

Montana Board of Public Education Executive Summary

Date: January 12-13, 2023

Presentation	Recommend Approval of the State Exit Report and Regular Accreditation Status of the Montana Educator Preparation Provider (EPP) in the Phyllis J. Washington College of Education at the University of Montana.
Presenter	Julie Murgel
Position Title	Chief Operating Officer Office of Public Instruction
Overview	<p>The State Superintendent recommends approval of the 2022 State Exit Report of the EPP at Phyllis J. Washington College of Education at the University of Montana . State Superintendent Arntzen also recommends approval of regular accreditation effective through the Spring of 2027.</p> <p>The University of Montana State Exit and Narrative Reports are included in the BPE Agenda Packet.</p>
Requested Decision(s)	Action Item: Approve the State Exit Report and Regular Accreditation Status of the Montana Educator Preparation Provider (EPP) in the Phyllis J. Washington College of Education at the University of Montana, as recommended by State Superintendent Arntzen
Related Issue(s)	
Recommendation(s)	None





**University of Montana
 Educator Preparation Provider
 State Exit Program Report**

Dr. Julie Murgel, Team Chair

From April 10-12, 2022, the State Accreditation Virtual Joint Site Review of the Educator Preparation Provider (EPP) at the Phyllis J Washington College of Education at the University of Montana was conducted by a team representing the Council for the Accreditation of Educator Preparation (CAEP) and a state representative for the Montana Board of Public Education (BPE) and the Montana Superintendent of Public Instruction. The purpose of the State Accreditation Virtual Joint Site Review was to verify the Institutional Report (IR) as presented by the EPP and self-study report submitted to CAEP. A State Team reviewed the Montana Professional Educator Preparation Provider Standards (Subchapter 5, 10.58.705, and 10.58.706) prior to the site visit. The CAEP tea, reviewed documents and conducted focus groups regarding ARM 10.58.311 to 10.58.315 initial standards and 10.58.605 to 10.58.610 advanced standards. The purpose of this document is to summarize the results of the joint review.

Initial Program Standards: ARM 10.58.311 to 10.58.315

ARM	TITLE	CAEP STATUS
10.58.311	Initial Content and Pedagogical Knowledge	MET
10.58.312	Initial Clinical Partnerships and Practice	MET
10.58.313	Initial Candidate Quality, Recruitment, and Selectivity	MET
10.58.314	Initial Program Impact	MET
10.58.315	Initial Provider Quality Assurance and Continuous Improvement	MET

Advanced Program Standards: ARM 10.58.605 to 10.58.610

ARM	TITLE	CAEP STATUS
10.58.605	Advanced Content and Pedagogical Knowledge	MET

10.58.606	Advanced Clinical Partnerships and Practice	MET
10.58.607	Advanced Candidate Quality, Recruitment, and Selectivity	MET
10.58.608	Advanced Program Impact	MET
10.58.609	Advanced Provider Quality Assurance and Continuous Improvement	MET
10.58.610	School Counseling	CACREP Accredited

Subchapter 5 – Initial Teaching Program Standards

ARM	TITLE	STATUS
10.58.501	Teaching Standards Elementary Undergraduate Elementary Graduate Secondary Undergraduate Secondary Graduate Early Childhood	MET MET MET MET MET
10.58.503	Art K-12	MET
10.58.507	Theatre	MET WITH NOTATION
10.58.509	English/Language Arts	MET
10.58.510	Students with Disabilities P-12	MET
10.58.511	World Languages English as a Second Language French German Latin Russian Spanish	MET MET MET MET MET MET
10.58.517	Library Media K-12	MET
10.58.518	Mathematics	MET
10.58.519	Music K-12	MET
10.58.521	Reading Specialist K-12	MET
10.58.522	Science Biology Broadfield – Biology based Broadfield – Physics based Chemistry	MET MET MET MET

	Earth Science Physics	MET MET
10.58.523	Social Studies Broadfield Social Studies Economics Geography Government History Psychology Sociology	MET MET MET MET MET MET MET
10.58.531	Early Childhood Education Undergraduate Graduate	MET MET
10.58.532	Elementary Undergraduate Graduate	MET MET
10.58.705	School Principals, Supervisors, and Curriculum Directors-Master's Degree (M.Ed)	MET
10.58.705	School Principals, Supervisors, and Curriculum Directors-Principal Leadership Certificate	MET
10.58.706	Superintendents	MET
10.58.707	School Psychologists	NASP Accredited

COMMENDATIONS:

There were numerous commendations from across the programs attesting to the quality of the professional educational preparation program at the University of Montana. Many of these commendations would not be possible without the collaboration of the Education faculty across the university. That type of collaboration takes time and effort. Below are some, though certainly not all, of the specific commendations.

Students with Disabilities: The alignment to the standards includes an array of course assessments with significant rigor. These assessments include both qualitative and quantitative measures and opportunities for applied learning to demonstrate knowledge.

World Languages: The language programs clearly address the expectations of the EPP standards and documentation indicates that students are well prepared for instruction in world language education.

School Principals, Supervisors, and Curriculum Directors, as well as Superintendents: The field experience is a cumulative experience for principal candidates to apply theory and knowledge gained throughout the course sequence.

Reading Specialist: The required course content is well-aligned and balanced between assignments that support conceptual knowledge mastery and practical in-service opportunities to apply this knowledge.

Early Childhood: The required course content is well-aligned internally from one course to the next. Coursework is heavily focused on problem solving, application and reflection.

English/Language Arts: Rigorous and highly regarded pedagogical and theoretical texts and articles have been selected to provide rich context, promote critical literacy of considerations within the field and to build teacher-candidate skill in best practices for the teaching of English Language Arts.

Overall: The institutional report was well developed and provided information on the course objectives that met the intent of the standards.

AREAS FOR IMPROVEMENT (AFI)

None

Standard Met with Notation

10.58.507 Theatre has several gaps (10.58.507(1)(b) and 10.58.507(2)(a) which have been noted in the review. However, the department has a plan on how to close those gaps. The department is encouraged to follow through with those plans and report on their progress in two years.

DEFINITIONS WHICH PERTAIN TO THIS REPORT (CAEP)

Standard is met: Regular accreditation for a period of seven years.

Standard is met with notation: Regular accreditation with minor deviations with most of the components of a standard met. This could involve incomplete items on the Institutional Report or clarification/corrections needed. As those items are rectified, the recommendation to the BPE will reflect the current and corrected status.

Area for Improvement (AFI): Standard is met with weakness. The site review team identified a weakness in the evidence for a standard or component. Area for Improvement should be remediated by the next accreditation cycle, and progress toward improvement is reported annually through the annual report to the OPI/BPE. During the next accreditation review, the EPP must demonstrate that the AFIs have been corrected. If the AFIs have not been corrected, a stipulation may be cited in the same area.

Stipulation: A standard or component is not met. The site visiting team identified a deficiency related to one or more components or the BPE standard. A stipulation is of sufficient severity that a standard may be determined to be unmet. A stipulation must be addressed within two years to retain accreditation.



**Council for the
Accreditation of
Educator Preparation**

ACCREDITATION ACTION REPORT

Phyllis J. Washington College of Education and Human Sciences
University of Montana-Missoula
Missoula, Montana

Accreditation Council October 2022
Accreditation Application Date: *

*This is the official record of the Educator Preparation Provider's accreditation status.
The Educator Preparation Provider should retain this document for at least two accreditation cycles.*

* This EPP was accredited previously by NCATE or TEAC and the initial application date is not available. CAEP was established July 1, 2013.

ACCREDITATION DECISION

Accreditation is granted at the initial-licensure level and the advanced level. This Accreditation status is effective between Fall 2022 and Fall 2027. The next site review will take place in Spring 2027.

SUMMARY OF STANDARDS

CAEP Standards	Initial-Licensure Level	Advanced Level
Standard R1/A1: Content and Pedagogical Knowledge	Met	Met
Standard R2/A2: Clinical Partnerships and Practice	Met	Met
Standard R3: Candidate Recruitment, Progression, and Support Standard A3: Candidate Quality and Selectivity	Met	Met
Standard R4/A4: Program Impact	Met	Met
Standard R5: Quality Assurance System and Continuous Improvement Standard A5: Provider Quality Assurance and Continuous Improvement	Met	Met

AREAS FOR IMPROVEMENT AND STIPULATIONS

Areas for Improvement: Identified areas for improvement are addressed in the provider's annual report.

Stipulations: Stipulations are addressed in the provider's annual report and must be corrected within two years to retain accreditation.

INITIAL-LICENSURE LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD R2: Clinical Partnerships and Practice

Areas for Improvement	Rationale
1 The EPP provided limited evidence of mutually beneficial P-12 school and community arrangements for clinical preparation and shared responsibility for continuous improvement. (component R2.1)	The EPP provided a sample MOU and emails but no details about partnerships, action items, data review, or decisions.
2 The EPP provided limited evidence on the training and evaluation of high-quality clinical educators. (component R2.2)	The EPP provided a training powerpoint and email communication but no data on training details nor data on the clinical evaluator survey.
3 The EPP provided limited evidence that it works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration. (component R2.3)	The EPP provided contact hours and course sequences (duration) but limited details about breadth, depth, and coherence of experiences.

STANDARD R3: Candidate Recruitment, Progression and Support

Areas for Improvement	Rationale
1 The EPP provided limited evidence of goals and progress for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that align with their mission and address local, state, regional, or national needs for hard-to-staff schools and shortage fields. (component R3.1)	The EPP provided limited evidence that there have been sustained, targeted recruitment efforts for teacher candidates, including those who are diverse. The EPP did present a recruitment plan to indicate future efforts in this area, but no baseline data were provided. The EPP did not provide evidence that demonstrates annual monitoring and progress of recruitment and revisions made based on the monitoring or effectiveness of listed recruitment efforts.

STANDARD R4: Program Impact

Areas for Improvement	Rationale
1 The EPP provided limited evidence demonstrating employer satisfaction with completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families. (component R4.2)	The EPP did not provide evidence of employer satisfaction data that could be tied to any specific EPP in the state; disaggregated by program of preparation, year of completion, or race/ethnicity. The one cycle of data presented was on all EPPs in the state, collected in 2018 from employers who employed alumni from any EPP in the state of Montana from 2014 - 2017.

STANDARD R5: Quality Assurance System and Continuous Improvement

Areas for Improvement	Rationale
1 The EPP provided limited evidence that it developed, implemented, and modified, as needed, a functioning Quality Assurance System (QAS) that ensures a sustainable process to document operational effectiveness. (component R5.1)	The EPP provided limited evidence of a functional QAS system. The EPP has not developed, implemented, and modified, as needed, a functioning quality assurance system that ensures a sustainable process to use data to document operational effectiveness.

2	The EPP provided limited evidence that its Quality Assurance System relies on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent. (component R5.2)	The EPP provided limited evidence that data used for assessment purposes is relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent.
3	The EPP provided limited evidence of internal and external stakeholder involvement in program design, evaluation, and continuous improvement process. (component R5.3)	The EPP provided limited evidence of internal and external stakeholder involvement in the development, analysis, and program changes associated with data collected.
4	The EPP provided limited evidence that it regularly, systematically, and continuously assesses performance against its goals and relevant standards, tracks results over time, documents modifications and/or innovations and their effects on EPP outcomes. (component R5.4)	The EPP provided limited evidence of regularly, systematically, and continuously assessing performance goals and relevant standards, tracking results over time, and documenting modifications and the effects on EPP outcomes.

ADVANCED LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD A2: Clinical Partnerships and Practice

	Areas for Improvement	Rationale
1	The EPP provided an insufficient plan for partners co-constructing mutually beneficial P-12 school and community arrangements. (component A2.1)	An insufficient plan was provided to support co-constructing mutually beneficial and co-designed experiences.

STANDARD A3: Candidate Quality and Selectivity

	Areas for Improvement	Rationale
1	The EPP provided limited evidence of goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations, and limited evidence that the provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields. (component A3.1)	Insufficient evidence was provided that there have been sustained, targeted recruitment efforts for advanced candidates. The EPP provided limited evidence that demonstrated annual monitoring and progress of recruiting events and revisions made based on the effectiveness of listed recruitment efforts. There was no evidence of targeted efforts of recruitment of diverse candidates or that any efforts are targeted to meet the needs of community, state, national, and regional needs.

STANDARD A5: Provider Quality Assurance and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP provided limited evidence that its Quality Assurance System (QAS) is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. (component A5.1)	The EPP provided limited evidence of a functional QAS system. The EPP has not developed, implemented, and modified, as needed, a functioning Quality Assurance System that ensures a sustainable process to use data to document operational effectiveness.
2	The EPP presented limited evidence to ensure that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, were involved in program evaluation,	The EPP provided limited evidence of internal and external stakeholder involvement in the development, analysis, and program changes associated with data collected.

improvement, and identification of models of excellence.
(component A5.5)

AREA(S) FOR IMPROVEMENT OR WEAKNESS(ES) from previous legacy accreditor review (NCATE or TEAC)

Removed:

Area for Improvement or Weakness	Rationale
(1) [NCATE STD4] Candidates have limited opportunities to work with diverse P-12 students. [Both]	(1) Team recommends removal. This is included within Standard R2/A2.

Continued:

Area for Improvement or Weakness	Rationale
None	None

INFORMATION ABOUT ACCREDITATION STATUSES

Accreditation for seven (7) years is granted if the EPP meets all CAEP Standards and components, even if areas for improvement (AFIs) are identified in the final report of the Accreditation Council.

- **Areas for Improvement (AFIs)** indicate areas which must be improved by the time of the next accreditation visit. Progress reports on remediation of AFIs are submitted as part of the Annual Report. AFIs not remediated by a subsequent site review may become stipulations.

Accreditation with stipulations is granted for 2 years if an EPP meets all standards but receives a stipulation on a component under any standard. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation or probation.

- **Stipulations** describe serious deficiencies in meeting CAEP Standards and/or components and must be brought into compliance in order to continue accreditation. All stipulations and relevant evidence are reviewed by the Accreditation Council. Failure to correct the condition leading to the stipulation results in probation or revocation of accreditation.

Probationary Accreditation is granted for two (2) years when an EPP does not meet one (1) of the CAEP Standards. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation.

SCOPE OF ACCREDITATION

The scope of CAEP's work is the accreditation of educator preparation providers (EPPs) that offer bachelor's, master's, and/or doctoral degrees, post-baccalaureate or other programs leading to certification, licensure, or endorsement in the United States and/or internationally. (2018).

CAEP does not accredit specific degree programs, rather EPPs must include information, data, and other evidence on the following in their submission for CAEP's review:

All licensure areas that prepare candidates to work in preschool through grade 12 settings at the initial-licensure and advanced levels that lead to professional licensure, certification, or endorsement as defined by the state, country, or other governing authority under which the EPP operates and for which the state, country, or other governing authority has established program approval standards.

Depending on an EPP's submission, accreditation may be awarded at one or both of the following levels: Initial-Licensure level and/or Advanced Level.

1. **Initial-Licensure Level Accreditation** is provided at the baccalaureate or post-baccalaureate levels leading to initial-licensure, certification, or endorsement that are designed to develop P-12 teachers.
2. **Advanced Level Accreditation** is provided at the post-baccalaureate or graduate levels leading to licensure, certification, or endorsement. Advanced Level Programs are designed to develop P-12 teachers who have already completed an initial-licensure program, currently licensed administrators, or other certified (or similar state language) school professionals for employment in P-12 schools/districts. CAEP's Advanced Level accreditation does not include any advanced level program not specific to the preparation of teachers or other school professionals for P-12 schools/districts; any advanced level non-licensure programs, including those specific to content areas (e.g., M.A., M.S., Ph.D.); or Educational leadership programs not specific to the preparation of teachers or other school professionals for P-12 schools/districts.

Information on accreditation status, terms, and any conditions provided within this directory is specific to the accreditation level(s) described above. CAEP-accredited EPPs are required to distinguish accurately between programs that are accredited and those that are not.

The following programs are included in the current accreditation cycle:

Name	Level	Degree
BA Early Childhood Education, P-3 licensure	Initial	Baccalaureate
BA Elementary Education, K-8 Licensure	Initial	Baccalaureate
MEd Teaching and Learning, Curriculum Studies Option, Initial Elementary K-8 Licensure	Initial	Master's
MEd Teaching and Learning, Curriculum Studies Option, Initial Secondary/K-12 Licensure	Initial	Master's
Secondary/K-12 Licensure Program - Art K-12	Initial	Other
Secondary/K-12 Licensure Program - Biology 5-12	Initial	Other
Secondary/K-12 Licensure Program - Business Education 5-12	Initial	Other
Secondary/K-12 Licensure Program - Chemistry 5-12	Initial	Other
Secondary/K-12 Licensure Program - Earth Science 5-12	Initial	Other
Secondary/K-12 Licensure Program - Economics 5-12	Initial	Other
Secondary/K-12 Licensure Program - English	Initial	Other
Secondary/K-12 Licensure Program - English as a Second Language K-12	Initial	Endorsement only
Secondary/K-12 Licensure Program - French K-12	Initial	Other
Secondary/K-12 Licensure Program - General Science Broadfield K-12	Initial	Other
Secondary/K-12 Licensure Program - German K-12	Initial	Other
Secondary/K-12 Licensure Program - Government 5-12	Initial	Other
Secondary/K-12 Licensure Program - Health and Physical Education K-12	Initial	Other
Secondary/K-12 Licensure Program - History 5-12	Initial	Other
Secondary/K-12 Licensure Program - Latin K-12	Initial	Other
Secondary/K-12 Licensure Program - Library Media K-12	Initial	Endorsement only
Secondary/K-12 Licensure Program - Mathematics 5-12	Initial	Other

Secondary/K-12 Licensure Program - Music K-12	Initial	Other
Secondary/K-12 Licensure Program - Physics 5-12	Initial	Other
Secondary/K-12 Licensure Program - Psychology 5-12	Initial	Other
Secondary/K-12 Licensure Program - Reading K-12	Initial	Endorsement only
Secondary/K-12 Licensure Program - Russian K-12	Initial	Other
Secondary/K-12 Licensure Program - Social Studies Broadfield 5-12	Initial	Other
Secondary/K-12 Licensure Program - Sociology 5-12	Initial	Other
Secondary/K-12 Licensure Program - Spanish K-12	Initial	Other
Secondary/K-12 Licensure Program - Special Education P-12	Initial	Endorsement only
Secondary/K-12 Licensure Program - Theater 5-12	Initial	Other
K-12 Principal Leadership, graduate-level certificate	Advanced	Endorsement only
K-12 Superintendent Leadership, graduate-level certificate	Advanced	Endorsement only
MA Counseling, School Counseling Option	Advanced	Master's
SSP School Psychology	Advanced	Specialist or C.A.S.

NOTE: Neither CAEP staff, evaluation team members, nor other agents of CAEP are empowered to make or modify Accreditation Council decisions. These remain the sole responsibility of the Council itself.

End of Action Report



**University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022**

Number and Name of Standard: 10.58.501 Teaching Standard for ELEMENTARY UNDERGRADUATE

Validating Statement: Evidence was presented in the syllabi for the Elementary Undergraduate Program.

Sources of Evidence: Course syllabi and course descriptions were reviewed in the preliminary report.

Assessment Aligned to Standard: PEPP standards alignment was found in course objectives outlined in the syllabi.

Evaluation: Based on the syllabi provided by the UM faculty, the standards were met.

Commendations: The institutional report was well developed and provided information on the objectives that met the intent of the standards.

Improvements: The course descriptions in the catalog and those presented in the syllabi were a bit different. At some point it might be beneficial for the course descriptions to be more aligned. Also, the faculty might consider a standard syllabi template. Most of the EDU syllabi had the INTASC standards while some did not.

Accreditation Recommendation

- Meets Standard



**University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022**

Number and Name of Standard: 10.58.501 Teaching Standards for ELEMENTARY GRADUATE

Validating Statement: Evidence was presented in the syllabi for the Elementary Graduate Program.

Sources of Evidence: Course syllabi and course descriptions were reviewed in the preliminary report.

Assessment Aligned to Standard: PEPP standards alignment was found in course objectives outlined in the syllabi.

Evaluation: Based on the syllabi provided, the intent of the standards has been met.

Commendations: The institutional report was well developed and provided information on the course objectives that met the intent of the standards.

Improvements: The course descriptions need to be better aligned. A standardized education syllabi template might be considered. Most of the EDU syllabi had the InTASC standards while some did not.

Accreditation Recommendation

- Meets Standard



**University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022**

Number and Name of Standard: 10.58.501 Teaching Standards for SECONDARY UNDERGRADUATE

Validating Statement: Evidence was presented in the syllabi for the Secondary Undergraduate Program.

Sources of Evidence: Course syllabi and course descriptions were reviewed in the preliminary report.

Assessment Aligned to Standard: PEPP standards alignment was found in course objectives in the syllabi.

Evaluation: The intent of the standards was met based on the syllabi provided.

Commendations: The institutional report was well developed and provided information on the objectives that met the intent of the standards.

Improvements: At some point a review of the catalog descriptions might be considered to more clearly align them with course descriptions used in the syllabi. The education faculty also might consider standardizing the syllabus template. Most of the EDU syllabi had the InTASC standards while some did not.

Accreditation Recommendation

- Meets Standard



**University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022**

Number and Name of Standard: 10.58.501 Teaching Standards for SECONDARY GRADUATE

Validating Statement: Evidence was presented in the syllabi for the Secondary Graduate Program.

Sources of Evidence: Course syllabi and course descriptions were reviewed in the preliminary report.

Assessment Aligned to Standard: PEPP standards alignment was found in course objectives in the syllabi.

Evaluation: The syllabi provided presented the objectives of the courses that met the intent of the standards.

Commendations: The institutional report was well developed and provided information on the objectives that met the intent of the standards.

Improvements: At some point a review of the catalog descriptions might be considered to more clearly align them with course descriptions used in the syllabi. The education faculty also might consider standardizing the syllabus template. Most of the EDU syllabi had the InTASC standards while some did not.

Accreditation Recommendation

- Meets Standard



**University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022**

Number and Name of Standard: 10.58.501 Teaching Standard for EARLY CHILDHOOD

Validating Statement: Evidence was presented in the syllabi for the Early Childhood Undergraduate Program.

Sources of Evidence: Course syllabi and course descriptions were reviewed in the preliminary report.

Assessment Aligned to Standard: PEPP standards alignment was found in course objectives outlined in the syllabi.

Evaluation: Based on the syllabi provided by the UM faculty, the standards were met.

Commendations: The institutional report was well developed and provided information on the objectives that met the intent of the standards.

Improvements:

Accreditation Recommendation

- Meets Standard



**University of Montana
Educator Preparation Provider Accreditation Review
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Number and Name of Standard: 10.58.503 ART K-12

Validating Statement: Evidence was presented in the syllabi for the Art Program.

Sources of Evidence: Course syllabi and course descriptions were reviewed in the preliminary report.

Assessment Aligned to Standard: PEPP standards alignment was found in course objectives outlined in the syllabi.

Evaluation: The information provided in the syllabi support that the intent of the standards are met.

Commendations: None

Improvements: None

Accreditation Recommendation

- Meets Standard



University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard: 10.58.507 THEATRE

Validating Statement: Evidence was presented in the syllabi for the Theatre Teaching Major ((46-48 credit hours) and the Theatre Education Minor (21 credit hours).

Sources of Evidence: Course syllabi and course descriptions were reviewed in the preliminary report.

Assessment Aligned to Standard: PEPP standards alignment is found in course objectives in the syllabi.

Evaluation: Based on the evidence presented by UM faculty, this preliminary reviewer found alignment that met each of the standards, although there was a lack of clarity in some cases.

Commendations: The program is intensive and focused on developing theatre professionals who can expand their talents and skills professionally in the theatre.

Improvements: The UM Major and Minor programs are well developed for theatre professionals. The teaching component of the program appears less well designed and coordinated based on the institutional report and syllabi presented. For example, 10.58.507(a) is limited to Methods of Teaching Theatre THTR 439 with major content provisions outlined in course syllabi. Also, as outlined in the syllabus, 10.58.507(2)(a) embedded in THTR 235L is also unclear.

Accreditation Recommendation

- Meets Standard with Notation



University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard: 10.58.509 English/Language Arts

Validating Statement: Evidence was presented in the syllabi for the English Language Arts Teaching Major (42 credit hours) and the English language Arts Teaching Minor (36 credit hours).

Sources of Evidence: Course syllabi (including texts, topics/content, objectives, and assignments for assessment), and UM course descriptions were reviewed in the preliminary report.

Assessment Aligned to Standard: Assignments and assessments in the syllabi submitted for review align with expectations for measuring competencies described in the standard.

Evaluation: Based on the evidence presented by UM faculty, this preliminary reviewer found alignment that met each of the standards without reservations or concerns.

Commendations: The UM Major and Minor programs are well developed for English Language Arts Teaching candidates. The teaching component of the program is robust and offers ample opportunity for pre-service teachers to practice methods in the act of teaching through the development and implementation of model units and lessons that directly address content within the PEPP standards. Teaching methods support direct learning and, modeling and role-playing learning for students to experience and participate in the art of teaching as opposed to just learning about it.

Rigorous and highly regarded pedagogical and theoretical texts and articles have been selected to provide rich context, promote critical literacy of considerations within the field and to build teacher-candidate skill in best practices for the teaching of English Language Arts.

The program is intensive and focused on developing English Language Arts professionals who will be prepared for the many facets of teaching reading, writing, language, and speaking and listening.

Improvements:

1. Regarding PEPP Standard **10.58.509 ENGLISH/LANGUAGE ARTS (f) demonstrate understanding of theory and research and apply knowledge in the areas of language, oral discourse, reading processes, writing processes, literature, print and non-print texts, which**

are inclusive of texts from and about American Indians and tribes in Montana, and technology.

ENT 439 and ENT 441 course reading selections include texts by and about American Indians, and the Linguistics 270s course includes the following Learning Objective:

Understand the importance of intergenerational connection as well as indigenous knowledge from a perspective of sustainability.

2. Regarding PEPP Standard **10.58.509 ENGLISH/LANGUAGE ARTS (m) prepare to interact knowledgeably and professionally with students, families, and colleagues based on social needs and institutional roles; engage in leadership and/or collaborative roles in English/language arts professional learning communities; and continue to develop as professional educators.**

All ENT syllabi require participation in MATELA and NCTE for all pre-service teachers, and collaborative group learning and projects throughout all ENT courses model PLCs.

Accreditation Recommendation

- Meets Standard

University of Montana
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Number and Name of Standard: 10.58.511 World Languages

Validating Statement: Evidence was reviewed and accountability to this standard was demonstrated through the expectations, stated learning outcomes, and methods of assessment in each world language program.

Sources of Evidence: Course syllabi, university graduation requirements, and documentation of course content.

Assessment Aligned to Standard: Assignments and assessments in the syllabi submitted for review align with expectations for measuring competencies described in the standard.

Evaluation: The IR indicates that the course work and requirements for the World Languages endorsements largely align with the EPP standard in ARM 10.58.511. Particular notes on each individual program are as follows:

- ESL
 - The syllabi for LING 470 and WLC 410 clearly describe learning outcomes, assignments, and assessments that align with the standard.
 - The syllabus for LING 477 and LING 478 need to more explicitly describe learning objectives and outcomes that align to the standards.
- French
 - The syllabi submitted for review clearly describe learning outcomes, assignments, and assessments that align with the standard.
- German
 - The syllabi submitted for review clearly describe learning outcomes, assignments, and assessments that align with the standard.
- Latin
 - The syllabi submitted for review clearly describe learning outcomes, assignments, and assessments that align with the standard.
- Russian
 - The syllabi submitted for review clearly describe learning outcomes, assignments, and assessments that align with the standard.

- Spanish
 - The syllabi submitted for review clearly describe learning outcomes, assignments, and assessments that align with the standard.

Commendations: The language programs clearly address the expectations of the EPP standard, and documentation indicates that students are well prepared for instruction in world language education.

Accreditation Recommendation

- Meets Standard



University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard: 10.58.510 STUDENTS WITH DISABILITIES P-12

Validating Statement: Standards are clearly tailored to the instruction, projects, and evaluative measures for the course of study. Course syllabi include opportunities for candidates to practice and demonstrate knowledge and skills through clinical experience/fieldwork, case studies, written work and assessments. Development of the professional occurs through a focus on evaluative and instructional skills to enhance and support the education of students with disabilities.

Sources of Evidence: Primarily through the examination of detailed course syllabi with additional documentation of course content through the institutional report 10.58.510.

Assessment Aligned to Standard: A distinct program alignment with standards is evident in course syllabi and course descriptions. The learning outcomes in the special education endorsement program correlate to the Standards. For indicator “K”, there is only limited mention of Montana specific legal requirements and no mention of Achievement in Montana (AIM).

Evaluation: The evidence demonstrates the depth and breadth of the special education endorsement at the University of Montana. Multiple measures and opportunities for assessment occur throughout program fieldwork and coursework which demonstrates considerable rigor. Students demonstrate proficiency through projects, written and oral presentations, papers, fieldwork, case studies, and course and standardized (PRAXIS) assessments. Multiple measures are utilized to develop a comprehensive demonstration of successful outcomes. Assessment descriptions in the institutional report and syllabi does not include actual student performance data, aggregated and disaggregated.

Commendations: The alignment to the standards includes an array of course assessments with significant rigor. These assessments include both qualitative and quantitative measures and opportunities for applied learning to demonstrate knowledge.

Improvements: NONE

Accreditation Recommendation

- Meets Standard



University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

ARM 10.58.517 Library Media K-12

Validating Statement

The EEP has a joint program with University of Montana-Western that leads to K-12 licensing in Library Media. This preliminary review consisted of an examination of the narrative itemized on the Institutional Report, as well as a review of attached syllabi. A review of the syllabi in these programs found that course content was consistent with content standards in the Institutional Report.

Evaluation

Evidence Consistent with meeting the standard

The Institutional Report provides evidence for each content knowledge component of 10.58.517. A clear description is provided in the IR evidence column of how the content knowledge is addressed and assessed within each syllabus. This reviewer found that the content provided in the syllabi was keyed directly to the content knowledge address in the IR. Each syllabi addressed the specific content knowledge and/or Library Media Program Delivery Standards.

Evidence Inconsistent with meeting the standard

None

Commendation

The Library Media is a well-organized program that provides students with a program balanced in theory and real-world practice activities.

Accreditation Recommendation

Meets standard



University of Montana
Educator Preparation Provider Accreditation Review
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Number and Name of Standard: 10.58.518 MATHEMATICS

Validating Statement:

Supporting materials were reviewed, with accountability to this standard being demonstrated through various documents and online information. Incorporation of the Professional Educator Preparation Program (PEPP) Standards is well-documented through the course syllabi and other documents, where available.

Sources of Evidence:

Course syllabi, online University of Montana Course Catalog for Mathematics courses, Phyllis J. Washington College of Education Secondary Education Licensure Program Requirements; and in some cases (M171, M221, M301, M431) online Open-Source texts.

Assessment Aligned to Standard

Course descriptions are available on the course syllabi and in the course catalog. Course content aligns with specific sub standards of the PEPP Mathematics Standard, and assessments are aligned with course content. Assessments include homework, quizzes, mid-semester and final exams and, in some cases, projects. Where appropriate, rubrics are included in the course syllabi, which are aligned with specific sub standards of the PEPP Mathematics Standard.

Evaluation

The Institutional Report (IR) lists each course that aligns with specific sub standards of the PEPP Mathematics Standard. Where evidence for that alignment is not readily apparent on the course syllabi, the IR elaborates on the course content, and includes examples that illustrate the alignment. In these cases, additional evidence may be necessary in order to assure alignment.

The PEPP Standards are not specifically referenced in any of the course descriptions or course outcomes/goals either in the syllabi or the course catalog. PEPP Standards are also not referenced in any of the assessment rubrics that are included in the syllabi, where applicable.

Commendations

The required courses include a wide range of course requirements, with broad mathematical content providing a solid foundation of knowledge and skills for secondary mathematics

educators. Likewise, courses are taught by mathematics educators with a wide range of research interests. In addition to mathematics content, teacher candidates also complete a methods course and field experience, along with student teaching.

Improvements:

Though candidates will have a solid foundation of knowledge and skills in mathematics content, more than one methods course may be necessary in order for candidates to also be masters of the craft of teaching mathematics, along with being experts in math content. The current required mathematics methods course explores a wide range of readings on current trends in mathematics education; nonetheless, it may take additional coursework/field experiences in order to further explore the science of teaching and learning.

Accreditation Recommendation

- Meets Standard



**University of Montana
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Number and Name of Standard: ARM 10.58.519 MUSIC K-12

Validating Statement: Evidence was presented in the syllabi for the Music K-12 Program.

Sources of Evidence: Course syllabi and course descriptions were reviewed in the preliminary report.

Assessment Aligned to Standard: PEPP standards alignment was found in course objectives in the syllabi.

Evaluation: Based on the information provided, the intent of the standards is met.

Commendations: The Institutional Report was very well prepared and provided background in addition to the course objectives that aligned with the standards.

Improvements: None.

Accreditation Recommendation

- Meets Standard



Montana
Office of Public Instruction
Elsie Arntzen, Superintendent

**University of Montana
Educator Preparation Provider Accreditation Review
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Number and Name of Standard: 10.58.521 Reading Specialist K-12

Validating Statement: Supporting materials were reviewed. Accountability to this standard was demonstrated through the syllabi documents and other pieces of evidence. Integration of the Reading Specialist standards k-12, minor requirements, and the opportunities for candidates to observe data through case analysis, interview assignments, mini-case studies, clinical experiences, and literacy practicum all provide various opportunities to apply conceptual knowledge to practice.

Sources of Evidence: Evidence was gathered from the course syllabi, course descriptions, course objectives and task assignments

Assessment Aligned to Standard: For each course in the Reading Specialist program, the learning outcomes correlate to the reading specialist K-12 EPP standards.

Evaluation: Evidence has been presented to verify that the course work in the Reading specialist K-12 program is aligned with the EPP standards. As a result of the examination of each syllabus the following information was noted:

In the syllabi for all the courses the standards are referenced in the course descriptions, class objectives or learning outcomes. For all of the courses the assessments are mostly in the form of service learning, projects and various assignments. There doesn't appear to be a summative assessment to measure content mastery explicitly and quantifiably besides the final Praxis test #5206.

EDU 497, EDU 481, EDU 397- Assessments are carried out through projects and field work.
EDU 456, EDU 438, EDU 339, EDU 331- Assessments are carried out through a set of various instructional components.

EDU 432-It is unclear how assessment is carried out.

Commendation: The required course content is well-aligned and balanced between assignments that support conceptual knowledge mastery and practical in-service opportunities to apply this knowledge.

Improvements: Perhaps a discussion is necessary regarding some supplemental course assessments serving as a more quantifiable way to measure knowledge mastery mentioned in standard 10.58.521 for reading specialist k-12. Specifically, this could assist in preparing students for relevant content in the Praxis and also to measure that true knowledge and awareness of American Indians and tribes in Montana has been attained.

-“understand the theoretical and evidence-based foundations of reading and writing processes and instruction...”

-“demonstrating knowledge and awareness of the distinct and unique cultural heritage of American Indians and tribes in Montana.”

Accreditation Recommendation

- Meets Standard



**University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022**

Number and Name of Standard 10.58.522 SCIENCE

Validating Statement

Supporting materials were reviewed, with accountability to this standard being demonstrated through syllabi. Incorporation of the Professional Educator Preparation Program (PEPP) Standards is mostly documented through the course syllabi.

Sources of Evidence

Course syllabi, online University of Montana Course Catalog for Mathematics courses, [Phyllis J. Washington College of Education](#) Secondary Education Licensure Program Requirements.

Assessment Aligned to Standard

Course descriptions are available on the course syllabi and in the course catalog. Course content aligns with specific sub standards of the PEPP Sciences Standards, and assessments are aligned with course content. Assessments include homework, quizzes, mid-semester and final exams and, in some cases, projects. Where appropriate, rubrics are included in the course syllabi, which are aligned with specific sub standards of the PEPP Science Standard.

Evaluation

The Institutional Report (IR) lists each course that aligns with specific sub standards of the PEPP Sciences Standards. Where evidence for that alignment is not readily apparent on the course syllabi, the IR elaborates on the course content, and includes examples that illustrate the alignment. In these cases, additional evidence may be necessary in order to assure alignment.

The PEPP Standards are not specifically referenced in any of the course descriptions or course outcomes/goals either in the syllabi or the course catalog. PEPP Standards are also not referenced in any of the assessment rubrics that are included in the syllabi, where applicable.

Through an examination of the syllabi, the following was noted:

10.58.522 SCIENCE: Science Endorsements for grades 5th-12th: 2, a, i: The course EDU 497 Methods 5-12 Science is the only course listed to meet this standard. In the syllabus, the Next

Generation Science Standards are listed as the New Generation Science standards, however the link does go to the correct Next Generation Science Standards (NGSS) webpage, there is no link to the Montana Content standards or mention of them in the syllabus, however in the IR they state that MT Science Standards are addressed in the lesson planning assignments.

Commendations: None

Improvements: None

Accreditation Recommendation

- Meets Standard



University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard: ARM 10.58.523 Social Studies

Validating Statement:

The University of Montana offers endorsements in broadfield social studies, economics, geography, government, history, psychology, and sociology. This preliminary review consisted of an examination of the narrative itemized on the Institutional Report, as well as a review of attached syllabi. Some courses that appeared to cover the content knowledge requirements were optional for students. In review of the IR, the EDU 497, Methods 5-12 Social Studies course is a comprehensive course.

Evaluation

Evidence Consistent with meeting the standard

The Institutional Report often provides specific evidence for the content knowledge component. This reviewer found that the content provided in the syllabi was often keyed directly to the content knowledge address in the IR. A review of the IR and the attached syllabi find that content standards appear to be addressed by the documented coursework.

Improvements: All content areas have a template for developing syllabi that addresses learning outcomes to show content knowledge is being addressed.

Accreditation Recommendation

Meets standard



**University of Montana
Professional Education Unit Accreditation Review**

Number and Name of Standard: 10.58.531 Teaching Areas: Early Childhood

Validating Statement. Supporting materials were reviewed. Accountability to this standard was demonstrated through various documents and online information. Integration of the standards are well documented throughout the course syllabi and other documents.

Sources of Evidence: Evidence was gathered from the course syllabi, and the online course catalog. Course descriptions and target outcomes stated in the course catalog match the outcomes described in the course syllabi.

Assessment Aligned to Standard: For each of the standards addressed in various classes, a rubric is used for assessment that addresses the knowledge, dispositions, and performances of the student. Class assignments in the required classes focus on the standards.

Evaluation: The IR indicates that all course work in the program is aligned with the standards. Through an examination of each syllabus the following information was noted: In the syllabi for EDEC 540, C & I 501, EDU 588, EDEC 508, EDED 495, EDU 338, 360, 370, 397, HSTA 255, NASX 105, MUSE 397, MATH 213, NASX 235 the standards are not referenced in the course descriptions, objectives for assignments, or goals. In all other syllabi for standards framework is included. However, in each of these cases the assignments and assessments were not specifically, intentionally, tied to any standards.

Commendations: The required course content is well-aligned internally from one course to the next. Coursework is heavily focused on problem solving, application and reflection.

Improvements: None

Accreditation Recommendation: Meets Standard



University of Montana
Educator Preparation Provider Accreditation Review
April 10-12, 2022

Number and Name of Standard: 10.58.532 - Elementary Education

Validating Statement: Supporting materials were reviewed. Multiple documents and online information demonstrated accountability to this standard.

Sources of Evidence: Course syllabi and course descriptions were reviewed in the preliminary report. Goals, objectives, and assignments/projects display evidence of addressing the different components of the standard.

Assessment Aligned to Standard: Most sections of the standard are assessed in multiple courses, with a focus on collaboration and reflection. There is also an emphasis on the Universal Design for Learning (UDL).

Evaluation: The Institutional Report indicates that course work in the EDU program addresses all the different components of 10.58.501.

- EDU 497 5-8 Mathematics Methods - Sometimes difficult to find evidence of how it was addressing the identified section of the standard.

Commendations: The methods classes include many opportunities for practical application of the standards. Students are provided many opportunities for collaboration and reflection.

Improvements: None

Accreditation Recommendation:

Meets Standard



University of Montana

Educator Preparation Provider Accreditation Review

April 10-12, 2022

Number and Name of Standard: 10.58.705 SCHOOL PRINCIPALS, SUPERVISORS, AND CURRICULUM DIRECTORS

Validating Statement

Several documents were viewed to validate standard implementation. Starting with the course descriptions, it was evident that the standard 10.58.705 is addressed throughout the principal certification. State standard is fully supported with ISLLC, and PEPPS standards taught in the various courses are identified by course syllabi's'. The field experience consists of a final review of the standard, translating into the standard both taught in the classroom and reinforced during the outside experience.

Sources of Evidence

- Course Syllabi Units of Study with Assignments
- Course Syllabi Identification of ISLLC and PEPPS Standards
- Course Conceptual Frameworks and Course Descriptions located on the online catalog
- Institutions Self-Report with Appendices
- Internship Task Assignments

Assessment Aligned to Standard

A clear distinction of standard alignment is found in course syllabi and institutions self-report.

Evaluation

The materials submitted show a commitment to implement the ISLLC and PEPPS standards. The syllabi indicate flexibility of taking the course in-person or remote.

Commendations

Evidence shows that the courses are designed to meet the standard. The expectations of the courses are high quality as reflected by syllabi. The field experience is a cumulative experience for principal candidates to apply theory and knowledge gained throughout the course sequence.

Improvements: None

Accreditation Recommendation

- Meets Standard



University of Montana
Educator Preparation Provider Accreditation Review
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Number and Name of Standard: 10.58.706 Superintendent

Validating Statement:

Program Requirements, Course Descriptions/Syllabi and the ELD were viewed to validate standard implementation. It was evident that Standard 10.58.706 is addressed throughout the Superintendent certification program. The state standard is fully supported with ISLLC and PEPPS standards taught in the various courses are identified by course syllabi. The field experience consists of a final review of the standard and activities related to each of the sub-standards, resulting in the standard being taught in the classroom and reinforced during the internship experience.

Sources of Evidence:

Course Syllabi Units of Study with Assignments
Course Syllabi Identification of ISLLC and PEPPS Standards
Course Conceptual Frameworks
Course Descriptions located on the online catalog
Institutions Self-Report with Appendices
Internship Task Assignments

Assessment Aligned to Standard:

Standard alignment is found in course syllabi, ELD and the institution's self-report.

Evaluation:

The materials submitted show a commitment to implement the ISLLC and PEPPS standards across the program.

Commendations:

Evidence shows the courses are designed to meet the standard. The expectations of the program are evident in the course syllabi. The internship is a cumulative experience for superintendent candidates which allows them to apply theory and knowledge gained throughout the course sequence and aligns specifically with the standard.

Improvements:

The only real improvements we suggest do not necessarily relate to the overall program, but the collecting, compiling and utilization of data related to how the program is meeting the standards.

Accreditation Recommendation

- Meets Standard