



Teacher Learning Hub

Annual Report 2021-2022



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Contents

Executive Summary	1
The Hub Story	2
Salute to Our Partners	4
Supporting Educator Effectiveness	5
Equity of Access	9
Registered Users	10
Active Users	10
Hub Course Types	11
Course Completions	12
Renewal Units	14
Course Completions – About Our Participants	15
Additional Evaluation Questions	20
Self-Paced Courses	22
Facilitated Courses	23
OPI Indian Education for All (IEFA) on the Hub	24
Looking to the Future	26
Contact Us	27
Appendices	28

Executive Summary

The following is a brief summary of the information found in the Teacher Learning Hub Annual Report for the 2021-2022 fiscal year.

- Registered Users: 23,871, a 14.94% increase from the previous year (20,303)
- Course Completions: 11,640, a 0.03% decrease from the previous year (11,644)
- Renewal Units Issued: 34,873, a 3.8% decrease from the previous year (36,259)
- Course Types:
 - 116 self-paced courses were offered throughout the year. These accounted for 72.5% of the Hub's courses and 94.8% of all course completions.
 - 28 facilitated courses were offered for a total of 44 sessions. These accounted for 19.5% of the Hub's courses and 5.2% of all course completions.

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The Hub Story

Montana educators are a passionate and dedicated group of professionals who are deeply committed to the success of their students. They work tirelessly to ensure Montana's students are well prepared for community, college, and career and to assist them to achieve optimally and become productive members of our society. As professionals committed to maintaining high standards and expectations for their students, they also hold high expectations for their own performance as educators.

Successful educators are lifelong learners who continually hone their craft to the benefit of the students they serve by engaging in high-quality professional development throughout their careers. Professional development opportunities are an essential part of the ongoing professional work that educators engage in to not only maintain licensure but more importantly, to remain current with the standards and to keep their skills sharp. Despite tremendous growth in the last year, Montana is still very much a rural state. The isolation created by weather, geography, travel distances, or varied restrictions, as well as the expense involved, can be a deterrent to teachers who desire to increase their effectiveness in the classroom.

We are pleased to share the Teacher Learning Hub (Hub) Annual Report for the 2021-2022 fiscal year. It is our hope to demonstrate how the Office of Public Instruction (OPI) is utilizing a variety of resources to eliminate access barriers for all educators across the state of Montana and provide high-quality, cutting-edge professional development, that is locally relatable and aligned with our state standards, and in support of educator's needs across this great state.

Superintendent Arntzen's mission is "Putting Montana Students First" and includes four essential initiatives: HOPE for every child; TEACH them through teachers and administrative leadership; ensure that they LEARN and achieve academically; and that they are READY for their community, college, and career. The Hub Team is passionately committed to providing the professional development tools and support for educators as we endeavor to accomplish each essential component of that important mission.



The initial beginnings of the Hub came to be when Montana was awarded an American Federation of Teachers (AFT) Innovation Grant to create the Montana Digital Professional Learning Network (MDPLN) in July 2013. MEA-MFT (now MFPE) and the Montana Digital Academy (MTDA) partnered with the OPI to design a mechanism by which professional development could be delivered to Montana educators that addressed the challenges of distance, time, access, and equity for our educators. At the conclusion of the AFT Innovation grant in August 2015, the MDPLN partners

decided to transition the program fully to the OPI in order to ensure continued success and sustainability. In November 2015, MDPLN was transformed into the OPI Teacher Learning Hub.

The Hub started out with four courses and approximately 100 users. In its home at the OPI, the Hub, and our many collaborative partners, have grown to nearly 160 online professional development courses and thousands of participants earning free renewal units for their individual professional development programs and licensure. The Hub is committed to offering high-quality online learning for professional educators that is engaging, relevant, accessible, and always free of cost to all participants.

The Hub is administered and staffed in the OPI Teaching and Learning Department with fiscal support from Title II, Part A State-Level Activities, OPI Special Education Division, and Title IV, Part A, as well as the Montana educators who create and facilitate courses. This support allows for the diversification of course offerings, including two types of courses, and an expanding catalog of nearly 150 self-paced and facilitated courses. In 2017, a mere 2 years after the Hub initially opened, it rose to 9,000 participants. The Hub added a second full-time specialist in January 2018, and by the spring of 2022 the Hub had grown to 24,000 users, and a third full-time specialist was added. Since 2017, we have had 48,818 course completions and have issued 154,061 renewal units, and our numbers continue to grow!

While there are many exciting changes in store for the 2022-2023 fiscal year, the Hub's purpose of providing equitable, accessible, professional learning for educators throughout Montana remains at the forefront. We are thankful that we can impact our Montana educator community in such a powerful way as evidenced by our consistent growth, demand for additional courses, the quality of our offerings, and the professional as well as economic value we provide for Montana schools.

Salute to Our Partners

The Hub is very fortunate to have a number of highly qualified and positive individuals from every division of OPI who serve collaboratively with our Hub Administrative Team to ensure that the Hub continues to thrive in our ongoing efforts to provide exceptional quality professional development opportunities for all Montana educators.

On any given day, the wonderful group of people listed below provide the Hub with their time, flexibility, subject matter expertise, creativity, passion for education, willingness to monitor and grade courses, as well as a shared vision for, and a general understanding of, the big picture as we encourage ongoing professional growth and life-long learning among our state's educators.

Everyone on the Hub Team would like to sincerely thank the following OPI employees for supporting the essential work of the Hub throughout the 2021-22 fiscal year:

(Listed alphabetically by last name): Deputy Superintendent Sharyl Allen, Crystal Andrews, Superintendent of Public Instruction Elsie Arntzen, Kristen Bokovoy, Shannon Boswell, Carli Cockrell, Jessie Counts, Michelle Cusey, Rochelle Davies, Tara Dempsey, Tina Eblen, Jamey Ereth, Renee Erlandsen, Yvonne Field, Emily Fuller, Rachel Gott, Zach Hawkins, Michele Henson, Michael Houghton, Mike Jetty, Makayla Kennelly, Sara Kendrick, Jeff Kirksey, Carrie Kouba, Tammy Lysons, Katie Madsen, Danni McCarthy, Michelle McCarthy, Kris Minard, Stephen Morsette, Tracy Moseman, Julie Murgel, Jennifer Nettleton, Marti Paugh, Jamey Petersen, Jay Phillips, Jackie Roller, Jennifer Stadum, Michael Sweeney, Eric Swenson, Stephanie Swigart, Eric Tilleman, and Sonja Whitford.

Supporting Educator Effectiveness

Integral to any educator's ongoing professional growth and development is continuing education and staying apprised of industry standards. The Hub takes the purpose of professional development very seriously, and we are dedicated to providing high-quality, cutting-edge professional development opportunities for all educators to ensure their continued success and motivation toward excellence in their chosen field. In determining what goes into the Hub and out to Montana educators, we employ standards-based, empirically driven information in our decision-making processes, and we take great pride in knowing that our courses are soundly aligned with state standards and will provide maximum support to our educators in their role of educating our states greatest resource - our students.

In order to demonstrate how the Professional Educator Preparation Program Standards (PEPPS) correlate to course offerings on the Hub, we have grouped the PEPPS Administrative Rule of Montana (ARM) 10.58.501 into four categories: **Learning Environment, Instruction, Professional Responsibilities, and Supporting Diverse Cultures**. It is also important to note that many of the Hub courses meet the standards in more than one category, which is reflected in the totals. These offerings enrich and serve to develop the foundational baselines of educators as they complete these courses and implement their learning in the classroom as highly effective teachers. In addition, all course participants are required to evaluate each course upon completion. and we wanted to share a few of the comments received during the 2021-22 fiscal year for each category.

Course Category	Correlation to PEPPS	Number of Hub Offerings
Learning Environment	a, c, e	77
Instruction	d, f, g, h	122
Professional Responsibility	i, j, k	78
Supporting Diverse Cultures	b, l	29

Participant Comments for Learning Environment

“This course has not only taught me how to stay more aware of human trafficking in all its forms, but has provided me with strategies that I can implement in my school setting. I appreciate the many hours the instructor put into planning and researching this difficult topic. This course motivates me to want to do all I can to help people understand how to address some of these issues. Thank you.” - *Child Trafficking Awareness and Prevention*

“This course is so relevant to what our students are going through now. Students have had to deal with fear of Covid, schools closing, teachers/staff quitting, family members losing jobs, having to move, etc. The tools for helping students are very useful.” - *Dealing with Grief and Loss in Adolescents*

“I loved the learning format of this class-- jigsaw reading and reporting, some videos, some articles to read. Great variety! The content was engaging and inspiring with some helpful resources I can use in my classroom. Thank you for this interesting and helpful class!” - *Problem Solving: Bring Your Classroom Alive!*

“Bullying is a chronic problem, even at the second-grade level. I found this simulation to be helpful, mostly in the section where the teachers were discussing an incident. I feel comfortable in addressing bullying within my classroom, but it is difficult and uncomfortable to address it with a staff member. This offered a different perspective on relating to a peer.” - *Building Respect: Bullying Prevention*

“Really great course. I thought I was pretty competent with having conversations about this topic with either students or colleagues, but realize that when you are in this situation the conversation is much more delicate than ever imagined. It takes thought and practice so you know how to proceed without assuming or being judgmental. The modules gave me a lot to think about and reflect upon. Thank you.” - *Resilient Together: Coping with Loss At School*

A lot of good information and great ideas for classroom management. I enjoyed the videos which gave examples of using the strategies. I think this class would be helpful for all educators. - *Effective Classroom Practices*

Participant Comments for Instruction

“EXCELLENT content and beautifully presented for maximum effectiveness. The resources are amazing!” - *But What About Fact Fluency?*

“So helpful! I never learned how to teach math in college, and curriculum books don't even compare to what I gained in this course!” - *Addition and Subtraction Strategies*

“Great course! I really liked the exemplary lessons that we can modify and use in the classroom. Very practical and useful approach.” - *Exploring Inquiry with NASA*

“I liked the opportunity to better understand the most recent standards regarding Library Media and Information Literacy for grades 9-12. I enjoyed the challenge of the quizzes and matching exercises. I have a better idea of the process of standards revision.” - *MT Content Standards 101*

“This was such a quick and easy course to take! I appreciate that, as time is always an issue, but I am especially grateful for how inspiring this information was! I needed a quick kick in the pants to energize myself as winter comes to an end. I have some great new ideas to try! Thank you!” - *Using Writing to Teach Critical Thinking*

“This course did a great job of connecting the standards to vocabulary instruction and development. I am glad that there are other courses on vocabulary so that I can continue to learn more about the topic.” - *Vocabulary: Diction and Word Consciousness*

“Thank you for these science courses! They have been extremely helpful in fully transitioning to the science standards in small, manageable chunks!” - *Crosscutting Concepts: Making Learning Real Through the Big Picture*

“Again, the work that the facilitators put into the online courses through the Teacher’s Hub is superb! This course delved into the various facets of using geography in greater detail and there were quite a few points that I see that I could have used. So the information in this online course was terrific!!!!” - *Introduction and Integration of Geography for Classroom Teachers*

“I think this was one of the best online courses I have taken online. I will be teaching first grade next year, which is a big jump for me coming from upper elementary. I found everything to be so helpful in learning how to shift my expectations.” - *Write From the Start: K-2 Writing Strategies (Part 1)*

Participant Comments for Professional Responsibility

“Great course, well organized, I liked the fact that the course saved your progress for those of us that had to take this course in separate blocks of time due to life events. Additionally, I liked your creativity with the two discussion posts in addition to the quiz, all three were good knowledge checks.” - *Digital Citizenship*

“I work with a lot of children with trauma so this course was especially salient in my world. I’ve always been able to help children feel safe, open up to me, and to heal but this uplifted me as I feel less alone in the work involved. I also love the visuals and links, which I am sharing with others. Thank you so much!” - *Overcoming ACES in MT Schools: Childhood Trauma and Its Impact on Learning*

“This course was one of the most engaging that I have taken part in. All of the info discussed was highly relevant to the students that I have in my classroom. I feel more prepared to help those students that are suffering from some type of trauma in their lives.” - *Trauma-Informed Practices*

“OPI on-line courses of this quality are much more useful than the typical staged speaker-based lectures given at ACE Consortium PIR events.” - *Mandatory Reporting for Educators*

“What a treat to have this content for educators! Self-Care is necessary for the teacher, as well as the students. This course provided applicable knowledge, as well as applicable strategies to practice self-care. After finishing this course...I feel very fortunate to have picked this course...and feel blessed to have gone through the content at my home.” - *Sustainable Self-Care*

“I actually feel like the actual interaction did me a lot more justice than just reading an article. It made me use my thought process which means it will stick with me a lot longer than the article I read.” - *At Risk: Mental Health & Suicide Prevention Role-Play Simulations (Elementary)*

“I enjoyed the course just due to the fact that it fit into what I am currently doing. The information was also critical in my personal life as my family tries to navigate from one crisis to the next here in Indian Country.” - *Community-Based Crisis Interventions for Rural and Tribal Schools*

This was a great two-hour training that is so beneficial to teachers, administrators, and any school staff who wants to learn more about protecting students during a horrific event. - *Run, Lock, Fight: School Safety Preparedness*

Participant Comments for Supporting Diverse Cultures

“I very much enjoyed and appreciated the content and perspective of this course and I love that at the end you are guided to look through the IEFA resources that can be used in the classroom, so you are more easily able to apply the knowledge gained in this class to the classroom.” - *An Introduction to Indian Education for All in Montana*

“This was easily one of the best classes I have taken on the Learning Hub! So much good information in a very accessible format. Thank you!” - *Building your IEFA Mindset: Unpacking the Essential Understandings*

“Thank you. I really appreciate the use of a tribal perspective, and representing a Native American narrative to inform of trauma, response, and resilience as we empower our younger generations to thrive.” - *Resilience: Strategies to Increase Optimism*

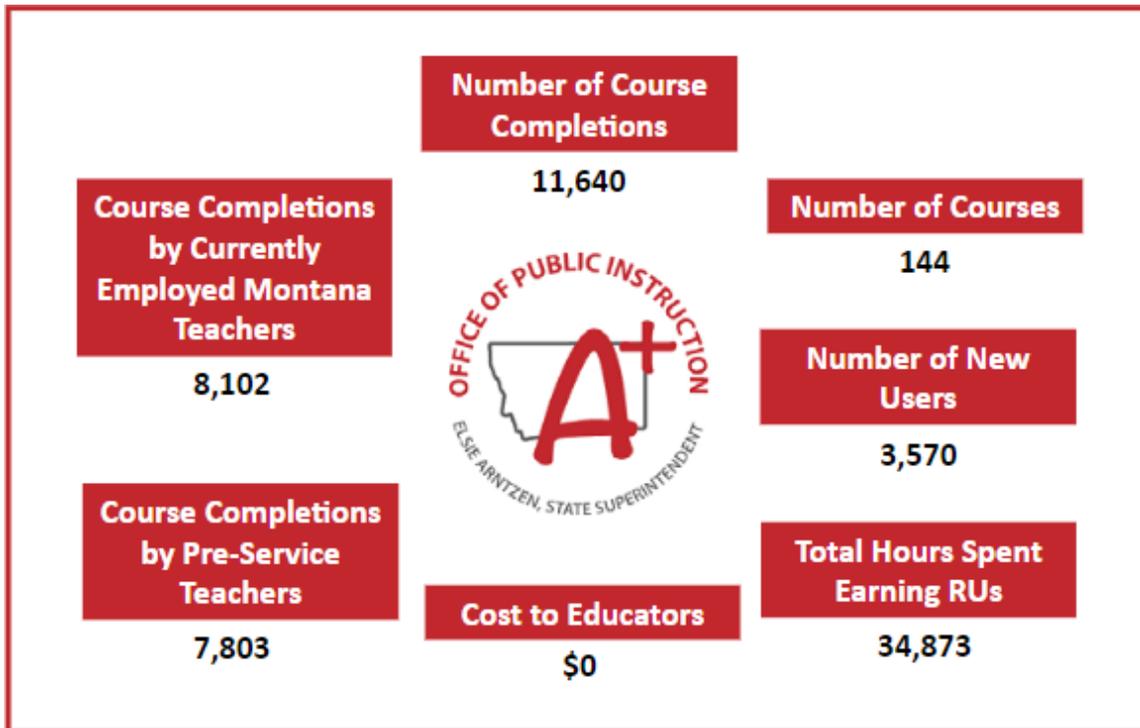
“This course was rich with information and perspective. I feel inspired to look to the IEFA resources for ways to continually include native culture into all subjects of my future classroom. The information was presented in a welcoming and loving way which makes it feel accessible to teachers.” - *An Introduction to Indian Education for All in Montana*

“As an experienced counselor, this course was an excellent reminder about confidentiality, boundaries, and social media use.” - *Introduction to Rural and Tribal Counselor Ethics*

“The IEFA elements were new to me in this context but I found them extremely relevant and interesting. I am inspired to try to figure out ways to integrate this new information.” - *Montana’s Science Standards 501: IEFA and Equity*

Equity of Access

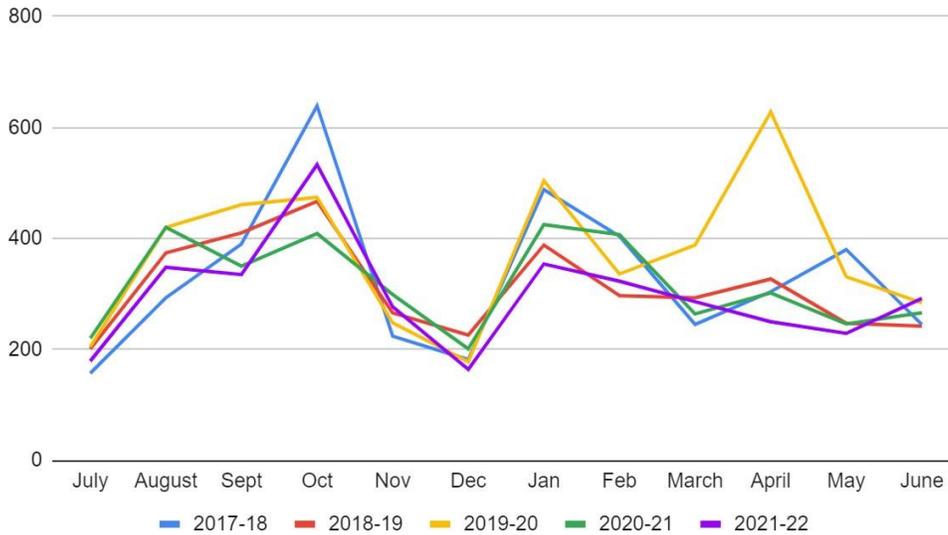
The goal of The Hub is to provide equitable access to high-quality professional development. We experienced tremendous growth during the COVID-19 pandemic illustrating the great ease of access for our Montana educators. We've since returned to some sense of normalcy in the 2021-22 fiscal year, though the Hub continues to be a highly utilized resource by both certified and pre-service teachers. The statistics below provide a snapshot of the consistent Hub usage over the past fiscal year.



Registered Users

The Hub had 23,871 total registered users in 2021-22, an increase of 14.94% from the 2019-2020 total of 20,303 registered users.

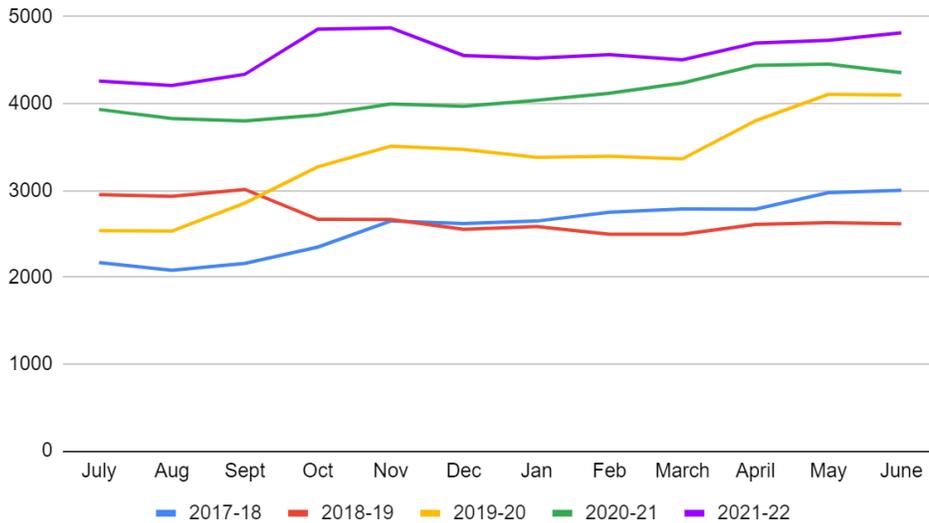
New Users by Month and Year



Active Users

An active user is defined as a user who is enrolled in an open course. A user is automatically unenrolled from a course after 120 days of inactivity. The graph below highlights that we have maintained a higher number of active users on the Hub during each month of 2021-22.

Number of Active Users by Month



Hub Course Types

Self-Paced

These courses are less structured in that they do not have a start or end date and are always available for participants to enroll and engage at their own pace as their schedule allows. Engaged learning is a core principle.

In 2021-22, the Hub offered 116 self-paced courses, a 2.6% increase from the 2021-22 year. These accounted for 80.5% of the Hub's courses and 94.8% of course completions.

Facilitated

These courses are more structured and have a succinct timeline for enrollment and activity/assignment completion. Each course may run numerous times per year. Courses are typically 3-6 weeks long, but some may be longer. An online facilitator is assigned to each course to guide participants and provide feedback. Course enrollment is capped between 25-30 participants.

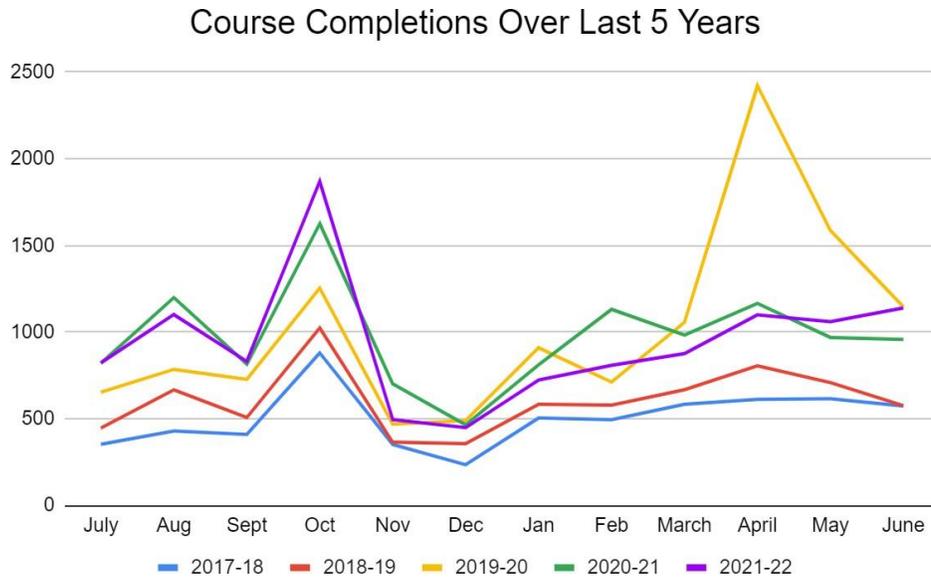
In 2021-22, the Hub offered 28 facilitated courses, a 13.5% decrease from the 2020-21 year. There were a total of 44 sessions, a 21.4% decrease from the 2020-21 year. These accounted for 19.5% of the Hub's courses and 5.2% of course completions.

Course Completions

During this fiscal year, the Hub offered 144 courses. This table represents the Hub's course offerings, including courses that have been retired, split by the course categories used on the Hub, with the number of courses and completions in each category ordered by the percent of the total 2021-22 completions. We have consistently noted a high percentage of completions in courses related to student and educator mental health for the past several years.

Course Category	Number of Courses	Number of Completions	Percent of Total Completions
Mental Health & Behavior	15	2720	23.37
General School Issues & Administration	14	1557	13.38
Indian Education for All	3	1372	11.79
Universal Instructional Strategies	14	1066	9.16
ELA & Literacy	23	997	8.57
Mathematics	24	808	6.94
Science	12	576	4.95
Technology	10	540	4.64
Support Staff	4	504	4.33
Special Education	4	400	3.44
Suicide Prevention	7	344	2.96
Fine Arts	3	282	2.42
MTSS	2	165	1.42
Other	6	132	1.13
Health Enhancement	1	99	0.85
Social Studies	1	49	0.42
Career & Technical Education	1	29	0.25
Assessment	2	0	0.00

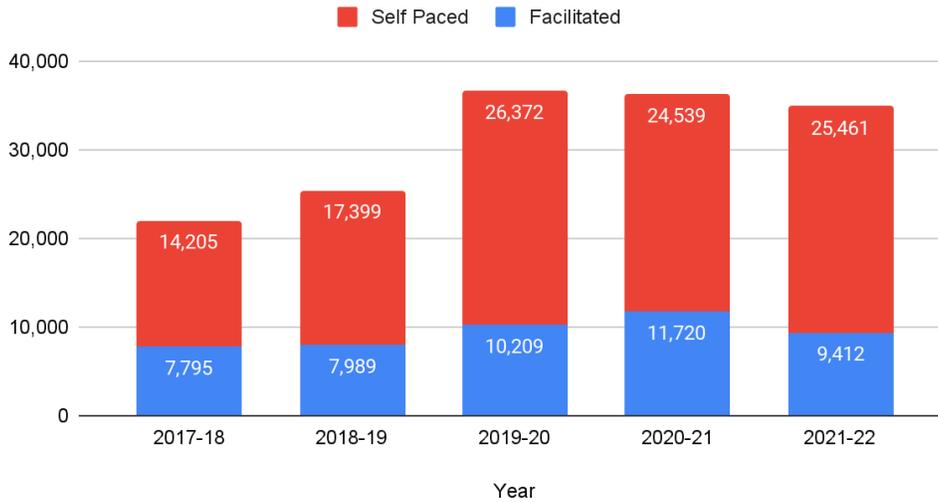
The Hub had 11,274 course completions, a 3.2% decrease from the 2020-21 total of 11,644. The 2021-22 course completions followed similar trends to previous years and experienced a spike in completions in October.



Renewal Units

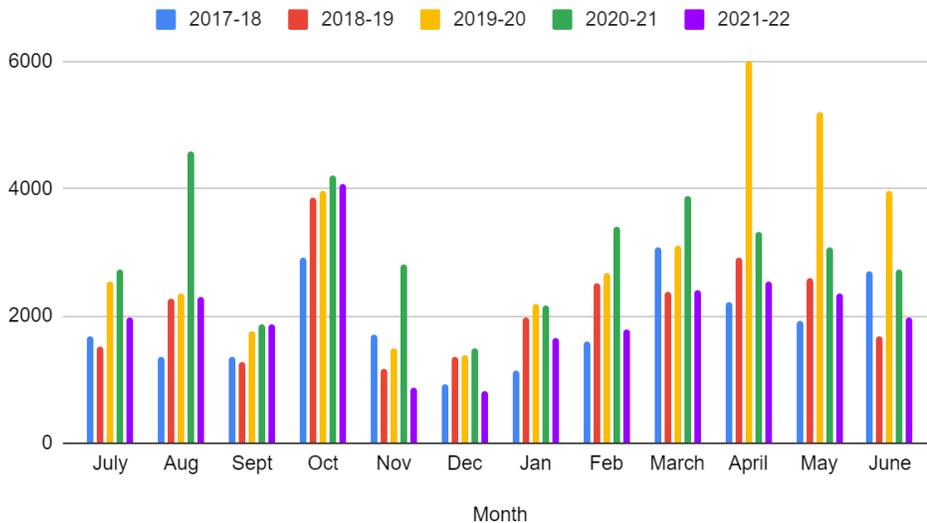
The Hub issued 34,873 renewal units this year, a 3.8% decrease from the 2020-21 total of 36,259 renewal units.

Renewal Units Earned Over Last 5 Years



The most renewal units were earned in October, at 4,059 renewal units. In 2020-21, the most renewal units were earned in August, at 4,590 renewal units.

Renewal Units by Month and Year

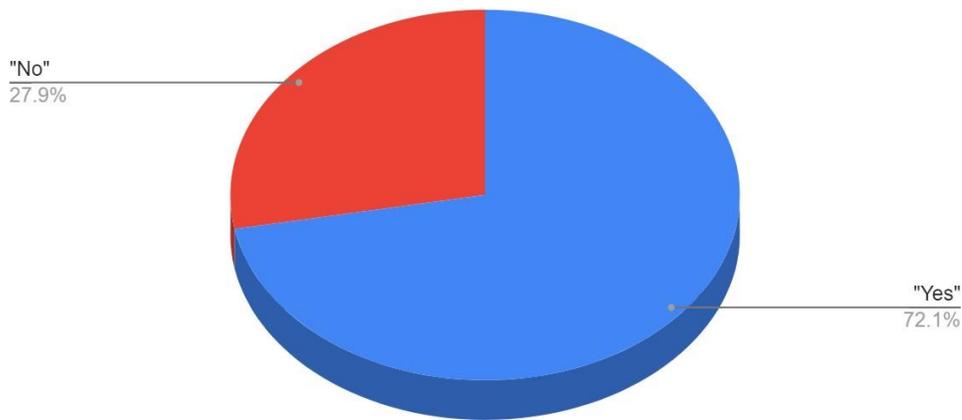


Course Completions – About Our Participants

At the conclusion of each course, participants fill out a brief course evaluation. The following information is compiled from the participant data collected.

The majority (72.1%) of the 2021-22 course completions were completed by educators currently working in Montana schools, a 3.34% increase from 2020-21.

Do You Work in a K-12 Montana School?

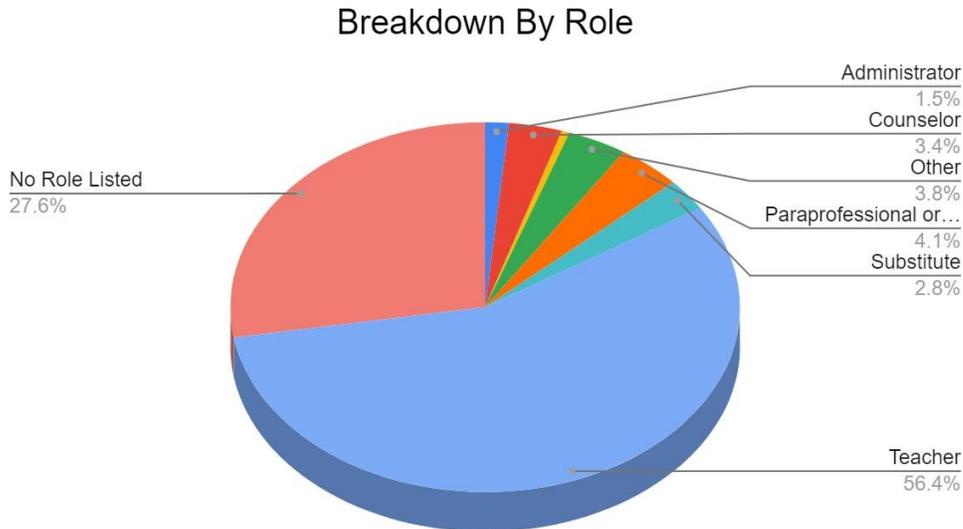


72.1% of participants (7,974) indicated they are currently working in a K-12 Montana school (public or nonpublic). Educators from 682 Montana schools completed one or more Hub courses this year out of 998 schools available for this report (68% of schools). 16% of the schools reached were located on or near an Indian reservation.

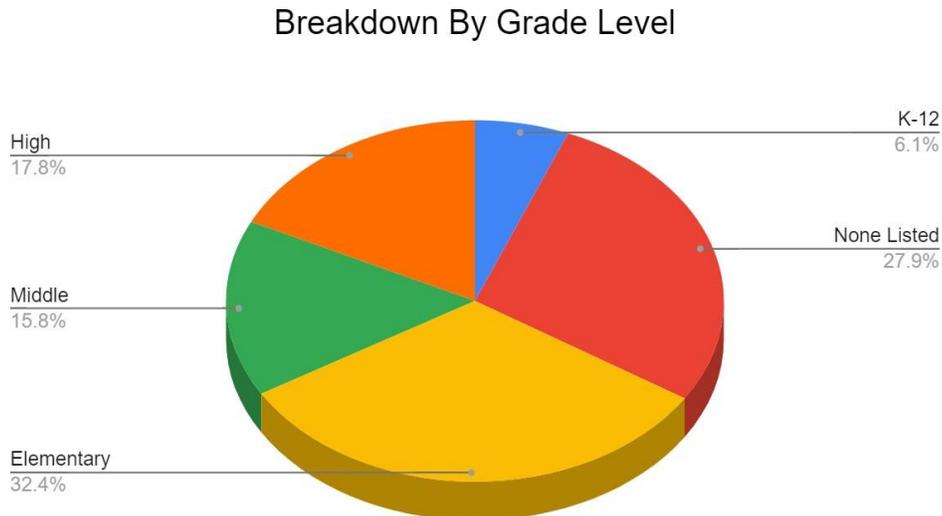
The following charts on the next two pages show a breakdown of these schools and their educators by three different methods of categorization: role, grade level, and by MASS region.

Participants Working in a K-12 Montana School

Of the participants working in a K-12 Montana school who listed their role, the majority were teachers (56.4%). Additional roles included Paraprofessionals (4.1%), Other (3.8%), Counselor (3.4%), Substitute (2.8%), and Administrator (1.5%). No role was listed for 27.6% of participants.

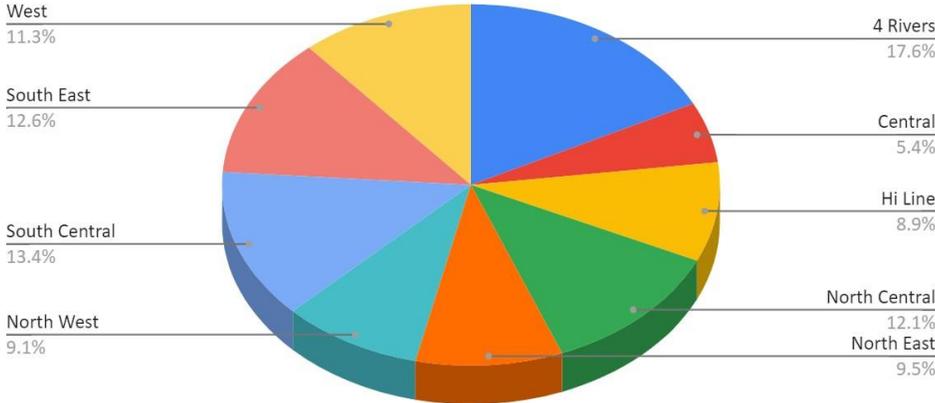


Nearly one third (32.4%) of the participants chose Elementary as their grade level, a 29% decrease from 2020-21. 28% of participants did not list their grade level.



The top three [MASS regions](#) with the most course completions were: Four Rivers with (18%), Both South East and South Central regions with (13%), and North Central region with (12%).

Breakdown by MASS Region



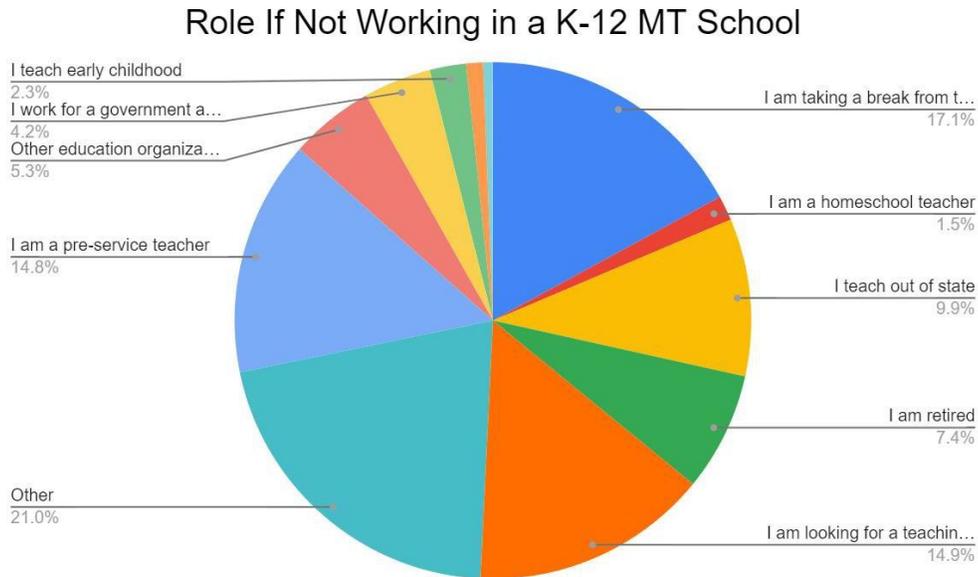
Nonpublic Educators

In 2020-21, we made a change to the course evaluation school list to make it easier to report on nonpublic educator usage of the Hub, as required by our Title II-A State-Level Activity reporting requirements. As such, we have found that our educators serving in nonpublic schools have used the Hub frequently over the past year. We saw 505 nonpublic educator completions on the Hub this year from 495 nonpublic schools.

Course	Completions by Nonpublic Educators
Mandatory Reporting for Educators	171
An Introduction to IEFA In Montana	31
Sustainable Self-care	20
Trauma-Informed Practices	10
Effective Classroom Practices	10
Trauma-Informed Practices	9
Child Trafficking Awareness Protection	9

Participants Not Working in a K-12 Montana School

27.9% of participants (85) indicated they are not currently working in a K-12 Montana school. The role breakdown below shows the area within education that the participants chose. The most selected option was “other”. 14.9% of participants indicated that they were looking for a teaching position, and 14.8% indicated that they were pre-service teachers.



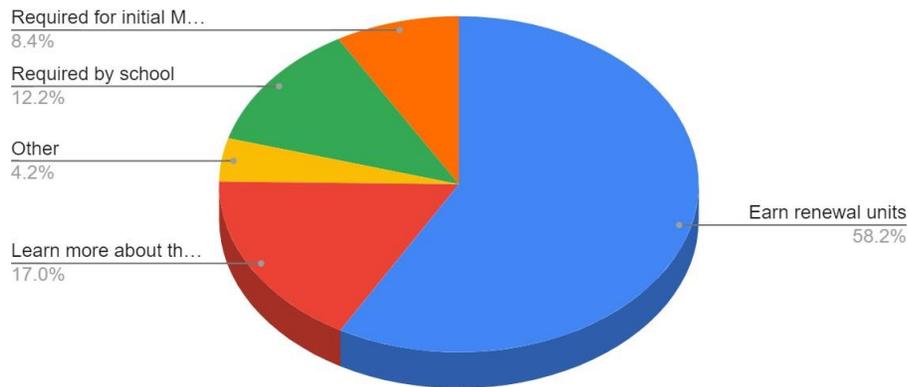
Additional Evaluation Questions

The following data represents questions answered on the evaluation by all participants who have completed at least one course on the Hub. Along with identifying their role in education, participants are asked the following questions:

- What is your primary reason for taking this course?
- How did you hear about this course?
- How would you rate your satisfaction with the course, the course content, your engagement, and the applicability of the course?

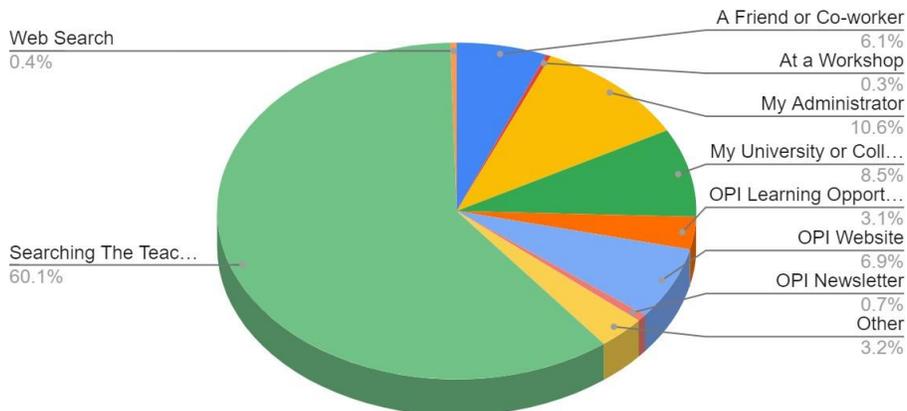
The most common reason selected for taking a course was to earn renewal units (58.2%).

What Is Your Primary Reason For Taking This Course?



The most common way participants heard about a course was by searching through course offerings on the Hub website.

How Did You Hear About This Course?



Method	Times Selected	Percentage
Searching on the Teacher Learning Hub	6,326	56.23%
My university or college	894	7.95%
My administrator	1,117	9.93%
A friend or co-worker	641	5.70%
OPI Licensure	728	6.47%
OPI Website	730	6.49%
OPI Learning Opportunities Portal	329	2.92%
Other	336	2.99%
OPI Newsletter	70	0.62%
At a workshop	34	0.30%
Web search	45	0.40%

Hub participants were asked to rate courses on a scale of 1-4, with four being the highest. Overall, Hub participants rated the 2021-22 course offerings very well. The ratings were similar in 2020-21. The question asked and cumulative acreage across all course offerings are as follows:

Question	Site-Wide Average
Overall, how satisfied are you with this course? (Overall Satisfaction)	3.73
Rate the content in this course. (Content Rating)	3.68
How engaged were you during the course? (Engagement Level)	3.48
How much of what you learned will you apply to your teaching? (Application Rating)	3.44

Ratings of individual courses can be found later in the report

Self-Paced Courses

This section highlights the completions and ratings of our top self-paced courses. See Appendix A for a listing of data from all self-paced course offerings in 2021-22.

Most Completions

Course	Course Length (RUs)	Completions
An Introduction to IEFA in Montana*	2	1283
Welcome to Our School! An Introduction for Substitute/Guest Teachers	3	458
Mandatory Reporting for Educators	2	388
Step In Speak Up!	1	368
Sustainable Self-Care	3	351

*Required for licensure.

Highest Ratings

This table shows the five highest participant-rated self-paced courses based on overall satisfaction. To qualify, the course session must have at least 20 completions. Participants rate each category on a scale of 1-4, with four being the highest.

Course	Overall Satisfaction	Content Rating	Engagement Level	Application Rating
Google Workspace for Beginners	3.96	3.90	3.66	3.72
Tech-ify Your Classroom	3.94	3.84	3.53	3.44
At Risk: Mental Health Role-Play Simulation (Early Childhood)	3.90	3.81	3.76	3.62
Foundational Skills: Phonics and Word Recognition	3.90	3.83	3.70	3.53
Playing with Pythagoras	3.89	3.74	3.54	3.14

Facilitated Courses

This section highlights the completions and ratings of our top facilitated courses. See Appendix B for a listing of data from all self-paced course offerings in 2021-22.

Most Completions

Course	Number of Sessions	Completions
Google Workspace Advanced	5	87
Novice Special Education Teacher Training	2	57
Number Sense Routines (K-8)	3	51
STREAM: Algebraic Thinking (K-5)	2	40
Student Created Digital Learning Portfolios	3	35

Highest Ratings

This table shows the five highest participant-rated facilitated courses based on overall satisfaction. To qualify, the course session must have at least 10 completions. Participants rate each category on a scale of 1-4, with four being the highest.

Course	Overall Satisfaction	Content Rating	Engagement Level	Application Rating
STREAM: Describing Data (4-7)	4.00	4.00	3.64	3.29
STREAM: You Decide How to Divide (3-5)	4.00	4.00	3.85	3.85
Crosscutting Concepts: Making Learning Real Through the Big Picture	3.96	3.88	3.52	3.52
Number Sense Routines (K-8)	3.94	3.94	3.82	3.65
Student Created Digital Learning Portfolios	3.93	3.91	3.77	3.68

OPI Indian Education for All (IEFA) on the Hub



The OPI Indian Education for All unit continues to have strong participation and engagement within the courses of the Hub. **An Introduction to Indian Education for All in Montana (IEFA)** continues to be the most frequently completed course on the Hub as it is required for certification. Two new IEFA courses were also recently added to the Hub. **Teaching and Learning About Contemporary Issues in Indian Country** was designed as an IEFA/Social Studies crossover to help teachers use current events and issues that might have relevance to students as a means of teaching about the Essential Understandings Regarding Montana Indians and the Social Studies content standards. Additionally, **Bison Restoration and Tribal Sovereignty in Montana** explores current and historical bison restoration efforts and their significance for Montana Indian tribes. The major objectives of this course are for participants to become aware of the deep connection between the bison restoration and Essential Understandings 3,4 and 7.

Participant comments from course evaluations demonstrate the impact of our IEFA courses and how they help participants to see and appreciate new cultural perspectives, strengthening their overall understanding of who Montana Indians were and are today. A sampling of participant comments is found below:

“Bison restoration is important because it gives the Fort Peck community a sense of pride and tradition. Bison were/are a huge aspect of native culture and having bison reintroduced gives them an opportunity to still feel that connection of strength and perseverance.” - *Bison Restoration and Tribal Sovereignty in Montana*

“We as teachers and community members need to be more aware of past historical events and traumas regarding First Nations peoples and others and use this history to better inform our instruction of students. Another key takeaway for me is that many of these issues are much more complex than we think, even from tribe to tribe or person to person, and require critical thinking and problem-solving to ensure that we listen to and respect the opinions and issues that affect Indigenous people and that we are acting in a way that respects tribal sovereignty.” - *Teaching and Learning About Contemporary Issues in Indian Country*

“The Hexagonal Thinking activity reiterated the complex nature and understanding of mathematics that Indigenous cultures had. These were complex societies that built amazing, purposeful structures. To think that they did not have a solid understanding or made use of these mathematical principles is naïve.” - *Indian Education & Seamless Math Integration*

“ IEFA integration will help students get a better understanding of our Montana Indian heritage. It will help them to understand there are different perspectives. They will learn to think critically. I hope they will learn to ask questions and do research. I also think it will benefit them by understanding that American Indians are not just relics of the past but continue to live and thrive in our modern world while still embracing their cultural heritage.”
- *How to Use the Framework: A Practical Guide for Implementing IEFA*

“Finally, a resource I have long loved is “Birthright: Born to poetry”, which is a beautiful collection of poems written by and about Native people’s experiences. I use poetry within my classroom for a variety of different reasons and I am always looking for new, unique poetry and this resource has quickly become a favorite. The connection to the landscape and tribal lands expressed in the poetry is a beautiful example of the deeper connections between tribes for students.” - *An Introduction to Indian Education for All*

Looking ahead, the IEFA unit seeks to continue developing and releasing courses in collaboration with the Hub and the OPI Content Standards and Instruction team in the coming year. Two courses that are currently in development cover a general understanding of how to foster an “IEFA mindset” when thinking about curriculum and teaching and how to develop a deeper understanding of the Essential Understandings.

Looking to the Future

The Hub continues to strive for excellence as we support teacher effectiveness across the great state of Montana in the coming fiscal year. We are expanding our course offerings to support Montana Educators in implementing and integrating the new standards that were introduced in July of 2021 and will go into effect for all Montana public schools' in July 2024. These content areas include Career and Technical Education, Computer Science, Library Media and Information Systems, Social Studies, and Technology Integration. We will also begin to gather ideas and resources in support of work that is beginning with the Montana Math Standards.

In addition to our self-paced and facilitated courses, the Hub is taking a new approach to increase the variety of and access to professional development opportunities. Using a hybrid course model, we will reproduce synchronous trainings into asynchronous online experiences, making resources accessible beyond the date of the synchronous activity. Collaborative spaces will support specific initiatives and projects where Montana educators not only need access to resources, but also need a space to discuss and process new information. We are in the early stages of planning and will begin piloting these new ideas in the 2022-23 fiscal year.

As always, data continues to drive our decision-making processes and we seek new and innovative ways to collect and analyze course evaluation data. Streamlining our current data practices is a major focus of this coming year with our ultimate goal being able to produce the highest quality, standards-based, professional development opportunities, both synchronously and asynchronously, using data driven methodologies that maximally benefit our participants.

At the Hub, we hope to not just fill educator's minds with professional development knowledge, but rather to serve as the kindling that provokes thought and innovation, and ignites a flame of personal and professional growth and development that in turn is passed on in every classroom across Montana. There are currently 25,000 registered users on the Hub. If each one of those participants was inspired in some small way by their Hub experience, and in turn sparked a love of learning and ignited a fire within others, our impact is far-reaching! The future appears bright and we are so looking forward to the coming new year!

Contact Us

Standards, Instruction, and Professional Learning

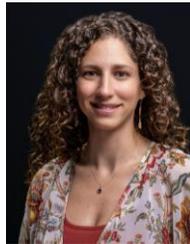
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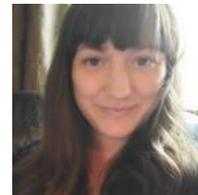
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Appendices

Appendix A – Self-Paced Courses

This table shows the data for all self-paced courses during the 2021-22 fiscal year. The table is sorted alphabetically by course name. Courses that closed in the 2021-22 fiscal year are italicized.

Course Name	Renewal Units	Open Date	Overall Satisfaction	Content Rating	Engagement Level	Application Rating	Completions
A Bit About Braille	1	2019	3.72	3.73	3.54	3.01	85
Addition and Subtraction Strategies	5	2018	3.83	3.81	3.67	3.44	99
Allergies and Anaphylaxis Training for All School Staff	1	2018	3.73	3.74	3.56	3.66	124
An Intro to Indian Education For All in Montana	2	2017	3.76	3.71	3.49	3.36	1283
Arts Integration 101	1	2018	3.72	3.62	3.44	3.35	163
At Risk: Mental Health Role-Play Simulation (Early Childhood)	1	2022	3.90	3.81	3.76	3.62	21
At-Risk: Mental Health & Suicide Prevention Role-Play Simulations (Elem)	1	2017	3.76	3.82	3.66	3.56	50
At-Risk: Mental Health & Suicide Prevention Role-Play Simulations (HS)	1	2017	3.77	3.74	3.69	3.63	35
At-Risk: Mental Health & Suicide Prevention Role-Play Simulations (MS)	1	2017	3.75	3.84	3.66	3.56	32
Backpack Science: Bring Mapping Into Your Classroom	2	2017	3.82	3.59	3.50	3.29	22
Building Respect: Bullying Prevention	1	2019	3.69	3.69	3.54	3.55	272
Building the Foundation of Data Literacy	3	2020	3.60	3.63	3.35	3.26	43

Course Name	Renewal Units	Open Date	Overall Satisfaction	Content Rating	Engagement Level	Application Rating	Completions
Bullying and Cyberbullying Prevention Among Rural and Tribal Youth	3	2021	3.70	3.65	3.47	3.47	199
But What About Fact Fluency	2	2018	3.86	3.79	3.76	3.58	175
CDTP Refresher	1	2019	3.88	3.88	3.42	3.71	7
Child Trafficking Awareness and Prevention	3	2020	3.78	3.77	3.61	3.46	227
Community-Based Crisis Interventions for Rural and Tribal Schools	3	2021	3.76	3.67	3.64	3.59	83
Creating an Online Environment Where All Students Thrive	3	2021	3.50	3.54	3.21	3.18	28
Creating Asthma Friendly Schools	1	2017	3.76	3.69	3.42	3.60	87
Current Tobacco Trends and Impacts on Montana Youth	1	2018	3.74	3.70	3.51	3.26	124
Curriculum Integration: What It Is and What It Isn't	1	2018	3.65	3.54	3.41	3.44	46
Data Informed: An Introduction to GEMS	1	2021	3.31	3.38	3.31	3.00	13
Dealing with Grief and Loss in Adolescents	2	2016	3.85	3.81	3.62	3.57	220
Diabetes Care in Your School	2	2019	3.87	3.88	3.73	3.64	125
Digital Accessibility Fundamentals	1	2018	3.69	3.69	3.37	3.46	35
Digital Citizenship	2	2017	3.79	3.75	3.44	3.40	114
Disciplinary Literacy: Close Reading	3	2019	3.00	2.67	2.67	2.83	6

Teacher Learning Hub Annual Report 2021-2022

Course Name	Renewal Units	Open Date	Overall Satisfaction	Content Rating	Engagement Level	Application Rating	Completions
Disciplinary Literacy: Cognitive Secrets	5	2019	3.00	3.00	3.00	3.00	8
Diving Into Computer Science: Tools for Every Grade	4	2019	3.63	3.56	3.42	3.31	13
Effective Classroom Practices	4	2019	3.72	3.65	3.40	3.49	89
Emergency Operations Plan Review	1	2020	3.53	3.53	3.33	3.47	15
Evidence-Based Practices	2	2021	3.61	3.53	3.34	3.20	77
Exploring Inquiry With NASA	4	2017	3.70	3.64	3.44	3.14	50
Foundational Skills: Fluency	3	2018	3.76	3.70	3.51	3.46	37
Foundational Skills: Phonics and Word Recognition	4	2018	3.90	3.83	3.70	3.53	30
Foundational Skills: Phonological Awareness	3	2018	3.74	3.76	3.74	3.68	50
Foundational Skills: Print Concepts	2	2018	3.86	3.77	3.67	3.72	43
General Education Teachers' Role in Special Education	2	2021	3.78	3.75	3.58	3.63	166
Google Workspace for Beginners	6	2018	3.96	3.90	3.66	3.72	68
Growth Mindset	2	2021	3.80	3.73	3.62	3.55	240
High-Leverage Practices Spotlight	2	2021	3.73	3.66	3.28	3.41	71
How to Use The Framework: A Practical Guide for Implementing IEFA	4	2019	3.56	3.55	3.34	3.26	62
Indian Ed & Math Seamless Integration	2	2021	3.52	3.42	3.24	3.09	33

Teacher Learning Hub Annual Report 2021-2022

Course Name	Renewal Units	Open Date	Overall Satisfaction	Content Rating	Engagement Level	Application Rating	Completions
Information Sharing: HIPAA and FERPA for Schools	2	2018	3.61	3.54	3.26	3.35	158
Integrating Arts to Reduce Student Tobacco Use	1	2018	3.76	3.71	3.55	3.28	51
Introduction and Integration of Geography for Classroom Teachers	4	2021	3.73	3.67	3.47	3.33	49
Introduction to Computer Science	2	2020	3.74	3.74	3.58	3.43	31
Introduction to Course Design 2.0	9	2018	4.00	3.83	3.75	3.83	12
Introduction to Disciplinary Literacy & The Standards	3	2019	3.65	3.54	3.27	3.22	37
Introduction to Dyslexia	1	2019	3.73	3.71	3.46	3.46	173
Introduction to Foundational Skills	2	2018	3.75	3.68	3.36	3.50	165
Introduction to Gifted Students	5	2017	3.82	3.75	3.55	3.48	44
<i>Introduction to Online Course Design</i>	<i>1</i>	<i>2020</i>	<i>3.62</i>	<i>3.54</i>	<i>3.38</i>	<i>3.31</i>	<i>13</i>
Introduction to Rural and Tribal Counselor Ethics	3	2021	3.78	3.65	3.55	3.54	56
Introduction to Twice-Exceptional	2	2022	3.48	3.48	3.33	3.38	41
Local School Wellness Policy	1	2019	3.49	3.39	3.09	3.04	99
Mandatory Reporting for Educators	2	2019	3.79	3.70	3.43	3.70	388
Mathematical Practices K-8	3	2018	3.77	3.77	3.50	3.35	26
Media Arts 101	2	2017	3.75	3.72	3.49	3.19	68
Montana Content Standards 101	1	2019	3.55	3.60	3.21	3.22	53

Teacher Learning Hub Annual Report 2021-2022

Course Name	Renewal Units	Open Date	Overall Satisfaction	Content Rating	Engagement Level	Application Rating	Completions
Montana DRIVE Instructors Review	4	2017	3.50	3.50	3.00	4.00	2
Montana's New Science Standards 101	2	2017	3.65	3.56	3.14	3.36	171
Montana's New Science Standards 201: Three-Dimensional Learning	3	2018	3.59	3.52	3.14	3.33	90
Montana's New Science Standards 301: Phenomena-Based Learning	2	2018	3.61	3.57	3.25	3.39	99
Montana's New Science Standards 401: Project-Based Learning	4	2018	3.78	3.72	3.67	3.53	29
Montana's Science Standards 501: IEFA and Equity	3	2020	3.33	3.41	3.22	3.41	27
More Than Making the Grade: Intro to Standards-Based Grading	2	2016	3.57	3.43	3.30	3.14	60
Moving CTAE to Online and Remote Learning	3	2020	3.62	3.55	3.48	3.36	29
MT Educator Performance and Appraisal System (EPAS): What Teachers Should Know	1	2020	3.55	3.47	3.18	3.20	49
MTDA Credit Recovery Orientation: Local Support	2	2016	3.55	3.64	3.27	3.73	11
MTDA Credit Recovery Orientation: Site Facilitator	2	2016	3.64	3.55	3.36	4.00	11
MTSS Overview	1	2017	3.41	3.33	2.92	3.12	132
MTSS Tier 2	3	2020	3.78	3.87	3.57	3.70	23
Multiplication Strategies	4	2020	3.80	3.74	3.56	3.44	83

Teacher Learning Hub Annual Report 2021-2022

Course Name	Renewal Units	Open Date	Overall Satisfaction	Content Rating	Engagement Level	Application Rating	Completions
Multiplication Strategies: Multi-Digit Numbers	5	2021	3.85	3.79	3.73	3.41	33
<i>Navigating The Other Side of Teaching</i>	6	2017	3.72	3.59	3.37	3.48	108
New Standards for 2021 Overview and Planning for Implementation	3	2021	3.70	3.65	3.49	3.58	31
Overcoming ACEs in MT Schools: Childhood Trauma and Its Impact on Learning	4	2018	3.84	3.78	3.62	3.66	223
Overview of Youth Suicide	2	2018	3.68	3.61	3.31	3.27	139
Place-based Education: Your Local Watershed	4	2018	3.80	3.70	3.60	3.33	20
Playing with Pythagoras	4	2020	3.89	3.74	3.54	3.14	46
Practical Strategies for Using Technology to Assist Notetaking	1	2018	3.72	3.60	3.40	3.22	92
Problem Solving: Bring Your Classroom Alive!	3	2018	3.67	3.59	3.41	3.26	69
Reading Between the Lines: Close Reading Strategies for Secondary Schools	3	2017	3.73	3.58	3.32	3.31	62
Reciprocity and Sustainability in Rural and Tribal Communities	2	2021	3.71	3.60	3.48	3.35	52
Relationship Building and Self Care in a Rural or Tribal Setting	3	2020	3.77	3.74	3.53	3.55	111
Resilience: Strategies to Increase Optimism	2	2020	3.80	3.71	3.56	3.33	119
Resilient Together: Coping with Loss at School	1	2020	3.50	3.50	3.30	3.42	139
Run, Lock, Fight - School Safety Preparedness	2	2021	3.80	3.75	3.65	3.64	235

Teacher Learning Hub Annual Report 2021-2022

Course Name	Renewal Units	Open Date	Overall Satisfaction	Content Rating	Engagement Level	Application Rating	Completions
Rural and Tribal Strength Based Approaches Part 1	2	2021	3.80	3.71	3.53	3.45	51
Rural and Tribal Strength Based Approaches Part 2	3	2021	3.71	3.71	3.59	3.41	17
Science Fair 101: Using Science Fair Projects in Your Classroom	3	2022	3.78	3.61	3.44	3.24	18
Standards-based Grading and Reporting: Feedback	2	2020	3.78	3.78	3.67	3.53	18
Step In Speak Up! Supporting LGBTQ Youth	1	2018	3.82	3.78	3.63	3.56	368
Suicide Prevention for Schools Part 1: Strategies	2	2018	3.85	3.67	3.46	3.47	39
Suicide Prevention for Schools Part 2: Protocols	2	2018	3.61	3.61	3.32	3.29	28
Supporting Readers with Informational Text	5	2018	3.65	3.62	3.38	3.24	34
Sustainable Self-Care	3	2021	3.79	3.72	3.53	3.43	351
Tech-ify Your Classroom! The Basics of K-5 Technology Integration	4	2017	3.94	3.84	3.53	3.44	32
Threat Assessment and Intervention	3	2022	3.77	3.72	3.58	3.39	71
Trauma-Informed Practices	2	2020	3.76	3.66	3.59	3.47	243
UDL: Digital Tools and Digital Learning	2	2017	3.67	3.64	3.27	3.28	97
Using Assessment to Enhance Writing	6	2018	3.70	3.70	3.48	3.61	23
Using Writing to Teach Critical Thinking	1	2017	3.63	3.56	3.28	3.23	81
Vocabulary: Diction and Word Consciousness	2	2020	3.60	3.43	3.23	3.14	53

Course Name	Renewal Units	Open Date	Overall Satisfaction	Content Rating	Engagement Level	Application Rating	Completions
Vocabulary: Explicit Instruction of Word Knowledge	2	2019	3.68	3.63	3.41	3.23	109
Vocabulary: Understanding How It Fits In the Montana Standards	1	2019	3.44	3.37	3.08	3.07	59
Warning Signs: Child Sexual Abuse	2	2019	3.81	3.75	3.52	3.60	191
Welcome to Our School! An Introduction for Substitute/Guest Teachers	3	2016	3.62	3.58	3.39	3.47	458
Write From the Start: K-2 Writing Strategies (Part 1)	6	2016	3.83	3.75	3.46	3.38	69
Write From the Start: K-2 Writing Strategies (Part 2)	6	2016	3.82	3.82	3.53	3.35	17
Writing Across the Disciplines (High School)	6	2017	3.86	3.71	3.71	3.57	7
Writing Across the Disciplines (Middle School)	6	2017	3.62	3.62	3.23	3.00	13
Writing for Disciplinary Literacy	2	2019	3.80	3.80	3.40	3.40	5
Writing to Learn: 3-6 Writing Strategies (Part 1)	6	2016	3.88	3.77	3.60	3.37	43
Writing to Learn: 3-6 Writing Strategies (Part 2)	6	2016	3.88	3.56	3.63	3.44	16

Appendix B – Facilitated Courses

This table shows the data from all facilitated courses that ran during the 2021-22 fiscal year. The table is sorted alphabetically by course name. Courses that closed in the 2021-22 fiscal year are italicized.

Course Name	Run Dates	Completions	Renewal Units	Overall Satisfaction	Content Rating	Engagement Level	Application Rating
3D Learning in Your Classroom	3/7/22 - 4/17/22	7	24	3.86	3.86	3.71	3.86
	9/19/21 - 10/30/21	18	24	3.89	3.89	3.78	3.56
Building your IEFA Mindset: Unpacking the Essential Understandings	1/24/22 - 3/4/22	27	15	3.81	3.93	3.81	3.48
Crosscutting Concepts: Making Learning Real Through the Big Picture	7/18/21 - 8/14/21	13	20	3.92	3.77	3.54	3.54
	10/3/21 - 10/30/21	2	20	4.00	4.00	3.50	3.50
Google Workspace Advanced	4/4/22 - 05/15/22	19	24	3.74	3.89	3.74	3.74
	7/12/21 - 8/1/21	20	20	3.75	3.70	3.65	3.53
	11/8/21 - 12/5/21	17	24	3.88	3.82	3.65	3.53
	1/10/22 - 2/20/22	15	24	3.87	3.67	3.47	3.47
	9/13/21 - 10/24/21	16	24	3.81	3.75	3.44	3.38
Instructional Teamwork for Paraeducators	9/12/21 - 10/9/21	12	15	3.67	3.58	3.33	3.08
It's Your First Year Teaching, Now What?!	3/7/22 - 4/17/22	8	12	3.75	3.63	3.50	3.25
	10/18/21 - 11/26/21	6	12	3.50	3.67	3.17	3.00
<i>Novice Special Education Teacher Training</i>	<i>3/28/22 - 5/22/22</i>	<i>7</i>	<i>16</i>	<i>3.71</i>	<i>3.86</i>	<i>3.57</i>	<i>3.71</i>
	<i>6/28/21 - 8/22/21</i>	<i>50</i>	<i>16</i>	<i>3.58</i>	<i>3.44</i>	<i>3.32</i>	<i>3.66</i>
Number Sense Routines (K-8)	7/11/21 - 8/1/21	20	9	3.95	3.95	3.80	3.70
	1/9/22 - 1/30/22	14	9	4.00	3.93	3.93	3.86
	9/12/21 - 10/3/21	17	9	3.94	3.94	3.82	3.65
Paraprofessionals Achieving Standards Successfully Math	11/8/21 - 12/12/21	12	N/A	3.67	3.50	3.08	3.09

Teacher Learning Hub Annual Report 2021-2022

Course Name	Run Dates	Completions	Renewal Units	Overall Satisfaction	Content Rating	Engagement Level	Application Rating
PASS: Reading	1/31/22 - 3/13/22	12	N/A	3.67	3.50	3.08	3.09
	9/27/21 - 11/8/21	10	N/A	3.80	3.70	3.30	3.33
Preparing Young Writers for College, Career, and Community	6/13/21 - 7/25/21	17	15	3.88	3.76	3.65	3.47
	1/10/22 - 2/18/22	7	15	3.71	3.86	3.14	3.14
	9/13/21 - 10/22/21	6	15	4.00	4.00	3.67	3.50
STREAM: Algebraic Thinking (K-5)	2/6/22 - 2/27/22	24	15	3.75	3.79	3.67	3.27
	10/31/21 - 11/21/21	16	15	3.87	3.73	3.67	3.67
STREAM: Connecting Length, Area, and Volume (K-5)	5/1/22 - 5/22/22	23	15	3.91	3.83	3.65	3.57
STREAM: Describing Data (4-7)	3/6/22 - 3/27/22	14	15	4.00	4.00	3.64	3.29
STREAM: Developing Fraction Sense (3-5)	1/9/22 - 2/6/22	18	15	3.78	3.72	3.61	3.44
STREAM: Functions as Objects (HS)	10/31/21 - 11/21/21	8	15	3.88	3.88	3.50	3.38
STREAM: Geometric Thinking (4-7)	4/3/22 - 4/24/22	11	15	3.90	4.00	3.70	3.80
STREAM: Geometric Thinking (K-3)	11/28/21 - 12/18/21	6	15	3.83	3.67	3.67	3.60
STREAM: Linear Relationships (7-9)	11/28/21 - 12/19/21	7	15	3.57	3.57	3.57	3.50
STREAM: Making Sense of Modeling (HS)	2/6/22 - 2/27/22	3	15	4.00	4.00	4.00	4.00
STREAM: Mathematical Practices (HS)	7/11/21 - 8/1/21	6	15	3.83	3.83	3.83	3.67

Teacher Learning Hub Annual Report 2021-2022

Course Name	Run Dates	Completions	Renewal Units	Overall Satisfaction	Content Rating	Engagement Level	Application Rating
STREAM: Mathematical Practices (K-8)	9/12/21 - 10/3/21	24	15	3.79	3.71	3.67	3.54
STREAM: Number Systems and Operations (K-3)	10/3/21 - 10/24/21	14	15	3.86	3.86	3.50	3.71
STREAM: Ratios and Proportions (5-8)	10/31/21 - 11/21/21	9	15	4.00	3.89	3.33	3.33
STREAM: Statistical Inferences (HS)	3/6/22 - 3/27/22	7	15	3.86	4.00	3.57	3.50
STREAM: You Decide How to Divide (3-5)	11/28/21 - 12/19/21	13	15	4.00	4.00	3.85	3.85
Student Created Digital Learning Portfolios	3/14/22 - 4/10/22	10	15	4.00	4.00	4.00	3.90
	1/10/22 - 2/6/22	6	15	3.83	3.83	3.67	3.50
	9/13/21 - 10/10/21	19	15	3.95	3.89	3.63	3.63
Supercharge Your Classroom with Montana Field Science Data	9/19/21 - 11/20/21	10	36	3.40	3.40	3.10	2.90

Appendix C – PEPP Standards

10.58.501 TEACHING STANDARDS (1) All programs require that successful candidates:

- (a) demonstrate understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, behavioral health continuum, and physical areas, and individualize developmentally appropriate and challenging learning experiences of learners of all cognitive abilities;
- (b) use understanding of individual differences and diverse cultures and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards;
- (c) work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self- motivation;
- (d) demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) the candidate teaches and create individualized learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, and include the instruction of reading and writing literacy into all program areas;
- (e) demonstrate understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues;
- (f) use multiple methods of assessment, including formative and summative assessments, to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making;
- (g) plan and implement individualized instruction that supports students of all cognitive abilities in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context;

- (h) use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and build skills to apply knowledge in meaningful ways;
- (i) engage in ongoing professional learning and use evidence to continually evaluate candidate's practice, particularly the effects of candidate's choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner;
- (j) interact knowledgeably and professionally with students, families, and colleagues based on social needs and institutional roles;
- (k) engage in leadership or collaborative roles, or both, in content-based professional learning communities and organizations and continue to develop as professional educators; and
- (l) demonstrate understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana