

There needs to be a trade off and realistic expectations for what we want our students to be proficient in. The students can't do everything, nor can my staff."

"The updated standards are greatly needed. However, educators will need access to professional development opportunities for these changes in standards."

"To implement a good school to workforce program and getting students out to have some job site experience it would be nice to have a program template and management system that can be run by one point person. That is also another issue, we need funding for all of this additional administrative work."

"Perhaps consideration should be given on developing mobile labs that could visit schools, especially small rural schools, to offer hands-on exploration and curriculum to meet these needs....at least for the elementary students. Teachers are already held accountable for reading, science and math, college and career readiness, and other subjects like suicide prevention, health screening, etc that takes away from instructional time for the things they are punished for when not having students who are proficient. To be proficient, you need adequate time to develop and master skills. When instructional time is taken away for all these other things, students will never master those skills. This is especially true of students who don't have the support at home, who have learning disabilities, or who struggle with reading or math."

"These things cost money. I think that it can be done, but it cannot be another unfunded mandate to work miracles. The Legislature needs to be on board, and we will need money to implement this and move our state forward."

"...Until CTE courses and progressions are standardized and students are learning the same topics at relatively the same time, it doesn't matter what your standards say it will still be messy."

"Success of change will be determined by the support and attitude of the community. Change is passed down to the teacher required to implement the changes. Without funding and additional time to make these changes at the most basic level I believe the focus and goal of the changes to CTE standards will be lost."

"In our school we have, at most, two licensed teachers therefore we have to be experts in all curriculum, which is unreasonable."

"OPI needs to consider a model that will train current elementary teachers with techniques that would include incorporating the proposed CTE content into their everyday teaching activities similar to what was done with the Indian Education for All model. As proposed, these CTE standards are really not achievable in a small school setting with limited personnel, limited space and limited time available."

"The state funding formula should be studied to determine how small schools could maintain efforts in the CTE areas."

"Overall the addition of the K-5 grade level delineation is the biggest change. Middle and High School staff are wondering when career area standards will be developed and adopted. The current and these newly revised CTE standards are soft skills and not discipline specific which makes them difficult to implement and assess outside of a relevant work based learning experience like an internship or pre-apprenticeship."

Course Codes

Montana course codes are a subset of the NCES (National Center for Education Statistics) Standard Codes. Along with the course code, a content description for each course is provided: [Montana K-12 Course Codes and Description](#)