Montana Professional Educator Preparation Program Standards and Procedures Manual

PEPPS

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Denise Juneau, Superintendent
Montana Office of Public Instruction
www.opi.mt.gov

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Professional Educator Preparation Program Standards
Effective: 2007 through 2014

SECTION I ADMINISTRATIVE RULES OF MONTANA – CHAPTER 58

Adoption of Professional Educator Preparation Program Standards by the Board of Public Education as Administrative Rules of Montana establishes the accreditation and accountability requirements for Montana's professional education units. The first adoption of these educator preparation standards was in 1979.

Sub-Chapter 1: State Administrative Procedural Standards

Sub-Chapter 2: Conceptual Framework of Professional Educator Preparation Programs

Sub-Chapter 3: Program Performance Standards
Performance standards require the establishment of criteria upon which performance will be demonstrated by the institution and professional education unit to assure consistent interpretation of the administrative rule language for that area. The criteria are established as policy primarily for the institution's preparation in seeking state-accreditation. In addition, the criteria provide clarification and confirmation of the process used by review teams monitoring educator preparation programs in Montana.

Sub-Chapter 5: Standard 501 - General Requirements
Board of Public Education action on this section determines the limit to which approval will be granted to all endorsement programs of an institution under review. An adopted "provisional accreditation" rating for 10.58.501 will limit all endorsement programs to no more than "provisional" status, pending a follow-up review and recommendations to the Board. An adopted "non-accredited" rating for 10.58.501 would remove all endorsement programs from state-accreditation. Institutions and program officials must place great importance on creating assessments, quantifying candidate success, and developing documents to verify the institution's success.

Sub-Chapter 5: Teaching Subject Areas
In establishing performance-based standards for the preparation of educator candidates, criteria are established for programs preparing candidates for the elementary K-8 endorsement. These criteria must be considered in the development of assessments and the documentation format for verification of each institution's success in preparing entry level candidates for certification.

SECTION II PROCEDURES FOR PROFESSIONAL EDUCATION UNIT REVIEW

These procedures are adopted for the uniform planning, preparation and implementation of reviews of Professional Education Units in Montana for recommendations of accreditation status to the Montana Board of Public Education.

A. State Review Protocol
B. Joint NCATE/MONTANA Review Protocol

SECTION III SUPPLEMENTAL MATERIAL AND RESOURCE GUIDE

A. Sample Indicators

B. Sample Rubrics

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Montana Professional Educator Preparation Program Standards and Procedures Manual

SECTION I

ADMINISTRATIVE RULES OF MONTANA – CHAPTER 58

SECTION I

MONTANA PROFESSIONAL EDUCATOR PREPARATION PROGRAM STANDARDS 2006-2013

INTRODUCTION

Montana Professional Educator Preparation Program Standards (PEPPS) revision process is based on the following principles: quality, equity, diversity, and nationally recognized standards. The Montana standards align with the national accreditation standards as established by the national council for accreditation of teacher education (NCATE).

1. **Quality –** The authority for accreditation resides with the legally constituted state authority, the Montana Board of Public Education (BPE). The BPE establishes a system of teacher certification to ensure that all professional education units follow a common set of standards of quality. Montana standards incorporate the concept of assessing programs based upon the actual performance and knowledge competence of their candidates. In addition, the Montana state standards are aligned to the unit standards of the National Council for Accreditation of Teacher Education and to the national specialty professional organizations' standards as accredited by NCATE. While the language of national standards is incorporated into the PEPPS authority for accreditation continues to reside with the legally constituted state authority, the BPE.

2. **Equity –** The state of Montana has a responsibility to provide educational opportunities in a manner designed to be fair and equitable and to provide high quality educational services to its citizens. The focus on thoughtful ongoing assessment strategies is designed to ensure that programs are constantly reviewed and revised to ensure efficiency, currency, and high quality. “Professional education units must provide opportunities for candidates to understand the role of equity in the teaching and learning process.” (NCATE, 2002).

3. **Diversity –** Professional education programs in Montana shall “design, implement, and evaluate curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.”(NCATE Standard 4, 2002)

   The Constitution of the State of Montana (Article X, Section 2) establishes a special legal status for indigenous cultures and peoples, with respect to education: *the State recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural heritage.”* The American Indian cultures and Tribes of Montana are a unique and valuable resource. Teacher education in Montana shall be designed to respect cultures and to help candidates understand and benefit from the vitality and complexity that arises from the interaction of various cultural perspectives. Participation of American Indians

in the planning, implementation and assessment of professional education shall be sought.

4. **Nationally Recognized Standards –** The Montana Professional Educator Preparation Program Standards are aligned to the unit standards of the National Council for Accreditation of Teacher Education (NCATE) and to the national specialty professional organizations' standards as accredited by NCATE. The Montana Council of Deans of Education, a council open to chairs, deans and directors of private, public, and tribal professional education units, continues to review NCATE and other national and states' standards and procedures for relevance to Montana standards.

Permission to include verbatim and/or modified NCATE 2002 text within Montana professional educator preparation standards was provided by NCATE. The Interstate New Teacher Assessment and Support Consortium, “INTASC Standards,” have been incorporated in ARM 10.58.501, General Requirements, to assure a common set of expectations in the preparation of professional educators in all content and specialty areas.

Standards which make up Administrative Rules of Montana (ARM) Title 10, Chapter 58, Sub-Chapters 2, 3, and 6, the unit standards, constitute the core of professional educator preparation programs in Montana. These also coordinate with NCATE unit standards.

The changes made herein continue to strengthen standards and integrate performance assessment into both the unit and specialty area (endorsement) standards. These standards are in effect from March 31, 2007 through January 2014 with on-site reviews of professional education units scheduled every seven years. It is the intent of the Board of Public Education that all standards be performance-based.

BOARD OF PUBLIC EDUCATION

CHAPTER 58

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10.58.305 Assessment System and Unit Evaluation

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10.58.308 Faculty Qualifications, Performance, and Development

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	10.58.517	Library Media K-12
	10.58.518	Mathematics
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	10.58.520	Physical Education K-12
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Rule 10.58.522 Science

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10.58.525 Trades and Industry

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Innovative and Experimental Programs

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Rule 10.58.901 Standards for Approving Competency-Based or Performance-Based Programs

Subchapter 1

State Administrative Procedural Standards

10.58.101 ADVISORY GROUP (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; REP, 1988 MAR p. 1526, Eff. 7/15/88.)

10.58.102 PROCESS LEADING TO ACCREDITATION OF PROFESSIONAL EDUCATION UNITS (1) The Board of Public Education shall adopt procedures for implementing the process of accrediting professional education units.

(2) The Office of Public Instruction shall implement the Board of Public Education's procedures by conducting accreditation reviews.

(a) The Office of Public Instruction shall establish a cadre of qualified educators to serve on review teams.

(i) Team members shall be recommended from higher education and public schools by administrators, supervisors, professional organizations, and educational boards and agencies.

(ii) Team members shall have a minimum of five years of teaching or professional education experience.

(b) The Office of Public Instruction and shall administer work sessions to prepare educators for serving on review teams. Work sessions shall include instruction in constitutional and statutory authority of the Board of Public Education, requirements for state and national accreditation, history and content of state standards, practical experience at applying standards, and information on the review procedures.

(c) Performance of team members shall be evaluated by the team chairperson, in conjunction with the Office of Public Instruction coordinator.

(d) Team chairs or members shall not be assigned to serve in the review of institutions where a conflict of interest may interfere with the integrity of the review.

(3) Members of the Board of Public Education shall be invited to participate as observers at each unit's program review. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.103 VISITATIONS (1) All professional education units shall host an accreditation review every seven years or on an adjusted schedule based upon coordination with national accreditation or upon request of an institution or the Board of Public Education.

(2) Joint visitations and cooperation with other accrediting agencies will be encouraged.

(3) A review by the National Council for Accreditation of Teacher Education (NCATE) of the same material covered in subchapters 2, 3, 4 and 6 may be accepted in lieu of the state review.

(4) Units are required to engage in an ongoing self-study of professional educator preparation programs. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1986 MAR p. 1307, Eff. 8/1/86; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2005 MAR p. 576, Eff. 4/15/05; AMD, 22007 MAR p. 190, Eff. 2/9/07.)

10.58.104 ACCREDITED PROGRAMS (1) The Office of Public Instruction shall report to the public the professional education unit's meeting the Board of Public Education's standards for professional educator preparation.

(2) Pursuant to 20-4-121, MCA, the report shall include professional education units and the corresponding regional and national accreditation agencies. The report shall include the initial and expiration dates of all accredited programs.

(a) Each professional education unit shall annually provide information pursuant to (2) to the Office of Public Instruction.

(b) The report shall be accessible to institutions, school personnel offices, counselors, and the general public within the state, and to other state education agencies, and shall be posted on the web sites of the Office of Public Instruction and Board of Public Education. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

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

Subchapter 2

Organization and Administration of Teacher Education

10.58.201 PURPOSES AND OBJECTIVES (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 2000 MAR p. 2406, Eff. 9/8/00; REP, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.202 ORGANIZATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 2000 MAR p. 2406, Eff. 9/8/00; REP, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.203 STUDENT ADMISSION, RETENTION, AND EXIT POLICIES AND PRACTICES (REPEALED) (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 2000 MAR p. 2406, Eff. 9/8/00; REP, 2007 MAR p. 190, 2/9/07.)

10.58.204 STUDENT PERSONNEL SERVICES (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 2000 MAR p. 2406, Eff. 9/8/00; REP, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.205 STUDENT PARTICIPATION IN TEACHER EDUCATION PROGRAM DEVELOPMENT AND EVALUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

10.58.206 FACULTY (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

10.58.207 INSTRUCTION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

10.58.208 FACILITIES AND INSTRUCTIONAL MATERIALS (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79, AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; REP, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.209 SCHOOL-INSTITUTION RELATIONS (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

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10.58.210 CONCEPTUAL FRAMEWORK(S) (1) Each unit shall operate from the basis of a well-defined conceptual framework(s). A conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) distinguishes among the graduates of one institution from those of another.

(a) Faculty members in the unit are expected to collaborate with members of their professional community in developing a conceptual framework(s) that establishes the vision for the unit and its programs. At its discretion, the unit may operate with a single framework for all programs or a different framework for each or some of its programs.

(b) The conceptual framework(s) provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation.

(c) It makes explicit the professional commitments and dispositions that support it, including the commitment to acquire and use knowledge on behalf of P-12 students.

(d) It reflects the unit's commitment to diversity, including the unit's commitment to serving American Indians and implementing Indian Education for All, 20-1-501, MCA, and the preparation of educators who help all students learn.

(e) It reflects the unit's commitment to the integration of technology to enhance candidate and student learning.

(f) The conceptual framework(s) also provides a context for aligning professional and state standards with candidate proficiencies expected by the unit and programs for the preparation of educators.

(g) The conceptual framework shall incorporate 20-25-104 and 20-25-603, MCA, and address additional Montana state statutes as required.

(2) The conceptual framework(s) provides the following structural elements:

(a) the mission of the institution and unit;

(b) the unit's philosophy, purposes, professional commitments, and dispositions;

(c) knowledge bases including theories, research, the wisdom of practice, and education policies;

(d) performance expectations for candidates, aligning them with professional, state, and institutional standards; and

(e) the system by which candidate performance is regularly assessed.

(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

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Subchapter 3

Curriculum Principles and Standards: Basic Programs

10.58.301 CURRICULUM PLANNING AND DEVELOPMENT (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

10.58.302 GENERAL EDUCATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

10.58.303 PROFESSIONAL EDUCATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1986 MAR p. 1308, Eff. 8/1/86; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

10.58.304 CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS

(1) Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

(a) Teacher candidates know the subject matter that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.

(b) Candidates for other professional school roles know their fields and can explain principles and concepts delineated in professional, state, and institutional standards.

(c) Teacher candidates have a broad knowledge of instructional strategies that draw upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. They facilitate student learning of the subject matter through presentation of the content in clear and meaningful ways and through the integration of technology.

(d) Teacher candidates can apply their professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning.

(e) Candidates for other professional school roles have an adequate understanding of the professional knowledge expected in their fields and delineated in professional, state, and institutional standards. They know their students, families, and communities, use current research to inform their practices, use technology in their practices, and support student learning through their professional services.

(f) Candidates are familiar with professional dispositions delineated in professional, state, and institutional standards. They model these dispositions in their work with students, families, and communities.

(g) Teacher candidates focus on student learning as shown in their assessment of student learning, use of assessments in instruction, and development of meaningful learning experiences for students based on their developmental levels and prior experiences.

(h) Candidates for other professional school roles are able to create positive environments for student learning. They understand and build upon the developmental levels of students with whom they work, the diversity of students, families, and communities, and the policy contexts within which they work.

(i) Teacher candidates have a working, demonstrable knowledge of Montana school governance, funding, and collective bargaining.

(j) Candidates for other professional school roles have a working, demonstrable knowledge of Montana school governance, funding, and collective bargaining.

(k) Teacher candidates demonstrate an understanding of the effects of concentrated generational poverty on student academic achievement.

(l) Candidates for other professional school roles demonstrate an understanding of the effects of concentrated generational poverty on student academic achievement. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR, p. 190, Eff. 2/9/07.)

10.58.305 ASSESSMENT SYSTEM AND UNIT EVALUATION (1) The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs. The unit assessment system includes all elements of the "rigorous state test" for recommendation for initial licensure. Candidate content knowledge and information from the test is provided to the Office of Public Instruction annually.

(a) The unit has developed an assessment system with its professional community that reflects the conceptual framework(s) and professional and state standards. The unit's system includes a comprehensive and integrated set of evaluation measures that are used to monitor candidate performance and manage and improve operations and programs. Decisions about candidate performance are based on multiple assessments made at admission into programs, at appropriate transition points, and at program completion. Assessments used to determine admission, continuation in, and completion of programs, are predictors of candidate success. The unit takes effective steps to eliminate sources of bias in performance assessments and works to establish the fairness, accuracy, and consistency of its assessment procedures.

(b) The unit maintains an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, unit operations, and program quality. Using multiple assessments from internal and external sources, the unit collects data from applicants, candidates, recent graduates, faculty, and other members of the professional community. The unit maintains a record of formal candidate complaints and documentation of their resolution. These data are regularly and systematically compiled, summarized, and analyzed to improve candidate performance, program quality, and unit operations. The unit maintains its assessment system through the use of information technologies.

(c) The unit regularly and systematically uses data, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The unit analyzes program evaluation and performance assessment data to initiate changes where indicated. Candidate and faculty assessment data are regularly shared with candidates and faculty respectively, to help them reflect on their performance and improve it. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.306 FIELD EXPERIENCES AND CLINICAL PRACTICES (1) The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

(a) The unit, its school partners, and other members of the professional community design, deliver, and evaluate field experiences and clinical practice to help candidates develop their knowledge, skills, and dispositions. The unit and its school partners jointly determine the specific placement of student teachers and interns for other professional roles to provide appropriate experiences.

(b) Field experiences facilitate candidates' development as professional educators by providing opportunities for candidates to observe in schools and other agencies, tutor students, assist teachers or other school personnel, attend school board meetings, and participate in education-related community events prior to clinical practice. Both field experiences and clinical practice reflect the unit's conceptual framework(s) and help candidates continue to develop the content, professional, and pedagogical knowledge, skills, and dispositions delineated in standards. Clinical practice allows candidates to use information technology to support teaching and learning. Clinical practice is sufficiently extensive and intensive for candidates to demonstrate proficiencies in the professional roles for which they are preparing. Criteria for clinical faculty are clear and known to all of the involved parties. Clinical faculty are accomplished school professionals. Clinical faculty provide regular and continuing support for student teachers and other interns through such processes as observations, conferencing, group discussion, e-mail, and the use of other technology.

(c) Entry and exit criteria exist for candidates in clinical practice. Assessments used in clinical practice are linked to candidate competencies delineated in professional, state, and institutional standards. Multiple assessment strategies are used to evaluate candidates' performance and effect on student learning. Candidates, school faculty, and college or university faculty jointly conduct assessments of candidate performance throughout clinical practice. Both field experiences and clinical practice allow time for reflection and include feedback from peers and clinical faculty. Field experiences and clinical practice provide opportunities for candidates to develop and demonstrate knowledge, skills, and dispositions for helping all students learn. All candidates participate in field experiences or clinical practice that include students with exceptionalities and students from diverse ethnic, racial, gender, and socioeconomic groups. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.307 DIVERSITY (1) The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 2000 MAR p. 2406, Eff. 9/8/00.)

10.58.308 FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT (1) Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

(a) Professional education faculty at the institution have earned, or are pursuing doctorates or have exceptional expertise that qualifies them for their assignments. School faculty are licensed in the fields that they teach or supervise, but often do not hold the doctorate. Clinical faculty from higher education have contemporary professional experiences in school settings at the levels that they supervise.

(b) Faculties have a thorough understanding of the content they teach. Teaching by professional education faculty reflects the unit's conceptual framework and their research, theories, and current developments in their fields and teaching. Faculty value candidates' learning and assess candidate performance. Their teaching encourages candidates' development of reflection, critical thinking, problem solving, and professional dispositions. Faculty use a variety of instructional strategies that reflect an understanding of different learning styles. They integrate diversity and technology throughout their teaching. They assess their own effectiveness as teachers, including the positive effects they have on candidates' learning and performance.

(c) Professional education faculty demonstrate scholarly work in their fields of specialization, including where appropriate, scholarly work related to the education of Montana American Indians. They are engaged in different types of scholarly work, based in part, on the missions of their institutions.

(d) Professional education faculty provide service to the college or university, school, and broader communities in ways that are consistent with the institution and unit's mission. They are actively involved with the professional world of practice in P-12 schools. They are actively involved in professional associations. They provide education-related services at the local, state, national, or international levels.

(e) Professional education faculty collaborate regularly and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader professional community to improve teaching, candidate learning, and the preparation of educators.

(f) The unit conducts systematic and comprehensive evaluations of faculty teaching performance to enhance the competence and intellectual vitality of the professional education faculty. Evaluations of professional education faculty are used to improve teaching, scholarship, and service of the unit faculty.

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

10.58.309 UNIT GOVERNANCE AND RESOURCES (1) The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

(a) The unit has the leadership and authority to plan, deliver, and operate coherent programs of study. The unit effectively manages or coordinates all programs so that their candidates are prepared to meet standards. The unit's recruiting and admission practices are described clearly and consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current. The unit ensures that candidates have access to student services, such as timely advising and counseling. Faculty involved in the preparation of education, P-12 practitioners, and other members of the professional community participate in program design, implementation, and evaluation of the unit and its programs. The unit provides a mechanism and facilitates collaboration between unit faculty and faculty in other units of the institution involved in the preparation of professional educators.

(b) The unit receives sufficient budgetary allocations at least proportional to other units on campus or to similar units at other campuses to provide programs that prepare candidates to meet standards. The budget adequately supports on-campus and clinical work essential for preparation of professional educators.

(c) Workload policies, including on-line course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in K-12 schools, and service. Faculty loads for teaching on campus and on-line generally do not exceed 12 hours for undergraduate teaching and nine hours for graduate teaching. Supervision of clinical practice does not generally exceed 18 candidates for each full-time equivalent faculty member. The unit makes appropriate use of full-time, part-time, and clinical faculty, as well as graduate assistants, so that program coherence and integrity are assured. The unit provides an adequate number of support personnel so that programs can prepare candidates to meet standards. The unit provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.

(d) The unit has adequate campus and school facilities to support candidates in meeting standards. The facilities support faculty and candidates' use of information technology in instruction.

(e) The unit allocates resources across programs to prepare candidates to meet standards for their fields. It provides adequate resources to develop and implement the unit's assessment plan. The unit has adequate information technology resources to support faculty and candidates. Faculty and candidates have access both to sufficient and current library and curricular resources and electronic information. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 2000 MAR p. 2406, Eff. 9/8/00.)

Subchapter 4

Teaching Areas: General Standards

10.58.401 FIELDS OF SPECIALIZATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

10.58.402 DEVELOPMENT OF TEACHER EDUCATION PROGRAM (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

10.58.403 STATEMENT OF PURPOSE AND OBJECTIVES (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

10.58.404 STATEMENT OF COMPETENCIES (REPEALED) (History: 20-2-115, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

10.58.405 PROGRAM OF STUDY (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

10.58.406 PROGRAM EVALUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

10.58.407 PROGRAM SUPPORT (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

10.58.408 STAFF (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

10.58. 409 GENERAL EDUCATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 2000 MAR p. 2406, Eff. 9/8/00; REP, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.410 PROFESSIONAL EDUCATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 2000 MAR p. 2406, Eff. 9/8/00; REP, 2007 MAR p. 190, Eff. 2/9/07.)

Subchapter 5

Teaching Areas: Specific Standards

10.58.501 GENERAL REQUIREMENTS (1) All programs require that successful candidates:

(a) demonstrate understanding of and ability to integrate knowledge of the history, cultural heritage, and contemporary status of American Indians and tribes in Montana;

(b) demonstrate understanding of the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and creates learning experiences that make subject matter meaningful for students;

(c) demonstrate understanding of how students learn and develop, and provide learning opportunities that support intellectual, social, and personal development;

(d) demonstrate knowledge of how students, within different populations, including Montana American Indians, differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners;

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

(f) utilize a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills;

(g) demonstrate understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation;

(h) demonstrate knowledge of effective verbal, nonverbal, media, and electronic communication techniques to teach the strategies of active inquiry, collaboration, and supportive interaction in the classroom;

(i) plan instruction based on knowledge of subject matter, students, the community, curriculum goals, and appropriate use of current and emerging technologies;

(j) demonstrate assessment strategies, tools, and practices to plan and evaluate effective instruction;

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

(l) demonstrate knowledge of strategies to build relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being; and

(m) demonstrate the ability to foster contextual and experiential learning and to build connections between academic learning and the skills required in the present and future workforce. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.502 AGRICULTURAL EDUCATION (1) Candidates for agricultural education teacher endorsement shall have one year (2000 hours) of practical farm or agricultural-related experience within five years prior to completion of the program.

(2) The program requires that successful candidates:

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

(i) agricultural, natural, and environmental resource science;

(ii) agricultural business management and entrepreneurship;

(iii) horticultural science;

(iv) animal science;

(v) crop science;

(vi) soil science;

(vii) food science;

(viii) agriculture mechanical technology;

(ix) biotechnology; and

(x) technology applications in agriculture;

(b) demonstrates a philosophy of vocational education, which reflects the unique student/community and industry interaction and includes the biological, physical, and applied sciences, personal leadership, and school-to-career components of a comprehensive agricultural education program;

(c) demonstrate competence in the development of a comprehensive instructional program based on identified agriculture industry demographic and technological advances, including Montana American Indian agricultural contributions, while recognizing the social, economic, and demographic diversity of the community in conjunction with a partnership of students, community, business, industry, tribes, families, and an appointed advisory committee;

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

(e) demonstrate the skills and abilities to implement and manage student supervised agricultural experience programs including:

(i) accounting practices;

(ii) career experiences;

(iii) entrepreneurial activities;

(iv) student portfolio development;

(v) on-site instruction; and

(vi) job-related skills;

(f) demonstrates the skills and abilities to develop, utilize, and manage dedicated educational facilities with current and emerging equipment, resources, library, media, and electronic technology, and maintain a safe environment during classroom, laboratory, leadership, and supervised agricultural experiences (facilities are related to instructional areas mentioned in (1);

(g) demonstrate the scientific process of critical thinking and problem-solving in the preparation of research experiences in the classroom, laboratory, greenhouse, leadership, and supervised agricultural experiences; and

(h) demonstrate research-based strategies to meets the diverse learning needs of all students by applying and integrating the state's learning goals, agricultural workplace competencies, and essential academic learning requirements in program implementation and assessment, including 20-1-501, MCA. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

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

(a) develop competence and a working vocabulary in:

(i) art production through developing the ability to present imaginative and original ideas and feelings by creating images in a concentration of one or more of the visual art forms;

(ii) art history and heritage through developing the ability to understand and appreciate works of art from different cultures, places, and times, to include Montana American Indians;

(iii) art criticism through developing the ability to analyze and evaluate the structure and significance of works of art and to make reasoned interpretations and judgments about their meaning; and

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

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

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

(d) develop sequential visual arts curricula with a mission and scope that assures student development and competence in a variety of media;

(e) demonstrate an understanding of:

(i) the stages of development as these relate to art curriculum, and ensuring that the scope and sequence of the curriculum is age appropriate;

(ii) the necessity of creating an environment of empathy, tolerance, and emotional safety in the art classroom;

(iii) the health and safety aspects of studio work, including materials, tools, equipment, classroom design, and procedures;

(iv) budgeting and purchasing; and

(v) censorship issues and their complexity;

(f) develop and use assessment strategies for evaluating student progress and accomplishments in the visual arts as aligned to the Montana standards for visual arts, as well as other standards where the arts are integrated with technology and the content areas;

(g) connect art with other disciplines; and

(h) introduce career opportunities in art and art related fields, and encourage and advise students about postsecondary options. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.504 BUSINESS EDUCATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; REP, 1989 MAR p. 397, Eff. 3/31/89.)

10.58.505 BUSINESS AND INFORMATION TECHNOLOGY EDUCATION

(1) The program requires that successful candidates:

(a) demonstrate a variety of collaborative efforts to enhance the curricula including, but not limited to, advisory committees, business partnerships, tech prep, school to work, applied academics, technology integration, career planning, cooperative education, curriculum integration, and Indian Education for All (20-1-501, MCA);

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

(c) demonstrate and apply the philosophy and objectives of career and technical education;

(d) demonstrate effective classroom management techniques and modify the curriculum to meet a variety of student needs;

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

(f) demonstrate and apply the use of current and emerging technologies used by business, industry, and education;

(g) demonstrate basic concepts of effective oral and written communication;

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

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

(j) identify careers and opportunities in business and related occupational fields;

(k) assess student interests, aptitudes, personal qualities, and other information necessary for students to make informed career choices;

(l) demonstrate effective techniques for managing employees, personnel relations, and the budgeting of time and resources;

(m) apply marketing concepts and management fundamentals;

(n) organize, manage, and synthesize information to make wise business decisions;

(o) demonstrate techniques for business problem solving;

(p) apply interpersonal, teamwork, and leadership skills necessary to function in multicultural business and social settings;

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

(r) demonstrate and apply principles of economics, free enterprise, and global economies;

(s) demonstrate and apply the basic concepts of personal finance skills, social and government responsibility, and business practices;

(t) demonstrate the role of entrepreneurship in economies and the process of starting and maintaining a business;

(u) demonstrate accounting procedures to make decisions about planning, organizing, and allocating resources; and

(v) demonstrate the different functional areas of business as interrelated parts rather than distinct and separate entities. (History: 20-2-114, 20-2-121, MCA; IMP, 20-1-501, 20-2-121, 20-4-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 1997 MAR p. 313, Eff. 2/11/97; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.506 MARKETING EDUCATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; REP, 2000 MAR p. 2406, Eff. 9/8/00.)

10.58.507 THEATRE (1) The program requires that successful candidates:

(a) demonstrate the ability to create curriculum, instruction, and assessment for K-12 students in a school theatre program to make students aware of the process of artistic creation, from creating and performing to responding;

(b) demonstrate knowledge of program goals, procedures, and rationales for a school theatre program;

(c) integrate activities with outside performances utilizing the latest methods of theatre practice and appreciation; and

(d) model pedagogy and attitudes which reflect current research on the theory and practice of teaching theatre.

(2) Candidates demonstrate understanding and knowledge of:

(a) theatre as a social and aesthetic experience and a reflection of culture, including Montana American Indian cultures, a broad view of the history of theatre and acquaintance with representative plays of past and present;

(b) the relationship between the actor, the literature, and the audience, including the actor's ability to assess personal growth; and

(c) the educational function of theatre in the school setting, helping students develop life skills and better understand themselves, others, and the world.

(3) Candidates shall have experience with performance, in order to:

(a) direct/supervise a theatrical production/activity with artistic integrity, including supervision of appropriate selections (being mindful of community standards), analysis, casting, rehearsal, and performance;

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

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

(4) Candidates interact with the community, as a resource person who:

(a) contributes in the development of facilities;

(b) supervises classroom projects, assembly programs, or any activity that involves elements of theatre;

(c) assists planning comprehensive theatre and/or other fine arts curriculum including video/film; and

(d) advocates in their school and the larger community for theatre instruction and performances. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.508 ELEMENTARY (1) The program requires that successful candidates:

(a) demonstrate knowledge and understanding and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation;

(b) demonstrate knowledge and understanding and use the central concepts as outlined in Montana's student content and performance standards, tools of inquiry, and structures of content for students across grades K-8 and can engage students in meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels. Candidates:

(i) demonstrate a high level of competence in the use of English language arts and demonstrate knowledge, understanding, and use concepts from reading, language, literature, and child development to teach reading, writing, speaking, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas;

(ii) demonstrate knowledge and understanding of and use the fundamental concepts in the subject matter of science, including physical, life, earth, and space sciences, as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, including American Indian scientific contributions, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific literacy;

(iii) demonstrate knowledge and understanding of and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra, in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data;

(iv) demonstrate knowledge and understanding of and use the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics, and an understanding of the social sciences (e.g., anthropology, archaeology, psychology, and sociology), and other related areas (e.g., humanities, law, philosophy, religion, mathematics, science, and technology), to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world, including meeting the requirements of 20-1-501, MCA;

(v) demonstrate knowledge and understanding of and use the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among students;

(vi) demonstrate knowledge and understanding of and use the comprehensive nature of students' physical, mental, and social well-being to create opportunities for student development and practice of skills that contribute to health enhancement; and

(vii) demonstrate knowledge and understanding of and use interdisciplinary connections to integrate subject matter contents, employing inclusive ideas and issues that engage students' ideas, interests, concerns, and experiences;

(c) plan and implement instruction based on knowledge of individual students, learning theory, subject matter, curricular goals, and community. Candidates:

(i) demonstrate understanding of how students, within different populations, including Montana American Indians, differ in their development and approaches to learning and create instructional opportunities that are adapted to diverse learners;

(ii) demonstrate understanding of and use a variety of teaching routines and strategies that encourage students' development of critical thinking, problem solving, and performance skills, including the appropriate use of current and emerging technologies;

(iii) apply knowledge and understanding of individual and group motivation and behavior among students to develop active engagement in learning, self motivation, and positive interaction and to create supportive learning environments; and

(iv) apply knowledge and understanding of effective verbal, nonverbal, and electronic communication techniques to develop inquiry, collaboration, and supportive interaction;

(d) demonstrate knowledge and understanding of and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social-emotional, and physical development of each student. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

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

(a) apply theory and practice of English/language arts throughout program preparation and performance requirements;

(b) demonstrate skills and strategies used in creating an inclusive and supportive learning environment in which all students engage in learning;

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

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

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

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

(2) Candidates are knowledgeable about language, oral discourse, reading processes, writing processes, literature, print and non print media, and technology, research theory and findings. Candidates demonstrate:

(a) knowledge of and skills in the use of the English language;

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

(c) knowledge of and skills in the use of reading processes, (e.g., phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation);

(d) knowledge of and skills in writing processes;

(e) knowledge of and skills in using an extensive range of literature, including works by and about Montana American Indians;

(f) knowledge of and skills in the use of print and non print media and technology in contemporary culture;

(g) knowledge of research theory and findings in English/language arts; and

(h) the disposition and skills needed to integrate knowledge of English/language arts, students, and teaching. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

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10.58.510 STUDENTS WITH DISABILITIES K-12 The program requires that successful candidates:

(a) demonstrate an understanding of the philosophical, historical, and legal foundations of special education;

(b) demonstrate an understanding of the similarities and differences in human development, knowledge of characteristics of learners of all ages and the educational, cultural, and environmental implications of characteristics of various exceptionalities, including implications for Montana American Indian learners;

(c) demonstrate knowledge of exceptional conditions and the impact of learners' academic and social abilities, attitudes, interests, values, beliefs, and cultures on instruction and career development, including the impact on Montana American Indians;

(d) demonstrate the ability to effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways, and promote and advocate the learning and well-being of individuals with exceptional learning needs;

(e) create learning environments for individuals with exceptional learning needs that foster positive social interactions, cultural understanding, safety, emotional well-being, and active engagement;

(f) demonstrate knowledge and understanding of typical and atypical language development and the ways in which exceptional conditions interact with an individual's experience with and use of language, and demonstrate knowledge and use of individualized strategies to enhance language development and teach communication skills;

(g) demonstrate knowledge of and apply research-based instructional strategies to individualize learning, and to plan, develop, implement, modify, and evaluate curriculum;

(h) demonstrate knowledge of multiple types of assessment information for educational decisions; demonstrate knowledge of legal policies, ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs, and understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results;

(i) demonstrate knowledge of individualized decision making and instruction and develop individualized instructional plans integrating general and special education learning expectations;

(j) demonstrate understanding of personal, cultural, and socioeconomic biases and how teaching style differences affect one's teaching;

(k) demonstrate understanding of ethical and professional practices; and

(l) demonstrate knowledge and understanding of psychological perspectives, applicable laws and regulations, procedural safeguards, ethical concerns, and appropriate instructional strategies, practices, and techniques to support students with challenging behaviors. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/907.)

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

(a) demonstrate knowledge of phonology, grammar and composition, linguistics (applied to the specific language or applied to second language study as a whole), literature, and culture;

(b) demonstrate sufficient listening comprehension to understand most routine social conventions, conversations on school or work requirements, and discussion on concrete topics related to particular interests and special fields of competence;

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

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

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

(f) a working social and professional competence in cultural skills (reflecting the international character of present-day economic ties among countries);

(g) demonstrate knowledge of and strategies to build connections with native cultures;

(h) demonstrate understanding of language as an essential element of culture, of the principal ways in which the target language culture differs from the first language culture, first-hand knowledge of literary masterpieces, and the geography, history, art, and social customs of major lands in which the language is dominant;

(i) demonstrate and apply an understanding of the differences between the phonological, grammatical, and semantic systems of the second language and those of English;

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

(k) demonstrate knowledge of the use of special techniques, such as educational media, the internet and electronic mail, and the relation of second language study to other curricular areas; and

(l) demonstrate knowledge of language proficiency in the target language resulting from the achievement of an appropriate score (at a specific level determined by the degree granting college or university) on an internationally recognized proficiency examination;.

(2) The classical language program requires that successful candidates:

(a) demonstrate knowledge and understanding of the preceding standards;

(b) demonstrate knowledge and understanding of the specific classical language; and

(c) demonstrate knowledge and application of the specific classical language's sounds, structure, and vocabulary rather than on conversational objectives.

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

(4) The English as a second language program requires that successful candidates:

(a) demonstrate knowledge of the linguistic structure of the language and features of the culture which uses the native language;

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

(c) demonstrate successful completion of a two-year program, or the equivalent experience, in learning a second language. (History: 20-1-114, MCA; IMP, 20-1-501, 20-2-121, MCA; ; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1986 MAR p. 1902, Eff. 11/15/86; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1991 MAR p. 1553, Eff. 3/15/91; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.512 SCHOOL COUNSELING K-12 (1) The program requires that successful candidates:

(a) demonstrate knowledge of the history, current trends, philosophy, current and emerging computer technology, and professional activities related to the practice of professional school counseling K-12;

(b) demonstrate competence in developing relationships with service agencies such as community, public, private, medical, employment, and educational agencies for referral and collaborative service delivery to promote student success;

(c) demonstrate competence in the use of theories of individual and family development and transitions across the life span, theories of learning and personality development, and human behavior including developmental crises, exceptionality, addictive behavior, psychopathology, and environmental factors that affect both normal and abnormal behavior;

(d) demonstrate knowledge of educational philosophies, curriculum development, school organization, and management to facilitate student success in the areas of academic, career, and personal/social development;

(e) demonstrate knowledge of the role of ethnic and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling, including Montana American Indians;

(f) demonstrate competence in the coordination of school counseling program components and understand how they are integrated within the school community in collaboration with the efforts of other educators and agencies;

(g) demonstrate competence in elementary, middle, and high school counseling in:

(i) planning, designing, implementing, and evaluating a comprehensive and developmental school counseling program;

(ii) appraising and interpreting interviews, observations, and formal assessments (e.g., aptitude, interest, achievement, and personality tests);

(iii) promoting student success using developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options);

(iv) utilizing a variety of developmentally appropriate intervention strategies in individual, family, and group counseling;

(v) consulting with educators, family members, and other professionals regarding assessment and intervention to enhance the physical, academic, psychological, cognitive, and social development of all students;

(vi) utilizing prevention and intervention programs that address issues such as drugs and alcohol, conflict/anger/violence management, eating disorders, child abuse and neglect, teenage pregnancy, family relations, childhood depression and suicide, school drop-outs, grief/separation/loss issues, and crisis management;

(vii) managing, using, analyzing, and presenting educational research, performance, and evaluation data (e.g., standardized test scores, grades, retention, and placement);

(viii) acquiring new knowledge and skills, and refining existing skills through professional renewal (i.e., self-reflection, continuing education, and professional development); and

(ix) acquiring knowledge of special education laws, rules, and regulations and demonstrated competence in the knowledge of developmental and educational issues of exceptional students and their families;

(h) demonstrate knowledge of, and apply the laws (state and federal), policies, and legislation that affect student placement, follow-up and program planning, as well as the ethical issues related to the school counseling field, specifically the ethical standards of the American School Counselor Association (ASCA);

(i) demonstrate knowledge of the ASCA national standards for student development (academic, career, and personal/social developmental domains) and demonstrate competence integrating the national standards throughout the school counseling program;

(j) successfully complete a supervised counseling practicum and internship experience, which include observation and practice of counseling and other professional skills related to professional school counseling with the following requirements:

(i) The counseling practicum must total a minimum of 100 hours, which includes 40 hours of supervised direct service to students providing individual counseling and group work.

(ii) The counseling practicum must be supervised a minimum of one hour per week in an individual supervision session and one and one-half hours per week in a group supervision session by a program faculty member or a supervisor under the supervision of a program faculty member.

(iii) The internship is begun after the successful completion of a counseling practicum and must consist of a minimum of 600 hours in a school setting.

(iv) The internship must include 240 hours of supervised direct service to students performing a variety of school counseling activities related to a school counseling program that may include delivering guidance curriculum (classroom teaching), student planning (academic, career, or personal/social), responsive services (counseling and referral), and system support (management and consultation).

(v) The internship must be supervised a minimum of one hour per week in an individual supervision session (provided by a site supervisor) and one and one-half hours per week in a group supervision session (provided by a program faculty member).

(vi) Each regular or adjunct program faculty member who provides individual or group practicum and/or internship supervision must have a doctoral degree and/or appropriate clinical preparation, preferably from an accredited counselor education program, relevant professional experience and demonstrated competence in counseling, and relevant training and supervision experience.

(vii) Site supervisors must have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses, a minimum of two years of experience as a school counselor, and knowledge of the program's expectations, requirements, and evaluation procedures for trainees. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.513 HEALTH (1) The program requires that successful candidates:

(a) utilize health-related data about the social and cultural environments inclusive of Montana Indian tribes, growth and development factors, needs, and interests of students;

(b) distinguish between behaviors that foster and those that hinder well-being;

(c) determine health education needs based on observed and obtained data;

(d) recruit school and community representatives to support and assist in program planning;

(e) develop a logical scope and sequence plan for a health education program that includes a display of functional knowledge of health concepts related to alcohol and other drugs, injury prevention, nutrition, physical activity, sexual health, tobacco, mental health, personal and consumer health, and community and environmental health;

(f) formulate appropriate and measurable learner objectives;

(g) design educational strategies consistent with specified learner objectives;

(h) analyze factors affecting the successful implementation of health education and coordinated school health programs;

(i) select resources and media best suited to implement program plans for diverse learners. Resources and media must meet the guidelines set for Indian Education for All (20-1-501, MCA);

(j) demonstrate competence in delivering planned programs;

(k) evaluate educational programs, adjusting objectives and instructional strategies as necessary;

(l) plan to assess student achievement of program objectives;

(m) implement evaluation plans;

(n) interpret results of program evaluation and examine implications of evaluation findings of future program planning;

(o) develop a plan for coordinating health education with other components of a school health program;

(p) demonstrate the dispositions and skills to facilitate cooperation among health educators, other teachers, and appropriate school staff;

(q) formulate strategies of collaboration among health educators in all settings;

(r) design professional development programs for teachers, other school personnel, community members, and other interested individuals;

(s) utilize health information retrieval systems effectively, i.e., current and emerging technologies;

(t) establish effective and appropriate consultative relationships with those requesting assistance in solving health-related problems;

(u) synthesize reliable health data and respond to requests for health information;

(v) select effective educational resource materials for dissemination;

(w) interpret concepts, purposes, and theories of health education;

(x) predict the impact of societal value systems on health education programs;

(y) select a variety of communication methods and techniques in providing health information; and

(z) develop communication between health care providers and consumers.

(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.514 FAMILY AND CONSUMER SCIENCES (1) The program requires that successful candidates:

(a) analyze family, community, and work interrelationships, investigate career paths, examine family and consumer sciences careers, and apply career decision making and transitional processes;

(b) use resources responsibly to address the diverse needs and goals of individuals, families, and communities in family and consumer sciences areas such as resource management, consumer economics, financial literacy, living environments, and textiles and apparel;

(c) apply principles of human development, interpersonal relationships, and family to strengthen individuals and families across the life span in contents such as parenting, care giving, and the workplace;

(d) apply principles of nutrition, food, and wellness practices that enhance individual and family well being across the life span, and address related concerns in a global society;

(e) develop, justify, and implement curricula that address perennial and evolving family, career, and community issues, reflect the integrative nature of family and consumer sciences, and integrate core academic areas;

(f) create and implement a safe, supportive learning environment that shows sensitivity to diverse needs, values, and characteristics of students, families, and communities, including American Indians (20-1-501, MCA);

(g) demonstrate ethical professional practice based on the history and philosophy of family and consumer sciences and career and technical education through civic engagement, advocacy, and ongoing professional development;

(h) assess, evaluate, and improve student learning and programs in family and consumer sciences using appropriate criteria, standards, and processes; and

(i) integrate leadership strategies into the program to develop students' academic growth, application of family and consumer sciences content, leadership, service learning, and career development. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2772, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.515 INDUSTRIAL/TECHNOLOGY EDUCATION (1) The program requires that successful candidates:

(a) demonstrate knowledge of a curriculum and curriculum design consistent with current national and Montana standards, including:

(i) a mission statement with stated goals and objectives that reflect the intent of industrial/technology education programs, as guided by national professional organizations;

(ii) an organized set of concepts, processes, and systems that are technological in nature; and

(iii) content orientated toward technology education (TE) or industrial technology (IT);

(b) demonstrate knowledge of content area(s) in which the candidate teaches, including:

(i) fundamental knowledge about the development of technology, its effects on people, the environment, and society;

(ii) information about industry's organization, personnel systems, techniques, resources, products, and social impacts;

(iii) communication technology, which includes information-related technology that uses resources to transfer information and to extend human potential;

(iv) construction technology, which includes physical-related technology that uses resources to build structures or construct work on site;

(v) manufacturing technology, which includes physical-related technology using resources to extract and convert raw/recycled materials into industrial and consumer goods;

(vi) transportation technology, which includes physical-related technology using transportation technologies to maintain contact and exchange among individuals and societal units through the movement of material, goods, and people; and

(vii) identification of a level and scope of entry level skills in the use of tools, instruments, and machines necessary for successful teaching;

(c) demonstrate knowledge of quality workmanship;

(d) develop insight and understanding in the application of technological concepts, processes, and systems;

(e) develop and demonstrate skills in utilizing tools, materials, machines, processes, and technical concepts relative to content organizers, safely and efficiently;

(f) demonstrate skills, creative abilities, positive self-concepts, and individual potentials relating to technology;

(g) demonstrate problem-solving and decision-making abilities involving human and material resources and technological processes and systems;

(h) demonstrate activity-oriented laboratory instruction that reinforces abstract concepts with concrete experiences;

(i) demonstrate knowledge and skills regarding how technological systems function and the attitudes to evaluate those systems;

(j) demonstrate knowledge of past, present, and future technological systems by applying knowledge and skills developed in the study of other systems;

(k) apply and use other content knowledge (e.g., mathematics, science, history) to technology to solve individual and social problems;

(l) introduce career opportunities in industrial/technology and related fields and encourage and advise students about postsecondary options;

(m) demonstrate knowledge of educational environments in the classroom and laboratory that enhance student learning;

(n) select and apply appropriate instructional strategies for individual and group instruction;

(o) demonstrate knowledge of and apply laboratory management skills (e.g., maintaining inventory, filing, requisitioning equipment and materials, maintenance, and budgeting);

(p) develop and use lesson plans and organize materials to meet the learning needs of students;

(q) develop and implement classroom management consistent with school policy;

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

(s) articulate industrial/technology education to school and community publics;

(t) develop and coordinate an external advisory committee for the program;

(u) demonstrate knowledge of how to gain access to services and financial resources available from state and federal agencies and operate within applicable laws and regulations governing education;

(v) develop students' abilities to search, access, retrieve, synthesize, and apply information; and

(w) provide opportunities for students with work-related experience useful for employment entry after graduation. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2772, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.516 JOURNALISM (1) The program requires that successful candidates:

(a) demonstrate knowledge of and apply press law, particularly as it affects the rights and responsibilities of student journalists;

(b) demonstrate knowledge of and apply the history, technological development, and impacts of the mass media;

(c) demonstrate knowledge of the functions of the news media in a democratic society;

(d) demonstrate knowledge of the organizational structure of the news media;

(e) demonstrate knowledge of styles and purposes of journalistic forms, including news, features, columns, and editorials;

(f) demonstrate knowledge of and apply the concepts of accuracy, fairness, objectivity, and comprehensiveness in news reporting;

(g) demonstrate knowledge of and apply journalism ethics;

(h) demonstrate knowledge of precomposition strategies, including generating sources, determining angle, interviewing, and researching;

(i) demonstrate knowledge of and apply skills in using multiple drafts, conferences, and self-assessment as guides for revision and editing;

(j) demonstrate a variety of publishing/production methods;

(k) demonstrate knowledge of and apply methods of effective evaluation of journalistic forms, including advertisements;

(l) demonstrate knowledge of and apply strategies to organize staffs and demonstrate skills in leadership and group dynamics;

(m) demonstrate knowledge of and apply sound business practices for advertising, sales, consumer relations, bookkeeping, and circulation;

(n) demonstrate knowledge of the purposes and characteristics of sound strategies in instructional planning and delivery;

(o) create effective journalism programs by demonstrating sound practices in selecting, designing, organizing, and employing objectives, strategies, and materials;

(p) create engaging learning environments by organizing students for effective whole class, small group, and individual work;

(q) integrate a variety of instructional strategies, materials, and technologies appropriate to the breadth of journalism content and the individual needs of students;

(r) select, prepare, use, and evaluate varied assessment methods and procedures;

(s) communicate components of curriculum and instruction to students, parents, lay audiences, and other educators; and

(t) create an inclusive and supportive learning environment in which all students can engage in learning. (History: 20-2-112, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.517 LIBRARY MEDIA K-12 (1) The program requires that successful candidates:

(a) demonstrate planning, implementing, teaching, and evaluating an integrated instructional program in information literacy, including working collaboratively with students and certified and support staff in the development of K-12 curriculum that promotes information literacy to prepare independent, lifelong learners, including the implementation of Indian Education for All, 20-1-501, MCA;

(b) demonstrate the ability to manage the library facility to meet school district goals and exhibit professional best practices through policy development, budgeting, needs assessment, market analysis, technical skills, and collaboration with students, faculty, and administrators. Candidates demonstrate competency in library program administration including strategic planning from which budgets, funding, facilities, equipment, and public relations are exhibited and professional standards met;

(c) manage library collections through evaluation, selection, acquisition, and organization of library materials for staff, faculty, and diverse learners, including American Indian learners;

(d) demonstrate knowledge of acquisitions and technical services and the policies and procedures that govern these services; and

(e) use emerging information technologies and explain their impact on the K-12 library media program. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.518 MATHEMATICS (1) The program requires that successful candidates:

(a) demonstrate knowledge and understanding of and apply the process of mathematical problem solving;

(b) reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry;

(c) communicate mathematical thinking orally and in writing to peers, faculty, and others;

(d) recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding;

(e) use varied representations of mathematical ideas to support and deepen students' mathematical understanding;

(f) appropriately use current and emerging technologies as essential tools for teaching and learning mathematics; and

(g) support a positive disposition toward mathematical processes and mathematical learning;

(2) demonstrate knowledge of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning;

(3) demonstrate content knowledge in:

(a) numbers and operations by demonstrating computational proficiency, including a conceptual understanding of numbers, ways of representing number relations among number and number systems, and meanings of operations;

(b) different perspectives on algebra including ways of representing mathematical relationships and algebraic structures;

(c) geometries by using spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties;

(d) calculus by demonstrating a conceptual understanding of limit, continuity, differentiation, and integration and a thorough background in the techniques and application of the calculus;

(e) discrete mathematics by applying the fundamental ideas of discrete mathematics in the formulation and solution of problems;

(f) data analysis, statistics, and probability by demonstrating an understanding of concepts and practices related to data analysis, statistics, and probability; and

(g) measurement by applying and using measurement concepts and tools. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.519 MUSIC K-12 (1) The program requires that successful candidates:

(a) demonstrate ability to advise and encourage students about higher education and career opportunities related to the study and performance of music and music related fields;

(b) demonstrate competence in the appropriate use of current and emerging technologies in contemporary music education, such as music writing programs, music theory/skills programs, keyboard/midi, and recording technology;

(c) demonstrate proficiency on keyboard and fretted instruments in order to use the instruments for demonstration and rehearsal;

(d) perform solo and small to large ensemble repertoire at a high artistic level;

(e) perform in both vocal and instrumental ensembles;

(f) demonstrate competence in performing and teaching voice, winds, string, and percussion instruments in order to conduct choral and instrumental ensembles;

(g) arrange and/or transpose music for ensembles and classroom situations;

(h) demonstrate a comprehensive knowledge of musical notation and language;

(i) demonstrate a comprehensive knowledge and skill in conducting and score reading for choral and instrumental ensembles;

(j) demonstrate aural perception to distinguish tonal and temporal relationships;

(k) demonstrate an understanding of the elements of music, including melody, harmony, rhythm, tempo, dynamics, form, and style;

(l) analyze music aurally and visually in terms of musical elements;

(m) demonstrate knowledge of acoustics and the physics of sound;

(n) identify music stylistically and place it in an historical period;

(o) demonstrate knowledge and appreciation of past and present music of Montana's cultures, especially, Montana American Indian cultures and world cultures;

(p) demonstrate knowledge of the relationship of music to other performing and visual arts;

(q) demonstrate an understanding of the aesthetic, philosophical, and psychological aspects of music, and music's contribution to the individual and society; and

(r) demonstrate knowledge of the relationship of music to other disciplines outside the arts;

(s) demonstrate knowledge and understanding of how children learn and develop with regard to music instruction;

(t) demonstrate understanding of the diversity of their students with regard to learning styles, backgrounds, and abilities, including American Indian cultures pursuant to 20-1-501, MCA;

(u) use a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills;

(v) structure appropriate learning environments for K-12 music instruction;

(w) plan instruction based on their musical knowledge, their students, school, the community, and curriculum goals;

(x) demonstrate understanding and use varied assessment strategies to evaluate and ensure continuous musical development of students;

(y) evaluate the effects of their choices and actions on others; and

(z) develop understanding of relationships with colleagues, parents, and community members to support student learning. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.520 PHYSICAL EDUCATION ***K-12*** (1) The program requires that successful candidates:

(a) identify critical elements of motor skill performance and combine motor skills into appropriate sequences for the purpose of improving learning;

(b) demonstrate competent motor skill performance in a variety of physical activities;

(c) describe performance concepts and strategies related to skillful movement and physical activity (e.g., fitness principles, game tactics, and skill improvement principles);

(d) describe and apply bioscience (anatomical, physiological, biomechanical) and psychological concepts to skillful movement, physical activity, and fitness;

(e) demonstrate knowledge and understanding of approved state and national content standards, current law including Indian Education for All (20-1-501, MCA), and local program goals as related to physical education;

(f) identify, select, and implement appropriate learning/practice opportunities based on developmental needs, expected progression, level of readiness, understanding the student, the learning environment, and the task;

(g) identify, select, and implement appropriate instruction, services and resources that are responsive to students' strengths and/or weaknesses, multiple needs, learning styles, and prior experiences (e.g., personal, family, community, and cultural inclusive of Montana's Indian tribes);

(h) use organizational and managerial skills to create efficient active and equitable learning experiences;

(i) use a variety of developmentally appropriate practices (e.g., content selection, instructional formats, use of music, and appropriate incentives/rewards) to motivate school age students to participate in physical activity inside and outside of the school;

(j) use strategies to help students demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others, safety, and cooperation) that promote positive relationships and a productive learning environment;

(k) develop and apply an effective classroom management plan;

(l) describe and demonstrate effective communication skills;

(m) describe and implement strategies to enhance communication among students in physical activity settings;

(n) identify, develop, and implement appropriate program and instructional goals based on short and long term goals that are linked to student needs;

(o) design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction;

(p) provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas;

(q) select and implement instructional strategies for reading and writing within the content area;

(r) develop and apply direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, facilitate factual recall, promote problem solving, and critical thinking);

(s) demonstrate knowledge of components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias;

(t) demonstrate knowledge and apply assessment techniques to assess student performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes);

(u) interpret and use performance data to make informed curricular and instructional decisions;

(v) evaluate personal instructional performance (e.g., description of teaching, justification of the teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change);

(w) construct a plan for continued professional growth based on the assessment of personal teaching performance and school-based needs;

(x) design, develop, and implement student learning activities that integrate information technology;

(y) use technologies to communicate, network, locate resources, and enhance continuing professional development;

(z) demonstrate strategies to become an advocate in the school and community to promote a variety of health-enhancing opportunities;

(aa) participate in the professional health education and physical education community (e.g., school, district, state, and national) and within the broader education field;

(ab) identify, seek, and utilize community resources to promote health enhancing opportunities; and

(ac) establish productive relationships with parents/guardians and school colleagues to support student growth and well being. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.521 READING SPECIALISTS K-12 (1) The program requires that successful candidates:

(a) demonstrate knowledge of the foundations of reading and writing processes and instruction, including:

(i) knowledge of a wide range of evidence-based reading research and histories of reading;

(ii) knowledge of a philosophy of reading instruction which recognizes the importance of teaching reading and writing as processes;

(iii) knowledge of reading components (e.g., phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation), and how these are integrated in fluent reading and the writing process;

(iv) an understanding and recognition of the distinct and unique cultural heritage of American Indians; and

(v) appropriate use of educational technology in the reading program;

(b) demonstrate knowledge and understanding of individual, cultural, linguistic, and ethnic diversity in the teaching process;

(c) demonstrate instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction;

(d) demonstrate assessment tools and practices to plan and evaluate effective reading instruction; and

(e) integrate foundational knowledge and use instructional practices, approaches and methods, curriculum materials, and assessments to monitor and evaluate the reading program and student learning. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.522 SCIENCE (1) The science program ensures that successful candidates follow the subject major and/or minor program of study or the broadfield major program of study. Subject major and/or minor teaching endorsement programs are limited to biology, earth science, chemistry, and physics. The broadfield major includes a concentration in one of the endorsable disciplines, coupled with balanced study in three other endorsable science disciplines. Science disciplines selected adhere to a scope and sequence which ensures a thorough grounding in the basic concepts, kills, and dispositions associated with Montana and national K-12 content standards.

(2) The science endorsement requires that successful candidates:

(a) demonstrate a thorough understanding of inquiry-based learning across the sciences. This preparation includes:

(i) both breadth and depth of knowledge in science, including recent significant changes in the field, as reflected by national standards;

(ii) competency in basic mathematics, statistics, and current and emerging technological applications to science teaching;

(iii) preparation and experience in environmental science, including Montana American Indian traditional relationships to the environment; and

(iv) methods to engage in inquiry in a variety of ways;

(b) demonstrate knowledge and skills in the methods of guided and facilitated learning in order to interpret and communicate science research to others;

(c) apply instructional strategies which models learning environments with extended time, appropriate space, and resources with equipment and technology found in the contemporary secondary classroom;

(d) demonstrate understanding and experience of how to develop and maintain the highest levels of safety in classrooms, stockrooms, laboratories, and other areas related to instruction in science;

(e) demonstrate knowledge of formative and summative assessment techniques which model a variety of authentic and equitable assessment strategies that ensure the continuous intellectual, social, and personal development of the learner in all aspects of science;

(f) apply and evaluate models of interdisciplinary approaches to provide experiences in understanding science;

(g) articulate a well-defined rationale for instructional goals, materials, and actions in relation to state and national education standards and student achievement.

(3) The candidate for an endorsement in earth science has the following knowledge and skills, including:

(a) conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change, constancy, measurement, evolution and equilibrium, form and function;

(b) exploration and inquiry learning as tools in investigating all aspects of the natural environment, and knows how to apply and teach these methods when instructing students;

(c) systematic and quantitative study of the fundamental topics in earth science interrelated and illustrated with descriptive and historical perspectives, as well as the applications of earth science in society;

(d) conceptual understanding of astronomy, geology, paleontology, meteorology, and oceanography, and their relations with each other;

(e) conceptual understanding of biology, chemistry, or physics, emphasizing the interrelationships among the sciences and their relations to earth science;

(f) conceptual understanding of mathematics, including a working knowledge of trigonometry and statistics;

(g) conceptual understanding of ethical and human implications of such contemporary issues as the impact of technologies on earth systems;

(h) designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, technologies, and facilities which support and enhance curricula and instruction in earth science and especially techniques and strategies for using the local environment as a teaching/learning laboratory; and

(i) facilitating classroom discourse through questioning, reflecting on, and critically analyzing ideas, leading students toward a deeper understanding of the inquiry process itself and especially using questions to define problems and potential solutions.

(4) The candidate for an endorsement in biology demonstrates the following knowledge and skills, including:

(a) understanding of the unifying concepts of biological systems: cellular organization, order, sensitivity, growth/ development/reproduction, energy utilization, evolutionary adaptation, and homeostasis;

(b) exploration and inquiry learning as tools in investigating all aspects of the natural environment and knows experimental design and how to apply and teach these methods;

(c) conceptual understanding of living organisms, ethical laboratory and field studies promoting scientific inquiry, applications of biology in social and historical perspectives;

(d) course work in the diversity of life including zoology, botany, and microbiology, encompassing the subdisciplines and noting the interrelationships of physiology, genetics, ecology, and evolution;
relationships with each other, including the processes and diversity of life;

(e) conceptual understanding of mathematics including a working knowledge of probability and statistics;

(f) conceptual understanding of two out of three areas of physics, chemistry, or earth science emphasizing the interrelationships among the sciences;

(g) conceptual understanding of the relationships between biology and molecular genetics and the impacts of biotechnology upon humans and their environment including ethical and legal implications;

(h) designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, facilities, and specimens which support and enhance curricula and instruction in biology; and

(i) facilitating classroom discourse through questioning, reflecting on, and critically analyzing ideas, leading students toward a deeper understanding of the inquiry process itself, and especially using questions to define problems and potential solutions.

(5) The candidate for an endorsement in chemistry demonstrates the following knowledge and skills, including:

(a) conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change constancy, measurement, evolution and equilibrium, form and function;

(b) exploration and inquiry as tools in investigating all aspects of the natural environment and knows how to apply and teach these methods when instructing students;

(c) systemic and quantitative study of the fundamental topics of chemistry, interrelated and illustrated with descriptive and historical perspectives, as well as the applications of chemistry in society;

(d) conceptual understanding of organic, inorganic, analytical, physical, and biochemistry, and their relationships with each other;

(e) conceptual understanding of physics, biology, or earth science emphasizing the interrelationships among the sciences;

(f) conceptual understanding of mathematics including a working knowledge of calculus;

(g) conceptual understanding of the interaction of chemistry and technology in contemporary health, ethical, legal, and human issues (e.g., the effects of synthetic molecules and food additives on life systems and the disposal of toxic chemical wastes);

(h) designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, technologies, facilities, and chemicals which support and enhance curricula and instruction in chemistry; and

(i) facilitating classroom discourse through questioning, reflecting on, and critically analyzing ideas, leading students toward a deeper understanding of the inquiry process itself and especially using questions to define problems and potential solutions.

(6) The candidate for an endorsement in physics demonstrates the following knowledge and skills, including:

(a) conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change constancy, measurement, evolution and equilibrium, form and function;

(b) exploration and inquiry learning as tools in investigating all aspects of the natural environment, and knows how to apply and teach these methods when instructing students;

(c) systematic and quantitative study of the fundamental topics in physics, interrelated and illustrated with descriptive and historical perspectives, as well as the applications of physics in society;

(d) conceptual understanding of classical mechanics, electricity and magnetism, heat and thermodynamics, waves, optics, atomic and nuclear physics, radiation and radioactivity, relativity, quantum mechanics, and other fields of modern physics, and their relationships with each other;

(e) conceptual understanding of biology, chemistry, or earth science emphasizing interrelationships among the sciences;

(f) conceptual understanding of mathematics, including an introduction to calculus;

(g) conceptual understanding of interaction of physics and technology in contemporary health, ethical, legal, and human issues (e.g., power plant silting and waste disposal, long-range energy policies, and the effects of radiation on living systems);

(h) designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, technologies, and facilities which support and enhance curricula and instruction in physics; and

(i) facilitating classroom discourse through questions, reflecting on, and critically analyzing ideas leading students toward a deeper understanding of the inquiry process itself, especially using questions to define problems and potential solutions.

(7) The candidate for an endorsement in broadfield science demonstrates the following knowledge and skills, including:

(a) conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change constancy, measurement, evolution and equilibrium, form and function;

(b) exploration and inquiry learning as tools in investigating all aspects of the natural environment and knows how to apply and teach these methods when instructing students;

(c) systematic and quantitative study of the fundamental topics in biology, chemistry, physics, and earth science including descriptive and historical perspectives, as well as the applications of these sciences in society;

(d) study and experiences emphasizing interrelationships among all the sciences, as well as between the sciences and other areas of study such as mathematics;

(e) conceptual understanding of mathematics, including a working knowledge of calculus and statistics;

(f) conceptual understanding of the relationships among science, technologies, and the study of environmental education;

(g) designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, technologies, facilities, and specimens which support and enhance curricula and instruction in all sciences including laboratory and field studies that promote investigation and inquiry, and the use of experimental methods;

(h) conceptual understanding of earth sciences including course work in astronomy, geology, paleontology, meteorology and oceanography, and their relationships with each other;

(i) conceptual understanding of biology including course work in zoology, botany, physiology, genetics, ecology, microbiology, cell biology/biochemistry, and evolution, and their relationships with each other. This preparation must include study and experiences emphasizing living organisms;

(j) conceptual understanding of chemistry including course work in organic, inorganic, analytical, physical and biochemistry and their relationships with each other;

(k) conceptual understanding of physics including course work in classical mechanics, electricity and magnetism, heat and thermodynamics, waves, optics, atomic and nuclear physics, radiation and radioactivity, relativity, quantum mechanics, and other fields of modern physics and their relationships with each other; and

(l) facilitating classroom discourse through questioning, reflecting on, and critically analyzing ideas, leading students toward a deeper understanding of the inquiry process itself, and especially, using questions to define problems and potential solutions. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.523 SOCIAL STUDIES (1) The social studies program ensures that successful candidates follow the subject-major/minor program of study or the broadfield major program of study. Subject-major/minor teaching endorsement programs are limited to history, government, economics, geography, psychology, and/or sociology. The broadfield social studies teaching endorsement shall include a concentration in history and government and additional course work chosen from economics, geography, psychology, and/or sociology. The social studies disciplines adhere to a thorough grounding in the basic philosophy, theory, concepts, and skills associated with Montana and national standards.

(2) The social studies endorsement requires that successful candidates:

(a) demonstrate knowledge of the purposes of social studies, how to select content appropriate to those purposes, and how to assess student learning in terms of social studies goals;

(b) demonstrate knowledge of and ability to plan instruction based on state and national social studies curriculum standards;

(c) demonstrate ability to select and integrate the content and methods of investigation of history and the social science disciplines for use in social studies instruction;

(d) demonstrate knowledge of and ability to plan instruction on the history, cultural heritage, and contemporary status of American Indians and tribes in Montana; and

(e) demonstrate ability to use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals and to use them in diverse settings with students with diverse backgrounds, interests, and abilities.

(3) The economics endorsement program requires that successful candidates demonstrate knowledge of:

(a) economic theory;

(b) the basic economic problems confronting societies and the examination of the ways in which economic systems seek to resolve the three basic economic problems of choice (i.e., determining what, how, and for whom to produce) that are created by scarcity and environmental impact;

(c) the basic economic goals for society, including freedom of choice, ethical action, efficiency, equity, full employment, price stability, growth, and security;

(d) the nature of comparative economic systems, including:

(i) the organization and importance of the international economic system;

(ii) the distribution of wealth and resources on a global scale;

(iii) the struggle of developing nations to attain economic independence and a better standard of living for their citizens;

(iv) the role of the transnational corporation in changing rules of exchange; and

(v) the influence of political events on the international economic order.

(4) The geography endorsement program requires that successful candidates demonstrate knowledge of:

(a) the geographic themes of location (absolute and relative), place (physical and human characteristics), human-environment interaction (relationships within places), movement (of people, goods, and ideas), and regions (how they form and change);

(b) physical geography including solid earth, atmosphere, oceans, landforms, soils, and biogeography;

(c) human geography, including cultural, social, historical, political, and economic concerns; and

(d) the use of maps and other tools of geographical investigation or presentation to process information from a spatial perspective.

(5) The government endorsement program requires that successful candidates demonstrate knowledge of:

(a) the nature of individual dignity, human rights, (popular) sovereignty, political power, citizenship, and political authority;

(b) American democracy as a form of government based on federalism, separation of powers, checks and balances, civil rights and liberties, elected representation, and popular participation;

(c) the organization, powers, and politics of the national, state, tribal, and local units of American government;

(d) the role of public opinion, the press, elections, interest groups, and political leaders in building compromise and policy making;

(e) the American political system compared with forms of government and politics of other countries of the world and of American Indian tribes; and

(f) the nature of international relations and the principles and organizations that are used to mediate multinational conflict and achieve multinational order.

(6) The history endorsement program requires that successful candidates demonstrate knowledge of:

(a) U.S. history, including the history of the many peoples who have contributed to the development of North America;

(b) the history of diverse civilizations throughout the world;

(c) the origin, development, and ramifications of present local, tribal, national, and world affairs;

(d) the skills of chronological thinking, analysis of evidence, and interpretation of the historical record;

(e) the cultural, economic, political, scientific/technological, and social activity of humans in the analysis of contemporary issues and problems;

(f) the history, cultural heritage, political development, and contemporary status of American Indians and tribes in Montana; and

(g) the changing role of race, gender, class, and identity in human affairs.

(7) The psychology endorsement program requires that successful candidates demonstrate knowledge of:

(a) the basic psychological theories including developmental, personality, learning, motivation, cognition, biological/physiological, social behavior, and psychological disorders;

(b) the application of the processes of scientific inquiry and descriptive statistics to questions concerning human behavior;

(c) the behaviors which are most effective in coping with stresses in life and in improving interpersonal relationships;

(d) human development in terms of physiological, social, and environmental influences throughout the lifespan; and

(e) the theories and factors which contribute to psychological dysfunction of individuals and families.

(8) The sociology endorsement program requires that successful candidates demonstrate knowledge of:

(a) the basic structure and history of the world's social systems;

(b) the factors which hold groups together or which change and weaken them;

(c) the application of knowledge and techniques to practical problems in the every day world of individuals, groups, organizations, and government; and

(d) the importance of diversity in society. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.524 COMMUNICATION (1) The program requires that successful candidates:

(a) demonstrate understanding of and perform proficiently in:

(i) the composing process, including research, organization, and context development;

(ii) theory of human communication including:

(A) symbolic development;

(B) transference of meaning, both cognitively and affectively;

(C) nonverbal communication; and

(D) language, including social and cultural factors affecting language use;

(iii) context (practices) of human communication, including:

(A) public speaking;

(B) rhetoric;

(C) argumentation;

(D) persuasion;

(E) oral interpretation;

(F) interpersonal, small group, organizational communication;

(G) cross-cultural communication, including Montana American Indians;

(H) mass media and society; and

(I) listening;

(iv) diagnostic techniques, progress assessment, and prescriptions for improving students' formal and informal communication skills;

(b) demonstrate knowledge of curriculum, lesson planning, and instructional strategies for interpersonal communication;

(c) demonstrate positive attitudes for teaching communication and demonstrate knowledge and understanding of students' social and cultural backgrounds affecting symbolic cognition. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, 2/9/07.)

10.58.525 TRADES AND INDUSTRY (1) The program requires that successful candidates:

(a) demonstrate knowledge of curriculum that considers current design and implementation practices from the following sources:

(i) national professional organizations;

(ii) Montana school accreditation standards;

(iii) local public school standards and curricula;

(iv) industrial standards; and

(v) advisory boards of industrial leaders; knowledge of curricular design, course outline, instructional strategies and evaluation of student work;

(b) demonstrate knowledge/competency in courses in applied mathematics, science, communication, and related areas in general education components to provide depth and breadth of content;

(c) demonstrate knowledge/competency in the areas in which he/she will teach including:

(i) safety in the work place;

(ii) fundamental knowledge about technology and its application to trades and industry;

(iii) information about industry's organization, personnel systems, techniques, resources, products, and social impacts;

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

(v) specific training in the safe use of equipment in each trade and industry area studied;

(vi) in forming partnerships, advisory boards, job shadowing, and involving the trades and industry world into the curriculum;

(vii) planning, maintenance, and management of laboratory facilities;

(viii) provide gender equitable, culturally sensitive opportunities;

(ix) preparing students for post-secondary education, depending on personal goals; and

(x) the rules and regulations dealing with vocational certification, education, and funding;

(d) demonstrate knowledge of educational environments in the classroom and laboratory that enhance student learning;

(e) select and apply appropriate instructional strategies for individual and group instruction;

(f) demonstrate knowledge of and apply laboratory management skills (e.g., maintaining inventory, filing, requisitioning equipment and materials, maintenance, and budgeting);

(g) develop and use lesson plans, and organize materials to meet the learning needs of students;

(h) develop and implement classroom management consistent with school policy;

(i) articulate trades and industries education to school and community publics;

(j) demonstrate continued growth by assessing growth needs based on research-based instructional practices, knowledge, and dispositions, and plan and carry out needed professional development, especially in relation to local school goals; and

(k) apply a wide range of assessment tools and practices, including technology-based assessment tools;

(i) apply a variety of assessment practices to improve student learning and motivation;

(ii) apply multiple indicators of learning progress which align instruction and learning and which assess learner attitudes;

(iii) appropriately apply evidenced-based and innovative assessment approaches;

(iv) utilize and monitor teacher and student self-reflection; and

(v) communicate results of assessments to specific individuals (e.g., students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.). (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.526 TRAFFIC EDUCATION (1) The program requires that successful candidates:

(a) demonstrate an understanding of the state requirements for approval of a traffic education program, i.e., school and teacher, student age, scheduling, program length, and liability;

(b) demonstrate an understanding of the state requirements to be eligible as an approved teacher of traffic education, i.e., educator license, driver's license, driving record, and specific coursework;

(c) demonstrate an understanding of the state requirements regarding vehicle usage, i.e., required and recommended equipment, maintenance, identification, vehicle use and restrictions, licensing, and insuring;

(d) demonstrate an understanding of the general administrative procedures and policies required for conducting an approved traffic education program, i.e., approval and reimbursement forms;

(e) demonstrate knowledge of the driver licensing process and the responsibilities associated with having that license;

(f) demonstrate a working knowledge and administration of the cooperative driver testing program leading to instructor certification;

(g) demonstrate a working knowledge of perceptual and physical screening techniques;

(h) demonstrate an understanding of the Uniform Vehicle Code, motor vehicle laws of Montana, and due process;

(i) demonstrate an understanding of the consequences resulting from violations, i.e., driving record, loss of driving privilege, higher insurance premiums, license retesting;

(j) demonstrate the ability to effectively assist students in examining and clarifying their beliefs, attitudes, and values as they relate to general safety;

(k) demonstrate an understanding of the importance of positive attitudes toward safe driving, i.e., mental, social, and physical tasks performed through a decision-making process;

(l) demonstrate an understanding of the safe interaction of all elements of the highway transportation system, i.e., pedestrians, bicyclists, passengers, motorcyclists, drivers, vehicles, and roadways;

(m) demonstrate an understanding of the responsibilities of vehicle ownership, i.e., basic mechanical operation, maintenance, and insuring;

(n) demonstrate an understanding of vehicle dynamics as they relate to operator control and the effects of occupant restraint systems;

(o) demonstrate an understanding of current traffic education issues, i.e., parent involvement, zone control, reference points, aggressive driving, and graduated driver licensing;

(p) acquire opportunities for student teaching experiences in classroom and behind-the-wheel situations with novice driving students under the direct supervision of a qualified teacher;

(q) design educational strategies for appropriate driving experiences for diverse learners;

(r) develop a logical scope and sequence plan for training driving skills in the repeated safe operation of a motor vehicle, i.e., controlled but varied situations and environments;

(s) demonstrate knowledge, application, and evaluation of specific student competencies, i.e., vehicle control, roadway markings, maneuvers, intersections, and highways;

(t) demonstrate an understanding of specific competencies as defined by recognized agencies and organizations, i.e., Office of Public Instruction and American Driver and Traffic Safety Education Association;

(u) design educational strategies for visual perceptual skill development, i.e., zone control, IPDE process, Smith system, and defensive driving principles;

(v) experience and demonstrate an understanding of driving skills required to successfully handle adverse and emergency situations;

(w) demonstrate an understanding of accident facts, causation, and current crash avoidance and injury prevention strategies;

(x) develop a logical scope and sequence plan for a traffic education program that includes the physiological and psychological influences of alcohol and drug abuse as they relate to use of the highway transportation system;

(y) demonstrate skills and techniques using potential equipment, to assist learning for students with special needs;

(z) demonstrate an understanding of techniques and strategies to integrate traffic education into the K-12 curriculum;

(aa) identify and implement teaching trends and materials which will help assure continued program enhancement;

(ab) demonstrate an understanding of, and provide tools for, student and program assessment; and

(ac) demonstrate an understanding of current information on appropriate resources and how to establish an effective traffic education support network.

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

10.58.527 AREAS OF PERMISSIVE SPECIAL COMPETENCY

(1) Programs designed for teachers who hold a regular Montana teaching certificate and desire skills in a non-endorsement field to appear on the teaching certificate shall:

(a) Meet the standards for the area of permissive special competency as approved by the board of public education and outlined below; and

(b) When specified, have laboratory experiences under the jurisdiction of the preparing institution.

(2) Programs must include a minimum of 20 semester (30 quarter) credits of preparation.

(3) Permissive special competency programs for early childhood are limited to an "add-on" to elementary endorsement. This may be offered as a minor to elementary education and is designed for prospective teachers of children ages eight and under.

(4) The early childhood permissive special competency program requires that successful candidates:

(a) demonstrate knowledge of child development and learning;

(b) develop relationships that involve family and community in children's learning;

(c) observe, document, and assess learning to support young children and families;

(d) demonstrate knowledge of early childhood education and apply effective instructional strategies, including:

(i) knowing, understanding, and using positive relationships and supportive interactions;

(ii) knowing, understanding, and using a wide array of appropriate, effective approaches, strategies, and tools for early education;

(iii) knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines;

(iv) using their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes; and

(v) meeting the unique needs of every child, including children with disabilities, children with different socio-economic backgrounds, and children from diverse cultural heritages, with a focus on American Indians.

(5) The gifted and talented permissive special competency program requires that successful candidates:

(a) demonstrate knowledge of the characteristics of gifted students and an understanding of how to utilize appropriate tests and other documentation to formally identify gifted students;

(b) demonstrate knowledge of the curriculum needs that result from the characteristics of individual gifted students and an understanding of how to apply the appropriate curriculum strategies to vary the pace, breadth, and depth of the curriculum through acceleration, differentiation of the content, process and product, and subject enrichment;

(c) demonstrate knowledge of the unique learning styles of gifted learners and an understanding of how to apply that knowledge to modify the learning environment and activities to match the style(s) of the individual student;

(d) demonstrate knowledge of how the social/emotional characteristics of gifted children create different needs that may impact the school and family and an understanding of how to apply appropriate strategies to minimize negative impacts upon the ability of the gifted student to learn;

(e) demonstrate knowledge of the need for gifted students to be challenged by participation with their mental peers, and an understanding of how to meet that need by providing a variety of options in the learning environment;

(f) demonstrate knowledge of how the school environment and characteristics of gifted students cause some high ability/high potential students to achieve at levels far below their potentials and an understanding of how to apply appropriate interventions; and

(g) demonstrate knowledge of the nature of, and need for, team approaches and an understanding of how to effectively apply these strategies in order to provide the best possible school climate and total curriculum services for gifted students.

(6) The technology in education permissive special competency program requires that successful candidates:

(a) demonstrate knowledge of operations and concepts necessary for effective use of technology and infusion into teaching and learning;

(b) demonstrate planning and learning environment design, knowledge, and skills, including:

(i) the identification and design of developmentally appropriate learning opportunities that apply technology enhanced instructional strategies to support the diverse needs of students;

(ii) the application of best practices based on current research when planning and managing learning environments and experiences;

(iii) the identification and location of technology resources and evaluation of them for effectiveness and suitability;

(iv) the planning and implementation of strategies to manage student learning in multiple technology-enhanced classroom environments; and

(v) the planning and implementing of strategies to manage student learning in distance, online, and technology-delivered learning environments;

(c) demonstrate technology-enhanced teaching, learning, and curriculum knowledge and skills by:

(i) facilitating technology-enhanced experiences that incorporate Montana content and performance standards as appropriate;

(ii) using technology to support learner-centered instructional strategies that address the diverse needs of students, including Montana American Indians;

(iii) applying technology to enhance students' critical, creative, and futures thinking;

(iv) managing student learning activities in multiple technology-enhanced classroom environments; and

(v) managing student learning activities in distance, online, and technology delivered learning environments;

(d) demonstrate assessment and evaluation knowledge and skills by:

(i) applying technology to assess student learning of subject matter using a variety of appropriate assessment techniques;

(ii) using technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning; and

(iii) using data from a variety of sources to make informed decisions to align learning objectives, instructional activities, technology use and assessment procedures to enhance learning;

(e) demonstrate knowledge and skills and apply effective strategies for teaching social, ethical, legal, and human issues related to technology use;

(i) identifying, classifying, and recommending adaptive/assistive hardware and software for students and teachers with diverse needs and assisting in procurement and implementation;

(ii) selecting and applying appropriate technology resources to promote healthy use of technology;

(f) select and apply appropriate technology resources to address cultural and language diversity, including Montana American Indians;

(g) demonstrate knowledge in developing systemic planning, procedures, and policies;

(h) demonstrate knowledge and skills in the development of leadership and visioning by:

(i) applying strategies for, and knowledge of, issues related to the change process in education and effective schooling practices;

(ii) assisting in the development and evaluation of district technology project planning, funding, and implementation; and

(iii) successfully completing integrated, supervised, and field-based professional experiences with accomplished technology facilitators and directors. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 1998 MAR p. 348, Eff. 1/30/98; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.528 COMPUTER SCIENCE (1) The program requires that successful candidates:

(a) demonstrate knowledge of computer science prerequisites consistent with, and substantially beyond, that which a classroom teacher may be expected to teach;

(b) demonstrate knowledge of algorithm design, analysis, and implementation in a programming language, data structures, and abstract data types covering:

(i) problem solving techniques and strategies;

(ii) algorithm design methodologies;

(iii) algorithm verification;

(iv) algorithm analysis;

(v) data structures and abstract data types;

(vi) at least two programming languages, including object-oriented programming and/or other current programming trends; and

(vii) program testing;

(c) demonstrate knowledge of the major subject areas of the discipline of computer science, including;

(i) algorithms and data structures;

(ii) programming languages;

(iii) architecture and machine-dependent programming;

(iv) numerical and symbolic computing;

(v) operating systems and networks;

(vi) software methodology and engineering;

(vii) database and information retrieval;

(viii) artificial intelligence and robotics; and

(ix) human-computer interaction;

(d) demonstrate knowledge of:

(i) team software development; and

(ii) personal written and oral communication skills;

(e) demonstrate knowledge of computing issues, including:

(i) the history of computing;

(ii) current trends and future directions in computing;

(iii) career opportunities in computing;

(iv) ethical and moral obligations in the use of computer hardware and software;

(v) impacts of computing on society;

(vi) practical, hands-on experience with widespread software applications, including:

(A) productivity tools;

(B) communications and networking;

(C) multimedia/authoring tools;

(D) instructional software; and

(E) operating systems software;

(f) deal with computing issues unique to the classroom, including:

(i) computer hardware and software management such as hardware setup, software installation, and user and network level hardware and software trouble-shooting and maintenance;

(ii) availability and use of resources such as journals, sources of computer hardware and software, relevant conference titles, and professional organizations;

(iii) continual study of effective pedagogical uses of computers as a means to stay updated;

(iv) hands-on use of hardware, software, and operating systems common in schools;

(v) develop online/ electronic class formats; and

(vi) trends and innovations in computing curricula; and

(g) apply assessment tools and practices that range from individual and group tests, to individual and group informal classroom assessment and strategies, including technology-based assessment tools. (History: 20-4-102, MCA; IMP, 20-4-103, MCA; NEW, 1991 MAR p. 300, Eff. 3/15/91; AMD, 1992 MAR p. 1475, Eff. 7/17/92; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

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Subchapter 6

Curriculum Principles and Standards: Advanced Programs

10.58.601 PROGRAM PLANNING AND DEVELOPMENT (1) An advanced program is required to designate a single administrative unit for assuring the quality of post-baccalaureate programs in education. The administrative unit:

(a) establishes appropriate governance and committee structures;

(b) adheres to the conceptual framework which is unified, specific, widely understood, and generally accessible;

(c) establishes clear operating systems for communication, cooperation, and program coordination within institutions;

(d) provides information about program objectives, unique and cooperative provisions, and program evaluation; and

(e) makes information and data on program evaluation accessible.

(2) Those professional education units offering both undergraduate and graduate programs shall be consistent in the programs' philosophy, principles, and objectives.

(3) The professional education unit shall be responsible for designing programs that meet the professional educator program standards and the guidelines of its governing board.

(4) The Board of Public Education is authorized to establish program and unit standards procedures for educator licensure and endorsement.

(5) All advanced programs shall include the following:

(a) publication of specific program objectives and course of study outlines that show how those objectives can be achieved. When two or more related objectives are served within one broad program, the provisions for achieving each shall be made clear;

(b) maintenance of quality and depth of scholarship appropriate to the program objectives;

(c) breadth of coverage that enables the preparing teacher to develop supporting and related skills and insights in addition to a major emphasis;

(d) support from adequate staff, equipment, special facilities, including library, and any other general institutional support that maximizes the quality of each program;

(e) supervised practical experience in curricula designed to develop initial competence in teaching or in an area of education specialization. This program shall develop skill in and serve as a basis for evaluating the preparing teacher's performance and recommending appropriate licensure and/or master's degree. Adequate time for both on-and off-campus experiences shall be provided to permit adaptation to individual student backgrounds and objectives; and

(f) clear processes for evaluating and recommending graduate students (with reference to their special competencies in terms of specific program objectives) for licensure.

(6) The institutions' operating controls shall guarantee the integrity of each program and shall include:

(a) an advisory system for advanced study programs which:

(i) reflects attention to individual student potential;

(ii) uses all instructional resources; and

(iii) recognizes the rapid growth of knowledge;

(b) selective admission and retention procedures to maintain quality students in each program;

(c) student evaluation and degree requirements to support the admission and selective retention procedures as well as maintain harmony with program objectives that are beyond general institutional requirements;

(d) program evaluation procedures to assure continued professional appraisal and improvement;

(e) residence requirements academically appropriate to the applicable program objectives; and

(f) internal provisions to give evidence of harmony between objectives and prerequisites, to the effect that they form a consistent and interrelated whole. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.602 TEACHING AREAS: ADVANCED PROGRAMS (1) Admission to such programs shall be open to persons who already hold a Class 2 standard license in a teaching field. The emphasis, in both content and rigor, should be on advanced study in that field.

(2) Learning procedures shall be appropriate to the competence of the students and their growing knowledge in the area of specialization.

(3) The content of special area programs and/or professional education shall provide:

(a) breadth in the field;

(b) the detailed study of one or more specialized aspects of the field; and

(c) access to new research and developments. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.603 ASSESSMENT OF ADVANCED PROGRAMS (1) Advanced programs shall meet or exceed standards of performance equivalent to those established for national professional education accreditation for candidate competence and program quality. Experienced teachers educators in graduate programs shall build upon and extend their prior knowledge and experiences to improve student learning in classrooms and their own teaching.

(a) They further develop their knowledge, skills, and dispositions to meet standards equivalent to the propositions of the National Board for Professional Teaching Standards for the advanced certification of teachers.

(b) The advanced program requires that successful candidates:

(i) demonstrate commitment to students and their learning;

(ii) demonstrate content knowledge and ability to facilitate students' learning the content;

(iii) plan, monitor, and evaluate student learning;

(iv) demonstrate their ability to think systematically about their practice and learn from experience; and

(v) demonstrate their involvement as members of learning communities.

(2) Candidates preparing to work in schools as computing specialists, educational communications and technology specialists, curriculum and instruction specialists, principals, reading specialists or supervisors, school administrators, school counselors, school media specialists, school psychologists, school superintendents, and other professional school roles are expected to demonstrate the knowledge, skills, and dispositions necessary to meet professional, state, and institutional standards.

(a) Candidates in these graduate programs also develop their ability to apply, in their professional roles, research, research methods, and knowledge of learning and practices that support learning.

(3) Candidates preparing for support roles in schools (e.g., educational leaders, reading specialists, school psychologists, and school library media specialists) demonstrate the knowledge, dispositions, and performance identified by the profession and reflected in national and state standards and assessments for the field.

(a) These candidates are aware of the scope and purposes of the assessments used by the unit and its programs, as well as how, when, and against what criteria, their knowledge and skills are evaluated throughout their preparation.

(b) The unit uses multiple assessments to determine what candidates know and are able to do.

(c) It develops and assesses performance in well-planned and sequenced field experiences and in clinical practice where knowledge, disposition, skills, and effect on student learning are observed and evaluated. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

Subchapter 7

Specializations: Supervisory and Administrative Programs

10.58.701 SUPERVISORS (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; REP, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.702 SCHOOL PRINCIPALS (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; REP, 1985 MAR p. 1397, Eff. 9/27/85.)

10.58.703 SCHOOL SUPERINTENDENTS (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; REP, 1985 MAR p. 1397, Eff. 9/27/85.)

10.58.704 SCHOOL PRINCIPALS AND SUPERINTENDENTS (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1985 MAR p. 1397, Eff. 9/27/85; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; REP, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.705 SCHOOL PRINCIPALS, SUPERINTENDENTS, SUPERVISORS AND CURRICULUM DIRECTORS (1) The program requires that successful candidates:

(a) facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community in order to promote the success of all students;

(b) promote a positive school culture, provide an effective instructional program, apply best practice to student learning, and design comprehensive professional growth plans for staff in order to promote the success of all students;

(c) manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment in order to promote the success of all students;

(d) collaborate with families and other community members, respond to diverse community interests and needs, including Montana American Indian communities, and mobilize community resources in order to promote the success of all students;

(e) act with integrity, fairness, and in an ethical manner in order to promote the success of all students;

(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to promote the success of all students; and

(g) complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 2007 MAR p. 190, Eff. 2./9/07.)

Rule 10.58.706 reserved

10.58.707 SCHOOL PSYCHOLOGISTS (1) The program requires that successful candidates:

(a) demonstrate an understanding of the articulated training philosophy, mission statement, goals, and objectives;

(b) demonstrate knowledge of the unique history of American Indians as it relates to education, social and emotional development, and academic skills;

(c) demonstrate knowledge of these domains in the field of school psychology:

(i) data-based decision-making and accountability;

(ii) consultation and collaboration;

(iii) effective instruction and development of cognitive/academic skills;

(iv) socialization and development of life skills;

(v) student diversity in development and learning;

(vi) school and systems organization, policy development, and climate;

(vii) prevention, crisis intervention, and mental health;

(viii) home/school/community collaboration;

(ix) research and program evaluation;

(x) school psychology practice and development; and

(xi) information technology;

(d) demonstrate knowledge and understanding of:

(i) orientation to the educational process;

(ii) assessment for intervention;

(iii) direct intervention; and

(iv) indirect intervention.

(2) practica experiences shall be distinct from and occur prior to the internship;

(a) practica occur at time(s), are in settings, and are of sufficient length to be appropriate to the specific training objectives of the program;

(b) there is a direct and obvious relationship between practica experiences and the objectives for which the practica are intended;

(c) practica experiences occur under conditions of supervision appropriate to the specific training objectives of the program;

(d) practica experiences are provided appropriate recognition through the awarding of academic credit;

(e) practica experiences occur with university involvement appropriate to the specific training objectives of the program;

(f) the quality of practica experiences is systematically evaluated in a manner consistent with the specific training objectives of the program;

(g) practica experiences are conducted in accordance with current legal-ethical standards for the profession;

(h) the program shall require successful candidates to demonstrate knowledge of the roles, responsibilities, and functions of other pupil service personnel, including the operation of interdisciplinary teams; and

(i) the program shall require successful candidates to demonstrate knowledge of available school and community resources.

(3) The comprehensive internship is the culminating experience in school psychology graduate preparation. The successful school psychologist candidates:

(a) demonstrate, under supervision, their ability to integrate knowledge and skills in providing a broad range of school psychological services. The internship experience:

(i) is provided at or near the end of the formal training period;

(ii) is designed according to a written plan that provides the student opportunities to gain experience in the delivery of a broad range of school psychological services;

(iii) occurs in a setting appropriate to the specific training objectives of the program;

(iv) is provided appropriate recognition through the awarding of academic credit;

(v) occurs under conditions of appropriate supervision. Field-based internship supervisors hold a valid credential as a school psychologist for that portion of the internship that is in a school setting. That portion of the internship, which appropriately may be in a non school setting, requires supervision by an appropriately credentialed psychologist;

(vi) is supervised. Field-based internship supervisors are responsible for no more than two interns at any given time. University internship supervisors are responsible for no more than 12 interns at any given time;

(vii) is based on a positive working relationship and represents a collaborative effort between the university program and field-based supervisors to provide an effective learning experience for the student. University internship supervisors provide at least one on-site contact per semester with each intern and supervisor;

(viii) is a provision for participation in continuing professional development activities;

(ix) is systematically evaluated for quality in a manner consistent with the specific training objectives of the program;

(x) is conducted in a manner consistent with the current legal-ethical standards of the profession; and

(xi) occurs on a full-time basis over a period of one academic year, or on a half-time basis over a period of two consecutive academic years. At least 600 hours of the internship are completed in a school setting;

(b) complete a field-based internship supervised, on average, at least two hours per week of direct supervision for each intern;

(c) accept an internship placement that provides appropriate support for the internship experience including:

(i) a written agreement specifying the period of appointment and any terms of compensation;

(ii) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists;

(iii) provision for participation in continuing professional development activities;

(iv) release time for internship supervision; and

(v) a commitment to the internship as a diversified training experience.

(4) School psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. School psychology graduate programs shall:

(a) establish and maintain an accountability program to assess the knowledge and capabilities of school psychology candidates and of the impact that interns and graduates have on services to children, youth, families, and other consumers;

(b) incorporate different sources of process and performance information (e.g., instructional evaluation, performance portfolios, field supervisor evaluations, systematic valid procedures are used to evaluate and improve the quality of the program, candidate/graduate performance on licensing/certification examinations, and alumni follow-ups), as appropriate, to evaluate and improve components of the program;

(c) apply specific published criteria, both objective and qualitative, for the assessment and admission of candidates to the program at each level and for candidate retention and progression in the program. The criteria address the academic and professional competencies, as well as the professional work characteristics needed for effective practice as a school psychologist (including respect for human diversity, communication skills, effective interpersonal relations, ethical responsibility, adaptability, and initiative/dependability);

(d) employ a systematic process that ensures that all students possess the knowledge and professional expertise to collaborate with families and school and community based professionals in designing, implementing, and evaluating interventions that effectively respond to the educational and mental health needs of children and youth;

(e) limit the number of credit hours acquired through courses, seminars, and other learning experiences not open exclusively to graduate students to no more than one-third of the student's program;

(f) exclude credit requirements for undergraduate study, study that is remedial, or study which is designed to remove deficiencies in meeting requirements for program admission; and

(g) include a full-time continuous residency or an alternate planned experience for all students. Programs allowing alternate planned experiences as a substitute for full-time residency must demonstrate how those experiences are equivalent to experiences commonly associated with residency requirements.

(5) The standards for specialist-level programs shall follow those described by the National Association of School Psychologists:

(a) specialist-level programs consist of a minimum of three years of full-time study or the equivalent at the graduate level;

(b) the program shall include at least 60 graduate semester hours or the equivalent, at least 54 hours of which are exclusive of credit for the supervised internship experience;

(c) institutional documentation of program completion shall be provided; and

(d) specialist level programs include a minimum of one academic year of supervised internship experience consisting of a minimum of 1200 clock hours.

(6) The standards for doctoral programs shall follow those described by the National Association of School Psychologists. Doctoral programs provide greater depth in multiple domains of school psychology training and practice as specified in these standards;

(a) doctoral programs consist of a minimum of four years of full-time study or the equivalent at the graduate level;

(b) the program shall include a minimum of 90 graduate semester hours or the equivalent, at least 78 of which are exclusive of credit for the doctoral supervised internship experience and any terminal doctoral project (e.g., dissertation) and shall culminate in institutional documentation; and

(c) the program shall include a minimum of one academic year of doctoral supervised internship experience consisting of a minimum of 1500 clock hours.

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

Subchapter 8

Innovative and Experimental Programs

10.58.801 TYPES OF PROGRAMS (1) New, innovative, and experimental programs include but are not necessarily limited to the following:

(a) programs designed to develop new approaches, new arrangements, and/or new contexts for the preparation of school personnel;

(b) programs designed to prepare school personnel for new types of positions that are emerging in modern education;

(c) programs designed to meet the special needs of particular segments of society; and

(d) programs designed for specific curricular areas for which recognized standards have not yet been developed. (History: 20-2-114 MCA; IMP, 20-2-121 MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

10.58.802 STANDARDS FOR APPROVAL (1) The unit shall provide a clear statement justifying the request for the approval of a new, innovative, or experimental program. That statement shall include the program's assumptions, rationale, and objectives.

(2) Each program shall:

(a) be based on a statement of the purpose and objectives of teaching in this area and upon a well-formulated statement of the nature of the public school program that is needed to accomplish these objectives. These statements shall:

(i) be prepared cooperatively by the agencies concerned with teacher education;

(ii) be based on analyses of current practices and trends in this field of the public school curriculum; and

(iii) be available in writing;

(b) include articulation of the competencies teachers need in this area. This statement of competencies shall:

(i) include attitudes, knowledge, understanding, skills, and the degrees of expertise teachers need;

(ii) be based on the program's statement of objectives outlined in (2)(a); and

(iii) be available in writing;

(c) include a description of the process used to prepare personnel;

(d) develop provisions for keeping records of the students' progress in the program;

(e) make arrangements for systematic and scheduled program evaluation by both the unit and the Office of Public Instruction;

(f) be supported by identifiable human and physical resources that will be available throughout the duration of the program. Any resources not under the control of the institution shall be outlined and confirmed by the board of public education;

(g) include a timetable setting forth:

(i) the program's beginning and ending dates;

(ii) the sequence of activities that will occur;

(iii) selection and schedules of intervals for competency and program evaluations; and

(iv) the approximate dates for submitting periodic program reports to the appropriate institutional officials and to the superintendent of public instruction; and

(h) ensure that program evaluations have definite provisions for performance criteria and follow-up at specified intervals. The evaluations shall:

(i) be guided by a plan that defines and specifies the kinds of evidence that will be gathered and reported;

(ii) give information that identifies areas in the program that need strengthening; and

(iii) be used to suggest new directions for program development.

(3) The preparing institution shall be responsible for the administration of the program. Within this responsibility it shall establish and designate the appropriate division, school, college, or department within the institution to act on all matters relating to such program, according to general institutional policies. (History: 20-2-114 MCA; IMP, 20-2-121 MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

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Subchapter 9

Standards for Approving Competency-Based
or Performance-Based Programs

10.58.901 STANDARDS FOR APPROVING COMPETENCY-BASED OR PERFORMANCE-BASED PROGRAMS (1) These standards apply to all competency-based and performance-based teacher education programs. For each program, the institution shall:

(a) develop and adopt an explicit statement of "program exit" competencies that relate to the entry-level professional role. These competencies must include all of the criteria implicit in the general standards (Sub-Chapter 4) and specific standards (Subchapter 5);

(b) provide a program design that:

(i) relates the competencies (cited in (a) above) to modules, subcourses, or courses;

(ii) lists the learning activities involved; and

(iii) specifies the assessment techniques used to verify the attainment of these competencies;

(c) formally assess follow-up data to determine the relationship between "exit" competencies and initial professional role performance. Such assessment shall be considered in program development; and

(d) use an on-site evaluation team, designated by the board of public education, to determine the institution's performance in the development and verification of a candidate's role competency and in the collection and use of follow-up data. (History: 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

SECTION II

MONTANA PROFESSIONAL EDUCATOR PREPARATION PROGRAM STANDARDS REVIEW PROCESS AND PROCEDURES

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SECTION II

MONTANA
PROFESSIONAL EDUCATOR PREPARATION PROGRAM STANDARDS REVIEW PROCESS AND PROCEDURES

INTRODUCTION

The Montana system of professional educator certification is a comprehensive, holistic system that includes three components: educator preparation, educator licensure, and ongoing, required professional development. These three components are integral to one another, and provide assurance to Montana citizens that educators within Montana schools are qualified to meet the learning needs of Montana students.

Article X, Section 9, of the 1972 Montana Constitution established the Board of Public Education (BPE) and the Board of Regents of Higher Education. The Board of Regents of Higher Education has the power, responsibility and authority to supervise, coordinate, manage and control the Montana University System.

The BPE exercises general supervision over the state's public school system and is further authorized under state law to create and establish a system of teacher certification. This teacher certification system is the basis of unit and program accreditation for all Montana professional education units. This means that all professional education units and specific programs within the units, which lead to educator licensure, must be accredited.

The Montana Board of Public Education is authorized by state law and administrative rule to create and establish a system of professional educator certification including training and preparation The BPE accredits professional educator units in Montana's higher education institutions, based on the Professional Educator Preparation Standards (PEPPS). These protocols are defined in the Professional Educator Preparation Program Standards and Procedural Manual, found on the OPI Web site at www.opi.mt.gov.

The PEPPS guide professional educator preparation units in the development of curriculum, instructional strategies, aligned assessments, and supervised, relevant field and clinical experiences to prepare educator candidates to meet the learning needs of all Montana students.

INITIAL ACCREDITATION: PROFESSIONAL EDUCATION UNIT

Before state accreditation is considered, an institution seeking initial accreditation for a new professional education unit must have formal authorization from the administrative board charged with this responsibility. To gain initial accreditation status from the Board of Public Education (BPE), the following steps are required:

- Formal authorization from the administrative board of the Institution is received by the Office of Public Instruction (OPI).
- The institution provides regional accreditation.
- The new professional education unit completes the Institutional Report (IR) with evidence demonstrating compliance with the BPE program preparation standards;
- The IR is electronically submitted to the OPI. Electronic links for additional resources including links to appropriate catalogs are provided to the OPI;
- The OPI facilitates an off-site review of the IR;
- The new professional education unit is scheduled for an on-site visit;
- The on-site review process shall follow the approved state protocol;
- The BPE approved Professional Educator Preparation Program Standards and Procedures Manual shall be used to guide the review process. The Superintendent of Public Instruction shall recommend accreditation status to the BPE based upon the on-site team report;
- The BPE shall conduct a follow-up on-site visit of the newly accredited professional education unit within two years;
- In cases when an on-site review is not available within the desired time period, the OPI shall review a new professional education unit and its IR by meeting with the dean of education or the professional education unit's representative to ensure that the program is equivalent to other state-authorized units; and/or
- If the recommendation from this meeting is to accredit, the new professional education unit may only be recognized as provisionally accredited until a formal on-site visit is conducted within a year.

Process for State Accreditation of Professional Education Units

A professional education unit director makes a written request to the Office of Public Instruction (OPI) initiating a state review. The request must be received by the OPI 12 months prior to the on-site visit (see page 30 -31).

Date for review is determined through a collaborative process between the unit and the OPI. The OPI designates a chairperson and membership for the off-site and on-site review teams. The professional education unit director approves team membership.

The institutional self-study report must be received by the OPI at least 60 days before the scheduled visit.

The OPI facilitates the off-site review of the Institutional Report (IR). The results of the off-site review are mailed to the unit at least 30 days prior to the on-site visit.

A preliminary visit to the institution is made by the team chairperson approximately 60 days before the scheduled visit to make final arrangements.

Findings of the off-site review are mailed to the institution 30 days before the visit.

The scheduled accreditation visit, by the state team, shall be no more than three days. At the exit interview, the chairperson will present a summary of team findings. The chairperson is expected to stay for the duration of the state unit accreditation visits.

The institution will receive a written copy of the team report within 30 days of the visit. The institution will have 30 days to submit a response to the Board of Public Education (BPE).

A team report is presented to the BPE in three steps as information, discussion, and action. The BPE reserves the right to alter this process as necessary.

Possible Action by the Board of Public Education

Full Accreditation
-Accredits unit and programs.
-Action letter

Or

Provisional Accreditation
-Provisionally accredits unit and programs.
-Action letter-Institution given six months to resolve professional accreditation.
-On-site follow-up visit
-Action by BPE
-Action letter

Or

Denial of Accreditation
-Action letter

The institution has the right to appeal. It may present supportive information and request the Board to reconsider its decision at its next regular meeting.

Denise Juneau, Superintendent
Montana Office of Public Instruction
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I. STATE REVIEW PROTOCOL

CATEGORY	PROCEDURE
I. STANDARDS	
A. Unit Standards	The Montana Board of Public Education (BPE) has incorporated the NCATE unit standards into the Montana Professional Educator Preparation Program Standards (PEPPS).
B. State Program Standards	State standards adopted by the BPE are used to accredit professional education programs that lead to specific licenses and endorsements. The Montana PEPPS are comprised of the BPE adopted requirements for all licensure and endorsement programs and are aligned with NCATE approved program standards.
II. TEAM	
A. Team Composition	The OPI selects team members from a cadre of professionals who have completed training on the accreditation process. The OPI provides the professional education unit with the proposed team chairperson and a list of professional educators to serve on the on-site review team. The OPI selects visiting team members whose expertise, training and/or endorsement reflects programs to be reviewed. American Indian educators shall serve on each review team.
B. Training and Qualifications	Program reviewers must have a minimum of five years of teaching or other appropriate experience as determined by the Board of Public Education and have completed the training authorized by the BPE. All program reviewers must (1) complete training in the standards and the review process and procedures and (2) have access to the Internet and basic technology skills.
C. Team Size	The size of the on-site review team shall be determined by the OPI coordinator, unit representative, and the team chair. The OPI selects a team chairperson and a list of professionals to serve on the off-site and on-site review teams. The unit confirms the team chair and

CATEGORY	PROCEDURE
	members of the on-site review team. The OPI will if necessary name replacements to complete the team.
D. Team Chairperson	The team chair coordinates all phases of the on-site visit and preparation of the team report, in collaboration with the OPI coordinator. The team chair and the OPI coordinator conduct a pre-visit approximately 60 days before the on-site visit.
E. Consultant/Coordinator	The Montana OPI Professional Education Program Director serves as the State Coordinator or appoints a designee. The State Coordinator is a non-voting member of the review team.
F. Observers	The OPI shall request representation from BPE and MEA-MFT as an ex officio, non-voting observers on each review team.
G. Decision Making	The team shall make decisions by consensus, and the team chairperson shall resolve all conflicts.
H. Final Report	The final report of the on-site review shall be provided to the professional education unit within thirty (30) days. The professional education unit has 30 days to respond before team recommendations are presented to the Board of Public Education.
I. Evaluations	Following the on-site visit, the performance of the team is evaluated by the OPI.
J. Expenses	The unit covers the expenses of the on-site visit including the expenses of the State On-Site Team. The OPI covers the expenses of the State Coordinator and additional OPI staff.
III, Preparation	
A. Scheduling The Review	The dean of education, or other appropriate official, shall notify the office of public instruction by letter of the proposed dates for the visit and shall list specific programs to be reviewed by completing the Program Review Request Form (See page) twelve months preceding the visit. The visit shall not exceed three days.

CATEGORY	PROCEDURE
B. PEPPS Materials	The Montana PEPPS and Procedures Manual contain the standards, guidelines, forms, and support and resource material for the unit reviews. The PEPPS Manual is available on the OPI Web page at www.opi.mt.gov/accreditation
C. Pre Conditions	The completed Institutional Report is provided electronically to the OPI 60 days prior to the on-site visit.
D. Program Report	The initial review of the unit's programs is completed prior to the on-site visit using an off-site review process. The off-site program review is facilitated by the state coordinator and completed 30 days before the on-site review. The initial report of the off-site review is electronically mailed to the unit 30 days before the on-site visit.
E. Institutional Report	The Institutional Report provides evidence to verify compliance with the standards pertaining to the unit and applicable program areas. The professional education unit submits to the office of public instruction an electronic copy of the IR. The IR must be received by OPI at least 60 days before the scheduled visit. In addition, the professional education unit will provide one paper copy of the IR, CD, and electronic links to its catalog(s) and other relevant information pertinent to the effectiveness of the review process. These materials must be received by the team members at least 30 days prior to the on-site visit.
F. Dates of On-Site Visit	Specific dates for the site visits are confirmed by the unit and the OPI.
G. Pre-Visit	Approximately 60 days before the visit, the state coordinator and team chair meet on-site with the unit dean to plan the visit.

CATEGORY	PROCEDURE
IV. On-Site Review	
A. Orientation to State Process/Protocol	The state coordinator and the team chair will conduct an orientation to the state team of the state accreditation process and accreditation protocol.
B. Conducting the On-Site Review	A template developed jointly with the OPI and the Montana Council of Deans and approved by the BPE is used to guide the review process.
C. Evidence/Exhibit Room	Electronic exhibit rooms are encouraged. Units shall provide evidence that demonstrates what candidates know and are able to do. In addition units are required to provide evidence that data are used to evaluate student performance and modify programs. Units shall provide data from: 1) assessments at admissions; 2) verification of content knowledge; 3) student teaching and clinical experience assessments; 4) follow-up studies.
D. Exit Conference	Team chair conducts the exit conference with unit and institution representatives.
E. State On-Site Report	The State On-Site Report is e-mailed to the OPI and the state team members within 30 days following the on-site visit. The state report is compiled by the team chair in consultation with the state coordinator.
V. After the On-Site Review	
A. Report sent from the OPI	One copy of the report will be received electronically by the unit within 30 days following the on-site visit. This report will be sent electronically to the dean of the unit, team chair, and to the BPE.
B. Rejoinder	The unit may submit a response to the report concerning errors or omissions within 30 days after the report is received and before it is submitted to the BPE for action.
C. Accreditation & Approval	The Montana BPE is authorized to establish accreditation standards and procedures and to determine accreditation status of the professional education units.
D. Final Action Report	The report is submitted to the BPE for information, discussion, and action. The action taken by the BPE is reported by the OPI to the unit.

CATEGORY	PROCEDURE
E. Appeal Procedure	The unit is permitted to rejoin the decision of the BPE at its next meeting. The Professional Education Unit (PEU) is given six months to resolve professional accreditation staus.
VI. On-Going Responsibilities	
A. Protocol Distribution	The state coordinator shall post and maintain the state protocol of the PEPPS on the OPI Web site. The state protocol is available in hard copy upon request.
B. Accreditation Cycle	Professional Education Units (PEU) in the state of Montana follow a seven-year review cycle after successfully completing an initial accreditation review.
C. Code of Conduct/ Conflict of Interest	Montana has adopted the NCATE code of ethics. Team members shall treat all matters confidentially and shall honor and support all consensus decisions of the team. Program reviewers shall conduct themselves at all times while representing the BPE and OPI as thoughtful, competent, well-prepared, and impartial professionals. **Conflict of Interest** Montana has adopted the NCATE Conflict of Interest policy.The program reviewers shall avoid conflicts of interest and should exclude themselves from the BPE review team for any reason which may represent an actual or perceived conflict of interest.
VII. Annual Reviews	
A. Regional Accreditation	PEUs shall maintain regional accreditation to continue state accreditation.
B. Annual Report	PEUs annually provide to OPI a copy of the NCATE Data Report.

II. JOINT NCATE/STATE REVIEW PROTOCOL

Category	NCATE policy & options	State additions/response
I. Standards		
A. Unit Standards	**NCATE unit standards apply to the professional education unit.** **Specific State criteria, as determined by the State Agency, and institutional criteria as determined by the institution or higher education commission, may also be applied to units and/or programs being reviewed by NCATE and the State.**	The Montana Board of Public Education (BPE) has incorporated the NCATE unit standards into the Montana Professional Educator Preparation Program Standards and Procedures Manual.
B. State Program Standards	**NCATE defers to the State's review of the unit's programs if the teacher education program standards or licensing standards and the State's review processes are sufficiently similar to NCATE's, as determined by the State Partnership Board (SPB).** **<u>Program National Recognition</u>: The State may choose to seek authority for State program approval to be accepted as national recognition of the unit's programs by NCATE's SPAs in the NCATE list of nationally recognized programs. If the State is not authorized to recommend national**	State standards adopted by the BPE are used to approve professional education programs that lead to specific licenses and endorsements. The Montana PEPPS are comprised of the BPE adopted requirements for all licensure and endorsement programs and are aligned with NCATE approved program standards. The BPE requires each professional education unit to undergo a program area review conducted by the Office of Public

Category	NCATE policy & options	State additions/response
	recognition, the unit may seek national recognition of a program by submitting its program for review through NCATE.	Instruction (OPI). This ensures that all licensure and endorsement programs comply with BPE requirements. This off-site review process is completed 60 days prior to the on-site visit. Following the review, OPI submits a written report to the unit 30 days prior to the on-site visit.
II. Team		
A. Team Composition: Joint State/ NCATE	**NCATE and State team members work together, sharing equal roles and responsibilities in all functions of the review.** **The NCATE team is selected from NCATE's Board of Examiners (BOE). The team includes representatives from organizations of teacher educators, teachers, education specialists and/or policy makers. Non-voting members of the team include the State Consultant (usually the NCATE State Partnership Contact, or his/her designee), and a representative of the state affiliate of NEA and/or AFT. Team assignments are systematically made to ensure that conflicts of interest are avoided.**	The Montana State reviewers are selected by the OPI from NCATE/State Team trained Montana educators. Two teams participate in the joint on-site review: NCATE/State Team and State Verification Team. These team members include faculty of higher education, K-12 teachers, and other school personnel.

Category	NCATE policy & options	State additions/response
B. Training Expectations: Joint	**NCATE team members must participate in the NCATE-sponsored BOE training.** **State team members must be trained by NCATE staff or an NCATE authorized trainee, as outlined in the State rules.**	The Montana OPI and the NCATE staff jointly plan and provide training to State Review Team members. Montana NCATE/State Team training is scheduled every four years.
C. Team Size: Joint	**For first, continuing, and probation visits, the BOE team will include 3-6 members depending on several factors, including the number of candidates, faculty, and the unit's programs. Additional team members may be added to visit off-campus sites.** **For focused visits, the team will include 2-3 BOE members.**	The NCATE/State Team shall be comprised of one member less than the NCATE representatives. These state representatives have full voting rights as members of the NCATE/State Team.
D. Chair Responsibilities: Joint	**The NCATE chairperson and the State chairperson serve as co-chairs. They are jointly responsible for planning and conducting the visit.** **The co-chairs conduct a previsit approximately 60 days before the visit to plan interviews and finalize the logistics for the visit. The State Consultant and State team chair should**	The State co-chair is appointed by the OPI. The State Consultant and the NCATE and State co-chairs conduct a pre-visit approximately 60 days before the on-site visit. The co-chairs assign roles and responsibilities to the NCATE/State Team and State Verification Team members.

Category	NCATE policy & options	State additions/response
	participate in the previsit. **The co-chairs assign roles and responsibilities to BOE and State team members.**	
E. Consultants/Other Participants	**NCATE invites the State education agencies to appoint a "State Consultant" to advise the team on State requirements, nomenclature, and special circumstances. The State Consultant's expenses are covered by the respective agency. The State Consultant facilitates an orientation to the State Partnership at a team meeting prior to the review activities. The consultant is usually the State Partnership Contact, but may be his/her designee, and is a non-voting member of the BOE team. The State Consultant may serve as a voting member of the State team, if so designated by the State. A few states (e.g., SC and FL) may have consultants from two agencies.**	The Montana OPI Professional Education Program Director serves as the State Consultant or appoints a designee. The State Consultant's expenses are covered by the OPI. The State Consultant is a non-voting member of the joint review team.
F. NEA/AFT Representatives and Other Observers	**NCATE invites the State affiliates of the NEA and AFT to appoint observers for the on-site visit in partnership States. The participants' respective agencies are responsible**	Observers from MEA-MFT and the BPE are invited to participate, but do not vote.

Category	NCATE policy & options	State additions/response
	for their travel and maintenance expenses. **These observers can assist the BOE team with the collection of data, interviews, and the editing of the team report. However, they should not be assigned a primary writing assignment. Observers are non-voting members of the BOE team.**	
G. Decision-making	**Decisions are usually made through consensus-driving discussions of whether standards are met. When consensus cannot be reached, a vote may be taken.**	The State Team members have full voting rights as members of the NCATE/State Team. The State Consultant is a non-voting member of the joint review team.
H. Writing the Report: Joint	**The NCATE chair assigns writing responsibilities to each team member. The BOE report includes the BOE team's responses to the 6 unit standards at both the initial teacher preparation and advanced levels as appropriate. If the State or institution has additional requirements, the report should have the BOE team's responses to the State/Institution requirements attached as a Report Addendum. The final report is compiled by the BOE chair.**	The final report of the NCATE unit standards is compiled and approved jointly by both NCATE and State Team members. The responsibility for submitting the NCATE unit standards report belongs to the NCATE co-chair. Responsibility for submitting the report of the Montana professional education standards, for both basic and advanced levels as appropriate, is held by the State

Category	NCATE policy & options	State additions/response
	The NCATE and State chairs assign primary and secondary writing responsibilities to both NCATE and State team members. **The draft of the BOE report should be completed by the end of the on-site visit.** **The BOE draft report should be sent to NCATE and the team members for editing, and to the unit for correction of factual errors.** **The BOE team chair e-mails one copy of the final report to the NCATE office and a copy to each member of the NCATE team within 30 days following the visit.**	co-chair with assistance from the OPI.
I. Evaluations	**Following the on-site visit, the performance of BOE members is evaluated electronically by the unit, the other national and State BOE members, and State consultants who served on the same visiting team. The evaluations are used by NCATE and the State to determine who should continue BOE service and to identify potential team chairs.**	Following the on-site visit, the performance of the State Team members is evaluated by the OPI. The evaluations are used to select team members for future on-site reviews.

Category	NCATE policy & options	State additions/response
J. Expenses	**During the semester of the visit, the unit will pay NCATE a Periodic Evaluation Fee of $1,000 per NCATE BOE team member participating in the on-site visit.**	The unit covers the expenses of the on-site visit including the expenses of the NCATE/State Team and the State Verification Team. The OPI covers the expenses of the State Consultant and additional OPI staff.
III. Preparation		
A. Units' Intent-to-Seek request	**For initial accreditation, at least two years before hosting an on-site visit, the unit should indicate its interest in seeking accreditation. The request should include the semester and year in which the unit plans to host the on-site review.**	
B. NCATE materials	**In response to interest request, NCATE provide weblinks to the following materials:** • **Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education;** • **Handbook for Accreditation Visits;** • **"Intent to Seek NCATE accreditation" form – TO BE SUBMITTED 2 YEARS BEFORE THE VISIT;** • **Timeline for**	The Montana PEPPS and Procedures Manual is available on the OPI Web site at www.opi.mt.gov. This document contains guidelines, forms, and materials for site visits.

Category	NCATE policy & options	State additions/response
	semester and year of visit; **• List of NCATE partnership States; and** **• Other accreditation information**	
C. Preconditions	**For first visits, the unit responds to the preconditions found on the NCATE website. The preconditions report must be submitted to the NCATE office at least eighteen months prior to the on-site visit.** **All accredited units *must continue to meet the* preconditions for continued NCATE accreditation. Annually, NCATE reviews Title II test data and will request additional information from the unit that no longer meets the required State pass rate.**	The Institutional Report is sent to the OPI 60 days prior to the on-site visit.
D. Program Reports	**If the Partnership Agreement requires the unit to submit program reports, it must submit them by February 1 or September 15, two or three semesters before the continuing visit.** **For a continuing visit, NCATE requests the unit to verify online their "Status of Program Reviews," approximately**	The initial review of the unit's programs is completed (either electronically or on paper) prior to the on-site visit.

Category	NCATE policy & options	State additions/response
	two years before the visit. This information will indicate which program reports to submit. **For specific information on the preparation of program reports visit the NCATE website.**	
E. Institutional Report	**The professional education unit is required to write and submit an Institutional Report (IR) that describes the unit's conceptual framework and evidence that demonstrates that the 6 standards are met. In continuing accreditation visits, the IR also serves as a primary documentation of the unit's growth and development since the last accreditation visit.** **The unit sends one copy of the IR and related links to undergraduate and graduate (if applicable) catalogs to each NCATE BOE team member, State consultant, and NEA/AFT observers. Either an electronic copy of the Institutional Report is sent to NCATE, or the unit may send two paper copies.**	The State Verification Team reviews the specific program standards, as appropriate, in Chapters 5, 6, 7, 8, and 9 of the Montana PEPPS and additional Montana requirements as articulated in Appendix A of PEPPS. The NCATE/State Team examines the NCATE Unit Standards in lieu of Chapters 2 and 3 of the Montana standards. The unit sends one copy of the full NCATE Institutional Report and related links to catalog to the co-chair of the State Team and to the Montana OPI. Either an electronic copy of the IR is sent to the OPI or the unit may send two paper copies. The State co-chair shall send to each member of the

Category	NCATE policy & options	State additions/response
		State Verification Team a copy of the unit's response to Chapters 5, 6, 7, 8, and 9 of the Montana standards as appropriate for their review responsibilities plus college catalogs. These materials must be received by team members at least 30 days prior to the visit.
F. Dates of On-Site Visit	**NCATE requests units to submit its preferred visit date to NCATE at least 1 year prior to the on-site visit. Units in Partnership States must have the date approved by the State Agency prior to submitting its request to NCATE.** **The State Agency must first agree to requests for a delay in the visit, before submitting the delay request to NCATE.** **Visits are scheduled from Saturday through Wednesday excepting special circumstances.**	Specific dates for the site visits are confirmed by the Montana OPI before submission to NCATE.
G. Previsit	**The previsit should be scheduled about 60 days before the on-site visit. See the *Handbook for Accreditation Visits* for further details.** **The State Consultant,**	The State co-chair and consultant and/or designee from the Montana Office of Public Instruction meet with the NCATE chair and the unit head and/or designee

Category	NCATE policy & options	State additions/response
	BOE chair, head of the unit, and NCATE coordinator should be present. If the visit is joint or concurrent, the State team chair should also participate in the previsit.	to plan the visit.
H. 3Rd Party Testimony	**Six months before the on-site review, the unit must publish a "Call for Comment" inviting 3rd party testimony related to the upcoming NCATE visit to be sent to NCATE.** **Two to three months before the on-site review, NCATE sends copies of any third-party testimony it received to the unit for comment and to the BOE team chair.**	
IV. On-Site Review		
A. Orientation to State Process/ Protocol	**If the visit is being conducted jointly or concurrently, the State Consultant (or his/her designee) will facilitate an orientation to the State process and Protocol.**	The State co-chair and consultant will jointly conduct an orientation to the State Verification Team on process and protocol.
B. Conducting the On-Site Review	**The NCATE template for on-site visits guides the conduct of the visit as outlined in the *NCATE Handbook for Accreditation Visits* and on the NCATE website.**	A template jointly developed with NCATE and the Montana OPI is used to guide the conduct of the NCATE/State Team visit. The Montana PEPPS and Procedures Manual will provide guidance for the State

Category	NCATE policy & options	State additions/response
		Verification portion of the review.
C. Evidence/Exhibit Room	**Electronic exhibit rooms are encouraged. Access NCATE's electronic exhibit room guidelines.** **Performance-based evidence that demonstrates what candidates know and are able to do must be included in the exhibit room. Units must provide data from:** **1) assessments at admissions; 2) State licensure tests; 3) internship assessments; and 4) follow-up studies. For other assessment data examples, see "Assessing Education Candidate Performance: A Look at Changing Practices."**	State Verification and NCATE/State teams will share interviews and exhibits during the visit. NCATE/State Team members with responsibility for Montana's Sub-Chapters 2 and 3 will be paired to collect data on the six NCATE unit standards. Electronic exhibit rooms are encouraged.
D. BOE Report	**The BOE report includes the BOE team's responses to the 6 unit standards at both the initial teacher preparation and advanced levels as appropriate. If the State/Institution has additional requirements, the report should have the BOE team's responses to the State requirements attached as a State Addendum. The final report is compiled by the BOE chair.**	The NCATE report is e-mailed to the State co-chair, the OPI and the NCATE/State Team members. The State report is compiled by the State co-chair and is e-mailed to the OPI, team members, and unit within 30 days following the visit.

Category	NCATE policy & options	State additions/response
	The BOE team chair e-mails one copy of the final BOE Report to the NCATE office and a copy to each member of the NCATE team within 30 days following the visit.	
E. Exit Conference	**An exit conference is conducted before the team departs Wednesday. It is conducted by the NCATE team chair, State team chair, and State Consultants. The unit is represented by the unit head and coordinator of the NCATE review; the president and/or provost may also attend.**	The State co-chair and consultant participate in NCATE/State Team exit conference.
V. After the On-Site Review		
A. BOE report sent from NCATE	**NCATE mails two copies of the report to the unit and one copy to the appropriate State Agencies.**	One copy of the report will be received by the unit within 30 days following the visit. This report will be mailed to the dean of the school of education and to the Montana OPI.
B. Rejoinder	**The unit submits to NCATE and the State an electronic copy, or five hard copies, of its rejoinder to the BOE report within 30 days after receipt of the BOE Report.**	The unit may submit a response to the report concerning errors or omissions within 30 days after the report is received and before it is submitted to the BPE for action.
C. Accreditation &	**NCATE's Unit**	The Montana BPE is

Category	NCATE policy & options	State additions/response
Approval	**Accreditation Board (UAB) is responsible for determining the accreditation status of professional education units, during meetings twice a year. In most cases, accreditation decisions are rendered at the UAB meeting in the semester that follows the BOE review.** **NCATE provides written notice of all accreditation decisions to the U.S. Department of Education, the appropriate state licensing or authorizing agency, all institutional accrediting agencies recognized by the U.S. Department of Education and the Council for Higher Education Accreditation, and the public (via the NCATE website)** **More information about reporting accreditation decisions may be found in NCATE's Policies on Dissemination of Information. Definitions of NCATE accreditation decisions can also be found on NCATE's website or in the Handbook for Accreditation Visits.**	authorized to establish accreditation standards and approval process for the Montana PEPPS.
D. Final Action Report	**Within 30 days after NCATE's Unit Accreditation Board takes**	The report is submitted to the OPI and the BPE. Upon

Category	NCATE policy & options	State additions/response
	action on the accreditation of the unit, NCATE sends the chief executive officer and head of the professional education unit a letter that indicates the official action.	review of the report, final action is taken by the Board; that action is reported to the unit and the Commissioner of Higher Education. One copy of notification of action by the Board is forwarded to NCATE.
E. Appeal Procedure	**Units may appeal any of the following Unit Accreditation Board decisions: Provisional Accreditation, Accreditation with Conditions, Revocation of Accreditation, and Probation. See NCATE's website at for specific policies and procedures related to the appeals process.**	
VI. On-Going Responsibilities		
A. Protocol Distribution	**NCATE will post the State Partnership Protocol on its website; it is also available in hard copy upon request. States will distribute the protocol to all units following the creation/renewal of a Partnership or after either party makes revisions.**	The OPI will post the NCATE/Montana Partnership Agreement/Protocol on the OPI Web site. The agreement is available in hard copy upon request.
B. Accreditation Cycle	**Units that receive accreditation for the first time will be scheduled for their next visit five years from the semester in**	Units in the state of Montana follow a seven-year cycle after the first continuing accreditation review.

Category	NCATE policy & options	State additions/response
	which their visit occurred. **Units that receive continuing accreditation will be scheduled for their next visit seven years from the semester in which their visit occurred. The seven-year cycle of visits apply only if the State has agreed to a seven-year cycle.** **Units may host a probationary or focused visit as a result of conditional or provisional accreditation; visits will be within 2 years of the UAB's decision.**	_____ Montana OPI will conduct probationary or focused visits as a result of provisional accreditation. These visits will be within six school months following final action by the BPE.
C. Code of Conduct	**To assure units and the public that NCATE reviews are impartial and objective, to avoid conflicts of interest, and to promote equity and high ethical standards in the accreditation system, BOE members, board members, program reviewers, and staff shall follow NCATE's Code of Conduct, in the Handbook for Accreditation Visits and on NCATE's website.** **Violation of any part of the Code of Conduct could result in the board member's removal from the board.**	Montana has adopted the NCATE code of ethics.

Category	NCATE policy & options	State additions/response
D. Annual Reviews		
1. Regional Accreditation	**Units must maintain regional accreditation in order to continue its NCATE accreditation.**	Units must maintain regional accreditation in order to continue state approval.
2. Change in State Status	**The State will provide to NCATE its policy leading to a "Change in State Status."** **The State will notify NCATE within thirty days of action taken that an NCATE unit has had a Change in State Status.** **Notification of an NCATE accredited unit's Change in State Status by the State will initiate a review by NCATE's *Annual Report and Preconditions Audit Committee.*** **The NCATE president will notify the unit that the State has informed NCATE of a change in their state status and require the unit to submit a special report within 90 days.**	
3. Precondition 7	The unit's programs are approved by the appropriate State agency or agencies, and, in States with educator licensing examinations and required pass rates, the unit's summary pass rate meets or exceeds the required State pass rate.	Montana does not require licensing examinations.

Category	NCATE policy & options	State additions/response
4. Annual Report	**Submission of the Annual Report is a requirement for all units that are accredited by NCATE or are candidates or precandidates for NCATE accreditation. Annual Reports are due October 1st and should be submitted electronically.**	Units annually send to OPI a copy of NCATE Data Annual Report.

Montana Professional Educator Preparation Program Standards and Procedures Manual

Section II –Appendix

Pre-Visit Discussion Items

Sample Report Form

Program Review Request Form

Pre-Visit Discussion Items

Issues to be discussed:

__ Relationship of state program approval process to NCATE standards and determination of programs to be reviewed

__ Relationship of procedures outlined in Montana/NCATE protocol

__ Role that technology will play in this visit

__ Possible modifications to the visit exhibits, procedures, etc.

__ Other

Expectations for the Visit:

__ State

__ Joint State/NCATE

__ Institution

Roles of Individuals Involved in the Visit:

__ Board of Examiners team members

__ Montana Office of Public Instruction

__ MEA/AFT representatives

__ Board of Public Education Berserkers

Travel Arrangements:

__ Nearest airport and group transportation

__ Travel between the hotel and campus

__ Parking on campus

__ Travel to field sites or technological contact with field sites

Hotel/Motel Arrangements:

__ Location in relationship to campus

__ Private rooms for team members and state representatives (non-smoking)

__ Payment of hotel expenses (direct bill to institution if possible)

__ Meeting room with appropriate lighting for team work sessions

__ Computer/printer requirements, digital projector, Internet access, CDs or flash drives

__ Copying

__ Easel pad	__ Pens, pencils	__ Paper punch
__ File folders	__ Paper clips	__ Shredder
__ Markers	__ Screen	__ _____
__ Stapler	__ Writing pads	__ _____
__ Masking tape	___ Computer paper	
__ Post-its	___ Scissors	

Exhibit Room:

__ Role of technology onsite

- __ Computer/printer requirements, digital projector, Internet access, CDs or flash drives
- __ Documents and exhibits
- __ Name and contact info for technology support person

__ Location and organization of exhibits

__ Critical contents of exhibits (see list on NCATE website)

__ Exhibits not located in exhibit room

__ List of all exhibits to be available to team members

__ Team access

__ Copying

__ Easel pad
__ File
folders
__ Markers
__ Stapler
__ Masking tape
__ Post-its

__ Pens, pencils
__ Paper clips
__ Writing pads
__ Computer paper
__ Scissors
__ Paper punch
__ Shredder

__ Faculty phone/office list
__ Faculty committee list
__ _____
__ _____

Meals and Refreshments:

__ Hotel workroom

__ Exhibit room

__ Team lunches while on campus

__ Recommendations for local restaurants for evening meals

Institution's Presentation:

__ Time and location

__ Who should attend

Opening Reception/Poster Session:

__ Focus, logistics

Team Issues:

__ Name badges (names only, no titles or home affiliations)

__ Arrangements to contact team members about travel and logistics

- __ Travel plans
- __ Computer needs
- __ Smoking/non-smoking
- __ Dietary needs/food preferences
- __ Religious services
- __ _____

__ Materials to send to team members prior to visit

- __ Institutional report on AIMS (NCATE)
- __ Undergraduate/graduate catalogs (on web, if possible)
- __ Web site, list of exhibits available on Web and/or CD/flash drive
- __ Draft exhibit list if not available on Web
- __ State materials (Institutional Report, including Conceptual Framework)
- __ Conceptual framework for Joint State/NCATE (on AIMS)
- __ Organizational/curriculum planning charts
- __ _____

Interviews:

__ Key faculty, administrators, and other individuals identified by the institution

__ Candidates

__ Principals, school personnel directors, teachers, and other practitioners, field supervisors

__ Faculty and administration in professional education unit and institutional units

__ Members of committees and policy groups as outlined in the visit template

__ Recent graduates

__ Handling follow-up and additional interviews needed during visit

__ List of interviewees/positions and final exhibit list on CD or flash drive to chair before leaving

Exit Conference:

__ Time and location

__ Who will attend

__ Nature of the conference

State On-Site Review Narrative Report

SAMPLE

Number and Name of Standard: _____

Validating Statement:

- **Supporting materials were reviewed and interviews conducted with students and faculty (names, title, department). Brief description of what was observed with support documentation.**

Sources of Evidence:

- **Evidence gathered from general bulletin and catalog, course, syllabi, candidate portfolio, interviews with department faculty, students, cooperating teachers and others.**

Assessment Aligned to Standard:

- **Are the content topics in the assessments consistent with the standards?**
- **Do the assessments address the range of knowledge, skill, and dispositions that are delineated in the standard? Do the assessments address the majority of the standard content?**
- **Are the assessments congruent with the complexity cognitive demands, and skill requirements described in the standards?**
- **Are scoring guides clear and are the levels of candidate proficiency distinct and appropriate?**

Evaluation:

- **Most of the required courses and aligned assessments provided in the IR meet the standards. Upon further investigation, the reviewers found no evidence to support that substandard _____ is met.**

Commendations: _____

Improvements: _____

Accreditation Recommendation:

- **Meets Standard**
- **Meets Standard with Weakness**
- **Standard is not met**

PROGRAM REVIEW REQUEST FORM

(To be completed and returned to the Office of Public Instruction)
The information on this report will be used by OPI to determine the composition of the visiting program review team.

Name of Institution _____

Date of On-Site Review_____

Name and Title of Person Completing this Form
_____

_____

Please indicate the programs in the professional education unit (showing degree levels at which each program if offered) for which the review is requested.

	BACHELOR'S	MASTER'S	DOCTORATE	OTHER
1. Agriculture (503)				
2. Art K-12 (50				
3. Business Education				
4. Computer Science				
5. Distributive Ed./Marketing				
6. Drama				
7. Elementary				
8. English				
9. English as a Second Language K-12				
10. Students with Disabilities K-12				
11. World Language K-12				
12. School Counseling K-12				
13. Health				
14. Family & Consumer Science				
15. Industrial/Technology Education				

	BACHELOR'S	MASTER'S	DOCTORATE	OTHER
16 Journalism				
17. Library K-12				
18. Mathematics				
19. Music K-12				
20. Physical Education & Health K-12				
21. Reading Specialist K-12				
22. Broadfield Science				
23. Biology				
24. Chemistry				
25. Earth Science				
26. Physical Science				
27. Physics				
28. Broadfield Social Studies				
29. Economics				
30. Geography				
31. Government				
32. History				
33. Sociology				
34. Psychology				
35. Speech Communication				
36. Trade & Industry				
37. Traffic Education				
38. Supervisors/Curriculum Directors				
39. School Principals				
40. School Superintendents				
41. School Psychologists				
42. Permissive Special Competencies: (specify)				

Montana Professional Educator Preparation Program Standards and Procedures Manual

PEPPS

The Office of Public Instruction is committed to equal employment opportunity and non-discriminatory acccess to all our programs and services. For information or to file a complaint, please contact the OPI Personnel Division, (406) 444-2673.

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Denise Juneau, Superintendent
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