

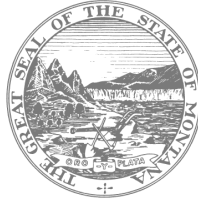
Montana Board of Public Education

Executive Summary

Date: January 18-19, 2024

Presentation	Presentation on the Request for Initial Approval for the Alternative Program- American Board for Certification of Teacher Excellence (American Board).
Presenter	Crystal Andrews and Julie Murgel
Position Title	Accreditation and Licensure Director; Chief Program Officer Office of Public Instruction
Overview	<p>As aligned with ARM 10.58.802; the Superintendent is requesting approval of the American Board, an alternative certification program.</p> <p>The American Board provided an overview along with three supporting documents in the BPE November meeting.</p>
Requested Decision(s)	Action Item
Related Issue(s)	<p>The American Board's request addresses the requirements listed in SB373, the statute for an alternative teacher certification and endorsement program.</p> <p>ARM 10.57.102(5)(c) "Approved preparation program" means: An educator preparation program approved by a state board of education or state education agency that leads to licensure in the state of preparation.</p>
Recommendation(s)	Recommend initial approval to ABCTE until January 2026 at which time ABCTE will have to provide evidence of five items outlined in ARM 10.58.802(2) to be considered for full approval.





ALTERNATIVE EDUCATOR PREPARATION PROVIDERS: INITIAL APPROVAL PROCESS

Aligned to ARM [10.58.802](#) APPROVAL OF NEW CURRICULAR PROGRAM

To seek initial approval for a new curricular program, the following steps are required:

1. The provider may request the approval of a new curricular program by describing the purpose, need, and objectives of the program and the impact on P-12 education.
2. The provider submits evidence of the program aligned with the BPE Professional Educator Preparation Program Standards (PEPPS) ARM 10.58.
3. The OPI facilitates a review of the submitted documentation and evidence.
4. The BPE-approved PEPPS will be used to guide the review process. The Superintendent of Public Instruction shall recommend initial approval status to the BPE based upon the review of documentation.
5. If the recommendation from this meeting is to approve, the new provider is recognized as initially approved for two years until the provider demonstrates compliance with 10.58.802(2):

The provider:

- (a) ensures that the program of study is based on current research, proven practice, and emerging trends in this field of P-12 school curriculum;
- (b) works cooperatively with accredited school districts, education organizations, agencies, and P-20 stakeholders to design the program;
- (c) implements, assesses, and evaluates the program's impact on the identified P-12 needs;
- (d) submits regular and systematic reports of the program's impact on P-12 education to the state superintendent and the Board of Public Education; and
- (e) updates and maintains program information on its Web page.



Alternative Teaching Program Information Request

American Board for Certification of Teacher Excellence

Key Questions	Relevant Standard
<ul style="list-style-type: none"> • What are three key data points or evidence that demonstrate the ability of the American Board Alternative Teaching Program to develop the content and pedagogical knowledge of candidates? • How does the American Board encourage candidates to gain hands-on experience or build technology-based collaborations with school communities? • What are the American Board admission requirements? How do you ensure a diverse candidate pool? • How does the American Board support candidates from recruitment to successful completion of the program? • What evaluations or sources of evidence does the American Board use to monitor candidates' advancement from admissions through completion? • What type of feedback does the American Board provide to candidates throughout the program to inform their development? • What evidence does the American Board have that demonstrates the impact of preparation on completers? • What are three key data points or evidence that demonstrate that the American Board program engages in a continuous improvement cycle to improve the preparation program? 	<p><u>10.58.311</u> <u>INITIAL CONTENT AND PEDAGOGICAL KNOWLEDGE</u></p> <p><u>10.58.312</u> <u>INITIAL CLINICAL PARTNERSHIPS AND PRACTICE</u></p> <p><u>10.58.313</u> <u>INITIAL CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY</u></p> <p><u>10.58.314</u> <u>INITIAL PROGRAM IMPACT</u></p> <p><u>10.58.315</u> <u>INITIAL PROVIDER QUALITY ASSURANCE AND CONTINUOUS</u></p>
<ul style="list-style-type: none"> • What evidence does the American Board use to ensure that candidates demonstrate an understanding within four categories "the learner and learning," "content," "instructional practice," and "professional responsibility?" 	<p><u>10.58.501</u> <u>TEACHING STANDARDS</u></p>

- Describe the program requirements for the Elementary Education, Reading Specialist, and Special Education programs.
- Describe the program requirements for the content discipline programs ((Biology, Chemistry, Physics, English Language Arts, Math, History, or Science).
- How does the American Board determine if a candidate meets the Elementary, Reading Specialist, and Special Education Program Standards?
- How does the American Board ensure that candidates can demonstrate a deep understanding of the critical concepts and principles of their discipline and are able to use discipline-specific practices? (Biology, Chemistry, Physics, English Language Arts, History, or Math, Science)

[10.58.509](#) ENGLISH/LANGUAGE ARTS

[10.58.510](#) SPECIAL EDUCATION P-12

[10.58.518](#) MATHEMATICS

[10.58.521](#) READING SPECIALISTS K-12

[10.58.522](#) SCIENCE

[10.58.523](#) SOCIAL STUDIES

[10.58.532](#) ELEMENTARY