

Montana Board of Public Education Executive Summary

Date: January 12-13, 2023

Presentation	Recommend Approval of the State Exit Report and Upgrade the Probationary Accreditation Status to Regular Accreditation of the Montana Educator Preparation Provider (EPP) at the University of Providence
Presenter	Julie Murgel
Position Title	Chief Operating Officer Office of Public Instruction
Overview	<p>The purpose of the State Exit Report is to summarize the results of the Team's findings for the final step of initial accreditation, which is a formal onsite visit within two years. Based on the results of the OPI review, the State Superintendent recommends to the BPE to approve the University of Providence and upgrade the probationary status to full accreditation, setting the next full state accreditation review for Fall of 2026.</p> <p>The University of Providence 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) at the University of Providence as recommended by State Superintendent Arntzen
Related Issue(s)	
Recommendation(s)	



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Elsie Arntzen, State Superintendent
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Elsie Arntzen, Superintendent

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UNIVERSITY OF PROVIDENCE
STATE ACCREDITATION SITE REVIEW

OCTOBER 3, 2022

STATE EXIT REPORT

Elsie Arntzen, Superintendent

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UNIVERSITY OF PROVIDENCE

STATE ACCREDITATION SITE REVIEW

Montana Office of Public Review Team Members

Julie Murgel, Chief Operating Officer
Krystal Smith, Interim Accreditation Director

On October 3, 2022, a Montana Office of Public Review Team (Team) conducted a site visit of the Educator Preparation Provider (EPP) at University of Providence located in Great Falls, Montana. The review was facilitated by the Office of Public Instruction (OPI) on behalf of the Board of Public Education (BPE). Verifying the Institutional Report as presented by the EPP meets the Montana Professional Educator Preparation Program Standards requires examination of the evidence provided demonstrating quality assurance and continuous improvement of its Initial programs.

The purpose of the State Exit Report is to summarize the results of the Team's findings for the final step of initial accreditation, which is a formal onsite visit within two years. Based on the results of the OPI review, the State Superintendent recommends to the BPE to approve the University of Providence and upgrade the probationary status to full accreditation, setting the next full state accreditation review for Fall of 2026.

EDUCATOR PREPARATION PROVIDERS: INITIAL ACCREDITATION PROCESS:

Before state accreditation can be considered, an institution seeking initial accreditation must receive formal authorization from the administrative board charged with this responsibility. To seek initial accreditation status from the Board of Public Education (BPE), the following steps are required:

1. Formal authorization from the administrative board of the institution is received by the Office of Public Instruction (OPI).
2. The institution provides verification of regional accreditation.
3. The new educator preparation provider (EPP) completes the Institutional Report (IR) with evidence demonstrating compliance with the BPE Professional Educator Preparation Program Standards (PEPPS) and Procedures Manual.
4. The completed IR and reporting evidence are electronically submitted to the OPI. Electronic links for additional resources, including links to appropriate catalogs, are provided to OPI.
5. The OPI facilitates an offsite review of the institutional report.
6. The OPI schedules an onsite review.
7. The onsite review process will follow the approved state protocol.
8. The BPE approved PEPPS will be used to guide the review process. The State Superintendent of Public Instruction shall recommend accreditation status to the BPE based upon the onsite team report.
9. In cases when an onsite review is not available within a reasonable time period, the OPI shall review the new EPP and the IR by meeting with the dean of education, or the EPP's representative, to ensure that the program is equivalent to other state approved EPPs.
10. If the recommendation from this meeting is to accredit, the new EPP is recognized as provisionally accredited until a formal onsite visit is conducted within two years.

University of Providence Initial Accreditation Timeline

In early spring of 2019, the University of Providence Board of Trustees voted for and approved the closure of all education programs at the University of Providence. This included Elementary Education, Health and Physical Education, Special Education, and Secondary Education Programs in Math, Broadfield Social Studies, Broadfield Science, and English, along with all education minors.

During the 2019-2020 school year, incoming students were unable to declare education as a major or register for education courses. Continuing education students entered a three year teach out plan, changed majors, or transferred to another university.

Late in 2019, the University of Providence Board of Trustees voted to and approved a proposal to add Elementary Education and Health and Physical Education to the program offerings beginning in the fall of 2020. This decision initiated a review and revitalization effort of both programs by the members of the Teacher Education Program Committee. There were many intentional steps taken to review and revise the curriculum for both programs. Those efforts were submitted to the OPI and included a crosswalk of higher education partners, a Praxis comparison, and an alignment to the PEPP Standards.

Spring 2020, The University of Providence sought approval to reinstate Elementary Education and Health and Physical Education to its Education Department. The Office of Public Instruction (OPI) reviewed the 2019-2020 University of Providence Education Program Revitalization Process, a report provided by University of Providence Education Department Lead, Leslie Lott. The revitalization report described the changes made to the Education Department programs based on the 2019-2020 process. The report outlined how the programs aligned to the pertinent program requirements of the Professional Educator Preparation Standards (PEPPS): 10.58.532 Elementary Education, 10.58.513 Health and 10.58.520 Physical Education, 10.58.501 Teaching Standards, and 10.58.802 Approval of New Curricular Programs. .

May 7, 2020, based on the results of the OPI review, the State Superintendent recommended to the BPE approval of the University of Providence request to reinstate two curricular programs, Elementary Education and Health and Physical Education, to the Education Department. The BPE took action to approve and provisionally accredit University of Providence.

The teach out of the previous programs was completed in the **spring of 2022**.

October 3, 2022, the OPI conducted a formal onsite visit to review the Professional Educator Preparation Standards (PEPPS): 10.58.532 Elementary Education, 10.58.513 Health and 10.58.520 Physical Education, 10.58.501 Teaching Standards, and the initial program standards 10.58.311 to 10.58.315.

January 2023, based on the review of the formal site visit, the State Superintendent recommends to the BPE to fully accredit UNIVERSITY OF PROVIDENCE, setting the next full state accreditation review for Fall of 2026.

The first group of Providence student teachers from the new program will be two or three transfer students who will student teach in the **spring of 2023**.

Subchapter 3 – Initial Standards

<u>ARM</u>	<u>TITLES</u>	<u>STATUS</u>
10.58.311	INITIAL CONTENT AND PEDAGOGICAL KNOWLEDGE	Met
10.58.312	INITIAL CLINICAL PARTNERSHIPS AND PRACTICE	AFI
10.58.313	INITIAL CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY	Met
10.58.314	INITIAL PROGRAM IMPACT	AFI
10.58.315	INITIAL QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT	Met with Notation

Subchapter 5 – Initial Teaching Program Standards

<u>ARM</u>	<u>TITLES</u>	<u>STATUS</u>
10.58.501	TEACHING STANDARDS	Met
10.58.513	HEALTH	Met
10.58.520	PHYSICAL EDUCATION	Met
10.58.532	ELEMENTARY EDUCATION	Met

EDUCATOR PREPARATION PROGRAM
OCTOBER 3, 2022

COMMENDATIONS

The University of Providence faculty have developed two programs that ensure the content, skills, and dispositions needed for successful education candidates are addressed within the programs.

Integration of trauma and restorative practices into the health and physical education and elementary education curriculum.

The University of Providence Teacher Education Program committee established an assessment and evaluation system to collect, analyze, use, and report initial candidate's progress in the program. The committee has a systemized approach to review academic planners and track progress of each candidate. The committee intentionally ensures that evaluations have definite provisions for performance criteria, follow-up at specified intervals, and implement continuous program improvement by using data to inform decisions that provide positive impact on candidate's professional growth and on program development.

Implementation of a learning course focused on both curriculum design and assessment of learning, ensures that candidates understand the relationship between curriculum, instruction, and assessment. Similarly, the requirement of two mathematics courses that blend content and methodology together rather than separate is beneficial for candidates.

The alignment of programs to ensure that elementary education candidates have an elementary and middle field experience, while health and physical education candidates gain field experience at the elementary, middle, and high school levels.

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

The University of Providence Site Review Team would like to recognize the leadership of the program director, Leslie Lott, and the continuing work of teacher education program faculty and administrative support.

RECOMMENDATIONS

Establish a pathway or process so that University of Providence faculty and external constituencies (i.e., local school district leaders) are included in program planning and development, field experience, sharing performance data, and curriculum revisions.

Prepare to implement a valid process to measure program impact through completer and employer satisfaction that can be utilized after students complete the new program.

While overall it was observed that teaching reading is embedded within Communication Arts I and II and Reading in the Content courses, it is noted that the theory of reading embedded in the courses is not considered evidence-based. The course content could be significantly strengthened through a shift toward a brain-based approach to reading instruction using the Science of Reading and frameworks such as the Simple View of Reading, Scarborough's Rope, the Four-part processor and Ehri's phases of development to anchor the concepts and guide students through the courses.

Definitions pertaining 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: 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.

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UNIVERSITY OF PROVIDENCE
STATE ACCREDITATION SITE REVIEW

OCTOBER 3, 2022

INITIAL NARRATIVE REPORTS

UNIVERSITY OF PROVIDENCE
EDUCATOR PREPARATION PROVIDER VISITE VISIT
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INITIAL NARRATIVE REPORT

ARM 10.58.311 INITIAL CONTENT AND PEDAGOGICAL KNOWLEDGE

Source: <http://www.mtrules.org/gateway/ChapterHome.asp?Chapter=10%2E58>

SUMMARY OF FINDINGS

Overall, the review of evidence appears to confirm that candidates possess an understanding of critical concepts and principles of their discipline and an understanding of the Montana teaching standards and InTASC standards. The provider demonstrates evidence of candidates' performance in content and pedagogical knowledge, understanding of the Montana Teaching standards, and InTASC standards.

EVIDENCE CONSISTENT WITH MEETING THE STANDARD

Documents provide evidence of the provider's intentional planning and movement toward its development of the two programs that ensure the content, skills, and dispositions needed for successful education candidates are addressed within the programs. Numerous documents, such as handbooks, course descriptions, curriculum mapping, and assessment tools, illustrate programs' alignment with Montana teaching standards and InTASC standards, including associated professional association standards. Data for candidates using spreadsheets and tables are maintained. The process of instituting a system that manages assessment data to inform the programs and progress of candidates to obtain the content and pedagogical knowledge is implemented in a comprehensive manner.

EVIDENCE INCONSISTENT WITH MEETING THE STANDARD

None

RECOMMENDATIONS FOR NEW AREAS FOR IMPROVEMENT AND/OR STIPULATIONS INCLUDING A RATIONALE FOR EACH

None

RECOMMENDATION

ARM 10.58.311 Initial Content and Pedagogical Knowledge is met.

UNIVERSITY OF PROVIDENCE
EDUCATOR PREPARATION PROVIDER SITE VISIT

OCTOBER 3, 2022

INITIAL NARRATIVE REPORT

ARM 10.58.312 INITIAL CLINICAL PARTNERSHIPS AND PRACTICE

Source: <http://www.mtrules.org/gateway/ChapterHome.asp?Chapter=10%2E58>

SUMMARY OF FINDINGS

The Institutional Report, the handbook, course descriptions, assignments, and subsequent interviews during the onsite visit have verified the alignment of University of Providence's education programs with ARM 10.58.312, Initial Clinical Partnerships and Practice, for components of the standard a, b, c, and d.

The University of Providence has implemented EDU 462 Preprofessional Integrative Experience (PPIE) Elementary and EDU 472 Preprofessional Integrative Experience (PPIE) Middle School (2). Through the preprofessional integrative experiences, students have the opportunity for field observations and experiences. However, the University of Providence is still in the initial phases of full implementation for the two programs and candidates have not completed the student teaching requirement as outlined in EDU 489 Student Teaching Seminar, EDU 490 Elementary Student Teaching, and EDU 498 Secondary Internship.

As a result, the provider was unable to demonstrate currently, that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

EVIDENCE CONSISTENT WITH MEETING THE STANDARD

The assessment plan includes multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in ARM [10.58.311](#). Once candidates enter and complete their student teaching, these assessments will be vital to ensuring that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Evidence was also provided through course descriptions and interviews, that candidates are engaging in field experience through-out their programming.

EVIDENCE INCONSISTENT WITH MEETING THE STANDARD

The University of Providence did not provide evidence of effective partnerships and work with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure candidates demonstrate effectiveness and impact all students' learning and development.

RECOMMENDATIONS FOR NEW AREAS FOR IMPROVEMENT AND/OR STIPULATIONS INCLUDING A RATIONALE FOR EACH

The University of Providence is encouraged to continue working with clinical experience partners to ensure formal partnership planning; clinical partners need to be involved in revising and building all clinical experiences. The University of Providence needs to build a plan to share information about clinical experiences with its partners, cooperating schools, and agencies. Even though the University of Providence had a few students in the close out program transfer to the new program and are on target to complete their student teaching in the Spring of 2023, the candidate's effectiveness cannot yet be attribute to the University of Providence preparation. The University of Providence must also ensure that they have collected and reviewed the evidence of student teaching once candidates reach that point in their program.

RECOMMENDATION

ARM 10.58.312 Clinical Partnerships and Practice has an Area for Improvement (AFI)

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EDUCATOR PREPARATION PROVIDER SITE VISIT

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INITIAL NARRATIVE REPORT

ARM 10.58.313 INITIAL CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY

Source: <http://www.mtrules.org/gateway/ChapterHome.asp?Chapter=10%2E58>

SUMMARY OF FINDINGS

The Institutional Report (IR) has verified the alignment of University of Providence’s education programs with ARM 10.58.313, Initial Candidate Quality, Recruitment, and Selectivity, for all components of the standard 10.58.313.a-g. The University of Providence has a formal process concerning Candidate Quality, Recruitment, and Selectivity, as evidenced by the IR. The University of Providence is in a continuous review process and making changes as needed to meet Montana Standards.

The University of Providence utilizes annual data from the Montana Critical Quality Educator Shortage Report and the U.S. Dept. of Education Teacher Shortage Area Report to inform faculty and students about teacher shortage areas. The University of Providence provides initial licensure programs in shortage areas. The University of Providence also provides information to students about teaching shortages in Montana’s rural schools.

The University of Providence TEP has specific program requirements for admission. Advisors use the Program Outcomes Assessment report to monitor its students. Student progress through the program to completion is monitored by continuous assessment procedures developed to match Montana Teaching Standards. The University of Providence notes checkpoints in the formal assessment of the teacher candidate: admission to TEP, admission to student teaching, and program exit. The formal assessment includes performance criteria, collection of data through The University of Providence assessment tools, Professor’s/Advisor’s use of individual student data, and the MACK.

EVIDENCE CONSISTENT WITH MEETING THE STANDARD

The following pieces of evidence were examined as they were noted in the IR: University of Providence Catalog; Montana Critical Quality Educator Shortage Report; The University of Providence Conceptual Framework, Core Curriculum requirements; Course Listing of Field Experiences, and interviews with students and professors.

EVIDENCE INCONSISTENT WITH MEETING THE STANDARD

RECOMMENDATIONS FOR NEW AREAS FOR IMPROVEMENT AND/OR
STIPULATIONS INCLUDING A RATIONALE FOR EACH

None

RECOMMENDATION

ARM 10.58.313 Initial Candidate Quality, Recruitment, and Selectivity is met.

UNIVERSITY OF PROVIDENCE
EDUCATOR PREPARATION PROVIDER SITE VISIT

OCTOBER 3, 2022

INITIAL NARRATIVE REPORT

ARM 10.58.314 INITIAL PROGRAM IMPACT

Source: <http://www.mtrules.org/gateway/ChapterHome.asp?Chapter=10%2E58>

SUMMARY OF FINDINGS

As a member of Montana's Educator Preparation Providers (MEPPs), the provider participated in the Continuous Improvement Collaborative (CIC) for the purpose of developing a statewide protocol to survey completers and employers, and to conduct case studies of completers' effectiveness in the classroom. The provider is engaged in the development of the case study to complete the CIC cycle.

The provider demonstrates ways in which it informally shares data with constituencies and with the members of their Education Department Meeting and TEP Committee. Due to not having completers and employers of candidates from the new programs, this standard cannot yet be measured.

EVIDENCE CONSISTENT WITH MEETING THE STANDARD

The MEPP CIC process is presented as evidence to meet this standard.

EVIDENCE INCONSISTENT WITH MEETING THE STANDARD

Data not yet available to measure this standard.

RECOMMENDATIONS FOR NEW AREAS FOR IMPROVEMENT AND/OR STIPULATIONS INCLUDING A RATIONALE FOR EACH

The provider recognizes the critical importance of this standard, as this standard has overarching implications and connections to all standards and the work cannot be ignored. Once data is obtained, the provider must utilize the findings from these completer and employer surveys and analyze and draw conclusions supported by the data.

RECOMMENDATION

ARM 10.58.314 Initial Program Impact is an Area for Improvement (AFI)

UNIVERSITY OF PROVIDENCE
EDUCATOR PREPARATION PROVIDER SITE VISIT
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INITIAL NARRATIVE REPORT

ARM 10.58.315 INITIAL PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

Source: <http://www.mtrules.org/gateway/ChapterHome.asp?Chapter=10%2E58>

SUMMARY OF FINDINGS

The provider implements a functioning quality assurance system that ensures a sustainable process to document operational effectiveness. Sufficient evidence is provided that the provider has developed a quality assurance system with multiple measures to guide and document continuous improvement. The faculty in the EPP meet regularly and review individual student performance during the programs and have implemented a systematic and sustainable assessment system. However, summative data from the Montana Assessment of Content Knowledge (MACK) data and Praxis II scores are not yet available to disaggregate the data by licensure.

Key assessments, tied to individual courses and linked to program outcomes, are evaluated. The provider has established actionable measures to ensure data are valid and consistent.

Interviews were conducted with provider faculty, content faculty, the TEP committee members, , and students, sophomores, and juniors. The following documents were reviewed: (a) the Teacher Education Unit Conceptual Framework, (e) University of Providence Key Assessments, and (f) Meeting agendas.

EVIDENCE CONSISTENT WITH MEETING THE STANDARD

The evidence provides examples of the work the provider is doing to collect and share data for quality assurance and continuous improvement efforts. Candidates are provided with handbooks, containing programs' alignment with Montana teaching standards and InTASC standards.

EVIDENCE INCONSISTENT WITH MEETING THE STANDARD

Montana Assessment of Content Knowledge (MACK) data and Praxis II scores are not yet available to disaggregate the data by licensure.

RECOMMENDATIONS FOR NEW AREAS FOR IMPROVEMENT AND/OR STIPULATIONS INCLUDING A RATIONALE FOR EACH

Once the provider has completers, it will need to collect and reports data on its candidates' scores from the Montana Assessment for Content Knowledge and Praxis II. Disaggregation of data to assure data quality and continuous improvement among its varied student populations will be required. The disaggregated and aggregated data will need to be systematically managed and

analyzed to provide the provider with reliable, valid, and accurate information for quality assurance and continuous improvement.

RECOMMENDATION

ARM 10.58.315 Initial Quality Assurance and Continuous Improvement is met with notation.

UNIVERSITY OF PROVIDENCE
EDUCATOR PREPARATION PROVIDER SITE VISIT

OCTOBER 3, 2022

PROGRAM NARRATIVE REPORT

ARM 10.58.501 TEACHING STANDARDS

Source: <http://www.mtrules.org/gateway/RuleNo.asp?RN=10%2E58%2E509>.

SUMMARY OF FINDINGS

The provider offers initial teaching license and endorsement options in elementary and Health and Physical Education (K-12). Evidence is consistent with meeting this standard as the Teaching Standards are directly and purposefully integrated into content and pedagogical knowledge across both educator preparation programs. Consistent use of assessments and rubrics across courses indicate teaching standards measure candidate performance of the 11 teaching standards.

EVIDENCE CONSISTENT WITH MEETING THE STANDARD

The provider ensures the student learning outcomes, aligned to InTASC, Montana and National content standards, and the Danielson model, are shared with candidates. The assessment plan, which includes identified key assessments (The University of Providence High Leverage Practices Rubric, Evidence of Professional Growth, and the Knowledge, Skills, & Disposition Evaluation) evaluates candidate performance in meeting the 11 teaching standards. The course descriptions, program and course outcomes, and curriculum maps provide description of alignment components to the standards. The assessment plan and tools allow The University of Providence faculty to gather and review assessment data over time to determine the ability of the candidates to progress and provide appropriate information regarding the strengths and weaknesses of the program.

EVIDENCE INCONSISTENT WITH MEETING THE STANDARD

None

RECOMMENDATIONS FOR NEW AREAS FOR IMPROVEMENT AND/OR STIPULATIONS INCLUDING A RATIONALE FOR EACH

None

RECOMMENDATION: ARM 10.58.501 Teaching Standards is met.

UNIVERSITY OF PROVIDENCE
EDUCATOR PREPARATION PROVIDER SITE VISIT

OCTOBER 3, 2022

PROGRAM NARRATIVE REPORT

ARM 10.58.532 ELEMENTARY EDUCATION

Source: <http://www.mtrules.org/gateway/RuleNo.asp?RN=10%2E58%2E509>

SUMMARY OF FINDINGS

The University of Providence Elementary Education K-8 Program is aligned with each component of ARM 10.58.532. The reviewer used the following evidence: University of Providence Catalog, found to be consistent with the University of Providence Institutional Report (IR) and course descriptions correlated to/consistent with the University of Providence IR. In addition, curriculum requirements, assessment tools, rubrics, student interviews, and staff interviews were used for the review. Evidence collected validated that the elementary education programming was aligned to Providence's six objectives (Pedagogy, Learning Environment, Diversity, Dispositions, Technology, and Content) and meet the standard for Elementary Education.

EVIDENCE CONSISTENT WITH MEETING THE STANDARD

The University of Providence Initial Program Report provides specific assessment evidence for the content and pedagogical knowledge required for ARM 10.58.532. The Institutional Report (IR) outlines each course that assists in meeting that portion of the standard. Most course descriptions listed specific standards addressed, included student outcomes, assessment items, and student work samples around those standards.

EVIDENCE INCONSISTENT WITH MEETING THE STANDARD

None

RECOMMENDATIONS FOR NEW AREAS FOR IMPROVEMENT AND/OR STIPULATIONS INCLUDING A RATIONALE FOR EACH

While overall it was observed that teaching reading is embedded within Communication Arts I and II and Reading in the Content courses, it is noted that the theory of reading embedded in the courses is not considered evidence-based. The

course content could be significantly strengthened through a shift toward a brain-based approach to reading instruction using the Science of Reading and frameworks such as the Simple View of Reading, Scarborough's Rope, the Four-part processor and Ehri's phases of development to anchor the concepts and guide students through the courses.

RECOMMENDATION

ARM 10.58.532 Elementary Education K-8 is met.

COMMENDATION

Implementation of a learning course focused on both curriculum design and assessment of learning, ensures that candidates understand the relationship between curriculum, instruction, and assessment. Similarly, the requirement of two mathematics courses that blend content and methodology together rather than separate is beneficial for candidates.

UNIVERSITY OF PROVIDENCE
EDUCATOR PREPARATION PROVIDER SITE VISIT

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PROGRAM NARRATIVE REPORT

ARM 10.58.513 HEALTH

Source: <https://rules.mt.gov/gateway/RuleNo.asp?RN=10%2E58%2E513>

SUMMARY OF FINDINGS

The University of Providence Health and Physical Education Program is aligned with each component of ARM 10.58.513. The reviewer used the following evidence: University of Providence Catalog, found to be consistent with the University of Providence Institutional Report (IR) and course descriptions correlated to/consistent with the University of Providence IR. In addition, curriculum requirements, assessment tools, rubrics, student interviews, and staff interviews were used for the review. Evidence collected validated that the candidates who earn a major in Health and Physical Education will be able to:

1. Demonstrate dispositions and skills which facilitate cooperation and collaboration among other educators, staff, and community, to implement a comprehensive school health education program, along with other components of a coordinated school health program.
2. Examine a variety of movement strategies and formulate fitness programs to become skillful, lifelong movers and improve overall wellness.
3. Formulate, select, and apply, strategies of health literacy, physical literacy, and health science to create, manage, evaluate, assess, and implement developmentally appropriate instruction for multidimensional wellness education.
4. Evaluate and interpret the overall effectiveness of K-12 health enhancement, intramural, extramural, and community wellness programs.

EVIDENCE CONSISTENT WITH MEETING THE STANDARD

There is substantial evidence that candidates are provided with numerous opportunities for learning and development of essential skills and dispositions aligned to the health endorsement standards. From review of evidence provided, it is determined that health and physical education teachers are provided a thorough

preparation in content knowledge, pedagogy, and classroom experience to be effective teachers.

EVIDENCE INCONSISTENT WITH MEETING THE STANDARD

None

RECOMMENDATIONS FOR NEW AREAS FOR IMPROVEMENT AND/OR STIPULATIONS INCLUDING A RATIONALE FOR EACH

None

RECOMMENDATION

ARM 10.58.513 Health is met.

COMMENDATION

Integration of trauma and restorative practices into the health and physical education and elementary education curriculum.

The alignment of programs to ensure that health and physical education candidates gain field experience at the elementary, middle, and high school levels.

UNIVERSITY OF PROVIDENCE
EDUCATOR PREPARATION PROVIDER SITE VISIT

OCTOBER 3, 2022

PROGRAM NARRATIVE REPORT

ARM 10.58.520 PHYSICAL EDUCATION

Source: <https://rules.mt.gov/gateway/RuleNo.asp?RN=10%2E58%2E315>

SUMMARY OF FINDINGS

The University of Providence Health and Physical Education Program is aligned with each component of ARM 10.58.520. The reviewer used the following evidence: University of Providence Catalog, found to be consistent with the University of Providence Institutional Report (IR) and course descriptions correlated to/consistent with the University of Providence IR. In addition, curriculum requirements, assessment tools, rubrics, student interviews, and staff interviews were used for the review. Evidence collected validated that the candidates who earn a major in Health and Physical Education will be able to:

1. Demonstrate dispositions and skills which facilitate cooperation and collaboration among other educators, staff, and community, to implement a comprehensive school health education program, along with other components of a coordinated school health program.
2. Examine a variety of movement strategies and formulate fitness programs to become skillful, lifelong movers and improve overall wellness.
3. Formulate, select, and apply, strategies of health literacy, physical literacy, and health science to create, manage, evaluate, assess, and implement developmentally appropriate instruction for multidimensional wellness education.
4. Evaluate and interpret the overall effectiveness of K-12 health enhancement, intramural, extramural, and community wellness programs.

EVIDENCE CONSISTENT WITH MEETING THE STANDARD

Course descriptions and assessment tools demonstrate the deep level of learning that takes place with Physical Education programming. It appears candidates have several

opportunities to strengthen their knowledge of course content through differentiated resources and collaborative work. From review of evidence provided, it is determined that health and physical education teachers are provided a thorough preparation in content knowledge, pedagogy, and classroom experience to be effective teachers.

EVIDENCE INCONSISTENT WITH MEETING THE STANDARD

None

RECOMMENDATIONS FOR NEW AREAS FOR IMPROVEMENT AND/OR STIPULATIONS INCLUDING A RATIONALE FOR EACH

None

RECOMMENDATION

ARM 10.58.520 Physical Education is met.

COMMENDATION

Integration of trauma and restorative practices into the health and physical education and elementary education curriculum.

The alignment of programs to ensure that health and physical education candidates gain field experience at the elementary, middle, and high school levels.