

# Chapter 58 Research and Review Task Force Meeting Minutes

Thursday, October 28, 2021

8:00 AM – 9:30 AM

Meeting start time 8:02 am

## Roll Call

### Task Force

Stevie Schimitz  
Curtis Smeby  
Gail Staffanson  
Allison Harmon  
Kirk Miller  
Emily Dean  
McCall Flynn  
Mary DuCharme  
Susan Gregory  
Karie Orendorff

## Facilitators

Zach Hawkins  
Jacqueline Raphael

## OPI Representation

Tracy Moseman  
Julie Murgel

## Executive Support

Tristen Loveridge

Quorum is met with 10 Task Force members

## Recap of September 30<sup>th</sup> meeting

1. Timeline discussion and concerns
2. Review and discussion of subchapter 6 and 7 recommendations
3. Request for chapter 57/58 Crosswalk

## Review and discussion of chapter 57/58 crosswalk

1. Crosswalk document is shared
2. Julie Murgel explains [crosswalk document](#) and the functionality of the document.
  - a. Kirk Miller makes comment that he had gone through the [google document and made comments](#).
    - i. Unsure of the alignment of 57 and 58 and the use of the PRAXIS to gain endorsement in 10.57.301 with 10.58.311
    - ii. Julie Murgel responds that Kirk is correct that the two sections are similar but have not been resolved. She explains where the two chapters do not align now.
    - iii. Kirk makes comment that he is confused why “or” is highlighted. He wonders if it should be an “and” instead.
      1. Julie Murgel responds and explains that the discussion is around “or”. All of those points are not required but could be an option of pathway. She explains the rationale behind the inclusion of “or” pertaining to small districts. She also explains the opposite point of view where endorsements can be so far different that just passing a test may not show that

2. McCall Flynn responds and gives opinion that she thinks the discussion continuing to CSPAC is beneficial.
- iv. Kirk Miller makes comment that he feels the crosswalk is beneficial and that it has brought to light sensitive topics.
  1. Julie Murgel responds that both sides of this discussion will be explained to the Superintendent.
  2. Kirk responds that he appreciates that experienced and knowledgeable individuals are involved with the process.
  3. Julie Murgel responds that this discussion will also be important to explain to CSPAC to better understand the implications of both sides.
- b. Julie Murgel continues explaining the crosswalk document.
  - i. Alison Harmon asks where the requirements for the mentorship and induction program are found.
    1. Julie Murgel responds that work is being done to tie the definition for mentorship and induction.
  - ii. Emily Dean asks how a recommendation can be moved forward if it was a tie vote and technically failed.
    1. Julie Murgel explains the vote which tied.
    2. Julie Walker a member of the public, makes comment about votes taken in chapter 57.
  - iii. Stevie Schmitz asks how will the rule provide verification that a candidate has completed and to what level.
    1. Julie Murgel responds that if this was put into rule a process would be put into place to verify. She states that it would probably wind up being someone within the district to verify the mentorship program has been completed to progress.
  - iv. Stevie Schmitz makes comment about "or". Her understanding is that if it is a tie the vote fails. She asks clarification as to what will happen if this goes to CSPAC.
    1. Julie Murgel explains that both support and opposition of the vote will be explained to both the Superintendent and CSPAC.
  - v. Susan Gregory makes comment about class 5 as a special education teacher and asks if they are held to three years under the class 5.
    1. Julie Murgel explains that she is correct.
    2. Susan Gregory makes comment that she feels this is not good for special education teachers. Expecting 2 classes more per semester than any other students in EPP. It is deterring individuals from pursuing this course. She feels it would have been good to consider special education teachers and allow them another year to pursue special education.
    3. Julie Murgel responds she agrees this is a very important topic to consider.
    4. Susan Gregory responds that special education must complete 2 student teaching courses. It would have been nice

- vi. Kirk Miller asks In considering the 3 failed votes of Ch 57 Task Force outlined by Jule's comments -- are there sections in the crosswalk that have language from Ch 57 that failed that are listed as recommendations from Ch 57 Task Force?
  - 1. Julie Murgel explains that there is no language that is included in which the TF did not approve. Language had to evolve in the process.
- c. Julie Murgel finishes to explain the crosswalk document before having to leave the meeting.
- d. Kirk Miller makes comment that he feels extended work needs to be done and subject matter experts need to be included in the discussion. He feels this process will not be complete by November 10<sup>th</sup> deadline.
  - i. Alison Harmon agrees with Kirk that content experts need to be involved and that could take some time.
  - ii. Zach Hawkins makes comment that there are a couple of approached the TF could take.
    - 1. TF can understand that the endorsement areas are too large of a task to undergo and to continue to focus on Subchapter 6 and 7.
      - a. Kirk Miller makes comment that he feels he would be ok with this to suspend the work to find subject experts. He explains the process that was done in the past by OPI. He continues to speak that he supports the recommendations from chapter 57. He feels we should move forward on the recommendations already made by chapter 58 and allow for proper consideration for the endorsement portion.
    - 2. Susan Gregory makes comment that it is interesting to hear how much time was taken to review the chapter in past years. She feels this process has been rushed and does not feel comfortable in assuming she is a content expert to speak for the entire state. She presumes she will have to wait until more time can be dedicated to this process.
    - 3. Mary DuCharme makes comment about special needs and that universal design learning should be mentioned in the chapter somewhere.
  - iii. McCall Flynn makes comment that it is important to keep the chapter intact when presenting to CSPAC and the BOPE.
- e. Zach Hawkins asks the TF if they feel comfortable taking a vote to proceed or not.
- f. Stevie Schmitz asks for clarification about what kind of experts are being lined up to review the endorsements.
- g. Zach Hawkins clarifies the vote would be to not address endorsement areas in this TF at this time.
- h. Kirk Miller asks McCall Flynn if pulling out endorsements sections harms the process in CSPAC.
  - i. McCall Flynn makes comment that she does not feel she is the one to make the determination.

- i. Alison Harmon makes comment that she agrees with Kirk. The TF could send forward the recommendations and allow other groups of experts do their part. She feels voting on the parts already done would be beneficial.
  - j. Stevie Schmitz makes comment that she agrees with Kirk and Alison. She does not want to see the work already completed fall to the side and not move forward.
  - k. Curtis Smeby concurs.
3. Jacqueline Raphael shares the [master tracker](#).
4. Zach Hawkins asks if there are members of the public that
- a. Ann Ewbank makes comment that the conversation has been rich and she feels the TF is ready to take a vote. She agrees that the recommendations. She suggests getting a perspective from legal to determine the best way to move forward the recommendations.
5. TF votes on 10.58.604

10.58.604 ADVANCED PROGRAMS	(1) <del>Advanced programs are offered at postbaccalaureate levels for:</del> Advanced-level Preparation is provided through programs 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 initial licensure, currently licensed administrators, and other licensed school professionals for employment in P-12 schools/districts. Advanced programs reviewed by the Montana Board of Public Education and CAEP include the following:
	<del>(a) the continuing education of teachers who have previously completed initial preparation;</del> or programs for the preparation of school counselors and school psychologists, if the program is not currently accredited through another CHEA-approved accreditor.
	<del>(b) the preparation of other school professionals</del> educational leadership programs leading to the preparation of principals, curriculum directors, supervisors, and superintendents.
	(2) <del>Advanced programs commonly award graduate credit and include master's, specialist, and doctoral degree programs as well as non-degree educator preparation programs offered at the postbaccalaureate level. Examples of these programs include</del> Advanced-level programs not reviewed by the Montana Board of Public Education or CAEP include the following:
	<del>(a) teachers who are preparing for a second endorsement at the graduate level in a field different from the field in which they had their first endorsement</del> any advanced-level program not specific to the preparation of teachers or other school professionals for P-12 schools/districts;
	<del>(b) programs for teachers who are seeking a master's degree in the field in which they teach</del> any advanced-level non-licensure programs, including those specific to content areas (e.g., M.A., M.S., Ph.D.);
	<del>(c) programs not tied to endorsement, such as programs in curriculum and instruction;</del> and educational leadership programs not specific to the preparation of teachers or other school professionals for P-12 schools/districts
	(d) programs for other school professionals such as school counselors, school psychologists, educational administrators, and curriculum directors.

- a. Stevie Schmitz Yes
  - b. Kirk Miller Yes
  - c. Curtis Smeby Yes
  - d. McCall Flynn Yes
  - e. Alison Harmon Yes
  - f. Susan Gregory Yes
  - g. Gail Staffanson Yes
  - h. Emily Dean Yes
  - i. Mary DuCharme Yes
  - j. Karie Orendorff Yes
- i. TF recommends to the Superintendent with a unanimous vote.

6. TF votes on 10.58.605

10.58.605 ADVANCED CONTENT AND PEDAGOGICAL KNOWLEDGE	(1) The provider ensures that advanced program candidates:
	(a) develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices <del>flexibly</del> to advance the learning of all students toward attainment of college- and career-readiness standards <del>specific to their discipline</del> ;

	(b) reflect on their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum for candidates to demonstrate ability to effectively work with diverse P-12 students and their families.
	(c) <del>demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline;</del> demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through: • Applications of data literacy; • Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies; • Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments; • Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; • Supporting appropriate applications of technology for their field of specialization; and • Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.
	(d) use research and evidence to develop school environments that support and assess P-12 students' learning and their own professional practice specific to their discipline;
	(e) <del>apply content and discipline-specific knowledge as reflected in outcome assessments in response to standards of professional associations and national or other accrediting bodies;</del> have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards. These specialized standards include, but are not limited to, Specialized Professional Association (SPA) standards, individual state standards, standards of the National Board for Professional Teaching Standards, and standards of other accrediting bodies [e.g., Council for Accreditation of Counseling and Related Educational Programs (CACREP)]. Evidence of candidate content knowledge appropriate for the professional specialty should be documented.
	(f) demonstrate skills and commitment to creating supportive environments that afford <b>all</b> P-12 students access to rigorous college- and career-ready standards; and
	(g) integrate technology standards to support the design, implementation, and assessments of learning experiences and environments to engage students, improve learning, and enrich professional practice.

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|------------------------|------------------------|
| a. Stevie Schmitz Yes  | f. Susan Gregory Yes   |
| b. Kirk Miller Yes     | g. Gail Staffanson Yes |
| c. Curtis Smeby Yes    | h. Emily Dean Yes      |
| d. McCall Flynn Yes    | i. Mary DuCharme Yes   |
| e. Alison Harmon Yes   |                        |
| j. Karie Orendorff Yes |                        |
- i. TF recommends to the Superintendent with a unanimous vote

7. TF votes on 10.58.606

10.58.606 ADVANCED CLINICAL PARTNERSHIPS AND PRACTICE	(1) The provider:
	(a) ensures 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 <b>all</b> P-12 students' learning and development <b>and appropriate for their professional specialty field;</b>
	(b) ensures that partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for advanced program candidate outcomes; <b>to the extent possible, providers and school partners co-construct opportunities for students to student teach in the district and school of their choice, including through recruitment and retention programs adopted by school districts, in accordance with statewide agreements among providers.</b>

	<del>(c) ensures that partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on advanced program candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings; and</del>
	<u>(d) works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that advanced program candidates demonstrate their developing effectiveness in creating environments that support all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate advanced program candidates' development of the knowledge, skills, and professional dispositions, as delineated in ARM 10.58.605, that are associated with creating a supportive school environment that results in a positive impact on the learning and development of <b>all</b> P-12 students.</u>

- a. Stevie Schmitz Yes
  - b. Kirk Miller Yes
  - c. Curtis Smeby Yes
  - d. McCall Flynn Yes
  - e. Alison Harmon Yes
  - f. Susan Gregory Yes
  - g. Gail Staffanson Yes
  - h. Emily Dean Yes
  - i. Mary DuCharme Yes
  - j. Karie Orendorff Yes
- i. TF recommends to the Superintendent with a unanimous vote

8. TF votes on 10.58.607

10.58.607 ADVANCED CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY	(1) The provider:
	<del>(a) demonstrates that the quality of advanced program candidates is an ongoing and intentional focus so that completers are prepared to perform effectively and can be recommended for certification where applicable. a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that advanced program completers are prepared to perform effectively and are recommended for licensure where applicable, and demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program;</del>
	(b) presents plans and goals to recruit and support completion of high-quality advanced program candidates from a broad range of backgrounds and diverse populations to accomplish its mission:
	(i) admitted candidates reflect the diversity of Montana's P-12 students; and
	(ii) the provider demonstrates efforts to know and address local, community, tribal, Montana, regional, or national needs for school and district staff prepared in advanced fields;
	(c) sets admissions requirements, including the CAEP minimum GPA of 3.0 of the average grade point average of its accepted cohort of candidates, and gathers data to monitor applicants and selected pool of candidates, and designs the selection to completion policy that includes multiple assessment measures to determine admission, continuation in, and completion of programs, providing:
	(i) data points are reliable and valid predictors of candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence; and
	(ii) these data are regularly and systematically compiled, summarized, and analyzed to improve the applicant pool, and candidate performance, program quality, and unit operations;
	(d) establishes and monitors attributes and dispositions beyond academic ability that advanced program candidates must demonstrate at admissions and during the program, and selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict advanced program candidate performance in the program and in service; and
	<del>(e) creates criteria for program progression and uses disaggregated data to monitor candidates' advancement from admissions through completion. The provider ensures that knowledge of and progression through transition points are transparent to candidates. The provider plans and documents the</del>

	<del>need for candidate support, as identified in disaggregated data as may be relevant for the EPP's mission, so candidates meet milestones. monitors candidates' advancement from admissions through completion. All advanced program candidates demonstrate the ability to create and maintain supportive environments for teaching college- and career-ready standards. Providers present multiple forms of evidence to indicate advanced program candidates' application of content knowledge and research, data-informed decision making, and the integration of technology in all of these domains.</del>
	<del>(2) Prior to recommending any advanced program candidate for program completion, the provider documents that the advanced program candidate: ensures candidates possess academic competency to help facilitate learning with positive impacts on diverse P-12 student learning and development through application of content knowledge, data literacy and research-driven decision making, effective use of collaborative skills, and application of technology in the field(s) where certification is sought. Multiple measures are provided and data are disaggregated and analyzed based on categories as may be relevant for the EPP's mission.</del>
	<del>(a) has reached a high standard for content knowledge, data- and research-informed decision making, integration of technology in the discipline, and demonstrates the ability to create, maintain, and enhance supportive environments for effective P-12 learning; and</del>
	<del>(b) understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.</del>

- a. Stevie Schmitz Yes
  - b. Kirk Miller Yes
  - c. Curtis Smeby Yes
  - d. McCall Flynn Yes
  - e. Alison Harmon Yes
  - f. Susan Gregory Yes
  - g. Gail Staffanson Yes
  - h. Emily Dean Yes
  - i. Mary DuCharme Yes
  - j. Karie Orendorff Yes
- i. TF recommends to the Superintendent with a unanimous vote

9. TF votes on 10.58.608

10.58.608 ADVANCED PROGRAM IMPACT	(1) The provider:
	<del>(a) demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation; documents through structured and validated observation instruments and surveys the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and demonstrates, using measures that result in valid and reliable data, that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.</del>
	<del>(b) documents advanced program completers' impact on P-12 student learning and development using state-supported P-12 data and other measures employed by the provider, including employer surveys, and program completer surveys; demonstrates using measures that result in valid and reliable data that employers are satisfied with the advanced program completers' preparation for their assigned responsibilities in working with <b>all</b> P-12 students.</del>
	(c) demonstrates, through structured and validated observation instruments and surveys, which completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve;
	(d) demonstrates, using measures that result in valid and reliable data that employers are satisfied with the advanced program completers' preparation for their assigned responsibilities in working with P-12 students; and
	(e) demonstrates, using measures that result in valid and reliable data, that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

- a. Stevie Schmitz Yes
  - b. Kirk Miller Yes
  - c. Curtis Smeby Yes
  - d. McCall Flynn Yes
  - e. Alison Harmon Yes
  - f. Susan Gregory Yes
  - g. Gail Staffanson Yes
  - h. Emily Dean Yes
  - i. Mary DuCharme Yes
  - j. Karie Orendorff Yes
- i. TF recommends to the superintendent with a unanimous vote.

10. TF vote on 10.58.609

10.58.609 ADVANCED PROVIDER QUALITY ASSUANCE AND CONTINUOUS IMPROVEMENT	(1) The provider:
	(a) maintains a quality assurance system comprised of valid data from multiple measures, <del>including evidence of candidates' and completers' positive impact on P-12 student learning and development;</del> and supports continuous improvement that is sustained and evidence-based. <del>The system is developed and maintained with input from internal and external stakeholders, and that evaluates the effectiveness of its completers; and</del> uses the results of inquiry and data collection to establish priorities, enhance program elements and <del>capacity, and test highlights</del> innovations. <del>to improve completers' impact on P-12 student learning and development;</del>
	(b) <del>develops a quality assurance system which is comprised of multiple measures, that can monitor candidate progress, completer achievements, and provider operational effectiveness;</del> has developed, implemented, and modified, as needed, a functioning quality assurance system that ensures a sustainable process to document operational effectiveness. This system documents how data enter the system, how data are reported and used in decision making, and how the outcomes of those decisions inform programmatic improvement. This provider's quality assurance system relies on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent.
	(c) <del>ensures that its quality assurance system relies on data that are relevant, verifiable, representative, cumulative, and provides specific guidance for improvement, and produces empirical evidence that interpretations of data are valid and consistent</del> regularly, systematically, and continuously assesses performance against its goals and relevant standards, tracks results over time, documents modifications and/or innovations and their effects on EPP outcomes;
	(d) <del>regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations, and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes</del> includes relevant internal (e.g., EPP administrators, faculty, staff, candidates) and external (e.g., alumni, practitioners, school and community partners, employers) stakeholders in the program design, evaluation, and continuous improvement processes;
	(e) <del>ensures that measures of advanced program completer impact on the P-12 learning environment, including available outcome data, are based on established best practices, summarized, analyzed, shared widely, and acted upon in decision making related to programs, resource allocation, and future direction; and</del>
	(f) <del>assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.</del>

- a. Stevie Schmitz Yes
  - b. Kirk Miller Yes
  - c. Curtis Smeby Yes
  - d. McCall Flynn Yes
  - e. Alison Harmon Yes
  - f. Susan Gregory Yes
  - g. Gail Staffanson Yes
  - h. Emily Dean Yes
  - i. Mary DuCharme Yes
  - j. Karie Orendorff Yes
- i. TF recommends to the superintendent with a unanimous vote

11. NEW STANDARD

- a. Stevie makes comment that CAEP is suggesting two new standards and this standard is important. The other is a financial aid standard that does not apply to all EPPs

NEW STANDARD	The EPP has the fiscal and administrative capacity, faculty, infrastructure (facilities, equipment, and supplies) and other resources as appropriate to the scale of its operations and as necessary for the preparation of candidates to meet professional, state, and institutional standards. For EPPs whose institution is accredited by an accreditor recognized by the U.S. Secretary of Education (e.g., SACSCOC, HLC), such accreditation will be considered sufficient evidence of compliance with this standard. If an EPP's institution is not accredited by an accreditor recognized by the U.S. Secretary of Education, the EPP must address each component in narrative supported by evidence. The EPP has the fiscal capacity as appropriate to the scale of its operations. The budget for curriculum, instruction, faculty, clinical work, scholarship, etc., supports high-quality work within the EPP and its school partners for the preparation of professional educators. The EPP has administrative capacity as appropriate to the scale of its operations, including leadership and authority to plan, deliver, and operate
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	coherent programs of study so that their candidates are prepared to meet all standards. Academic calendars, catalogs, publications, grading policies, and advertising are current, accurate, and transparent. The EPP has professional education faculty that have earned doctorates or equivalent P-12 teaching and/or leadership experience that qualifies them for their assignments. The EPP provides adequate resources and opportunities for professional development of faculty, including training in the use of technology. The EPP has adequate campus and school facilities, equipment, and supplies to support candidates in meeting standards. The infrastructure supports faculty and candidate use of information technology in instruction.
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- b. Stevie Schmitz Yes
- c. Kirk Miller Yes
- d. Curtis Smeby Yes
- e. McCall Flynn Yes
- f. Alison Harmon Yes
- g. Susan Gregory Yes
- h. Gail Staffanson Yes
- i. Emily Dean Yes
- j. Mary DuCharme Yes
- k. Karie Orendorff Yes

i. TF recommends to the superintendent with a unanimous vote

12. TF vote on 10.58.705

10.58.705 SCHOOL PRINCIPALS, SUPERVISORS, AND CURRICULUM DIRECTORS	(1) The program requires that successful candidates:
	(a) facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community and:
	(i) collaboratively develop, implement, and promote a commitment to a shared vision and mission integrated throughout the school system through communication skills, including listening to multiple audiences, knowledge of school staff, and aligning decisions with organizational vision;
	(ii) promote continuous and sustainable school and program improvement through the use of decision-making and problem-solving skills, an organized climate, application of change theory, and use professional leadership behaviors including self-awareness and reflective practice;
	(iii) use data to inform goals, assess organizational effectiveness, and promote organizational learning through distributed leadership and data-informed decision making; and
	(iv) design, implement, assess, and adjust plans to achieve goals through prioritization, flexibility, and adaption;
	<b>(b) promote the development of the full educational potential and well being of each person through our public schools by advocating, nurturing, and sustaining positive school culture and instructional program conducive to student learning; staff professional growth based upon current brain-based research for effective teaching and learning; and exhibiting genuine concern for students and:</b>
	(i) advocate, nurture, and sustain a culture of collaboration, trust, learning, and high expectations to create a comprehensive, rigorous, and coherent curricular program which addresses postsecondary and life readiness through the use of a curriculum management process and learning theory;
	(ii) develop the instructional and leadership capacity of staff in order to create a personalized and motivated learning environment for students through staff assessment and providing comprehensive professional learning opportunities;
	(iii) appraise, support, and supervise instruction in accordance with state-adopted standards and associated accountability systems through fostering a culture of continuous improvement which promotes growth, informs practice, and promotes learning;
	(iv) develop assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs through a curriculum management process; and
	(v) maximize instructional time and use appropriate and effective instructional strategies and technologies to support teaching and learning with effective instructional practices and knowledge of child development;
	<b>(c) ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential and well-being of each person with the use of data and time management and:</b>
	(i) develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning through the implementation of education policy;
	(ii) efficiently and effectively use human, fiscal, and capital resources, applying fiscal and management theory; and
	(iii) advocate, promote, and protect the social, emotional, and physical safety of students and staff with knowledge of Montana School Law and Special Education Law;

	(d) collaborate with families and other community members, respond to diverse community interests and needs, including American Indians and tribes in Montana and mobilize community resources in order to fully develop the educational potential <b>and well-being</b> of each person and:
	(i) promote family engagement by fostering and sustaining positive relationships with parents, families, caregivers, community members, and partners by exhibiting human relations skills;
	(ii) promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources to expand cultural proficiency; and
	(iii) collect and analyze data and information pertinent to the educational environment by being an informed consumer of educational research;
	(e) act with integrity, fairness, and in an ethical manner in order to develop the full educational potential <b>and well-being</b> of each person through our public schools by exhibiting open-mindedness, integrity, consistency, and ethics and:
	(i) ensure a system of accountability for every student's academic, social, and emotional success;
	(ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior;
	(iii) safeguard the values of democracy, equity, and diversity; and
	(iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling;
	(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential <b>and well-being</b> of each person through our public schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through the knowledge of community, understanding of political climate, and community relations and resources; and
	(g) complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.

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| a. Stevie Schmitz Yes | f. Susan Gregory Yes   |
| b. Kirk Miller Yes    | g. Gail Staffanson Yes |
| c. Curtis Smeby Yes   | h. Emily Dean Yes      |
| d. McCall Flynn Yes   | i. Mary DuCharme Yes   |
| e. Alison Harmon Yes  | j. Karie Orendorff Yes |
- i. TF recommends to the superintendent with a unanimous vote.

13. TF vote on 10.58.706

10.58.706 SUPERINTENDENTS	<u>(1) The successful candidate completes <b>all</b> of the requirements of ARM 10.58.705 and the following requirements. The program requires that <del>successful</del>-candidates:</u>
	<del>(a) facilitate the development, articulation, implementation, and stewardship of a school and/or district vision of learning supported by the school community and:</del>
	(a) collaboratively develop, implement, and promote a commitment to a shared <b>district</b> vision and mission integrated throughout the school system by strategic planning, aligning districtwide curriculum, and facilitating policy-making processes;
	(b) promote continuous and sustainable district improvement by using data to inform goals, assess organizational effectiveness, and promote organizational learning and designing, implementing, assessing and adjusting plans to achieve goals; and
	<del>MOVED: (iii) demonstrate skill in working with school boards;</del>
	<del>(i) develop the instructional and leadership capacity of staff in order to create a personalized and motivated learning environment for students through comprehensive professional learning opportunities with principals and leaders;</del>
	<del>(ii) develop districtwide assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs; and</del>

	(iii) maximize instructional time, use appropriate and effective instructional strategies and technologies to support teaching and learning through principal supervision and evaluation and developing principal leadership skills;
	(iv) develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning;
	(v) advocate, promote, and protect the social, emotional, and physical safety of students and staff;
	(vi) demonstrate knowledge of information systems;
	(vii) demonstrate knowledge of student transportation laws and best practices;
	(viii) demonstrate knowledge of Montana school law, Montana school finance, and Montana collective bargaining and employment law;
	(ix) demonstrate knowledge of the Americans with Disabilities Act (ADA) and the Individual Disabilities Education Act (IDEA)
	<del>(b) promote the development of the full educational potential of each person through our public schools by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth and:</del>
	<del>(i) advocate, nurture, and sustain a culture of collaboration, trust, learning, and high expectations to create a comprehensive, rigorous, and coherent curricular program that addresses post-secondary and life readiness through district academic standards;</del>
	<del>(ii) develop the instructional and leadership capacity of staff in order to create a personalized and motivated learning environment for students through comprehensive professional learning opportunities with principals and leaders;</del>
	<del>(iii) appraise, support, and supervise instruction in accordance with state standards and associated accountability systems by fostering a culture of continuous improvement which promotes growth and informs practice and promotes learning with multiple measures through district/state standards-based systems;</del>
	MOVED: (iv) develop districtwide assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs; and
	MOVED: (v) maximize instructional time, use appropriate and effective instructional strategies and technologies to support teaching and learning through principal supervision and evaluation and developing principal leadership skills;
	<del>(c) ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential of each person and:</del>
	MOVED: (i) develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning;
	<del>(ii) efficiently and effectively use human, fiscal, and capital resources, applying fiscal and management theory;</del>
	MOVED: (iii) advocate, promote, and protect the social, emotional, and physical safety of students and staff;
	MOVED: (iv) demonstrate knowledge of information systems;
	MOVED: (v) demonstrate knowledge of student transportation laws and best practices; and
	MOVED: (vi) demonstrate knowledge of Montana school law, Montana school finance, and Montana collective bargaining and employment law;
	(c) collaborate with families and other community members, respond to diverse community interests and needs, including American Indians and tribes in Montana families, and mobilize community resources in order to fully develop the educational potential and well-being of each person and:

	(i) promote family engagement by fostering and sustaining positive relationships with parents, families, caregivers, community members and partners;
	(ii) promote understanding, appreciation, and use the community's diverse cultural, social, and intellectual resources to expand the educational experience; and
	<del>(iii) collect and analyze data and information pertinent to the educational environment;</del>
	(d) act with integrity, fairness, and in an ethical manner in order to develop the full educational potential <b>and well-being</b> of each person through our public schools and:
	<del>(i) ensure a system of accountability for every student's academic, social, and emotional success;</del>
	<del>(e) demonstrate skill in working with school boards;</del>
	<del>(ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior;</del>
	<del>(iii) safeguard the values of democracy, equity, and diversity;</del>
	<del>(iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling; and</del>
	<del>MOVED: (v) demonstrate knowledge of the Americans with Disabilities Act (ADA) and the Individual Disabilities Education Act (IDEA);</del>
	(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential <b>and well-being</b> of each person through our public schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through systemic analysis of issues, knowledge of collective bargaining, marketing strategies, and political and economic trends; and
	(g) complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.

- a. Stevie Schmitz Yes
  - b. Kirk Miller Yes
  - c. Curtis Smeby Yes
  - d. McCall Flynn Yes
  - e. Alison Harmon Yes
  - f. Susan Gregory Yes
  - g. Gail Staffanson Yes
  - h. Emily Dean Yes
  - i. Mary DuCharme Yes
  - j. Karie Orendorff Yes
- i. TF recommends to the superintendent with a unanimous vote.

14. Kirk makes comment that the TF should go back to 316 and 317 the TF needs to vote.

15. 10.58.316 NEW STANDARD

10.58.316 NEW STANDARD	The EPP has the fiscal and administrative capacity, faculty, infrastructure (facilities, equipment, and supplies) and other resources as appropriate to the scale of its operations and as necessary for the preparation of candidates to meet professional, state, and institutional standards. For EPPs whose institution is accredited by an accreditor recognized by the U.S. Secretary of Education (e.g., SACSCOC, HLC), such accreditation will be considered sufficient evidence of compliance with Standard 6. If an EPP's institution is not accredited by an accreditor recognized by the U.S. Secretary of Education, the EPP must address each component of ST 6 in narrative supported by evidence.
	R6.1 Fiscal Resources The EPP has the fiscal capacity as appropriate to the scale of its operations. The budget for curriculum, instruction, faculty, clinical work, scholarship, etc., supports high-quality work within the EPP and its school partners for the preparation of professional educators.
	R6.2 Administrative Capacity The EPP has administrative capacity as appropriate to the scale of its operations, including leadership and authority to plan, deliver, and operate coherent programs of study so that their candidates are prepared to meet all standards. Academic calendars, catalogs, publications, grading policies, and advertising are current, accurate, and transparent.

	R6.3 Faculty Resources The EPP has professional education faculty that have earned doctorates or equivalent P-12 teaching experience that qualifies them for their assignments. The EPP provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.
	R6.4 Infrastructure The EPP has adequate campus and school facilities, equipment, and supplies to support candidates in meeting standards. The infrastructure supports faculty and candidate use of information technology in instruction.

- a. Stevie Schmitz Yes
  - b. Kirk Miller Yes
  - c. Curtis Smeby Yes
  - d. McCall Flynn Yes
  - e. Alison Harmon Yes
  - f. Susan Gregory Yes
  - g. Gail Staffanson Yes
  - h. Emily Dean Yes
  - i. Mary DuCharme Yes
  - j. Karie Orendorff Yes
- i. TF recommends to the superintendent with a unanimous vote

16. 10.58.317 NEW STANDARD

- a. Stevie Schmitz makes comment that this is not recommended to be included because it does not apply to all EPPs
- b. Section is struck out and not included.

17. TF votes on the exclusion, to allow time for specialists to review of endorsement areas in subchapter 5 as well as school counselors 10.58.610 and psychologists 10.58.707

- a. Stevie Schmitz Yes
- b. Kirk Miller Yes
- c. Curtis Smeby Yes
- d. McCall Flynn Yes
- e. Alison Harmon Yes
- f. Susan Gregory Yes
- g. Gail Staffanson Yes
- h. Emily Dean Yes
- i. Mary DuCharme Yes
- j. Karie Orendorff Yes

- i. Vote passes unanimously

**Next Steps**

- 1. The work of this TF is concluded.

Adjourned 9:43 am