

# Montana Board of Public Education Executive Summary

**Date:** July 12-14, 2023

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



Montana  
**Office of Public Instruction**  
Elsie Arntzen, State Superintendent  
[opi.mt.gov](http://opi.mt.gov)



Council for the  
Accreditation of  
Educator Preparation

## ACCREDITATION ACTION REPORT

Education Division  
The University of Montana Western  
Dillon, Montana

Accreditation Council April 2023  
Accreditation Application Date: 8/15/2006

*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.*

### ACCREDITATION DECISION

**Accreditation** is granted at the initial-licensure level. This Accreditation status is effective between Spring 2023 and Spring 2030. The next site review will take place in Fall 2029.

### SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED LEVEL
STANDARD R1/RA1: Content and Pedagogical Knowledge	Met	Not Applicable
STANDARD R2/RA2: Clinical Partnerships and Practice	Met	Not Applicable
STANDARD R3/RA3: Candidate Quality and Selectivity	Met	Not Applicable
STANDARD R4/RA4: Satisfaction with Preparation	Met	Not Applicable
STANDARD R5/RA5: Quality Assurance System and Continuous Improvement	Met	Not Applicable
STANDARD R6/RA6: Fiscal and Administrative Capacity	Met	Not Applicable
STANDARD R7/RA7: Record of Compliance with Title IV of the Higher Education Act	Met	Not Applicable

### 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 that they worked with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth,	The EPP did not provide a CAEP-sufficient Transition Plan to address the lack of preparation for secondary education majors. Interviews indicated that secondary

diversity, coherence, and duration to ensure candidates demonstrated their developing effectiveness and positive impact on diverse P-12 students' learning and development. (component R2.3)

candidates were not receiving sufficient training prior to student teaching.

## STANDARD R5: Quality Assurance System and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP provided limited evidence of a Quality Assurance System that ensured a sustainable process to document operational effectiveness. (component R5.1)	The EPP did not provide clear evidence that it had developed and implemented a systematic Quality Assurance System.
2	The EPP provided limited evidence that data used for assessment purposes was relevant, verifiable, representative, cumulative, and provided actionable measures to ensure interpretations of data were valid and consistent. (component R5.2)	The EPP provided reliability and validity evidence for some EPP-created assessments but not others.

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

#### Removed:

Area for Improvement or Weakness	Rationale
(1) [CAEP 2.1]There is a lack of co-constructed policies and procedures surrounding partnerships for clinical preparation. [ITP]	(1) Remove AFI. The EPP co-constructed policies and procedures surrounding partnerships for clinical preparation. [ITP]
(2) [CAEP 2.3]Field experiences, particularly in secondary education, do not consistently prepare candidates to demonstrate a positive impact on all P-12 students learning and development. [ITP]	(2) New AFI was written to continue for this component. (3) New AFI was written to continue for this component.
(3) [CAEP 4.1]The EPP's Plan for Documenting Impact on Student Learning, as presented, only partially addresses the components of Standard 4. [ITP]	(4) A new AFI is written for R5.1:The EPP has not developed, implemented, and modified, as needed, a quality assurance system that ensures a sustainable process to document operational effectiveness. (R5.1)
(4) [CAEP 5.3]The EPP's data-driven decision-making process for continuous improvement is not consistent across programs. [ITP]	

#### 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:



<b>Name</b>	<b>Level</b>	<b>Degree</b>
Art Education K-12 Major	Initial	Baccalaureate
Art K-12 Minor	Initial	Endorsement Only
Biology & Secondary Education Major	Initial	Baccalaureate
Biology Minor	Initial	Endorsement Only
Business & Computer Applications Education Major	Initial	Baccalaureate
Business & Computers Applications Minor	Initial	Endorsement Only
Drama K-12 Minor	Initial	Endorsement Only
Early Childhood Education Pre-Kindergarten - Grade 3 Certificate (Post-Baccalaureate)	Initial	Endorsement Only
Early Childhood Education Pre-Kindergarten - Grade 3 Major	Initial	Baccalaureate
Early Childhood Education Pre-Kindergarten - Grade 3 Minor	Initial	Endorsement Only
Earth Science & Secondary Education Major	Initial	Baccalaureate
Earth Science Minor	Initial	Endorsement Only
Elementary Education Major	Initial	Baccalaureate
English & Secondary Education Major	Initial	Baccalaureate
General Science Broadfield & Secondary Education Major	Initial	Baccalaureate
English Minor	Initial	Endorsement Only
General Science Broadfield & Secondary Education Minor	Initial	Baccalaureate
History Minor	Initial	Endorsement Only

**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**



November 11, 2022

**TO:** Dr. Estee Aiken, Chair and Professor  
Division of Education  
University of Montana Western

Dr. Laura Straus, Accreditation Coordinator and Professor  
Division of Education University of Montana Western

**FROM:** Dr. Julie Murgel  
Chief Operating Officer  
Montana Office of Public Instruction

**SUBJECT:** State Exit Program Report 2022

From October 23 to 25, 2022, the State Accreditation Virtual Joint Site Review of the Educator Preparation Provider (EPP) at the University of Montana Western (UMW) 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) prior to the site visit. The CAEP team reviewed documents and conducted focus groups regarding ARM 10.58.311 to 10.58.315 initial standards. The purpose of this document is to summarize the results of the joint review. The Draft State Exit Program Report 2022 is attached.

Please review and correct errors and omissions to the State Exit Program Report. Return corrections to the OPI by December 16, 2023. The CAEP sections will remain in pending status until the CAEP accreditation report is finalized. The EPP may write a rejoinder to the report as needed.

Below are the next steps in the BPE approval process.

April 2023 CAEP Action: Site Visit Report of UMW will be presented to the CAEP Accreditation Council for final action.

July 2023 BPE Action: Upon the recommendation of the state superintendent, the BPE takes action on the final State Exit Report, including the decision of the CAEP Accreditation Council, and the Accreditation/Approval status of the EPP in the College of Education at UMW.



For more information, contact Dr. Julie Murgel by telephone at 406-444-3172 or by email at [Julie.Murgel@mt.gov](mailto:Julie.Murgel@mt.gov).

cc:

Sharyl Allen, Deputy Superintendent, Office of Public Instruction

Krystal Smith, Interim Accreditation Director, Office of Public Instruction

**UNIVERSITY OF MONTANA WESTERN**  
**Educator Preparation Provider**  
**State Exit Program Report**  
**October 23-25, 2022**

Dr. Julie Murgel, Team Chair

From October 23 to 25, 2022, the State Accreditation Virtual Joint Site Review of the Educator Preparation Provider (EPP) at the University of Montana Western (UMW) 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) prior to the site visit. The CAEP team reviewed documents and conducted focus groups regarding ARM 10.58.311 to 10.58.315 initial standards. The purpose of this document is to summarize the results of the joint review.

<b>ARM</b>	<b>TITLE</b>	<b>STATUS</b>	<b>REPORT Page Number</b>
10.58.311	Initial Content and Pedagogical Knowledge	Pending CAEP Accreditation Council Action	
10.58.312	Initial Clinical Partnerships and Practice	Pending CAEP Accreditation Council Action	
10.58.313	Initial Candidate Quality, Recruitment, and Selectivity	Pending CAEP Accreditation Council Action	
10.58.314	Initial Program Impact	Pending CAEP Accreditation Council Action	
10.58.315	Initial Provider Quality Assurance and Continuous Improvement	Pending CAEP Accreditation Council Action	



### Subchapter 5 – Initial Teaching Program Standards

ARM	TITLE	STATUS	REPORT Page Number
10.58.501	Teaching Standards Elementary Secondary	MET MET	
10.58.503	Art K-12	MET	
10.58.505	Business	MET	
10.58.507	Theatre	MET	
10.58.509	English/Language Arts	MET	
10.58.510	Students with Disabilities P-12	MET	
10.58.513	Health	MET	
10.58.517	Library Media K-12	MET	
10.58.518	Mathematics	MET	
10.58.519	Music K-12	MET	
10.58.520	Physical Education	MET	
10.58.521	Reading Specialist K-12	MET w/ Notation	
10.58.522	Science-Broadfield	MET	
10.58.523	Social Studies-Broadfield	MET w/ Notation	
10.58.28	Computer Science	MET	
10.58.531	Early Childhood Education Undergraduate	MET	
10.58.532	Elementary	MET	

#### COMMENDATIONS:

There were numerous commendations from across the programs attesting to the quality of the professional educational preparation program at the University of Montana Western. 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 the importance of which others may not understand. Below are some, though certainly not all, of the specific commendations.

**Art:** There was an impressive variety of assessments used in this program.

**Business Education:** UMW Business Education Program has a very strong program in place. This commendation is based on the level of alignment with the state standards. It was also noted that the following are strong components of the business program:

- IACBE Accreditation.

- Provides student choice with showing mastery of concepts. Throughout the survey of syllabi, it was noted that students could complete portfolios, business simulations, exams, presentations, etc.

- Implementing MCIS into the program.

- The use of the Danielson Model to prepare Business Education Candidates.

**Theatre:** With the rigorous course load, as well as the ability for students to choose a personalized path that meets their interest and needs, it is evident this program has the ability to develop and grow professionals who can thrive in the area of Theatre.

**English/Language Arts:** The UMW Major and Minor programs emphasize field experiences and hands-on learning for English Language Arts Teaching candidates. The professional education core provides opportunities for pre-service teachers to understand and apply the broad spectrum of skills and considerations that candidates will need to be successful teachers. The English Major core provides ample opportunity for teachers to engage with rigorous ELA core canonical content.

Teaching methods support direct learning, 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 have been included in the 497L/C matrix 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. Professional Outcomes matrix in 497 courses syllabus shows a commitment to integration of classroom management, records keeping, parental involvement, school climate and classroom environment with ELA instruction.

**Students with Disabilities P-12:** The University of Montana Western should be commended for developing an extensive and detailed Institutional Report.

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.

The standards narrative is extensive and provides a clear description of the high quality of content and the care provided to students receiving this endorsement.

**Health:** Clear and concise learning objects with narratives of how candidates are assessed provide strong communication to support the hypothesis that health education candidates are well-prepared to be successful professionals upon completion of this program.

**Library Media K-12:** The Library Media Program is well developed with a strong emphasis on building and maintaining Library collections.

**Mathematics:** The required courses in the Mathematics and Secondary Education Program include a wide range of course requirements, with broad mathematical content providing a solid foundation of knowledge and skills for secondary mathematics educators.

Courses are taught by mathematics educators with a wide range of research interests.

Course descriptions indicate the courses are taught in a manner consistent with the University of Montana Western's mission which states that, "the University of Montana Western differentiates itself and achieves academic excellence by sustaining a culture of concentrated experiential education." Through UMW's Experience One, students are involved in project-based learning, mathematical research, and collaboration with their peers.



Block math courses provide opportunities for students to immerse themselves in course content and apply their mathematical skills in a variety of authentic contexts.

Students participate in field experiences in schools throughout their program. During their Student Teaching experience, the Teacher Work Sample assignment provides the opportunity for candidates to participate in authentic action research, based on a data-driven teaching/learning cycle. This experience gives candidates the opportunity to learn how to incorporate high-leverage instructional practices within their instruction in a manner that is responsive to their learners' specific needs.

**Music K-12:** The program intensely focuses on developing students to be well-rounded in music education and developing their skills as musicians.

**Physical Education:** Through the spiraling of courses as well as detailed learner objectives, the institutional report reveals this program thoroughly prepares candidates to be successful professionals in the field of teaching physical education.

Classroom-based, lab-based, and field-based opportunities combine to provide rigor in this area of study, with various forms of assessment and practical demonstration of skills and abilities developed by the learner.

**Reading Specialist:** The courses extensively cover children's literature and clearly strive to teach candidates how to help students develop a love of reading through their book selections.

There is significant diversity included in the courses through various assignments, experiences and reading content.

**Science:** Several BIOB courses and Earth Science courses put the students in the field which is an excellent example of how the instruction should be put in place for High School Students. The block scheduling appears to be an excellent addition that immerses students in the content and the practices of science.

Special congratulations on the Syllabus for BIOE 370 General Ecology which had clear Course Objectives and Student Outcomes, that included field work and having the students "act as a scientist!"

**Social Studies:** An extensive number of content courses are available to meet the Social Studies PEPP standard.

The "Our Promise" graphic in each EDU syllabus is functional and highlights the course's importance.

The designation of formative and summative course focus provides guidance for evaluation.

**Computer Science:** Provided syllabi and available course descriptions are detailed and well organized. The program uses multiple methods of assessment to establish overall student competency in subject matters and standards are met in multiple classes.

**Early Childhood:** The program provides teacher candidates with ample facetime with students throughout the program, helping to put theory into practice.

A heavy focus is placed on the importance of social/emotional competencies and their impact on learning.

**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

#### **Standards Met with Notation**

**10.58.523 Social Studies MET with Notation** - It was unclear how the program ensures how the standards are being met when the course selection options are significantly varied. Outlining the 10.58.523 Social Studies standards being met in each content syllabus would allow both candidate and advisor the ability to ensure all standards are being met by the candidate.

The syllabi of the content-specific courses require should be consistent and contain their alignment with PEPP standards.

**10.58.521 Reading K-12 MET with Notation** - While overall it was observed that the standard is met based on the evidence provided, it is noted that the standard does call for “evidence-based foundations.” Several assessments, such as miscue analysis, covered in the courses along with the theory of reading they are based on are not considered evidence based. This 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 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.

University of Montana Western  
Site Visit October 23-25, 2022

Program Standard Narrative Report

Content area majors or minors for teaching degrees are with the  
College of Arts and Sciences.

The College of Education offers Elementary, Secondary, or K-12  
License and Endorsement.





**University of Montana Western  
Educator Preparation Provider Accreditation Review  
October 23-25, 2022**

**Narrative Report**

**Number and Name of Standard:** 10.58.501 Teaching Standards

**Validating Statement:** The University of Montana Western (UMW) offers initial teaching licensure and endorsement options in early childhood, elementary, and secondary education. Review of the documentation, as itemized below, show that evidence is consistent with meeting this standard

**Sources of Evidence:** 10.58.501, Teaching Standards Institutional Report, UMW Online Academic Catalog, and course syllabi.

**Assessment Aligned to Standard:** The Institutional Report provides the content standard and the coursework where that content standard is addressed in three general program areas: Early Education: Pre-Kindergarten through Grade 3, Elementary Education, and Secondary and K-12 Education. This reviewer was able to find assessment information in the syllabi as described below.

**Evaluation:**

**a. Evidence Consistent with meeting the standard**

After review of the syllabi it was determined the Teaching Standards are directly and purposefully integrated into content and pedagogical knowledge across all educator preparation programs. Consistent grading schemes across most syllabi indicate key assessments linked to teaching standards add to consistency in assessing candidate performance. The provider ensures the student learning outcomes are provided to students through syllabi that show intentional cross-referencing to NAEYC, InTASC, the Danielson Framework model, specialized professional standards, and/or the Montana teaching standards. There are identified key assessments and grading schemes used to evaluate student performance in meeting standards documented on syllabi.

**b. Evidence Inconsistent with meeting the standard**

None

**Commendations:**

None

**Improvements:**

- Gathering and reviewing assessment data over time will assist UMW in determining the ability of the candidates to meet determined milestones and provide appropriate information regarding the strengths and weaknesses of the program. This data is important in the improvement of the programs at UMW.

**Accreditation Recommendation**

- Meets standard



**University of Montana Western  
Educator Preparation Provider Accreditation Review  
October 23-25, 2022**

**Narrative Report**

**Number and Name of Standard:** 10.58.503 Art K-12

**Validating Statement:**

Supporting materials were reviewed with accountability to this standard being demonstrated and evidence was presented in the syllabi for Art K-12.

**Sources of Evidence:**

Course syllabi and course description were reviewed in the preliminary report.

**Assessment Aligned to Standard:**

Course descriptions are available in the course syllabi and course catalog and are aligned with PEPP standards.

**Evaluation:**

The preliminary report shows evidence of alignment that met each of the standards.

**Commendations:**

- There is an impressive variety of assessments used in this program.

**Recommendations:**

- None

**Accreditation Recommendation**

- Meets Standard



**University of Montana Western  
Educator Preparation Provider Accreditation Review  
October 23-25, 2022**

**Narrative Report**

**Number and Name of Standard:** 10.58.505 Business Education

**Validating Statement**

Syllabi from 15 courses were viewed to support UMW commitment to provide a quality business education program and to meet the State of Montana's standards. The state business standards, education standards, and national business standards were woven within the classes presented. It is also noted that the Business Department is accredited by The International Assembly for Collegiate Business Education until 2023, earning this accreditation in 2016.

**Sources of Evidence**

UMW submitted course syllabi for most of the courses listed on the school's website that meet the core requirements as identified by the institution. These syllabi were viewed to look for alignment to the standards listed in 10.58.505. The institutional report had some errors present. The institution's website was utilized to identify course sequences and to read the course descriptions for some courses. Those course errors are bulleted below:

- BMIS 311 and ITS 205 were not identified by the institution in their report but did provide syllabi for the courses. These courses are included as credit within the core major. Based on the syllabi, they would meet some of the standards.
- The report also referred to COMS 212 but when viewing the website, it was noted that this course is now called GDSN 145. GDSN 145 syllabi was provided by the institution.
- The institution report did identify BGMT 340 but also referred to BMGT 329. BGMT syllabi was provided but not the BMGT 329 syllabi. In viewing the website, both of these classes meet a one class optional requirement for the degree.

**Assessment Aligned to Standard**

University of Montana Western  
October 23-25, 2022



Through examination of course syllabi and course descriptions, the state Business Education standards (10.58.505) were found to be located throughout the core courses of the program.

### **Evaluation**

In evaluating the business education program at UMW, all 26 standards required by the state were considered. The standards were scanned utilizing course syllabi and course descriptions. Within the syllabi, the course description and outcomes were utilized to identify whether the course met three areas of the standards: (1) educational theory outcomes and preparation, (2) computer application theory outcomes, and (3) business theory outcomes.

It should be noted that all standards had some educational component to it. With a majority of them including courses such as Student Teaching: 5-12 (EDU 495S) and Teacher Work Sample (EDU 494). All but three of the standards included business theory concepts. Four of the standards included computer application theory.

One standard 1(t), addresses economics. UMW identifies (ECNS 203) Principles of Microeconomics & Macroeconomics as the class that covers the information found within the standard. The institution also identifies the business methods course, field experience, student teaching, and teacher work sample as courses that meet the standard. The standard is listed here:

“(t) demonstrate and apply principles of economics, free enterprise, and global economies;”

ECNS 203 is a course that is not included in the core courses of the degree. It is however taught as a general education requirement. This could cause concern if this was ever changed, and the course not listed as a general requirement.

Standard 1(e), addresses having students participate with various student organizations. The standard is listed below:

“(e) integrate professional student organizations into the curriculum to provide an environment in which students grow professionally, personally, and socially; involve the business and professional community; and recognize the organization provides opportunities for personal growth and leadership development;”

This standard is not met with the provided information by the institution. The information was not located on the school’s website either. In the institutional report, the institution lists that candidates participate in Business Professionals of America Advisor Certification and a new CTE Professionals Workshop. However, when reviewing both the computer and business methods course syllabi, it was found that candidates only need to participate in one of three activities. These include:

1. Attending the joint Montana Business Education Association (MBEA)/Montana Association for Career & Technical Education (Montana ACTE) Fall Institute.

2. Participate in the New CTE Professionals Workshop sponsored by the Career, Technical, & Adult Education Division of the Office of Public Instruction.
3. Complete the Business Professionals of America Advisor Leadership Certification training.

The other course identified by UMW to satisfy this standard was BMGT 420. However, this course is an elective course in which all participants are not required to take.

### **Commendations**

UMW Business Education Program has a very strong program in place. This commendation is based on the level of alignment with the state standards. It was also noted that the following are strong components of the business program:

- IACBE Accreditation.
- Provides student choice with showing mastery of concepts. Throughout the survey of syllabi, it was noted that students could complete portfolios, business simulations, exams, presentations, etc.
- Implementing MCIS into the program.
- The use of the Danielson Model to prepare Business Education Candidates.

### **Improvements**

- Incorporate student organizations into the environment at UMW. Many public schools participate in student organizations and having teaching candidates prepared to lead those groups is highly recommended.

### **Accreditation Recommendation**

- Meets Standard



**University of Montana Western  
Educator Preparation Provider Accreditation Review  
October 23-25, 2022**

**Narrative Report**

**Number and Name of Standard:** 10.58.507 Theatre

**Validating Statement:** The outline of courses in the Institutional Report for Theatre aligns with the evidence needed to demonstrate quality educational experiences for obtaining a minor in Theatre.

**Sources of Evidence:** Course syllabi, course descriptions, and anecdotal notes were reviewed to complete this report.

**Assessment Aligned to Standard:** From the use of the sources listed above, it is determined that education preparation program standards align to the learning objectives and instruction offered and delineated in this program's requirements. Students use several methods of assessment to demonstrate their level of proficiency of mandatory standards including quizzes, reports, presentations, essays, performances, and field experience evaluations.

**Evaluation:** Based on the evidence presented by the University of Montana Western faculty, alignment was found that met each of the standards. The materials presented and further examination from the course descriptions online provided thorough detail, used as evidence that students experience rich and relevant learning in a variety of ways as they pursue Theatre education. Formative and summative evaluations from mentor teachers support candidates' growth and self-reflection throughout the program.

**Commendations:**

- With the rigorous course load, as well as the ability for students to choose a personalized path that meets their interest and needs, it is evident this program has the ability to develop and grow professionals who can thrive in the area of Theatre.

**Improvements:**

- None

**Accreditation Recommendation**

- Meets Standard





**University of Montana  
Educator Preparation Provider Accreditation Review  
March 28, 2022**

**Narrative Report**

**Number and Name of Standard:** 10.58.509 English/Language Arts

**Validating Statement:**

Evidence was presented in the syllabi for the English and Secondary Education Major (92) and the English language Arts Teaching Minor (36 credit hours).

**Sources of Evidence:**

The Institutional Report, 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-W faculty, this preliminary reviewer found alignment that met most of the standards without reservations or concerns.

Concern is noted for the following PEPP standards:

**(e) demonstrate understanding of legal and ethical issues in English/language arts such as freedom of expression, censorship, and bias**

Reviewer found no evidence in syllabi that candidates are provided instruction in or professional

reading with appropriate assessment of legal and ethical issues examples listed in the standard: “freedom of expression, censorship, and bias.”

Reviewer did find evidence of ethical and legal issues relating to technology use in education, including accessibility and culturally responsive teaching practices relating to technology in education, which are understood legal and ethical issues in ELA education.

**(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**

The reviewer found concern in the Secondary ELA methods blocks course texts matrix from which students only had to choose four texts without the requirement of at least one professional text per ELA s areas of oral language/speaking and listening, reading, writing, and language/grammar as aligned with the PEPP and MTSS for ELA. Under current course requirements, candidates are permitted to neglect instruction and learning in pedagogy and research-based methods of best practices in instruction from one or more “category.” Additionally, the course calendar for 497C/L was listed at the end of the Syllabus as “Course Calendar or Schedule: [Include in a separate document.]” and not submitted for review leading to uncertainty about evidence of learning.

**Commendations:**

- The UM-W Major and Minor programs emphasize field experiences and hands-on learning for English Language Arts Teaching candidates. The professional education core provides opportunities for pre-service teachers to understand and apply the broad spectrum of skills and considerations that candidates will need to be successful teachers.
- The English Major core provides ample opportunity for teachers to engage with rigorous ELA core canonical content.
- Teaching methods support direct learning, 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 have been included in the 497L/C matrix 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.
- Professional Outcomes matrix in 497 courses syllabus shows a commitment to integration of classroom management, records keeping, parental involvement, school climate and classroom environment with ELA instruction.

**Improvements:**

- 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**

- Describe the attributes of educational outcomes for American Indian Students in the course description for EDU 311- Cultures, Diversity, & Ethics in Global Education.
- Suggested revision is to shift emphasis to include concerns, improvement trends, strengths and assets to the educational community.
- 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.**
- It is suggested pre-service candidates participate in the Montana Association for Teachers of English Language Arts (MATELA) and the National Council for the Teachers of English (NCTE).
- Consider changing the designation of the course EDU 334- Children's and Young Adult Literature to meet the “extensive range” of texts and genres which both prepares candidates to teach effectively and provides increased opportunities for learning for our Montana Students.

**Accreditation Recommendation**

- Meets Standard



**University of Montana Western  
Educator Preparation Provider Accreditation Review  
October 23-25, 2022**

**Narrative Report**

**Number and Name of Standard:** 10.58.510 Students with Disabilities P-12

**Validating Statement:**

Instruction, projects, and evaluative measures for the course of study are unmistakably designed to fit the standards. Course syllabi include multiple occasions for candidates to practice essential skills to master and demonstrate knowledge through fieldwork, written work, and assessments. The professional educator of students with disabilities begins to form through a focus on evaluative and instructional skills to enhance and support the education of students with disabilities.

**Sources of Evidence:**

The extremely detailed institutional report 10.58.510 serves as a source of information on the practices present for the students in this area at UMW. Equally important is the detailed course syllabi with extensive documentation of course content.

**Assessment Aligned to Standard:**

A distinct program alignment with standards is evident throughout the course syllabi and detailed course descriptions for standards (a-j) and subsequent assessments. The learning outcomes in the special education endorsement program correlate to the standards clearly and succinctly with multiple opportunities to learn the content and skills. The attainment of knowledge and mastery of skills is evident through multiple assessment measures. Content and assessment are rich, but in examining the syllabi provided and the standard narratives it appears that there is heavy reliance on nationally based content. In reference to indicator “k”, there is limited mention of Montana specific legal requirements and no mention of Achievement in Montana (AIM) in the provided syllabi and standards narrative.

**Evaluation:**

The evidence demonstrates the depth and breadth of the special education endorsement at the University of Montana Western as indicated by the syllabi and standards narrative provided.



Multiple measures and opportunities for assessment occur throughout program fieldwork and coursework which demonstrates considerable rigor. Students in this area of study demonstrate proficiency through projects, written and oral presentations, papers, fieldwork, 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.

**Commendations:**

- The University of Montana Western should be commended for developing an extensive and detailed Institutional Report.
- 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.
- The standards narrative is extensive and provides a clear description of the high quality of content and the care provided to students receiving this endorsement.

**Improvements:**

- None

**Accreditation Recommendation**

- Meets Standard



**University of Montana Western  
Educator Preparation Provider Accreditation Review  
October 23-25, 2022**

**Narrative Report**

**Number and Name of Standard:** 10.58.513 Health

**Validating Statement:**

Several resources were used to determine the suggested status of this educator preparation program, as it prepares successful student candidates for a degree in Health.

**Sources of Evidence:**

The resources used to evaluate this program include the institutional report, course descriptions, syllabi, and written notes.

**Assessment Aligned to Standard:**

Assessments for Chapter 58 standards were evident in the form of quizzes, presentations, performances, teaching/field experiences, mentor teacher observations, summative tests, and final projects. Through this vast array of assessment tools, candidates have several methods to demonstrate their learning, skills, and knowledge as it relates to the educator preparation standards and requirements.

**Evaluation:**

While there is substantial evidence students are provided with numerous opportunities for learning and development of essential skills and standards, it would be appropriate for the institution to provide data that communicates it meets standard 1(c), that states “needs assessments have been conducted to provide data to determine health education needs of learners and diverse populations”. From review of evidence provided, it is determined that the remainder of the standards are met several times through a candidate’s progress in this program.

**Commendations:**

- Clear and concise learning objects with narratives of how candidates are assessed provide strong communication to support the hypothesis that health education candidates are well-prepared to be successful professionals upon completion of this program.

**Improvements:**

- None

**Accreditation Recommendation**

- Meets Standard



**University of Montana Western  
Educator Preparation Provider Accreditation Review  
October 23-25, 2022**

**Narrative Report**

**Number and Name of Standard:** 10.58.517 Library Media K-12

**Validating Stating Statement:**

Supporting materials were reviewed, with accountability to the standards being demonstrated through the syllabi. There the incorporation of the PEPP (Professional Educators Preparation Program) is documented.

**Source of Evidence**

Sources of evidence include the Institutional Report, course syllabi and online through The University of Montana Western course catalog for Library Media K-12 minor/ certification.

**Assessment Aligned to Standard:**

Course descriptions are available through the course syllabi and in the course catalogs for the University of Montana Western. Coursework aligns with specific standards of the PEPP Library standards. There is evidence provided of multiple assessment tools being utilized to check for student proficiency, such as homework, quizzes, collaborative work, midterm exams, final exams, and project completions. These assessments align with the PEPP Library Media standards.

**Evaluation:** Evidence presented by the Library Media program shows the program aligns with and meets the required standards.

**Commendations:**

- The Library Media Program is well developed with a strong emphasis on building and maintaining Library collections.

**Improvements:**

- Teaching components of the program are limited within the program and depend on Education courses to close gaps. Coursework meets requirements, but with limited hands-on experience.

**Accreditation Recommendation:**

- Meets Standard





**University of Montana Western  
Educator Preparation Provider Accreditation Review  
October 23-25, 2022**

**Narrative Report**

**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 University of Montana Western (UMW) Academic Catalog.

**Sources of Evidence:**

Institutional Report, course syllabi, online University of Montana Western Academic Catalog for Mathematics courses, and the Mathematics and Secondary Education Program Requirements

**Assessment Aligned to Standard:**

Course descriptions are available in the course syllabi and in the online academic catalog. Course content aligns with specific sub standards of the PEPP Mathematics Standard, and assessments are aligned with course content. Assessments include exams, quizzes, applied assignments, research papers, formal proofs, oral presentations, projects, and final exams. Candidates are also assessed on their unit/lesson plans, and through University Supervisor observations, mentor teacher observations/evaluations, and the Teacher Work Sample, along with the Praxis Subject assessment, Focus Group Data, and Exit Survey Data.

**Evaluation:**

The Institutional Report (IR) lists each course that aligns with specific sub standards of the PEPP Mathematics Standard. The syllabi, along with the online academic catalog, provide evidence for alignment with the specific sub standards. In some cases, additional evidence may be necessary in order to assure alignment (see discussion below).

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.

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

**Standards 10.58.518.1.a and c:** The sub standards of 10.58.518.1.a-h deal with the process skills of learning mathematics. Whereas sub standards 10.58.518.1.j.i-vii deal specifically with content knowledge, in contrast, these standards deal primarily with those skills or mathematical practices in which candidates, and subsequently their students, should develop proficiency.

In its publication, *Principles and standards for school mathematics\**, the National Council of Teachers of Mathematics (NCTM), describes 5 process standards of mathematics, which include ***Problem Solving, Reasoning & Proof, Communication, Connections and Representation***. The sub standards 10.58.518.1.a-h are based on these process standards as described by NCTM. The evidence provided in the Institutional Report indicates a strength within the UMW program in regard to several of these sub standards, including modeling and mathematical reasoning/proof; however, more evidence may be needed in order to support Standards 10.58.518.1.a and c. This evidence could be in the form of specific assignments, and/or specific aspects of the assessment tools that are listed as evidence:

**Standard 10.58.518.1.c** –This standard states that successful candidates should, “demonstrate an appreciation for mathematical rigor and inquiry.”

The course **EDU 497M Methods: 5-12 Mathematics**, indicates that students should “exhibit competence in expository and inquiry-based instruction.” Likewise, the course **EDU 495S Student Teaching: 5-12** indicates that candidates are expected to “use teaching through inquiry.” There is no reference to inquiry in the remainder of the courses listed as evidence for this standard (M171, M172, M343, M107, EDU352, EDU494)

\*Source: NCTM (2000). Principles and standards for school mathematics. Reston, VA: NCTM.

**Standards 10.58.518.1.i.i, iii, v**–These sub standards deal with the pedagogical practices and the creation of mathematical learning environments, areas in which candidates should develop proficiency throughout their program at UMW. The expectation is that successful candidates should i) demonstrate how students learn mathematics and the pedagogical knowledge specific to mathematics teaching and learning by demonstrating:

(i) how learners develop mathematical proficiency through the interdependent processes of integrating conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition

(iii) an understanding of learning environments that promote mathematical learning, including individual and collaborative learning, positive social interaction about mathematics, active engagement in mathematics learning, and promote self-motivation among mathematical learners

(v) an understanding of a variety of instructional strategies that encourage learners to develop deep understanding of mathematics

In regards to these sub-standards, according to the syllabi, several of the EDU courses listed deal with these topics *in general terms*, but not specifically in regards to mathematics: (EDU201, EDU222, EDU382, EDU 352; EDU444)

The syllabus for **EDU 497M Methods: 5-12 Mathematics** indicates that students “should be familiar with current trends in the methods and materials used for effective teaching of mathematics. The student should exhibit competence in developing unit and lesson plans, expository and inquiry-based instruction, forms of professional development, theories of instruction, the appropriate use of technologies in instruction, and skills in effective communication with students and peers on mathematical and professional educator topics.” No specific reference to the terminology in **Standard 10.58.518.1.i.i** was evident in the syllabus for this course (i.e., “how learners develop mathematical proficiency through the interdependent processes of integrating conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition”)

More evidence is necessary to show that candidates have the opportunity to develop competency in the pedagogical practices outlined in these sub-standards and described in this NCTM publication. This evidence might be in the form of specific assignments or discussion topics, or specific aspects of the assessments that are included as evidence in the Institutional Report.

#### **Commendations:**

- Required courses in the Mathematics and Secondary Education Program include a wide range of course requirements, with broad mathematical content providing a solid foundation of knowledge and skills for secondary mathematics educators.
- Courses are taught by mathematics educators with a wide range of research interests.
- Course descriptions indicate the courses are taught in a manner consistent with the University of Montana Western’s mission which states that, “the University of Montana Western differentiates itself and achieves academic excellence by sustaining a culture of concentrated experiential education.”
- Through UMW’s Experience One, students are involved in project-based learning, mathematical research, and collaboration with their peers.
- Block math courses provide opportunities for students to immerse themselves in course content and apply their mathematical skills in a variety of authentic contexts.
- Students participate in field experiences in schools throughout their program. During their Student Teaching experience, the Teacher Work Sample assignment provides the opportunity for candidates to participate in authentic action research, based on a data-driven teaching/learning cycle. This experience gives candidates the opportunity to learn how to incorporate high-leverage instructional practices within their instruction in a manner that is responsive to their learners’ specific needs.

#### **Improvements:**

- Providing more explicit documentation of how the NCTM process standards are included in mathematics courses (referenced in syllabi) would assist the candidates in understanding the importance of developing effective teaching practices.

**Accreditation Recommendation**

- Meets Standard



**University of Montana Western  
Educator Preparation Provider Accreditation Review  
October 23-25, 2022**

**Narrative Report**

**Number and Name of Standard:** 10.58.519 Music K-12

**Validating Statement:**

Supporting materials provided by the PEPP were reviewed, evidence was presented in the syllabi for Music K-12.

**Sources of Evidence:**

The Institutional Report, course syllabi and course descriptions were reviewed for this report.

**Assessment Aligned to Standard:**

Course descriptions are available in the course syllabi and course catalog and are aligned with PEPP standards.

**Evaluation:**

The preliminary report shows evidence of alignment that met each of the standards.

**Commendations:**

- The program intensely focuses on developing students to be well-rounded in music education and developing their skills as musicians.

**Improvements:**

- None

**Accreditation Recommendation**

- Meets Standard



**University of Montana Western  
Educator Preparation Provider Accreditation Review  
October 23-25, 2022**

**Narrative Report**

**Number and Name of Standard:** 10.58.520 Physical Education

**Validating Statement:**

Several resources were used to determine the status of this educator preparation program, as it strives to prepare successful student candidates to earn a degree in Physical Education

**Sources of Evidence:**

The resources used to evaluate this program include an institutional report, course descriptions, syllabi, and written notes.

**Assessment Aligned to Standard:**

Assessments for Chapter 58 standards were evident in the form of quizzes, presentations, teaching/field experiences, mentor teacher observations, summative tests, and final projects. Through this vast array of assessment tools and methods, candidates have several means to demonstrate their learning, skills, and knowledge as it relates to the educator preparation standards and requirements.

**Evaluation:**

Course syllabi and narrative notes blend well to communicate the deep level of learning that takes place in this program of study. It appears candidates have several opportunities to strengthen their knowledge of course content through differentiated resources and collaborative work. The frequent field experiences lead to candidates' exposure and experience of implementation and self-analysis of learning.

**Commendations:**

- Through the spiraling of courses as well as detailed learner objectives, the institutional report reveals this program thoroughly prepares candidates to be successful professionals in the field of teaching physical education.



- Classroom-based, lab-based, and field-based opportunities combine to provide rigor in this area of study, with various forms of assessment and practical demonstration of skills and abilities developed by the learner.

**Improvements:**

- It is challenging to see the connection between the courses offered and the learning required to meet standard 1(h) as it refers to using “skills to create efficient, active, and equitable learning experiences in physical education and development that are responsive to students' strengths, interests, challenges, individual prior experiences, and diverse cultural heritages including the distinct cultural differences of American Indians and tribes in Montana”. Further evidence of this standard, specifically as it relates to connecting cultural differences and physical education, is suggested.

**Accreditation Recommendation**

- Meets Standard



**University of Montana Western  
Educator Preparation Provider Accreditation Review  
October 23-25, 2022**

**Narrative Report**

**Number and Name of Standard:** 10.58.521 Reading Specialist K-12

**Validating Statement:**

Evidence was presented in the Institutional Report (IR) and the syllabi for the Reading Specialist K-12 minor.

**Sources of Evidence:**

Course Syllabi, the IR, and course catalog and descriptions were reviewed.

**Assessment Aligned to Standard:**

Course content was found to align with the sub standards of the PEPP standards. A variety of standards-aligned assessments are included in the coursework to measure student learning including reading logs, projects, presentations, lesson plans, case studies and test/quizzes.

**Evaluation:**

Based on the evidence provided, alignment was found to the standard, though a closer adherence to evidence-based instructional practices would provide tighter alignment and a stronger foundational reading program.

**Commendations:**

- The courses extensively cover children's literature and clearly strive to teach candidates how to help students develop a love of reading through their book selections.
- There is significant diversity included in the courses through various assignments, experiences and reading content.

**Improvements:**

- While overall it was observed that the standard is met based on the evidence provided, it is noted that the standard does call for "evidence-based foundations." Several assessments, such as miscue analysis, covered in the courses along with the theory of reading they are based on are

not considered evidence based. This 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.

**Accreditation Recommendation**

- Meets Standard with Notation



**University of Montana Western  
Educator Preparation Provider Accreditation Review  
October 23-25, 2022**

**Narrative Report**

**Number and Name of Standard:** 10.58.522 Science

**Validating Statement:**

Supporting documentation made available through the University of Montana Western Institutional Report (IR), including Syllabi for courses and the Academic Catalog, provided efficient documentation to reflect that the Professional Educator Preparation Program Standards (PEPP) within the Administrative Rules of Montana were met for degrees/certificates in 5-12: Biology, Science Broadfield, and Earth Science

**Sources of Evidence:**

Institutional Report, course Syllabi, UM Western Online Course Catalog.

**Assessment Aligned to Standard:**

Course descriptions are available in the course syllabi and in the online academic catalog. Course content aligns with specific sub standards of the PEPP Science Standard, and assessments are aligned with course content. Assessments include fieldwork experiences, group work, exams, quizzes, applied assignments, research papers, oral presentations, projects, and final exams. Candidates are also assessed on their unit/lesson plans, and through University Supervisor observations, mentor teacher observations/evaluations, and the Teacher Work Sample, along with the Praxis Subject assessment, Focus Group Data, and Exit Survey Data.

**Evaluation:**

The Institutional Report (IR) provides each course Syllabi that contributes to the fulfillment of specific sub standards of the PEPP, 10.58.522 Science in the Administrative Rules of Montana.

**Commendations:**

- Several BIOB courses and Earth Science courses put the students in the field which is an excellent example of how the instruction should be put in place for High School Students. The block scheduling appears to be an excellent addition that immerses students in the content and the practices of science.

- Special congratulations on the Syllabus for BIOE 370 General Ecology which had clear Course Objectives and Student Outcomes, that included field work and having the students “act as a scientist!”

**Improvements:**

- There were a couple of Syllabi that didn’t list student outcomes or course objectives, so it was difficult to determine the direction of the learning and if that course met the sub-standards of 10.58.522 Science.

**Accreditation Recommendation**

- Meets Standard



**University of Montana Western  
Educator Preparation Provider Accreditation Review  
October 23-25, 2022**

**Narrative Report**

**Number and Name of Standard** 10.58.523 Social Studies

**Validating Statement:**

Supporting documents provided were reviewed in detail in accordance with the PEPP social studies standard and outlined in course syllabi.

**Sources of Evidence:**

The Institutional Report (IR), Course syllabi, UW Western on-line catalog and program web pages were all reviewed.

**Assessment Aligned to Standard:**

Course descriptions are found on all EDU prefix course syllabi. This is not the case for most of the content course syllabi. In some cases, course content is aligned with specific sub standards of the 10.58.523 Social Science standards. Assessments include quizzes, exams, oral presentations, oral debates, assignments, class participation, portfolios, reflections, and research projects. All assessments are outlined in the syllabi.

**Evaluation:**

The Institutional Report (IR) lists each course that addresses the standards of PEPP Social Studies 10.58.523. The syllabi in content courses provide limited alignment with the standard. The PEPP standards are not referenced in any of the course descriptions or syllabi in either EDU or content prefixes. PEPP standards are also not referenced in any reviewed course assessments in the syllabi.

**Commendations:**

- An extensive number of content courses are available to meet the Social Studies PEPP standard.
- The "Our Promise" graphic in each EDU syllabus is functional and highlights the course's importance.



- The designation of formative and summative course focus provides guidance for evaluation.

**Improvements:**

- A detailed crosswalk between standards and course content would be very helpful for the candidates and for the advisers.
- It is unclear how the program ensures how standards are met when the course selection options are significantly varied. Outlining 10.58.523 standards being met in each content syllabus would be an improvement.
- The syllabi of the content-specific courses require consistency and alignment with PEPP standards.

**Accreditation Recommendation**

- Meets Standard with Notation



**University of Montana Western  
Educator Preparation Provider Accreditation Review  
October 23-25, 2022**

**Narrative Report**

**Number and Name of Standard:** 10.58.528 Computer Science

**Validating Statement:**

Evidence was provided through the Institutional Report and supporting documents in the syllabi for Computer Science Minor ( 30-31 credit hours) combined with the Elementary Education, BS major, or with any secondary Education or K 12 Education major.

**Sources of Evidence:**

Course syllabi were reviewed in the preliminary report. Course catalog reviewed online through the University of Montana Western course catalog. Further evidence is supported through the institutional reports.

**Assessment Aligned to Standard:**

Course Descriptions are available through the course syllabi and course catalog. Assessments have variety and align with the PEPP standards for Computer Science. Assessments include quizzes, professional experiences, projects, field experiences, discussions, and exams. Assessment meets standards by using multiple methods to assess student knowledge and proficiency.

**Evaluation**

The Institutional Report lists the courses that align with specific standards and sub standards of 10.58.528 Computer Science. COMS 335 lists learning outcomes in syllabi and can be understood to follow PEPP Standards. Standards are not listed on syllabi but can be compared. BMIS 397 does not reference PEPP standards but utilizes the Danielson Framework, the INTASC Standards, and the UMW Department of Educational Conceptual Framework. Alignment can be seen through the IR where evidence is listed in more detail with supporting evidence.

**Commendations:**

- Provided syllabi and available course descriptions are detailed and well organized.
- The program uses multiple methods of assessment to establish overall student competency in subject matters.
- Standards are met in multiple classes.

**Improvements:**

- None

**Accreditation Recommendation**

- Meets Standard



**University of Montana Western  
Educator Preparation Provider Accreditation Review  
October 23-25, 2022**

**Narrative Report**

**Number and Name of Standard:** 10.58.531 Early Childhood Education

**Validating Statement:**

Supporting materials were reviewed. Multiple documents and online sources demonstrated accountability to the standard.

**Sources of Evidence:**

The Institutional Report, course syllabi and course descriptions were reviewed. Also noted were goals, objectives, field experiences, and assignments/projects.

**Assessment Aligned to Standard**

Syllabi provide descriptions of courses in the program. Course content aligns to specific sections of the Professional Educator Preparation Program (PEPP) standards. Assessments align with the standard and include performance, written, video, and reflection tasks.

**Evaluation**

The Institutional Report (IR) outlines each course that assists in meeting that portion of the standard. Most course syllabi listed specific standards addressed, and many included student goals/objectives around those standards. The IR also listed other components of the Teacher Education Program (TEP) - student projects and work samples - that showed more evidence of standard.

Small portions of a subsection of a standard were at times difficult to verify. Through inference, it appeared that the courses listed should have covered the subsection. However, it was difficult to find specific evidence at times.

In certain cases, a course not listed for a subsection of the standard actually provided more information and more clearly addressed the situation than the courses listed.

**Commendations:**

- The program provides teacher candidates with ample facetime with students throughout the program, helping to put theory into practice.
- A heavy focus is placed on the importance of social/emotional competencies and their impact on learning.

**Improvements:**

- None

**Accreditation Recommendation**

- Meets Standard



**University of Montana Western  
Educator Preparation Provider Accreditation Review  
October 23-25, 2022**

**Narrative Report**

**Number and Name of Standard:** 10.58.532 Elementary

**Validating Statement:**

The University of Montana Western (UMW) offers a BS in Elementary Education that leads to endorsement in Elementary (K-8). This preliminary review consisted of an examination of the courses listed on the Institutional Report, a review of the program of study as itemized in the UMW online catalog, and a review of syllabi associated with the content standard.

**Sources of Evidence:**

10.558.532, Elementary Institutional Report, UMW Online Academic Catalog, and course syllabi.

**Assessment Aligned to Standard:**

The Institutional Report often provides specific assessment evidence for the content knowledge component in the evidence column of the IR. This reviewer found that the content provided in the syllabi was often keyed directly to the content knowledge addressed in the IR.

**Evaluation:**

**a. Evidence Consistent with meeting the standard**

A review of the IR and the attached syllabi find that content standards appear to be addressed and met by the documented coursework as addressed in the course syllabi.

**b. Evidence Inconsistent with meeting the standard**

In Standard 1d, the science methods course (EDU 397S - Methods: K -8 Science & Mathematics Inquiry for All Learners) is not in the course list in the IR, although it is included in the course requirements in the academic catalog.



**Commendation:**

- None

**Improvement:**

- None

**Accreditation Recommendation:**

- Meets standard