. Indeed, 97% of principals surveyed suggested that they intended to offer their ABCTE prepared teachers a second contract. Similarly, 97% of principals surveyed suggested that they intended to retain their ABCTE prepared teachers at the three-year mark. These findings are not only strong, but quite meaningful for the development of a robust teacher workforce. Retention may, in some instances, be used as a proxy for teacher quality and effectiveness (Boyd et al., 2010). Principals are more likely to retain effective teachers. Based on the results of this study, ABCTE prepared teachers appear as quite successful, and likely to remain and/or be offered continued contracts long-term. Long-term retention is a component of great importance to administrations (Burkhauser, 2016). Nationally, 16% of public school teachers leave the teaching profession annually for reasons other than natural retirement (Goldring, Taie, & Riddles, 2014). Knowing that (1) principals surveyed perceive ABCTE teachers as having greater "roots in the community", and (2) these principals also remain steadfast in awarding ABCTE certified teachers new contracts, the ABCTE program appears to be well positioned to offer a comparable, effective, and functional alternative pathway to teaching, and a similarly positive pool of professionals, highly desirable for recruitment.

Final Comments

Findings from this study reflect well on the generally positive attributes associated with the practices of ABCTE teachers. There are many variations of "alternative" preparation programs, as noted earlier. From the positive findings shared in this report, the structure and dynamics associated specifically with the ABCTE program appear to be very sound. Findings from this report further agree with and support those earlier reports from scholars including Alhamisi (2008) who noted that alternatively prepared teachers were largely equivalent or better in comparison to traditionally prepared teachers. During this time when many underserved local communities are in need of a stable teaching force, the opportunity to attract both traditionally and alternatively prepared high-quality instructors seems exceptionally important.

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AMERICANBOARD

Your Community. Your Teachers.

2018 Content Alignment Study

American Board PTK Examination
with
InTASC National Standards

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Overview

Professional Teaching Knowledge (PTK) standards were originally developed between 2002 and 2004 to create the initial PTK portion of the American Board's certification program. The process through which these standards were originally developed made extensive use of subject matter experts, curriculum review, and discussion. This extensive standard development process was essential because, at the time, nationally adopted standards had not yet been developed. Best practices in psychometrics recommends that standards be reviewed and updated at regular intervals. Through a similarly detailed process between 2017 and 2018 the American Board reconvened a standards panel who updated the PTK content standards according to the newest and accepted best practices.

The now nationally recognized InTASC standards, developed in 2011, emerged from an extensive, cooperative process led by the Council of Chief State School Officers, and inclusive of such richly diverse organizations as the National Education Association, the American Federation of Teachers, the Association of Teacher Educators, Teach for America, and the National School Boards Association. These professional teaching standards have been accepted as the integration of content considered most important and reasonable for the professional teacher to have learned in order to be called a master teacher on a national level. As stated in the collaborative InTASC (2011) report, "these Model Core Teaching Standards articulate what effective teaching and learning looks like in a transformed public education system - one that empowers every learner to take ownership of their learning, that emphasizes the learning of content and application of knowledge and skill to real world problems, that values the differences each learner brings to the learning experience, and that leverages rapidly changing learning environments by recognizing the possibilities they bring to maximize and engage learners." The InTASC standards have also undergone revisions, including the most recent iteration in 2013.

Triangulation between standards (or alignment of content) is a process that compares one set of standards to an organizationally different set of adopted standards, and is a recognized model for establishing the content validity of any set of standards. The purpose of this study is to support the content validity of the PTK standards through a detailed comparison (triangulation) with the now nationally accepted InTASC standards. This practice of continuous review and improvement ensures that American Board developed standards and nationally accepted standards remain well aligned, in their mutual goal of educating and training highly effective classroom teachers in a continually changing environment.

Standard Comparison

Comparisons conducted in this validity study link PTK Sub-standards to InTASC Performance Sub-standards. Each standard and substandard were reviewed by three content experts (two educators holding a Master's degree and one educator holding a Doctoral degree) to determine how well the PTK standards match the content presented in the InTASC standards.

Overall Comparison

The following relational expressions were used in the classification process:

➢ When PTK aligns with InTASC between 90-100%, alignment is considered **complete**.
➢ When PTK aligns with InTASC between 60-89%, alignment is considered **substantive**.
➢ When PTK aligns with InTASC less than 60%, alignment is considered **lacking**.

All PTK standards were determined to be substantively or completely aligned with InTASC standards. Areas of partial alignment are to be expected in any comparison of standards and generally reflect differences in emphasis rather than misalignment. Figure 1 presents a graphical representation of the alignment between the PTK and InTasc Standards.

PTK AND INTASC ALIGNMENT
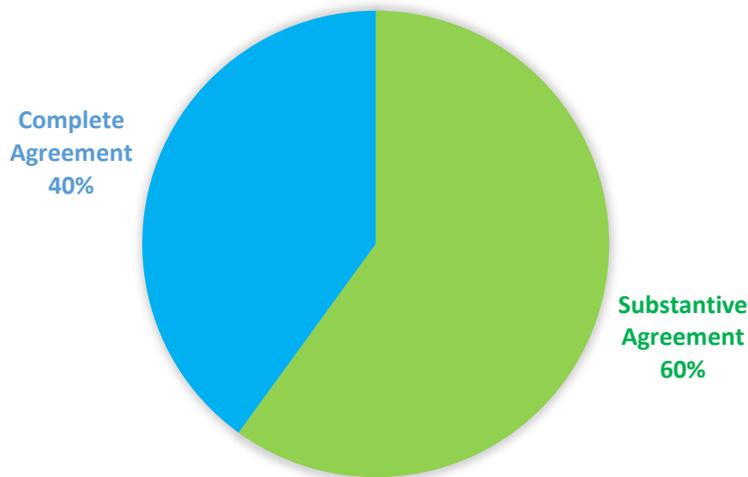
Figure 1. Degree of alignment for each of the ten InTASC standards represented visually.

Thematic Comparison of Standards

The following table presents an overall, thematic alignment between the PTK standards and the InTASC Standards. Complete alignment is suggested when the majority of ideas found in the PTK Domain and Topics (indicated below as D#-T#) reflect those found in one of the ten InTASC Standards.

InTASC Standards	PTK Standards Alignment
1. Learner Development	D3-T5: Involves Parents and Guardians in Supporting the Instructional Program D4-T3: Gives High-Needs Students Extra Time and Instruction They Need to Succeed
2. Learning Differences	D1-T1: Selects, Organizes, Plans, and Designs Content D2-T2: Provides Clear and Focused Instruction D4-T3: Gives High-Needs Students Extra Time and Instruction They Need to Succeed
3. Learning Environments	D3-T1: Establishes Smooth, Efficient Classroom Routines D3-T2: Sets Clear Standards for Classroom Conduct and Applies Them Fairly and Consistently D3-T4: Expects Students to Learn
4. Content Knowledge	D2-T1: Communicates Effectively D2-T2: Provides Clear and Focused Instruction
5. Application of Content	D2-T1: Communicates Effectively D2-T2: Provides Clear and Focused Instruction D2-T3: Uses Effective Questioning Techniques
6. Assessment	D3-T3: Routinely Provides Students Feedback and Reinforcement Regarding Their Learning Progress D4-T1: Monitors Student Progress Closely D4-T2: Understands Testing Concepts D4-T3: Gives High-Needs Students Extra Time and Instruction They Need to Succeed
7. Planning for Instruction	D1-T1: Selects, Organizes, Plans, and Designs Content
8. Instructional Strategies	D2-T2: Provides Clear and Focused Instruction D2-T3: Uses Effective Questioning Techniques D2-T4: Makes Efficient Use of Learning Time
9. Professional Learning and Ethical Practice	D5-T1: Professional Learning D5-T2: Leadership
10. Leadership and Collaboration	D5-T1: Professional Learning D5-T2: Leadership

While standard comparisons are frequently difficult, as word choice can in some instances lead to potentially questionable alignment even though alignment in fact may exist. Such comparisons are nonetheless essential to assisting in the validation process. PTK Standards demonstrate strong alignment with the InTASC Standards. A more detailed alignment of content is presented in the next section.

Comparison of PTK Sub-standards to InTASC Performance Sub-standards

InTASC Sub-standards are divided into three categories: performances, essential knowledge, and critical dispositions. *Performances* are the specific actions taken by the teacher to fulfill that standard. *Essential knowledge* is what the teacher needs to know in order to successfully fulfill the standard. *Critical dispositions* are what the teacher needs to believe/value in order to successfully fulfill the standard. PTK assessments contain specific direct teacher actions and do not specifically address knowledge, beliefs, or values of educators. Alignment is assessed by comparing PTK Standards to the InTASC Standards listed under the "Performance" category for each standard.

The degree of alignment is calculated by determining how many of the InTASC Performance Sub-standards are addressed within the PTK standards (see Appendix). A summary for each InTASC Standard is presented below:

InTASC Standards	Degree of PTK Standards Alignment
1. Learner Development	2/3 = 67%
2. Learning Differences	6/6 = 100%
3. Learning Environments	8/8 = 100%
4. Content Knowledge	7/9 = 78%
5. Application of Content	7/8 = 88%
6. Assessment	6/9 = 67%
7. Planning for Instruction	5/6 = 83%
8. Instructional Strategies	7/9 = 78%
9. Professional Learning & Ethical Practice	6/6 = 100%
10. Leadership & Collaboration	11/11 = 100%

As seen above, four of the InTASC Standards (Standards 2, 3, 9, and 10) are completely aligned as 100% of their sub-standards are addressed by the PTK assessment. Six of the InTasc Standards (Standards 1, 4, 5, 6, 7, and 8) are substantively aligned as 67-88% of their sub-standards are addressed by the PTK assessment. No areas of misalignment or missing content were discovered.

Any alignment study would be lacking if a reverse alignment were not also conducted. A reverse alignment reviews standards presented in the target set (that is, the PTK Standards) with control set (that is, the InTASC Standards). Are there important content areas presented in the PTK Standards that do not exist in the InTASC Standards? A careful reverse review suggested that there were no standards unique to the PTK. Alternatively stated, all standards presented in the PTK set exist also in the InTASC set.

Summary

PTK Standards are determined to be well-aligned to the InTASC Standards across the majority of content. The few listed differences represent differences in emphasis and focus rather than missing content.

Item Comparison of PTK Standards to InTASC Standards

Each of the 10 InTASC Standards contain several sub-standards. Below is an example from Standard 1:

Standard 1: Learner Development

1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

For the PTK Standards, there are numerous sub-standards listed for each topic. Below is an example from Domain 1, Topic 1:

Domain 1: Instructional Design

Topic 1: Selects, Organizes, Plans, and Designs Content

1.1.01: Writes measurable objectives for both individual or classroom performance based on student data and subject matter.

1.1.02: Guides curricular planning (e.g., content clusters, instructional methods, learning activities and assessment tools) based on goals of the instruction.

1.1.03: Organizes content across lessons around central concepts, propositions, theories, or models.

The sub-standards are not divided into by category but are simply listed under each topic.

Below is a detailed comparison of the content found in each PTK sub-standard that is reflected in the InTASC sub-standards. Each table is grouped by an InTASC Standard with all sub-standards listed. The corresponding PTK sub-standard is listed in the adjacent column. Notice, only the numeric-alpha (#.a) and numeric (#.#.#) indexing codes are used for simplicity.

InTASC Standard 1 and Performance Sub-Standards (#.a)	PTK Sub-Standard Alignment (#.#.#)
1(a)	None
1(b)	4.3.01
1(c)	3.5.01
	3.5.02
	3.5.03

InTASC Standard 2 and Performance Sub-Standards (#.a)	PTK Sub-Standard Alignment (#.#.#)
2(a)	2.2.12
2(b)	4.3.01 4.3.02 4.3.03
2(c)	2.2.01 2.2.16
2(d)	2.2.15 2.1.01
2(e)	2.2.06
2(f)	4.3.03

InTASC Standard 3 and Performance Sub-Standards (#.a)	PTK Sub-Standard Alignment (#.#.#)
3(a)	3.5.01
3(b)	2.2.15
3(c)	3.1.01 3.1.04 3.1.05 3.1.09 3.2.01 3.4.01 3.4.04 3.4.05
3(d)	2.2.02 2.2.19 2.2.20 2.2.21 2.4.03 2.4.04
3(e)	2.2.15 2.2.16 5.1.01
3(f)	5.1.01
3(g)	5.2.02
3(h)	5.1.01

InTASC Standard 4 and Performance Sub-Standards (#.a)	PTK Sub-Standard Alignment (#.#.#)
4(a)	1.1.02
	1.1.04
	1.1.05
	1.1.10
	2.1.03
	2.2.03
	2.2.07
	2.2.08
	2.2.11
	2.2.14
4(b)	1.1.09
	2.2.07
	2.2.13
	2.2.15
	2.2.16
	2.3.02
	2.3.03
	2.3.05
4(c)	2.3.06
4(d)	1.1.09
	2.1.01
	2.1.02
	2.1.03
	2.2.15
	2.2.16
4(e)	2.2.09
4(f)	3.3.03
	3.3.04
	3.3.08
	4.1.04
4(g)	None
4(h)	2.2.06
4(i)	None

InTASC Standard 5 and Performance Sub-Standards (#.a)	PTK Sub-Standard Alignment (#.#.#)
5(a)	2.2.15 2.2.16
5(b)	2.2.15
5(c)	2.2.12
5(d)	2.3.01 2.3.02 2.3.03 2.3.04 2.3.05 2.3.06
5(e)	2.2.15 2.2.16
5(f)	2.2.07 2.2.12 2.2.15
5(g)	2.2.15 2.2.16 5.1.01
5(h)	None

InTASC Standard 6 and Performance Sub-Standards (#.a)	PTK Sub-Standard Alignment (#.#.#)
6(a)	4.1.02 4.1.04
6(b)	4.1.01
6(c)	4.2.05
6(d)	3.3.08 3.4.02
6(e)	4.1.03
6(f)	None
6(g)	1.1.01 2.2.01
6(h)	None
6(i)	None

InTASC Standard 7 and Performance Sub-Standards (#.a)	PTK Sub-Standard Alignment (#.#.#)
7(a)	1.1.01 1.1.02 2.1.01
7(b)	1.1.01 3.4.03 4.1.04 4.3.01 4.3.02 4.3.03
7(c)	1.1.07 2.2.02 2.2.03 2.2.12 2.2.13 2.2.15
7(d)	1.1.07 2.2.01 2.2.08
7(e)	4.3.01 4.3.02 4.3.03
7(f)	None

InTASC Standard 8 and Performance Sub-Standards (#.a)	PTK Sub-Standard Alignment (#.#.#)
8(a)	4.3.01
	4.3.03
8(b)	4.1.04
8(c)	2.1.01
8(d)	2.2.18
8(e)	1.1.04
	1.1.05
	2.2.07
	2.2.12
	2.2.13
	2.2.14
8(f)	None
8(g)	1.1.05
	2.2.07
	2.2.14
	2.2.15
	2.2.16
8(h)	None
8(i)	2.3.02
	2.3.03
	2.3.05
	2.3.06

InTASC Standard 9 and Performance Sub-Standards (#.a)	PTK Sub-Standard Alignment (#.#.#)
9(a)	5.1.01
	5.1.02
	5.1.06
	5.2.03
9(b)	5.1.01
	5.1.02
	5.1.04
	5.1.06
9(c)	5.1.03
	5.1.05
	5.1.06
9(d)	5.1.01
	5.1.04
9(e)	5.1.07
9(f)	5.1.01
	5.1.06
	5.2.02

InTASC Standard 10 and Performance Sub-Standards (#.a)	PTK Sub-Standard Alignment (#.#.#)
10(a)	5.1.03 5.1.05 5.2.01
10(b)	5.1.02 5.1.04 5.1.06 5.2.01
10(c)	5.1.02 5.1.03 5.1.04 5.1.06 5.1.07
10(d)	5.1.02 5.2.01 5.2.03
10(e)	5.2.01 5.2.03
10(f)	5.1.01 5.1.02 5.1.04 5.2.03
10(g)	5.2.02
10(h)	5.1.03
10(i)	5.1.01 5.1.04 5.1.06 5.2.01 5.2.03
10(j)	5.2.01 5.2.03
10(k)	5.1.06 5.2.03

Establishing Convergent Validity Evidence:

Alignment of the American Board Professional Teaching Knowledge (PTK) Examination to the Praxis© Principles of Learning and Teaching (PLT) Examination
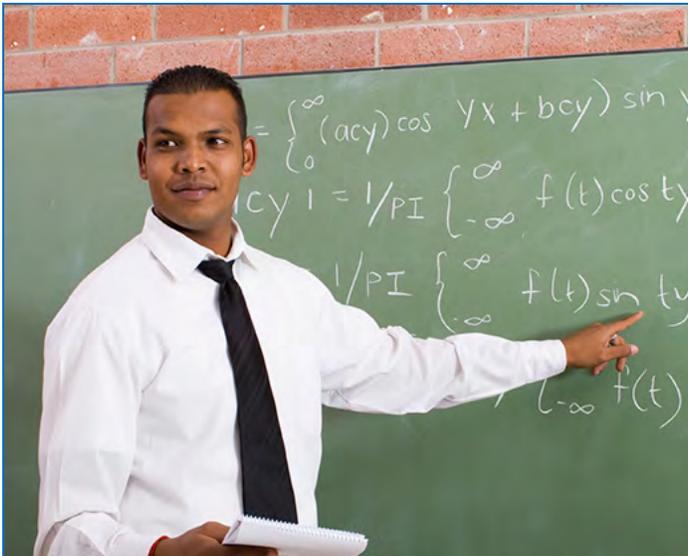
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Executive Summary

Purpose: The present study was designed to evaluate the alignment of the present American Board content standards for **Professional Teaching Knowledge (PTK)**, from which examinations and study materials are produced, with currently published PRAXIS© **Principles of Learning and Teaching (PLT)** content standards. Further, this study was intended to augment routine psychometric analyses with additional information to establish convergent validity evidence.

Results: Findings from this study were positive and clear. The American Board content standards in PTK were well aligned to the PRAXIS© PLT content standards. Alignment is measured at two levels: the Domain level (or macro content) which refers to the larger, first level content standards, and the Specific Objective level (or micro content) which refers to the very specific content found in the second and third level content standards. Because micro-content or specific objectives are nearly infinite, perfect alignment was not expected. Using criteria established for typical reliability studies, American Board content was **Very Strongly Aligned** at 100% on the domain level (macro content) with Praxis© content and was **Very Strongly Aligned** at 98% on the sub-domain specific objective content levels. Proper alignment of standards, learning materials, and assessments is an essential feature in establishing content validity evidence and was documented in earlier psychometric reports. Now, based on present analyses, the assessment should be considered as fulfilling nationally adopted standards for the establishment of convergent validity (AERA, et al 2014), where the present examination is compared to the nationally recognized standard assessment, in this case Praxis©. The two examination programs are aligned well enough to be considered interchangeable vis-à-vis general content measured.

Conclusion: Based on results of the present alignment study, the American Board has effectively demonstrated that it adheres to recognized national Professional Teaching Knowledge standards, as represented in the PRAXIS© PLT examination for teachers. Coupled with the results from routine psychometric analyses conducted annually, it is evident that the American Board meets

the guidelines for the development and administration of a psychometrically sound and legally defensible assessment program.

Introduction

Alignment of standards, learning materials, and assessments is a central feature of all educational activities, including certification (Council of Chief State School Officers, 2011; Waugh & Gronlund, 2012). For an examination outcome to be considered valid, it must similarly adhere to a content blueprint that originates from the standards (Burton, et al., 1991). The American Board's Special Education standards and their corresponding learning modules and assessment fit neatly into this cycle of validation. Psychometric properties of American Board examinations have been demonstrated extensively through routine analyses conducted by independent contractor MetriKs Amérique LLC according to a pre-determined schedule. In the present study, the main goal was to qualitatively align the content presented on the American Board examination with that used in the Praxis© series of assessments. As Praxis© is used nationally, it is likely the best national test to use in order to demonstrate *convergent validity evidence.* Tests are said to possess *convergent validity evidence* if they are highly related to another test what purports to measure the same construct, particularly a test that is nationally recognized and validated. Validity evidence is both a statistical and qualitative matter and we will be defining our expectations for assessing the level of convergent validity shortly.

Validity evidence is an important aspect of any examination program (Cronbach & Meehl, 1955). Convergent validity evidence is particularly important when establishing whether or not an assessment conforms to national expectations. The PRAXIS© series of examinations represent a well-aligned set of nationally representative content standards useful across the fifty states. Therefore, using the PRAXIS© examination as a proxy for national standards is reasonable and useful. The current study was undertaken to examine the alignment across the American Board's Biology examination to evaluate the following single research question: ***To what extent does the American Board's PTK examination content align with the nationally accepted content standards used to construct the PRAXIS© PLT examination?***

In strictly quantitative analyses, convergent validity evidence is documented largely through correlations between measures obtained on one examination when compared to another. In our modified approach we will use the concept of correlation to examine proportional representation within qualitative comparisons. This approach, used specifically with content (versus scores), is supported by the literature generally referencing test equating (the practice of linking scores on one test to another):

> *Test construction and equating are inseparable. When they are applied in concert, equated scores from parallel test forms provide virtually exchangeable evidence about students' behavior on the same general domain of tasks, under the same specified standardized conditions. When equating works, it is because of the way tests are constructed.* (Mislevy, 1992)

Because criterion-related, content, and construct validity have been addressed in routine psychometric analyses, and because measures cannot be reasonably compared if the tests examine different content, the present analysis is required to demonstrate equivalency.

The following criterion, traditionally applied to correlations, are hereby modified for use in the present study:

Linking Agreement	Content Equivalent
Entirely Unrelated	00 – 19%
Weakly Related	20 – 39%
Moderately Related	40 – 59%
Strongly Related	60 – 79%
Very Strongly Related	80 – 100%

Relationships were examined on a macro- and micro-level. The first level of comparison was the larger Domain (or "macro" content area). Domains cover a broader spectrum of content within the holistic content area. There tend to be 5 – 10 Domain content areas within a given specified area. A second level of comparison is at the smaller Specific Objectives (or "micro" content areas). Specific objectives breakdown larger Domain areas into component parts. While there could theoretically be an unlimited number of specific objectives, most content standards include about 10 – 40 specific

objectives within a domain. Whilst the linking agreement levels detailed above apply primarily to Specific Objectives, they were used to categorize both. No two assessments are ever perfectly identical. Furthermore, perfect agreement (100%) agreement across both Domains and Specifics, is not necessary as long as tests are "**Very Strongly Related**" or "**Strongly Related**" using the model detailed earlier. Assessments deemed to be "**Very Strongly Related**" and "**Strongly Related**" assessments are likely to produce equivalent results because they assess the same fundamental criterion (Stone, 1996; Sondergeld, 2016). This alignment report is divided into two sections: (1) General alignment of content (Domain), and (2) Detailed alignment of content (Specific Objectives).

Section 1: General Alignment of Content

Content standards are developed to represent the integration of content considered important and reasonable for a professional teacher to have mastered in order to be called a master teacher. Such standards are frequently defined by the convening of a committee of experts in the field, who, through the use of existing content (e.g., from textbooks, curricula, and other related assessments) and through discussion within the panel, complete this important work. While no standards are perfectly comprehensive, the content standards adopted by the PRAXIS© series of examinations represent one of the most complete, *nationally acceptable* sets of standards available. Developed through an extensive, cooperative process and inclusive of richly diverse organizations across the country, they have served as a blueprint for professional teaching since their adoption. Table 1 presents results from the alignment study comparing the Praxis© PLT Examination with the American Board PTK Examination. Analysis suggests the two examinations are **Very Strongly Related**, at the level of 100%. The American Board examination covers all Domain-level content presented on the Praxis© examination.

Table 1: Alignment of PRAXIS and American Board Physics Assessment Standards

Praxis© PLT	American Board PTK

I: Students as Learners
  A. Student Development and the Learning Process
  B. Students as Diverse Learners
  C. Student Motivation and the Learning Environment
	Domain 1: Instructional Design
	Domain 2: Effective Instructional Delivery
	Domain 3: Classroom Management and Organization

II: Instructional Process
  A. Planning Instruction
  B. Instructional Strategies
  C. Questioning and Communication Skills
	Domain 1: Instructional Design
	Domain 2: Effective Instructional Delivery
	Domain 3: Classroom Management and Organization
	Domain 4: Assessment
	Domain 5: Professional Learning and Leadership

III: Assessment
  A. Assessment and Evaluation Strategies
  B. Assessment Tools
	Domain 3: Classroom Management and Organization
	Domain 4: Assessment

IV: Professional Development, Leadership, and Community
  A. Professional Development
  B. Leadership and Community
	Domain 1: Instructional Design
	Domain 2: Effective Instructional Delivery
	Domain 3: Classroom Management and Organization
	Domain 5: Professional Learning and Leadership

Section 2: Specific Alignment of Content

A series of tables (Table 2.1-2.6) presents information regarding the alignment of Specific Objectives on the Praxis© and American Board examinations. As was the case for Domain level content, the alignment of Specific Objectives was also reasonable. Specific Objective analysis suggests the two examinations are **Very Strongly Aligned**, at the level of 98%. The American Board examination covers most Specific Objective-level content presented on the Praxis© examination. Noted elements for possible inclusion are documented after presentation of the tables. Because the two assessments are aligned to the level of 100% at the Domain level, there is greater assurance that specific content differences do not substantially alter interpretation.

TABLE 2.1: Praxis© Domain I

Praxis© PLT	Page #	American Board PTK	Page #
I. Students as Learners			
A. Student Development and the Learning Process		Domain 1: Instructional Design Domain 2: Effective Instructional Delivery	
1. Understands the theoretical foundations of how students learn (1a) Knows how knowledge is constructed, (1b) Knows a variety of means by which skills are acquired, and (1c) Understands a variety of cognitive processes and how they are developed	4	1.1: Selects, Organizes, Plans, and Designs Content 1.21 The teacher understands how learning is directly impacted by cognitive processing.	2
2. Knows the major contributions of foundational theorists to education • 2a: Relates the work of theorists to educational context (Bandura, Bruner, Dewey, Piaget, Vygotsky, Kohlberg, Bloom)	4	1.1: Selects, Organizes, Plans, and Designs Content 1.1.03 Organizes content across lessons around central concepts, propositions, theories, or models.	1
3. Understands the concepts and terms related to a variety of learning theories (3a: Metacognition, 3b: Schema, 3c: Transfer, 3d: Self-efficacy, 3e: Self-regulation, 3f: Zone of proximal development, 3g: Classical and operant conditioning)	4	2.5: Builds Students' Study Skills 2.5.01 Instructs students about when & how to use study skills such as: Repeating material to remember it more effectively, Outline material to structure & remember it, Self-monitoring & self-regulating to maintain concentration & task focus, Minimizing performance anxiety and fear of failure	7
4. Knows the distinguishing characteristics of the stages in each domain of human development (i.e., cognitive, physical, social, and moral) • 4a: Describes the characteristics of a typical child in each stage and each domain • 4b: Recognizes typical and atypical variance within each stage and each domain	4	1.1: Topic 1: Selects, Organizes, Plans, and Designs Content 1.1.13 The teacher recognizes the multiple learning styles of students, designs instruction to address students' strengths, and assesses authentically by allowing demonstrations in any of the intelligence domains as evidence of learning.	2
5. Understands how learning theory and human development impact the instructional process • 5a: Defines the relationship between learning theory and human development • 5b: Provides examples of how learning theory is impacted by human development • 5c: Uses knowledge of learning theory to solve educational problems • 5d: Uses knowledge of human development to solve educational problems	4	1.1 Selects, Organizes, Plans, and Designs Content 1.1.13 The teacher recognizes the multiple learning styles of students, designs instruction to address students' strengths, and assesses authentically by allowing demonstrations in any of the intelligence domains as evidence of learning.	2

TABLE 2.1: Praxis© Domain I (Continued)

Praxis© PLT	Page #	American Board PTK	Page #
B. Students as Diverse Learners		Domain 2: Effective Instructional Delivery Domain 4: Assessment	
1. Understands that a number of variables affect how individual students learn and perform • 1A: Identifies a number of variables that affect how students learn and perform (Learning style, Culture, Socio economic status, Prior knowledge and experience, Motivation, Self-confidence, self-esteem, Cognitive development, Maturity), Language • 1B: Provides examples of how variables might affect how students learn and perform	4-5	2.1: Communicates Effectively 2.1.09 The teacher is a mentor for peers. 2.2: Provides Clear and Focused Instruction 2.2.01 Assesses students to decide where and how to begin instruction based on students' prior knowledge and prerequisite skills.	3
2. Recognizes areas of exceptionality and their potential impact on student learning • 2A: Identifies areas of exceptionality Cognitive (Auditory, Visual, Motor/physical, Speech/language, Behavioral) • 2B: Explains a variety of ways exceptionalities may impact student learning	5	4.3: Gives High-Needs Students Extra Time and Instruction They Need to Exceed 4.3.02 Provides struggling students with extra time, instruction and encouragement. 4.3.04 The special education teacher promotes a safe classroom where the learning environment is inclusive of learners with exceptionalities and develops positive outcomes. 4.3.05 The special education teacher supports students with exceptionalities by providing motivational and instructional interventions. 4.3.07 The special education teacher uses specialized instruction to teach content to students with exceptionalities.	12-13
3. Understands the implications and application of legislation relating to students with exceptionalities on classroom practice • 3A: Identifies the provisions of legislation relevant to students with exceptionalities (Americans with Disabilities Act (ADA), Individuals with Disabilities Education Act (IDEA), Sect 504, Rehabilitation Act (504) • 3B: Explains how the provisions of legislation relating to students with exceptionalities affect classroom practice	5	4.3: Gives High-Needs Students Extra Time and Instruction They Need to Exceed 4.3.10 The special education teacher understands the federal and state laws related to records of students with disabilities and maintains them in a safe place.	13

TABLE 2.1: Praxis© Domain I (Continued)

Praxis© PLT	Page #	American Board PTK	Page #
		Domain 1: Instructional Design Domain 2: Effective Instructional Delivery Domain 4: Assessment	
4. Recognizes the traits, behaviors, and needs of intellectually gifted students.	5	1.1: Selects, Organizes, Plans, and Designs Content 1.1.13 The teacher recognizes the multiple learning styles of students, designs instruction to address students' strengths, and assesses authentically by allowing demonstrations in any of the intelligence domains as evidence of learning. **Suggest separating gifted from SPED.**	2
5. Recognizes that the process of English language acquisition affects the educational experience of English learners (ELs)	5	2. 2: Provides Clear and Focused Instruction 2.2.28 The teacher provides effective instruction and assessment for English language learners, consistent with WIDA instructional standards.	6

6. Knows a variety of approaches for accommodating students with exceptionalities in each phase of the education process
   • 6A: Recognizes students with exceptionalities require particular accommodations.
   • 6B: Knows how to modify instruction, assessment, and communication methods to meet a recognized need
	5	4. 3: Gives High-Needs Students Extra Time and Instruction They Need to Succeed
		4.3.01 Develops plans to accommodate students' special needs.
		4.3.02 Provides struggling students with extra time, instruction and encouragement.
		4.3.05 The special education teacher supports students with exceptionalities by providing motivational and instructional interventions.
		4.3.06 The special education teacher serves as a resource in the area of behavior management for students with exceptionalities.
		4.3.07 The special education teacher uses specialized instruction to teach content to students with exceptionalities.
		4.3.08 The special education teacher modifies the curricula to support individuals with exceptionalities.
			12-13

TABLE 2.1: Praxis© Domain I (Continued)

Praxis© PLT	Page #	American Board PTK	Page #
C. Student Motivation and Learning Environment		Domain 3: Classroom Management and Organization	
1. Knows the major contributions of foundational behavioral theorists to education • 1A: Relates the work of behavioral theorists to educational contexts (e.g., Thorndike, Watson, Maslow, Skinner, Erikson)	5	Not specifically stated	
2. Understands the implications of foundational motivation theories for instruction, learning, and classroom management • 2A: Defines terms related to foundational motivation theory (e.g., Self-determination, Attribution, Extrinsic/intrinsic motivation, Cognitive dissonance, Classic and operant conditioning, Positive and negative reinforcement) 2B: Relates motivation theory to instruction, learning, and classroom management	6	3. 1: Establishes Smooth, Efficient Classroom Routines 3.1.11 Encourage student effort by focusing on the positive aspects of students' performance. 3.2: Sets Clear Standards for Classroom Conduct and Applies Them Fairly and Consistently 3.2.03 Provides positive feedback that is specific, descriptive, accurate, and meaningful. 3.2.04 Selects from a repertoire of correction techniques for early-stage misbehavior (i.e. non-chronic), such as: Using proximity (i.e., moving closer to the student), Using reprimand (i.e., brief, proximate, state positive expectation, avoids asking a question, emotionally supportive or neutral), Using eye contact and/or discussion, Using humor 3.2.05 Implements corrective techniques for common rule violations, such as: Using counting, Creating charts, Debriefing, Using penalties e.g. Loss of points, time owed, demerits, Using time out, Using restitution, Making parental contacts 3.2.06 Determines educational reasons for chronic student misbehavior.	9-10

TABLE 2.1: Praxis© Domain I (Continued)

Praxis© PLT	Page #	American Board PTK	Page #
		Domain 3: Classroom Management and Organization	
3. Knows principles and strategies for classroom management • 3A: Knows how to develop classroom routines and procedures • 3B: Knows how to maintain accurate records • 3C: Knows how to establish standards of conduct • 3D: Knows how to arrange classroom space • 3E: Recognizes ways of promoting a positive learning environment	6	3.1: Establishes Smooth, Efficient, Classroom Routines 3.1.01 Develops/teaches clear class rules during the first week of school. 3.1.02 Enforces rules/re-teaches as needed. 3.1.03 Designs/establishes procedures and routines for classroom activities prior to the beginning of the school year, e.g., lining up, attendance, lunch, passing out papers, pencil sharpening, restroom, entry and exit, tardiness, hall passes, attention signal. 3.1.04 Presents clear expectations concerning classroom behavior. 3.1.05 Presents expectations regarding participation in lessons & learning activities such as teacher-directed instruction, cooperative learning and independent work (class/homework). 3.1.06 Enforces expectations re: class behavior in a consistent manner. 3.1.07 Begins promptly/purposefully. 3.1.08 Avoids unnecessary delays/pauses during lessons such as stopping to consult a manual or locate an item needed for display or demonstration. 3.1.09 Teaches students procedures for carrying out recurring instructional activities, e.g., Participating in whole-class lessons, engaging in productive discourse with classmates, Collaborating in pairs or small groups, etc. 3.1.10 Provides explicit instruction (e.g., modeling and practice -- about listening, sharing, & integrating ideas of others and handling disagreements constructively). 3.2: Sets Clear Standards for Classroom Conduct. Applies Fairly and Consistently 3.2.07 Once the educational reason for the misbehavior is known, designs plan to help meet students' needs in positive ways. 3.2.08 Chooses corrective techniques for chronic misbehavior and implements them calmly, consistently, immediately, and respectfully.	9-10

TABLE 2.1: Praxis© Domain I (Continued)

Praxis© PLT	Page #	American Board PTK	Page #
		Domain 3: Classroom Management and Organization	
4. Knows a variety of strategies for helping students develop self-motivation • 4A: Assigning valuable tasks • 4B: Providing frequent positive feedback • 4C: Including students in instructional decisions • 4D: De-emphasizing grades	6	3.1: Establishes Smooth, Efficient, Classroom Routines 3.1.09 Teaches students procedures for carrying out recurring instructional activities, e.g., Participating in whole-class lessons, engaging in productive discourse with classmates, Collaborating in pairs or small groups, Storing and handling equipment, Managing learning, completing assignments on time, Knowing when and how to get help 3.1.11 Encourage student effort by focusing on the positive aspects of students' performance. 3.3: Routinely Provides Students Feedback and Reinforcement RegardingTheir Learning Progress 3.3.08 Provides feedback that is meaningful (e.g., specific, accurate, and important). 3.3.09 Avoids embarrassing, insulting, or demeaning students when providing feedback.	9, 11

TABLE 2.2: Praxis© Domain II

Praxis© PLT	Page #	American Board PTK	Page #
II. Instructional Process			
A. Planning Instruction		Domain 1: Instructional Design Domain 5: Professional learning and Leadership	
1. Understands the role of district, state, and national standards and frameworks in instructional planning • 1A: Understands the theoretical basis of standards-based education • 1B: Knows resources for accessing district, state, and national standards and frameworks • 1C: Understands how standards and frameworks apply to instructional planning	7	1.1: Selects, Organizes, Plans, and Designs Content 1.1.16 The teacher complies with all laws and state regulations governing classroom practice, curriculum, interactions with students, parents, and all other stakeholders. 5.1: Professional Learning 5.1.01 Engages in meaningful learning experiences. Selects learning experiences based on: Student needs, Teacher needs (identified by colleague, supervisor, and reflective feedback), Local and district school improvement initiatives, Engaging students in activities aligned with State and local standards	2, 14
2. Knows how to apply the basic concepts of predominant educational theories • 2A: Understands the basic concepts of cognitivism (Schema, Information processing, Mapping) • 2B: Understands the basic concepts of social learning theory (Modeling, Reciprocal determinism, Vicarious learning) • 2C: Understands the basic concepts of constructivism (Learning as experience, Problem-based learning, Zone of proximal development, Scaffolding, Inquiry/discovery learning) • 2D: Understands the basic concepts of behaviorism (Conditioning, Intrinsic and extrinsic rewards, Reinforcement, Punishment) • 2E: Knows how to apply the basic concepts of behaviorism, constructivism, social learning theory, and cognitivism to instructional contexts	7	1.1: Selects, Organizes, Plans, and Designs Content 1.1.03 Organizes content across lessons around central concepts, propositions, theories, or models. 1.1.13 The teacher recognizes the multiple learning styles of students, designs instruction to address students' strengths, and assesses authentically by allowing demonstrations in any of the intelligence domains as evidence of learning. 1.1.7 The teacher uses scientific figures in history, of both genders, to provide context for understanding of the development of scientific processes and theories. (General Science Standard)	1-2

TABLE 2.2: Praxis© Domain II (Continued)

Praxis© PLT	Page #	American Board PTK	Page #
		Domain 1: Instructional Design Domain 2: Effective Instructional Delivery	
3. Understands how scope and sequence affect instructional planning • 3A: Defines and provides examples of scope • 3B: Defines and provides examples of sequence • 3C: Understands the relationship between scope and sequence and standards of learning • 3D: Understands the role of scope and sequence in curriculum planning	7	1.1: Selects, Organizes, Plans, and Designs Content 1.1.06 Plans lessons, depending on size and content of unit, so that important ideas or skills are studied or practiced on several occasions rather than all at once. 1.1.07 Selects lesson content that builds on prior learning. 2.2: Provides Clear & Focused Instruction 2.2.02 Presents material in a logical sequence. 2.2.03 Presents new content in small steps. 2.2.05 Focuses on learning objectives without disrupting continuity by digressing. 2.4: Makes Efficient Use of Learning Time 2.4.01 Paces the lesson to allow time to develop the most important content in greater depth and according to its difficulty.	1, 3, 7 1
4. Knows how to select content to achieve lesson and unit objectives	7	1.1: Selects, Organizes, Plans, and Designs Content 1.1.02 Guides curricular planning (e.g., content clusters, instructional methods, learning activities and assessment tools) based on goals of the instruction. 1.1.04 Selects facts, samples, examples or a combination to substantiate or illustrate ideas. 1.1.05 Juxtaposes examples that differ in many ways but are the same in defining features, so that students can generalize to new examples and learn to discriminate same/different when faced with new examples. 1.1.12 The teacher designs instruction that requires students to think critically about the content & produce original artifacts as demonstrations of their learning. 2.2: Provides Clear & Focused Instruction 2.2.06 Teaches vocabulary required for mastery of the subject matter. 2.2.08 Determines that students have mastered material in lesson before introducing new idea.	1, 2, 4

TABLE 2.2: Praxis© Domain II (Continued)

Praxis© PLT	Page #	American Board PTK	Page #
		Domain 1: Instructional Design Domain 4: Assessment	
5. Knows how to develop observable and measurable instructional cognitive, affective, and psychomotor domains • 5A: objectives in the different learning domains • 5B: Knows how to apply Bloom's taxonomy to the development of instructional objectives • 5C: Knows how to describe observable behavior • 5D: Knows how to describe measurable outcomes	7-8	1.1: Selects, Organizes, Plans, and Designs Content 1.1.01 Writes measurable objectives for both individual/classroom performance based on data and subject matter. 1.1.08 Uses routines, presentations, practice, review, memorization, application and homework, as appropriate, to organize instruction into clearly defined segments. 1.1.10 Knows about the ways to organize information for students, including: Outlines and graphic organizers that depict relationships of central ideas, super-ordinate concepts, subordinate concepts and coordinate concepts, Study guides that call attention to key ideas and address literal, interpretive, & applied levels of comprehension, Concept guides that link new information & previously learned material, Methods for identifying cause-effect relationships and temporal sequences and to compare and contrast situations, Organizers that help students keep track of the steps involved and the strategies they use to complete assignments	1
6. Is aware of the need for and is able to identify various resources for planning enrichment and remediation • 6A: Identifies when remediation is appropriate • 6B: Identifies when enrichment is appropriate 6C: Identifies a variety of resources for locating, adapting, or creating enrichment and remediation activities	8	4.1: Monitors Student Progress Closely 4.1.04 Uses information from assessments to evaluate student progress and inform instructional planning to do the following: Determine what students have learned and not learned, Identify patterns of student or class mistakes, Ensure students know how to generalize knowledge to new examples,materials, tasks, & problems., Make adjustments in time and corrective remedies and in instructional, materials or teaching plans, Identifies learners' special needs, that may require additional time or corrective remedies. 4.1.05 The teacher is informed by student voice and uses this information to plan instruction that meets students' academic, social, emotional, and cultural needs.	11-12

TABLE 2.2: Praxis© Domain II (Continued)

Praxis© PLT	Page #	American Board PTK	Page #
		Domain 1: Instructional Design Domain 4: Assessment Domain 5: Professional Learning and Leadership	
7. Understands the role of resources and materials in supporting student learning • 7A: Identifies and explains the uses of a variety of resources and materials that support student learning (Computers, the Internet and other digital resources, Library collection (books, magazines, pamphlets, reference works), Artifacts, models, manipulatives, Guest speakers and community members)	8	1.1: Selects, Organizes, Plans, and Designs Content 1.1.12 Teacher designs instruction that requires students to think critically about the content & produce original artifacts as demonstrations of their learning. 5.1: Leadership 5.1.04 Models and provides clear expectations for the safe & ethical use of social media, information & technology.	2, 14
8. Knows how to develop lessons as part of thematic and/or interdisciplinary units • 8A: Understands the basic concepts of thematic instruction • 8B: Understands the components of thematic units (Selecting a theme, Designing integrated learning activities, Selecting resources, Designing assessments) • 8C: Understands the basic concepts of interdisciplinary instruction • 8D: Understands the components of interdisciplinary units (Collaborating, Generating applicable topics, Developing an integrative framework, Planning instruction for each discipline, Designing integrative assessment)	8	1.1: Selects, Organizes, Plans, and Designs Content 1.1.09 Designs instruction that shows relationships among content and ideas and points out opportunities for transfer. 1.1.14 The teacher supports learner literacy development in and across content areas. 1.17 The teacher uses scientific figures in history, of both genders, to provide context for understanding of the development of scientific processes and theories. (General Science Standard) 1.19 The teacher understands the importance of creating lesson content that promote healthy lifestyles. 1.20 The teacher promotes awareness of different career disciplines and how they connect in the real world.	1-2
9. Recognizes their role in collaborating with instructional partners in instructional planning • 9A: Identifies a variety of instructional planning partners (Special education teachers, School Librarian, Teachers of the gifted and talented, IEP team members) • 9B: Describes the roles each partner plays in collaborative activities	8	4.3: Gives High Needs Students Extra Time & Instruction They Need to Succeed 4.3.01 Develops plans to accommodate students' special needs. 4.3.03 Seeks expertise and help from other professionals when individual students require special provisions. 4.3.08 The special education teacher modifies the curricula to support individuals with exceptionalities. 4.3.09 The special education teacher collaborates with other stakeholders regarding various assessments to develop individual, transition & behavior plans for students with exceptionalities.	12-13

TABLE 2.2: Praxis© Domain II (Continued)

Praxis© PLT	Page #	American Board PTK	Page #
B. Instructional Strategies		Domain 2: Effective Instructional Delivery	
1. Understands the cognitive processes associated with learning • 1A: Critical thinking • 1B: Creative thinking • 1C: Questioning • 1D: Inductive and deductive reasoning • 1E: Problem solving • 1F: Planning • 1G: Memory • 1H: Recall	9	2.1: Communicates Effectively 2.1.03 When introducing new concepts, previews major ideas or questions to be covered in the lesson to stimulate students' thinking about topic. 2.1.04 States what will be taught in the lesson in the form of verbal associations, concepts, principles, or cognitive strategies. 2.2: Provides Clear & Focused Instruction 2.2.04 Demonstrates the steps for defining concepts, applying rules, and solving problems.	3
2. Understands the distinguishing features of different instructional models • 2A: Describes a variety of instructional models (Direct, Indirect, Independent, Experiential, Interactive)	9	2. 2: Provides Clear & Focused Instruction 2.2.25 The teacher develops instruction that values individuals' experiences and perspectives and that recognizes their influence on how individuals construct knowledge.	6
3. Knows a variety of instructional strategies associated with each instructional model • 3A: Identifies instructional strategies associated with direct instruction (e.g., Explicit teaching, Drill and practice, Lecture, Demonstrations, Guides for reading, listening, viewing) • 3B: Identifies instructional strategies associated with indirect instruction (e.g., Problem solving, Inquiry, Case studies, Concept mapping, Reading for meaning, Cloze procedures) • 3C: Identifies instructional strategies associated with independent instruction (e.g., Learning contracts, Research projects, Learning centers, Computer mediated instruction, Distance learning) • 3D: Identifies instructional strategies associated with experiential and virtual instruction (e.g., Field trips, Experiments, Simulations, Role play, Games, Observations) • 3E: Identifies instructional strategies associated with interactive instruction (e.g., Brainstorming, Cooperative learning groups, Interviews, Discussions, Peer practice, Debates	9	2.2: Provides Clear & Focused Instruction 2.2.09 Identifies mistake patterns or knowledge gaps in student responses. 2.2.10 Systematically reduces or withdraws assistance as students become proficient. 2.2.12 Provides frequent and varied opportunities for students to practice new skills, apply new knowledge, or both. 2.2.13 Provides students with ample opportunities to solve similar problems. 2.2.17 Provides closure to lesson. 2.2.18 Knows the different purposes of various instructional methods and how and when to use them, including whole class, cooperative, small group, and tutoring. 2.2.19 When using whole class instruction, implements its design principles. 2.2.20 When using small-groups, implements principles of design. 2.2.31 The teacher provides instruction using various evidence based inst strategies to advance learning.	4-6

TABLE 2.2: Praxis© Domain II (Continued)

Praxis© PLT	Page #	American Board PTK	Page #
		Domain 1: Instructional Design Domain 2: Effective Instructional Delivery	

4. Knows a variety of strategies for encouraging complex cognitive processes
• 4A: Identifies complex cognitive processes
  o Concept learning
  o Problem solving
  o Metacognition
  o Critical thinking
  o Transfer
• 4B: Knows instructional activities specific to the development of complex cognitive processes (e.g., Distinguishing fact from opinion, Comparing and contrasting, Detecting bias, Predicting, Categorizing, Analyzing, Sequencing, Summarizing, Inferring, Decision making, Evaluating, Synthesizing, Generalizing)
	9-10	2.2: Provides Clear & Focused Instruction
		2.2.11 Utilizes metaphors and analogies to communicate key ideas.
		2.2.14 Uses both examples and non-examples, (e.g., of concepts) so those students can induce the defining features.
		2.2.15 Provides opportunities for students to actively participate through questions, share task observations or experiences, compare opinions to deepen their appreciation of what they have learned and how it relates to their lives outside school.
		2.2.16 Provides opportunities for students to explain in their own words how individual elements are connected in a network of related content and connect it to their prior knowledge.
		2.2.27 The teacher provides instruction and experiences that build bridges of meaningfulness between home and school experiences as well as between academic abstractions and reality.
		2.2.30 The teacher understands how interdisciplinary themes connect to the core subjects and knows how to develop those themes into meaningful learning experiences.
			4-6

TABLE 2.2: Praxis© Domain II (Continued)

Praxis© PLT	Page #	American Board PTK	Page #
		Domain 1: Instructional Design Domain 2: Effective Instructional Delivery	

5. Knows a variety of strategies for supporting student learning
 	
• 5A: Identifies and explains uses of strategies for supporting student learning
  o Modeling
  o Developing self-regulation skills
  o Scaffolding
  o Differentiating instruction
  o Guided practice
  o Coaching
	10	1.1: Selects, Organizes, Plans, and Designs Content
		1.18 Teacher differentiates instruction based on learner readiness to promote Effective scientific investigation by all students (General Science Standard)
		2.2: Provides Clear & Focused Instruction
		2.2.22 The teacher uses figures in history of the content, of both genders, to provide context for understanding of the development of culture, concepts, processes, and theories within the various disciplines.
		2.2.23 Teacher differentiates instruction based on learner readiness to promote generative learning.
		2.2.24 The teacher develops culturally relevant instruction.
		2.2.26 The teacher provides instruction that values the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum
		2.2.29 The teacher uses relevant instructional technology to deliver instruction that promotes generative learning. Technology based instruction is provided with an emphasis on compliance with all state-based education and ethics policies along with all legal requirements.
			2, 5-6

TABLE 2.2: Praxis© Domain I

Praxis© PLT	Page #	American Board PTK	Page #
		Domain 2: Effective Instructional Delivery Domain 3: Classroom Management and Organization	

6. Knows basic strategies for promoting students' development of self- regulatory skills
• 6A: Knows how to supports students in
   o Setting goals
   o Managing time
   o Organizing information
   o Monitoring progress
   o Reflecting on outcomes
   o Establishing a productive work environment
	10	2.4: Makes Efficient Use of Learning Time
		2.4.02 Arranges schedule to maximize engagement of all students (e.g., teacher-directed, independent work, group work).
		2.4.03 Knows the differences among uses of time: time allocated to the lesson, the time students are actually engaged in learning, and the time students are effectively learning the key objectives.
		2.4.05 Extends learning through homework assignments that are relevant to the lessons being learned.
		2.4.06 Extends learning time through homework that is appropriate in length and difficulty.
		3.3: Routinely Provides Students Feedback and Reinforcement Regarding Their Learning Progress
		3.3.05 Provides consequences on homework that helps students assess their progress with respect to goals and to understand and correct errors or misconceptions.
		3.3.07 Provides incentives to students.
		3.4: Expects Students to Learn
		3.4.01 Holds high achievement expectations for student learning.
		3.4.02 Communicates to students the measurements and criteria for attaining learning objectives.
		3.4.03 Sets goals for meeting standards, gains in learning, or both.
		3.4.04 Holds all students accountable for participating in learning activities and attaining goals.
		3.4.05 Holds all students accountable for completing high quality work (class work or homework).
		3.4.06 Teaches that effort is necessary for success in attaining rigorous standards.
			7, 10, 11

TABLE 2.2: Praxis© Domain II (Continued)

Praxis© PLT	Page #	American Board PTK	Page #
		Domain 2: Effective Instructional Delivery	

7. Understands the design of different group configurations for learning
• 7A: Describes different group configurations
   o Whole-class
   o Small-group
   o Independent learning
   o One-on-one
   o Pair/share
	10	2.2: Provides Clear & Focused Instruction
		2.2.19 When using whole class instruction, implements its design principles by Establishing whole class instruction based on lesson objective, Establishing seating arrangements so all students can see and hear instruction, Monitoring student attention during instruction, Ensuring that students receive the assistance they need to learn successfully
		2.2.20 When using small-groups, implements principles of design by Establishing cooperative workgroups that are based on lesson objectives, Placing students in small groups on the basis of diagnostic information for short-term learning activities, Regrouping students when they are ready, Setting up peer tutoring and peer evaluation groups to use time effectively, When working with small groups, stays aware of and makes sure not to spend excessive time away from the remainder of the class.
			5

8. Understands the use and implications of different grouping techniques and strategies
• 8A: Explains the uses, strengths and limitations of a variety of grouping techniques
   o Cooperative learning
   o Collaborative learning
   o Heterogeneous grouping
   o Homogeneous grouping
   o Multi-age grouping
	10	2.2: Provides Clear & Focused Instruction
		2.2.19 When using whole class instruction, implements its design principles by Establishing whole class instruction based on lesson objective, Establishing seating arrangements so all students can see and hear instruction, Monitoring student attention during instruction, Ensuring that students receive the assistance they need to learn successfully.
		2.2.20 When using small-groups, implements principles of design.
		2.2.21 Holds members of cooperative work groups or small groups individually responsible for performance.
			5

TABLE 2.2: Praxis© Domain II (Continued)

Praxis© PLT	Page #	American Board PTK	Page #
		Domain 1: Instructional Design Domain 2: Effective Instructional Delivery Domain 4: Assessment	
9. Knows how to select an appropriate strategy for achieving an instructional objective	10	1.1: Selects, Organizes, Plans, and Designs Content 1.1.01 Writes measurable objectives for both individual or classroom performance based on data and subject matter. 1.1.02 Guides curricular planning (e.g., content clusters, instructional methods, learning activities and assessment tools) based on goals of the instruction.	1
10. Understands the concept of monitoring and adjusting instruction in response to student feedback • 10A: Explains the instructional purposes of monitoring and adjusting instruction • 10B: Knows strategies for monitoring and adjusting instruction	10	2.4: Makes Efficient Use of Learning Time 2.4.04 Arranges classroom space to ensure monitoring of all students' engagement.	7
11. Recognizes the purpose of reflecting upon, analyzing and evaluating the effectiveness of instructional strategies	10	4. 1: Monitors Student Progress Closely 4.1.04 Uses information from assessments to evaluate student progress and inform instructional planning to do the following: Determine what students have learned and not learned, Identify patterns of student or class mistakes, Ensure students know how to generalize knowledge to new examples,materials, tasks, and problems., Make adjustments in time and corrective remedies and in instructional materials or teaching plans, Identifies learners' special needs, that may require additional time or corrective remedies.	11-12
12. Knows the characteristics of different types of memory and their implications for instructional planning and student learning • 12A: Distinguishes among the different types of memory (Short-term versus Long-term) • 12B: Considers the characteristics and effects of memory on student learning when planning instruction	11	2.5: Builds Students' Study Skills 2.5.01 Instructs students about when and how to use study skills such as: • Repeating material to remember it more effectively • Outline material to structure and remember it • Self-monitoring and self-regulating to maintain concentration and task focus • Minimizing performance anxiety and fear of failure Consider adding material specifically addressing types of memory	7

TABLE 2.2: Praxis© Domain II (Continued)

Praxis© PLT	Page #	American Board PTK	Page #
		Domain 1: Instructional Design	
13. Recognizes the role of teachable moments in instruction • 13A: Defines and provides examples of a teachable moment • 13B: Understands the uses of the teachable moment	11	1.1: Topic 1: Selects, Organizes, Plans, and Designs Content 1.1.05 Juxtaposes examples that differ in many ways but are the same in defining features, so that students can generalize to new examples and learn to discriminate same/different when faced with new examples.	1
C. Questioning and Communication Techniques		Domain 2: Effective Instructional Delivery	
1. Knows the components of effective questioning • 1A: Allowing think/wait time • 1B: Helping students articulate their ideas • 1C: Respecting student answers • 1D: Handling incorrect answers • 1E: Encouraging participation • 1F: Establishing a non-critical classroom environment • 1G: Promoting active listening • 1H: Varying the types of questions	11	2.3: Uses Effective Questioning Tech 2.3.01 Suits questions to the knowledge and skill of students. 2.3.02 Uses factual and higher order questions to further student learning. 2.3.03 Uses open-ended higher-cognitive questions that call for students to apply, analyze, synthesize or evaluate what they are learning. 2.3.04 Provides appropriate wait-time when asking higher order questions. 2.3.05 Promotes discussion on a range of possible correct answers. 2.3.06 Requires students to clarify or justify their assertions to improve the quality of student responses. 2.3.07 When asking questions with a short and specific correct answer, orchestrates chorale responses to involve all students.	6
2. Understands the uses of questioning • 2A: Explains and provides examples of different purposes of questioning (e.g., Developing interest and motivating students, Evaluating students' preparation, Reviewing previous lessons, Helping students set realistic expectations, Engaging students in discussion, Determining prior knowledge, Preparing students for what is to be learned, Guiding thinking, Developing critical and creative thinking skills, Checking for comprehension or level of understanding)	11	2.1: Communicates Effectively 2.1.01 Stimulates student interest by connecting prior knowledge and students' personal experience to larger concepts. 2.1.02 Explains how current lessons build upon previously learned knowledge. 2.3: Uses Effective Questioning Tech 2.3.01 Suits questions to the knowledge and skill of students. 2.3.02 Uses factual and higher order questions to further student learning. 2.3.07 When asking questions with a short & specific correct answer, orchestrates chorale responses to involve all students.	3, 6

TABLE 2.2: Praxis© Domain II (Continued)

Praxis© PLT	Page #	American Board PTK	Page #
		Domain 2: Effective Instructional Delivery Domain 3: Classroom Management and Organization	

3. Knows strategies for supporting students in articulating their ideas
• 3A: Explains and provides examples of strategies for supporting students in articulating their ideas
   o Verbal and non-verbal prompting
   o Restatement
   o Reflective listening statements
   o Wait time
	11	2.3: Uses Effective Questioning Tech
		2.3.04 Provides appropriate wait-time when asking higher order questions.
		3.3: Routinely Provides Students Feedback and Reinforcement Regarding Their Learning Progress
		3.3.01 Indicates approval for correct responses.
		3.3.02 Follows correct answers with new questions to maintain momentum.
		3.3.03 When students are correct but uncertain, asks students clarifying questions to ensure understanding.
		3.3.04 When students give incorrect responses, gives immediate corrective feedback depending on the type of student mistake made (whether by mistake of fact, concept, or rule) including Asking simpler questions, Modeling the correct answer, Providing hints or processes or rules to determine the answer, Asking student to explain his/her answer
			6, 10

4. Knows methods for encouraging higher levels of thinking
• 4A: Explains and provides examples of methods for encouraging students' higher levels of thinking Guiding students to
   o Reflect
   o Challenge assumptions
   o Find relationships
   o Determine relevancy and validity of information
   o Design alternate solutions
   o Draw conclusions
   o Transfer knowledge
	12	2.1: Communicates Effectively
		2.1.05 States what will be taught in the lesson in the form of verbal associations, concepts, principles, or cognitive strategies.
		2.2: Provides Clear & Focused Instruction
		2.2.07 Presents sufficient, varied, systematic examples, non-examples, problems, or materials in order for students to master critical concepts. So students grasp relationships, make predictions, debate alternative approaches to problems, or otherwise consider the content's implications or applications.
		2.2.27 The teacher provides instruction and experiences that build bridges of meaningfulness between home and school experiences as well as between academic abstractions and reality.
			3-4, 6

TABLE 2.2: Praxis© Domain II (Continued)

Praxis© PLT	Page #	American Board PTK	Page #
		Domain 2: Effective Instructional Delivery Domain 3: Classroom Management and Organization	
5. Knows strategies for promoting a safe and open forum for discussion • 5A: Knows basic techniques for establishing and maintaining standards of conduct for discussions (e.g., Engaging all learners, Creating a collaborative environment, Respecting diverse opinions, Supporting risk taking)	12	2.1: Communicates Effectively 2.1.07 The teacher is committed to collaboration and communicates effectively with all stakeholders through various conduits, platforms, and in appropriate contexts.	3

6. Understands various verbal and nonverbal communication modes
• 6A: Explains and provides examples of
   o Body language
   o Gesture
   o Tone, stress, and inflection
   o Eye contact
   o Facial expression
   o Personal space
	12	2.2: Provides Clear & Focused Instruction
		2.2.19 When using whole class instruction, implements its design principles by:
		• Establishing whole class instruction based on lesson objective
		• Establishing seating arrangements so all students can see and hear instruction
		• Monitoring student attention during instruction such as: using teacher eye contact, proximity or questions
		• Ensuring that students receive the assistance they need to learn successfully
		3.2: Sets Clear Standards for Classroom Conduct and Applies Them Fairly and Consistently
		3.2.01 Establishes clear standards of conduct that students are required to meet.
		3.2.02 Arranges classroom so teachers can gain proximity to all students.
		3.2.04 Selects from a repertoire of correction techniques for early stage misbehavior (i.e. non-chronic), such as:
		• Using proximity (i.e., moving closer to the student)
		• Using reprimand (i.e., brief, proximate, state positive expectation, avoids asking a question, emotionally supportive or neutral)
		• Using eye contact and/or discussion
		• Using humor
			5, 9-10

7. Is aware of how culture and gender can affect communication	12	2.1: Communicates Effectively 2.1.06 The teacher understands the school as an entity within a cultural, social, and political contexts and can work with stakeholders throughout the entity to achieve goals.	3

TABLE 2.2: Praxis© Domain II

Praxis© PLT	Page #	American Board PTK	Page #
		Domain 3: Classroom Management and Organization Domain 5: Professional Learning and Leadership	
8. Knows how to use various communication tools to enrich the learning environment • 8A: Audio and visual aids • 8B: Text and digital resources 8C: Internet and other computer-based tools	12	5.1: Professional Learning 5.1.04 Develops learning communities with all stakeholders using available commonly accessible technology and communication methods.	14

9. Understands effective listening strategies
• 9A: Explains and provides examples of active listening strategies
    o Attending to the speaker
    o Restating key points
    o Asking questions
    o Interpreting information
    o Providing supportive feedback
    o Being respectful
	12	3.1: Establishes Smooth, Efficient Classroom Routines
		3.1.10 Provides explicit instruction (e.g., modeling and practice -- about listening, sharing,
		and integrating the ideas of others and handling disagreements constructively).
			9

TABLE 2.3: Praxis© Domain III

Praxis© PLT	Page #	American Board PTK	Page #
III. Assessment			
A. Assessment and evaluation strategies		Domain 4: Assessment	
1. Understands the role of formal and informal assessment in informing the instructional process • 1A: Defines and provides uses and examples of formal and informal assessment modes • 1B: Explains a variety of ways the results of formal and informal assessment are used to make educational decisions	13	4.1: Monitors Student Progress Closely 4.1.01 Aligns assessments to taught objectives and lesson content. 4.1.02 Uses ongoing assessment to monitor and guide student learning aligned with curriculum goals. 4.1.03 Monitors procedures to check on student progress during cooperative work groups or lab activities, uses informal or formal 4.1.03 checklists, performance evaluations, papers, or projects during independent work periods, circulates to check students' work and teacher-directed instruction, monitors verbal responses	11
2. Understands the distinctions among the different types of assessment • 2A: Defines and provides uses and examples of formative, summative, and diagnostic assessment	13	4.2: Understands Testing Concepts 4.2.01 Understands the purpose and use of educational tests (e.g., norm referenced, criterion referenced, performance assessments, and portfolios).	12
3. Knows how to create and select an appropriate assessment format to meet instructional objectives • 3A: Knows how to create assessments in a variety of formats • 3B: Is able to select an assessment format to meet a specific instructional objective	13	4.1: Monitors Student Progress Closely 4.1.01 Aligns assessments to taught objectives and lesson content.	11

4. Knows how to select from a variety of assessment tools to evaluate students' performance
• 4A: Knows a variety of assessment tools, their uses, strengths and limitations
    o Rubrics
    o Analytical checklists
    o Scoring guides
    o Anecdotal notes
    o Continuums
4B: Is able to select an assessment tool appropriate for quantifying the results of a specific assessment
	13	4.2: Understands Testing Concepts
		4.2.03 Can apply general testing concepts (e.g., reliability, validity and standard error of measurement).
		4.2.04 Understands and uses general statistical concepts (e.g., mean, mode, median and standard deviation).
		4.2.05 Understands and uses common assessment terminology to interpret test results (e.g., the differences between percentage and percentile; aggregated and disaggregated data; norm-referenced score and criterion-referenced score; achievement and aptitude tests) to teaching and diagnosing student performance.
			12

TABLE 2.3: Praxis© Domain III (Continued)

Praxis© PLT	Page #	American Board PTK	Page #
		Domain 4: Assessment	
5. Understands the rationale behind and the uses of students' self and peer assessment • 5A: Defines and provides uses and examples of student self-assessment modes • 5B: Defines and provides uses and examples of peer assessment modes • 5C: Explains the strengths and limitations of self and peer assessment modes	13	4.1: Monitors Student Progress Closely 4.1.05 The teacher is informed by student voice and uses this information to plan instruction that meets students' academic, social, emotional, and cultural needs.	12
6. Knows how to use a variety of assessment formats • 6A: Describes and provides uses, strengths, and limitations of a variety of assessment formats (e.g., Essay, Selected response, Portfolio, Conference, Observation, Performance) 6B: Is able to select an assessment format appropriate to a specific educational context	14	4.2: Understands Testing Concepts 4.2.02 Understands the purposes and uses of different item types (e.g., multiple-choice, constructed response format).	12
B. Assessment Tools			

1. Understands the types and purposes of standardized tests
• 1A: Explains the uses of the different types of standardized test
   o Achievement
   o Aptitude
   o Ability
1B: Recognizes the data provided by the different types of standardized tests
	14	4.2: Understanding Testing Concepts
		4.2.05 Understands and uses common assessment terminology to interpret test results (e.g.,the differences between percentage and percentile; aggregated and disaggregated data; norm-referenced score and criterion-referenced score; achievement and aptitude tests) to teaching and diagnosing student performance. Standardized testing is not *specifically* mentioned but all content points to it. Consider adding specific reference.
			12

2. Understands the distinction between norm-referenced and criterion-referenced scoring • 2A: Explains the uses of norm-referenced and criterion-referenced tests • 2B: Explains data provided by a norm-referenced and a criterion-referenced test	14	4.2: Understanding Testing Concepts 4.2.05 Understands and uses common assessment terminology to interpret test results (e.g., the differences between percentage and percentile; aggregated and disaggregated data; norm-referenced score and criterion-referenced score; achievement and aptitude tests) to teaching and diagnosing student performance.	12

TABLE 2.3: Praxis© Domain III (Continued)

Praxis© PLT	Page #	American Board PTK	Page #
		Domain 3: Classroom Management and Organization Domain 4: Assessment	
3. Understands terminology related to testing and scoring • 3A: Defines and explains terms related to testing and scoring (e.g., Validity, Reliability, Raw score, Scaled score, Percentile, Standard deviation, Mean, Mode and Median, Grade-equivalent scores, Age-equivalent scores	14	4.2: Understanding Testing Concepts 4.2.03 Can apply general testing concepts (e.g., reliability, validity and standard error of measurement). 4.2.04 Understands and uses general statistical concepts (e.g., mean, mode, median and standard deviation).	12
4. Understands the distinction between holistic and analytical scoring • 4A: Describes holistic scoring and analytical scoring • 4B: Identifies an educational context for each	14	4.2: Understanding Testing Concepts 4.2.05 Understands and uses common assessment terminology to interpret test results (e.g., the differences between percentage and percentile; aggregated and disaggregated data; norm-referenced score and criterion-referenced score; achievement and aptitude tests) to teaching and diagnosing student performance.	12
5. Knows how to interpret assessment results and communicate the meaning of those results to students, parents/caregiver, and school personnel • 5A: Understands what scores and testing data indicate about a student's ability, aptitude, or performance • 5B: Is able to explain results of assessments using language appropriate for the audience	14	3.5: Involves Parents and Guardians in Supporting the Instructional Program 3.5.01 Involves parents and guardians in monitoring their child's academic progress and homework. 3.5.02 Alerts parents and guardians to the educational benefits of leisure reading. 3.5.03 The teacher involves parents and other stakeholders to gather pertinent information related to student success.	11

TABLE 2.4: Praxis© Domain IV

Praxis© PLT	Page #	American Board PTK	Page #
IV. Professional Development, Leadership and Community			
A. Professional Development		Domain 1: Instructional Design Domain 5: Professional Learning and Leadership	
1. Is aware of a variety of professional development practices and resources • 1A: Profession literature • 1B: Professional associations • 1C: Workshops • 1D: Conferences • 1E: Learning communities • 1F: Graduate courses • 1G: Independent research • IH: Internships • 1I: Mentors • 1J: Study groups	15	1.1: Selects, Organizes, and Designs Content 1.1.11 The teacher is a life-long learner and is committed to ongoing professional development. Also, the teacher knows how to turn feedback into actionable plans for growth. 5.1: Professional Learning 5.1.01 Engages in meaningful learning experiences. Selects learning experiences based on, Student needs, Teacher needs (identified by colleague, supervisor, and reflective feedback), Local and district school improvement initiatives, Engaging students in activities aligned with State and local standards. 5.1.02 Participates in professional learning communities. 5.1.04 Develops learning communities with all stakeholders using available commonly accessible technology and communication methods.	2, 14
2. Understands the implications of research, views, ideas and debates on teaching practices • 2A: Knows resources for accessing research, views, ideas and debates on teaching practices • 2B: Interprets data, results, and conclusions from research on teaching practices 2C: Is able to relate data, results, conclusions from research and/or views, ideas and debates to a variety of educational situations	15	5.1: Professional Learning 5.1.03 Independently and with colleagues utilizes a variety of data sources, including examination of student work and data analysis, to assess teaching and learning results, inform future lesson plans and teaching practice, and to identify and develop professional learning activities.	14

TABLE 2.4: Praxis© Domain IV (Continued)

Praxis© PLT	Page #	American Board PTK	Page #
		Domain 1: Instructional Design Domain 5: Professional Learning and Leadership	

3. Recognizes the role of reflective practice for professional growth
• 3A: Defines the purposes of reflective practice
    o Knows a variety of activities that support reflective practice
    o Reflective Journal
    o Self and peer assessment
    o Incident analysis
    o Portfolio
    o Peer observation
    o Critical friend
	15	1.1: Selects, Organizes, Plans, and Designs Content
		1.1.15 The teacher is reflective in his/her practice, considering the impact of instructional decisions, assessment outcomes, and interactions with all stakeholder groups on the teacher's work.
		1.1.17 The teacher understands how his/her personal identity, philosophies, and background affect perceptions and expectations and recognizes how they may bias behaviors and interactions with others.
		5.1: Professional Learning
		5.1.05 Provides and receives feedback on analyzing student work, professional practice, data, assessing need for, planning, and leading professional learning experiences.
		5.1.06 Participates in the school improvement process addressing the vision and mission of the school, positive school climate, setting school goals, and monitoring the progress toward those goals.
		5.1.07 Practices cultural competency and routinely reflects on issues of culture, ethnicity, race, gender, and learning differences in their practice.
			2, 14

C. Leadership and Community		Domain 5: Professional Learning and Leadership	
1. Is aware of school support personnel who assist students, teachers, and families • 1A: Guidance counselors • 1B: IEP team members • 1C: Special education teachers • 1D: Speech, physical and occupational therapists • 1E: School Librarians • 1F: Teachers of the gifted and talented • 1G: Paraeducators	15	5.2: Leadership 5.2.01 Develops relationships and collaborates with students, parents, and community members to develop and implement clear expectations for student support andsuccess.	14

TABLE 2.4: Praxis© Domain IV (Continued)

Praxis© PLT	Page #	American Board PTK	Page #
		Domain 1: Instructional Design Domain 2: Effective Instructional Delivery Domain 3: Classroom Management and Organization Domain 5: Professional Learning and Leadership	
2. Understands the role of teachers and schools as educational leaders in the greater community • 2A: Role of teachers in shaping and advocating for the profession • 2B: Perceptions of teachers • 2C: Partnerships with parents and family members • 2D: Partnerships with the community	16	2.1: Communicates Effectively 2.1.10 The teacher takes on appropriate leadership roles. 3.5: Involves Parents and Guardians in Supporting the Instructional Program 3.5.03 The teacher involves parents and other stakeholders to gather pertinent information related to student success. 5.2: Leadership 5.2.04 Contributes to the advancement of the profession through research. 5.2.06 Seeks out and utilizes technological resources to support data analysis and school improvement initiatives.	3, 11, 15

3. Knows basic strategies for developing collaborative relationships with colleagues, administrators, other school personnel, parents/caregivers, and the community to support the educational process
• 3A: Knows the elements of successful collaboration
   o Developing an action plan
   o Identifying the stakeholders
   o Identifying the purpose of the collaboration
   o Supporting effective communication
   o Seeking support
	16	2.1: Communicates Effectively
		2.1.07 The teacher is committed to collaboration and communicates effectively with all stakeholders through various conduits, platforms, and in appropriate contexts.
		2.1.08 The teacher is an advocate for student success.
		5.2: Leadership
		5.2.03 Seeks opportunities to lead others in improving the school community.
		5.2.05 Advocates for the needs of the students and the school community.
			3, 14-15

4. Understands the implications of major legislation and court decisions relating to students and teachers • 4A: Equal access • 4B: Privacy and confidentiality • 4C: First Amendment issues • 4D: Intellectual freedom • 4E: Mandated reporting of child neglect/abuse • 4F: Due process • 4G: Liability • 4H: Licensing and tenure • 4I: Copyright	16	1.1: Selects, Organizes, Plans, and Designs Content 1.1.16 The teacher complies with all laws and state regulations governing classroom practice, curriculum, interactions with students, parents, and all other stakeholders. 5.2: Leadership 5.2.02 Models and provides clear expectations for the safe and ethical use of social media, information and technology.	2, 14

Conclusions and Recommendations

This study was undertaken with a single fundamental goal in mind: to assess the alignment between the content standards used to construct the PRAXIS© Principles of Learning and Teaching (PLT) Examination with those used to develop the American Board Professional Teaching Knowledge (PTK) Examination. To establish convergent validity evidence (and subsequently construct validity evidence) it was essential that the standards were reasonably aligned. This was, largely, a test of consequential validity evidence, which suggests that if test preparers utilize the American Board designed materials and pass the American Board designed assessment they *should* have a reasonable expectation of performing similarly on the PRAXIS designed assessment and subsequently performing well in the classroom. While no data were available to directly compare scores between the two assessments, the present study has demonstrated clearly that the alignment between programs is strong. Domains were **Very Strongly Aligned** at 100% and Specific Objectives were **Very Strongly Aligned** at 98%. Such evidence supports the convergent validity of the American Board Examination. Coupled with semi-annual psychometric analyses which maintain the construct validity of the assessment, convergent <u>and</u> consequential validity evidences of the materials is suggested. A triangulated review with earlier routine studies supports the criterion validity evidence (content-examination-standards alignment) of the assessment and process on a national level.

To improve alignment, consider adding/modifying the following content:

Domain 1, Topic B.4: Specifically address gifted education here rather than combining it with SPED.

Domain 1, Topic C. 1. [Knows the major contributions of foundational behavioral theorists to education 1A: Relates the work of behavioral theorists to educational contexts (e.g., Thorndike, Watson, Maslow, Skinner, Erikson)] is not included in the PTK exam at all.

Domain 3, Topic B.1: While concepts of standardized examinations <u>are</u> addressed, the term "standardized test" is not used. It is suggested this can easily be added because the content is present.

Final Conclusion: It is evident that the American Board PTK Examination is well-aligned (100% across domains; 98% across specific objectives) with its PRAXIS© counterpart.

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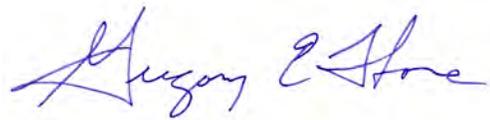
CEO, MetriKs Amérique LLC

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ITEM 15

INITIAL REVIEW OF SUPERINTENDENT'S PROPOSED REVISIONS TO ARM TITLE 10, CHAPTER 57, EDUCATOR LICENSURE STANDARDS

Dr. Julie Murgel

Crystal Andrews

Montana Board of Public Education
Executive Summary

Date: November 15-17 2023

Presentation	Presentation for Educator Licensure Rule Revisions for ARM Title 10, Chapter 57.
Presenter(s)	Crystal Andrews and Julie Murgel
Position Title	Accreditation and Licensure Director and Chief Program Officer Office of Public Instruction
Overview	This agenda item is presented for the BPE to consider recommended language for revision of the rules as aligned with 10.57.101(2). In 2022, the Board of Public Education conducted a comprehensive review of the entire Chapter 57 of Administrative Rule, Educator Licensure, which convenes every 5 years as required by ARM 10.57.101. The new rules were effective as of May 28, 2022. In administering the new rules over the last year, the OPI Educator Licensure Unit has identified recommended minor revisions. Additionally, new legislation from the 2023 session, specifically SB 373 (alternative teaching credential) and HB 458 (career coaches) require a review of definitions and Class 4: CTE licenses.
Requested Decision(s)	Informational Item
Related Issue(s)	None
Recommendation*(s)*	None

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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First A⁺

ARM Chapter 57 Educator Licensure Outline of Recommended Changes

In 2022, the Board of Public Education (BPE) conducted a comprehensive review of the entire Chapter 57 of Administrative Rule, Educator Licensure, which convenes every 5 years as required by ARM 10.57.101. The new rules were effective as of May 28, 2022. In administering the new rules over the last year, the OPI Educator Licensure Unit has identified recommended minor revisions and potential areas to increase licensure reciprocity and flexibility. New legislation from the 2023 session also informed areas to consider for revisions and updates. In September 2023, the BPE approved for ARM Chapter 57 to be reviewed and revised on particular rules, which are highlighted below. On October 31, 2023 the OPI hosted a workgroup to review and make recommendations on the set of identified rules. The attached document contains the recommendations that the work group generated.

Rule	Discussion of Revision- CLEAN UP
10.57.102(5)	Update the definition, of "approved preparation program" to reflect the two current educator preparation programs accreditors: the Council for the Accreditation of Educator Preparation (CAEP) and the Association for Advancing Quality in Educator Preparation (AAQEP).
10.57.102(14)	Update the definition, by replacing the term "regionally accredited" with "institutional accreditors" to reflect language changes from the U.S. Department of Education. Regional accreditors used to be limited to schools in specific regions but USED eliminated geographical boundaries for regional accreditors in 2020.
10.57.102(17)	Revise the definition of "unrestricted license" to include lifetime licenses.
10.57.414 10.57.415	Ensure the language of 10.57.414(c) and 10.57.415(d) for professional development requirements of principal's and superintendent's endorsements is similar.
10.57.421(1)	Add an endorsement for traffic education for a Class 4: CTE license to the list.
10.57.434	Streamline the requirements for a School Psychologist Endorsement for a Class 6 Specialist License.
10.57.437	Update the rule for a Class 8 Dual Credit Postsecondary Faculty License to reflect the removal of the Certification Standards and Practices Advisory Council (CSPAC).

Rule	Discussion of Revision- POLICY UPDATES
10.57.114	Specify the authorized signature required for Internships.
10.57.410(3)(a)	Expand eligibility for applicants who have earned a graduate degree from an accredited college or university but do not hold a bachelor's degree from a regionally accredited college or university.

10.57.412 10.57.425	Expand eligibility for applicants with middle school endorsements (4-8) to apply for K-8 and/or 5-12 content-specific endorsements.
10.57.414(1)(a) 10.57.415(1)(b)	Specify for a Class 3 Administrative License in which education graduate degrees are accepted.
10.57.415	Base the 3 years of teaching experience requirement on the years of experience regardless of type of license.
10.57.424	Add a pathway for candidates in the process of earning a bachelor's degree to obtain a Class 5 Provisional license.
10.57.424(4)	Allow the time frame for a Class 5 Provisional License to be extended based on evidence of extreme hardship similar to ARM 10.57.114(5).
10.57.432	Remove the requirement to be within four courses of completing a program for a school counselor provisional license.
New	Specify foreign credential eligibility requirements.

Rule	Discussion of Revision- LEGISLATIVE UPDATES
10.57.102	Include a new definition for "alternative teaching credential," that aligns with SB 373.
10.57.410	Expand licensure eligibility for candidates with an "alternative teaching credential" that aligns with SB 373.

Board of Public Education Timeline Proposed Chapter 57 Rules

- BPE approves rulemaking timeline   Sept. 14-15, 2023

- Proposal notice to BPE for consideration   Nov 16-17, 2023

- BPE authorization to publish proposal notice, including public hearing date
  Includes expert panel/work session (18) and notice (19)   January 18-19, 2024

- Proposal notice to SOS for publication in MAR   January 2024

- MAR publication of proposal notice   January 2024
  Public comment begins

- Public hearing date   February 2024

- Final public comment deadline   February 2024

- Adoption notice to BPE for consideration/respond to comments   March 7-8, 2024

- BPE authorization to publish adoption notice   May 9-10, 2024

- Adoption notice to SOS for publication in MAR   May 2024

- MAR publication of adoption notice   May 2024

- Effective date of rules   July 1, 2024

ARM Chapter 57 Workgroup

Julie Murgel, Chief Program Officer	Office of Public Instruction
Crystal Andrews, Director of Accreditation and Licensure	Office of Public Instruction
Rob Watson, Executive Director	School Administrators of MT
John Melick, Director of Field Placement and Licensure	Montana State University
Kristi Steinberg, Director of Accreditation	University of Montana
Craig Crawford, Superintendent	Standford Public Schools
Ken Bigby, 6th Grade Teacher	Harlem Public Schools
Dwight Nelson, Director of Traffic Education	Office of Public Instruction
Serena Wright, Title I and Homeless Specialist	Office of Public Instruction

Rule	Discussion of Revision- CLEAN UP	Current Language	Recommended Language	Notes
10.57.102(5)	Update the definition, of "approved preparation program" to reflect the two current educator preparation programs accreditors: the Council for the Accreditation of Educator Preparation (CAEP) and the Association for Advancing Quality in Educator Preparation (AAQEP).	"Approved 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 the Montessori Accreditation Council for Teacher Education (MACTE). A MACTE educator preparation program is subject to the following restrictions: (i) Completion of a MACTE accredited program may only be used by an applicant for licensure who has also completed at least a bachelor's degree; and (ii) The resulting license granted to an applicant for licensure who has completed a MACTE accredited program shall be limited to early grades or middle grades licensure and only for the grade levels covered by the MACTE accredited program completed by the applicant; or (b) An educator preparation program at a regionally accredited college or university approved or accredited by a state board of education or state education agency; or (c) An educator preparation program approved by a state board of education or state education agency that leads to licensure in the state of preparation.	"Approved 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), the Association for Advancing Quality in Educator Preparation (AAQEP), or the Montessori Accreditation Council for Teacher Education (MACTE). A MACTE educator preparation program is subject to the following restrictions: (i) Completion of a MACTE accredited program may only be used by an applicant for licensure who has also completed at least a bachelor's degree; and (ii) The resulting license granted to an applicant for licensure who has completed a MACTE accredited program shall be limited to early grades or middle grades licensure and only for the grade levels covered by the MACTE accredited program completed by the applicant; or (b) An educator preparation program at a~~n regionally~~ institutionally accredited college or university approved or accredited by a state board of education or state education agency; or (c) An educator preparation program approved by a state board of education or state education agency that leads to licensure in the state of preparation.	Options- Correct and name the accurate list or take names off entirely. Rationale- keep names and be consistent and accurate. **The group is in agreement with this change.**
10.57.102(14)	Update the definition, by replacing the term "regionally accredited" with "institutional accreditors" to reflect language changes from the U.S. Department of Education. Regional accreditors used to be limited to schools in specific regions but USED eliminated geographical boundaries for regional accreditors in 2020.	"Regionally accredited" means a college or university accredited by one of the following: (a) Higher Learning Commission; (b) Middle States Association of Schools and Colleges; (c) New England Association of Schools and Colleges; (d) Northwest Commission on Colleges and Universities; (e) Southern Association of Schools and Colleges; or (f) Western Association of Schools and Colleges.	"~~Regionally accredited~~ Institutional Accreditors" means a college or university accredited by one of the following: (a) Higher Learning Commission; (b) Middle States Association of Schools and Colleges; (c) New England Association of Schools and Colleges; (d) Northwest Commission on Colleges and Universities; (e) Southern Association of Schools and Colleges; or (f) Western Association of Schools and Colleges.	Make sure regionally accredited is not any place else in ARM- **review all of Chapter 57 and update (Fix 10.57.410). The group is in agreement with this change.**
10.57.102(17)	Revise the definition of "unrestricted license" to include lifetime licenses.	"Unrestricted license" means a current renewable license that is not an emergency or provisional license.	"Unrestricted license" means a current ~~renewable~~ license that is not an emergency or provisional license.	In ARM 10.57.410 **The group is in agreement with this change.**
10.57.414 10.57.415	Ensure the language of 10.57.414(c) and 10.57.415(d) for professional development requirements of principal's and superintendent's endorsements is similar.	(c) completion of courses covering Montana School Finance, Montana School Law, and Montana Collective Bargaining and Employment Law. In order to qualify, such courses must have been provided either by: (i) an approved professional development provider pursuant to ARM 10.57.216; or (ii) an approved school administrator preparation program; (d) completion of three semester credits of college courses in school law, including special education law;	(c) completion of ~~courses~~work covering Montana School Finance, Montana School Law, and Montana Collective Bargaining and Employment Law. In order to qualify, such ~~courses~~work must have been provided either by: (i) an approved professional development provider pursuant to ARM 10.57.216; or (ii) an approved school administrator preparation program; (d) completion of ~~three semester credits of~~ a college courses in school law, including special education law;	Discussion around keeping college in (d) and/or the number of credits. Stated not to minimize the importance of law in schools today. Landed on language presented and **the group is in agreement with this change.**
10.57.412	Remove the endorsement school counseling K-12 for a Class 1 and 2 licenses.	(2) Areas approved for endorsement on Class 1 and 2 licenses include the following: agriculture, art K-12, biology, business education, chemistry, communication, computer science, early childhood (P-3), earth science, economics, elementary education (K-8), English, English as a second language K-12, family and consumer sciences, geography, health, health and physical education K-12, history, industrial trades and technology education, journalism, library K-12, mathematics, middle grades (4-8), music K-12, physical education K-12, physics, political science, psychology, reading K-12, school counseling K-12, science (broadfield), social studies (broadfield), sociology, special education P-12, special education P-12 hearing impairment, special education P-12 vision impairment, theater, traffic education, and world languages K-12.	(2) Areas approved for endorsement on Class 1 and 2 licenses include the following: agriculture, art K-12, biology, business education, chemistry, communication, computer science, early childhood (P-3), earth science, economics, elementary education (K-8), English, English as a second language K-12, family and consumer sciences, geography, health, health and physical education K-12, history, industrial trades and technology education, journalism, library K-12, mathematics, middle grades (4-8), music K-12, physical education K-12, physics, political science, psychology, reading K-12, ~~school counseling K-12,~~ science (broadfield), social studies (broadfield), sociology, special education P-12, special education P-12 hearing impairment, special education P-12 vision impairment, theater, traffic education, and world languages K-12.	EPP's expressed that their programs are at a master's level and this would not impact licensure. For any that may have let their license lapse for a Class 1 or 2 in school counseling, their qualifications would be reviewed to see if they meet a Class 6. **The group is in agreement with this change.**
10.57.421(1)	Add an endorsement for traffic education for a Class 4: CTE license to the list.	(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: agriculture business, agriculture mechanics, auto body, automotive technology, aviation, building maintenance, building trades, business marketing, computer coding, computer information systems, culinary arts, diesel mechanics, drafting, electronics, emergency medical technician (EMT), engineering, fire and disaster services, graphic arts, health science education, heavy equipment operations, horticulture, industrial mechanics, livestock production, machining, metals, plant and soil sciences, Reserve Officer Training Corps (ROTC) instruction, small engines, stagecraft, teacher education, videography, and welding.	(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: agriculture business, agriculture mechanics, auto body, automotive technology, aviation, building maintenance, building trades, business marketing, computer coding, computer information systems, culinary arts, diesel mechanics, drafting, electronics, emergency medical technician (EMT), engineering, fire and disaster services, graphic arts, health science education, heavy equipment operations, horticulture, industrial mechanics, livestock production, machining, metals, plant and soil sciences, Reserve Officer Training Corps (ROTC) instruction, small engines, stagecraft, teacher education, traffic education, videography, and welding. (5) For traffic education. (i) To qualify for a traffic education endorsement the applicant must meet the requirements of ARM 10.13.310; or (ii) A Class 4A, 4B, or 4C career and technical education license may be approved to teach traffic education if the license meets the requirements of ARM 10.13.310.	10.13.310 Traffic Education Teachers; already has language for Class 4, it needs to be added to Ch. 57 for consistency. **The group is in agreement with this change.**
10.57.434	Streamline the requirements for a School Psychologist Endorsement for a Class 6 Specialist License.	(1) To obtain a Class 6 specialist license with a school psychologist endorsement an applicant must provide verification of: (a) current credentials as a nationally certified school psychologist (NCSP) from the National Association of School 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 P-12 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 a related field from a regionally accredited college or university; and (ii) recommendation from 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 P-12 school setting.	(1) To obtain a Class 6 specialist license with a school psychologist endorsement an applicant must provide verification of one of the following: (a) current credentials as a nationally certified school psychologist (NCSP) from the National Association of School 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 P-12 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 a related field from a~~n regionally~~ institutionally accredited college or university; and (ii) recommendation from a ~~NASP accredited~~ an approved 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~~ an internship in a P-12 school setting of 600 hours. ~~were in a P-12 school setting.~~	The most problematic area is in (1)(c)(ii). **The group is in agreement with this change.**
10.57.102	Update definition for accredited specialist program	(2) "Accredited specialist program" means: (a) for school psychologists, a program accredited by the National Association of School Psychologists (NASP);	(2) "Accredited specialist program" means: (a) for school psychologists, a program for the preparation of specialists approved or accredited by: (i) the National Association of School Psychologists (NASP); ~~and~~ or (ii) a state board of public education or a state agency.	Needed to updated defnition to match changes in 10.57.434 aligned to match the definiton for school counselor. **The group is in agreement with this change.**

10.57.437	Update the rule for a Class 8 Dual Credit Postsecondary Faculty License to reflect the removal of the Certification Standards and Practices Advisory Council (CSPAC).			Remove 4 because any license is reviewed by the OPI and the language in 10.57.607 contains the appeal process for all licenses. **This language is redundant. Change numbering for (5) and (6) to (4) and (5). Update (3)(a) and remove regionally accredited.** The group is in agreement with this change.
		(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.	(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.~~	
10.57.102	Transfer the definition for internship from 10.55.602 to 10.57.102 to add Class 6			An EPP brought up that the definition was not transferred from Chapter 55 to 57 for internship. This will need to be discussed with the BPE on what to do.

Rule	Discussion of Revision- POLICY UPDATES	Current Language	Recommended Language	Notes
10.57.114	Specify the authorized signature required for Internships.	(3) If entering into internship agreements, the accredited Montana educator preparation program must report each enrolled intern to the Superintendent of Public Instruction no later than November 15 of each year.	(3) If entering into internship agreements.; (a) the accredited Montana educator preparation program must report each enrolled intern to the Superintendent of Public Instruction no later than November 15 of each year.; and (b) the district must approve internship applications; (i) Superintendent applications must be approved by the district board chair or county superintendent. (ii) All other internship applications must be approved by the district superintendent.	**The group is in agreement with this change.**
10.57.410(3)(a)	Expand eligibility for applicants who have earned a graduate degree from an accredited college or university but do not hold a bachelor's degree from a regionally accredited college or university.	To obtain a Class 2 standard teacher's license an applicant must submit verification of all of the following: (a) a bachelor's degree from a regionally accredited college or university;	To obtain a Class 2 standard teacher's license an applicant must submit verification of all of the following: (a) a bachelor's or master's degree from an regionally instuitionally accredited college or university;	**The group is in agreement with this change.**
10.57.412 10.57.425	Expand eligibility for applicants with middle school endorsements (4-8) to apply for K-8 and/or 5-12 content-specific endorsements.	(5) To obtain an early childhood (P-3), elementary (K-8), middle grades (4-8), secondary (5-12 content-specific), K-12, or P-12 (special education) endorsement, an applicant must provide verification of completion of an approved educator preparation program at the grade level(s) identified by the program, including supervised teaching experience or a waiver of this requirement if the applicant has previously had supervised teaching experience.	(5) To obtain an early childhood (P-3), elementary (K-8), middle grades (4-8 content-specific), secondary (5-12 content-specific), K-12, or P-12 (special education) endorsement, an applicant must provide verification of completion of an approved educator preparation program at the grade level(s) identified by the program, including supervised teaching experience or a waiver of this requirement if the applicant has previously had supervised teaching experience.	Concerns about middle grades getting K-8 or 5-12 content specific. **The group is in agreement with this change.**
10.57.414(1)(a).	Specify for a Class 3 Administrative License in which education graduate degrees are accepted.	(a) an education specialist, master's, or doctoral degree from a regionally accredited college or university in education or education leadership;	(a) an education specialist, master's, or doctoral degree from an regionally institutionally accredited college or university in education leadership or a P-12 education related area of study;	Make sure that principal and superintendent endorsements mirror each other-- accept education specialist, master's or doctoral degree from an institutionally accredited college or university in education or education leadership. **The group is in agreement with this change.**
10.57.415 (b)	Base the 3 years of teaching experience requirement on the years of experience regardless of type of license. Specify for a Class 3 Administrative License in which education graduate degrees are accepted.	(a) a minimum of three years of teaching or school counseling experience with a standard, unrestricted license at the level of the requested endorsement; (b) a master's degree from a regionally accredited college or university in education or education leadership;	(a) a minimum of three years of teaching or school counseling experience with a standard, unrestricted license as defined in 10.57.102(19) at the level of the requested endorsement; (b) an education specialist or master's degree from an regionally instituitionally accredited college or university in education or education leadership;	**The group is in agreement with this change.**
10.57.424	Add a pathway for candidates in the process of earning a bachelor's degree to obtain a Class 5 Provisional license.			**Defer and study further. No proposed solution at this time.**
10.57.424(4)	Allow the time frame for a Class 5 Provisional License to be extended based on evidence of extreme hardship similar to ARM 10.57.114(5).	(7) A Class 5A, 5B, or 5C provisional licensee is not eligible for a Board of Public Education approved internship program in the same endorsement area subsequent to the Class 5A, 5B, or 5C licensure expiration date.	(7) A Class 5A, 5B, or 5C provisional licensee is not eligible for a Board of Public Education approved internship program in the same endorsement area subsequent to the Class 5A, 5B, or 5C licensure expiration date-; and (8) Extension may be granted to a Class 5B or 5C provisional license at the discretion of the Superintendent of Public Instruction as authorized in ARM 10.57.109. Requests for extension must be submitted by the licensee and supported by the accredited educator preparation program. A request for extension must demonstrate evidence of extreme hardship or other circumstances beyond the control of the licensee which prevented timely completion of the agreed upon plan of study.	Do we have a definition for extreme hardship? **The group is in agreement with this change.**

10.57.432	Remove the requirement, to be within four courses of completing a program, for a school counselor provisional license.	(1) To obtain a Class 5 provisional license with a specialist endorsement in school psychology, an applicant must provide: (a) verification of a master's degree or greater in school psychology or related field from a regionally accredited college or university; and (b) for those applicants who have not completed an approved specialist preparation program, verification from an approved 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 provisional license with a specialist endorsement in school counseling an applicant must provide: (a) verification of a bachelor's degree; and (b) verification from the approved specialist program, of being within four course deficiencies of completing full requirements as outlined in ARM 10.57.435.	(1) To obtain a Class 5 provisional license with a specialist endorsement in school psychology, an applicant must provide: (a) verification of a master's degree or greater in school psychology or related field from a~~n~~ ~~regionally~~ instutionally accredited college or university; ~~and~~ or (b) for those applicants who have not completed an approved specialist preparation program, ~~verification from an approved specialist program, of being within four course deficiencies of completing full requirements as outlined in ARM 10.57.434.~~ the applicant must provide verification from the approved specialist program of current enrollment and must sign and file with the Superintendent of Public Instruction a plan of professional intent and evidence of enrollment leading, within three years of the date of validity of the provisional license, to an appropriately endorsed Class 6 license as provided in ARM 10.57.434. (5) A Class 5C provisional license is valid for a term of three years, is not renewable, and may not be reinstated. (2) To obtain a Class 5 provisional license with a specialist endorsement in school counseling an applicant must provide: (a) verification of a bachelor's degree; and (b) ~~verification from the approved specialist program, of being within four course deficiencies of completing full requirements as outlined in ARM 10.57.435.~~ the applicant must provide vertification from the approved specialist program of current enrollment and 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 an appropriately endorsed Class 6 license as provided in ARM 10.57.435.	**The group is in agreement with this change**
10.57.410	Specify foreign credential eligibility requirements.	(3) To obtain a Class 2 standard teacher's license an applicant must submit verification of all of the following: (a) a bachelor's degree from a regionally accredited college or university;	(3) To obtain a Class 2 standard teacher's license an applicant must submit verification of all of the following: (a) a bachelor's or master's degree from a~~n~~ ~~regionally~~ instutionally accredited college or university; or a completed evaluation of foreign transcripts that demonstrates equivalency to a bachelor's degree through a National Association of Credential Evaluation Services (NACES) agency.	**The group is in agreement with this change.**

Rule	Discussion of Revision- LEG. UPDATES	Recommended Language	Notes
10.57.102	Include a new definition for "alternative teaching credential," that aligns with SB 373.	BPE consider a process for the approval for alternative programs rather than accreditations within ARM 10.58	**Defer and study further. No proposed solution at this time.**
10.57.410	Expand licensure eligibility for candidates with an "alternative teaching credential" that aligns with SB 373.	BPE consider a process for the approval for alternative programs rather than accreditations within ARM 10.58	**Defer and study further. No proposed solution at this time.**

ITEM 16

ACTION ON PRAXIS TEST SCORE FOR ENGLISH AS A SECOND LANGUAGE (ESL)

Crystal Andrews
Lisa Colon Durham

Montana Board of Public Education
Executive Summary

Date: November 15-17 2023

Presentation	Praxis Test Reviews- English as a Second Language
Presenter	Crystal Andrews Lisa Colon Durham
Position Title	Director of Accreditation and Licensure Office of Public Instruction Director, Educational Partnerships Educational Testing Service
Overview	With the addition to ARM 10.58.534 effective July 1, 2023, MT needs to adopt the ETS Praxis exam and set the qualifying score. This presentation will include an overview of the process along with the recommendation from several working groups.
Requested Decision(s)	Action Item: to recommend approval or denial of the #5362 English to Speakers of Other Languages assessment and the qualifying score of 155.
Related Issue(s)	The American Sign Language (ASL) assessment will be presented in January as an action item.
Recommendation(s)	Recommend the adoption of the ESL assessment with a qualifying score of 155.

ETS PRAXIS ENGLISH TO SPEAKERS OF OTHER LANGUAGES (5362) TEST REVIEW

Crystal Andrews
Office of Public Instruction (OPI)

Lisa Colon Durham
Educational Testing Service (ETS)

OFFICE OF PUBLIC INSTRUCTION
ELSIE ARNTZEN, STATE SUPERINTENDENT
OPI.MT.GOV

TIMELINE- PROCESS

ETS Praxis Test Review for ESL

Date	Meeting	Subject
August 24, 2023	Planning Meeting	Lisa Colon Durham, Kristi Steinberg, Crystal Andrews
Sep. 12, 2023	-	Nominations due for review panel(s)
Sep. 14-15, 2023	Board of Public Instruction	*Information Only*- review recommendations from the panel
Sep. 26, 2023	ETS Praxis Test Review Panel for ESL and ASL	Hybrid review panels
Oct. 4, 2023	Praxis Working Committee	*Action Item*- review panel recommendation and approve tests and scores
Oct. 26, 2023	Montana Council of Deans	*Action Item*- review panel recommendation and approve tests and scores
Nov. 16-17, 2023	Board of Public Education	*Action Item*- approve and adopt new tests and scores

2

WHY THE NEED?

With the addition to ARM 10.58.534 effective July 1, 2023, MT needs to adopt the ETS Praxis exam for Test 5362 English to Speakers of Other Languages (for ESL) and set the qualifying score.
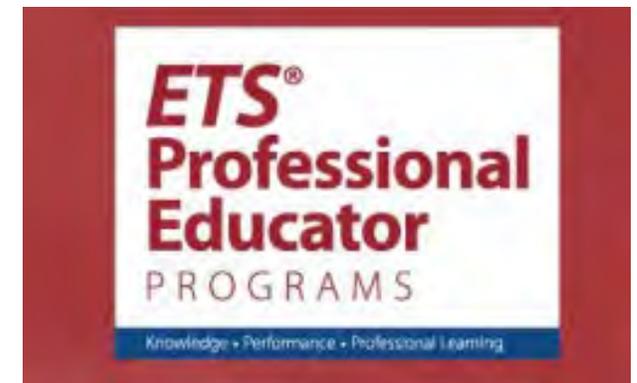
TEST AT A GLANCE

English to Speakers of Other Languages (5362)

Test at a Glance	
Test Name	English to Speakers of Other Languages
Test Code	5362
Time	120 minutes
Number of Questions	120 selected-response questions
Format	Selected-response questions; This test may include questions with an audio component.
Test Delivery	Computer delivered

	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I.	Foundations of Linguistics	22	18%
II.	Foundations of Language Learning	26	22%
III.	Planning and Implementing Instruction	28	23%
IV.	Assessment and Evaluation	18	15%
V.	Culture	13	11%
VI.	Professionalism and Advocacy	13	11%

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RECOMMENDED PASSING SCORE

Technical Report
English to Speakers of Other Languages (5362)

PARTICIPATING STATES

Panelists from 24 states, Guam, and the U.S. Virgin Islands were recommended by their respective education agencies. The education agencies recommended panelists with (a) experience as either ESOL teachers or college faculty who prepare ESOL teachers and (b) familiarity with the knowledge and skills required of beginning ESOL teachers.

RECOMMENDED PASSING SCORE

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the *Praxis* English to Speakers of Other Languages test, the recommended passing score is 69 out of a possible 110 raw-score points. The scale score associated with a raw score of 69 is 155 on a 100–200 scale.

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STATE ADOPTIONS

Adopting Passing Scores
English to Speakers of Other Languages (5362)

State/Province	Qualifying Score	State/Province	Qualifying Score	State/Province	Qualifying Score
Alabama	155	Kansas	149		155
Alaska	155	Kentucky	150	South Carolina	55
Arkansas	155		155	**South Dakota**	**155**
			163	Tennessee	155
	155	Massachusetts	155	Utah	149
Delaware	149	Missi...	149	Vermont	155
District of Columbia	155	New			155
Guam	155	North Carolina	155		
Hawaii	140	**North Dakota**	**155**	West Virginia	
Idaho	**155**	Northern Mariana Islands	140	Wisconsin	149
Indiana	155	Oklahoma	155	**Wyoming**	**155**

Cut scores range from 140 to 163

23 of the 33 states and territories using Praxis ESOL adopted a passing score of 155

Four of the states surrounding Montana adopted a passing score of 155

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MCDE RECOMMENDATION

Montana Council of Deans of Education

Carroll College • Montana State University Northern
Montana State University Billings • Montana State University
Rocky Mountain College • Salish Kootenai College
Stone Child College • University of Montana
University of Montana Western
University of Providence

Montana does not currently have a Praxis test for licensure and endorsement in English as a Second Language (ESL) K-12. Multiple groups of P-20 educators have reviewed the English to Speakers of Other Languages Praxis (ESOL) test #5362 for use in Montana.

A panel of experts (three ESL-trained educators and two state organization representatives with ESL backgrounds) convened on September 26, 2023 to review and discuss the #5362 ESOL test. At the end of the discussion, the panel reached consensus that the test with a score of 155 is appropriate for Montana K-12 educators.

On October 4, 2023, the Praxis Working Committee (PWC) convened to review the panel's recommendation. Seven Montana EPPs had representatives at the PWC meeting and unanimously concurred with the panel's decision.

The MCDE met on October 26, 2023 to review the panel and PWC's recommendations. Nine Montana EPPs had representatives at the meeting and unanimously agreed with the prior decisions. The MCDE sets forth the following recommendation to the OPI and the Board of Public Education.

The Montana Council of Deans of Education unanimously recommends the use of the English to Speakers of Other Languages Praxis test #5362 with a score of 155 for educator licensure purposes in Montana.

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TO COME

➢We will have the recommended score for the ASL exam at the January BPE meeting.

➢Spring 2024 the Special Education (5354) exam will be up for review.

Putting Montana Students First

ITEM 17

ACTION ON INITIAL APPROVAL OF THE SALISH KOOTENAI COLLEGE (SKC) REQUEST TO IMPLEMENT K-12 READING ENDORSEMENT FOR A MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION PROGRAM

Dr. Julie Murgel
Crystal Andrews

Montana Board of Public Education
Executive Summary

Date: November 15-17, 2023

Presentation	Recommend Initial Approval of the Salish-Kootenai College (SKC) Request to Implement: K-12 Reading Endorsement for a Master of Education in Curriculum & Instruction Program.
Presenter	Crystal Andrews and Julie Murgel
Position Title	Accreditation and Licensure Director; Chief Program Officer Office of Public Instruction
Overview	State Superintendent Arntzen recommends to the Board of Public Education the initial approval of the Salish Kootenai College's request to implement a K-12 Reading endorsement to be earned upon completion of a Master's Degree in Curriculum and Instruction with an emphasis in Literacy. The SKC Dean of Education, Douglas Ruhman, will provide an overview of the Master's Program and will address how the program is designed for educators who are actively teaching or working in an education-related field. The program includes two distinct strands: ***Integrative Indigenous Education*** and ***Literacy, Equity, and Excellence.*** The innovative degree employs a cohort model. It blends face-to-face intensive work with online and field or classroom-based experiences throughout the year.
Requested Decision(s)	Action Item
Related Issue(s)	
Recommendation(s)	Initially Approve the SKC Request to Implement: K-12 Reading Endorsement for a Master of Education in Curriculum & Instruction Program.

Master's Degree in Education at Salish Kootenai College

Program Background

The Division of Education at SKC is ready to offer a Master's Degree in Curriculum and Instruction, independent of any other institution of higher education, aka a degree *conferred* by SKC. According to SKC Office of Institutional Effectiveness (Fast Facts 2020) 23% of SKC's full-time faculty have Doctoral Degrees, and several in the 57% with Master's strive toward their Doctoral Degree. The college is poised to move forward with plans to offer graduate level higher education programs. This ground was broken with the Masters in Natural Resources Management, which secured approval from the SKC Board of Directors and NWCCU and launched in Fall 2021.

The Division of Education has been formulating plans to offer a post-baccalaureate degree for many years now and has received numerous requests- from both our own graduates now teaching in the field, as well as from other educators- to offer high quality graduate programs focusing on the needs of learners in our region. The advent of easily accessed, fully online graduate degree offerings has become more prevalent, yet this trend has pulled prospective graduate students away from the place-based, community focused style of learning that is a hallmark of SKC's Division of Education. We know many educators in western Montana have been holding out for SKC to develop and offer its own master's degree program so they can better meet the needs of their learners with a focus on Indigenous ways of knowing and research-based best practice.

After many conversations among our faculty, staff, and Division leadership, our first step was to develop a survey to better comprehend the interest and needs of teaching professionals in our region. Our first survey focused on Master's in Education with a special emphasis on Indigenous research, tribal values and content across three potential areas of emphasis –Indigenous STEM, Culture and Language, and Literacy –all initially designed for practicing PreK-12th grade educators teaching on or near a reservation. 159 educators responded, most clustered on or near the Flathead or Blackfeet Reservations in Western Montana. 72.3% of respondents were teachers, 8.8% were administrators and the remaining 19% included support staff, parents, para-educators, and culture and language specialists. Of the respondents, 37% already had advanced degrees (either Master's -34% and in some cases Doctoral degrees 3%.) 44% of respondents identified as American Indian and an additional 6% indicated mixed heritage, including 1st generation descendants for roughly a 50/50 American Indian to Non-Indian split. Items below were selected as representative of the overall survey. Percentages may not add up to 100 due to rounding.

Question	Strongly Disagree 1		Disagree 2		Agree 4		Strongly Agree 5	
	#	%	#	%	#	%	#	%
Providing a master's degree in education at Salish Kootenai College that increases teachers' ability to provide culturally sustaining education to children is needed. (N=159)	3	2%	2	1%	31	19%	123	77%
I would be interested in a master's degree in education at Salish Kootenai College that develops my knowledge and skills to advance students' academic success in literacy leading to an endorsement in K-12 reading. (N=100 excluding those with advanced degrees already)	2	2%	8	8%	21	21%	69	69%
I would be interested in a master's degree in education at Salish Kootenai College that develops my knowledge and skills to advance students' academic success in Indigenous STEM within a place-based context. (N=100 excluding those with advanced degrees already)			7	7%	32	32%	61	61%
I would be interested in a Master's degree in education at Salish Kootenai College that develops my knowledge and skills to integrate Indigenous languages and/or cultures with disciplinary content. (N=100 excluding those with advanced degrees already)	1	1%	16	16%	25	25%	58	58%
If SKC were to offer one of the master's degrees described above in the coming years that was focused on my work in the classroom and was scheduled around my teaching obligations, I would be very likely to seek a master's degree at SKC. (N=100 excluding those with advanced degrees already)			1	1%	23	23%	76	76%

If only 1/3 of the individuals responding "strongly agree" to the last question enrolled in a Masters at SKC in the first cohort, and those 25 teachers continued to teach, averaging 20 children enrolled in their classrooms each year for 20 additional years of service, then those 25 teachers would impact 10,000 future students over their careers with higher quality, culturally sustaining pedagogy. This not only has implications for the immediate future of SKC by creating a new stream of potential students, and also potential future faculty, but also long-range implications, potentially reducing the future need for developmental courses, increasing the likelihood of college enrollment, persistence and graduation on the part of children who receive higher quality PreK-12 preparation for college or careers. With the model as designed in its current phase, a cohort could graduate every other year.

Master of Education in Curriculum and Instruction Program Structure

As development of the Division's graduate program evolved, the lines between the culture and language emphasis and the Indigenous STEM strand became increasingly indistinct and these were combined to form the Integrative Indigenous Education (IIE) strand of the Division's Master's program. This IIE strand, along with the Literacy, Equity, and Excellence Specialization and K-12 Reading Endorsement strand now make up the distinct areas of emphasis for the Master of Education in Curriculum and Instruction.

The program layout, as well as some of its structures and proposed procedures are, by necessity, somewhat unique and unconventional when viewed alongside other graduate programs. A key feature of the master's is the way it will support student cohorts. This program is structured around two 12-credit summer sessions (like "bookends")- one at the very beginning and one at the end, one year later. During these sessions, there would be classes and combined work sessions that would involve cohorts in both strands working and learning together in June and July, when educators are available to meet in person and SKC facilities are available for use. In addition, the program strands would engage in focused

action research in their respective areas of emphasis during the nine-month academic year in between the two summers, with Fall, Winter, and Spring quarters each holding course sessions of 8 credits. During each of these three academic quarters, students would be involved in strand-specific courses that would incorporate on-campus class meetings (three weekend meetings per quarter), online extended learning, and field experiences directly tied to their educational settings. The second summer session would include a reconvening of both strands around the sharing of best practices in Indigenous research methodologies and a showcase of students' action research. This proposed model is illustrated and clarified using the chart below:

Induction Summer Cross Cutting Focus	Fall Discipline specific strands	Winter Discipline specific strands	Spring Discipline specific strands	Consolidation Summer Cross Cutting Focus
Indigenous Research Pervasive integration Culturally responsive, sustaining & revitalizing pedagogy Diversity in the classroom Mixed method action research Cross-disciplinary literacy Managing classrooms in NAL	• Integrative Indigenous Education • Literacy, Equity, and Excellence	• Integrative Indigenous Education • Literacy, Equity, and Excellence	• Integrative Indigenous Education • Literacy, Equity, and Excellence	Capstone Experiences Action research symposium Navigating changing landscapes Being an agent of change Leadership from within and beyond the classroom

Summer 2022	Fall 2022	Winter 2023	Spring 2023	Summer 2023
• 12 credits • split 2, 3 week sessions • strands join for targetted courses	• 4 credits blended content • 4 credits applied action research in classrooms / mentorship • break into disciplinary strands	• 4 credits blended content • 4 credits applied action research in classrooms / mentorship • break into disciplinary strands	• 4 credits blended content • 4 credits applied action research in classrooms / mentorship • break into disciplinary strands	• 10-12 credits • split 2, 3 week sessions • strands join for showcase

Delivery Notes	Delivery Notes	Delivery Notes	Delivery Notes	Delivery Notes
• team teaching model using existing instructors • 120 hours face time divided between two extended sessions, 5 hours per day for 24 days with a break between sessions	• discipline specific strands taught/facilitated by a professor of that discipline • strands meet for 3 weekends each term with online extensions between • fully blended delivery triangle = face to face weekend intensives 20-24 hours per term + online 20-16 hours per term + practicum and mentoring	• discipline specific strands taught/facilitated by a professor of that discipline • strands meet for 3 weekends each term with online extensions between • fully blended delivery triangle = face to face weekend intensives 20-24 hours per term + online 20-16 hours per term + practicum and mentoring	• discipline specific strands taught/facilitated by a professor of that discipline • strands meet for 3 weekends each term with online extensions between • fully blended delivery triangle = face to face weekend intensives 20-24 hours per term + online 20-16 hours per term + practicum and mentoring	• team teaching model using existing instructors • 120 hours face time divided between two extended sessions, 5 hours per day for 24 days with a break between sessions

With the 2 "bookend" six-week summer sessions (each totaling 12 credits), and the 3 eight-credit quarters in between, the total number of credits for this degree as currently proposed would be 48 quarter credits (equivalent to 32 semester credits).

Collective Goals - Master's of Education in Curriculum and Instruction

The Master's Degree in Curriculum and Instruction's two strands share essential courses in Indigenous Educational Praxis, Integrated Perspectives in Mixed Method Action Research, and a Showcase capstone course. (Note that *praxis* as used here, is the merging of theory with reflection leading to action. It is a uniquely practical emphasis intended to positively impact the learning community through improved instructional practices.) While the strands have unique coursework and some distinct outcomes, as a Master's in Curriculum and Instruction, they share a common cohort model, timeline and program

schedule, and hybrid course delivery model with an emphasis on community impact through praxis. They will share key benchmarks determining candidates progress by meeting milestones in the program. Following are the common goals of the Master's in Curriculum and Instruction focused on the Mission and Vision of SKC and the Central Principles and Beliefs held by the Division of Education. They aim to nurture master educators as educational leaders who:

1. ***commit*** to deliver a culturally sustaining and revitalizing curriculum that expands learning opportunities in their communities of impact, especially those of the Flathead Reservation.
2. ***impact*** learners and the learning community through reflective practice that artfully merges theory to action.
3. ***celebrate*** and appreciate each learner's uniqueness toward development of supportive learning communities.
4. ***apply*** critical thinking, mindful and transparent communication, and cultural transformation by conducting research and service with the community.
5. ***exemplify*** tribal values in their relationships, especially those of the Q̓ispé, Ksanka, and Séliš people.
6. ***advocate*** for research-based promising practices as they serve the local community as educational leaders.

The SKC Division of Education's Master's Degree in Curriculum and Instruction unites two distinct yet closely related pathways with a common purpose: to expand educators' knowledge, pedagogy, teaching practice, and capacity to make a difference in the lives of children and the landscape of education on the Flathead Reservation and beyond.

Strand #1: Integrative Indigenous Education (IIE)

The success of Indigenous children and youth depends on educators' abilities to create learning experiences that engage and grow students using Indigenous educational practices that integrate culture and language into the academic disciplines taught. These ideas are counter to the learning that normally occurs in most schools where Indigenous students experience trauma stemming from assimilationist teaching practices that marginalize their connections to their families, communities, languages, and cultures.

The Integrative Indigenous Education (IIE) strand of the Curriculum and Instruction (C&I) master's program develops master educators who lead by example utilizing educational practices that build connection to Indigenous students' worldview through Indigenous educational practices, especially those of our Séliš, Ksanka, and Q̓ispé peoples. Like the program overall, the IIE strand requires students to apply and evolve educational theory and practice as they work with learners to create educational experiences in the context of their current educational practice. The goal of this strand is nurturing master educators who utilize Indigenous educational practices that sustain and revitalize our communities' children by creating learning experiences that seamlessly integrate our languages, cultures, and values.

All candidates for a Master's in this strand will be required to be actively providing educational experiences for learners in the context of their professional practices. Throughout the academic year they will implement multiple action research projects working with learners and communities to develop and refine their skills as Master educators who can integrate language and culture into

disciplines or content they teach. One of these projects will be selected by each candidate as their focus project in the Spring and will be refined in preparation for sharing across both strands in the Showcase capstone of Summer #2. During their Master's program year, and each year of their careers after that, these educators will transform the educational experiences of hundreds of learners per year. Our goal is to recruit and retain 12 educators in cohort #1 into this strand.

The IIE Program is currently designed to be delivered according to the following general timeline:

Term		Credit
Summer 1 [2022]	*Indigenous Educational Praxis 1* (hybrid design) Walker Robbins, Munson, Others	4
	Integrated Perspectives in Mixed Method Action Research Walker Robbins, Munson, Elser, Others	2
	Indigenous Educational Research Intensive	2
	Applied Indigenous Knowledge – Summer Ryan, Walker Robbins, Munson	4
	Total Credits	12

Term		Credit
Fall 2022-2023	*Applied Indigenous Knowledge – Fall* Ryan, Walker Robbins, Munson, Seliš Language Instructor	4
	Research Writing Foundations	2
	Master's Project Design & Development Walker Robbins, Munson, Others	2
Practicing Reciprocity Through Mentorship / Leadership (2 credits, across Fall, Winter, and Spring)		2
	Total Credits	8- 10

Term		Credit
Winter 2022-2023	*Applied Indigenous Knowledge – Winter* Ryan, Walker Robbins, Munson, Language Instructor	4
	Evaluating Integrative Indigenous Education Walker Robbins, Munson, Others	2
	Master's Project Design & Development Walker Robbins, Munson, Others	2
Practicing Reciprocity Through Mentorship / Leadership (2 credits, across Fall, Winter, and Spring)		2
	Total Credits	8-10

Term		Credit
Spring 2022-2023	*Applied Indigenous Knowledge – Spring* Ryan, Walker Robbins, Munson	4
	Indigenous Educational Praxis 2	2
	Master's Project Design & Development Walker Robbins, Munson, Others	2
Practicing Reciprocity Through Mentorship / Leadership (2 credits, across Fall, Winter, and Spring)		2
	Total Credits	8-10

Term		Credit
Summer 2 [2023]	*Applied Indigenous Knowledge Seminar* Ryan, Walker Robbins, Munson [In this course students would be co-mentoring each other using IIE]	3
	Master's Project Synthesis Walker Robbins, Munson, Others	2
	C&I Showcase	3
	Total Credits	8
	Total Program Credits	**48**

Strand #2: Literacy, Equity, and Excellence

All teachers are teachers of literacy, whether they teach emerging readers in the early grades the foundations of decoding and encoding written language, or work with students in middle and high school on literacy within the disciplines of Science, Social Studies or Math. When reading is difficult, or seems out of reach for a child, they often experience distress, and may develop a negative self-image and aversion to school. Their joy and confidence suffer, along with their dreams of flourishing in future careers. When a child *thrives* in school, the source of their success is often driven by their ability to read.

The Literacy, Equity, and Excellence strand supports development of Master teachers of literacy who employ the current science of reading and writing to assure all learners become successful readers. SKC's unique approach to literacy learning also pervasively integrates knowledge of diversity, culture, history and sovereignty into the content and context of our program with an emphasis on Seliš, Ksanka, and Ql̓ispe' peoples, to best meet the needs of children in area schools. All candidates for a Master's in this strand will be actively teaching children, and they will be engaged throughout the academic year in as many as nine action research projects working with individual children, small groups and entire classes to develop and refine their skills as Master teachers of literacy. One of these projects will be selected by each candidate as their focus project in the Spring and will be refined in preparation for sharing across both strands in the Showcase capstone of Summer #2. During their Master's program year, and each year of their careers after that, these teachers will transform the academic lives of an estimated 480 children per year assuming we recruit and retain 24 teachers in cohort #1 into this strand.

The Literacy, Equity, and Excellence strand is currently designed to be delivered according to the following general timeline:

	Induction Summer 1 June 13 – 30, 2022			Induction Summer 1 July 11 – 28, 2022			Credit
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	
9:00 to 10:30	Indigenous Educational Praxis 1 hour 30 minutes (hybrid design) ● Traditional and contemporary ● Issues of race and social justice ● Creating the third space Walker-Robbins, Munson, Others						4
10:45 to 12:15	Integrated Perspectives in Mixed Method Action Research 2 credit 1 hour 30 minutes Walker-Robbins, Munson, Elser, Others			Child Centered Research in Literacy Education 2 credit 1 hour 30 minutes (Introduce Research Brief format) Elser			4
1:15 to 2:45	Writer's Workshop (Finding Voice) 2 credit (Includes 12 hours online learning via HuB) Elser			Literacy Assessment 2 credit 1 hour 30 minutes Elser			4
Summer Session 1 Total Credits							**12**

Advanced Integrated Literacy I – Fall – Know the Child		
Weekend Face to Face Intensive	**Online Learning Extension**	**Field Experience and Practicum**
9/16-17 Friday 5-8, Saturday 9-4 Launch longitudinal studies (3)	Using Assessment Hub Course	Design custom data management system
	Dr. Maria Murray	Gather baseline data on all students
10/21-22 Friday 5-8, Saturday 9-4 Data collection system round table	Dr. Heidi Mesmer	Gather relevant data in cumulative files
	Heggerty	Establish data collection routines by class
11/18-19 Friday 5-8, Saturday 9-4 Working/Not Working & dialing in success	Jan Richardson	Describe routines in detail for replication
	Tammy Tutorials	Analyze efficacy routines-Research Briefs
3 credits	**3 credits**	**2 credits**
Practicing Reciprocity Through Mentorship / Leadership (2 credits, across Fall, Winter, and Spring)		**2 credits**
Advanced Integrated Literacy II – Winter – Responding to the Needs Children		
Weekend Face to Face Intensive	**Online Learning Extension**	**Field Experience and Practicum**
1/27-28 Friday 5-8, Saturday 9-4 Special Needs and Supportive Routines	Dyslexia Hub Course	Short and Midterm Interventions
	Explorations of Neurological Diversity	Short term need based grouping
2/17-18 Friday 5-8, Saturday 9-4 Guest speaker – Rachael Stansberry SLP	Supporting children with difficulties in reading and writing University of London Open source online Mook Coursera 20 hours (online discussion sessions 6 hours	Ongoing data management and mining
		Applied statistics - Research Briefs
3/10-11 Friday 5-8, Saturday 9-4 Difference vs. deficit orientation Why?		Reporting findings -parents, colleagues
		All 9 action research projects in play!
3 credits	**3 credits**	**2 credits**
Advanced Integrated Literacy III – Spring – The Child in the Learning Community		
Weekend Face to Face Intensive	**Online Learning Extension**	**Field Experience and Practicum**
3/31-4/1 Friday 5-8, Saturday 9-4 Exposing hegemony in schools	IEFA HuB Courses including Framework	Applied statistics
		Drawing conclusions from pre/post data
4/21-22 Friday 5-8, Saturday 9-4 Interpretations of MTSS and RtI	Online course selection based on research project(s)	Reporting findings
		Research Briefs! Complete as finished!
5/19-20 Friday 5-8, Saturday 9-4 Analysis of Failure - Showcase	Tammy Tutorials (TBD)	
		Failure poster session development!
3 credits	**3 credits**	**2 credits**

Capstone Summer 2 – 2023 June 12-29 and July 10-27, Monday - Thursday						
Time	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
9:00 to 10:30	Professional Publications for Master Teachers (replication road map) (2 credits)					Showcase!!! (Both Cohorts Together) (3 credits)
10:45 to 12:15	Professional Presentations for Master Teachers (2 credits)					
1:15 to 2:45	Advanced Special Topics in Literacy (driven by research of participants) (3 credits)					
Summer Session 2 Total Credits						**10**

Master's in Education-Curriculum and Instruction - Admissions Criteria

Aspiring candidates for the MECI graduate program would need to meet the following criteria to be eligible to apply:

Integrative Indigenous Perspectives	Literacy, Equity, and Excellence
Requirements	
Bachelor's Degree	Bachelor's Degree
2 years successful experience providing indigenous education in classrooms or community settings, or documented successful teaching experience	2 years of successful teaching experience or equivalent.
Currently committed to providing instruction, leadership, curriculum in indigenous education.	Current teaching contract (this is an applied Master's requiring an actively teaching candidate to conduct action research in the context of a classroom, including the testing of individual, small group and whole class literacy innovations and interventions).
Support of supervisor or administration for participation in applied indigenous research and praxis.	Support of school administration for participation in action research applied model and leadership component collaborating with a pre-service teacher (student teaching or field experiences).
Have a strong desire and commitment to learn and then pass on the knowledge gained accurately and appropriately through service to others.	Have a strong desire and commitment to improve literacy instruction in their classroom, school and community.
Possess a desire and commitment to build and maintain relationships necessary to collaborate with the culture committees, Elders, other cultural knowledge keepers, reservation communities and community members.	Commitment to provide leadership in literacy learning and advance literacy education across systems.
Preferences	
1st CSKT tribal members and descendants	1st CSKT tribal members and descendants
2nd Tribal members and descendants of other tribal nations serving in education	2nd Tribal members and descendants of other tribes
3rd Others serving tribal communities on the Flathead Reservation in education	3rd Other teachers serving in schools on the Flathead Reservation
4th Others serving significant AI student populations in education	4th Other teachers serving significant AI student populations

Master's in Education-Curriculum and Instruction - Implementation Timeline

The current layout of tasks associated with the implementation of this graduate program is as follows:

Date	Action
8/2021	Finalize plans for approval of SKC Board (group meetings with individual assignments weekly) 8/9,16,24,31?
9/2/2021	Meeting with Dean of Graduate Studies in preparation for Board meeting
9/9/2021	Present to Graduate Curriculum Committee for approval
9/17/2021	Plans presented to SKC Board for approval to proceed
10/1/2021	Final elements to be dropped into JOT form for NWCCU Substantive Change Requirements
11/19/2021	Approval from NWCCU for the ME-CI (approval notice received 11/21/2021)
11/22-12/15/2021	Work sessions on application procedures and planning 11/22, 11/29, 12/1, 12/2 etc…
12/1/2021	Submission of Literacy Masters in format for MT. Admin Rule 10.58.802
12/1/2021	Develop applications forms and requirements, admissions procedures following policy
12/1/2021	Create outreach/ advertisement campaign and informational materials for potential candidates
12/15/2021	Applications launched via Google Forms with direct e-mail to Reservation teachers, community educators, and graduates of SKC (target goal early bird -allows more time)
1/3/2022	Applications open (official, second push)
1/31/2022	Applications due
2/28/2022	Application Review Complete
3/1/2022	Notification of candidates of acceptance into the program for cohort #1, or deferral to cohort #2
3/15/2022	Letters of commitment due from candidates linked to 15 month calendar / delivery plan
3/15/2022	Cohort #1 final roster in place (waiting list?)
4/1/2022	Cohort #1 informational packets, bibliography, pre-program planning and possible data capture (allows for time series research in literacy masters by gathering data from a prior comparable class group)
6/13-30, 2022	Induction Summer Session 1
7/1-10, 2022	Induction Summer Session Break
7/11-28, 2022	Induction Summer Session 1 continues
9/16-17, 2022	Fall Weekend Intensive #1
10/21-22, 2022	Fall Weekend Intensive #2
11/18-19, 2022	Fall Weekend Intensive #3
1/27-28, 2023	Winter Weekend Intensive #1
2/17-18, 2023	Winter Weekend Intensive #2
3/10-11, 2023	Winter Weekend Intensive #3
3/31 – 4/1, 2023	Spring Weekend Intensive #1
4/21-22, 2023	Spring Weekend Intensive #2
5/18-20, 2023	Spring Weekend Intensive #3
6/12-29, 2023	Summer Session 2
6/30 – 7/9, 2023	Summer Session Break
7/10-27, 2023	Summer Session 1 continues
7/24-27, 2023	Showcase Week!
8/15/2023	Degrees Conferred on Graduates (Completion Plans in Place for Non-Graduates)
11/2023	Cohort #1 Curriculum Review, Assessment, and Analysis (ongoing revision process)
1/ 2024	Begin recruitment for Cohort #2
6/ 2024	Cohort #2 program begins with revision

Master's in Education-Curriculum and Instruction Graduate Program Faculty

Dr. Tammy Elser
- Ed.D., Curriculum and Instruction (literacy and assessment emphasis), University of Montana
- M.Ed., Guidance and Counseling, University of Montana
- B.A., English (teacher training emphasis), University of Montana
- B.A., Drama, University of Montana
- A.A., University of Montana

Dr. Elser joined the SKC Education Division faculty full-time in 2016, focusing on literacy and Indian Education. Her 38 years' experience in K-12 education include three years teaching at Two Eagle River School and 22 in the Arlee Public Schools where she refined a successful approach to literacy instruction integrated with Salish language and culturally sustaining and revitalizing pedagogy. In 2005, she accepted teaching assignments at the University of Montana, including graduate level courses in literacy, multicultural education, and curriculum foundations. She continued intermittently in this capacity until 2016, while working actively across Montana schools on in-service teacher professional development in literacy and Indian Education for All.

Tammy has worked nationally providing professional development, program design and evaluation, and strategic planning and facilitation for schools and organizations. The author of *The Framework: A Practical Guide for Montana Teachers and Administrators Implementing Indian Education for All*, and a dozen integrated Indian Education and Common Core aligned curricula, Tammy focuses on practical strategies supporting current and future teachers to achieve both equity and excellence for all students. Recent assignments include work for The Smithsonian Institution, the Montana Office of Public Instruction and dozens of K-12 schools including schools on the Blackfeet and Fort Peck Reservations where she provides instructional support services in collaboration with MT OPI and proudly promotes our programs in the Division of Education at SKC.

Dr. Michael Munson
- Ed.D Educational Leadership, Indian Leadership Education and Development (I LEAD) Project,Montana State University
- M.Ed Curriculum & Instruction, Curriculum Studies, Emphasis in Indian Education & Science, University of Montana, Jul. 2008
- B.A. Elementary Education, Emphasis in Science, Minor in Native American Studies, University of Montana, Dec. 2004

Michael was raised in Missoula and identifies with both her Sqelixʷ (Salish & Pend d'Oreille) and White backgrounds. She currently serves her communities as Dean of the Native American Studies Division at Salish Kootenai College. Michael is honored to have the opportunity to collaborate closely with the Division of Education, and a number of community partners including both the Séliš-Q̓lispé and Kootenai Culture Committees through two community-initiated projects aimed at reawakening our languages and cultures. The first is the Native Language Teacher Education (NLTE) Program and the current Salish Language Educator Development (SLED) option, which aims to provide a program that prepares individuals as highly skilled Salish language speakers and effective educators in Sqelixʷ from birth through adulthood. The second is the community-guided Culture and Language Studies (CALS) program, which aims to encourage and support the development and implementation of a course of learning that uses Sqelixʷ and/or Ksanka educational practices to revitalize, perpetuate, and pervasively integrate our cultural arts, worldviews, and languages; and, grow the number of highly skilled cultural artists, knowledge keepers, and/or language speakers. Michael's heart work is driven

by her beautiful preschool daughter and husband who shares her values, goals, and beliefs. They, our elders, and ancestors who have shared teachings inspire her to work harder for our children and community.

Dr. Wren Walker-Robbins
- Ph.D., The University of New Mexico
- M.S., The University of New Mexico
- B.S., Montana State University, Billings

Wren is a Two-spirit woman of Mohawk descent who has spent most of her career as a college faculty member working with underrepresented students from different cultural backgrounds in New Mexico, New York, Minnesota, Montana, and North Dakota. She holds a Ph.D. in Cell Biology from the University of New Mexico, and has completed research fellowships at Harvard Medical School and The University of New Mexico Medical School.

Wren has served as program director for secondary science education programs at two Tribal colleges. She has also served as a graduate faculty member in the Master of Science Teaching program at Iona College in New York state. In addition to this she co-developed the equity and access in STEM education teacher professional development program at the Science Museum of Minnesota where she worked with hundreds of schoolteachers to help them engage and grow students of color in public schools.

At SKC, Dr. Wren oversees both the Broadfield Science and Mathematics secondary education degree programs. Wren is fascinated by the process and art of science education itself. She works to help pre-service teachers and teachers explore and conceptualize the roles culture and gender play in science education in order to help students from diverse backgrounds excel in science.

Dr. Amy Burland
- Doctorate in Curriculum and Instruction with an emphasis in K-8 Mathematics Instruction (University of Montana, 2011)
- Masters in Elementary Education Administration (University of North Dakota, 1991)
- Bachelor of Science in Elementary Education (University of Minnesota Moorhead, 1983)

Amy began working at SKC in 2001 and currently teaches Early Childhood and Elementary Education health and mathematics, and PE courses. Her other responsibilities include collecting the Division of Education's accreditation data and the implementation of the Increasing Capacity for Native Educators in Montana (ICNEM) Professional Development program which assists Indian students preparing to be elementary teachers. Currently, Amy is project director for programs that help early childhood educators to acquire professional development and complete college degrees in their field. She is also involved in promoting the local reintroduction of Traditional Indian Games throughout the Flathead Reservation by working with local schools and youth groups.

Amy grew up in North Dakota where she spent the first 10 years of her career teaching K-8 students in the western part of the state. After completing her master's degree, she moved to Montana and worked in Dixon, MT for 5 years. In 3 of these, she served as the school's principal. As Director of Early Childhood partnership Programs, Dr. Burland currently oversees several initiatives and programs within the Division of Education that connect the College to its partners in early learning centers throughout the Flathead Reservation and beyond.

Other Key Personnel
- Dr. Elaine Frank, Dean of Graduate Studies
- Mr. Douglas Ruhman, Dean of the Division of Education
- Mr. Tim Ryan, Chair of Cultural and Language Studies in NAS Division

Master's in Education - Implications for Faculty & Resources

The proposed program is structured around two 12-credit summer sessions (like "bookends")- one at the very beginning and one at the end, one year later. During these sessions, there would be classes and combined work sessions that would involve cohorts in both strands working and learning together in June and July when educators are available to meet in person and SKC facilities are available for use. Likewise, during the academic year (between the bookends), the program would provide strand-specific courses that meet on weekends and evenings, again when educators are available to meet in person and SKC facilities are available for use.

We propose to recruit and accept candidates into our first Master's cohort in the current 2021 academic year (see timeline above) and begin courses in summer session #1 in June of 2022. This cohort would continue their coursework during the 2022 academic year and then finish up their degrees in July of 2023 after completing the second set of summer sessions. Degrees would be conferred to successful candidates by the middle of August 2023. The second cohort would be recruited and then accepted into the program during the winter and spring terms of the following academic year. In this scenario, consecutive cohorts would be separated by nine calendar months (September to May).

Faculty Requirements

Faculty from the Division of Education will form the core group that will oversee the ongoing development of the Master's program. Dr. Tammy Elser will serve as the Principal Graduate Coordinator for the program and lead instructor in the Literacy, Equity, and Excellence Strand. Dr. Wren Walker Robbins will serve as Graduate Co-coordinator and Lead Instructor for the IIE Strand. Elser and Walker Robbins [with help from other faculty in the Division] will oversee the ongoing assessment and development of the program, recruitment, applicant review and notification, advising and teaching graduate courses. Additional support from faculty in SKC's Culture & Language Studies [CALS] program will be needed to support the inclusion of language and culture into the graduate curriculum throughout the program.

The proposed program would provide 38 graduate credits, with both strands combined, during two summer sessions when faculty are normally not teaching. Currently the Division has grant funding for four years allowing faculty who are developing and will be teaching in the program to shift to 12-month contracts. This means these faculty would be supported to teach during the summer sessions. An additional 52 graduate credits (26 per strand) would be delivered during the academic year as weekend/evening intensives with online extensions and field experiences. Faculty who teach these courses and oversee graduate students' projects would require release time from courses they normally teach during the academic year.

We also foresee the need to hire a half-time Salish language instructor [likely a graduate of the SLED program] to support faculty as they endeavor to integrate Indigenous language and culture into the graduate curriculum.

Staff Requirements

Administrative capacity to support [potentially] 30 graduate students will need to be provided by staff within the Division of Education with additional capacity provided by other student service departments on campus. The unique timing of our proposed master's means students will apply to and be accepted into the program during the winter term rather than the fall and graduate in August instead of June. This means that the additional administrative capacity will be needed during non-peak periods. This could lessen the demands on student service capacity required to serve this population of students.

Administrative capacity within the Division of Education would need to be expanded to support 30 additional students. The program would serve professional educators with full-time jobs, so the program needs to provide services and courses during summers and weekend intensives during the academic year. For this reason, we will require a half-time facilitator with the capacity to work on weekends and evenings to support program activities.

Additional College Resources and Services

Library resources necessary to support graduate students in both strands are estimated at $5,000 for cohort #1 diminishing with subsequent cohorts resulting from capacity building in collections and database subscriptions. This is an estimate that may change as we consult with library staff about how to best support students in the program. Initial meetings with Library staff regarding the Master's in Education and its unique needs have occurred and will be ongoing as planning continues.

Technical writing support will also be required either through the program or the Writing Center.

Student Support Services may be provided by the Division of Education Student Support Specialist, as well as the College's existing Success Coaches to graduate students in a similar manner as they are currently provided to undergraduates, although some accommodations would need to be made considering the differences in instructional timelines. It is worth noting that the Division of Education's Student Support Specialist is a 12-month position and is available to assist students throughout the year.

Admissions, Financial Aid, and Registration have all gone through processing of Graduate Student applications and the setting up of database graduate division fields. A graduate admissions application has been established, admissions applications are being processed, financial aid has received approval from the Department of Education for SKC to offer graduate level loans this summer, and the registrar is set to accept student registrations for Fall quarter. At this time, the current personnel in these offices have been successful in processing graduate level materials alongside undergraduate level materials. There may be a need for some extra support with Admissions during high volume periods, but full-time support is not anticipated.

Housing considerations may exist with the Master's in Education (especially given its distinct program schedule), although it is anticipated that the large majority of graduate candidates will reside in the local area; therefore, housing should not be a limitation to participation. For those students who do not reside in the area, there may be need for temporary lodging during summer sessions and selected dates during the weekend intensive sessions. Coordination with SKC Housing and other entities about these accommodations is required.

Cost of Degree by Demographics

Below are estimated costs for an individual without scholarships based on demographics. The cost of an M.Ed. at the University of Montana is $13,360. The cost for a Tribal Member to complete this degree is $8,699 excluding books, for a savings of $4,661.

Term	Cost per credit for Tribal Members	Credits	Fees	Total
Summer 1, 2022	143	12	415	2,131
Fall, 2022	143	8	335	1,479
Winter, 2023	143	8	335	1,479
Spring, 2023	143	8	335	1,479
Summer 2, 2023	143	12	415	2,131
Total Cost		**48**		**8,699**

Term	Cost per credit for Tribal Descendants	Credits	Fees	Total
Summer 1, 2022	163	12	415	2,371
Fall, 2022	163	8	335	1,639
Winter, 2023	163	8	335	1,639
Spring, 2023	163	8	335	1,639
Summer 2, 2023	163	12	415	2,371
Total Cost		**48**		**9,659**

Term	Cost per credit for non-Indian MT Residents	Credits	Fees	Total
Summer 1, 2022	183	12	415	2,611
Fall, 2022	183	8	335	1,799
Winter, 2023	183	8	335	1,799
Spring, 2023	183	8	335	1,799
Summer 2, 2023	183	12	415	2,611
Total Cost		**48**		**10,619**

Funding Options and Futures

The following is a partial list of future funding ideas for the Master's program.

1. Schools and colleges have been profoundly impacted by Covid19, and the need for teachers with advanced training to support more meaningful, effective and engaging instruction is a lingering problem. This proposed Master's is one possible solution to mitigating the damage that has been done to children during the last 18 months of pervasive disruption. Recovery Act funds could launch and complete Cohort 1.

2. Direct grant writing to create support for long-term implementation. Sources could vary however OIE funds used to support the needs of American Indian Children in Schools (Demonstration Projects) are one emerging possibility, as is continued funding from private foundations.

3. Collaboration with Montana OPI for provision of Professional Development to American Indian majority schools located on or near a Montana reservation. The possibilities to collaborate with the State on meeting the needs of Indian children in schools through the School Support structures in place are high and the partnerships are ongoing since 2017. Provision of tuition, books and travel costs for a Master's degree in exchange for commitment contracts serving in schools that are currently struggling to hire and retain teachers is a real possibility to explore. BRAIDS set SKC in a prime position to partner on such a project.

4. Actively pursue scholarship opportunities for our graduate students through the American Indian Graduate Center and other philanthropic organization

<u>**APPROVAL OF NEW CURRICULAR PROGRAMS**</u>
<u>**APPLICATION GUIDELINES**</u>

Salish Kootenai College- Master of Curriculum and Instruction
Reading Endorsement
Administrative Rules of Montana 10.58.802

Step 1: Initial Approval	Date Submitted
Educator Preparation Provider (EPP) curriculum process and procedures.	June 29, 2021
Institutional body implements policy to add new programs.	February 2021
Institutional governing body, i.e., board of directors, institutional leadership, or Board of Regents, as applicable, approves new program application.	September 17, 2021
Verification of regional accreditation.	November 21, 2021

Step 2: Application Process	Date Submitted
EPP completes the Institutional Self-Study Report (ISSR) to address Administrative Rules of Montana (ARM)10.58.802 Approval of New Curricular Programs.	October 30, 2023
EPP completes sections of the ISSR unit standards addressing how the new curricular program is aligned with ARM 10.58.311 – 315	October 30, 2023
EPP completes sections of the ISSR: ARM 10.58.501 Teaching Standards for endorsement subject areas; and specific sections of ARM related to the new program (i.e., ARM 10.58.523 Social Studies; ARM 10.58.518 Mathematics).	October 30, 2023
EPP provides support material and resources as needed to respond to the Specific ISSR Sections – use electronic links as applicable, e.g., online Web links containing additional resources and support material, catalogs, programs of studies, assessment system information, surveys of need.	October 30, 2023

Step 3: Application Submission	Date Submitted
EPP submits completed ISSR electronically to the OPI.	October 30, 2023

Step 4: Office Audit/Review	Date Submitted
OPI conducts the audit/review of the application materials.	November 2023
OPI provides an electronic report to EPP with comments and specific requests for additional documentation.	November 2023
EPP submits a follow-up report to OPI, as necessary.	November 2023

Step 5: Site Visit	Date Submitted
If the EPP is scheduled for a regular site review, the new program is included in the regular review.	Spring 2024
If the EPP is not scheduled for a regular review within the next two years, the OPI will conduct a site review to verify the ISSR of the new curricular program meets the PEPP Standards.	N/A
OPI facilitates the site review to verify the ISSR meets the PEPP Standards of the new program.	Spring 2024
Site Visits follow the approved state protocol based on the PEPP Standards.	Spring 2024

Step 6: Final Approval Process	Date Submitted
Site visitor team submits the state exist report to the state superintendent.	July 2024
State Superintendent of Public Instruction makes recommendation to approve/disapprove the proposed new curricular program to the BPE based upon the site team report.	September 2024
BPE takes final action on the Superintendent's recommendation.	September 2024

APPROVAL OF NEW CURRICULAR PROGRAMS
APPLICATION GUIDELINES
Administrative Rules of Montana 10.58.802

Montana Educator Preparation Providers (EPPs) may seek approval from the Board of Public Education (BPE) to propose a new curricular program to its curriculum. New program guidelines are implemented by the office of the Superintendent of Public Instruction. Application guidelines are outlined below. Following the authorization granted by the institution's curriculum approval process, and formal approval by the institution's governance board, and a letter of approval of a regional accreditor, the EPP submits the proposal to the Office of Public Instruction (OPI) including evidence that verify the EPP's new program meets the 2023 Professional Educator Preparation Program Standards (PEPPS). The program application includes documentation of the following steps, as appropriate:

Step 1: Initial Approval
- Educator Preparation Provider (EPP) curriculum process and procedures.
- Institutional body implements policy to add new programs.
- Institutional governing body, i.e., board of directors, institutional leadership, or Board of Regents, as applicable, approves new program application.
- Verification of regional accreditation.

Step 2: Application Process
- EPP completes the Institutional Self-Study Report (ISSR) to address Administrative Rules of Montana (ARM)10.58.802 Approval of New Curricular Programs.
- EPP completes sections of the ISSR unit standards addressing how the new curricular program is aligned with ARM 10.58.311 – 315
- EPP completes sections of the ISSR: ARM 10.58.501 Teaching Standards for endorsement subject areas; and specific sections of ARM related to the new program (i.e., ARM 10.58.523 Social Studies; ARM 10.58.518 Mathematics).
- EPP provides support material and resources as needed to respond to the Specific ISSR Sections – use electronic links as applicable, e.g., online Web links containing additional resources and support material, catalogs, programs of studies, assessment system information, surveys of need.

Step 3: Application Submission
- EPP submits completed ISSR electronically to the OPI.

Step 4: Office Audit/Review
- OPI conducts the audit/review of the application materials.
- OPI provides an electronic report to EPP with comments and specific requests for additional documentation.
- EPP submits follow-up report to OPI, as necessary.

Step 5: Site Visit
- If the EPP is scheduled for a regular site review, the new program is included in the regular review.
- If the EPP is not scheduled for a regular review within the next two years, the OPI will conduct a site review to verify the ISSR of the new curricular program meets the PEPP Standards.
- OPI facilitates the site review to verify the ISSR meets the PEPP Standards of the new program.
- Site Visits follow the approved state protocol based on the PEPP Standards.

Step 6: Final Approval Process
- Site visitor team submits the state exist report to the state superintendent.
- State Superintendent of Public Instruction makes recommendation to approve/disapprove the proposed new curricular program to the BPE based upon the site team report.
- BPE takes final action on the Superintendent's recommendation.

For additional information contact Crystal Andrews at (406) 444-6325 or by email at crystal.andrews@mt.gov.

*********TIME CERTAIN AT 3:45 PM*********

ITEM 18

ACTION ON MOTION TO DISMISS DUE TO SURRENDER IN BPE CASE #2023-02, CLIFF

Chad Vanisko, Board Legal Counsel

ITEM 19

ACTION ON HEARING OF BPE CASE #2022-19, CALDERONE

Chad Vanisko, Board Legal Counsel

Friday, November 17, 2023
University of Montana, College of Education,
Room 334
32 Campus Drive, Missoula, MT
8:30 AM

❖ <u>**LICENSURE COMMITTEE – (Items 20-22)**</u>

Susie Hedalen

<u>ITEM 20</u>

<u>INFORMATION ON THE ANNUAL PROFESSIONAL DEVELOPMENT PROVIDERS LIST</u>

Marie Judisch

Montana Board of Public Education
Executive Summary

Date: November 15-17 2023

Presentation	Annual Professional Development Unit Provider Report
Presenter	Marie Judisch
Position Title	Senior Manager, Teaching and Learning Office of Public Instruction
Overview	This presentation provides the Board of Public Education updates on the professional development unit providers.
Requested Decision(s)	Informational Item
Related Issue(s)	Professional development; teacher licensure; Teach MT
Recommendation(s)	n/a

Montana Office of Public Instruction

Professional Development Unit Provider Annual Report

July 2022 – June 2023

Report Created by:

Katrina Engeldrum, Mattie Murphy, Michellle McCarthy, and Stephanie Swigart of the Standards, Instruction, and Professional Learning Unit

Marie Judisch, OPI Teaching and Learning Department Senior Manager

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Professional Development Unit Provider System Overview

The Professional Development Unit Provider System is used by approved professional development unit providers to report professional development unit activities to the Office of Public Instruction (OPI). The data gathered in the system includes the activity title, the date(s) and location(s) of the activity, and the number of participants. Certificates are generated from the information entered into the Professional Development Unit Provider System by the approved professional development unit providers' users that manage those accounts.

The management of the Professional Development Unit Provider System and its processes transitioned from the Licensure unit to the Professional Learning Team within the Standards, Instruction, and Professional Learning unit in the Teaching and Learning Department during the summer of 2020. Additional information related to Professional Learning and the Professional Development Unit Provider System can be found on the OPI Professional Learning website.

Provider Criteria and Requirements

Per the Administrative Rule of Montana 10.57.216 Approved Professional Development Activity, "organizations wishing to offer professional development activities for the award of Professional Development units must receive approval from the Superintendent of Public Instruction prior to offering activities." Status as an approved provider will continue as long as the provider meets the following guidelines by:
- ✓ Providing activities deemed appropriate for professional development in compliance with ARM 10.55.714 and 10.57.215,
- ✓ Following the professional development unit activity certificate reporting process, and
- ✓ Maintaining records of all professional development activities for which professional development unit certificates were awarded for five years following the date of completion.

All providers are assigned provider categories for reporting. The categories are County Superintendents, Government Agencies, Professional Education Associations, School Districts, Tribal, and Universities and Colleges.

Data Analysis

The data for this report includes all professional development unit activities entered into the Professional Development Unit Provider System for fiscal year 2023, July 1, 2022, and June 30, 2023. Professional learning providers that did not issue OPI Professional Development Unit Certificates during this time period were omitted from this report. For a complete list of approved OPI Professional Development Unit Providers and their managers, please see the Approved Professional Development Unit Provider Directory, (updated every two weeks).

As of the date of this report, providers are required to report the following data points to the OPI:

- Title of the Activity
- Description of the Activity
- Professional Development Unit Activity Category
- Instructor's Name
- Starting and Ending Dates of the Activity
- Location of the Activity
- Number of Hours
- Number of Certificates Issued

During the timeframe of this report, some providers may have canceled Professional Development unit activities that were already logged in the system and may not have followed the procedure to get those events removed from their provider records. Additionally, some providers may not have returned to the professional development unit activity to report the number of certificates issued. The OPI Professional Learning staff is working with those providers to ensure they return to the Professional Development Unit Provider System to report the number of certificates issued.

Fiscal 2023 Provider Report Summary

A total of 785 providers conducted 62,273 professional development unit activities. The 62,273 activities were cumulatively worth 44,826 professional development units. The number of certificates reported as issued throughout FY2023 was 123,134. School districts and Professional Education Organizations provided the majority of the professional development unit activities and unit hours, while the Tribal provider category issued the most certificates, (52,857). The tables in the Appendix contain individual provider data, such as the number of professional development unit activities, the number of professional development units, the number of certificates issued per provider, and the number available online. The following graphs and tables provide a brief analysis of the data collected.

The Teacher Learning Hub Annual Report for 2022-2023 can be referenced for additional information related to their professional development unit activities.

Professional Development Unit Activities Per Provider Category

Professional Development Unit Activities Per Provider Category

- Universities and Colleges
- Tribal
- School Districts
- Professional Education Organization
- Government Agencies
- County Superinendents

14.0% 9.7% 8.3% 23.6% 43.7%
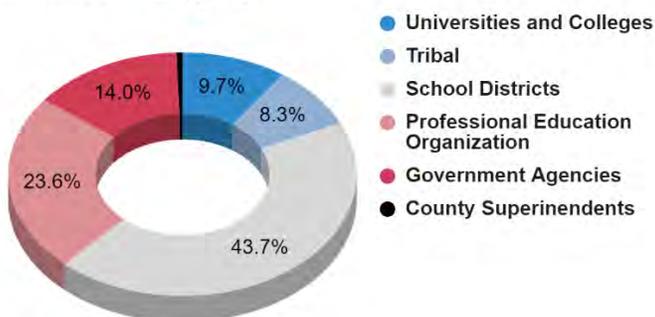
Most of the Professional Development unit activities in the state are provided or coordinated by schools and school districts. School Districts provided the most professional development unit activities at 43.71%. Professional Education Associations provided 23.6%. Government Agencies, including the OPI and the Teacher Learning Hub, provided 14% of the activities. Universities and Colleges provided 9.7%, County Superintendents provided 0.70%, and Tribal organizations provided 8.3% of the overall Professional Development unit activities.

MONTANA OFFICE OF PUBIL INSTRUCTION PROFESSIONAL DEVELOPMENT UNIT PROVIDER SYSTEM
2023 ANNUAL REPORT

Professional Development Units Issued Per Provider Category

Professional Development Units Issued Per Provider Category

- Universities and Colleges
- Tribal
- School Districts
- Professional Education Organizations
- Government Agencies
- County Superintendents

13.5% 13.4%
28.0%
42.6%
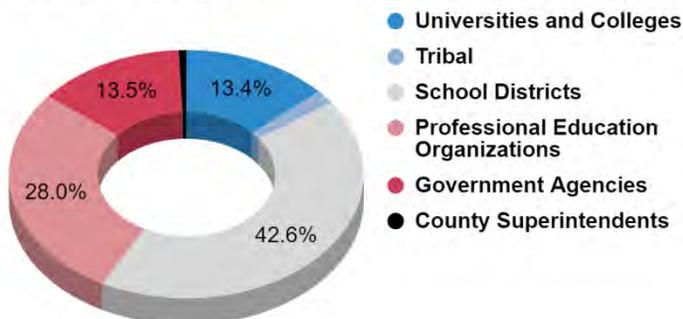
School Districts issued the majority of the Professional development units. 42.93% of the overall Professional development units issued were from school districts, with 27.97% of the Professional development units issued coming from Professional Education Associations. Government agencies, including the OPI and the Teacher Learning Hub, issued 13.52% of the Professional development units, Universities and Colleges provided 13.42%, 1.79% were provided by Tribal organizations, and 0.70% of the Professional development units were provided by County Superintendents.

Certificates Issued Per Provider Category

Tribal organizations issued 42.93% of the certificates. School districts issued 24.46% of the certificates in FY2023. Professional Education Associations issued 20.01% of the certificates, and Government Agencies, including the OPI and the Teacher Learning Hub, issued 10.19%. Universities and Colleges issued 2.17% and County Superintendents issued the remaining 0.25% of the certificates.

Certificates Issued Per Provider Category
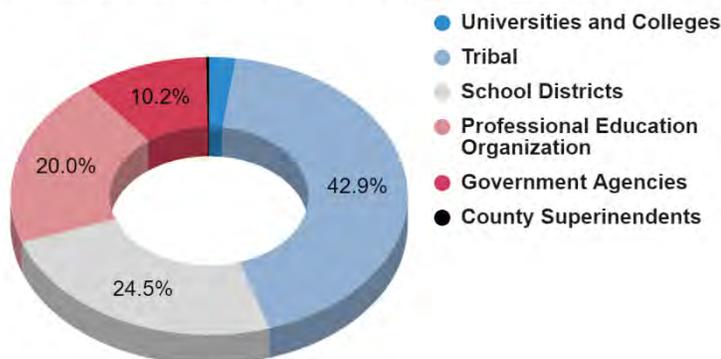
- Universities and Colleges
- Tribal
- School Districts
- Professional Education Organization
- Government Agencies
- County Superinendents

10.2%
20.0%
42.9%
24.5%

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Online Reporting Data

As a part of the online reporting features released in October 2020, we are now able to capture the amount of online versus face-to-face opportunities and the number of professional development unit activities per professional development category.

Online vs Face to Face Activities

From July 1, 2022 - June 30, 2023, 32.1% of the Professional Development Unit activities entered in the Professional development Unit Provider System were labeled as online activities, and 67.9% were labeled as face-to- face activities.

Categories

The following table reflects the frequency of each professional development category selection for each professional development unit activity entered into

Event Type - In-Person and Virtual

- In-Person Events
- Virtual Events

32.1%

67.9%

the Professional Development Unit Provider System. Please note that providers are able to select more than one category and "none of the above" if needed. Social/Emotional/Behavioral and Special Education were chosen most frequently.

Frequency of Selected Professional Development Category (Fiscal year 2023)

Category	Number of Times Selected (Frequency)
Arts	195
Assessment/Evaluation/Data	334
Career and Technical Education	201
Differentiation	197
English Language Arts & Literacy	468
English Language Proficiency	138
General Montana Content Standards	452
General School Issues and Administration	434
Health and Physical Education	256

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Category	Number of Times Selected (Frequency)
Indian Education for All	297
Integration with Other Subjects	288
Library Media	123
Mathematics	299
Mentoring/Induction	159
Nutrition	70
Science	281
Social Studies	193
Social/Emotional/Behavioral	842
Special Education	559
Technology	487

The upgrades to the Professional Development Unit Provider System will continue to improve our understanding of the professional development unit activities offered across the state, thus positively impacting future strategic planning at the state and local level. We are excited to compare the statistics from this report with next year's data.

Appendix – Professional Development Unit Provider System Data Tables

County Superintendents

Provider Name	Number of Activities	Number of PDU'S	Number of Certificates Issued	Online Offering
Fergus County Superintendent of Schools	5	48	93	0
Gallatin County Superintendent of Schools	16	93	104	0
Powell County Superintendent of Schools	11	168	109	5
Victoria (Vicki) Proctor (Hill County Superintendent of Schools)	3	6	0	0
Totals				
4 **Providers**	**35** **Activities**	**315** **Unit/Hours**	**306** **Certificates**	**5 Online**

Government Agencies

Provider Name	Number of Activities	Number of PDU'S	Number of Certificates Issued	Online Offering
Bozeman Public Library Youth Services	1	3	0	0
DLI/Jobs for Montana's Graduates	11	183	0	1
Missoula Fire Sciences Laboratory	3	48	45	0
Montana Arts Council	2	20	0	0
Montana Fish Wildlife & Parks	26	157	185	0
Montana Historical Society	14	61	138	10
Montana School for the Deaf and the Blind	71	141	570	0
Montana State Library	47	152	124	36
Montana Teachers' Retirement System	9	9	215	3
Montana Youth Challenge Academy	8	35	48	1
Office of Public Instruction - Assessment	79	875	405	70
Office of Public Instruction - Coordinated School Health	11	43	120	0

Government Agencies

Provider Name	Number of Activities	Number of PDU'S	Number of Certificates Issued	Online Offering
Office of Public Instruction - CTAE Division	32	319	305	5
Office of Public Instruction - School Support (formerly Educational Opportunity and Equity)	44	151	6	35
Office of Public Instruction - Special Education	239	1360	8485	179
Office of Public Instruction - Standards, Instruction, and Professional Learning	5	51	40	4
Office of Public Instruction - Title I School Support	2	24	22	0
OPI - Single Event Providers	88	1085	83	58
OPI - Transformational Learning	1	3	35	0
OPI- Montana Comprehensive Literacy State Development Project	9	24	57	8
OPI-MAST Pilot	4	48	62	4
Teacher Learning Hub	65	1023	31	65
Totals:				
23 Providers	**880 Activities**	**6060 Unit/Hours**	**12,545 Certificates**	**585 Online**

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Professional Education Associations

Provider Name	Number of Activities	Number of PDU'S	Number of Certificates Issued	Online Offering
ACE-Alliance for Curriculum Enhancement	16	125	831	2
Action Potential Learning, LLC DBA Model Teaching 8316	3	12	3	3
AdvancED Montana		18	15	21
Archie Bray Foundation	1	19	1	0
AVID Center	5	126	0	3
Big Sky Special Needs Coop	3	12	31	0
Billings Area Family Violence Task Force	1	14	2	1
Bitterroot Valley Education Coop	9	56	125	0
Bridgercare	28	72	54	10
Brightways Learning	1	14	15	0
Bureau of Education & Research	6	30	11	0
c.a. Consulting, LLC	1	15	0	1
Cabinet Mountain Cooperative	7	59	127	0
Carter County Museum	48	116	189	0
CE Credits Online	1	45	1	1
Central Montana Literacy Association	7	48	81	1
Child Care Connections	3	19	5	1
Child Care Resources	11	30	0	11
Childhelp Speak Up Be Safe Curriculum	26	52	0	26
Clark City Counseling, LLC	1	3	16	0
Community Health Partners	1	8	1	0
Compassion Project	30	60	14	0
Creative Teacher Education Institute	1	45	0	1
Delta Kappa Gamma - Mu Chapter	2	6	6	0
Ecology Project International	32	788	110	11
Educatio Learning Studio	8	192	0	0
Family Connections MT	2	8	0	0
Flathead Special Education Cooperative	3	19	15	0
Golden Triangle Cooperative	455	4503	10,483	16
Great Divide Education Services	9	90	23	0
High Trust Teacher Center	3	90	23	0
Inspired Classroom	5	12	0	1
Institute for Multi-Sensory Education	10	300	40	0

Professional Education Associations

Provider Name	Number of Activities	Number of PDU'S	Number of Certificates Issued	Online Offering
Intermountain Children's Home and Services	2	10	8	0
Jeremy Bullock Safe Schools Summit	9	108	576	0
Journeys Consulting, LLC	1	3	18	0
Kaleva Law Office	9	47	580	3
Koterba-Coach, Life Coach for Teachers	1	6	1	0
MALT (Montana Association of Language Teachers)	2	10	60	0
Missoula Area Education Cooperative	6	98	19	0
Missoula Art Museum	3	6	14	0
Montana Afterschool Alliance	35	277	199	20
Montana Art Education Association	2	6	0	0
Montana Association for Pupil Transportation	5	51	27	0
Montana Association for the Education of Young Children	7	140	0	0
Montana Association of Family and Consumer Sciences	3	31	45	0
Montana Association of Gifted and Talented Education	14	46	113	3
Montana Association of Private Schools	1	6	25	0
Montana Association of School Psychologists	11	26	175	8
Montana Audubon Center	6	19	10	0
Montana Coaches Association	1	19	273	0
Montana Council for Computers & Technology in Education	2	18	126	0
Montana Council For Exceptional Children (MCEC)	21	222	302	0
Montana Council of Teachers of Mathematics	3	48	0	1
Montana Council on Economic Education	2	20	13	0
Montana Environmental Education Association	2	30	0	0
Montana Football Hall of Fame	3	3	0	0
Montana Forensics Educators Association	3	6	0	0

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Professional Education Associations

Provider Name	Number of Activities	Number of PDU'S	Number of Certificates Issued	Online Offering
Montana Learning Center	3	110	53	1
Montana Library Association	4	56	16	0
Montana Music Educators Association	2	35	299	0
Montana Natural History Center	3	110	1	1
Montana North Central Educational Service Region II	12	72	0	0
Montana PBS	28	79	411	17
Montana Post Secondary Educational Opportunities Council	1	4	0	0
Montana School Boards Association	12	75	0	10
Montana School Counselor Association	2	18	0	0
Montana Small Schools Alliance	25	96	591	6
Montana Social Scientists	2	15	1	1
Montana State Literacy Association	5	75	825	5
Montana State Music Teachers Association	3	25	3	0
Montana Technology Student Association	2	24	0	0
Montana Youth in Transition	1	13	27	0
National Wildlife Federation	16	96	30	0
National Wildlife Federation	1	6	6	0
Northwest Montana Educational Cooperative	16	113	182	2
Northwest Montana Reading Council	4	24	0	0
OER Project (Open Educational Resources)	3	6	0	3
Ortho Montana	1	6	30	0
Park County Special Education Coop	3	15	0	0
Prairie View Curriculum Consortium	24	43	359	18
Prairie View Special Services	3	20	9	1
Project Archaeology	3	9	0	0
Redgrave Education, LLC	2	90	0	2
Region I CSPD	24	124	637	12
Region II CSPD	25	126	376	5
Region III CSPD/Montana Center	66	375	701	11
Region IV CSPD	23	196	41	5
Rehab Seminars	11	209	6	11
School Administrators of Montana	31	510	0	0

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Professional Education Associations

Provider Name	Number of Activities	Number of PDU'S	Number of Certificates Issued	Online Offering
School Services of Montana	53	270	1279	5
Sheridan County Behavioral Health Coalition	1	1	30	0
Society of Health & Physical Educators (SHAPE) Montana	4	25	185	0
STRIVE	6	102	2730	0
Summit Behavior Consulting	1	6	0	0
Tamarack Grief Resource Center	21	58	1	1
TechKnowledgies	2	12	50	0
The Family Tree Center	2	11	3	0
The Friends of Irish Studies	1	60	1	1
The Gilder Lehrman Institute of American History	1	15	0	1
The National Energy Education Development Project	1	7	0	0
The Source for Learning	37	47	2	37
Think Outside LLC, DBA Escape Room Parties	2	4	12	0
Tim Tharp, Certified Instructor for Youth MHFA and QPR	1	8	6	0
Transformative Reading Teacher Group	8	105	0	3
Treasure State Orff (Montana Chapter of American Orff Schulwerk Association)	2	7	24	0
Trinity Lutheran School - Kalispell	1	5	0	0
Trish Schreiber, M.A., C.E.T.	2	1	0	0
Valley Oak Education Resource Center	1	1	0	0
Western Montana Professional Learning Collaborative (WMPLC)	5	195	5	5
WM-CSPD	34	148	684	16
WM-PLC/WM-RESA	23	347	9	19
Yellowstone-West/Carbon County Special Services Coop	5	15	63	0
YETI Consulting LLC	2	4	38	2
Youth Entrepreneurs	3	42	13	2
Zero to Five Montana	3	1	0	0
Totals:				
116 Providers	**1478 Activities**	**12,534 Unit Hours**	**24,545 Certs**	**328 Online**

Schools

Provider Name	Number of Activities	Number of PDU'S	Number of Certificates Issued	Online Offering
Alberton School District	1	15	0	0
Anaconda School District #10	15	80	2	2
Ashland Public School	9	53	28	0
Bainville Public School	1	8	0	0
Baker Public Schools	7	37	150	0
Bear Paw Cooperative	5	57	17	0
Beaverhead County High School	4	17	4	4
Belfry School District	1	3	0	0
Belgrade Public Schools	72	484	358	4
Big Sandy Public Schools	2	12	0	0
Big Sky School District #72	3	33	13	0
Big Timber Grade School	1	2	25	0
Bigfork School District #38	5	28	0	0
Billings Catholic Schools	7	112	93	4
Billings Public Schools	316	2211	2426	111
Bonner School	2	4	0	0
Boulder Elementary School District	2	12	0	0
Box Elder School District 13G	14	25	136	0
Bozeman Public Schools	74	1780	466	5
Bridger School District	2	7	1	1
Broadus Public Schools	1	6	10	0
Brockton Public Schools	9	51	0	1
Browning Public Schools	55	782	1792	1
Butte Central Catholic Schools	10	21	276	0
Butte School District #1	27	145	1741	0
Cayuse Prairie School	2	22	12	0
Charlo School District 7J	3	18	0	0
Chinook Public Schools	2	12	32	0
Clancy Elementary	5	38	62	0
Clinton Public Schools	1	2	0	0
Colstrip Public Schools	10	70	249	3
Columbia Falls Schools	62	492	60	18
Columbus Public Schools	2	8	0	0
Conrad Public Schools	5	34	45	2
Corvallis School District	9	34	139	0
Cottonwood Day School	5	28	0	3

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Schools

Provider Name	Number of Activities	Number of PDU'S	Number of Certificates Issued	Online Offering
Culbertson K-12 Schools	3	17	64	0
Cut Bank Public Schools	300	1557	2101	3
Darby Public Schools	3	18	0	0
De La Salle Blackfeet School	4	24	24	0
Dixon Public School	6	36	0	0
Dodson School District	10	134	0	0
Drummond Public Schools	4	77	81	1
Dutton/Brady School District #28C	3	10	30	0
East Helena Public Schools District #9	26	93	11	0
Elysian School	6	40	0	1
Ennis School District #52	1	6	35	0
Eureka Public Schools	7	106	128	3
Evergreen School District # 50	25	147	0	0
Fair-Mont-Egan School District #3	2	30	0	0
Fairview Public Schools	5	30	175	0
Florence-Carlton School	6	26	44	0
Fortine School	2	14	7	0
Frenchtown School District #40	6	43	16	2
Froid Public School	7	77	7	6
Frontier School	1	6	20	0
Geraldine Schools	1	3	0	0
Glasgow K-12 Schools	18	66	499	16
Glendive Public Schools	10	66	91	4
Great Falls Public Schools	80	468	1672	1
Hamilton K-12 Schools	34	204	556	4
Fortine School	2	14	7	0
Hardin Public Schools	12	69	185	0
Harlem Public Schools District #12	1	7	52	0
Harlowton Public Schools	3	16	16	0
Havre Public Schools	97	529	0	7
Headwaters Academy	5	16	31	1
Helena Christian School	3	6	11	0
Helena Public Schools	198	1332	2345	18
Hellgate Elementary - Dr. Douglas Reisig	1	17	0	0
Hellgate Elementary School District	1	15	0	0

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Schools

Provider Name	Number of Activities	Number of PDU'S	Number of Certificates Issued	Online Offering
Heritage Christian School	9	31	0	0
Hinsdale Public School	3	12	32	1
Huntley Project K-12 Schools	3	21	58	0
Hysham Public Schools	3	13	43	0
Jefferson High School	4	31	76	1
JIGSAW Consulting	9	41	34	8
Jordan Public Schools	2	20	35	0
Judith Gap Public Schools	15	68	84	0
Kalispell Public Schools	146	1286	1018	16
Lame Deer Public Schools	53	241	1119	7
Laurel Public Schools	33	195	930	0
Lewistown Public Schools	4	30	79	0
Libby K-12 Schools	3	18	189	0
Lima School District #12	4	51	41	3
Lincoln K-12 Schools	1	6	14	0
Livingston School District #1 and #4	8	62	219	0
Lockwood School	16	164	113	3
Lolo School District	2	24	43	0
Manhattan Christian School	20	102	466	0
Manhattan Public Schools	9	31	365	5
Marion Public Schools	1	7	0	0
Miles City Unified School District	12	47	246	1
Missoula Catholic Schools	5	115	85	1
Missoula County Public Schools	122	956	1684	11
Monforton School District #27	4	24	66	0
Montana City School	23	79	294	6
Montana Digital Academy	77	96	187	61
Moore Public School	9	70	144	0
MT Catholic Schools-GFB	2	10	149	0
Nashua K-12 Schools	3	6	0	0
Noxon School District #10	2	9	14	0
Park City School	1	12	0	0
Philipsburg School District	1	2	0	0
Pine Hills Correctional Facility	2	40	0	0
Plains Public Schools	2	12	30	0
Plentywood K-12 Schools	1	6	45	0
Plevna School District	2	7	10	1

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Schools

Provider Name	Number of Activities	Number of PDU'S	Number of Certificates Issued	Online Offering
Polson Public Schools	9	59	237	0
Poplar Elementary	12	45	121	0
Poplar Public Schools	5	21	106	0
Ramsay Schools	3	17	0	0
Reed Point Public School #9-9	1	6	0	0
Richey Public Schools	2	4	0	0
Ronan School District #30	15	52	47	0
Roundup School District 55 & 55H	2	21	0	0
Ryegate Public Schools	1	16	8	0
Scobey K-12 Schools	3	44	6	0
Shepherd Public Schools	8	43	0	2
Sidney Public Schools	4	48	148	0
Smith Valley School District 89	7	42	123	0
Somers School District 29	108	636	1253	2
St. Labre Catholic School	20	134	1940	0
St. Regis K-12 School District	9	108	171	0
St. Andrew School	14	51	37	5
Stevensville Public Schools	5	36	170	0
Sunburst School District #2	1	11	0	0
Superior K-12 Public Schools	6	165	58	3
Sweetgrass County High School	3	60	3	3
Target Range School District #23	3	15	0	0
Thompson Falls Public Schools	7	34	163	1
Three Forks Schools	25	52	584	0
Townsend School District #1	9	84	286	2
Trout Creek School District	2	24	0	0
Troy Public Schools	8	55	139	0
Two Eagle River School	8	97	99	1
Ulm Elementary School	6	23	10	5
Upper West Shore- Dayton	4	12	0	0
Valley Christian School	15	87	0	13
Walsworth Yearbooks	8	76	0	1
West Valley School District	8	19	57	0
West Yellowstone School District 69	9	49	64	0
Westby School District	3	13	0	0
White Sulphur Springs School District 8	6	38	0	6

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Schools

Provider Name	Number of Activities	Number of PDU'S	Number of Certificates Issued	Online Offering
Whitefish Christian Academy	4	20	3	0
Whitefish Public Schools	105	624	0	31
Whitehall Public Schools	1	7	0	0
Wibaux Public Schools	1	14	12	0
Winnett Schools	1	10	1	1
Wolf Point School District	6	34	0	1
Yellowstone Academy	5	53	0	1
Yellowstone Boys and Girls Ranch	2	12	0	0
Totals:				
118 Providers	**2,742 Activities**	**19,094 Units/Hours**	**30,116 Certificates**	**429 Online**

Tribal

Provider Name	Number of Activities	Number of PDU'S	Number of Certificates Issued	Online Offering
CSKT Education Department	523	804	52,857	471
Totals:				
1 **Provider**	**523** **Activities**	**804** **Units/Hours**	**52,857** **Certificates**	**471 Online**

Universities and Colleges

Provider Name	Number of Activities	Number of PDU'S	Number of Certificates Issued	Online Offering
Carroll College	25	212	61	0
Dawson Community College	5	46	8	1
DIG Field School - University of Washington	2	80	8	0
Flathead Valley Community College	9	138	9	3
Fort Peck Community College	2	28	0	0
Great Falls College MSU	4	41	51	1
Helena College	3	72	3	3
Master of Science in Science Education (MSSE)	4	12	0	4
Maureen and Mike Mansfield Center at the University of Montana	5	5	13	5
Miles Community College	13	242	22	7
Missoula College UM, Outreach Office	4	96	4	4
Montana State University - EQ STEMM Grant	3	53	26	0
Montana State University - Modern Languages and Literature	4	80	0	0
Montana State University - Storytelling Grant	8	200	0	8
Montana State University American Choral Directors Chapter	1	12	0	0

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Universities and Colleges

Provider Name	Number of Activities	Number of PDU'S	Number of Certificates Issued	Online Offering
Montana State University Billings - Elk River Writing Project	7	314	16	0
Montana State University Dyslexia & Innovation Symposium	13	23	209	11
Montana State University Extension - Remote Work Professional Certificate	4	16	0	4
Montana State University Extension Community Development	1	4	0	1
Montana State University Music Department	2	28	0	0
Montana State University Teacher Education Program	2	17	59	1
Montana State University; Dr. Jioanna Carjuzaa	2	30	0	0
Montana Team Nutrition Program	14	98	26	0
Montana Tech - Petroleum Engineering Dept	4	124	0	0
Montana Tech of the University of Montana	4	79	34	0
MSU - Department of Education	1	1	1	1
MSU Academic Technology and Outreach	1	10	0	0
MSU Extension - Richland County	10	160	0	0
MSU Extension Forestry	1	6	0	0
MSU Valley County Extension	4	64	0	0
Osher Lifelong Learning Institute at University of Montana (MOLLI)	21	119	2	16
Presidio Graduate School	2	30	2	2
Salish Kootenai College	14	108	10	0
spectrUM Discovery Area (University of Montana science museum)	35	86	226	20
Stone Child College	23	156	0	0
The Art of Education	21	78	20	21
The University of Montana - Montana Safe Schools Center	1	6	60	0

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Universities and Colleges

Provider Name	Number of Activities	Number of PDU'S	Number of Certificates Issued	Online Offering
UM - Center for Children, Families and Workforce Development	33	218	718	25
UM - College of Education	194	2019	80	13
UM - Rural Institute	20	25	233	19
UM - Western	9	232	9	6
University of Kansas Center for Research on Learning	15	69	1	15
University of Montana - Computer Science	3	104	18	0
University of Montana Conference Services	6	18	36	0
University of Montana Department of Psychology	3	105	3	1
University of Montana Linguistics Program	35	137	684	0
University of Montana School of Journalism	1	4	0	0
University of Montana School of Public and Community Health Sciences	3	14	17	2
University of North Dakota Occupational Therapy Department	2	40	0	2
Yellowstone Writing Project	6	119	0	0
Youth Aware of Mental Health	1	36	0	0
Totals:				
51 Providers	**610 Activities**	**6,014 Units**	**2,669 Certificates**	**196 Online**

ITEM 21

ACTION TO ACCEPT AND PLACE ON FILE THE CLASS 7 LICENSURE CRITERIA FOR CROW AGENCY AND NORTHERN CHEYENNE

Matthew Bell

Montana Board of Public Education
Executive Summary

Date: November 15-17, 2023

Presentation	Class 7 MOU's
Presenter	Mathew Bell
Position Title	American Indian Culture & Language Coordinator Office of Public Instruction
Overview	This report covers the MOUs for Class 7 licensure for the Crow Nation and Northen Cheyenne Tribe. It will also provide an update on the Class 7 MOUs for: Blackfeet, Chippewa Cree, Fort Belknap, Fort Peck, Confederated Salish and Kootenai, and Little Shell.
Requested Decision(s)	Action Item
Related Issue(s)	Indian Language Preservation; teacher licensure; Class 7 licensure
Recommendation(s)	Approve the MOU for the Crow Nation Class 7 licensure. Approve the MOU for the Northern Cheyenne Tribe Class 7 licensure.

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First A+

Board of Public Education Meeting
November, 2023

Approval for the following:
1. The Crow (Apsaalooke) Nation Class 7 Memorandum of Understanding
2. The Northern Cheyenne (Tsistsistsas) Tribe Class 7 Memorandum of Understanding

Update on Class 7 MOU's from the following:
   a. Blackfeet (Pikuni)
   b. Chippewa Cree (Annishinabe & Neiyahwahk)
   c. Fort Belknap (Assiniboine & Aaniiih)
   d. Fort Peck (Assiniboine, Lakoda &Dakota)
   e. Confederated Salish & Kootenai (Séliš & Ktnuxa)
   f. Little Shell (Annishinabe/Metis)

Levi Black Eagle from the Crow Tribe is here to present the Crow Nation Class 7 Memorandum of Understanding for Class 7 teachers

Mina Sentinal and Dr. Ramey Growing Thunder from the Northern Cheyenne Tribe will present the Memorandum of Understanding for Class 7 teachers

Mathew Bell, American Indian Culture & Language Coordinator will share updates on the Blackfeet, Chippewa Cree, Fort Belnap, Fort Peck, Confederated Salish & Kootenai, Little Shell Class 7 MOU's

APSÁALOOKE NATION DEPARTMENT OF EDUCATION
P.O. Box 189 Crow Agency, Mt. 59022 (406)679-1102

Loretta Three Irons - Director
Gary H. Dawes - Higher Ed. Coordinator   Alberta Wall - AVT-DE Coordinator
Larry Blacksmith - J.O.M. Coordinator

EDUCATION

"Education is your most powerful weapon..."
Medicinehorsk (Plenty Coups)

MEMORANDUM OF UNDERSTANDING

A Memorandum of Understanding (MOU) between the Apsáalooke (Crow) Nation in conjunction with the Apsáalooke Nation Department of Education and the Montana Office of Public Instruction (Mt OPI).

WHERE AS – Administrative rules of Montana (ARM) 10.57.436(2) states: "The Superintendent of Public Instruction shall issue a Class 7 license based upon verification by the 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 …"; and

WHERE AS – The Crow (Apsáalooke) Nation wishes to have Class 7 American Indian Language and Culture specialists as allowed by ARM 10.57.436, the undersigned hereby agrees that the Apsáalooke Nation will submit for approval a Tribal Legislative document that will include the following.

1. Cultural knowledge – oral and written, personal character, and other criteria that will qualify a person to be a specialist in the language and culture of the Apsáalooke Nation.
2. The process of certification and recertification and the requirements for professional development for renewal of the Class 7 certificate and licensure. The approval and verification of the renewal units' documents submitted for renewal.
3. The name and position of the persons approved as the tribe's authorized representatives to make formal written recommendations on the Mt OPI education licensure form for application of a Class 7 Certificate.

THEREFORE – The Apsáalooke Nation understands and agrees that this MOU will be reviewed at least every five (5) years and may be renewed or amended as agreed to by the entities named herein. If there is no action taken, this MOU will automatically be renewed unless terminated by a written notice provided at least thirty (30) days prior to termination by either of the entities named herein.

If the persons named as the authorized representative to make recommendations to the Mt OPI for Class 7 licensure is no longer available, the Apsáalooke Nation understands there will be no Class 7 licenses approved until a replacement is named and documented with both the Mt OPI and Crow Tribe

New information provided regarding this existing MOU will be considered an addendum and must be signed and submitted to Mt OPI by the Apsáalooke Nation Chair in conjunction with the Apsáalooke Nation Department of Education.

All provisions mentioned in this document are hereby agreed to on this _15th_ day of _June_, 2023.
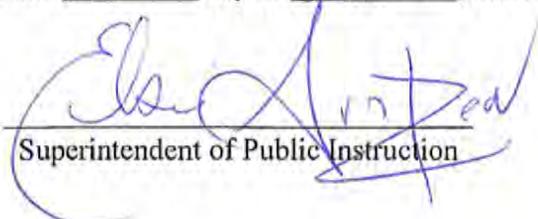
_____   _____
Apsáalooke Nation Chair   Superintendent of Public Instruction

Executive Branch of the Apsáalooke Nation

Post Office Box 159 Crow Agency, Montana 59022
Ph. 406-679-6567

Frank White Clay, Chairman

Lawrence DeCrane, Vice Chairman

Levi Black Eagle, Secretary

Channis Whiteman, Vice Secretary

Bekki Flanagan, Licensing Specialist
Montana Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

Dear Ms. Flanagan,

This is an official notice to your office on the signature authority for the Class 7 Licensure for the Crow Tribe.

Loretta Three Irons, Crow Tribe Education Director, will be the official designee to sign Class 7 Licensure Applications.

If you have any questions contact Loretta Three Irons at loretta.threeirons@crow-nsn.gov Work phone 406-629-0169.

Sincerely,

Frank White Clay
Chairman of the Crow Tribe

Cc: Lorri Weiss
Licensing Specialist

Montana Class 7 Native American Language & Culture Certification Process for the Apsáalooke Nation

PURPOSE:

- To assess the Apsáalooke oral and written language proficiency of applicants.
- To assess the Apsáalooke cultural knowledge base of applicants.
- To assure applicant has language & culture TEACHING ABILITIES in a classroom setting.

PROCEDURE:

After an application review, the Apsáalooke Language Proctor (ALP) will offer the assessment.

- Part I: Apsáalooke Oral Language Proficiency Test (No more than 15 minutes in length).

- Part II: Apsáalooke Cultural Knowledge Test (this will be written, 20-25 Minutes in length).

Part I: **Apsáalooke Oral Language Proficiency Test** (15-20 Minutes)

The applicant will select one of the following options -

Option 1   Applicant will choose an Apsáalooke short story and present it in the Apsáalooke storytelling mode to the Apsáalooke Language Program Proctor.

Option 2   Applicant will orally present their personal autobiography in the Apsáalooke language. Apsáalooke Language Program Proctor will determine the language proficiency of the applicant.

Option 3   If the applicant is over the age of 55 and the Apsáalooke Language Program Proctor attests to the applicant's language proficiency, the applicant will be accepted for the proficiency part of the test.

Part II: **Apsáalooke Written Cultural Knowledge Test** (Minimum 15 minutes in length).

The applicant will select one of the following options -

Option 1   The applicant will select a topic listed and in the written Apsáalooke Language write about what knowledge they have of their selected topic. Apsáalooke Language Program Proctor will score the writing.

Option 2   The applicant will answer one of 4 essay questions in a written Apsáalooke format, no more than two paragraphs. Apsáalooke Language Program Proctor will score the written test.

Montana Class 7 Native American Language & Culture Certification Process for the Apsáalooke Nation

There is no filing fee with the Apsáalooke Nation Education Department application process.

However, applicants will be required to submit a filing fee with the Montana Office of Public Instruction Certification Office upon completion of their Apsáalooke Language & Culture Class 7 Certification Process. Information regarding this is shown below.

The Montana Office of Public Instruction

Mt OPI has installed an online application process. Mail in application documents are no longer accepted.

The following is information on how to submit an application through the OPI educator licensure system. When you get to the TeachMT site, you will be asked to set up an account.

Note: With any documents you accumulate and are necessary for your submittal, you will be asked to scan them and attach them during the TeachMT online application process.

Application Process:

Submit your online application through the licensing system TeachMT. Do not mail in a paper application, if you do it will be mailed back to you and slow down your process.

All application materials and required fees must be received before your application is evaluated.

Applications left incomplete for 90 days will be purged.

Montana Class 7 Native American Language & Culture
Recertification Process for the Apsáalooke Nation

Recertification

Recertification process for the Montana Class 7 Apsáalooke Language & Culture Educator Certificate.

1. Class 7 Apsáalooke Language & Culture Educator Certificate recertification applicants will be required to submit 60 renewal units through the online application process on the MT OPI TeachMt website. Any renewal units will need to be approved by the OPI Certification Office and the Apsáalooke Nation Education Department. Recertification should be done five (5) years after receiving an initial Class 7 Certification and every five (5) years there after, as per Mt OPI requirements.

When offering renewal units, please offer (as many as possible) renewal units that are pertinent to Tribal language and culture.

Application for recertification filing fees for the Montana Class 7 Certificate through the MT OPI TeachMt application site will be necessary.

2. After completing the recertification process through MT OPI TeachMt Educator Licensure website, the applicant will be required to submit a copy of the 60 renewal units' documents submitted and a copy of the Mt Class 7 Teaching Certificate received.

These documents will be filed along with all testing documents that were approved by the Apsáalooke Nation Education Department.

Montana Class 7 Native American Language & Culture
Certification Process for the Apsáalooke Nation

Applicant's Name: _____   School: _____

ALP Proctor: _____   Date: _____

Background Information:

1. What is your experience in teaching language in a classroom setting?

   _____

   _____

2. Montana Class 7 Teaching License is the teaching of language and/or culture. What are you now or will you be teaching?

   _____

   _____

3. What grade level(s) will you be teaching and where?

   _____

PART I: Apsáalooke Oral Language Proficiency Test (3 options - 15-20 Minutes)

Option 1

Apsáalooke oral short story - Title of Story: _____

Remarks:

_____

_____

Proficient _____   Pass _____   Novice _____   Fail _____

Option 2

Oral - Personal Autobiography of applicant:

Remarks:

_____

_____

Proficient _____   Pass _____   Novice _____   Fail _____

Option 3

Grandfather Clause - over the age of 55 & proficient in the Apsáalooke language:

Remarks:

_____

_____

Proficient _____   Pass _____   Novice _____   Fail _____

Part II: <u>**Apsáalooke Written Cultural Knowledge Test**</u> (2 options - Minimum 15 minutes).

Option 1   Select one of the listed and explain in written form using the Apsáalooke Language:

Circle or check selection

1. Clan System _____
2. Migration _____
3. Stories/Uses _____
4. Apsáalooke Flag _____

Comments/Remarks:

_____

_____

Proficient _____   Pass _____   Novice _____   Fail _____

Option 2   Select one of the listed essays and write using the Apsáalooke Language, on a separate piece of paper:

Circle or check selection number -

1._____Explain/Discuss the origin and importance of the Apsáalooke clan system.

2._____Explain/Discuss the origin, migration, and settlement of the Apsáalooke people in present-day Montana.

3._____Explain/Discuss how Apsáalooke stories are used and why they are important in the Apsáalooke culture.

4._____Explain the significance of each symbol on the Apsáalooke Nation flag.

_____   _____

Apsáalooke Language Program Proctor   Date

Montana Class 7 Native American Language & Culture
Certification Process for the Apsáalooke Nation

Name of Applicant: _____

Please circle one for each part:

    I.   Apsáalooke Oral/Written Language: Pass   Fail

    II.   Apsáalooke Cultural Knowledge: Pass   Fail

_____   _____

Apsáalooke Language Program Proctor   Date

Class7- Native American (Apsáalooke) Language & Culture Proctor

Approval of the Class 7 – Native American Apsáalooke Language & Culture certification

The designated official(s) for signing Montana Class 7 Apsáalooke Language & Culture Educator Certification applications for the Apsáalooke Nation shall be the currently designated proctor of the Apsáalooke Language Program of the Apsáalooke Nation Education Department.

The individual designated is -

    <u>Loretta Three Irons</u>

The above-named individual is authorized to certify application documents for the Montana Class 7 Apsáalooke Language & Culture Educator Certificate who have met tribal standards of competency and fluency: Administrative Rules of Montana (A.R.M. 10.57.436

With the signature of the applicant and the individual authorized to certify, the applicant has been approved by the Apsáalooke Nation Education Department to receive the Mt Class 7 Teaching Certificate through the State of Montana.

_____

Loretta Three Irons - Apsáalooke Language Program Proctor

_____

Applicants Signature

_____

Date

-WOHEHIV-
The Morning Star

NORTHERN CHEYENNE TRIBE
ADMINISTRATION
P.O. BOX 128
LAME DEER, MONTANA 59043
(406) 477-6284
FAX (406) 477-6210

-WOHEHIV-
The Morning Star

MEMORANDUM OF UNDERSTANDING

BETWEEN THE OFFICE OF PUBLIC INSTRUCTION AND THE NORTHERN CHEYENNE TRIBE

The office of Public Instruction (OPI) and the NC Tribe agree to the following Memorandum of Understanding (MOU).

WHEREAS Administrative Rules of Montana (ARM) 10.57.436(2) states: The Superintendent of Public Instruction shall issue a Class 7 license upon verification by the authorized representative of a tribal government, that has a memorandum of understanding 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 and

WHEREAS the Northern Cheyenne Tribe wish to have Class 7 American Indian language cultural specialists as allowed by ARM 10.57.436, the Northern Cheyenne Tribal Council adopted Resolution 94 (96) that details the following:

1. The cultural, experiential, character and other qualifications and criteria which qualify a person as competent to be a specialist in the *Cheyenne* language culture for which the license is being requested;

2. The specific requirements for professional development leading to renewal of a Class 7 license [The Northern Cheyenne Tribe will use the current requirement of earning 60 renewal units in five years; and

3. The approved Tribe's authorized representative, Chief Dull Knife College to make formal written recommendation on the form supplied by the Office of Public Instruction (OPI) for an applicant for Class 7 licensure and approved to verify the professional development plan for license renewal has been met.

The Northern Cheyenne Tribe understand and agree that this MOU will be reviewed at least every five years and may be renewed or amended as agreed by the parties, if no action is taken, the MOU will automatically renew unless terminated by written notice provided at least 30 days prior to termination, by either party.

If the designated person listed in # 3 is no longer available to make recommendations to OPI, the Northern Cheyenne Tribe understand there will be no Class 7 licenses approved until a replacement is designated authorized representative. New information provided will be considered an addendum to the existing MOU and must be submitted on official letterhead and signed by the President of the Northern Cheyenne Tribe.

The forgoing provision are hereby agreed to this 23rd day of August 2023
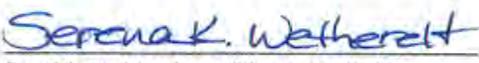
For the Northern Cheyenne Tribe: For the OPI:
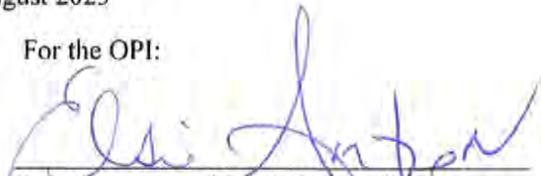
Serena K. Wetherelt   _Elsie Arntzen_
President, Northern Cheyenne Tribe   Superintendent of Public Instruction

LITTLE WOLF AND MORNING STAR - Out of defeat and exile they led us back to Montana and won our Cheyenne homeland that we will keep forever.

Chief Dull Knife College

BOX 98 • Lame Deer, Montana 59043

Phone (406) 477-6215

To Whom It May Concern:

The authorized signatory for Chief Dull Knife College and the Northern Cheyenne Tribe is Burt Medicinebull.

Respectfully,

Eva Flying

President

Chief Dull Knife College
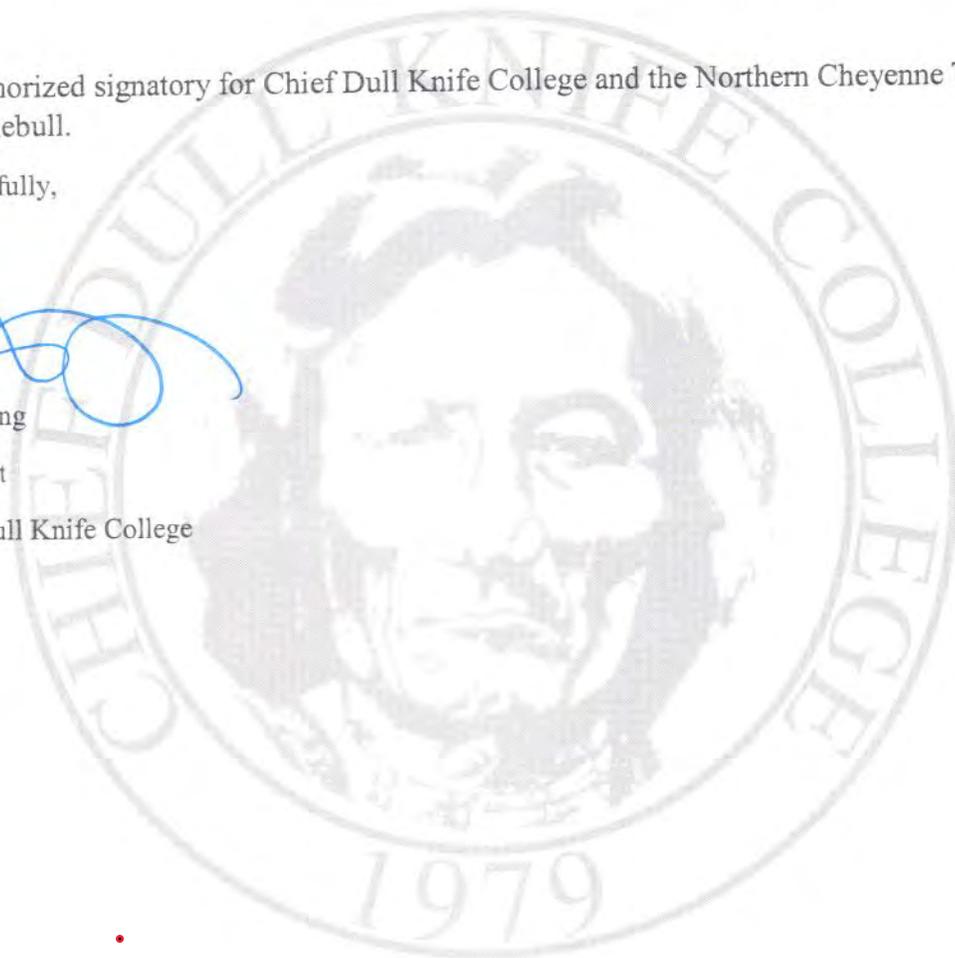
BE IT FURTHER ORDAINED, that the Tribal Council authorizes and instructs the Tribal President to negotiate and sign a contract with Earth Island Institute with terms consistent with this Ordinance, with the assistance of the Tribal Attorney and take all actions necessary to implement this Ordinance.

PASSED, ADOPTED AND APPROVED by the Northern Cheyenne Tribal Council by 9 votes for passage and adoption, 0 votes against passage and adoption, and 0 abstentions this 21st day of June 2021.
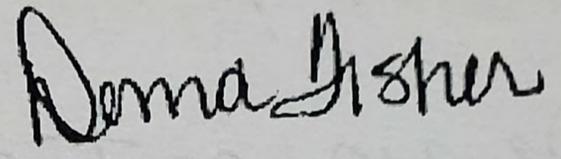
Donna Fisher, President
Northern Cheyenne Tribe

ATTEST:
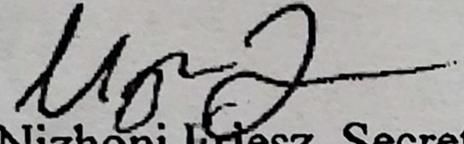
Nizhoni Friesz, Secretary
Northern Cheyenne Tribe

Approved:

THEDIS CROWE
Digitally signed by THEDIS CROWE
Date: 2021.07.07 09:22:36 -06'00'

Acting Superintendent

ORDINANCE NO. DOI – 018 (2021)

AN ORDINANCE FROM THE NORTHERN CHEYENNE COALITION OF CHEYENNE LANGUAGE SPEAKERS FOR THE PRESERVATION, REVITALIZATION, AND TEACHING OF THE CHEYENNE LANGUAGE (COALITION), APPROVED AND RECOGNIZED BY THE NORTHERN CHEYENNE TRIBAL COUNCIL WITH RESOLUTION NO. DOI-128 (1996), DESIRES TO CHANGE THIS APPROVAL AND RECOGNITION TO BE IN ORDINANCE FORM

WHEREAS, the Tribal Council of the Northern Cheyenne Tribe (Tribe) is the governing body of the Northern Cheyenne Tribe pursuant to the Amended Constitution and Bylaws of the Northern Cheyenne Tribe of the Northern Cheyenne Indian Reservation, as approved by the Secretary of the Interior on May 31, 1996; and

WHEREAS, the Tribal Council is authorized under Article IV, Section l(e), of the Tribe's Constitution to engage in any business that will further the economic well-being of the members of the Tribe and to undertake any economic activity of any nature whatever not inconsistent with law or any of the provisions of the Tribe's Constitution; and

WHEREAS, the Tribal Council is authorized under Article IV, Section 1 (l), of the Northern Cheyenne Tribal Constitution to cultivate and preserve native arts, crafts, culture, and Indian ceremonials; and

WHEREAS, Ordinance (10)97 states that the Northern Cheyenne people value this language, granted by Ma'heo'o to the Cheyenne people and is, therefore, a sacred language, it is the sacred duty of the present generation of Cheyenne language speakers to pass this sacred language to future generations; and

WHEREAS, only 364 fluent speakers remain on the Northern Cheyenne Reservation and it is imperative that the Northern Cheyenne Tribal Council support the changing of this document from a resolution to an ordinance; and

WHEREAS, the Northern Cheyenne Tribal Council has recognized and fully supports the Coalition to carry out the responsibilities expressed in Ordinance 10(97) and acknowledges that the Cheyenne language is the main conveyance of Cheyenne cultural values and its sacred words are indispensable in the performance of Cheyenne sacred rituals and ceremonies; now

THEREFORE BE IT ORDAINED that the Northern Cheyenne Tribal Council hereby reaffirms its full support, including financial support, of the Northern Cheyenne Coalition of Cheyenne language.

RESOLUTION #29-1654-2019-07   TRIBAL GOVERNMENT
                                                    Administrative

WHEREAS, the Fort Peck Tribal Executive Board is the duly elected body representing the
Assiniboine and Sioux Tribes of the Fort Peck Reservation and is empowered to act on behalf of
the Tribes. All actions shall be adherent to provisions set forth in the 1960 Constitution and By-
Laws, and

WHEREAS, this resolution supersedes resolution #28-1789-2017-04, the Fort Peck Tribal
Education Department requests the Class 7 application, testing and verification be housed within
the Education Department, and

Whereas, The Education Department is authorized to establish the eligibility of interested
people who may be verified as a qualified applicant for a Class 7 Certificate, for Native
American Language and Culture to be taught in Public Schools, and

Whereas, The Fort Peck Assiniboine and Sioux Language Committees will conduct oral and
written language requirements to determine if the applicant passes the written and oral language
examination for Class 7 Licensure. The Assiniboine language committee speakers consist of:
Ken Ryan, Viola Wood, Ron Moccasin, and Dean Blount. The Sioux Language Committee
speakers consist of: Dean Blount, Tom Escarcega Sr., Barbara Birdsbill, Ramey Growing
Thunder, and Tomecina Escarcega. These language committee members will conduct the
interviewing for all individuals applying for the Class 7 Certification test, and

THEREFORE BE IT RESOLVED, the Fort Peck Tribal Executive Board approves the Education
Department to be responsible for Montana State Office of Public Instruction Class 7 Language
and Culture Specialist licensing, testing and submission and to be processed at the Office of
Public Instruction in Helena, Montana.

CERTIFICATION

I, the undersigned Secretary/Accountant of the Tribal Executive Board of the Assiniboine and
Sioux Tribes of the Fort Peck Indian Reservation, hereby certify that the Tribal Executive Board
is composed of 12 voting members of whom 12 constituting a quorum were present at a Regular
Board meeting duly convened on this 8th day of July, 2019 and that the foregoing resolution was
duly adopted at such meeting by the affirmative vote of 11 for and 1 absent.

_____
Secretary Accountant

APPROVED:

_____
Chairman/Vice Chairman
Fort Peck Tribal Executive Board

ECUTIVE COMMITTEE
"Scott" Kipp, Sr., Chairman
ren J. Monroe, Jr., Vice-Chairman
ick Armstrong, Jr., Secretary
A. Gervais, Treasurer

BLACKFEET TRIBAL BUSINESS COUNCIL
Timothy Davis
Lyle Rutherford
Shelly Hall
Patrick Armstrong, Jr.
Virgil Last Star
Everett Armstrong
Lauren Monroe, Jr.
Iliff "Scott" Kipp, Sr.
Marvin Weatherwax, Jr.

RESOLUTION

Approving Signatory Authority for Class 7 Language Instructors

No. __33-2023__

WHEREAS, The Blackfeet Tribal Business Council is the duly constituted governing body within the exterior boundaries of the Blackfeet Indian Nation pursuant to Section 16 of Act of June 18, 1934 and Amendments thereof, and

WHEREAS, The Blackfeet Tribal Business Council has been organized to represent, develop, protect and advance the views, interests, and resources education and resources of the Blackfeet Indian Reservation, and

WHEREAS, The Blackfeet Tribal Business Council is empowered, pursuant to Article VI-Powers of the Council, Section 1(e) to manage all economic affairs and enterprises of the Blackfeet Reservation; and, Section 1(g) to manage tribal affairs in an acceptable and businesslike manner and in accordance with the administrative plan called the Plan of Operations, and

WHEREAS, The Blackfeet Tribal Business provides for the approval of Class 7 Instructors for the State of Montana OPI to certify Blackfeet Language Instructors through the public schools for persons who meet qualifications to provide the instruction, and

WHEREAS, The Blackfeet Tribal Business Council for each administration regularly approves signatory authority for which Councilmembers will provide the Class 7 approval, and

WHEREAS, The Blackfeet Tribal Business Council has started a new administration term in 2002 and has determined that the approval for Class 7 instruction should be provided by any one (1) of the nine (9) Tribal councilmembers upon proof that such Class 7 certification applicant meets the guidelines for Blackfeet Language

Instruction, now

THEREFORE, BE IT RESOLVED AS FOLLOWS:

1. The Blackfeet Tribal Business Council hereby approves any (1) Tribal Business Council of the nine (9) membership to approve Class 7 Blackfeet Language Instruction Certifications upon sufficient evidence that the guidelines are met for such certification by the applicant.

2. That the Chairman or Vice-Chairman in the Chairman's absence and Secretary of the Blackfeet Tribal Business Council are hereby authorized to sign this Resolution and any other documents to effectuate the purposes of this Resolution.

ATTEST:

THE BLACKFEET TRIBE OF THE BLACKFEET INDIAN RESERVATION
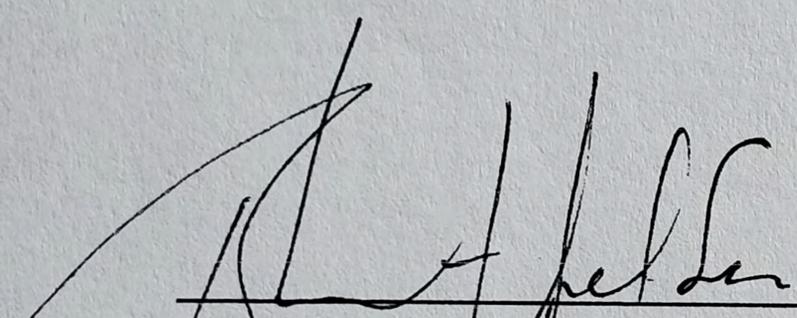
PATRICK D. ARMSTRONG, JR.
Secretary
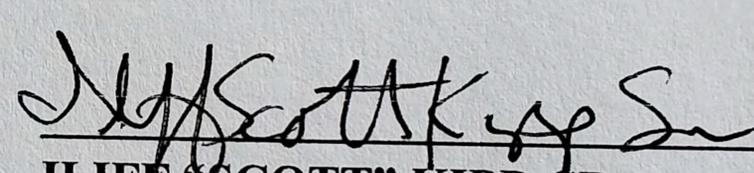
ILIFF "SCOTT" KIPP, SR.
Chairman

CERTIFICATION

I hereby certify that the foregoing Resolution was adopted by the Blackfeet Tribal Business Council in a duly called noticed and convened ___Special___ Session assembled for business the ___7th___ day of ___October___, 2022, with ___Seven___ (7) members present to constitute a quorum and by a vote of ___Seven___ (7) For, ___Zero___ (0) Opposed and ___Zero___ (0) Abstained.
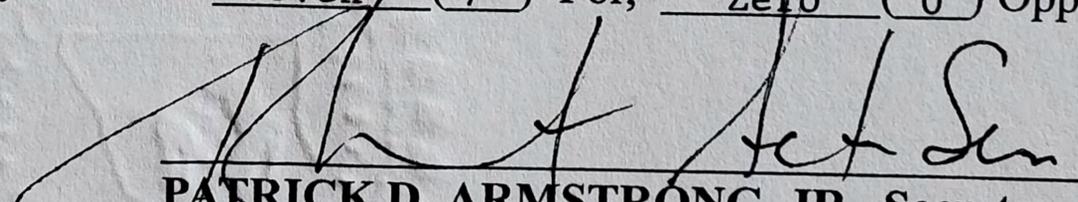
PATRICK D. ARMSTRONG, JR., Secretary
Blackfeet Tribal Business Council

(SEAL)

ITEM 22

ACTION ON THE SUPERINTENDENT'S EDUCATOR LICENSURE FEE PROPOSAL

Jay Phillips

Montana Board of Public Education
Executive Summary

Date: November 15-17 2023

Presentation	HB 403 Fee Schedule Projection
Presenter	Jay Phillips
Position Title	Chief Financial Officer Office of Public Instruction
Overview	This presentation provides the Board of Public Education updates on the fee projection for the implementation of provisions of HB 403.
Requested Decision(s)	Action Item
Related Issue(s)	Teacher licensure; legislative implementation
Recommendation(s)	Approve fee schedule projection to implement provisions of HB 403.

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
406-444-3680
www.opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First A+

Teacher Licenses Fee Projection
November 2023

License Type	5 Year License Avg	Estimated Revs		Fee Structure	
Class 1 - Professional Teaching	1,332	$ 39,960		Application Fee (New Licenses)	$6
Class 2 - Standard Teaching	2,426	$ 72,786		Technology Fee	$25
Class 3 - Administrator	369	$ 83,070		Teacher (5 Year @ $6)	$30
Class 5 - Alternative License	213	$ 6,396		Administrator (5 Year @$45)	$225
Class 6 - Specialist	161	$ 4,830		Emergency Auth (Annual)	$30
Class 7 - Native American Language & Culture	26	$ 792		Internships (Annual)	$30
Class 8 - Dual Credit - Only Postsecondary Faculty	18	$ 528			
Class 4A - CTE License	42	$ 1,254			
Class 4B - CTE License	26	$ 768			
Class 4C - CTE License	20	$ 600			
Class 5A - Alternative License - All Met Expect Praxis	53	$ 1,584			
Class CI 6 PS - School Psychologist	0	$ 6			
Class CI 6 SC - School Counselor	0	$ 12			
Class 5B A	2	$ 60			
Class 5B S	6	$ 186			
Class 5C	17	$ 510			
Class 5C A	2	$ 54			
Class 5C S	0	$ 6			
Emergency Authorization	126	$ 3,792			
Internships - New	169	$ 5,070			
Emergency Authorization (App Fee)	149	$ 894			
Internships - New (App Fee)	140	$ 840			
New Teacher Licenses (App Fee)	1,207	$ 7,242			
New Administrators (App Fee)	255	$ 1,530			
Total Teacher Licenses/Est. Licenses Revenues	5,009	$ 222,264			
Total License Applications/Est. Application Revenues	1,751	$ 10,506			
Total Technology Fees/Est. Technology Fees	5,009	$ 125,225			
Total Estimated Revenues		$ 357,995			

Funding

Funding Estimated	2021 (Actual)	2022 (Actual)	2023 (Actual)	2024 (Est)	2025 (Est)
General Fund	$ 366,690	$ 380,132	$ 299,140	$ 150,978	$ 173,470
State Special	$ -	$ -	$ -	$ 175,237	$ 355,237
Total Funding	$ 366,690	$ 380,132	$ 299,140	$ 326,215	$ 528,707

Expenditures

Operating	2021 (Actual)	2022 (Actual)	2023 (Actual)	2024 (Est)	2025 (Est)		
Personal Services	$ 288,234	$ 286,023	$ 238,529	$ 249,069	$ 260,480	$ 77,561	$ 80,645
Operating	$ 25,982	$ 39,711	$ 17,804	$ 30,464	$ 30,464		
TMT Maintenance	$ -	$ -	$ -	$ -	$ 185,000		
IDCs	$ 52,474	$ 54,398	$ 42,808	$ 46,682	$ 52,763	$ 12,953	$ 13,467
Total Expended	$ 366,690	$ 380,132	$ 299,140	$ 326,215	$ 528,707		

Note: Since last projection the agency has been notified two current full time staff will be moved to half time. This FTE reduction will reduce personal services in fiscal years 2024 & 2025 by $77,561 and $80,645, respectively. This reduction will also reduce IDCs by $12,953 and $13,467, respectively. Although there is a reduction in overall costs, the fee projection will remain the same as overall costs still exceed the state special revenue fund appropriation.
The

Elsie Arntzen, Superintendent

PO Box 202501
Helena, MT 59620-2501
406.444.5643
In-State Toll-free: 1.888.231.9393
TTY Users: 406.444.0235
opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First A+

Sent only via e-mail to KMStockton@mt.gov

November 7, 2023

Board of Public Education
Licensure Committee
PO Box 200601
Helena, MT 59620

Re: Response to November 2, 2023, letter about educator license fees

Dear Licensure Committee:

My educator license fee proposal very reasonably supports teacher recruitment and retention by minimizing fee increases for classroom teacher licenses.

Per HB 403, the Superintendent of Public Instruction is charged with recommending a fee structure to fund the licensing system. The Board of Public Education (BPE) must analyze the proposal and set the fee structure by accepting, rejecting, or modifying my proposal. BPE can choose to establish a larger fee increase on classroom teacher licenses to reduce the fee increase on administrator licenses, but that is not my recommendation.

Answers to your specific questions are below in italics.

Q: General Fund - Why does your proposal rely on general fund when the statute clearly states that the fees must fully fund the operations, maintenance, and personnel costs of the licensure system? We understand that a general fund contribution in FY2024 may be necessary, but certainly not in the future.
A: *To ensure program funding, the agency must use a portion of its General Fund appropriation in FY 2024 to cover the overages, discussed in the answer to the second question.*

Q: Employees - It is unclear how or why personal services expenditures took a dip in FY2023 and how or why the same expenditures then increased by almost $100k in FY2024. Is this due to an increase in FTE? Prior testimony indicated that the implementation of this new system would result in a decrease in FTE. What changed? Is it true that some of these employees are also responsible for other departments? If so, are their full salaries being included in these calculations? For example, if the Educator Licensure Director is also overseeing other divisions as well, not only licensure.

A: *HB 403 program appropriations were set based on the fiscal data compiled and presented in the fiscal note during session. The fiscal note included a staff reduction of 1 full-time equivalent (FTE) as the agency anticipated the new TMT system would be more efficient. The reduction of staff is projected to take place in calendar year 2025, when the Office of Public Instruction (OPI) will evaluate resources and finalize the decision to reduce staff resources. As these reductions have not yet taken place, the agency must budget the 1 FTE position in the budget projection to cover current staffing levels. In addition, the proposed budget reflects personal services cost increases in HB 13 (the pay plan bill). Not including those costs in the current appropriation resulted in the program having insufficient state special revenue funds. In regard to staffing assignments, an operational change removed .50 of the Licensure Director's effort and expense to Accreditation. The salary for the Director was appropriately adjusted to account for the additional duties, which netted a small savings to the Licensure program's overall costs. OPI's most recent license fee projection document is attached.*

Q: TMT Maintenance – It is our understanding that the TMT Licensure system is also being used for the OPI Accreditation process. If so, why the full expenditure for the maintenance of the system? For example, if the TMT Licensure System is being used for the new accreditation process, it should be divided among the other divisions as well, not just licensure.
A: *When OPI updates the TMT system to include Accreditation program activities, the costs associated with Accreditation program activities will be paid through a separate maintenance agreement, not the current maintenance agreement, which is only for the Licensure system.*

Q: Indirect Costs (IDCs) – Why such high-cost percentage for IDCs (16.7%)? We know that the Superintendent has drastically limited the footprint of the offices, therefore one would assume that the IDCs would also be reduced, especially given the number of employees no longer working in the offices.
A: *The 16.7% IDC rate was approved by the Department of Education as well as the Legislature. IDCs are based on actual program costs. As costs increase, so do the IDCs charged to the program. The Committee is correct that the agency has reduced the in-office workforce footprint, which has resulted in some budgets seeing a reduction in facilities operational costs. The reduction in facilities costs is offset by the increases in personal services (per HB 13) and the inclusion of TMT maintenance costs, with overall IDC costs increasing. IDC costs will potentially be reduced as personal services costs are reduced based on the FTE reduction discussed in the answer to the second question.*

My proposal minimizes the fee increase on classroom teacher licenses and is a reasonable approach to support teacher recruitment and retention, especially in light of the low average pay of classroom teachers in Montana.

Sincerely,

Elsie Arntzen, Montana Superintendent of Public Instruction

❖ ACCREDITATION COMMITTEE – (Items 23-27)

Madalyn Quinlan

ITEM 23

ACTION ON THE SUPERINTENDENT'S REQUEST TO REVISE TITLE 10, CHAPTER 55, HEALTH AND SCIENCE PROGRAM DELIVERY STANDARDS AND PROPOSED TIMELINE

Dr. Julie Murgel
Marie Judisch

Montana Board of Public Education
Executive Summary

Date: November 15-17, 2023

Presentation	Presentation for Content Standards Revision Timeline for ARM Title 10, Chapter 55 Health and Science Progarm Delivery Standards
Presenter(s)	
Position Title	Office of Public Instruction
Overview	This agenda item is presented to the BPE to consider the timeline and process for the revision of ARM Chapter 55: Health and Science Program Delivery Standards Attached is a rationale statement, proposed timeline, and overview for the revision of the ARM Chapter 55.
Requested Decision(s)	Action Item
Related Issue(s)	Content delivery standards; rulemaking
Recommendation(s)	Approve the timeline for revision of the health and science program delivery standards.

CHAPTER 55: Content Standards Revision Timeline and Overview

ARM 10.55.1301: Health and Physical Education Program Delivery Standards

ARM 10.55.1501: Science Program Delivery Standards

Rationale:

Using the negotiated rulemaking process involving independent stakeholder groups, Superintendent of Public Instruction, Elsie Arntzen is seeking to revise Chapter 55 Program Deliver Standards for Health and Physical Education and Science to align with 20-7-120, MCA. In particular, the statue addresses excused absences from curriculum requirements. Within the statue, a parent, guardian, or other person who is responsible for the care of a child may refuse to allow the child to attend or withdraw the child from a course of instruction, a class period, an assembly, an organized school function, or instruction provided by the district through its staff or guests invited at the request of the district regarding human sexuality instruction.

As previously addressed in the revision of content standards in 2019, the Superintendent is also seeking to revise program delivery standards: ARM 10.55.1301 and 10.55.1501. The program delivery standards in ARM Chapter 55 outline the common conditions and practices that will be evident in all programs within a school system to ensure that all students have educational opportunity to learn, develop, and demonstrate learning in the content standards and content-specific grade-level or grade-band learning progressions.

Proposed Timeline:

Presentation to BPE to open Chapter 56:	September 14-15, 2023
Board Approval of Timeline Revision:	November 15-17, 2023
Research and Review:	November 2023- December 2024
Revision:	January 2024 -February 2024
Negotiated Rulemaking:	March 2023 - June 2024
Adoption Phase	June 2024 -September 2024
Adoption	September 2024
Implementation	October 2024

Overview:

Research and Review (2 months)

> The OPI may
> - Gather and identify resources
> - Conduct comparison of current standards to research and data
> - Conduct focus groups

Revision (2 months)

> The OPI will
> - Select revision team members
> - Convene revision team

Negotiated Rulemaking (4 months)

> The OPI will
> - Select committee members
> - Convene committee
> - Create Economic Impact Statements and present to the Interim Education Committee of the Legislature

Rule Adoption (4 months)

> The OPI will
> - Present Superintendent's recommendation to the Board of Public Education (BPE)
>
> The BPE will
> - Conduct public hearings
> - Vote to adopt administrative rules

Implementation

> The OPI will
> - Identify and create resources
> - Identify and create professional development

Contact Information:

Marie Judisch, Senior Manager of Teaching and Learning, marie.judisch@mt.gov

BOARD OF PUBLIC EDUCATION TIMELINE
PROPOSED CHAPTER 55 RULES
HEALTH AND SCIENCE PROGRAM DELIVERY STANDARDS

- BPE approves rulemaking timeline   Nov. 15-17, 2023

- Proposal notice to BPE for consideration   July 17-19, 2024

- BPE authorization to publish proposal notice, including public hearing date   Sept. 12-13, 2024
  - Includes expert panel/work session (12) and notice (13)

- Proposal notice to SOS for publication in MAR   Sept. 24, 2024

- MAR publication of proposal notice   October 4, 2024
  - Public comment begins

- Public hearing date   Oct 25 – Nov 1, 2024

- Final public comment deadline   Nov. 4, 2024

- Adoption notice to BPE for consideration/respond to comments   Nov. 20-22, 2024

- BPE authorization to publish adoption notice   Jan. 2025

- Adoption notice to SOS for publication in MAR   Jan. 2025

- MAR publication of adoption notice   Jan. 2025

- Effective date of rules   July 1, 2025

*The Board of Public Education may revise the above dates, based on the requirements of the Montana Administrative Procedure Act and the rulemaking statutes.

ITEM 24

ACTION ON VARIANCE TO STANDARDS INITIAL REQUESTS AND RENEWALS

Ellery Bresler
Crystal Andrews

Montana Board of Public Education
Executive Summary

Date: November 15-17 2023

Presentation	Recommend Approval of the 2023-24 Initial and Renewal Variance to Standards (VTS) applications.
Presenter	Ellery Bresler; Crystal Andrews
Position Title	Accreditation Specialist; Director of Accreditation and Licensure Office of Public Instruction
Overview	This presentation provides the Board of Public Education recommendations from Superintendent Arntzen to approve Initial and Renewal Variance to Standards. The primary report is attached.
Requested Decision(s)	Approval of the six Variance to Standards applications.
Related Issue(s)	None
Recommendation(s)	Action 1: Approve State Superintendent Arntzen's recommendation of the four requests for Initial Variance to Standard. Action 2: Approve State Superintendent Arntzen's recommendations of the two requests for Renewal of Variances to Standards.

Montana
Office of Public Instruction
Elsie Arntzen, State Superintendent
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Elsie Arntzen, Superintendent
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Montana Board of Public Education
November 15-17, 2023

Superintendent's Recommendations on the Applications for Variances to Standards
Submitted by Schools, October 2023 for Implementation
For the 2023-2024 School Year

Initial Applications

Application 1

Anaconda Public Schools – *Anaconda Jr High School* (SC:15890) & *Anaconda Sr High School (0326)* - variance to ARM 10.55.709- Library Medial Specialist FTE
The superintendent recommends approval of the initial request for the variance as submitted in this application.

Application 2

Eureka Public Schools – *Eureka Elementary (SC: 0710)* - variance to ARM 10.55.709- Library Media Specialist FTE
The superintendent recommends approval of the initial request for the variance as submitted in this application.

Application 3

Eureka Public Schools – *Eureka Elementary (SC: 0710) & Eureka Middle School (1724)* - variance to ARM 10.55.710- School Counselor FTE
The superintendent recommends approval of the initial request for the variance as submitted in this application.

Application 4

Livingston Public Schools – *Park High School (SC: 0823)* - variance to ARM 10.55.710- School Counselor FTE
The superintendent recommends approval of the initial request for the variance as submitted in this application.

Renewal Applications

Application 5
Hardin Public Schools – *Hardin High School* (SC:0037) - variance to ARM 10.55.709- Library Media Specialist FTE
The superintendent recommends approval of the renewal request for the variance as submitted in this application.

Application 6
Polson Public Schools – *Polson High School* (SC: 0633) - variance to ARM 10.55.709- Library Media Specialist FTE
The superintendent recommends approval of the renewal request for the variance as submitted in this application.

Not Applicable Application

Application 7
Columbia Falls Public Schools – *Glacier Gateway Elementary* (SC:0418)) - variance to ARM 10.55.709- Library Media Specialist FTE
The superintendent recommends that due to the school being in compliance at the time the application was submitted, the variance is not applicable.

Elsie Arntzen, Superintendent

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OFFICE OF PUBLIC INSTRUCTION
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Agenda

October 27, 2023

9:00 am Call to Order

- Roll Call
- Statement of Public Participation
  - *The Variance to standards Review Board encourages the public to participate in board discussions. Persons who wish to participate should sign the public comment sign-in sheet and identify themselves to the board chair prior to the board's consideration of the matter in which the person are concerned. Anyone wishing to participate in board discussions will be recognized by the chairperson in keeping with normal board parliamentary procedure. The public will be afforded the opportunity to comment before the Review board on every action item on the agenda prior to final board action.*
- Adoption of Agenda
- Review of ARM 10.55.604 & 10.55.608
- Welcome New Board Members and Board Terms.
- Approval of April 12, 2023, Meeting Minutes
- Review & Make Recommendations- Initial Applications
- Public Comment
- Adjourn

Initial Applications:

1. **Anaconda Public Schools –** *Anaconda Jr High School* **(SC:15890) &** *Anaconda Sr High School (0326)*
   10.55.709 - Library Media Specialist FTE

2. **Columbia Public Schools –** *Glacier Gateway Elementary (SC: 0418)*
   10.55.709 - Library Media Specialist FTE

3. **Eureka Public Schools –** *Eureka Elementary (SC: 0710)*
   10.55.709 - Library Media Specialist FTE

4. **Eureka Public Schools –** *Eureka Elementary (SC: 0710) & Eureka Middle School (1724)*
   10.55.710 – School Counselor FTE

5. **Livingston Public Schools –** *Park High School (SC: 0823)*
   10.55.710 – School Counselor FTE

Elsie Arntzen, Superintendent

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Renewal Applications, Information Only:

1. **Hardin Public Schools – Hardin High School (SC:0037)**
   10.55.709 - Library Media Specialist FTE

2. **Polson Public Schools - Polson High School (SC:0633)**
   10.55.709 - Library Media Specialist FTE

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Welcome and Introduction

1. **Call to Order:** chairman Fred Anderson called meeting to order 9:00 am

2. **Roll Call**
   Fred Anderson – Chair - present
   Kelly Haverlandt – *Vice Chair - present*
   Cammie Knapp – present
   Jay Phalen – present
   Eric Myers – present
   Ashley Olson – present
   Hannah Nieskens –present
   Eric Matthews – present
   Nancy Stiffarm - absent
   Abby Moscatel - present

3. **Statement of Public Participation - Fred Anderson**

4. **Adoption of Agenda**
   Motion: Eric Matthews moved to adopt the agenda
   Second: Kelly Haverlandt
   Vote: YES 9 – NO 0

5. **Review of ARM 10.55.604 Variances to Standards Process and ARM 10.55.608 Charter School Applications** - Ellery Bresler

6. **Welcome of New Members and Member Terms** - Ellery Bresler

7. **Approval of April 12, 2023, Meeting Minutes**
   Motion: Eric Matthews
   Second: Cammie Knapp
   Vote: YES 9 – NO 0

8. **Application 1 - Anaconda Public Schools – *Anaconda Jr High School (SC:15890) & Anaconda Sr High School (0326)***
   10.55.709 - Library Media Specialist FTE
   This application is an Initial Request for two years.

   Public Comment: Eric Swanson is the principal of Anaconda presented application

Elsie Arntzen, Superintendent

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Board Discussion/Comment: Board discussion of application.
Motion: Eric Matthews for Superintendent to take to the BPE for approval
Second: Hannah Nieskens
Vote: YES 9 – NO 0

9. **Application 2 - Columbia Public Schools – Glacier Gateway Elementary (SC: 0418)**
10.55.709 - Library Media Specialist FTE
This application is an Initial Request for two years.

Public Comment:
Board Discussion/Comment: Board discussion of application. General discussion centered on the school's current status of compliance. The school is currently within the range for 1.0 FTE. The variance concerns the possibility of an increase in enrollment bringing the need for 1.5 FTE.

Motion: Eric Matthews moved the variance would not be recommended to the BPE due to the district currently being in compliance.
Second: Kelly seconded the motion
Vote: YES 7 – NO 2

Motion: Abby Moscatel made a motion to withdraw the vote and made a substitute motion to table the vote until the spring
Second: Hannah Nieskens

Motion: Abby Moscatel withdrew the substitute motion.

Motion: Eric Matthews made a motion to **deny** the variance recommendation
Second: Kelly Haverlandt
Vote: YES 9 – NO 0

10. **Application 3 - Eureka Public Schools – Eureka Elementary (SC: 0710)**
10.55.709 - Library Media Specialist FTE
This application is an Initial Request for two years.

Public Comment:
Board Discussion/Comment: Board discussion of application.

Motion: Kelly Haverlandt for Superintendent to take to the BPE for approval

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Second: Hannah Nieskens
Vote: YES 9 –   NO 0

11. **Application 4 - Eureka Public Schools – Eureka Elementary (SC: 0710) & Eureka Middle School (1724)**
    10.55.710 – School Counselor FTE
    This application is an Initial Request for two years.

    Public Comment:
    Board Discussion/Comment: Board discussion of application. General discussion on the school counselor requirements and what constitutes highly trained staff.

    Motion: Hannah Nieskens for Superintendent to take to the BPE for approval
    Second: Cammie Knapp
    Vote: YES 9 –   NO 0

12. **Application 5 - Livingston Public Schools – Park High School (SC: 0823)**
    10.55.710 – School Counselor FTE
    This application is an Initial Request for two years.

    Public Comment:
    Board Discussion/Comment: No discussion.

    Motion: Eric Matthews for Superintendent to take to the BPE for approval
    Second: Kelly Haverlandt
    Vote: YES 9 –   NO 0

13. **Recommendations to the Superintendent.**

14. **Meeting Adjourned**

    Motion: Eric Matthews moved to adjourn
    Second: Abby Moscatel

    Meeting adjourned @ 10:05 a.m.

Elsie Arntzen, Superintendent

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2023-2024 Variance to Standards
Initial Application Summary

1. **Anaconda Public Schools –** *Anaconda Jr High School* **(SC:15890) &** *Anaconda Sr High School (0326)*
   a. 10.55.709(1)(b) Library Media Specialist FTE, 1 FTE for schools with 251-500 students.
      i. <u>Application Request</u>: To have 1.0 total Library Media Specialist FTE for both Anaconda Jr High School and Anaconda Sr High School with a total enrollment of 465.
         1. Anaconda Sr. High School Enrollment – 298
         2. Anaconda Jr. High School Enrollment - 167
      ii. Required Library Media Specialist FTE for both the high school and the junior high is 1.5 FTE.
      iii. Workable Reasons
         1. Grades 7-12 are in the same building.
         2. Total enrollment is 465 between the 2 schools.
         3. There is a certified Librarian available in the library all 7 periods.
      iv. This is an <mark>Initial Request</mark> for two years.

2. **Eureka Public Schools –** *Eureka Elementary (SC: 0710)*
   a. 10.55.709(1)(b) Library Media Specialist FTE, (b) 1 FTE for schools with 251-500 students.
      i. <u>Application Request</u>: To have 0.5 Library Media Specialist FTE for Eureka Elementary.
      ii. Required Library Media Specialist FTE for Eureka Elementary (286 Enrollment) is 1.0 FTE
         1. Required Library Media Specialist FTE for Eureka Middle School (226 Enrollment) is 0.5 FTE
      iii. Workable Reasons
         1. Unique demographic of school. Sits adjacent to the middle school.
         2. The librarian is already splitting time between the two schools.
         3. Additional support of 0.5 FTE from a highly qualified paraprofessional.
         4. Unable to fill Library Media Specialist position due to no applicants.
         5. This is an <mark>Initial Request</mark> for two years.

3. **Eureka Public Schools –** *Eureka Elementary (SC: 0710) & Eureka Middle School (1724)*
   a. 10.55.710 School Counselor FTE, (1) A minimum equivalent of one full-time counselor for each 400 elementary (K-8) students shall be provided. The counselor/student ratio shall be prorated. (2) A minimum equivalent of one full-time counselor for each 400 high school students (including grades 7 and 8 if high school funding is received) shall be provided. The counselor/student ratio shall be prorated.

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    vi.   <u>Application Request</u>: To have 0.5 total school counselor FTE for Eureka Elementary & Eureka Middle School.

    vii.   The required School Counselor FTE for both schools is 1.275 FTE. (0.71 FTE for the elementary & 0.565 FTE for the middle school)

    viii.   Workable Reasons
1. Unique demographics of schools, they sit adjacent to each other.
2. Additional support of 0.5 FTE from a highly qualified paraprofessional and 0.5 FTE from a certified School Psychologist. A total of 1.5FTE devoted to the counseling needs of the students.

    ix.   Unable to fill a school counseling position due to no applicants and the current school counselor changed to part-time.

    x.   This is an ==Initial Request== for two years.

4. **Livingston Public Schools – *Park High School (SC: 0823)***
   a. 10.55.710(2) School Counselor FTE, A minimum equivalent of one full-time counselor for each 400 high school students (including grades 7 and 8 if high school funding is received) shall be provided. The counselor/student ratio shall be prorated.

       i.   <u>Application Request</u>: To have 1.0 total school counselor FTE for Park High School.

       ii.   The required School Counselor FTE is 1.095 FTE. (438 Enrollment)

       iii.   Workable Reasons
   1. Additional counseling support from Coordinated Professional Mental Health Staff.
   2. Additional academics need support from the work-based learning coordinator.

       iv.   Unable to fill the additional School Counseling position due to no applicants.

       v.   This is an ==Initial Request== for two years.

VARIANCES TO STANDARDS APPLICATION
Initial Application (two years)

Purpose: ARM 10.55.604(1) "A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement variance to an assurance standard or a section of assurance standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction."

DUE DATE

First semester implementation; second Monday in October

COUNTY:

DISTRICT:

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Anaconda Junior Senior High School

---

1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

MCA 10.55.709 (1) The school library shall be housed in a central location, and each school shall have a licensed and endorsed library media specialist in the following ratio:
(a) .5 FTE for schools with 126-250 students;
(b) 1 FTE for schools with 251-500 students;
(c) 1.5 FTE for schools with 501-1000 students;
(d) 2 FTE for schools with 1001-1500 students;
(e) 2.5 FTE for schools with 1501-2000 students;
(f) 3 FTE for schools with 2001 or more students;
(2) Schools of fewer than 126 students shall employ or contract with a licensed and endorsed school library media specialist.
(3) If a district has fewer than 126 students, the district may utilize a consortium, multidistrict agreement, or interlocal cooperative to secure these services.

We are a 7-12 school within one building servicing elemtary and high school students.

2. **Describe the variance requested.**

We would like to be allowed 1 FTE Librarian within the school to service our 469 students.

3. **Describe how and why the proposed variance would be:**

   a. **Workable.**

The way we have created our schedule there is a certified librarian availiable in the library all seven (7) periods every day during the student school year.

b. **Educationally sound.**

Both FTE's that service students throughout the day are certified Library Media Specialists.

c. **Designed to meet or exceed results under established standards.**

MCA 10.55.709 (c) 1 FTE for schools with 251-500 students, our current enrollment is 469 students and we have 1 FTE Library Media Specialist to fulfill the needs of our students.

   d. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

ARM 10.55.1801 Library Media and Information Literacy Program Delivery Standards Scheduling ensures that libraries respond to information needs, foster intellectual curiosity, and support learning, collaboration of classroom teachers of all disciplines to implement content area standards and to assist students in engaging in the inquiry/research process is ensured, modeling and supporting the ethical use of information, adherence to copyright laws, and respect for intellectual property is evident. We do have a physical and digital library collection that is current, balanced and reflects authentic historical and cultural contributions of Montana's American Indians and other minority and ethnic groups and engages in comprehensive long range planning to administer and manage, in a secure area, the human financial, digital, and physical resources of the library to locate, access, and use resources that are organized and cataloged and implements a viable collection development policy which includes the following components: materials selection and de-selection (our library has been recently purged), challenged materials procedure, intellectual/academic freedom statement, confidentiality assurance, copyright guidelines, gifts and donations. Our Library Media Specialists collaborate with classroom teachers of all disciplines to highlight and reinforce commonalities and links among curricular areas, cooperate and join with other libraries, encourage partnerships with information centers, and participate in school-wide technology and telecommunications digital service content planning. AJSHS meets the above standards.

4. **Attach Board of Trustee meeting minutes that show the Board of Trustees adopted the application for a variance at an official, properly noticed meeting that provides evidence that local school community stakeholders were involved in the consideration and development of the proposed variance to an assurance standard or a section of assurance standards.**
(Stakeholder groups include trustees, administrators, teachers, classified school staff, families, community members, and students as applicable.)

School Board will meet and review during the October 11, 2023 Regular Board of Education Meeting.

Required school district signatures:

Board Chair Name: Kevin Patrick
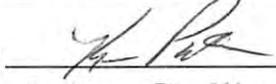
Board Chair Signature: _____ Date: 10-11-23

Superintendent Name: John Sullivan

Superintendent Signature: _____ Date 10-11-23

Email the signed form to:

OPIAccred@mt.gov

THE TRUSTEES OF ANACONDA PUBLIC SCHOOLS DISTRICT NO. 10 MET IN A REGULAR SESSION ON WEDNESDAY, OCTOBER 11, 2023 AT THE ADMINISTRATION BOARD ROOM.

CALL TO ORDER

Chair Patrick called the Regular meeting of the School Board of Trustees (Board) to order at 5:30 P.M. The meeting convened with 7 members of the Board present: Teal Allick, Charlie Farmer, Matt Ives, Sam Jovanovich, Keriann Orrino, Kevin Patrick, and Gayle Venturelli. All present was Superintendent John Sullivan and Business Manager/Clerk of the Board Gayle Holm.

APPROVAL OF AGENDA

Trustee Venturelli moved to approve the agenda as submitted. Trustee Orrino seconded the motion. The motion carried 7-0 with no objections.

PUBLIC COMMENT

Chair Patrick called for public comment. At this time the public had the chance to speak on items not on the agenda.

CONSENT AGENDA

MOTION

- Minutes - Regular Board Meeting – September 13, 2023
- Bills and Warrants for September 2023
  - Activity Warrants: 13336-13429
  - AP Claims Warrants: 55048-55120
  - Payroll Claims Warrants: 73721-73766
- Student Attendance Agreements/Tuition Agreements for Foster/Group Home Students

Trustee Venturelli moved to approve the consent agreement as submitted. Trustee Farmer seconded the motion. The motion carried 7-0 with no objections.

REPORTS

The following District staff and administration presented updated reports to the board and public:

- Administration submitted written reports that accompanied the board packet. At this time questions regarding those reports were asked.
- Administration In-Person report: Holly Bjerke – Principal – Lincoln Elementary School Report
- John Sullivan –Superintendent -District Report

BOARD DISCUSSION/INFORMATION ITEMS

✓ Strategic Plan Discussion:

○ Report on the Strategic Plan meeting that was just recently held. Items included goals, communications, and detail surrounding the status of the goals currently in place.
✓ 95 Mills Discussion was held. Superintendent Sullivan read some details and quotes surrounding the decisions and effects for counties to pass only the 77.9 mills. Deer Lodge County did pass the 95 Mills. Mr. Bill Everett, Chief Executive Officer was in attendance and also spoke on litigations and information moving forward on this topic.

ACTION ITEMS:

MOTION - AGENDA ITEM A - APPROVAL OF PERSONNEL ACTION REPORT

October 11, 2023 PAR NAME	POSITION	ACTION	BUILDING	EFFECTIVE DATE
Jacqueline Venard	Substitute	Hire	District	9/20/2023
Lori Harvey	Substitute	Hire	District	10/11/2023
Kasey Faur	Substitute	Hire	District	09/27/2023
Theordore Hall	Substitute	Hire	District	10/11/2023
Lori Carney	Substitute	Hire	District	10/11/2023
Kora Kelly	Substitute	Hire	District	10/11/2023
Karen Vaughn	Substitute	Hire	District	10/11/2023
Dixie Johnson	Substitute	Hire	District	10/11/2023
Rochi Estes	7th Grade Boys Basketball Coach	Hire	AJSHS	10/11/2023
Henry Huber	8th Grade Boys Basketball Coach	Hire	AJSHS	10/11/2023
Aimee Mitchell	7th Grade Girls Basketball Coach	Hire	AJSHS	10/11/2023
Tiffany Patrick	8th Grade Girls Basketball Coach	Hire	AJSHS	10/11/2023
Carson Hritsco	Asst. Boys Basketball Coach-C Squad	Hire	AJSHS	10/11/2023

** All new hires are contingent on clean background checks and all proper licensing and paperwork

Trustee Venturelli moved to approve the personnel action report as submitted. Trustee Orrino seconded the motion. The motion carried 6-1. (Allick opposed)

MOTION - AGENDA ITEM B - APPROVE RECREATION PROGRAM CONTRACT

Trustee Farmer moved to approve the recreation program contract as presented. Trustee Jovanovich seconded the motion. The motion carried 7-0 with no objections.

MOTION - AGENDA ITEM C -REVIEW POLICY 2309 - LIBRARY MATERIALS

No Motion on Agenda Item C. Discussion took place and new policy with changes was handed out for review.

MOTION – AGENDA ITEM D – APPROVE VARIANCE TO STANDARDS

Trustee Jovanovich moved to approve the variance to standards as presented. Trustee Ives seconded the motion. The motion carried 7-0 with no objections.

MOTION – AGENDA ITEM E – CHARTER SCHOOL (HB 549) – DISCUSSION/POSSIBLE ACTION

No Motion on Agenda Item E. Discussion took place and District will not be ready to adopt within the two week time frame. The uncertainty of the Bill and the effects on ANB numbers will be reviewed prior to next year's possible adoption or review.

BOARD MEMBER INFORMATION FOR THE GOOD OF THE ORDER

- Federal Law change ensuring school hunting, archery education won't lose funding. Adult Ed will now continue under these changes within our District.
- Trustee Farmer secured a new shed to be located near the tennis courts for our tennis program. Job Corp will be building and our County will pay for the materials of the building. Thank you to all for this project.

ADJOURN

Trustee Venturelli moved to adjourn; second by Trustee Allick

The Chair adjourned the regular meeting at 6:34 P.M.

SIGNATURES
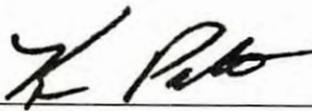
_____ **Board Chair Approval**
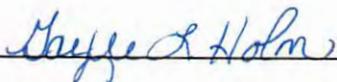
_____ **Attest Board Clerk Approval**

VARIANCES TO STANDARDS APPLICATION
Initial Application (two years)

Purpose: <u>ARM 10.55.604(1)</u> "A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement variance to an assurance standard or a section of assurance standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction."

DUE DATE

First semester implementation; second Monday in October

COUNTY:
Lincoln

DISTRICT:
Eureka Public Schools

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Eureka Elementary, Eureka Middle School

1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

10.55.709, Library Media Specialist.

10.55.710, Assignment of school counseling staff.

2. Describe the variance requested.

We are requesting a variance of Standard 10.55.709 which says we must have 1.FTE for student enrollments of 250-500. Eureka Elementary only has a .5 FTE plus a half time para professional in the library when not being served by the librarian. We currently have 284 students enrolled in our elementary and 226 enrolled in our middle school. These two buildings sit adjacenmt to each other. We share one librarian between the two schools.

We are also seeking a variance of Standard 10.55.710, Assignment of School Counselor. The fulltime (1 FTE) counselor in the elementary school recently decided she only wants to work half time. We didn't get any applications for our counseling position opening. We agreed to have her work .5 time rather than have her leave the profession entirely and hired a fulltime para professional to work with her and cover the .5 she is gone. This also gives us an additional .5 person to help with counseling needs.

Eureka Middle School is also short a counselor. 10.55.710 Again, we had no applicants for a counseling position opening. We are serving our middle school students with a .5 School Psychologist, who serves the other .5 as our district psycologist. We also have an additional paraprofessional working with her and covering any time the school psycologist is not available. Again, this gives us 1.5 highly skilled people that just don't have the proper counseling endorsement.

3. Describe how and why the proposed variance would be:

   a. Workable.

By allowing us to use the highly skilled para professionals that we have hired as assistants, we are covering our students counseling needs. We actually seem to be getting more help by having 1.5 people doing 1 persons job. We would love to be able to staff our schools entirely with properly certified people, but sometimes we have to do the best we can. In this situation, we are very lucky to have great people with the nessesary skills to help our students succeed.

b. Educationally sound.

The para professionals we have hired to work as counseling assistants and library assistants are very skilled. Former teachers and very high quality individuals with a lot of kid experience. These people have either worked as an educational para professional or as a teacher prior to taking these positions. Our qualirty of service has actually increased, rathger than decreased.

c. Designed to meet or exceed results under established standards.

We believe we are actually exceeding the standards by increasing the number of high quality adults in our students lives. We understand they don't all have the proper endorsements to be qualified as school counselors and librarians, but they are doing an exceptional job in the absence of qualified applicants. The relationship skills they do bring to the table have been very bennificial to our students and staff.

d. Where applicable, aligned with program standards under ARM 10.55.1101 through **10.55.2101.**

4. Attach Board of Trustee meeting minutes that show the Board of Trustees adopted the application for a variance at an official, properly noticed meeting that provides evidence that local school community stakeholders were involved in the consideration and development of the proposed variance to an assurance standard or a section of assurance standards. *(Stakeholder groups include trustees, administrators, teachers, classified school staff, families, community members, and students as applicable.)*

Required school district signatures:

Board Chair Name: _Raymond Flanagan_
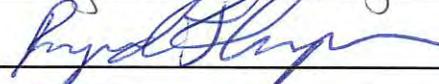
Board Chair Signature: _[signature]_ Date: _10-09-23_

Superintendent Name: _Joel T. GRAVES_
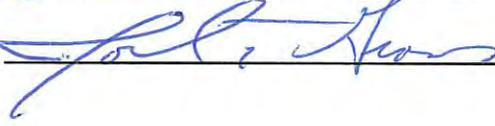
Superintendent Signature: _[signature]_ Date _10/9/23_

Email the signed form to:

OPIAccred@mt.gov

Variances to Standards Rubric - Initial Application

Application _____

Standard(s) for which variance is requested: _____

Reviewer's Name _____

Criteria	Considerations for Application of the Criteria	Unacceptable No Evidence	Incomplete Limited Evidence	Acceptable Sufficient Evidence
Question #2 **The application contains a full description of what is being requested.**	Must have a description that is: • Clearly stated with as much detail as possible • Provides all necessary information that reviewers need in order to act upon the application. Addresses both the current standard and the way in which the variance would alter it			
Question #3a **Sufficient resources are available to ensure that the proposed variance is workable.**	Consider resources for the success of the variance showing that it is workable. Examples: • Funding • School configuration • Scheduling • Enrollment • Staff • Facilities			
Question #3 b **Application shows a reliance on sound research as a rational for the variance.**	Is there a connection to research/theory? If so, the application clearly shows the connection.			
Question #3 c & d **Variance is aligned with program and/or content standards. (Only applies to those standards which have a related program and/or content delivery standard.)**	Consider: • Does the application provide a complete crosswalk to the program and/or content delivery standards? • Is the alignment easily recognized and does it make sense? Do the personnel for the variance have the skills and knowledge to meet the program and/or delivery standards?			
Question #4 **Application contains evidence that the application for the proposed variance was adopted at an official meeting of the board of trustees and that local school community stakeholders were involved in the consideration and development of the proposed variance to an assurance standard or a section of assurance standards.**	Must have minutes of the Board of Trustees meeting where the application was approved that provides evidence that local school community stakeholders were involved in the consideration and development of the proposed variance to an assurance standard or a section of assurance standards.			

MINUTES - EUREKA PUBLIC SCHOOL DISTRICT #13

7:00 Regular meeting

October 9th, 2023, LCHS Media Center

Board Members Present: Raymond Flanagan, Jessica Hickman, Rodney Schmidt, Marcy Butts, Bri Van Orden (arrived at 7:30 p.m.) and Tom Kincheloe

Board Members Absent: Amy Casazza

Others Present: Superintendent Graves, Clerk Onna Escobar, Principal Lucey, Principal Utter (arrived at 7:28 p.m.), Principal Dunn, Rebecca from Tobacco Valley News, Deaven Conard, Vola Conard, Aurora Conard, Derek Deshazer, Officer Neil Duram, Officer Sean Tribble, Jaylen Sartori, Sarah Yargus, Rose Casazza, Sally Rohletter (arrived late)

Call to Order: With a quorum present Chair Flanagan called the meeting to order at 7:00 p.m.

Pledge of Allegiance: Chair Flanagan asked Jessica Hickman to lead the pledge.

General Public Comment:

Deavon Conard – passed out a handout to the board which was later picked back up. He wanted to talk about some school incidents that happened last year and starting again this year. He said his daughter is being bullied by both students and teachers. He said talked to Mrs. Lucey and tried multiple times to talk to Superintendent Graves. Nothing is being done about this and it needs to be resolved. Chair Flanagan said to talk to him after the meeting.

Jaylen Sartori – She said she is really concerned about the recent threats being made to the school by a student. She believes that as a parent they were not notified in a timely manner. She quoted policy 1511 Code of Ethics for School Board Members paragraph four. She inquired about the transfer for safety money. Chair Flanagan told her to reach out to principals or Superintendent Graves to get answers to her questions.

General Board Comment:

Tom Kincheloe said Rose Casazza came up to him a few months ago regarding policy. He told her to get in touch with Chair Flanagan. He said he is uncertain how the committees work and is looking for guidance. Chair Flanagan told him that he is on the Safety Committee. He explained about the committees. Principal Lucey said the school safety committee meets once a month. Superintendent Graves said he will make sure that the three board members that are on the board safety committee are invited to the next school safety committee meeting.

Mr. Kincheloe said that he visited with Clerk Escobar a few weeks ago regarding board minutes. He asked the board that if they want something on record to make sure and state it that way so Clerk Escobar can write it down. He said she does a great job but it is hard for her to make sure and get everything.

Chair Flanagan said it is every board member's responsibility to get info or questions asked when they get their board packets the week before the board meeting. He also told them that there are three ways to get something on the agenda. You go to the Superintendent, the Board Chair or have at least two board members ask to put an item on the agenda.

Mr. Kincheloe said he is not sure he likes end wording on the cell phone policy. Chair Flanagan asked if he would like to put that on next month's board agenda and he said yes.

Communications - NONE

Board Reports-

Facility Committee -- Superintendent Graves said he went out to the West Kootenai last Saturday to discuss the school bond. He said he thought it was a positive meeting. There were around 15 to 20 people there. They also had good conversations afer the meeting. He will meet with Chrysalis tomorrow and the Forest Service next Tuesday. The Town Council Forum is on October 17th at 6:00 p.m. in the auditorium. They will also have school bond election info there as well.

Policy Review Committee -- NONE

Review Agenda:

Chair Flanagan asked if there were any changes or additions to the agenda.

Chair Flanagan then stated that the consent agenda can be approved by unanimous consent, passed unanimously.

Consent Agenda (E)

    a. Approval of minutes: September 11th, 2023 Board Meeting (23/24E)
    b. Approval of Claims for Elementary September (23/24E) $109,465.18
    c. Approval of Payroll for Elementary September (23/24E) $367,421.19
    d. Budget Reports
    e. Student Account Bank Statements
    f. Approval of Elementary Transportation and Out of District Agreements (23/24)

Consent Agenda (HS)

    a. Approval of minutes: September 11th, 2023 Board Meeting (23/24HS)
    b. Approval of Claims for High School September (23/24HS) $42,248.17
    c. Approval of Payroll for High School September (23/24HS) $189,514.42
    d. Budget Reports
    e. Student Account Bank Statement

District Personnel Report

    a. Hire Winter coaches, assistants and volunteers for High School and Middle School for 2023-2024

Chair Flanagan said we should separate the wrestling coaches out so Trustee Schmidt can abstain.

Motion: Jessica Hickman moved to hire the winter coaches, assistants and volunteers for high school and middle school as presented excluding wrestling for 2023-2024, Marcy Butts seconded, passed unanimously.

Motion: Jessica Hickman moved to hire the wrestling coaches, assistants and volunteers for high school as presented for 2023-2024, Marcy Butts seconded, passed unanimously with Trustee Schmidt abstaining.

    b. Approve list of After School Program workers for 2023-2024

Motion: Jessica Hickman moved to approve the list of after school program workers as presented for 2023-2024, Marcy Butts seconded, passed unanimously with Trustee Kincheloe abstaining.

    c. Approve Larry Auble and Tina Szymoniak as K-12 Subs for 2023-2024

Motion: Jessica Hickman moved to approve Larry Auble and Tina Szymoniak as K-12 subs for 2023-2024, Marcy Butts seconded, passed unanimously.

    d. Approve Derek Deshazer as 7th Grade Middle School Volleyball coach for 2023-2024

Motion: Tom Kincheloe moved to approve Derek Deshazer as 7th grade middle school volleyball coach for 2023-2024, Rod Schmidt seconded, passed unanimously.

e. Approve Randy Schermerhorn as a High School Football volunteer for 2023-2024

Motion: Marcy Butts moved to approve Randy Schermerhorn as a high school football volunteer for 2023-2024, Jessica Hickman seconded, passed unanimously.

f. Hire BriAnna Bennett as a paraprofessional for 2023-2024

Motion: Marcy Butts moved hire BriAnna Bennett as a paraprofessional for 2023-2024, Chair Flanagan seconded, passed unanimously.

g. Hire Toni Mickow as a part time Kitchen Aide for 2023-2024

Motion: Marcy Butts moved to hire Toni Mickow as a part time kitchen aide for 2023-2024, Bri Van Orden seconded, passed unanimously.

New Business

a. Lion Logo Contract and Transfer Agreement

Superintendent Graves said we discussed this last month. He met with Matt Rumble and they drew up a contract. He is also working with Sarah Rhoades on starting the Trademark/Copyright process. She is an attorney out of Missoula.

Motion: Tom Kincheloe moved to approve the 5-year contract and rights of ownership of the logo with Matt Rumble of Beyond Graphics, Bri Van Orden seconded, passed unanimously.

b. Open Bus Bids for Two New Buses

Motion: Marcy Butts moved to approve going out to bid for two new buses, Tom Kincheloe seconded, passed unanimously.

c. Discussion of Variance of Standards for Counseling and Library

Superintendent Graves told the board they have discussed this before. For under 500 students we can have one librarian and one guidance counselor serve both the elementary and the middle schools. We are currently over that and will need to have 1.5 librarians and guidance counselors to be accredited. He has applied for a variance of standards for the counselling and librarian positions. He will send the application in to OPI with the board approval and the board minutes.

Public Comment: Sally Rohletter asked what the variances included. Superintendent Graves said they have aides filling the extra positions.

Motion: Tom Kincheloe moved to approve the variance of standards application to OPI, Marcy Butts seconded, passed unanimously.

d. School Resource Officer (SRO) agreement with Eureka PD

Superintendent Graves said they filled out a grant to help pay for a School Resource Officer. This is a two-year grant. He is hoping for a regular presence of an officer on campus which they have already been doing this year.

Officer Duram said he hopes the officers being here will be a calming force instead of an intimidating presence. His expectations are to have certain behaviors stop like fighting and reckless driving. He will present this agreement at the Town Council meeting tomorrow night for their approval.

Public Comment:

Derek Deshazer said he is all for having a police officer on campus. He would also like to see the school resource officer build relationships with the students. Maybe handing out awards, etc.

Sally Rohletter said it does make a difference having an officer available.

Board Comment:

Tom Kincheloe is really pleased that we have this. He asked Officer Duram if we can expect to see the same amount of time as last year. Officer Duram said he hopes to provide whatever the school needs.

Motion: Tom Kincheloe moved to approve the memorandum agreement for the school resource officer with Eureka PD as presented, Rod Schmidt seconded, passed unanimously.

Superintendent Report

    a.   Principal Utter -- The middle school is off and running. Everything is going well and the staff is fantastic. The robotics program is bursting at the seams. They are starting the MAST program this year. This will also serve as the state assessment. They will have a test four times a year. The first test will be October 23rd. The tests will be on what the teachers are teaching at that time. The teachers are loving the new IXL program. It has a ton of resources and practice work for the students. This is meaningful extra work. It is designed for the learning needs of each student.

    b.   Superintendent Graves

Superintendent's Report
October 9th, 2023

Numbers:
08/08/2023 810
09/05/2023 821 (284 EL, 226 MS, 311 HS)
10/02/2023 821 (282 EL, 229 MS, 310 HS)

Chrysalis MOU
We have this ready and signed if needed.
We will start working on this. If this is the avenue we choose, I will submit the request to MHSA this winter. Their numbers are closer to 28 rather than 40 as I mentioned earlier.

Building Bond Update:
Have been to meetings with Senior Citizens, Sunburst and West Kootenai. Have meetings scheduled with Chrysalis on Tuesday, waiting to hear back from the Forest Service and Nursing home.

We have a community meeting scheduled in conjunction with the Town Council Forum on October 17th at 6:00

Roof project is nearing completion.
Should be complete. Will keep on top of the maintenance schedule.

We had another major steam leak from biomass to Middle School.
Unfortunately, we can't blame this on the old middle school. This is from the pipe that was put in when the biomass was built.

Trademark/Copyright
I have started the Trademark/Copyright process with an attorney from Missoula, Sarah Rhoades.

He appreciates the Eureka Police Department and all their assistance.

Information Only - Next School Board meeting will be November 13th at 6:00 p.m.
Election is November 7th. Ballots will be mailed out on October 18th. There will be a drop box at the police station.

Prep Next Agenda

Superintendent Quarterly Evaluation

Canvas the Election

Cell Phone Policy

Adjournment

Motion: Jessica Hickman moved to adjourn, Chair Flanagan seconded, passed unanimously. The meeting adjourned at 8:24 p.m.

_____   _____
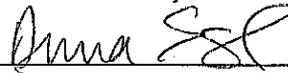
Board Chair   Date   Clerk of Board

VARIANCES TO STANDARDS APPLICATION
Initial Application (two years)

Purpose: ARM 10.55.604(1) "A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement variance to an assurance standard or a section of assurance standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction."

DUE DATE

First semester implementation; second Monday in October

COUNTY:

DISTRICT:

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Park High School

1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

10.55.710 Assignment of School Counseliing Staff
(2) one counselor for each 400 students

10.55.710   ASSIGNMENT OF SCHOOL COUNSELING STAFF

(1) A minimum equivalent of one full-time counselor for each 400 elementary (K-8) students shall be provided. The counselor/student ratio shall be prorated.

(2) A minimum equivalent of one full-time counselor for each 400 high school students (including grades 7 and 8 if high school funding is received) shall be provided. The counselor/student ratio shall be prorated.

(3) Districts with fewer than 126 students may employ or contract with a licensed, endorsed school counselor or Class 6 specialist or utilize a consortium, multidistrict agreement, or interlocal cooperative to secure these services.

History: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA; IMP, Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2012 MAR p. 2042, Eff. 7/1/13; AMD, 2023 MAR p. 255, Eff. 7/1/23.

2. Describe the variance requested.

Park High School is requesting a variance of having one counselor for 438 students, instead of two counselors for 438 students. We have posted a .5 High School Counselor position and have received no applicants. The rationale: Our 2022 - 2023 Park High School entrollment was 395 students (as of 5-30-2023). One of our two counselors relocated to the Bozeman School District. According to 10.55.710, we would be compliant with one counselor per 395 students.

Our present enrollment is 438 students (as of 9-27-2023). Our variance request is to have one counselor for 438 students.

*) Please NOTE : We have 1.0 FTE counselor on staff currently!
3 we have advertised for 0.5 FTE to meet 10.55.710 with
No luck; therefore requesting our current 1.0 FTE, along
with all supporting services, be considered for variance
acceptance.

3. Describe how and why the proposed variance would be:
   a. Workable.

1. Our present counselor, Abby Kinsey, is a seasoned verteran - 22 years in education and 11 of those in School Couseling. ⁊ 1.0 FTE

2. PHS COORDINATED PROFESSIONAL MENTAL HEALTH STAFF:
   a. Clinical Psychologist from Livingston Health Care/Billings Clinic
   b. Clinical Psychologist Intern from Livingston Health Care/Billings Clinic
   c. Community Health Partners Parent Liason
   d. Work Based Learning Coordinator located in the PHS Guidance Office
      - 1.0
   e. One Montana State University Intern, LCPC for each semester
   f. L'esprit Counseling Behavioral Specialist
   g. L'esprit Therapist
   h. District Registrar located in the PHS Guidance Office - 1.0
   i. Pediatric Nurse Practioner - Livingston Health Care/Billings Clinic
   j. Registared Nurse Master of Science in Nursing - PHS School Nurse 1.0

All positions listed, except the 1.0, are part time on the PHS campus (with office space), and are available when needed. Working in coordination with all the above, we feel we have mental health support as well as additional academic student support.

b. **Educationally sound.**

The academic needs of all students are met through our one School Counselor, our one Work Based Learning Coordinator, and our District 4 & 1 Registrar working in the same office full time.

We have successfully handled the beginning of the year to the present, regarding scheduling, student applications, transcripts, parent requests, etc...

c. **Designed to meet or exceed results under established standards.**

1. Our PHS positions - Work Based Learning Coordinator, School Counselor, District Registrar, and School Nurse - are all 1.0 and works systematically to create efficiency for all of our families.

2. The "outside agencies" are coordinated weekly to be available physically with their own office space. These positions are also available any time of the day.

3. Both internal and external resources are coordinated to follow protocols and procedures that best fit any student's needs.

d. **Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.**

10.55.1901 SCHOOL COUNSELING PROGRAM DELIVERY STANDARDS
1(a)(i) - PHS Counselor, PHS WBL Coordinator, District Registrar
1(a)(ii) - PHS Counselor, PHS WBL Coordinator, PHS Vice Principal, Special Ed. Coordinator
1(a)(iii) - PHS Counselor, PHS Staff, PHS Administration, Special Ed. Coordinator
1(a)(iv) - PHS Counselor, PHS Staff, PHS Adminstration, Special Ed. Coordinator
1(a)(v) - PHS Counselor, PHS Staff, PHS Administration
1(a)(vi) - PHS Counselor, PHS WBL Coordinator, PHS Staff, PHS Administration
1(b)(i) - PHS Counselor, PHS WBL Coordinator, PHS Administration, PHS Coordinated Professional Mental Health Staff
1(b)(ii) - PHS Counselor, PHS School Nurse, MSU Interns
1(b)(iii) - PHS Counselor, PHS WBL Coordinator, PHS Administration, PHS Staff
1(b)(iii) - PHS Counselor, PHS WBL Coordinator
1(b)(iv) - PHS Counselor, PHS Administration, PHS Coordinated Professional Mental Health Staff
1(b)(v) - PHS Counselor, PHS Administration, PHS Coordinated Professional Mental Health Staff
Student input is involved in ALL standards.Student family's input when applicible. PHS admin and counselor coordinate this 11 person team to fit the needs of all kids.

4. **Attach Board of Trustee meeting minutes that show the Board of Trustees adopted the application for a variance at an official, properly noticed meeting that provides evidence that local school community stakeholders were involved in the consideration and development of the proposed variance to an assurance standard or a section of assurance standards.**
   (Stakeholder groups include trustees, administrators, teachers, classified school staff, families, community members, and students as applicable.)
   Stakeholder groups and the individuals involved in the variance consideration:

Parent   Regina Wood
Parent/Classified Staff   Cydney Mitchell
Parent/Classified Staff   Adria Rogers
Parent/School Board   Signe Lahren
PHS Vice Principal   Becky Ayler
PHS Teacher/Certified   Julie Lentz
PHS Counselor/Certified   Abby Kinsey
PHS Principal   Lori Dust

Meeting notes summary: keep .5 position posted; maintain a pulse on how the only counselor is holding up; in support of the variance; make sure academics stay a priority; "in the moment" needs to be monitored; .5 would be nice to have; positives to this PHS Coordinated Professional Mental Health Staff concept.

10.55.1901   SCHOOL COUNSELING PROGRAM DELIVERY STANDARDS

(1) In general, school counseling shall:

(a) meet the following conditions:

(i) provide a comprehensive, preventive, and developmentally planned program to all students systematically;

(ii) develop and implement a counseling program based on data-informed decision making;

(iii) advocate for all students and encourage students to develop to their full potential;

(iv) respect the worth and dignity of all individuals by building trust and respecting confidentiality;

(v) value and respond to the diversity and individual differences in communities in a culturally responsive manner; and

(vi) contribute as an integral part of the education process that is delivered through a variety of systems by school staff, students, families, business, and industry.

(b) include the following practices:

(i) maximize students' potential in the areas of academics, career, and personal/social development;

(ii) develop, implement, and assess a curriculum aligned with the American School Counselor Association (ASCA) national model which includes the student standards for success, mindsets, and behaviors which is presented through structured groups and classroom presentations;

(iii) conduct individual planning using assessment, advisement, placement, and follow-up;

(iv) deliver responsive services through individual and group counseling, consultation, and referral; and

(v) provide system support through management, consultation with staff, community outreach, and public relations; and collaborate with families, community stakeholders, and other educators to create environments resulting in positive impact on student achievement, attendance, and discipline.

History: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA; IMP, Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 2001 MAR p. 953, Eff. 6/8/01; AMD, 2023 MAR p. 255, Eff. 7/1/23.

34

Required school district signatures:

Board Chair Name: _Signe Lahren_

Board Chair Signature: _Signe Lahren_ Date: _10/10/2023_

Superintendent Name: _Eldon C Johnson_

Superintendent Signature: _Eldon Joe_ Date _10/10/23_

Email the signed form to:

OPIAccred@mt.gov

Oct. 10th, 2023

all Trustees present

Meeting Began @ 6:00 w/ Pledge + mission

public Comment: None

Superintendent Report
- County Election - to conduct District elections for
  May of 2025 -
- Faugrands water project -
- 95 Mills vs 79 (77?) - County Commissioners -
  ~~Voted 2~~
- Farm 2 Schools - HMI - Grants, visit - Rachael spoke
  on the 'presentation' Re: Healthy Food + production -
- New ~~cost~~ appliances @ Elem. Schools -
- E3 - Emergency Communications App
- Enrollment - may ask for a budget ammendment -
- PHS - grad requirement update - ½ unit of ~~Econ~~ or Financial Lit
  class of 2026 -
- Current + Historic Windows numbers -
- ~~&~~ Committee Meeting Schedule: Finance, Facilities +
  Calendar internally
  - Finance ~~Committee~~ ~~job~~ School District Tax Credits - can
  designate what fund or programs - Nov 9th - next
  Finance Committee -
  - Facilities Committee - will be scheduled -
  - Calendar - Met - went well - look @ something
  similar to this year - will look @ an alternative
  calendar ~~schedule~~ committee -
  - Negotiations - Starting Soon

- activities -
- Marching Band
- Winans -

Whole Board Action
- McKinstry - Bob Moore, Rob Mehuny - Presented
on the ~~project~~ Capital Planning proposal - over a
50 year time period -
- Signe - do you look Sewer Lines - etc ...
- Dan V - is there an annual fee? Rob - No -
- How Much? 70K -
Dan V - Gives the board a Clear, defensible, stand on
what is needed -
Tom - Ameresco has been our go to for a long
time - easy to work with
~~Ameresco~~ - Does Ameresco have the Same Tech?
Tom - Population growth - included in assessments -
- Rob - we do demographic predictions -
~~Dan~~ Jacey + Tim Lilles it -
Dan V - Can we look @ Ameresco -
Chad - how is belty - next month is manageble -
- in time for Chem levy? ~~RIA~~
w/ reach out ~~the~~ to Ameresco to see what
they have + what they've done -
- Internal IGA?
- Plan a facilities meeting?
- Signe - like the McKinstry Plan - not relying on
one Employee -

- Facilities Meeting w/ Amenisco -
  - Tabled Action Item -

Simbli -Boards-
- Dan B Moved to approve SIMBLI-
Meeting Module $4625
Tim 2nds
  all in favor -

- Wednesday Board Meeting-
Dan V Moved to have 1st Wednesday
Emily 2nds
  Dann B- has trainings on Wednesday-
  but will try to work around-
  all in favor

PTS Book Purchases-
  Dan V. Moved -
  Dann B. 2nds -
  all in favor-

- Variance - Chad Discussed Need-
of missing .1% FTE
  Dann B. Moved
  Dan V. 2nds
    all in favor 38

Elementary Consent -
Dan V Moved
~~Deanna B~~ Toms 2nds.
all in favor

Whole board
Dan V Moved
Jacey 2nds
all in favor

Supe Report - None
LEA - None
LCEA - None

Committees None -
~~Dan Motioned to ad.~~
adjourned @ 7:42

October 10th, 2023
Regular Board Meeting Minutes
Present: Signe Lahren, Tim Sundling, Emily Fabich, Dann Babcox, Dan Vermillion, Robin Addicott,
Jacey Edwards, Luke Jergenson, Tom Shellenberg, Chad Johnson, Pete Grady

Board Chair Signe Lahren began the meeting at 6:00 PM with the pledge and Vice Chair Tim Sundling read the district mission.

No Public Comment	Public Comment for Items not on the Agenda
Superintendent Johnson reported on the District planning on asking the county Clerk and Recorder to hold District elections. The request needs to be in by June 1st, 2024 for the 2025 Election. The waterline project to the fairgrounds will have minimal impact on schools and bussing. Mr. Johnson will attend the county commissioners meeting to hear their discussion on the 95 mills. The School District received a Healthy Meals Incentive grant, with Farm to School partnering in it's implementation, which will help fund new appliances at the elementary schools and aide in healthy food production. MR. Johnson updated the board on the E3 emergency communications app. The increase in enrollment at PHS may require a budget amendment. If necessary the amendment will be presented to the board for consideration at the November board meeting. Graduation requirements have changed adding ½ unit of Economics or Financial Literature. Mr. Johnson presented the current and historic enrollment numbers at Winans elementary. **Committee Updates:** **Finance Committee** - Emily Fabich reported the fiancé committee met at discussed the tax credits. The committee is scheduled to meet again on November 7th, 2023. **Facilities Committee** – Mr. Johnson reported a facilities committee will be scheduled in the near future. **Calendar Committee** – Mr. Johnson reported the committee met and looked at a calendar similar to this year. They will look at forming an alternative calendar committee to discuss 4 day school week. **Negotiations Committee** – Mr. Johnson reported negotiations with both unions will start soon.	Superintendent's Report
Representatives from McKinstry presented on their Capitol Planning product. After board discussion the item was tabled pending further review.	Whole Board Action: Consideration and Possible Action on McKinstry Capitol Planning Proposal

Dann Babcox moved to approve the SIMBLI Meetings Module for the amount of $4625 as presented in the board packet dated October 10th, 2023. Tim Sundling seconded the motion. All trustees voted in favor of the motion.	Whole Board Action: Consideration and Possible action on SIMBLI Board Meeting Module
Dan Vermillion moved to hold Regular School Board meetings on the First Wednesday of each month. Emily Fabich seconded the motion. All trustees voted in favor of the motion.	Whole Board Action: Consideration and Possible action to move Regular School Board Meetings to Wednesday
Dan Vermillion moved to approve the Park High School book purchases as presented in the board packet, dated October 10th, 2023. Dann Babcox seconded the motion. All trustees voted in favor of the motion.	Whole Board Action: Consideration and Possible Action on the High School Book Purchases.
Superintendent Johnson reported that the increase in student enrollment at Park High requires an additional .1% FTE to meet accreditation standards. An application for a variance to the standards is presented to the board for consideration. Dann Babcox moved to adopt the Application for a Variance to Standards in regards to a part time PHS Counselor as presented in the board packet, dated October 10th, 2023. Dan Vermillion seconded the motion. All trustees voted in favor of the motion.	Whole Board Action: Consideration and possible Action to Adopt the Application for a Variance to Standards Regarding a High School Part Time Counselor
Dan Vermillion moved to accept the items in the Elementary Board Portion of the consent agenda as presented in the board packet, dated October 10th, 2023. Tom Shellenberg seconded the motion. All trustees voted in favor of the motion.	Elementary Consent Agenda
Dan Vermillion moved to accept the items as presented under the whole board portion of the consent agenda as presented in the board packet, dated October 10th, 2023. Jacey Edwards seconded the motion. All trustees voted in favor of the motion.	Whole Board Consent Agenda
LEA – No Report LCEA – No Report	Association Reports

The meeting adjourned at 7:42 PM

Elsie Arntzen, Superintendent
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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First A+

2023-2024 Variance to Standards
Renewal Application Summary

1. **Hardin Public Schools – Hardin High School (SC:0037)**
   a. 10.55.709(1)(c) Library Media FTE, .5 FTE for schools with 501-1000 students.
      i. <u>Application Request:</u> To have 1.0 Librarian FTE for Hardin High School with 0.5 FTE Paraprofessional support and utilization of Student Library Assistants.
      ii. Required Library Media Specialist FTE for Hardin High School is 1.5 FTE.
      iii. This is a <mark>Renewal Request</mark> for three years; this is their first renewal request.

School	2021-22 Student Enrollment	2021-22 Required School Librarian FTE	2022-23 Student Enrollment	2022-23 Required School Librarian FTE	Projected 2023-24 Student Enrollment	2023-24 Required School Librarian FTE
Hardin HS	547	1.5 FTE	512	1.5 FTE	547	1.5 FTE

2. **Polson Public Schools - Polson High School (SC:0633)**
   a. 10.55.709(1)(c) Library Media FTE, 1.5 FTE for schools with 501-1000 students.
      i. <u>Application Request:</u> To have 1.0 Librarian FTE for Polson High School with 1.0 FTE Paraprofessional Library Assistant.
      ii. The required FTE for Polson High School is 1.5 FTE.
      iii. This is a <mark>Renewal Request</mark> for three years; this is a first renewal request.

VARIANCES TO STANDARDS APPLICATION

Renewal Application (three years)

Purpose: ARM 10.55.604(4) "Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."

DUE DATE:

First Monday in March

COUNTY: Big Horn County

DISTRICT: 17H

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Hardin High School

1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

   The variance is being requested for 10.55.709 Library Media Services, K-12.

2. **Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.**

The following items addressed the variance application for various stakeholders:
*Parent/Guardian notification (Email & Letter) February & early March 2023 All questions. comments, & concerns were submitted to HHS Admin. Team.
*All HHS Students were surveyed in early March 2023
*HHS Building Leadership Team presented with the renewal process/application and approved (early March)
*HHS Student Council presented with the application and approved (early March)

3. **Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.**

*The HHS Staff were presented with the renewal variance request in early March and supported continuing with current staffing in the HHS Library/Media Center.
*The HHS Building Leadership Team was presented with the renewal application and continue to offer their support for the application process and staffing levels in the HHS Library.
*The HHS "Variance to Standard" renewal request was presented to the School District 17H & 1 Board of Trustees. A copy of the Board Meeting Minutes will be attached.

2. **Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.**

    The following items addressed the variance application for various stakeholders:
    *Parent/Guardian notification (Email & Letter) February & early March 2023 All questions. comments, & concerns were submitted to HHS Admin. Team.
    *All HHS Students were surveyed in early March 2023 (89% of the students surveyed support the renewal application - 12% do not support the variance request)
    *HHS Building Leadership Team presented with the renewal process/application and approved (early March)
    *HHS Student Council presented with the application and approved (early March)

3. **Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.**

    *The HHS Staff were presented with the renewal variance request in early March and supported continuing with current staffing in the HHS Library/Media Center. (90% Staff support of the renewal application - 10% do not support the variance request)
    *The HHS Building Leadership Team was presented with the renewal application (March meeting) and continue to offer their support for the application process and staffing levels in the HHS Library.
    *The HHS "Variance to Standard" renewal request was presented to the School District 17H & 1 Board of Trustees. A copy of the Board Meeting Minutes will be attached.

4. Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.

5. Reflection upon initial variance:
   a. Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).

*Increase student usage/awareness of library/media services available for their academic/recreational reading & research by 15%. This will be monitored by student/staff visitor logs and library resources being checked out over the designated time frame.
*Increase utilization of staff/classroom usage of Library/Media Resources by 15%. This will be monitored by library usage logs, library class reservations (by class period), and staff resources checked out.
*Increase the overall Student/Staff perception of the services provided in the Library/Media Center by 20%. This will be monitored through the use of surveys reflecting the student/staff opinion/views of the service and quality of survey being provided in the Library/Media Center with current staffing levels.
*Enhance student Research Skills through utilization of the Library/Media Center. This will be conducted in establishing a working relationship with the HHS English Department and staff for research assignments/projects.

   b. Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.

*Utilization of the HHS Library by students has continued to increase with students receiving the services they need with current staffing levels in the library media center. Even with the addition of providing student computer services (checkout, repairs, etc.) the current staffing level continues to provide students with the support they need.
*The librarian continues to support collaboration opportunities with classroom teachers.
*The librarian continues to collaborate with teachers to ensure state library media standards are being met.
*The librarian and support staff provide an annual orientation for all Freshmen students and new students to the high school. This allows Freshmen and new students to be introduced to the library collection, on-line resources, research skills, and how to successfully complete a research project.
*The library staff continue to track student/staff usage of the library/media services.

c. After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).

Several strategic discussion sessions were held with the new HHS Library/Media Specialist and staff to provide a review of the original variance application and ensuing needs. It was determined that the library media center will continue to place emphasis on building usage of the library by students and staff. The HHS Library continues to align the library standards with the OPI Standards. We are confident that current staffing levels in the library will continue to support the needs of all students & staff.

6. Provide a statement of the mission and goals of this proposed renewal variance.

Hardin High School Mission Statement - "To provide values, knowledge, and skills to succeed in an ever changing society."
*The HHS Library will continue to compliment core classroom instruction with Library/Media Center resources and instruction, Media Arts, and Technology.
*HHS will continue to increase Library/Media Center utilization among students and staff.
*We will continue to monitor to ensure that the support of a 1/2 para-educator will adequately provide the needed assistance and support for the HHS Librarian, Students, and Staff.

7. List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).

*Continue to collaborate with teachers to meet both library content standards, as well as, classroom standards for Library/Media utilization.
*Continue to allow scheduling that allows classroom utilization of the Library/Media Center.
*Library/Media staff will continue to provide and maintain a collection that is current and balanced to meet the needs of all students and staff.
*Continue to provide support staff (para-educator & student library assistants) to assist the 1.0 FTE Librarian in meeting the requirements as set forth in variance request/approval.
*Continue to collect and maintain Data for library & resource utilization. This data should provide information for planning/growth of HHS Library Services.

8. **What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?**

   *Library Staff (Librarian& Para-educator) will continue to track/log and monitor library usage by students and staff. They will track: resources utilized/checked out, classroom library usage, and collaboration opportunities with classroom teachers.
   *Library Staff will collaborate with teachers to ensure library media content standards are being met.

9. **In what way does this variance meet the specific needs of the students in the school(s)?**

   *The HHS Library/Media Center continues to provide students and staff with the resources and facilities needed to comply with state Library/Media Content Standards.
   *The students will continue to have access to a full time librarian to assist them with their recreational reading requests, as well as, providing staff, time, and resources to complete any required educational/academic needs for their classes.
   *Current staffing level will continue to provide support for all HHS students.

10. **Describe how and why the proposed variance would be:**

    a. **Workable**

    *Hardin High School is a 9 - 12 campus with a full time certified Library/Media Specialist. The addition of a 1/2 time para-educator and utilization of student library assistants will ensure that all students have access to library resources/services as needed. The Original "Variance to Standards" approval provided HHS to put in place procedures that allowed for efficient utilization of staff and resources while being in compliance with OPI Accreditation Standards.

    b. **Educationally sound.**

    *The HHS Library/Media Center maintains a broad variety of resources available to students for recreational and academic purposes. These include access to: multiple on-line library resources, subscriptions, and technology pertinent to student utilization for research, etc.
    *A full-time Library/Media Specialist is available to serve students and staff.
    *A 1/2 time Para-educator is available to assist students and staff as needed.
    *Student Library Assistants are available to assist students.

c. **Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.**

*Hardin High School Library/Media Center meets or exceeds all of the program delivery standards for Montana's Library/Media Standards.
*HHS Library/Media Center makes available a variety of print and non-print materials encompassing fiction and non-fiction, classic and contemporary works, and diverse perspectives including Montana American Indian works.
*HHS Library/Media Center offers experiences in viewing, creating, and critically evaluating different types of media.

d. **Where applicable, aligned with contend standards under ARM Chapters 53 and 54.**

*Hardin High School's Library/Media Standards are aligned with the Montana Content Standards.
*The HHS Library/Media Specialist is fully certified by the Office of Public Instruction.
*The HHS Library/Media Specialist provides support to all classes to ensure implementation of the Library/Media Standards.

Required school district signatures:

Board Chair Name: ___JODEEN K MARSTON___

Board Chair Signature: ___Jodeen K Marston___ Date: 9/27/23

Superintendent Name: ___Tobin Novasio___

Superintendent Signature: _____ Date 9/27/23

Email the signed form to:

OPIAccred@mt.gov

Board Agenda Item
Hardin Public Schools
High School District 17, Big Horn County
Hardin, MT
March 1, 2023

Title: Hardin High School "Variance to Standards" Renewal Application

Action Item: Action

Situation: Hardin Public Schools is applying to OPI to renew a variance to a standard as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction. Specifically, we are requesting another variance for Hardin High School concerning Standard 10.55.709 Library Media Services, K-12. The initial Variance to Standards application approved by the Board of Public Education covered school years 2021-2022 and 2022-2023. The current approval expires in June 2023. The renewal application request will be valid for three additional years with an expiration of June 2026.

The standard requires licensed and endorsed library media specialists at the ratio of 1.5 FTE for schools with 501 – 1,000 students. The HHS Library has one full-time licensed and endorsed media specialist, a ½ time library para, as well as, student library assistants. We believe that our library services provide a high level of support for our students with the addition of the ½ time paraeducator and student assistants. It has been typical that HHS exceeds the student numbers in the Fall (exceeding enrollment numbers for the standard) and then falls to compliance level with the Spring Semester. For the short term, we expect this pattern to continue.

HHS Enrollment Fluctuations:
Fall 2020 - 527   Spring 2021 - 496
Fall 2021 - 547   Spring 2022 - 493
Fall 2022 - 512   Spring 2023 – 490
Fall 2023 (projected) – 547

Financial Implications: None

Recommendation: Approve the Hardin High School "Variance to Standards" renewal application.

Prepared by: Mitch Evans, Administrative Assistant for HHS Admin. Team

VARIANCES TO STANDARDS APPLICATION
Renewal Application (three years)

Purpose: ARM 10.55.604(4) "Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."

DUE DATE:

First Monday in March

COUNTY: Lake

DISTRICT: #23

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Polson High School

1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

   10.55.709: Library Media Services - 1.5 FTE for schools with 501-1000 students

   10.55.1801 Delivery

2. **Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.**

   The sign-in sheet for the March 13, 2023 meeting of the Polson School District Board of Trustees will be submitted with this application. The agenda and draft minutes for the meeting, including approval of this application, are attached. The official minutes will follow upon approval of the Board.

3. **Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.**

   The sign-in sheet for the March 13, 2023 meeting of the Polson School District Board of Trustees will be submitted with this application.

4. **Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.**

5. **Reflection upon initial variance:**
   a. **Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).**

      Polson High School Library fulfills the Montana Content Standards for Library Media/Information Literacy Grades 9 -12 effective July 1, 2021, which include the essential functions of a teacher-librarian; information and research skills instruction, inclusion and respect for diversity, problem-solving and working with others, communication skills through a variety of formats, reading advocacy, and digital citizenship. The following standards will be addressed; LM.NK.9-12.1 Formulating essential questions. LM.MM.9-12.3 Selecting a format to communicate. LM.MM9-12.5 Independently pursuing answers to questions. LM.EF.9-12.2. Reading for personal interest and enjoyment. The Polson K-12 Librarians are adopting a Digital Citizenship curriculum to address LM.SLE.9-12.1-5. The proposed Alternative Standard allows the librarian to collaborate, teach and co-teach while the para-professional staffs the library.

   b. **Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.**
      * The number of hours of collaboration with each core department and the library/media staff was recorded using Google Calendar. The Google Calendar link on the PHS webpage informs staff of availability of library space and computer workstations. Calendars of department use are attached.

      * The number of total patrons (students and staff) using the library either individually or with classes was logged using a "people counter" that records the number of visits each day. Patron visits were recorded on each day of the Google calendars.

      * Circulation statistics were retrieved from Destiny Library Manager software. Monthly circulation statistics are attached.

c. **After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).**

The current variance meets the specific needs of students at Polson High School. The Alternative Standard of 1 FTE teacher librarian and 1 FTE para-professional fulfills the needs of our school, library program and patrons. The library para-professional ensures skilled assistance and access to the library when the teacher librarian is engaged in lesson planning and delivery.

6. **Provide a statement of the mission and goals of this proposed renewal variance.**

The Polson High School Library is a curriculum-oriented facility which provides information and resources in a variety of formats and technologies, and is committed to supporting all members of the school community. The library environment encourages student and staff productivity and collaboration, as well as recreational reading and relaxation. The role of the library para-professional is to support the teacher librarian, staff and students. The library staff provide a strong program that includes consistent hours of operation and flexible scheduling. The full-time FTE para-professional provides skilled assistance to patrons and access to the library while the teacher librarian is collaborating with staff and teaching students.

7. **List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).**

LM.NK.9-12 Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems
LM.WE.9-12 Work effectively with others to broaden perspectives and work toward common goals
LM.EF.9-12 Exercise freedom to read and demonstrate the ability to pursue personal interests
LM.SLE.9-12 Demonstrate safe, legal, and ethical creating and sharing of knowledge products

8. **What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?**

   * The number of hours of collaboration with each core department and the library/media staff was recorded using Google Calendar.

   * The number of total patrons (students and staff) using the library either individually or with classes.

   * Circulation statistics were retrieved from Destiny Library Manager software.

9. **In what way does this variance meet the specific needs of the students in the school(s)?**

   The presence of the FTE library para-professional allows the teacher librarian to collaborate with staff and teach students throughout the day in the classroom or the library. Information skills, including the research process, ethical use of information, the use of school-wide resource databases and educational software subscriptions are taught in grades 9 - 12. The library staff work with classes and individual students to assist with information seeking strategies and reader's advisory.

10. **Describe how and why the proposed variance would be:**

    a. **Workable**

    Through flexible scheduling, the library is used by all departments in the school including Math, Science, Physical Education/Health, Foreign Language, Business, Tech Education, Art and Music. We also work with the Special Services department and Study Support para-professionals.

    b. **Educationally sound.**

    The library para-professional ensures skilled assistance and access to the library when the teacher librarian is engaged in lesson planning and delivery. The presence of the FTE library para-professional allows the teacher librarian to collaborate with staff and teach students throughout the day in the classroom or the library.

c. **Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.**

    The teacher librarian is fulfilling the administrative duties of the library which are outlined in Standard 10.55.1801. Selection and management of the print collection and electronic resources, long-range planning and program development, communication and cooperation with local and regional libraries and staffs, and participation in school-wide and district-level committees. Polson High 5chool is compliant with Administrative Rule 10.55.1801.

d. **Where applicable, aligned with contend standards under ARM Chapters 53 and 54.**

    N/A

Required school district signatures:

Board Chair Name: Chanel Lake

Board Chair Signature: _Chanel Lake_ Date: 3/20/23

Superintendent Name: Mike Cutler

Superintendent Signature: _Mike Cutler_ Date 3/20/23

Mail the signed form to:

Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

POLSON SCHOOL DISTRICT #23
BOARD OF TRUSTEES
March 13, 2023
SPECIAL BOARD MEETING
Polson District Office

AGENDA

1. Call to Order

a. Board Chair Chanel Lake called the Special Board Meeting to order at 11:59 AM.

b. In attendance were VIA google meets Board Chair Lake, Trustee Browning, Trustee Muzquiz, Trustee Netzer, Trustee Cox, Trustee Orien, Trustee Anderson and in person Trustee Mercer, Supt Cutler, Business Manager Anderson, HR Director Boen & IT Coordinator Ceth Eslick.

c. Pledge of Allegiance -Superintendent Cutler

d. Board Comments & Observations: NA

e. Public Comment – NA

2. NEW BUSINESS

a. Recommendation to Approve Resolution for Senate Bill 307- Deb Anderson, Business Manager- Business Manager Deb Anderson explained to the Board that in 2017 the legislature passed SB 307 which was designed to be a communication tool of transparency to the public. However, these Resolutions are only rough estimations and the Board will approve the Final Budgets for these permission levies in August.

   a. Trustee Orien made the motion to Approve the High School District Resolution of Intent to Impose an Increase in Levies, Trustee Anderson seconded the motion, the motion passed unanimously.

   b. Trustee Cox made the motion to Approve the Elementary District Resolution of Intent to Impose an Increase in Levies, Trustee Browning seconded the motion, the motion passed unanimously.

b. Recommendation to Approve HS Library Variance to Standards- Mike Cutler, Superintendent.

   a. Supt Cutler requested Board approval of the HS Library Variance to Standards as submitted. He explained this give us the ability to use a Para- professional in the library as opposed to a PT Teacher.

      i. Trustee Mercer made the motion to approve the HS Library Variance as submitted, Trustee Cox seconded the motion, the motion passed unanimously.

c. Recommendation to Approve Personnel Reports – Scott Boen HR/ Communications Director.

   a. HR Director Boen requested Board Approval of the HS Personnel Report as submitted. Trustee Orien made the motion to Approve the HS Personnel report as submitted, Trustee Mercer seconded the motion passed unanimously.

   b. HR Director Boen requested Board Approval of the Elementary Personnel Report as submitted. Trustee Browning made the motion to Approve the Elementary Personnel report as submitted, Trustee Netzer seconded the motion passed unanimously.

Board Chair Lake adjourned the Special Board Meeting at 12:10 PM.
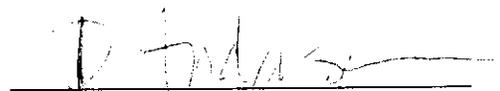
_____   _____
Board Chair Chanel Lake   Board Clerk Deb Anderson

59

Elsie Arntzen, Superintendent

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2023-2024 Variance to Standards
Not Applicable Application Summary

1. **Columbia Public Schools – *Glacier Gateway Elementary (SC: 0418)***
   10.55.709(1)(c) Library Media Specialist FTE, 1.5 FTE for schools with 501-1000 students.
   i. <u>Application Request</u>: To have 1.0 total Library Media Specialist FTE for Glacier Gateway Elementary.
   ii. Required Library Media Specialist FTE for Glacier Gateway is 1.5 FTE.
   iii. Enrollment is at 493, will likely be over 500 by the end of the year.
   iv. Workable Reasons
      1. Has 1.0 FTE librarian.
      2. Additional support of 6.0 hours per day from a highly qualified paraprofessional.

Reason: The variance to standards board felt that this should not be the precedent set that schools apply for a variance before knowing that they need it. In this case, with 493 students the school is not out of compliance with 10.55.709.

VARIANCES TO STANDARDS APPLICATION
Initial Application (two years)

Purpose: ARM 10.55.604(1) "A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement variance to an assurance standard or a section of assurance standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction."

DUE DATE

First semester implementation; second Monday in October

COUNTY:

DISTRICT:

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Flathead County, School District 6, Glacier Gateway Elementary

---

1. Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.

10.55.709 (1)(c)

2. Describe the variance requested.

Currently a 1.0 FTE fully licensed School Library Media Specialist is at Glacier Gateway Elementary. We are out of compliance with accreditation standard 10.55.709 (1)(c) which requires 1.5 (FTE) of Librarian for every 501-1000 students. Glacier Gateway Elementary enrollment is close to fluctuating over 500 in the fall of 2023. We would like to apply for a variance allowing Glacier Gateway to employee 1.0 FTE librarian. In conjunction with 1.0 FTE librarian, we have assigned a highly qualified paraprofessional to continue to provide 6.0 hours of highly qualified staff time per day. The full time paraprofessional is assisting students in locating books, check-out, and maintaining organization of our school library. In addition to the paraprofessional we have established standard LM.SLE and essential learnings for this standard will be focused on during our technology class K-5.

3. Describe how and why the proposed variance would be:

   a. Workable.

With the fluctuation of enrolled students the continued assignment of the 1.0 FTE paraprofessional allows our librarian time to instruct students, develop a relationship with students, and create an environment that encourage students to become lifelong readers.

The district has appropriately assigned resources in a manner that is feasible with our budget, curriculum needs, scheduling and school configuration. Services available through our library are not diminished and the equality of educational opportunity for our Glacier Gateway student population is considered in the employment of 1.0 full time librarian, the addition of the full time highly qualified paraprofessional serving full time in the library, and the implementation of a full time certified teacher for technology integration.

b. **Educationally sound.**

TEAMS report will reflect the 1.0 FTE librarian, 1.0 FTE Technology Teacher, and 1.0 FTE Paraprofessional.

We will collect data for growth in reading through STAR testing. Advancing scores in the area of reading will demonstrate the success of our library and reading instruction. Glacier Gateway staff will monitor the independent reading of students through the Accelerated Reader program. The librarian uses Titlewise Analysis and Alexandria to determine the needs and interests of students. We use SORA digital library to expand access for a variety of books for our students.

(See attached reports: Titlewise, Alexandria, and SORA)

c. **Designed to meet or exceed results under established standards.**

The mission of this variance is to fully comply with the Montana School Accreditation Standards and Procedures in a variance to the standard that is still an appropriate interpretation of the library curriculum needs of the children. The goal of the proposed variance is to continue to have 1.0 FTE fully licensed School Library Media Specialist with 1.0 FTE highly qualified paraprofessional. This will ensure efficient staffing for the fluctuating school enrollment varying between students over and dipping below the standard of 500 students.

d. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

See attached program standards alignment document.

4. Attach Board of Trustee meeting minutes that show the Board of Trustees adopted the application for a variance at an official, properly noticed meeting that provides evidence that local school community stakeholders were involved in the consideration and development of the proposed variance to an assurance standard or a section of assurance standards. *(Stakeholder groups include trustees, administrators, teachers, classified school staff, families, community members, and students as applicable.)*

See attached Agenda and meeting notes.

Required school district signatures:

Board Chair Name: _Jill Rocksund_

Board Chair Signature: _JW Rocksund_   Date: _10-9-23_

Superintendent Name: _Cory J Dziowgo_

Superintendent Signature: _Cory J Dziowgo_   Date _10/2/23_

Email the signed form to:

OPIAccred@mt.gov

_____

65

Library School Improvement/Variance Committee Meeting
September 22 at 10:30 am

Agenda:

Accomplishments of Library

- Increasing digital library
- Moving into our new library: Refreshing our collection with an entire review of collection, appropriate disposal of damaged or outdated books, physical relocation.

Goals

- Create an atmosphere to develop a passion for reading
- Satisfy the academic needs of our students
- Raise circulation through offering books that interest a variety of readers
- Continue to incorporate STEAM activities for students
- Bulking non-fiction collection to support our Curriculum needs

Review accreditation shortfall and review the variance requested:

Currently a 1.0 FTE fully licensed School Library Media Specialist is at Glacier Gateway Elementary. We are out of compliance with accreditation standard 10.55.709 (1)(c) which requires 1.5 (FTE) of Librarian for every 501-1000 students. Glacier Gateway Elementary enrollment is close to fluctuating over 500 in the fall of 2023.. We would like to apply for a variance allowing Glacier Gateway to employee 1.0 FTE librarian. In conjunction with 1.0 FTE librarian, we have assigned a highly qualified paraprofessional to continue to provide 6.0 hours of highly qualified staff time per day. The full time paraprofessional is assisting students in locating books, check-out, and maintaining organization of our school library. We also established standards that are taught by our certified technology teacher. (see standards document)

Committee Members: (In Attendance)

Simon Van Der Weide (5th Grade Teacher)   _____
Penni Anello (Principal)   _____
Becky Sorenson(Parent)   _____
Rogan Sorenson(Student)   _____
Kaia Kane(Student)   _____
Jill Rocksund (Board Member)   _____
Denise Osborne (Librarian)   _____
Deidra Enos (Technology Teacher)   _____
Barbara Bocksnick (Community Member)   _____

Questions and Discussion by Committee

Vote to approve plan for Library: Yea   __x__   Nay   _____

Meeting Notes:

Group reviewed the accomplishments of the library. Stakeholders comments on the beautiful new space and the organization of the space was easily accessible for students. Students commented on the SORA app for digital access as a great way to check out books.

Group reviewed the goals for the upcoming year in the library. Stakeholders were curious of the STEAM activities and a review was given. This work would not be able to be done without the help of the full time para. Standard LM.NK is taught effectively through our STEAM activities. Student agreed that the additions to the non-fiction collection has increased her desire to be in the library. Students notes a couple of books they would like to see at the GG library that they have had access to at the public library.

Standards were reviewed and the discussion of Tech integration teacher focusing on the LM.SLE standard.

All members of the meeting had the opportunity for questions and agreed that the division of work made sense for the variance.

The variance was approved at the committee meeting level.

The application and documents will be passed on to the board.

(notes recorded by PenniAnello)

ITEM 25

UPDATE ON THE ANNUAL DATA COLLECTION

Chris Sinrud

Montana Board of Public Education
Executive Summary

Date: November 15-17 2023

Presentation	Annual Data Collection Update
Presenter	Chris Sinrud
Position Title	Chief Information Officer Office of Public Instruction
Overview	This presentation provides the Board of Public Education updates on the annual data collection for accreditation of schools.
Requested Decision(s)	Informational Item
Related Issue(s)	Accreditation; data collection
Recommendation(s)	n/a

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

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
406-444-3680
www.opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First A⁺

Reference: Annual Collections update as of 11/3/2023

Beginning July 1, 2023, district-level calendar, personnel, and teacher-class reporting will be conducted through the state's student information system, Infinite Campus. Calendars will be attached to schools, for calculation of both overall aggregate hours and individual course instruction times. Calendars will also include PIR dates and durations. Personnel reporting will include Terms of Employment (TOE), Contractors, Special Education, Alternative Education, Coordinators, Paraprofessionals, Professional Licensure, and Teacher-Incentive and Compensation Expenditure TOE. Courses and sections will be tied to calendars and individual students, and include NCES course code information, dual enrollment, distance learning and CTE components.

The OPI's AIM Unit provided individual and group online training sessions through the months of July and August. In September we traveled to 12 locations across Montana, providing full day, in person training/work sessions for districts. In October and throughout November, we are continuing to provide in-person and online training sessions both individually and through "office hours" sessions where districts can log in and get their questions answered. More than 80 districts attended the live sessions and we have conducted more than 50 individual sessions (both in-person and online). We have also created sites for MT Cooperatives to enter data, conducted an online training specific to their data entry, and continue to provide 1-1 online support for their applications.

To assist districts with data collection we are providing written instructional materials and a library of validation reports. There are upload files for districts to transfer the personnel and teacher class data from their financial and non-Infinite Campus data systems. With the new Data Validation & Certification process districts will be able to validate and certify their submission within a set collection window.

We are confident that this new data system will be more closely aligned to the day-to-day activities of the district, provide for more accurate data reporting, streamline both collection and validation of data, and allow more timely submission of reports for both state and federal reporting.

The Achievement in Montana (AIM) unit has been busy assisting schools with beginning of year collections. The following collections were due to OPI on October 18th, 2023: Previous Year Graduate, Cohort, and Dropout; Fall Mode of Instruction; Fall Program Participation; Fall ANB Collection; Fall Enrollment Count. The data collections are complete and the OPI AIM Staff are reviewing the submissions.

The following graph shows the validation and certification percentages for all the schools.

Fall Collection Completions

Collection	10/18/2023	10/31/2023	11/3/2023
Previous Year Graduate, Cohort and Dropout	100	100	100
Fall Program Participation	71	90	93
Fall ANB Collection	100	100	100
Fall Enrollment Count	75	92	95
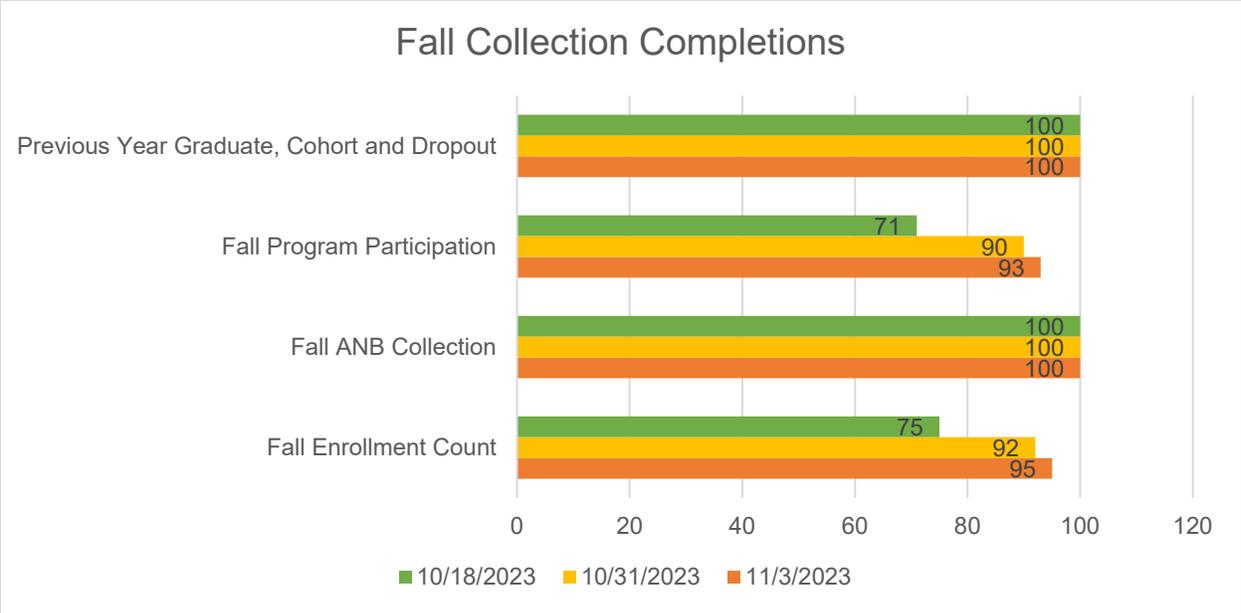
The AIM Data Collection Schedule is organized for the user in a Table to illustrate the OPI's required timeframes for each state collection, the collection name, the purpose of the collection, the collection type (financial, accountability, Federal Report, State requirement) and the Montana Code Annotated (MCA), Administrative Rules of Montana (ARM), and/or Federal Report (OMB) associated with each collection. There are resources available to assist school districts with complying with these data collections on the OPI's AIM Webpage: AIM Main Webpage

Calendar Link: AIM Data Collection Schedule

ITEM 26

ACTION ON TITLE 10, CHAPTER 53, ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARDS TIMELINE

Madalyn Quinlan

State of Montana

PO Box 200601
Helena, Montana 59620-0601
(406) 444-6576
www.bpe.mt.gov

Board of Public Education

BOARD OF PUBLIC EDUCATION TIMELINE
PROPOSED CHAPTER 53 RULES
ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARDS

- BPE approves rulemaking timeline — Nov 15-17, 2023

- Proposal notice to BPE for consideration — January 18-19, 2024

- BPE authorization to publish proposal notice, including public hearing date — January 18-19, 2024
  - Includes expert panel/work session (18) and notice (19)

- Proposal notice to SOS for publication in MAR — January 30, 2024

- MAR publication of proposal notice — February 9, 2024
  - Public comment begins

- Public hearing date — February 29 – March 8, 2024

- *Final public comment deadline* — *March 8, 2024*

- *Adoption notice to BPE for consideration/respond to comments* — *March 7-8, 2024*

- BPE authorization to publish adoption notice — May 9-10, 2024

- Adoption notice to SOS for publication in MAR — May 14, 2024

- MAR publication of adoption notice — May 24, 2024

- Effective date of rules — July 1, 2025
  ****Delayed effective date to provide a year for professional development and awareness after adoption and before implementation.*

*The Board of Public Education may revise the above dates, based on the requirements of the Montana Administrative Procedure Act and the rulemaking statutes.

ITEM 27

INITIAL REVIEW OF SUPERINTENDENT'S PROPOSED REVISIONS TO ARM TITLE 10, CHAPTER 53, ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARDS

Marie Judisch

Montana Board of Public Education
Executive Summary

Date: November 15-17 2023

Presentation	Proposal Notice for English Language Learners
Presenter	Marie Judisch
Position Title	Senior Manager, Teaching and Learning Office of Public Instruction
Overview	This presentation provides the Board of Public Education with an overview of the proposal notice for English Language Learners that will ultimately be published for rulemaking.
Requested Decision(s)	Informational Item
Related Issue(s)	Negotiated rulemaking; English Language Learners; content standards
Recommendation(s)	n/a

Elsie Arntzen, Superintendent

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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First A+

Proposed Amendments to the Administrative Rules of Montana Chapter 53, English Language Proficiency Content Standards

October 3, 2023, by the Superintendent of Public Instruction

Prepared for: The Montana Board of Public Education

Prepared by:
- Marie Judisch, Senior Manager of Teaching and Learning, Office of Public Instruction
- Michelle McCarthy, Instructional Coordinator, Office of Public Instruction

Overview

The Superintendent of Public Instruction launched an amendment process for the Administrative Rules of Montana (ARM) 10, Chapter 53, English Language Proficiency Content Standards ARM 10.53.301-311 English Language Proficiency Standards, in the fall of 2022. This document provides for consideration of the Montana Board of Public Education (BPE) the Superintendent's recommended amendments to Chapter 53. It includes an introduction to Montana's school content standards; a summary of the research and review activities that informed the Superintendent's consideration and deliberation with stakeholders; the Superintendent's proposed amendments, consisting of both the rationales for the amendments and their proposed specific language (i.e., "redlines"); and the results of the negotiated rulemaking committee, ensuring that an economic impact statement for the proposed amendments as required by Montana Code Annotated (MCA) § 2-4-405, were not necessary in this case.

Contents

- See ESSA Requirements under Title III – Language Instruction for English Language Learners and Immigrant Students
- See "Putting Montana's Students First: Montana's Consolidated State Plan"
- See https://wida.wisc.edu/about
- See https://opi.mt.gov/Portals/182/Page%20Files/School%20Accreditation/N%20Rulemaking%2010.55.701/Negotiated%20Rulemaking%20Process%20Overview%201-17-2019.pdf?ver=2019-01-23-133811-320

Introduction

The Superintendent of Public Instruction, supported by staff of the Montana Office of Public Instruction (OPI), launched a comprehensive amendment process for ARM 10, Chapter 53, English Language Proficiency Content Standards in the fall of 2022 to better ensure Montana's school content standards provide all Montana students with access to a **quality educational program** that will develop their **full educational potential** and preserve the **cultural heritage of American Indians**[1]. The content standards guide instruction on what students should be able to know and do in their learning. Per MCA § 20-7- 101, amendments to English Language Proficiency Content Standards for all schools must be adopted by the BPE upon the recommendation of the Superintendent.

Background

Under the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, states must have English language proficiency standards for English learners. Standards must be derived from the four domains of speaking, listening, reading, and writing, as well as address ELs' different proficiency levels and align with the state's academic standards in content areas. States will measure student achievement toward such standards under both Title I and Title III through annual English language proficiency assessments. Montana's State **ESSA plan** aligns with the federal regulations and guidance put forth in serving English Language Learners in Montana. The Elementary and Secondary Education Act, ESEA, as amended by the **Every Student Succeeds Act (ESSA) Title III**, is cited throughout this document, as they are still within alignment of one another in this area.

Key Points

These key-point summaries cannot reflect every fact or point of law contained within a source document.

WHAT ARE ENGLISH LANGUAGE PROFICIENCY STANDARDS?

- English language proficiency standards define progressive levels of competence in English in the four domains of listening, speaking, reading, and writing. Additionally, ELP standards should set clear benchmarks of progress that reflect differences for students entering the school at various grade levels. ESEA Section 1111(b)(1)(F).

- English language proficiency standards must be aligned to the state academic standards in reading or English/language arts, mathematics, science, and any other subject for which a state adopts standards. ESEA Section 1111(b)(1)(F); and Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act, as amended by the **Every Student Succeeds Act (ESSA),** 116 LRP 42105 (EDU 09/23/16), B-7.

- ELP standards must reflect the language demands of each content area and research the process of language acquisition to assist teachers in moving EL

- See ESSA Requirements under Title III – Language Instruction for English Language Learners and Immigrant Students
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students toward both ELP and academic content proficiency. Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, 116 LRP 42105 (EDU 09/23/16), B-4.

- ELP standards include several components:

    1. Standards that address the different proficiency levels of Els. Most states and local educational agencies label each level, such as "beginning," "intermediate," and "advanced." ESEA Section 1111(b)(1)(F)(ii).

    2. A brief narrative description that suggests the defining characteristics of the level, such as "the student understands and speaks conversational and academic English with decreasing hesitancy and difficulty," and a description of what students can do in content at this level of ELP, such as read and understand simplified books of original literary works required in English/language arts at the same grade. ESEA Section 1111(b)(1)(F)(ii).

    3. An assessment score that determines the attainment of the level. ESEA Section 1111(b)(1)(F)(iii).

HOW DO ELP STANDARDS COMPARE TO READING CONTENT STANDARDS?

- While ELP standards are linked to the academic content standards in reading, the two types of standards serve different purposes. ELP standards describe and define progressive levels of competence in the acquisition of the English language for ELs. Reading or language arts standards describe what all students, including ELs, should know and be able to do in the specific academic content areas of, for example, mathematics, science, history, and reading. ESEA Section 1111(b)(1)(F) and ESEA Section 1111(b)(2).

RELATIONSHIP BETWEEN ELP STANDARDS, OBJECTIVES, AND ASSESSMENTS

- ELP standards must be aligned with state academic content and achievement standards.

- State long-term and interim goals must include increases in the percentage of ELs making progress in achieving ELP within a state-determined timeline.

- ELP assessments must be aligned with ELP standards. This is required to ensure that ELs can attain proficiency in both the English language and in reading or language arts, math, and science.

ACADEMIC ENGLISH

- See ESSA Requirements under Title III – Language Instruction for English Language Learners and Immigrant Students
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- The crossover between Title I and Title III standards comes in academic English, the specific vocabulary and methods of discourse used to access academic content in various fields, such as science or history. Students who are proficient in conversational English, typically when they reach an intermediate level of ELP, may still not meet content requirements if they are not proficient in academic English, typically at a more advanced level of ELP.

- Two consortia, **WIDA** and English Language Proficiency Assessment for the 21st Century, created ELP standards and aligned assessments for most states. Many states, including California, New York, and Texas, have developed their own ELP standards and assessments.

The amendments to ARM 10, Chapter 53 proposed in this document are focused on further defining the essential and ideal contributors to **quality schools** and supporting schools to continually improve to **put Montana students first**.

- See ESSA Requirements under Title III – Language Instruction for English Language Learners and Immigrant Students
- See "Putting Montana's Students First: Montana's Consolidated State Plan"
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Summary of Research and Review Activities

As guided by the rulemaking policy of OPI and summarized in Table 1 below, the Superintendent and OPI staff organized and implemented a series of formal and informal, internal, and external research and stakeholder engagement activities to facilitate the development of proposed amendments to ARM 10, Chapter 53.

Table 1: ARM 10, Chapter 53 Amendment Timeline[6]

Research Review (OPI)	Development Team Revisions (OPI)	Negotiated Rulemaking & Economic Impact (OPI)	Adoption Phase	Adoption	Begin Implementation
January 2023 through February 2023	March 2023 through April 2023	May 2023 through August 2023	September through March 2024	May 2024	July 1, 2025

The first three steps (Research, Review, Negotiated Rulemaking) are described in detail below. The remaining steps in the process are under the purview of the BPE and the Education Interim Committee of the Montana State Legislature, although OPI staff will support the BPE and Interim Committee members as they carry out their responsibilities in considering the Superintendent's proposed amendments and moving forward those recommendations that they accept.

Research Phase

Beginning in the winter of 2023, the Montana Office of Public Instruction (OPI) conducted preliminary research to guide the Chapter 53 review and revision process. The focus of this research was around the evidence-based practices and guiding principles developed by WIDA. WIDA is a consortium of stated dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners. The current English Language Proficiency Standards were aligned to the 2012 WIDA English Language Development Standards, which were since updated in 2020 under the title of WIDA English Language Development Standards Framework, 2020 Edition.

Other inputs for this review included current Montana state laws and regulations related to English learners, such as Montana Code Annotated (2017); Administrative Rules of Montana (**Section 10, Chapters 54**); and documents related to English Language Acquisition and Language Enhancement prepared by OPI and submitted to the U.S. Department of Education as required under the federal Every Student Succeeds Act (ESSA)The OPI also did a survey of different states' strategies when it came to the English Language Proficiency Standards and alignment with the 2020 WIDA Framework

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- See ESSA Requirements under Title III – Language Instruction for English Language Learners and Immigrant Students
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Review Phase

Informed by the research and opportunities for revision identified in the research phase described above, the Superintendent launched and OPI staff facilitated an informal, internal review process to review the research phase outputs and solicit from OPI staff and educators across the state feedback and suggestions to further articulate and refine the Superintendent's proposed amendments. The Superintendent convened a "English Language Proficiency Standards Revision Task Force" composed of selected Montana education stakeholders **(see Appendix A for a list of Task Force Members)** to make initial recommendations to the Superintendent. The task force initial recommendations informed the Superintendent's recommendations for the Negotiated Rulemaking Committee (NMC) commissioned by the Superintendent as required by §20-7-101, Montana Code Annotated (MCA). (see "Negotiated Rulemaking" section below).

The members of the Task Force met for three consecutive days virtual in May of 2023 and facilitated by OPI staff. Task Force members participated in varied brainstorming, reflection activities organized to surface emerging opportunities and needs in Montana schools for English Language Learners that amendments to Chapter 53 could potentially address or enhance. The Task Force generated proposed standards that were transferred to the Superintendent for review that were aligned with 2020 WIDA ELD Framework. The Task Force recommended updating the language of English Language Learner to Academic English Language and Multilingual Learner but maintain the rest of the content of the WIDA proficiency standards. They also recommended the removal of the Performance Descriptors, found in rule 10.53.306-311, with the rationale that the performance descriptors did not fit under the definition of content standards.

The Task Force submitted its final recommended revisions and rationales for them to the Superintendent for her consideration in late July of 2023. The standards were also brought to the Montana Advisory Council on Indian Education (MACIE) for feedback. The superintendent accepted the proposal of keeping alignment with the WIDA English Language Development Standards and removal of the performance descriptors from Administrative Rule.

Negotiated Rulemaking

As required by §20-7-101, Montana Code Annotated (MCA) and building on the contributions and outputs of the research and review phases, the Superintendent convened an ARM 10, Chapter 53 Negotiated Rulemaking Committee (NRC) to undertake an expanded public-engagement and consensus making process of the recommended amendments. The NRC met 4 times between August and October 2023 through virtual meetings and orientations. The committee was facilitated by Diane Groves, an impartial facilitator, in alignment with §2-5-109, Montana Code Annotated (MCA**) (see Appendix B for a list of Negotiated Rulemaking Committee Members).** Consistent with Montana's public meeting laws, public comment was invited and the convenings of the committee, minutes, video recordings, and working documents, and final recommendations to the Superintendent are posted publicly on the OPI website.

- See ESSA Requirements under Title III – Language Instruction for English Language Learners and Immigrant Students
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Superintendent's Recommended Amendments to ARM 10, Chapter 53

The Superintendent's recommended revisions to ARM 10, Chapter 53 are based on a thoughtful consideration of the myriad and intersecting conditions, inputs, challenges, and opportunities confronting public schools in Montana. They are informed by the research and stakeholder input collected through the methods described above. The following two sections provide (respectively) the high-level rationales for the Superintendent's final recommended amendments and the proposed detailed revision language to be added to, removed from, or incorporated into ARM 10, Chapter 53. It should be noted that the recommended amendments are ultimately the Superintendent's and reflect her prerogative and responsibility to present to the BPE those that she deems worth moving forward.

Conceptual Framework

Table 1 below provides context for the detailed amendment language presented in the next section. This context includes observations, input, and insights generated or shared by members of the School Quality Task Force and the NRC, as well as the Superintendent's own contributions based on her contact with and deliberations with education stakeholders, students and families, and the general public. They are organized and delineated by the indicated ARM subchapters.

Table 1: Conceptual Framework Guiding the Superintendent's Proposed Amendments to ARMs Ch. 53

ARMs Subchapter(s)	Conceptual Changes
ARM 10.55 Subchapter 3	• Updating the current content standards, that are aligned to the 2012 WIDA English Language Development Standards for alignment with the WIDA English Language Development Standards Framework, 2020 Edition.

Current Rule	Red Line Changes	Rationale
10.53.301 English Language Proficiency Content Standard 1 (1) To satisfy the requirements of English language proficiency content standard 1, English language learners must communicate for social and instructional purposes within the school setting.	(1) To satisfy the requirements of English language proficiency content standard 1, English language learners ~~must~~ communicate for social and instructional purposes within the school setting.	Update to match the WIDA English Language Development Standards Framework, 2020 Edition.
10.53.302 ENGLISH LANGUAGE PROFICIENCY	**10.53.302 ENGLISH LANGUAGE PROFICIENCY**	Update to match the WIDA English Language Development Standards Framework, 2020 Edition

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-    See ESSA Requirements under Title III – Language Instruction for English Language Learners and Immigrant Students
-    See "Putting Montana's Students First: Montana's Consolidated State Plan"
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CONTENT STANDARD 2 (1) To satisfy the requirements of English language proficiency content standard 2, English language learners must communicate information, ideas, and concepts necessary for academic success in the content area of language arts.	CONTENT STANDARD 2 (1) To satisfy the requirements of English language proficiency content standard 2, English language learners ~~must~~ communicate information, ideas, and concepts necessary for academic success in the content area of language arts.	

10.53.303   ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 3
    (1) To satisfy the requirements of English language proficiency content standard 3, English language learners must communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.
	10.53.303 ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 3
	    (1) To satisfy the requirements of English language proficiency content standard 3, English language learners ~~must~~ communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.
		Update to match the WIDA English Language Development Standards Framework, 2020 Edition

10.53.304   ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 4
    (1) To satisfy the requirements of English language proficiency content standard 4, English language learners must communicate information, ideas, and concepts necessary for academic success in the content area of science.
	10.53.304 ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 4
	    (1) To satisfy the requirements of English language proficiency content standard 4, English language learners ~~must~~ communicate information, ideas, and concepts necessary for academic success in the content area of science.
		Update to match the WIDA English Language Development Standards Framework, 2020 Edition

10.53.305 ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 5 (1) To satisfy the requirements of English language proficiency content standard 5, English language learners must communicate information, ideas, and concepts necessary for academic success in the content area of social studies.	10.53.305 ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 5 (1) To satisfy the requirements of English language proficiency content standard 5, English language learners ~~must~~ communicate information, ideas, and concepts necessary for academic success in the content area of social studies.	Update to match the WIDA English Language Development Standards Framework, 2020 Edition

10.53.306   ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE ENTERING LEVEL
    (1) At the entering level of English language proficiency, English language learners will process, understand, produce, or use:
	10.53.306 ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE ENTERING LEVEL
	    (1) At the entering level of English language proficiency, English language learners will process, understand, produce, or use:
		No changes recommended

- See ESSA Requirements under Title III – Language Instruction for English Language Learners and Immigrant Students
- See "Putting Montana's Students First: Montana's Consolidated State Plan"
- See https://wida.wisc.edu/about
- See https://opi.mt.gov/Portals/182/Page%20Files/School%20Accreditation/N%20Rulemaking%2010.55.701/Negotiated%20Rulemaking%20Process%20Overview%201-17-2019.pdf?ver=2019-01-23-133811-320

(a) pictorial or graphic representation of the language of the content areas; (b) words, phrases, or chunks of language when presented with one-step commands; directions; WH-, choice, or yes/no questions; or statements with sensory, graphic, or interactive support; and (c) oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support.	(a) pictorial or graphic representation of the language of the content areas; (b) words, phrases, or chunks of language when presented with one-step commands; directions; WH-, choice, or yes/no questions; or statements with sensory, graphic, or interactive support; and (c) oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support.	
10.53.307 ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE EMERGING LEVEL (1) At the emerging level of English language proficiency, English language learners will process, understand, produce, or use: (a) general language related to the content areas; (b) phrases or short sentences; and (c) oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support.	**10.53.307** ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE EMERGING LEVEL (1) At the emerging level of English language proficiency, English language learners will process, understand, produce, or use: (a) general language related to the content areas; (b) phrases or short sentences; and (c) oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support.	No changes recommended
10.53.308 ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE DEVELOPING LEVEL (1) At the developing level of English language proficiency, English language learners will process, understand, produce, or use: (a) general and some specific language of the content areas; (b) expanded sentences in oral interaction or written paragraphs; and (c) oral or written language with phonological,	**10.53.308** ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE DEVELOPING LEVEL (1) At the developing level of English language proficiency, English language learners will process, understand, produce, or use: (a) general and some specific language of the content areas; (b) expanded sentences in oral interaction or written paragraphs; and (c) oral or written language with phonological,	No changes recommended

- See ESSA Requirements under Title III – Language Instruction for English Language Learners and Immigrant Students
- See "Putting Montana's Students First: Montana's Consolidated State Plan"
- See https://wida.wisc.edu/about
- See https://opi.mt.gov/Portals/182/Page%20Files/School%20Accreditation/N%20Rulemaking%2010.55.701/Negotiated%20Rulemaking%20Process%20Overview%201-17-2019.pdf?ver=2019-01-23-133811-320

syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic, or interactive support.	syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic, or interactive support.	

10.53.309   ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE EXPANDING LEVEL
    (1) At the expanding level of English language proficiency, English language learners will process, understand, produce or use:
    (a) specific and some technical language of the content areas;
    (b) a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs; and
(c) oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support.
	10.53.309 ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE EXPANDING LEVEL
	    (1) At the expanding level of English language proficiency, English language learners will process, understand, produce or use:
	    (a) specific and some technical language of the content areas;
	    (b) a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs; and
	(c) oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support.
		No changes recommended

10.53.310   ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE BRIDGING LEVEL
    (1) At the bridging level of English language proficiency, English language learners will process, understand, produce, or use:
    (a) specialized or technical language of the content areas;
    (b) a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; and
(c) oral or written language approaching comparability to that of proficient English peers when presented with
	10.53.310 ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE BRIDGING LEVEL
	    (1) At the bridging level of English language proficiency, English language learners will process, understand, produce, or use:
	    (a) specialized or technical language of the content areas;
	    (b) a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; and
	(c) oral or written language approaching comparability to that of proficient English peers when presented with
		No changes recommended

- See ESSA Requirements under Title III – Language Instruction for English Language Learners and Immigrant Students
- See "Putting Montana's Students First: Montana's Consolidated State Plan"
- See https://wida.wisc.edu/about
- See https://opi.mt.gov/Portals/182/Page%20Files/School%20Accreditation/N%20Rulemaking%2010.55.701/Negotiated%20Rulemaking%20Process%20Overview%201-17-2019.pdf?ver=2019-01-23-133811-320

grade level material.	grade level material.	

<u>10.53.311 ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE REACHING LEVEL</u>
    (1) At the reaching level of English language proficiency, English language learners will process, understand, produce, or use:
    (a) specialized or technical language reflective of the content areas at grade level;
    (b) a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; and
    (c) oral or written communication in English comparable to proficient English peers.
	<u>10.53.311 ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE REACHING LEVEL</u>
	    (1) At the reaching level of English language proficiency, English language learners will process, understand, produce, or use:
	    (a) specialized or technical language reflective of the content areas at grade level;
	    (b) a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; and
	    (c) oral or written communication in English comparable to proficient English peers.
		No changes recommended

- See ESSA Requirements under Title III – Language Instruction for English Language Learners and Immigrant Students
- See "Putting Montana's Students First: Montana's Consolidated State Plan"
- See https://wida.wisc.edu/about
- See https://opi.mt.gov/Portals/182/Page%20Files/School%20Accreditation/N%20Rulemaking%2010.55.701/Negotiated%20Rulemaking%20Process%20Overview%201-17-2019.pdf?ver=2019-01-23-133811-320

APPENDIX A: ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARDS REVISION TASK FORCE

Task Force Member	Location of Representative
Dr. Rebecca Turk	Bozeman
Dr. Jionna Carjuzaa	Bozeman
Carolyn Grimaldi	Missoula
Enkhchimeg Sharav	Bozeman
Aria Peters	Missoula
Carrie Owen	Helena
Acer Pitas	Miles City

APPENDIX B: ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARDS REVISION – NEGOTIATED RULEMAKING COMMITTEE

- See ESSA Requirements under Title III – Language Instruction for English Language Learners and Immigrant Students
- See "Putting Montana's Students First: Montana's Consolidated State Plan"
- See https://wida.wisc.edu/about
- See https://opi.mt.gov/Portals/182/Page%20Files/School%20Accreditation/N%20Rulemaking%2010.55.701/Negotiated%20Rulemaking%20Process%20Overview%201-17-2019.pdf?ver=2019-01-23-133811-320

Negotiated Rulemaking Committee Member	Committee Member Role(s)	Location of Member
Amanda Burkhart	Parent, Taxpayer	Helena
Sue Furey	Parent, Taxpayer, Retired Teacher	Missoula
Bruce Tribbensee	Parent, Taxpayer	Missoula
Sonja Verlanic	Parent, Taxpayer	Missoula
Julie Williams	Parent, Taxpayer, Higher Ed	Livingston
Ragna Thorne Thomsen	Parent, Taxpayer, Business Owner	Missoula
Danielle Morrison	K-12 Teacher, Montana Tribe Representative	Bozeman
Kathy Milodragovich	Parent, Taxpayer, Retired Teacher, School Board Trustee	Butte
Rebecca Rappold	School Administrator, Montana Tribe Representative	Browning
Kristen Brook	K-12 Teacher	Billings
Melit Flynn	School Business Official	Shelby
Dr. Julie Murgel	Chief Program Officer, OPI	Helena

- See ESSA Requirements under Title III – Language Instruction for English Language Learners and Immigrant Students
- See "Putting Montana's Students First: Montana's Consolidated State Plan"
- See https://wida.wisc.edu/about
- See https://opi.mt.gov/Portals/182/Page%20Files/School%20Accreditation/N%20Rulemaking%2010.55.701/Negotiated%20Rulemaking%20Process%20Overview%201-17-2019.pdf?ver=2019-01-23-133811-320

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the amendment of	)	NOTICE OF PUBLIC HEARING ON
ARM 10.53.301 through 10.53.305,	)	PROPOSED AMENDMENT
pertaining to English Language	)	
Proficiency Content Standards	)	
	)	

TO: All Concerned Persons

1. On [Month Day, 20##], at [Time]:00 [a.m./p.m.] the Board of Public Education will hold a public hearing in Room [###] of [Building], at [City], Montana, to consider the proposed AMENDMENT of the above-stated rule[s].

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 [Time]:00 [a.m./p.m.] on [Month Day, 20##], to advise us of the nature of the accommodation that you need. Please contact McCall Flynn, Executive Director, 46 North Last Chance Gulch, P.O. Box 200601.

3. The rules as proposed to be amended provides as follows, deleted matter interlined:

10.53.301   ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 1
(1) To satisfy the requirements of English language proficiency content standard 1, English language learners ~~must~~ communicate for social and instructional purposes within the school setting.

10.53.302   ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 2
(1) To satisfy the requirements of English language proficiency content standard 2, English language learners ~~must~~ communicate information, ideas, and concepts necessary for academic success in the content area of language arts.

10.53.303   ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 3
(1) To satisfy the requirements of English language proficiency content standard 3, English language learners ~~must~~ communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.

10.53.304   ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 4
(1) To satisfy the requirements of English language proficiency content standard 4, English language learners ~~must~~ communicate information, ideas, and concepts necessary for academic success in the content area of science.

<u>10.53.305   ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 5</u>
(1) To satisfy the requirements of English language proficiency content standard 5, English language learners ~~must~~ communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-121;
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

REASON: The board proposes to amend these rules, which were last amended in 2011, to align with the WIDA English Language Development Framework, 202 Edition.

        4. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: McCall Flynn, Executive Director, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail mflynn@mt.gov and contact the Board of Public Education no later than [Time]:00 [a.m./p.m.] on XX, XXXX

        5. XXXXXX, of the Board of Public Education, has been designated to preside over and conduct this hearing.

        6. The Board of Public Education maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this agency. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in paragraph 4 above or may be made by completing a request form at any rules hearing held by the board.

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

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

MAR Notice No. [assigned by each agency]

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

/s/ [Name]   Dr. Tim Tharp
[Name]   Board Chair
Rule Reviewer   Board of Public Education

     Certified to the Secretary of State [Month Day, 20##].

ECONOMIC IMPACT STATEMENT REPORT

ARM, CHAPTER 53: ENGLISH LANGUAGE PROFICIENCY STANDARDS

Prepared by the Office of Public Instruction - October 2023

Table of Contents

Executive Summary

Using the negotiated rulemaking process, Superintendent of Public Instruction, Elsie Arntzen, has developed recommendations standard changes for ARM 10, Chapter 53, English Language Proficiency Standards.

The work began after authorization by the Board of Public Education (BPE) and a timeline for reviewing the English Language Proficiency Standards. Superintendent Arntzen directed an amendment process to better ensure Montana's content standards provide learner outcomes that focus on educational excellence. The outcome would ensure Montana students had access to a quality educational program that would develop their full educational potential and preserve the cultural heritages of American Indians.

The content standards, §20-7-101, MCA must be adopted by the BPE upon the recommendation of the Superintendent developed through the negotiated rulemaking process.

Introduction

The Montana Superintendent of Public Instruction initiated the process to amend the English Language Proficiency Standards (ELP) in the fall of 2022. The current ELP content standards are based on the 2012 WIDA English Development Standards, which have recently been updated under the title WIDA English Language Development Standards Framework, 2020 Edition. The WIDA ELD Standards Framework of 2012 will be officially retired; though the standards didn't change significantly, the entire framework has a great deal of revisions that educators use to guide instruction.

In Chapter 10.53.301-311 there are:
* five ELP content standards, and
* six ELP proficiency performance descriptors.

The research and review phase concluded in the spring of 2023. Then a task force, consisting of eight members, met during May 2023, to prepare recommendations for the Superintendent. The proposed standards change require the Superintendent to establish an independent NRC under § 20-7-101, MCA. Superintendent Arntzen selected twelve members to serve on the NRC reflective of the necessary role diversity outline in the statute, including the new requirement from HB 338 that a representative of Montana Indian tribes be part of the negotiated rulemaking committee. This committee met from August 2023 to October 2023.

Economic Impact Statement Required Elements

As required by § 20-7-101(1), MCA, the Montana Superintendent of Public Instruction, has prepared this economic impact statement in consultation with the NRC under the provisions of § 2-4-405, MCA. Each of the elements required to be addressed in the economic impact statement is outlined below.

Affected Classes of Persons

Describe the classes of persons who will be affected by the proposed rule, including classes that will bear the costs of the proposed rule and classes that will benefit from the proposed rule. Refer to Section 2-4-405 (2)(a).

The individuals who will be affected by the proposed English Language Proficiency Standards are those who have responsibility for instruction of English Language Learners at the local level. These responsibilities include allocating resources for curriculum development and coordination, developing and adopting curriculum, delivering curriculum in the classroom, supporting students in meeting learning goals, and paying for any changes that are required by the standards. The affected classes include school administrators, teachers, school trustees, school business officials, parents, students, and taxpayers.

Economic Impact

Describe the probable economic impact of the proposed rule upon affected classes of persons, including but not limited to providers of services under contracts with the state and affected small businesses, and quantifying, to the extent practicable, that impact. Refer to Section 2-4-405 (2)(b).

As there is not a significant change in the proposed rules, through consensus, the negotiated rulemaking committee concluded that the proposed rules would have no economic impact.

Cost to State Agencies

Describe and estimate the probable costs to the agency and to any other agency of the implementation and enforcement of the proposed rule and any anticipated effect on state revenue. Refer to Section 2-4-405 (2)(c)

The Office of Public Instruction (OPI), in accordance with 20-7-101, MCA, has incurred costs associated with the negotiated rulemaking process, including contracting with a facilitator and convening the rulemaking committee. As the standards have no significant changes, there will be no additional costs needed beyond the professional development around English Language Proficiency Learners instruction that is already provided.

Cost and Benefits of the Proposed Rule

Analyze and compare the costs and benefits of the proposed rule to the costs and benefits of inaction. Refer to Section 24-405 (2)(d).

The Board of Public Education has adopted a regular cycle for review of content area standards. The purpose of the regular review of standards is to ensure that content standards reflect current knowledge and best practices for each content area. It was deemed necessary to review the English Language Proficiency Standards to follow the determined cycle as well as align with the update in the WIDA English Language Development Standards 2020 Edition, as the 2012 WIDA ELD standards will be retired. At the same time, the assessment for English Language Proficiency, Access 2.0, was also updated. Under Montana State's ESSA plan, the assessments and standards must be aligned. With insignificant changes to proposed rules, a benefit can be demonstrated ensuring alignment with most recent research in this content standard area as well as the assessment for English Language Learners proficiency.

Less Costly or Less Intrusive Methods

Are there less costly or less intrusive methods for achieving the purpose of the proposed rule? Refer to Section 2-4-405 (2)(e).

No. The process for proposing, reviewing, and adopting academic content standards is prescribed in statute in 20-7-101, MCA and in Montana Administrative Procedure Act. It is not possible to have statewide implementation of standards without formal rule adoption.

The role of the Board of Public Education is to set standards that apply to all accredited schools. The proposed rules reflect a set of best practices identified by educators that establish a minimum level of quality for all schools to meet. While there are school district costs associated with the implementation of these standards by school districts, the Office of Public Instruction will offer and coordinate professional development opportunities in a manner to reduce the burden of costs on school districts.

Selection of Proposed Rule

Analyze any alternative methods for achieving the purpose of the proposed rule that were seriously considered by the agency and the reasons why they were rejected in favor of the proposed rule. Refer to Section 2-4-405 (2)(f).

In reviewing the most recent research as it pertains to English language learners, it was decided to maintain alignment with the WIDA English Language Development Standards Framework.

Efficient Allocation of Public and Private Resources

Does the proposed rule represent an efficient allocation of public and private resources? Refer to Section 2-4-405 (2)(g).

Yes, the proposed content standards will apply to all public and any private schools seeking accreditation by the Board of Public Education.

Analysis of the ability of school districts to implement the standard with existing resources, including time.

With limited changes to the standards, the committee finds that school districts have the ability to implement these standards within their existing resources.

Conclusion

The ARM 10, Chapter 53, English Language Proficiency Standards, Negotiated Rulemaking Committee (NRC), through consensus, concluded that the proposed rules would have no economic impact.

❖   <u>**ASSESSMENT COMMITTEE – (Item 28)**</u>

Anne Keith

<u>ITEM 28</u>

<u>ACTION ON THE PROPOSED NOTICE OF PUBLIC HEARING AND TIMELINE PERTAINING TO RULEMAKING IN ARM TITLE 10, CHAPTER 54, EARLY LITERACY TARGETED INTERVENTION STANDARDS, AND AUTHORIZE FILING OF THE NOTICE WITH THE SECRETARY OF STATE FOR PUBLICATION IN THE MONTANA ADMINISTRATIVE REGISTER</u>

Anne Keith

State of Montana

Board of Public Education

PO Box 200601
Helena, Montana 59620-0601
(406) 444-6576
www.bpe.mt.gov

BOARD OF PUBLIC EDUCATION TIMELINE
PROPOSED CHAPTER 54 RULES
EARLY LITERACY TARGETED INTERVENTION STANDARDS

- BPE approves rulemaking timeline — Nov. 15-17, 2023

- Proposal notice to BPE for consideration — Nov. 15-17, 2023

- BPE authorization to publish proposal notice, including public hearing date — Nov. 15-17, 2023
  - Includes expert panel/work session (16) and notice (17)

- Proposal notice to SOS for publication in MAR — November 28, 2023

- MAR publication of proposal notice — December 8, 2023
  - Public comment begins

- Public hearing date — January 4, 2024

- Final public comment deadline — January 7, 2024

- Adoption notice to BPE for consideration/respond to comments — January 18-19, 2024

- BPE authorization to publish adoption notice — March 7-8, 2024

- Adoption notice to SOS for publication in MAR — March 12, 2024

- MAR publication of adoption notice — March 22, 2024

- Effective date of rules — April 1, 2024

*The Board of Public Education may revise the above dates, based on the requirements of the Montana Administrative Procedure Act and the rulemaking statutes.

FUTURE AGENDA ITEMS
January 18-19, 2024, Helena, MT

Exiting Board Member – Last Meeting and Recognition
OCHE Math Presentation
Perkins Program Update
Review MSDB Superintendent Contract Extension (2026)
MACIE Update
Review individual Community Choice Schools' Annual Reports
Transportation Report
Assessment Update
Federal Update
Accreditation Report
Teacher Licensure Report
Qualify Transformational Learning & Advanced Opportunity
Grant Applications
Quality Educator Loan Assistance Program Report
Content Standards Revision Update
MSDB Superintendent Performance Evaluation

BOARD OF PUBLIC EDUCATION LUNCH WITH BOARD OF REGENTS

University of Montana, University Center

12:00 PM

BOARD OF EDUCATION MEETING

UNIVERSITY CENTER BALLROOM
1:00 PM

- Introduction of the 2024 Montana Teacher of the Year
    - Update on Dual Enrollment
- Update on the Montana Digital Academy