CONTENT STANDARDS REVISION UPDATE

March 2020

PROCESS

Where are WE?

Montana Constitution

Montana Code Annotated (Legislature)

Administrative Rules of Montana (OPI>>NR Committee>>OPI>>BPE)

Policy (School Trustees)

Procedure (School Administrator)

GUIDELINES FOR RULE CHANGE

The Board of Public Education sets forth the following guidelines for content standards revision:

- Standards will define what all students should know and be able to do;
- Standards will be challenging and rigorous;
- Standards will be clear, understandable, and free of jargon;
- Standards will be measurable;
- Standards will address diversity, specifically fulfilling the commitment to implementing Indian Education for All;
- Standards will be consistent with the grade level and grade band structures in ARM Chapter 53; and
- Content standards will be consistent with the program delivery standards described in ARM Chapter 55.

NEGOTIATED RULEMAKING ROLES AND RESPONSIBILITIES

Committee Members

- review drafts prepared by the revision team to provide feedback and a recommendation to the Superintendent on the draft
- assist in determining the economic impact of the draft

OPI and BPE Staff

- support the work of the committee

PROPOSED RULE CHANGES

A thumb held up indicates that I understand <u>and</u> am in agreement with the proposal.
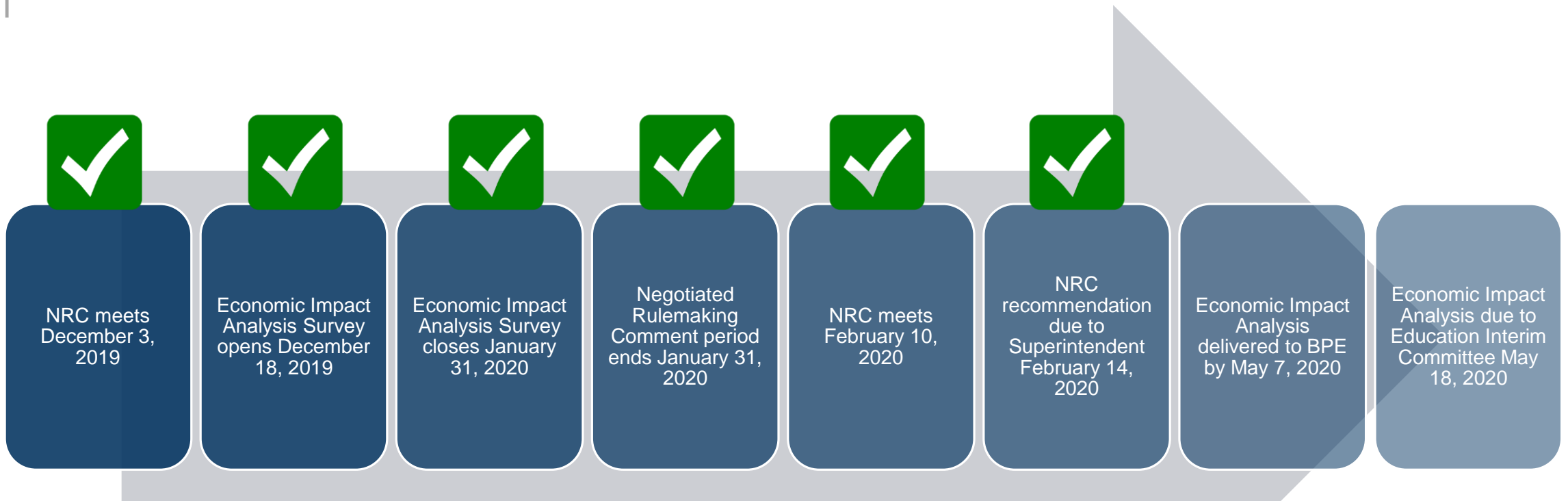
A thumb held sideways indicates that I do not understand the proposal.
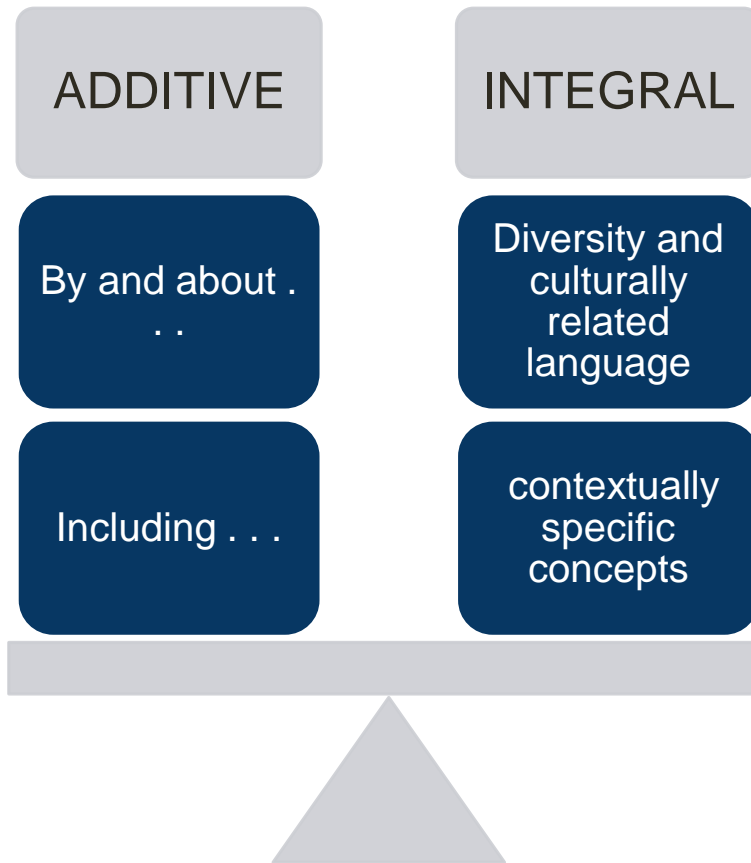
A thumb held down indicates that I understand <u>and</u> do not agree with the proposal.
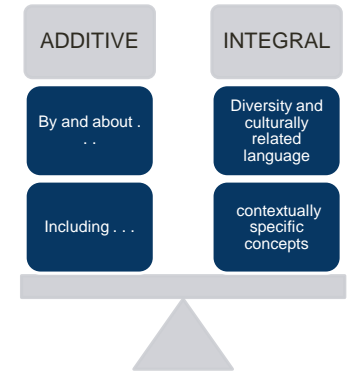
SOCIAL STUDIES NRC REVISED TIMELINE
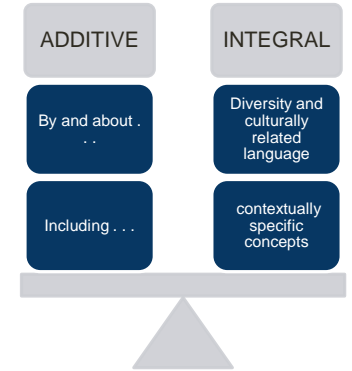
IEFA IN THE STANDARDS

IEFA INTEGRATION

The history content standards for first grade are that each student will:

a. distinguish between past, present, and future time

b. understand how events might be described differently depending on historical contexts and perspectives, ***including those of tribes in Montana***

IEFA INTEGRATION

ADDITIVE	INTEGRAL
By and about . . .	Diversity and culturally related language
Including . . .	contextually specific concepts

The civics and government content standards for second grade are that each student will:

a. explain the roles of people who help govern different communities *including tribal communities*

b. demonstrate ways to show good citizenship in the classroom, school, and community
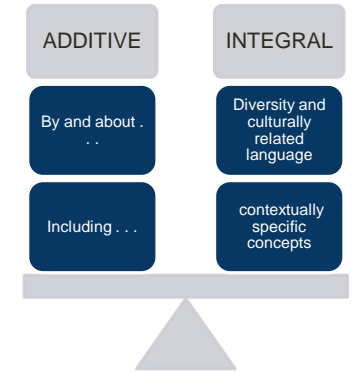
The geography content standards for second grade are that each student will:

a. use the basic components of a map to identify physical and political features, *including American Indian reservations*

b. describe how geography and human activities impact each other

The history content standards for second grade are that each student will:

a. people lived differently in the past than they do today

b. *students understand that there are twelve distinct and unique tribes within Montana whose people contribute to modern life*

c. identify different kinds of historical sources, *including oral histories of American Indians*

IEFA INTEGRATION

ADDITIVE

INTEGRAL

By and about . . .

Diversity and culturally related language

Including . . .

contextually specific concepts

The civics and government content standards for third grade are that each student will:

a. describe and identify the basic functions of local government, *including tribal governments*

The geography content standards for third grade are that each student will:

a. examine maps and other representations to *identify historical and contemporary political and cultural patterns in the Americas*

ECONOMIC IMPACT SURVEY

What school size do you represent?

50 responses
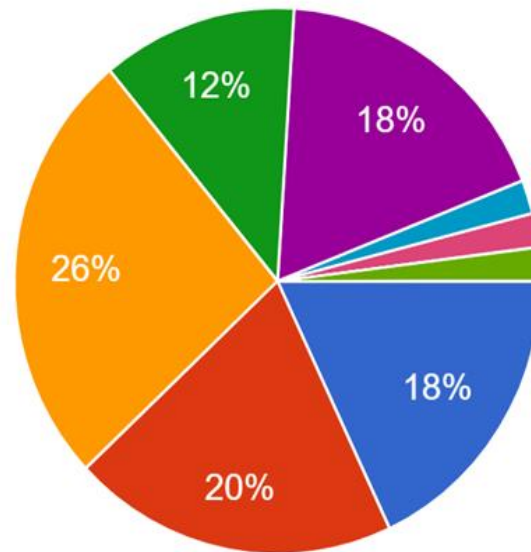
- Small School (fewer than 126 students)
- Class C
- Class B
- Class A
- Class AA
- Multiple School Districts (approximately 12,200 students)
- Rural School K-8 !9 students
- I represent 6 school systems in the county the smallest has 6 students the…

ECONOMIC IMPACT SURVEY

What increase in total dollars would be required to cover the cost associated with Instructional Materials? (best estimate) Answers ranged from $2,000, $50 per student to 7 million.

What increase in total dollars would be required to cover the cost associated with professional development?

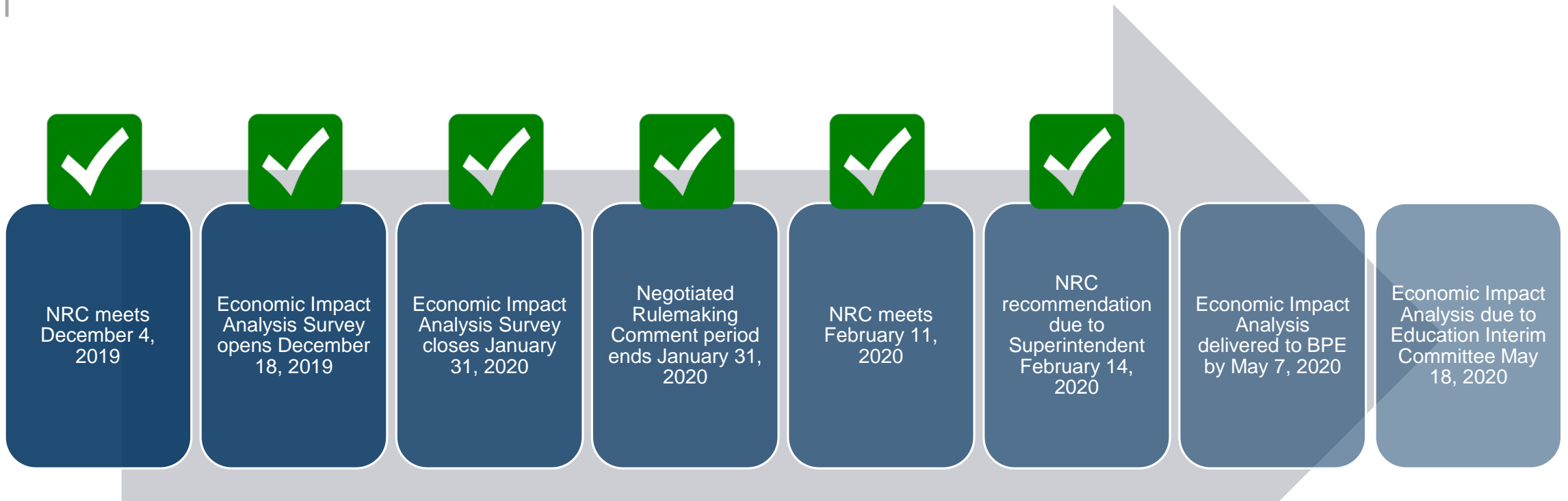Answers: Answers varied from $40 per teacher to $1 to 2 million over a multi-year period.

What increase in total dollars would be required to cover the cost associated with curriculum development?

Range: $1,500-$1,500,000
- *1,500 (figuring 20 per teacher rep on social studies curriculum teams)*
- *$1,500,000 for textbooks $13,000 for Curriculum Review, (25 teachers x 6 days out of the classroom)*

CTE NRC REVISED TIMELINE

NRC meets December 4, 2019

Economic Impact Analysis Survey opens December 18, 2019

Economic Impact Analysis Survey closes January 31, 2020

Negotiated Rulemaking Comment period ends January 31, 2020

NRC meets February 11, 2020

NRC recommendation due to Superintendent February 14, 2020

Economic Impact Analysis delivered to BPE by May 7, 2020

Economic Impact Analysis due to Education Interim Committee May 18, 2020

IEFA INTEGRATION

The content areas covered by the career and technical education standards may include:

1. act as a responsible and contributing citizen and employee
2. apply appropriate academic and technical skills
3. attend to personal health and financial well-being
4. communicate clearly, effectively, and with reason
5. consider the environmental, social and economic impacts of decisions
6. demonstrate creativity and innovation
7. employ valid and reliable research strategies
8. utilize critical thinking to make sense of problems and persevere in solving them
9. model integrity, ethical leadership, and effective management
10. plan education and career path aligned to personal goals
11. use technology to enhance productivity
12. ***work productively in teams while using cultural/global competence***
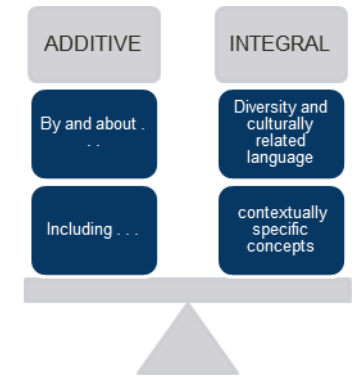
Work productively in teams while using cultural/global competence

i. engage with learners from ***diverse cultures*** through use of available technology

ii. explain how personal and ***cultural histories*** can influence team approaches to completing tasks and projects

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ECONOMIC IMPACT SURVEY

What school size do you represent?

50 responses
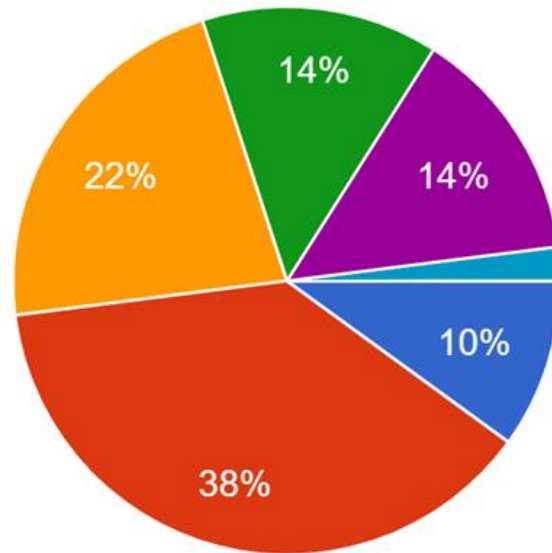
- Small School (fewer than 126 students)
- Class C
- Class B
- Class A
- Class AA
- Represent 23 districts (approximately 12,200 students)

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ECONOMIC IMPACT SURVEY

What increase in total dollars would be required to cover the cost associated with Instructional Materials? (best estimate)

Answer Range: $1,200- $1,000,000

A few responses:

"$100 per grade K-6 and potentially much more than that in a junior high or high school class."

"About $25K for equipment and supplies to start a Business Ed. program."

"$800k to 1 million. We don't have difficulty in finding the materials, we need funding to support the purchase of updated and ongoing consumables for CTE"

What increase in total dollars would be required to cover the cost associated with professional development?

Answers: Answers ranged from $500 to $100,000*

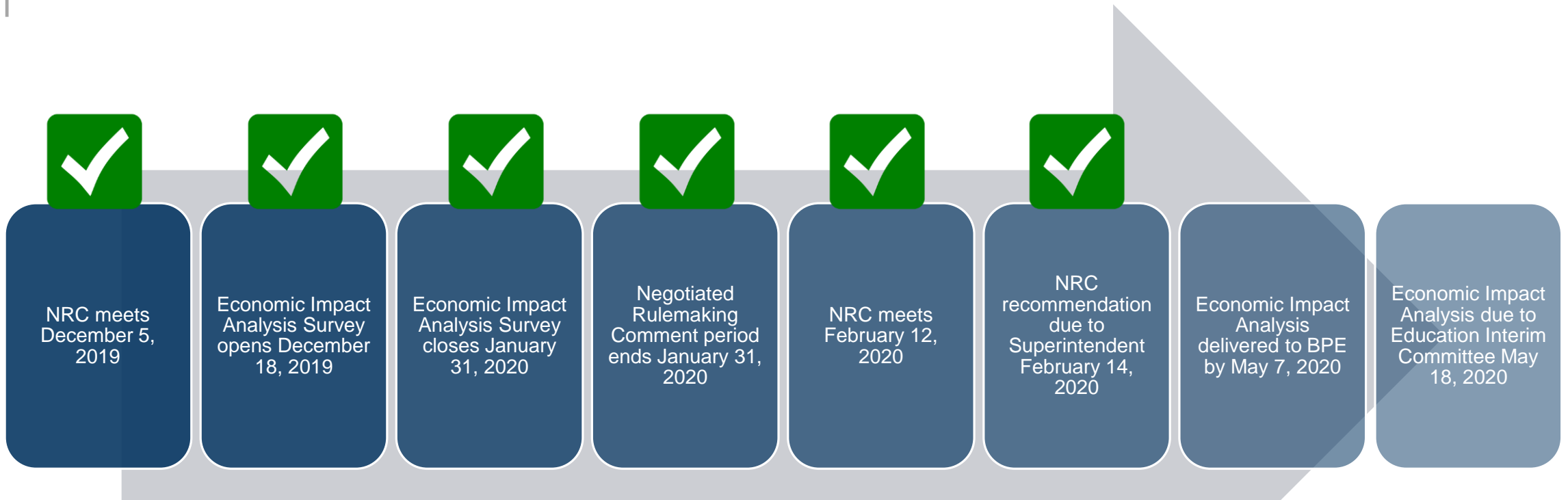**$100,000. this includes paying the teacher for their time to attend the training, any certifications associated with the training and CTE field, travel, lodging, etc.*

What increase in total dollars would be required to cover the cost associated with curriculum development?

Range: $400- $100,000

*That would depend on the interest of the teacher and willingness to learn new areas of application.

COMPUTER SCIENCE NRC REVISED TIMELINE

NRC meets December 5, 2019

Economic Impact Analysis Survey opens December 18, 2019

Economic Impact Analysis Survey closes January 31, 2020

Negotiated Rulemaking Comment period ends January 31, 2020

NRC meets February 12, 2020

NRC recommendation due to Superintendent February 14, 2020

Economic Impact Analysis delivered to BPE by May 7, 2020

Economic Impact Analysis due to Education Interim Committee May 18, 2020

OFFICE OF PUBLIC INSTRUCTION
A+
ELSIE ARNTZEN, STATE SUPERINTENDENT
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IEFA INTEGRATION

ADDITIVE	INTEGRAL
By and about . . .	Diversity and culturally related language
Including . . .	contextually specific concepts

STANDARDS FOR COMPUTER SCIENCE FOR GRADES K-12

1. The content areas covered by the computer science standards include:

a. algorithms and programming;

b. computing systems;

c. data and analysis;

d. impacts of computing; and,

e. computer science networks and the internet

2. When a district incorporates or integrates computer science content into district curriculum or offers a course in computer science, the following skills at each grade level apply:

a. fostering an inclusive computing culture

b. collaborating around computing

c. recognizing and defining computational problems

d. developing and using abstractions

e. creating computational artifacts

f. testing and refining computational artifacts; and

g. communicating about computing

Computer science impacts of computing standards for ninth through twelfth grades are:

a. evaluate the ways computing technologies, globally and locally impact personal, ethical, social, economic, and cultural practices

b. *evaluate the ways computing technologies impact American Indian communities in Montana*

c. test and refine computational artifacts to reduce bias and equity deficits

d. demonstrate ways a given algorithm applies to problems across disciplines

ECONOMIC IMPACT SURVEY COMPUTER SCIENCE

What school size do you represent?

25 responses

- Small School (fewer than 126 students)
- Class C
- Class B
- Class A
- Class AA
- Multiple districts represented (approximately 12,200 students)

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ECONOMIC IMPACT SURVEY

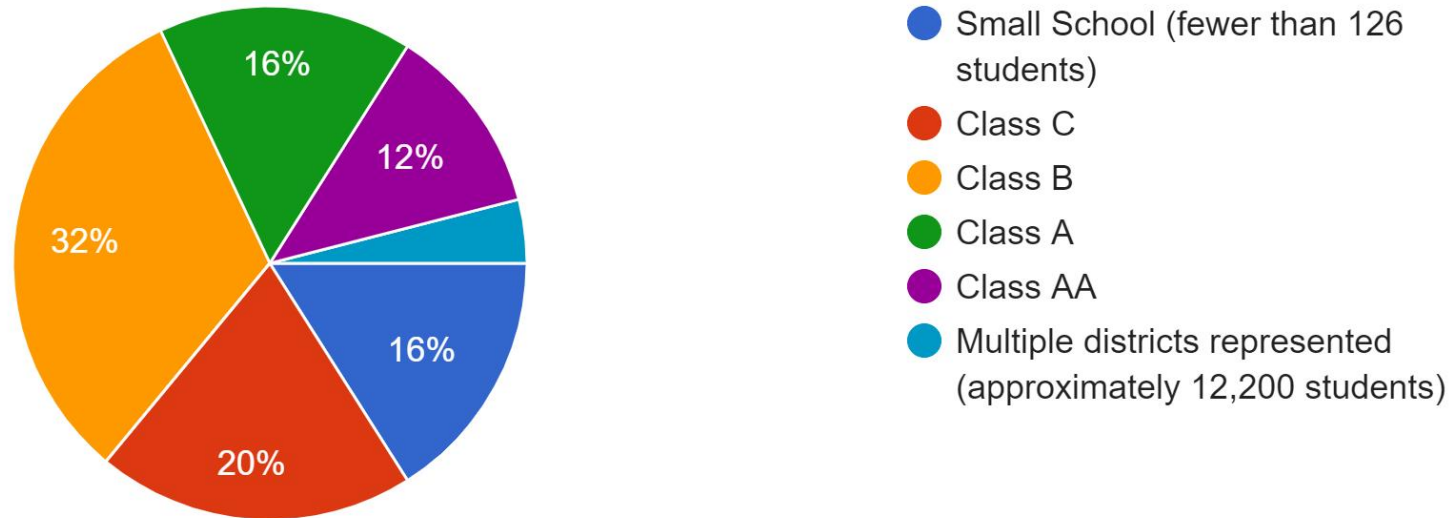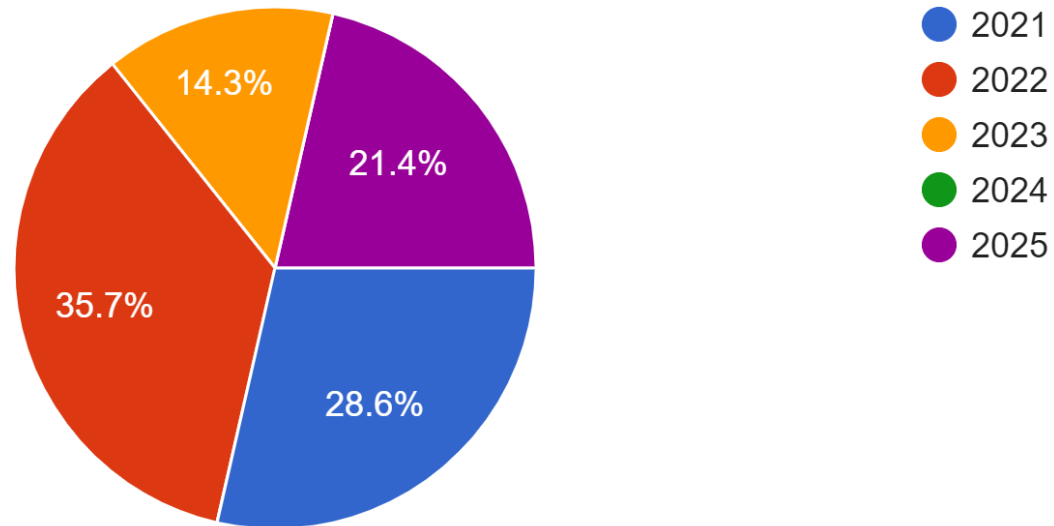*What increase in total dollars would be required to cover the cost associated with Instructional Materials? (best estimate)*

*Other
13.3%

$0
13.3%

Not sure
20.0%

$10,000 or less
26.7%

$100,000 or less
26.7%

ECONOMIC IMPACT SURVEY

What year would your district implement these standards?

14 responses

Legend:
- 2021
- 2022
- 2023
- 2024
- 2025

Pie chart values: 14.3%, 21.4%, 35.7%, 28.6%

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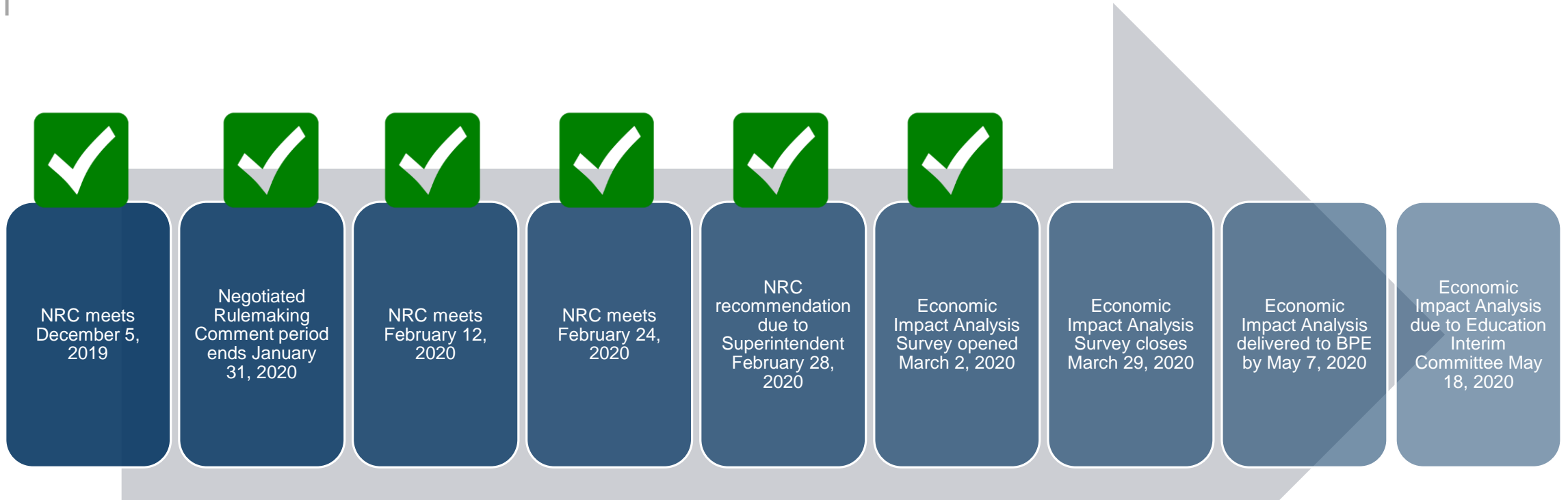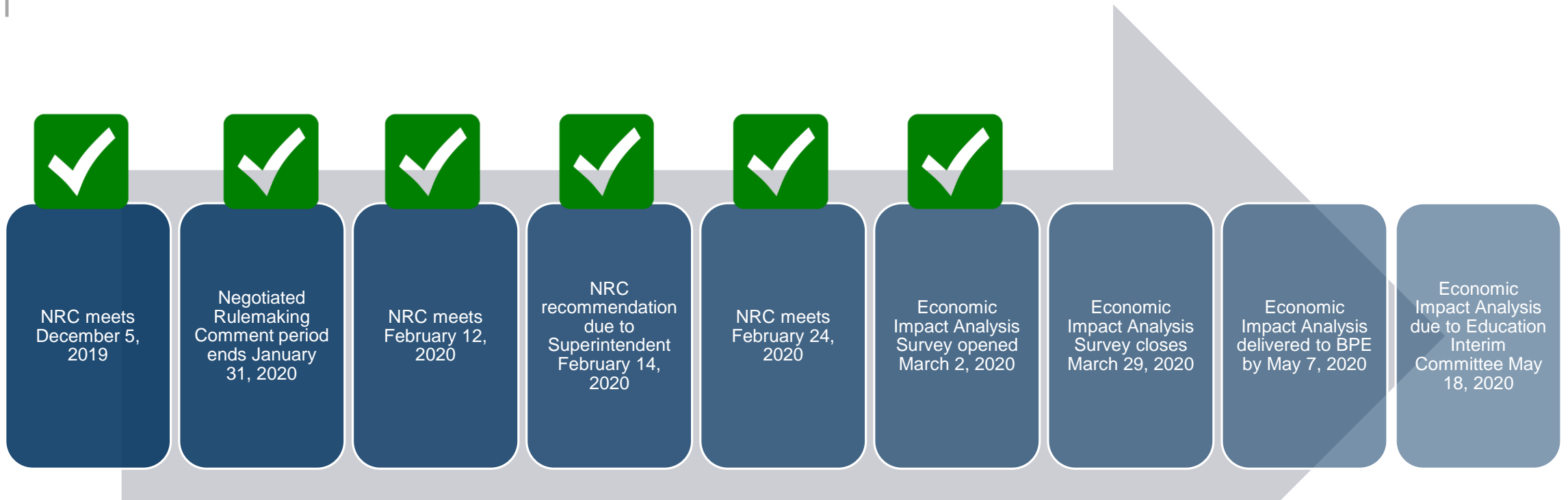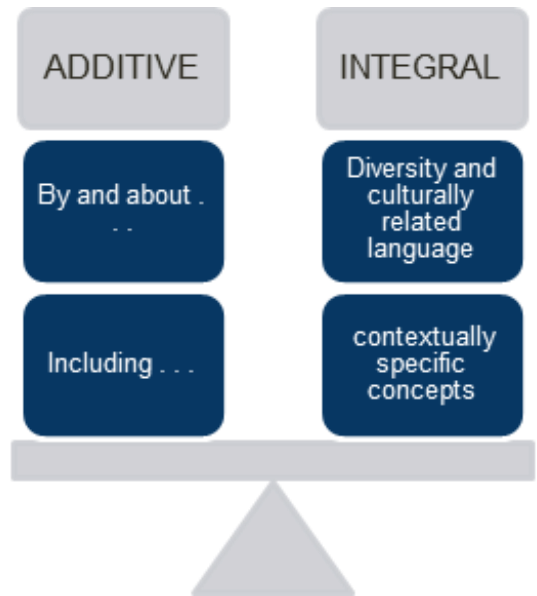
IEFA INTEGRATION
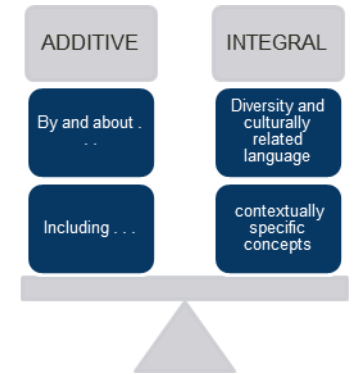
Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians

a. Evaluate resources for relevance, currency, authority, and bias ***including those by and about tribes in Montana***
b. Seek more than one point of view by using diverse sources

TECHNOLOGY INTEGRATION NRC REVISED TIMELINE

| NRC meets December 5, 2019 | Negotiated Rulemaking Comment period ends January 31, 2020 | NRC meets February 12, 2020 | NRC recommendation due to Superintendent February 14, 2020 | NRC meets February 24, 2020 | Economic Impact Analysis Survey opened March 2, 2020 | Economic Impact Analysis Survey closes March 29, 2020 | Economic Impact Analysis delivered to BPE by May 7, 2020 | Economic Impact Analysis due to Education Interim Committee May 18, 2020 |

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IEFA INTEGRATION

The reflective user content standards for ninth-twelfth grades are that each student will:

a. evaluate historical, cultural, and social impacts of technology innovations on individuals and groups**, including urban, rural and reservation communities**

b. reflect on and explain how technological innovations influence selection of tools and resources appropriate to a task

INFORMATIONAL PRESENTATIONS AND FEEDBACK

Spring 2020

March 11 - Montana Advisory Council on Indian Education (MACIE)
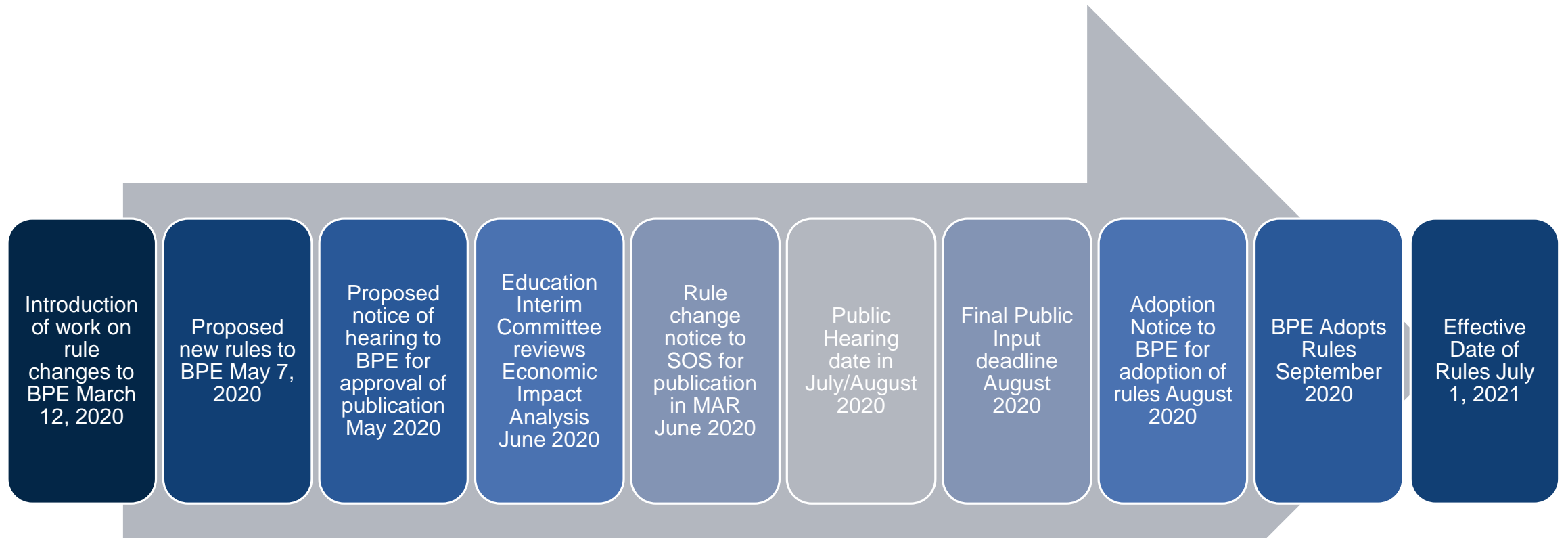
March 12 - Montana Board of Public Education (BPE)

March 20 - Education Interim Committee of the Montana Legislature (EIC)

April 15 - Certification Standards and Practices Advisory Council (CSPAC)

April 23 - Montana Higher Education Consortium

MAPA PROPOSED TIMELINE

Introduction of work on rule changes to BPE March 12, 2020

Proposed new rules to BPE May 7, 2020

Proposed notice of hearing to BPE for approval of publication May 2020

Education Interim Committee reviews Economic Impact Analysis June 2020

Rule change notice to SOS for publication in MAR June 2020

Public Hearing date in July/August 2020

Final Public Input deadline August 2020

Adoption Notice to BPE for adoption of rules August 2020

BPE Adopts Rules September 2020

Effective Date of Rules July 1, 2021

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