

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the adoption of NEW)	NOTICE OF PUBLIC HEARING ON
RULE I and the amendment of ARM)	PROPOSED ADOPTION AND
10.58.102, 10.58.103, 10.58.104,)	AMENDMENT
10.58.311, 10.58.312, 10.58.313,)	
10.58.314, 10.58.315, 10.58.501,)	
10.58.502, 10.58.503, 10.58.505,)	
10.58.507, 10.58.509, 10.58.510,)	
10.58.511, 10.58.513, 10.58.514,)	
10.58.515, 10.58.516, 10.58.517,)	
10.58.518, 10.58.521, 10.58.522,)	
10.58.523, 10.58.524, 10.58.526,)	
10.58.528, 10.58.531, 10.58.532,)	
10.58.533, 10.58.604, 10.58.605,)	
10.58.606, 10.58.607, 10.58.608,)	
10.58.609, 10.58.610, 10.58.705,)	
10.58.706, and 10.58.707 pertaining)	
to professional educator preparation)	
program standards)	

TO: All Concerned Persons

1. On August 30, 2022, at 9:00 a.m., the Board of Public Education will hold a public hearing in Room 152 of the Montana State Capitol in Helena, Montana, to consider the proposed adoption and amendment of the above-stated rules.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on August 16, 2022, to advise us of the nature of the accommodation that you need. Please contact Kris Stockton, Board of Public Education, 46 N. Last Chance Gulch, Suite 2B, Helena, Montana, 59635; telephone (406) 444-0302; or e-mail bpe@mt.gov.

3. The rule as proposed to be adopted provides as follows:

NEW RULE I ENGLISH AS A SECOND LANGUAGE (ESL) (1) The English as a Second Language (ESL) program requires that successful candidates:

- (a) demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics, and semantics;
- (b) use the major language acquisition theories to develop a standards-based ESL curriculum which teaches language and literacy through academic content areas;

- (c) apply knowledge of the functions and registers of language to develop and modify instructional materials, deliver instruction, and promote English learner (EL) students' academic English language proficiency;
- (d) facilitate students' use of their first language as a resource to promote academic learning and further development of the second language;
- (e) implement a repertoire of research and evidence-based strategies that promote students' critical thinking and problem solving at all stages of language development;
- (f) demonstrate understanding of Montana's major language and cultural groups and how cultural histories and identities affect language learning and achievement;
- (g) establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity, promotes respect for linguistic differences, and creates a culturally responsive classroom environment;
- (h) demonstrate understanding of language proficiency assessment tools used for identification, placement, and reclassification of ELs;
- (i) demonstrate the ability to use a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance;
- (j) demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for EL students;
- (k) apply knowledge of historical, theoretical, and policy factors in EL education to the planning, implementation, evaluation, and improvement of instructional programs; and
- (l) demonstrate successful completion of a two-year program, or the equivalent experience, in learning a second language.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

4. The rules as proposed to be amended provide as follows, new matter underlined, deleted matter interlined:

10.58.102 PROCESS LEADING TO ACCREDITATION OF EDUCATOR PREPARATION PROVIDERS (1) and (2) remain the same.

(a) The Superintendent of Public Instruction shall establish a cadre of qualified educators to serve on review teams. Team members representing accredited ~~K-20~~ P-20 education entities shall:

- (i) be nominated by ~~K-20~~ P-20 teachers, administrators, supervisors, and members of professional organizations, educational boards, and agencies; and
- (ii) through (3) remain the same.

AUTH: 20-2-114, MCA;

IMP: 20-2-121, MCA

10.58.103 ACCREDITATION SITE REVIEWS (1) remains the same.

(2) Joint accreditation site reviews and cooperation with ~~the Council for the Accreditation of Educator Preparation (CAEP)~~ national accreditation agencies will be encouraged.

(3) remains the same.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.104 ACCREDITED PROGRAMS (1) through (2)(a) remain the same.

(b) The report shall be accessible to ~~K-20~~ P-20 educators and the general public within the state, and to other state education agencies, and shall be posted to the Office of Public Instruction and Board of Public Education web sites.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.311 INITIAL CONTENT AND PEDAGOGICAL KNOWLEDGE (1) The provider ensures that candidates:

(a) ~~demonstrate a deep~~ develop an understanding of the critical concepts and principles of their discipline and are able to use discipline-specific practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards;

(b) demonstrate an understanding of the 11 Montana teaching standards (ARM 10.58.501) ~~within the categories "the learner and learning," "content," "instructional practice," and "professional responsibility;"~~ that apply to critical concepts and principles of learner development and learning differences and that create safe and supportive learning environments in order to work effectively with all P-12 students and their families;

(c) ~~use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice~~ demonstrate knowledge and concepts of their content area and are able to apply the content in developing learning experiences for all P-12 students;

(d) ~~apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of professional associations and national or other accrediting bodies~~ assess, plan for instruction, and utilize a variety of instructional strategies to provide learning experiences for all P-12 students;

(e) demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards; ~~and~~

(f) engage in professional learning, take responsibility for student learning, and collaborate with others to work effectively with all P-12 students and their families; and

(g) integrate select and utilize appropriate technology in the design, delivery, implementation, and assessment of learning experiences to engage P-12 students and families, improve learning, and enrich professional practice.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.312 INITIAL CLINICAL PARTNERSHIPS AND PRACTICE (1) The provider:

(a) ensures that effective partnerships and high-quality clinical practice in different settings and modalities are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development;

(b) ~~ensures that partners co-construct~~ co-constructs mutually beneficial P-12 school and community arrangements, ~~including technology-based collaborations~~ for clinical preparation and share responsibility for continuous improvement of candidate preparation. ~~by:~~

(i) ensuring partnerships Partnerships for clinical preparation can follow a range of forms, participants, and functions.;

(ii) establishing ~~They establish~~ mutually agreeable expectations for candidate entry, preparation, and exit;

(iii) ensuring ~~ensure~~ that theory and practice are linked; ~~maintain by~~ maintaining coherence across clinical and academic components of preparation; and

(iv) sharing ~~share~~ accountability for candidate outcomes; and

(v) to the extent possible, providing opportunities for candidates 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;

(c) ensures that partners co-select, prepare, evaluate, and support, ~~and retain~~ high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. ~~In collaboration with their partners, the provider uses 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~~

(d) works with partners to design and implement clinical experiences, utilizing various modalities of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on 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 candidates' development of the knowledge, skills, and professional dispositions, as delineated in ARM 10.58.311.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.313 INITIAL CANDIDATE QUALITY, RECRUITMENT, PROGRESSION, AND SELECTIVITY SUPPORT (1) The provider:

(a) demonstrates that the development of candidate quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission,

~~through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for licensure is the goal of educator preparation and provides support services in all phases of the program;~~

~~(b) develops and implements plans and efforts to know and address local, state, regional, and national needs for hard-to-staff schools and shortage fields. The goals and evidence show progress toward a high-quality candidate pool that reflects the diversity of Montana's P-12 students; presents plans and goals to recruit and support completion of high-quality initial 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, national, or regional needs for hard-to-staff schools and current shortage 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, gathers data to monitor the 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, including data points that are valid and reliable predictors of candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence:~~

~~(i) data points that 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) data that is 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 candidates must demonstrate at admissions and during the program, including selecting criteria, describing the measures used and evidence of the reliability and validity of those measures, and reporting data that show how the academic and nonacademic factors predict candidate performance in the program and effective teaching using valid and reliable measures;~~

~~(e) remains the same.~~

~~(f) prior to recommending any completing candidate for licensure, documents that the candidate has reached a high standard for content knowledge in the fields where licensure is sought and can teach effectively with positive impacts on P-12 student learning and development; and~~

~~(g) (f) prior to recommending any completing candidate for licensure, documents that the candidate understands the expectations of the profession, including codes of ethics ethical conduct, professional standards of practice, and relevant laws and policies; and~~

~~(g) implements a system for effectively maintaining records of candidate formal complaints and resolution documentation.~~

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.314 INITIAL PROGRAM IMPACT (1) The provider:

- (a) demonstrates the ~~impact effectiveness~~ of its ~~completers~~ completers' instruction on P-12 student learning and development, ~~classroom instruction, and schools,~~ and completer and employer the satisfaction of its ~~completers~~ with the relevance and effectiveness of their preparation;
- (b) ~~documents impact on P-12 student learning and development using state-supported P-12 data and other measures employed by the provider, including employer surveys~~ demonstrates that program completers effectively contribute to P-12 student learning using valid and reliable data, including employer and program completer surveys;
- (c) demonstrates, through structured and validated ~~observation~~ instruments, including, but not limited to, and surveys, interviews, and observations, that which program completers effectively apply the professional knowledge, skills, and dispositions as ~~delineated~~ described in ARM 10.58.501;
- (d) demonstrates, using ~~measures that result in~~ valid and reliable data, that employers are satisfied with the program completers' preparation for their assigned responsibilities in working with P-12 students and their families; and
- (e) demonstrates, using ~~measures that result in~~ valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they ~~confront~~ encounter on the job and that the preparation was effective.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.315 INITIAL PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT (1) The provider:

- (a) ~~maintains~~ develops a quality assurance system ~~comprised that consists~~ of valid and reliable data from multiple measures, ~~including evidence of candidates' and completers' positive impact on P-12 student learning and development; students and supports continuous improvement that is sustained and evidence-based and that evaluates the effectiveness of its completers; and.~~ The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test highlight innovations to improve completers' impact on P-12 student learning and development;
- (b) ~~develops~~ implements and maintains a quality assurance system comprised of multiple measures that can monitor candidate progress, completer ~~achievements~~ impacts, and provider operational effectiveness. The provider documents the process of data entry and how data are reported and used in decision making to make programmatic improvement;
- (c) ensures that ~~its~~ the quality assurance system relies on data that are relevant, verifiable, representative, cumulative; ~~provides specific guidance for improvement; and produces empirical evidence that,~~ and actionable measures to ensure interpretations of data are valid and consistent;
- (d) regularly and systematically assesses program performance against its goals and relevant standards, ~~tracks~~ monitors 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;~~

~~(e) ensures that measures of completer impact on P-12 learning and development data from the quality assurance system 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~~

~~(f) assures that appropriate internal and external stakeholders, including, but not limited to, faculty staff, candidates, completers, alumni, employers, practitioners, and school and community partners, and others defined by the provider, are involved engaged in program design, evaluation, and continuous innovative improvement processes, and identification of models of excellence.~~

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.501 TEACHING STANDARDS (1) All programs require that successful candidates:

(a) demonstrate understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, behavioral health continuum, and physical areas, and differentiate developmentally appropriate instruction for learners of all abilities based on evidence-based practices and individualize developmentally appropriate and challenging learning experiences for learners of all cognitive abilities;

(b) use understanding of individual differences and diverse cultures, languages, and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards;

(c) remains the same.

(d) demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) the candidate teaches and create individualized personalized learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, and include the instruction of reading and writing literacy into all program areas;

(e) and (f) remain the same.

~~(g) plan and implement individualized instruction that supports students of all cognitive abilities in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context~~ evidence-based practices that support the well-being, behavioral, and academic needs of all students;

(h) remains the same.

(i) engage in ongoing professional learning and use evidence to continually evaluate candidate's practice, particularly the effects of ~~candidate's~~ their choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner;

(j) and (k) remain the same.

(l) demonstrate understanding of and ability to integrate history, cultural heritage, language, and contemporary status of American Indians and tribes in Montana.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.502 AGRICULTURAL EDUCATION (1) The program requires that candidates have one year (~~2000~~ minimum 500 hours) of practical farm or agricultural-related experience within five years prior to completion of the program and that successful candidates:

(a) through (c) remain the same.

(d) demonstrate the development of personal and leadership competencies (~~e.g. including, but not limited to~~, citizenship, personal development, goal setting, parliamentary procedure, and teamwork);

(e) remains the same.

(f) demonstrates the skills and abilities to develop, utilize, and manage dedicated educational facilities with current and emerging equipment, resources, library, media, and electronic technology; ~~and~~ maintain a safe environment; and create a culture of safety during classroom, laboratory, leadership, and supervised agricultural experiences (~~facilities are related to instructional areas mentioned in (1));~~

(g) and (h) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.503 ART K-12 (1) The program requires that successful candidates:

(a) demonstrate understanding of proficiency in and engage in the processes of art making involving traditional and contemporary studio approaches, concentrating in one or more studio area;

(b) demonstrate understanding and application of global, historical, and contemporary theories of art education curriculum and instruction, visual culture, and cross-curricular and interdisciplinary skills enabling ~~them~~ learners to reflect and refine personal art education practices;

(c) engage in inquiry into the ~~history~~ diverse histories of art, enabling ~~them~~ learners to acquire be exposed to knowledge of the cultural ~~context~~ contexts in which artworks ~~have been~~ are created, including that of American Indians and tribes in Montana, and fostering respect for all forms of art through the study of diverse traditional and contemporary artists;

(d) develop abilities to critically study, see, and respond to the diverse qualities within artworks, ~~both in~~ including the process of creating their own artworks and ~~in observing~~ curating the artworks of others, and teaching candidates to communicate their perceptions about artworks in verbal and written language languages;

(e) ~~develop competence and~~ demonstrate a working vocabulary in art production through developing the ability to create and present imaginative and

original artworks ideas and feelings by creating images in with a concentration of one or more of the visual art forms;

(f) use appropriate art technologies as tools of expression, research, and assessment; and

(g) ~~comprehend and appropriately use copyright laws in relation to original art works and reproductions;~~ demonstrate an awareness of copyright purposes and practices, reproduction, and diverse methods of appropriation, including cultural appropriation.

(h) ~~develop sequential visual arts curricula with a mission and scope that assures student development and competence in a variety of media.~~

(2) The program requires that successful candidates demonstrate an understanding of:

(a) the stages of artistic development of children, adolescents, and young adults as these relate to art curriculum, and ensuring that the scope and sequence of the curriculum is age developmentally appropriate;

(b) and (c) remain the same.

(d) budgeting and purchasing; ~~and~~

(e) remains the same.

(f) appropriate assessment strategies for evaluating student progress and accomplishments in the visual and media arts as aligned to the Montana standards for visual arts, as well as other standards where the arts are integrated with technology and the content areas;

(g) remains the same.

(h) diverse career opportunities in art and art related fields to provide encouragement and advice to students about future options.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.505 BUSINESS EDUCATION (1) The program requires that successful candidates:

(a) create, analyze, revise, and implement business education curricula that ~~facilitates the learning of dynamic~~ communicates the challenges and opportunities for students in a global economy and the impact of evolving demographic trends, international competition, and technological innovation within subject matter in diverse learning environments;

(b) ~~build professional relationships with stakeholders to produce a relevant learning environment that reflects the~~ develop partnerships with members of the educational, business, and other communities to improve programs, develop new programs, ensure a curriculum based on real world and provides benefits to the student and the community, experience, and provide students access to advanced learning opportunities including development of career pathways and work-based learning experiences;

(c) demonstrate the development of personal and leadership competencies (~~e.g.,~~ including, but not limited to, citizenship, personal development, goal setting, and collaboration);

(d) demonstrate and apply ethical professional practice based on the principles and philosophy of business education and career and technical education through civic engagement, advocacy, and active participation in professional development and professional growth activities;

(e) integrate professional ~~student~~ student-directed 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;

(f) ~~identify methods for selection and application of~~ demonstrate appropriate technology tools relating to enhance academic, business, and personal and business decision making, including, but not limited to, current and emerging devices, input technologies, operating systems, applications, digital media, and web development and design;

~~(g) demonstrate and apply the use of current and emerging technologies used by business, industry, and education;~~

~~(h)~~ (g) demonstrate effective communication skills to facilitate learning, incorporate quality standards in all forms of communications, and recognize that culture impacts business communication is founded on respect, fairness, and honesty;

(i) (h) determine the nature and extent of the information needed, access needed information effectively and efficiently, and evaluate information and its sources critically;

(j) (i) demonstrate ethical and social responsibility related to all elements of business and the legal framework for personal, business, and social interactions;

~~(k)~~ (j) identify careers and promote student access and use a variety of resources to gather information, present personal data, and explore educational and career opportunities in business and related occupational fields;

(l) (k) demonstrate the importance of employment communications to career success ~~(e.g.,~~ including, but not limited to, resume, application letter, application forms and online application system, follow-up letter, electronic database employment search engines), interview techniques, and the skills needed to successfully obtain and maintain employment;

~~(m)~~ (l) assess student interests, aptitudes, personal qualities, students' personal skills, abilities, and aptitude for a career; use career resources to explore opportunities in business, develop workplace expectations, assist students in transitioning from school to work, and other information necessary for students to make informed career choices;

~~(n)~~ (m) demonstrate effective techniques for managing employees, personnel relations, and the budgeting of time and resources;

~~(o)~~ (n) apply marketing concepts through responsible marketing practices, including usage of marketing technologies and management fundamentals;

~~(p)~~ (o) organize, manage, and synthesize information to make wise business decisions;

~~(q)~~ (p) demonstrate techniques for business problem solving and critical thinking skills needed to function as citizens, consumers, workers, managers, business owners, and directors of their own economic futures;

(f) (g) apply interpersonal, teamwork, and leadership skills necessary to function with professionalism in multicultural business and social settings;

(r) develop an understanding of legal principles and systems, and how law impacts commerce, society, regulations, and participation in the global business environment;

(s) demonstrate an awareness of the interrelatedness of ~~one country's~~ political policies and economic practices on ~~another~~ other nations, including interactions with sovereign tribal nations, and an understanding of the global business environment, including the ~~interconnectedness of~~ connection among social, cultural, political, legal, economic, and ethical, and technological systems;

(t) through (v) remain the same.

(w) demonstrate accounting procedures and ~~use of~~ application of generally accepted accounting principles, accounting tools, strategies, and systems to maintain, monitor, control, and plan the use of financial resources;

(x) remains the same.

(y) demonstrate understanding of professional behavior by respecting intellectual property, personal privacy, and information security;

~~(y)~~ (z) develop students' ability to analyze, synthesize, evaluate, and apply technologies to solve problems, increase productivity, and improve quality of life; and

~~(z)~~ (aa) demonstrate the different functional areas of business as interrelated parts rather than distinct and separate entities.

AUTH: 20-2-114, 20-2-121, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.507 THEATRE (1) through (2)(a) remain the same.

(b) the relationship ~~between~~ among the ~~actor~~ practitioner, the literature, and the audience, including the ~~actor's~~ practitioner's ability to assess personal growth; and

(c) through (5) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.509 ENGLISH/LANGUAGE ARTS (1) through (1)(b) remain the same.

(c) plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creative engagement with complex issues ~~related to social justice, diversity, and democracy;~~

(d) through (m) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.510 STUDENTS WITH DISABILITIES SPECIAL EDUCATION P-12

(1) and (1)(a) remain the same.

(b) ~~understand how~~ demonstrate the ability to create and implement personalized, safe, respectful, inclusive, and culturally responsive learning environments for all individuals with exceptionalities to become active and effective learners with positive social interactions, self-determination, and healthy well-being; that:

(i) is based on ongoing analysis of student learning, self-reflection, and professional standards, research, and contemporary practices;

(ii) allows all individuals with exceptionalities to become active, effective learners with positive social interactions, self-determination, and healthy well-being;

(c) use demonstrate knowledge of general and specialized curricula, including curricula standards used in Montana schools, and the ability to use general and specialized curricula to implement individualized learning opportunities that align with the needs of students with exceptionalities;

(d) use multiple methods of assessment and data sources to evaluate and identify individualized learning needs and make a variety of education decisions, including: (i.e., administer and score standardized assessments, interpret and present assessment results, write Present Levels of Academic Achievement and Functional Performance (PLAAFPs) (34 CFR 300.320(a)(1)), write measurable goals and objectives, and use data to monitor progress);

(i) ability to identify, collect, and understand quantitative and qualitative data;

(ii) ability to accurately prepare Present Level of Academic Achievement and Functional Performance;

(iii) ability to accurately prepare Measurable Annual Goals,

(iv) ability to accurately administer, score, and analyze the results of formative, summative, and standardized assessments; and

(v) ability to accurately interpret and present the assessment results and make ongoing adjustments to instruction;

(e) select, adapt, and use a repertoire of evidence-based instructional strategies including explicit, systematic instruction, and assistive technology, whole group instruction, small group instruction, and individual instruction to support and self-regulate learning to advance learning of individuals with exceptionalities;

(f) guide professional practices by using use foundational knowledge of the field along with professional ethics and standards;

(g) collaborate, and communicate, and advocate in culturally responsive ways with all individuals involved in the special education process to improve programs, services, and outcomes for individuals with exceptionalities and their families (i.e., facilitating meetings, scheduling services, implementing accommodations and modifications), including, but not limited to, facilitating meetings, scheduling services, working with paraeducators and related providers, and implementing accommodations and modifications;

(h) demonstrate an understanding of the philosophical, historical, and legal foundations of special education including:

(i) identification of social and cultural movements in special education law;

(ii) knowledge of court cases which shaped special education law; and

(iii) understanding of legal resources to assist decision making;

(i) remains the same.

(j) demonstrate knowledge and understanding of special education laws and regulations, procedural safeguards, ethical concerns, evaluations/documentation, and appropriate instructional strategies and techniques to support students with ~~social-emotional/behavioral needs (e.g., positive behavior intervention plans/supports)~~ social, emotional, and/or behavioral needs through the use of preventative and responsive practices; and

(k) demonstrate proficiency in ~~Montana~~ special education procedural competencies including knowledge of state and federal regulations, rules, and processes and knowledge of the state data collection system and state forms; laws along with the 13 legally defined categories, knowledge of the Achievement in Montana (AIM) system and state forms, special education processes, identification of social and cultural movements in special education law, and court cases which shaped special education law, understand legal resources to assist decision making, and the ability to navigate federal and Montana law.

(l) demonstrate an understanding of disability categories and characteristics to the extent necessary to use eligibility criteria to make informed decisions concerning learner identification; and

(m) demonstrate the ability to determine service and transitional needs and placement in a least restrictive environment (LRE) in order to ensure a free and appropriate public education (FAPE) once a student has been identified and qualified for services.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.511 WORLD LANGUAGES (1) The program requires that successful candidates:

(a) demonstrate understanding of the major linguistic features of the target language (i.e., phonology, morphology, syntax, semantics) and ~~describe~~ explain the rules that govern the structure, function, and meaning of target language discourse;

~~(b) explain rules for word and sentence formation (e.g., verbal system, agreement, use of pronouns) and provide examples;~~

~~(c)~~ (b) identify and explain pragmatic and sociolinguistic features ~~(e.g., including, but not limited to, politeness, and formal/informal address)~~ of the target discourse and identify features for creating coherence and discourse in extended spoken and written texts;

~~(d)~~ (c) demonstrate listening comprehension to understand short conventional narrative and descriptive texts, such as descriptions of persons, places, and things; and narrations about past, present, and future events;

~~(e) in paragraph-length discourse, narrate and describe in the major time frames with some control of aspect;~~

(d) narrate and describe in past, present, and future tenses using connected discourse;

~~(f) handle the linguistic challenges presented by a complication or unexpected turn of events appropriately within the context of a situation;~~

~~(g)~~ (e) deliver oral presentations extemporaneously on familiar literary and cultural topics and those of personal interest, using a variety of strategies to tailor the presentation to the needs of their audience;

~~(h)~~ (f) understand conventional written narrative and descriptive texts, ~~such as descriptions of persons, places, and things and narrations about past, present, and future events;~~

~~(i)~~ (g) write narratives, descriptions, and summaries on topics of general interest in all major time frames with ~~good~~ some control of aspect;

~~(j)~~ (h) demonstrate understanding of language as an essential element of culture;

~~(k)~~ (i) demonstrate knowledge of cultural perspectives as reflected in daily living patterns and societal structures, including geography, history, religious, and political systems, literature, fine arts, media, and a variety of cultural products;

~~(l)~~ (j) connect perspectives to the products and practices of a culture as a way to compare the target culture to their own or to compare a series of cultures;

~~(m)~~ (k) interpret and synthesize ideas from literary and other cultural texts that represent defining works in the target cultures;

~~(n)~~ (l) identify themes, authors, historical style, and text types in a variety of media that the cultures deem important to understanding their traditions;

~~(o)~~ (m) provide opportunities for students to connect to the target language and culture through a variety of means, including technology, as a key component of their classroom practice;

~~(p)~~ (n) exhibit ease, originality, and flexibility in applying language acquisition theories to instructional practice, using a wide variety of strategies to meet the linguistic needs of their students at various developmental levels;

~~(q)~~ ~~tailor language use to students' developing proficiency levels and use a variety of strategies to help students understand oral and written input;~~

~~(r)~~ (o) use the target language to the maximum extent in the classroom at all levels of instruction;

~~(s)~~ (p) demonstrate an understanding of the national and state standards for foreign world language learning to make instructional decisions;

~~(t)~~ (q) understand how to integrate interpersonal, interpretive, and presentational modes of communication in instruction;

~~(u)~~ (r) design and use authentic and standards-based performance assessments using the three modes of communication to measure student progress in communicative and cultural competencies; and

~~(v)~~ (s) design a content-based curriculum ~~which~~ that integrates content from other subject areas into instruction; ~~and.~~

~~(w)~~ ~~demonstrate knowledge of language proficiency in the second language resulting from the achievement of an appropriate score (at a specific level determined by the degree-granting college or university) on an internationally recognized proficiency examination.~~

(2) The classical language program requires that successful candidates:

~~(a)~~ ~~demonstrate knowledge and understanding of the preceding standards;~~

~~(b)~~ (a) demonstrate knowledge and understanding of the specific classical language; and

~~(c) (b) demonstrate knowledge and application of the specific classical language's sounds, structure, and vocabulary rather than on conversational objectives.~~

~~(3) The English as a Second Language (ESL) program requires that successful candidates:~~

~~(a) demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics, and semantics;~~

~~(b) use the major language acquisition theories to develop a standards-based ESL curriculum which teaches language and literacy through academic content areas;~~

~~(c) demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement;~~

~~(d) demonstrate understanding of various assessment issues as they affect English language learners (ELLs), such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations;~~

~~(e) demonstrate understanding of language proficiency instruments used for identification, placement, and reclassification of ELLs;~~

~~(f) demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for equal access to educational resources for ELLs; and~~

~~(g) demonstrate successful completion of a two-year program, or the equivalent experience, in learning a second language.~~

~~(4) (3) The Native American language program and culture specialist licensure requires that successful candidates demonstrate the knowledge of and competence in languages of American Indians and tribes in Montana, as attested by the appropriate tribal authority, pursuant to ARM 10.57.436.~~

~~(4) The American Sign Language program requires that successful candidates:~~

~~(a) demonstrate understanding of first and second language acquisition;~~

~~(b) demonstrate knowledge and application of linguistics of American Sign Language;~~

~~(c) demonstrate understanding of aspects of the deaf culture and community;~~

~~(d) demonstrate understanding of methods of teaching American Sign~~

~~Language;~~

~~(e) demonstrate knowledge and application of American Sign Language IV or higher; and~~

~~(f) demonstrate understanding of American Sign Language literature.~~

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.513 HEALTH (1) through (1)(m) remain the same.

~~(n) demonstrate the dispositions and communication skills to facilitate cooperation among health educators, other teachers families, and other appropriate professionals school staff;~~

~~(o) through (w) remain the same.~~

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.514 FAMILY AND CONSUMER SCIENCES (1) The program requires that successful candidates:

(a) analyze family, community, and work interrelationships; investigate career paths through work-based learning activities; examine family and consumer sciences careers in education and human services, hospitality and food production, and visual arts design; and apply career decision making and transitional processes; and implement service learning;

(b) illustrate how each domain of human well-being ~~including social, economic, financial, emotional, spiritual, physical, and intellectual~~ can be enriched in every family and consumer sciences content area;

(c) ~~manage~~ use local and global resources responsibly to address the diverse needs and goals of individuals, families, and communities worldwide in all family and consumer sciences areas, including, but not limited to, ~~practices related to human, economic, and environmental resources~~ resource management, consumer economics, financial literacy, living environments, and textiles and apparel;

(d) apply culturally responsive principles of ~~early childhood~~, human development, and interpersonal and family relationships to strengthen relationships for individuals ~~in the family, workplace, and communities throughout the life span~~ and families across the lifespan in contexts such as parenting, caregiving, and the workplace;

(e) ~~apply principles of~~ promote nutrition, ~~culinary arts, and sustainability of wellness practices~~ science, and food literacy practices; develop food preparation and production skills in personal and professional settings that enhance individual and family well-being across the lifespan, and address related concerns in a global society;

(f) develop, justify, and implement course curricula that address perennial and evolving family, career, and community issues; ~~and~~ reflect the integrative nature of family and consumer sciences; integrate core academic areas; and reflect high quality career and technical education practices across all academic areas;

(g) create and implement a safe, supportive, and culturally responsive learning environment that shows sensitivity to diverse needs, values, and characteristics of students, families, and communities, including American Indians and tribes in Montana;

(h) ~~demonstrate~~ engage in ethical professional practice based on the history and philosophy of family and consumer sciences; ~~and~~ relationship to career and technical education through civic engagement, advocacy, and collaboration with other professionals; recruitment and mentoring of prospective and new professionals; and ongoing professional development;

(i) collect student and program data to assess, evaluate, and improve student learning and programs in family and consumer sciences using ~~appropriate~~ evidence-based criteria, standards, and processes;

(j) ~~integrate leadership strategies from Family, Career, and Community Leaders of America (FCCLA) or other sources~~ into the program to develop students'

academic growth, application of family and consumer sciences content, leadership, service learning, and career development; ~~and~~

(k) ~~facilitate each student's~~ students' critical thinking literacy and problem solving in family and consumer sciences through varied instructional strategies and technologies by experiences of modeling and through responsible management of resources in schools, communities, and the workplace.; and

(l) develop, implement, and demonstrate laboratory policies and procedures based on current industry standards specific to the focus of the course to ensure a culture of safety for students and clients.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.515 INDUSTRIAL TRADES AND TECHNOLOGY EDUCATION TECHNICAL SCIENCES (1) The program requires that successful candidates:

(a) demonstrate knowledge of a curriculum and curriculum design consistent with current national and Montana standards, including:

(i) a mission statement with stated goals and objectives that reflect the intent of industrial trades and technology education programs, as guided by the technical sciences national professional organizations;

(ii) an organized set of concepts, processes, and systems that are technological in nature; ~~and~~

(iii) content orientated toward industrial trades and technology education; and

(iv) classroom and laboratory instruction; experiential, project, and work-based learning; and leadership and personal development;

(b) through (b)(v) remain the same.

(vi) transportation technology, which includes physical-related technology using transportation technologies to maintain contact and exchange ~~among~~ between individuals and societal units through the movement of material, goods, and people; ~~and~~

(vii) identification of a level and scope of entry level skills in the use of tools, instruments, and machines necessary for successful teaching; and

(viii) energy and engineering technology, including information related to engineering and robotics;

(c) through (j) remain the same.

(k) apply and use content knowledge from other disciplines to ~~solve~~ address individual and social problems ~~inclusive of gender equity and culturally sensitive opportunities;~~

(l) remains the same.

(m) ~~demonstrate and apply safe laboratory skills including OSHA 10 requirements, with emphasis on the facilities, personal safety equipment, and environmental concerns~~ demonstrate the skills and abilities to develop, utilize, and manage dedicated educational facilities with current and emerging equipment, resources, library media, and electronic technology, and maintain a safe environment, and create a culture of safety during classroom, laboratory, and supervised industrial technical experiences;

(n) and (o) remain the same.

(p) ~~demonstrate a knowledge of the value of building professional relationships with stakeholders to produce a relevant learning environment and provide benefits to the student and the community including development of career pathways and work-based learning experiences~~ demonstrate knowledge of experiential, project, and work-based learning by enhancing student learning through continuous experiential, project, and work-based learning experiences with community stakeholders;

(q) ~~articulate industrial trades and technology education to the school and the local community~~ demonstrate knowledge of program marketing by engaging key stakeholders through involvement, recognition, and the sharing of information about all components of the program;

(r) and (s) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.516 JOURNALISM (1) through (1)(m) remain the same.

(n) ~~develop a plan and apply strategies on how to organize staffs~~ recruit and develop a student journalism staff and demonstrate skills in leadership and group dynamics;

(o) through (q) remain the same.

(r) integrate a variety of instructional strategies, materials, and technologies appropriate to the breadth of journalism content and the individual needs of students; ~~and~~

(s) incorporate instruction in reading literacy and writing literacy in journalism as required by the Montana Content Standards, understanding that course organization needs to allow continuous student learning; ~~and~~

(t) design a variety of assessment tools that guide students in assessing their learning.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.517 LIBRARY MEDIA K-12 (1) The program requires that successful candidates:

(a) ~~demonstrate the ability to collaboratively design, implement, and assess, and evaluate an information literacy program that prepares independent lifelong learners and includes the ability to demonstrate collaboration techniques with students and staff in the development and implementation of K-12 curriculum efforts~~ that engage diverse learners in critical thinking and inquiry processes;

(b) remains the same.

(c) promote reading for learning and enjoyment by demonstrating the ability to:

(i) ~~manage~~ curate library collections through evaluation, selection, acquisition, and organization of all formats of library materials;

(ii) collaborate with teachers and students in the selection of reading materials in print and digital formats to ensure that the collection meets the interest of all learners and is aligned to state standards; and

(iii) select materials which reflect knowledge of current youth literature, support a wide range of information needs and interests, and support American Indians and tribes in Montana; and

~~(d) demonstrate knowledge of technical services and the policies and procedures that govern these services; and~~

~~(e) (d) model and facilitate the effective and ethical use of current and emerging digital information tools to locate, analyze, evaluate, and efficiently and ethically use information to~~ and use varying instructional strategies and technologies to support research, learning, creating, and communicating in a digital society.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.518 MATHEMATICS (1) through (1)(b) remain the same.

~~(c) demonstrate an appreciation for~~ promote mathematical rigor and inquiry;

~~(d) remains the same.~~

~~(e) demonstrate understanding of the mathematical modeling process by interpreting, and analyzing, and explaining~~ mathematical results and models in terms of their reasonableness and usefulness;

~~(f) through (i) remain the same.~~

~~(j) demonstrate content knowledge in:~~

~~(i) remains the same.~~

~~(ii) different perspectives on algebra including knowledge and understanding of algebraic structures, basic function classes, functional representations, algebraic models and applications, formal structures and results in abstract algebra, and linear algebra;~~

~~(iii) through (vii) remain the same.~~

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.521 READING SPECIALISTS K-12 (1) The program requires that successful candidates:

~~(a) understand the~~ demonstrate knowledge of the role of the reading/literacy specialist in schools, and the Montana Content Standards and how they interrelate with the major theoretical, conceptual, historical, and evidence-based foundations of literacy and language including: theoretical and evidence-based foundations of reading and writing processes and instruction as outlined in the Montana Content Standards, including:

~~(i) understanding of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components~~ the components of reading, including, but not limited to, concepts of print, phonological awareness, phonics, word recognition, fluency,

vocabulary, and comprehension through the development of reading throughout the grades and the relationship with other aspects of literacy;

(ii) understanding of the role of analyzing data and adjusting instruction for improving all students' reading development and achievement in order to meet the needs of individual learners the aspects of writing development and writing processes, including, but not limited to, revising and audience, and writing foundational skills, including, but not limited to, spelling sentence construction and word processing through the development of writing throughout the grades and the relationship with other aspects of literacy; and

(iii) demonstrating knowledge and awareness of the distinct and unique cultural heritage of American Indians and tribes in Montana the components of language, including, but not limited to, language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, and visually representing through the development of language throughout the grades and the relationship with other aspects of literacy; and

(iv) the knowledge and awareness of the distinct and unique cultural heritage of American Indians and tribes in Montana;

(b) through (b)(ii) remain the same.

(iii) developing and implementing strategies to advocate for equity equality of opportunity;

(c) use instructional approaches, materials, and an integrated comprehensive, balanced curriculum to support student learning in reading and writing foundational knowledge to design literacy curricula to meet the unique needs of learners by:

(i) utilizing foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum designing, selecting, critiquing, adapting, and evaluating evidence-based literacy curricula that meet the needs of all learners;

(ii) utilizing appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading/writing connections, including the use of appropriate technology; and designing, selecting, adapting, teaching, and evaluating evidence-based instructional approaches, using both informational and narrative texts to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent;

(iii) utilizing a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources; selecting, adapting, teaching, and evaluating evidence-based, supplemental, and intervention approaches and programs while using instruction that is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing; and

(iv) demonstrating the ability to collaborate with school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum;

(d) use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student

literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; and advocate for appropriate literacy practices to relevant stakeholders by:

(i) understanding types of assessments and their purposes, strengths, and limitations the purposes, attributes, formats, strengths/limitations (including, but not limited to, validity, reliability, inherent language and culture, and dialect), and influences of various types of tools in a comprehensive literacy and language assessment system and applying that knowledge when using assessment tools;

(ii) selecting, developing, administering, and interpreting assessments, both traditional print and electronic, in order to make decisions based on data collaborating with colleagues to administer, interpret, and use for decision making student assessment, instruction, intervention, and evaluation for individuals and groups of students; and

(iii) using assessment information to plan, evaluate, reflect on, and adjust instruction; participating in and leading professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools;

(iv) using both written and oral communication to explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians;

(e) create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments meet the developmental needs of all learners and collaborating with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrating digital technologies in appropriate, safe, and effective ways; and fostering a positive climate that supports a literacy-rich learning environment by:

(i) designing the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction consulting with families and colleagues to meet the developmental needs of all learners;

(ii) designing a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write; and collaborating with school personnel and providing opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners;

(iii) utilizing routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback). integrating digital technologies into their literacy instruction in appropriate, safe, and effective ways and assisting colleagues in these efforts;

(iv) facilitating efforts to foster a positive climate that supports a literacy-rich learning environment; and

(f) demonstrate ability to work collaboratively with individuals and groups of colleagues; demonstrate their coaching skills; and advocate on behalf of, students and families by:

(i) designing, facilitating, and leading professional learning experiences for groups including, but not limited to, data team meetings, professional learning

communities, grade-level teams, academic department teams, and workshops while using collaborative data collection, analysis, and decision-making processes;

(ii) using their knowledge of adult learning to support teacher inquiry and reflectivity through coaching tools and processes including, but not limited to, modeling, problem solving, observation feedback cycles, and coteaching in their work with teachers; and

(iii) facilitating and working with teachers and other school leaders to advocate on behalf of students and families, for effective literacy programs, practices, and policies.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.522 SCIENCE (1) through (2)(a) remain the same.

(i) recent significant changes in the field, as reflected by Montana Science Content Standards, the science framework and their impact on the content knowledge necessary for teaching K-12 students;

(ii) through (7) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.523 SOCIAL STUDIES (1) The social studies program ensures that successful candidates follow the subject-major/minor program of study or the broadfield major program of study. Subject-major/minor teaching endorsement programs are limited to history, government, economics, geography, psychology, and sociology. The broadfield social studies teaching endorsement shall include a concentration in history and government and additional content chosen from economics, geography, psychology, sociology, Native American studies, or anthropology. The social studies disciplines adhere to a thorough grounding in the basic philosophy, theory, concepts, and skills associated with Montana ~~and national~~ standards.

(2) and (2)(a) remain the same.

(b) demonstrate knowledge of and ability to plan instruction based on state and national social studies curriculum standards for civic competence;

(c) demonstrate ability to select and integrate the content and methods of investigation of history and the social science disciplines, including the use of original historic documents for use in social studies instruction;

(d) demonstrate knowledge of and ability to plan instruction on the history, cultural heritage, and contemporary status of American Indians and tribes in Montana, including an awareness and application of the Montana 7 Essential Understandings Regarding Montana Indians; ~~and~~

(e) demonstrate ability to use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals and to use them in diverse settings with students with diverse backgrounds, interests, and range of abilities.; and

(f) plan and implement a variety of pedagogical practices that engage students and promote understanding of contemporary events.

(3) The economics endorsement program requires that successful candidates demonstrate knowledge of content and pedagogy related to:

(a) and (b) remain the same.

(c) the basic economic goals for society, through a free market economy, including freedom of choice, personal financial literacy, ethical action, efficiency, ~~equity~~ equality of opportunity, full employment, price stability, growth, and security;

(d) through (d)(iv) remain the same.

(v) the influence of political events on ~~the~~ state, national, and international economic ~~order~~ conditions.

(4) The geography endorsement program requires that successful candidates demonstrate knowledge of content and pedagogy related to:

(a) through (c) remain the same.

(d) the use of maps and other tools of geographical investigation or presentation, including the use of emerging technology, to process and evaluate information from a spatial perspective.

(5) through (8) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.524 COMMUNICATION (1) through (1)(c) remain the same.

(d) demonstrate understanding of diagnostic techniques, assessment, designing, and prescriptions applying formative and summative assessments for improving students' formal and informal communication skills and communicate with students providing appropriate and targeted feedback about their performance in ways that actively involve them in their own learning by encouraging them to analyze their own communication skills;

(e) design instruction that incorporates students' home and a variety of community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes;

(f) and (g) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.526 TRAFFIC EDUCATION (1) through (1)(b) remain the same.

(c) demonstrate an understanding of the state requirements regarding vehicle usage (~~i.e.,~~ including, but not limited to, required and recommended equipment, maintenance, identification, vehicle use and restrictions, licensing, course completion certificates, and insuring);

(d) demonstrate an understanding of the general administrative procedures and policies required for conducting an approved traffic education program (~~i.e.,~~ including, but not limited to, approval and reimbursement forms);

(e) through (h) remain the same.

- (i) demonstrate an understanding of the consequences resulting from violations ~~(i.e., including, but not limited to,~~ driving record, loss of driving privilege, higher insurance premiums, and license retesting);
- (j) remains the same.
- (k) demonstrate an understanding of the importance of positive attitudes toward safe driving ~~(i.e., including, but not limited to,~~ mental, social, and physical tasks performed through a decision-making process);
- (l) demonstrate an understanding of the safe interaction of all elements of the highway transportation system ~~(i.e., including, but not limited to,~~ pedestrians, bicyclists, passengers, motorcyclists, drivers, vehicles, and roadways);
- (m) demonstrate an understanding of the responsibilities of vehicle ownership ~~(i.e., including, but not limited to,~~ basic mechanical operation, maintenance, and insuring);
- (n) remains the same.
- (o) demonstrate an understanding of current traffic education issues ~~(i.e., including, but not limited to,~~ parent involvement, zone control, reference points, distracted, drowsy, impaired, and aggressive driving, and graduated driver licensing);
- (p) and (q) remain the same.
- (r) develop a logical scope and sequence plan for training driving skills in the repeated safe operation of a motor vehicle ~~(i.e., including, but not limited to,~~ controlled but varied situations and environments);
- (s) demonstrate knowledge, application, and evaluation of specific student competencies ~~(i.e., including, but not limited to,~~ scanning, vehicle balance and control, roadway markings, maneuvers, intersections, and highways);
- (t) demonstrate an understanding of specific competencies as defined by recognized agencies and organizations ~~(i.e., including, but not limited to,~~ the Office of Public Instruction and the American Driver and Traffic Safety Education Association);
- (u) design educational strategies for visual perceptual skill development ~~(i.e., including, but not limited to,~~ scanning, zone control, limiting distractions, risk management, and defensive driving principles);
- (v) and (w) remain the same.
- (x) develop a logical scope and sequence plan for a traffic education program that includes the physiological and psychological influences of alcohol and drug abuse and current legislation as they relate to use of the highway transportation system;
- (y) through (ac) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.528 COMPUTER SCIENCE (1) through (1)(b)(iii) remain the same.

(iv) knowledge of ~~at least one of the programming languages, C++, Java, C#, or Ada, and one other~~ current programming language and current programming language trends;

(c) through (g)(iii) remain the same.

(iv) and ability to teach social issues related to the use of computers and information systems in society and the principles for making informed decisions including, but not limited to, security, privacy, intellectual property, and equitable access to technology resources, ~~gender issues, cultural diversity, differences in learner needs, limits of computing, and rapid change;~~ and

(g)(v) and (h) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.531 EARLY CHILDHOOD EDUCATION (1) The program requires that successful candidates:

(a) identify, apply, and reflect on their knowledge of child development by:

(i) demonstrate demonstrating an understanding of young children's early childhood (birth-age 8) characteristics and needs encompassing across multiple, interrelated areas of children's development and learning including physical, cognitive, social, emotional, language, and aesthetic domains as well as learning processes, bilingual/multilingual development, and motivation to learn; and

(ii) understanding and valuing developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning for all children;

(b) base their practice on coherent early childhood theoretical perspectives, current understanding of the influence of theory and research about brain growth and development, executive function, motivation, and the importance of play, and dispositions toward learning on development;

(c) apply their understanding of the multiple influences on the contexts of young children's development and learning including family, community, cultural, and linguistic contexts, temperament, approaches, and dispositions to learning (including initiative, self-direction, persistence, and attentiveness), motivation, attachment, economic conditions, health status, opportunities for play and learning, technology and media, and developmental variations;

(d) understand the potential influence of early childhood programs, including early intervention, on short- and long-term outcomes for children; and

(e) demonstrate the ability to use developmental knowledge including strengths of families and children to create physically and psychologically safe learning environments that are healthy, respectful, supportive, and challenging for each child; children, with full family engagement in establishing the most effective environment for their child.

(2) The program ensures that successful candidates identify, apply, and reflect on their knowledge of family and community partnerships by:

(f) (a) know knowing about, understand, and value valuing the complex characteristics and importance of children's families and communities including home language, cultural values, ethnicity, socioeconomic conditions, family structures, relationships, ~~stresses, childhood trauma and adverse childhood experiences;~~ supports, and community resources;

~~(i) understand the effects of childhood trauma on social, emotional, physical, and behavioral development and be able to demonstrate trauma-informed classroom management strategies; and~~

~~(ii) demonstrate a knowledge of the implications of secondary trauma;~~
~~(g) (b) collaborating with families as equal partners in creating create~~ respectful, reciprocal relationships with families using a range of formal and informal strategies such as home visits, parent-teacher conferences, family nights, and transition planning into and out of early childhood programs including kindergarten;

~~(h) (c) promote and encourage promoting and encouraging family involvement engagement~~ in all aspects of children's development and learning including assisting families to find curriculum and refer resources concerning parenting, mental health, health care, and financial assistance; and

~~(i) (d) demonstrate demonstrating~~ essential knowledge and core skills in team building and in communicating with families and colleagues from other disciplines to encourage and value families' participation in curriculum and program development as well as assessment of children's learning, ~~including identification of children's strengths and needs;~~

(3) The program ensures that successful candidates identify, apply, and reflect on their knowledge of observation, documentation, and assessment by:

(a) understanding the importance of different types of developmentally appropriate assessments, including, but not limited to, observation, portfolio assessment, and work samples, as well as the importance of providing play-based experiences for children to demonstrate their skills and abilities;

(b) understanding the goals of assessment to summarize, analyze, and use assessment information gathered to:

(i) learn about children's characteristics, including the unique qualities of American Indians;

(ii) document all children's growth in all developmental domains and promote positive outcomes for each child;

(iii) make data-driven decisions to guide curriculum planning and instruction;
and

(iv) evaluate effective curriculum to maximize children's development and learning; and

~~(j) recognize the goals of assessment and summarize, analyze, and use assessment information gathered through ongoing, systematic observations and other informal and formal assessments, including play-based assessments and developmental screenings to:~~

~~(i) learn about children's unique qualities;~~

~~(ii) guide instruction; and~~

~~(iii) evaluate effective curriculum to maximize children's development and learning;~~

~~(k) make ethical considerations when administering and interpreting assessments including:~~

(c) understanding assessments that have established reliability and validity that consider children's development, ability, culture, and language.

~~(i) an understanding of family context and involving families in the assessment process;~~

~~(ii) recognizing the importance of establishing positive conditions for assessment (in familiar settings with familiar people); and~~

~~(iii) avoiding bias and using culturally sensitive assessments that have established reliability and validity;~~

(4) The program ensures that successful candidates identify, apply, and reflect on their knowledge of teaching and engagement by:

(a) utilizing the environment, schedule, and routine as learning opportunities, including:

(i) designing learning centers and interest areas for indoor and outdoor spaces;

(ii) scheduling extended time for play; and

(iii) teaching through individual and small group contexts that personalize the learning for the child;

~~(b) create~~ creating a caring community of learners that:

(i) supports positive relationships among educators, families, and children;

(ii) promotes the development of children's social, emotional, and friendship skills; and

(iii) assists children in the development of security, self-regulation self-discipline, responsibility, and problem solving;

~~(c) utilize~~ utilizing a broad repertoire of developmentally appropriate teaching skills and strategies supportive of young learners, such as:

(i) incorporating play, project based and experiential learning as core teaching practices;

(ii) integrating curricular areas;

(iii) scaffolding learning;

(iv) personalization of learning

(v) teaching through social interactions;

(vi) providing meaningful child choice;

(vii) implementing positive guidance strategies; and

(viii) making appropriate use of technology; and

~~(d) provide~~ providing curriculum and learning experiences that reflect the principles of universal design for learning, the languages, cultures, traditions, and individual needs of diverse families and children, with particular attention to the cultures of the children and families in the classroom and to American Indians and tribes in Montana;

~~(e) use a variety of learning formats and contexts to support young learners, including creating support for extended play, creating effective indoor and outdoor learning centers, teaching primarily through individual and small group contexts, and utilizing the environment, schedule, and routines as learning opportunities;~~

(5) The program ensures that successful candidates identify, apply, and reflect on their knowledge of curriculum by:

~~(a) design, implement, and evaluate~~ designing, implementing, and evaluating developmentally meaningful, integrated, and challenging curriculum for each child using professional knowledge, Montana's Early Learning Standards, Montana Content Standards (K-5), and Indian Education for All; and

~~(b) integrate and support~~ integrating and supporting in-depth learning using both spontaneous and planned curricula and teaching practices in each of the academic discipline content areas including language and literacy; science;

mathematics; social studies; the performing and visual arts; health and well-being; and physical development, skills, and fitness by:

(i) through (vi) remain the same.

(vii) demonstrating knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles, including health nutrition, and enhanced quality of life for all students;

~~(f) base curriculum planning on the understanding of the particular significance of social, emotional, and behavioral development as the foundation for young children's school readiness and future achievements;~~

(6) The program ensures that successful candidates identify, apply, and reflect on their knowledge of professionalism by:

(a) identifying and involving oneself with the distinctive history, values, knowledge base, and mission of the early childhood field to become an informed advocate for all young children and their families.

~~(s) (b) uphold and use upholding and using state and national codes of ethical conduct for the education of young children and other applicable regulations and guidelines to analyze, resolve, and discuss implications of professional ethical dilemmas with respect to the child, family, colleagues, and community;~~

~~(t) (c) collaborate~~ collaborating with multiple stakeholders, including:

(i) through (iii) remain the same.

~~(u) (d) use~~ using formal and informal assessments, early learning professional knowledge, reflection, collaborative relationships, and critical thinking to analyze and continuously improve professional practices with young children and their families;

~~(v) identify and involve oneself with the distinctive history, values, knowledge base, and mission of the early childhood field;~~

~~(w) engage in informed advocacy for young children and the early childhood profession; and~~

~~(x) demonstrate knowledge, skills, and dispositions during well-planned and sequenced clinical experiences working with children and families in two different age groups (3-5 and 5-8) and two types of the settings:~~

~~(i) one of which must include a Kindergarten-3rd grade experience in an accredited school setting for a formal student teaching experience; and~~

~~(ii) the second clinical site may include state-licensed child care centers or homes, Head Start, and community or school-based preschool programs.~~

(e) engaging in continuous, collaborative learning to inform practice; and

(f) developing and sustaining the habit of reflective and intentional practice in their daily work with young children.

(7) The program ensures successful completion of clinical and student teaching experiences that:

(a) are well-planned and sequenced in a variety of settings (i.e., state-licensed child care, Head Start, or community programs);

(b) provide the opportunity to connect early childhood classroom experiences to home and community settings;

(c) include experience in two different age groups (grades 3-6 and grades 5-8); and

(d) include a K-3 student teaching experience in a P-12 school setting.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.532 ELEMENTARY (1) and (1)(a) remain the same.

(b) demonstrate knowledge, understanding, and use application of the central concepts as outlined in Montana content standards, ~~tools of inquiry, and structures of content~~ for students across grades K-8 and engage students in meaningful learning experiences that ~~develop students' competence in subject matter and skills for various developmental levels~~ support students in meeting standards;

(c) ~~demonstrate knowledge and understanding of theory and research and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication;~~ apply knowledge in the areas of language, speaking and listening, reading and writing processes, literature, ~~print and non-print texts, which are inclusive of~~ new literacies, and technology; ~~include texts from and about American Indians and tribes in Montana; and technology, and plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creates engagement; teach children how to read; and recognize that there are major theories of reading, writing, and communication processes and development, including first and second literacy acquisition; and the role of a heritage language in learning to listen, speak, read, and write in a new language;~~

(d) demonstrate knowledge, understanding, and use application of the fundamental concepts of physical science, life science, earth, and space sciences, and engineering design to design and implement age-appropriate developmentally appropriate inquiry lessons based in the history and nature of science, including tribal ways of knowing and scientific contributions related to tribes in Montana, ~~teach science, to build student understanding for personal and social applications, to convey the nature of science, the concepts in science and technology, the history and nature of science, including scientific contributions of American Indians and tribes in Montana;~~

(e) demonstrate knowledge, understanding, and use utilization/application of the major concepts and procedures that define number and operations in base ten, fractions, operations, algebraic thinking algebra, geometry, measurement, data, analysis and ratios and proportional relationships, the number system, expressions and equations, statistics, data science, probability, and functions to engage elementary students in problem solving, reasoning, constructing arguments, communication, connections, and representation, ~~including~~ through culturally inclusive instruction, including tribal ways of knowing and lessons and examples relating to American Indians and tribes in Montana;

(f) demonstrate knowledge, understanding, and use application of the major concepts and modes of inquiry from the social studies, including the use of original historic documents, which include the integrated study of history, civics and government, geography, and economics, including personal financial literacy, and an understanding of the social sciences and other related areas to promote elementary students' abilities to make informed decisions as citizens of an interdependent world

~~that includes a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and interdependent world;~~

(g) demonstrate knowledge, understanding, and ~~use~~ application of the content, functions, and achievements of dance, music, theater, media arts, and the visual arts as ~~primary media for~~ an essential part of communication, inquiry, perspective, and engagement among elementary students, and culturally diverse performing and visual arts inclusive of the works of American Indian artists and art in Montana;

(h) demonstrate knowledge, understanding, and ~~use~~ application of the major concepts in ~~the subject matter of~~ health education to create opportunities for ~~student development~~ students to develop and practice of skills that contribute to good physical and mental health ~~for all elementary students~~;

(i) demonstrate knowledge, understanding, and ~~use~~ application of human movement and physical activity as central elements to foster students' active, healthy ~~life styles~~ habits in order to promote mental well-being and enhanced quality of life ~~for all elementary students~~;

(j) remains the same.

(k) plan and implement instructional strategies based on knowledge of individual students, families, learning theory, content, connections across the curriculum, curricular goals, and community;

(l) demonstrate understanding of how elementary students, within different populations, including American Indians and tribes in Montana, differ in development and approaches to learning and demonstrate the ability to differentiate instruction ~~for learners of all cognitive abilities~~ to meet the needs of individual students;

(m) remains the same.

(n) demonstrate knowledge and ~~understanding~~ application of ~~individual and group motivation and behavior and apply this knowledge and understanding~~ relationship building and developmentally appropriate behavior responses to create learning communities that foster active engagement in learning, self-motivation, self-discipline, and positive, healthy interactions ~~interaction and to create supportive learning environments~~;

(o) ~~use~~ demonstrate knowledge and ~~understanding~~ application of effective verbal, nonverbal, and media communication techniques in elementary learning environments to foster active inquiry, collaboration, and supportive ~~interaction~~ interactions among students and transparency with students' families; and

(p) demonstrate knowledge and understanding of formative and summative assessments ~~assessment strategies and use this knowledge and understanding to support data-driven decision making to monitor student growth~~ evaluate and ensure the continuous intellectual, ~~social-emotional~~, and physical development of elementary students.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.533 MIDDLE GRADES (4-8) (1) remains the same.

(a) knowledge and understanding of the major concepts, principles, theories, and research related to young adolescent development (grades 4 through 8) and

apply this knowledge and understanding when making curricular decisions, planning and implementing instruction, and participating in ~~middle grades programs and practices~~ professional development activities;

(b) ~~knowledge of young adolescents in the areas of intellectual, physical, nutritional, social, emotional, behavioral, and moral characteristics, individual needs, and interests, and apply this knowledge of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents;~~ including those whose language and cultures are different from their own;

(i) ~~understand the effects of childhood trauma on social, emotional, physical, and behavioral development and be able to demonstrate trauma-informed classroom management strategies~~;

(ii) ~~demonstrate a knowledge of the implications of secondary trauma~~;

(c) through (2) remain the same.

(a) knowledge and understanding of theory and research and apply knowledge in the areas of language, speaking, and listening; reading and writing processes; literature, print, and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana; and effective technology integration; and plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking, critical analysis, and creative engagement for young adolescents;

(b) and (c) remain the same.

(d) knowledge, understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics including personal financial literacy, and an understanding of the social sciences, including the use of original historic documents, and other related areas to promote middle grades students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and the interdependent world;

(e) knowledge, understanding, and use of the content, functions, and achievements of the performing arts (~~dance, music, theater~~) and the visual arts as primary media for communication, inquiry, perspective, and engagement among young adolescent students, and culturally diverse performing and visual arts inclusive of the works of American Indian artists and art in Montana;

(f) knowledge, understanding, and use of health enhancement education to create opportunities for middle grades student development and practice of skills that contribute to good ~~physical, social, emotional, and behavioral~~ health for all young adolescents; and

(g) knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy habits ~~life styles~~, including health nutrition and enhanced quality of life for all young adolescent students.

(3) and (4) remain the same.

(a) knowledge, understanding, and use of interdisciplinary connections to integrate subject matter contents, ~~employing inclusive ideas and issues~~ that engage middle grades students' ideas, interests, concerns, and experiences;

(b) through (f) remain the same.

(g) knowledge and understanding of formative and summative assessment strategies and use this knowledge and understanding to evaluate and ensure the continuous intellectual, social-emotional, behavioral, and physical development of middle grades students.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.604 ADVANCED PROGRAMS (1) ~~Advanced programs are offered at postbaccalaureate levels for~~ Advanced-level preparation is provided through programs at the graduate level 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 districts. Advanced programs reviewed include the following:

~~(a) the continuing education of teachers who have previously completed initial preparation programs for the preparation of school counselors and school psychologists, if the program is not currently accredited through another national approved accreditor; or~~

~~(b) the preparation of other school professionals~~ educational leadership programs leading to the preparation of principals, curriculum directors, supervisors, and superintendents.

~~(2) 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~~ Advanced-level programs not reviewed include the following:

~~(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~~ any advanced-level program not specific to the preparation of teachers or other school professionals for P-12 districts;

~~(b) programs for teachers who are seeking a master's degree in the field in which they teach~~ any advanced-level non-licensure programs, including those specific to content areas, including, but not limited to, M.A., M.S., and Ph.D.; and

~~(c) programs not tied to endorsement, such as programs in curriculum and instruction; and~~

~~(d) programs for other school professionals such as school counselors, school psychologists, educational administrators, and curriculum directors~~ educational leadership programs not specific to the preparation of teachers or other school professionals for P-12 districts.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

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

flexibly to advance the learning of all students toward attainment of college- and career-readiness standards specific to their discipline;

(b) demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline to effectively work with all P-12 students and their families;

~~(c) 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;~~ 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 students are enhanced by:

(i) utilizing data literacy;

(ii) using research and understanding of qualitative, quantitative, and mixed methods research methodologies;

(iii) employing data analysis and/or evidence to develop a supportive learning environment;

(iv) leading and participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; and

(v) supporting appropriate applications of technology for their field of specialization; and

(vi) applying laws, policies, and professional standards appropriate to their field of specialization;

~~(d) apply content and discipline-specific knowledge as reflected in outcome assessments in response to standards of professional associations and national or other accrediting bodies~~ have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards; and

~~(e) demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college- and career-ready standards; and~~

~~(f) integrate technology standards to support the design, implementation, and assessments of learning experiences and environments to engage students, improve learning, and enrich professional practice.~~

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.606 ADVANCED CLINICAL PARTNERSHIPS AND PRACTICE

(1) The provider:

(a) ensures that effective partnerships and high-quality clinical practice are central to candidates' preparation so that candidates to develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development and appropriate for their professional specialty field;

~~(b) ensures that partners co-construct~~ co-constructs 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 by:~~

~~(i) ensuring partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish;~~

~~(ii) establishing mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensure~~

~~(iii) ensuring that theory and practice are linked; maintain by maintaining coherence across clinical and academic components of preparation; and share~~

~~(iv) sharing accountability for advanced program candidate outcomes; and~~

~~(v) to the extent possible, providing opportunities for advanced candidates to complete clinical experiences 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;~~

~~(c) ensures that partners co-select, prepare, evaluate, and 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~~

~~(d) works with partners to design and implement 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 all P-12 students.~~

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.607 ADVANCED CANDIDATE QUALITY, RECRUITMENT, PROGRESSION, AND SELECTIVITY SUPPORT (1) The provider:

~~(a) demonstrates that the quality of advanced program candidates is 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 is an ongoing and intentional focus so that completers are prepared to perform effectively and can be recommended for certification where applicable;~~

~~(b) develops and implements plans and efforts to know and address local, state, regional, and national needs for hard-to-staff schools and shortage fields. The~~

goals and evidence show progress toward a high-quality advanced candidate pool, which reflects the diversity of Montana's P-12 students 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 a~~ a 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 using data points that are valid and reliable predictors of advanced candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence:

~~(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 using valid and reliable measures;~~

(e) creates criteria for program progression and ~~monitors candidates' advancement~~ uses data to monitor advanced candidates 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. The provider ensures that knowledge of and progression through transition points are transparent to candidates. The provider documents the need for candidate support, so advanced candidates meet milestones; and

(f) implements a system for effectively maintaining records of advanced candidate formal complaints and resolution documentation.

(2) ~~Prior~~ Ensuring that prior to recommending any advanced program candidate for program completion, the provider documents that the advanced program candidate:

(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~~ possesses academic competency to help facilitate

learning with positive impacts on all 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; and

(b) understands the expectations of the profession, including ~~codes of ethics~~ ethical conduct, professional standards of practice, and relevant laws and policies.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.608 ADVANCED PROGRAM IMPACT SATISFACTION WITH PREPARATION (1) The provider:

~~(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;~~

~~(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;~~

~~(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) (a) 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 their families; and~~

~~(e) (b) demonstrates, using measures that result in valid and reliable data, that advanced program completers perceive their preparation as relevant to the responsibilities they confront encounter on the job, and that the preparation was effective.~~

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.609 ADVANCED PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT (1) The provider:

~~(a) maintains develops a quality assurance system comprised that consists of valid and reliable data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development; that documents the advanced program's operational effectiveness and supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers; and. The provider uses the results of inquiry and data collection to establish priorities, enhance advanced program elements and capacity, and test highlight innovations to improve completers' impact on P-12 student learning and development;~~

~~(b) develops implements and maintains a quality assurance system which is comprised of multiple measures, that can monitor advanced program candidate progress, completer achievements, and provider operational effectiveness. The~~

provider documents the process of data entry and how data are reported and used in decision making to make advanced programmatic improvement;

(c) ensures that its the quality assurance system relies on data that are relevant, verifiable, representative, cumulative, and actionable measures provides specific guidance for improvement, and produces empirical evidence that to ensure interpretations of data are valid and consistent;

(d) regularly and systematically assesses advanced program performance against its goals and relevant standards, tracks monitors 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;

(e) ensures that data from the quality assurance system 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 advanced programs, resource allocation, and future direction; and

(f) assures that appropriate internal and external stakeholders, including, but not limited to, faculty, staff, candidates, completers, alumni, employers, practitioners, and school and community partners, and others defined by the provider, are involved engaged in advanced program design, evaluation, and continuous innovative improvement processes, and identification of models of excellence.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.610 SCHOOL COUNSELING K-12 (1) through (1)(d) remain the same.

~~(e) demonstrate knowledge of the role of ethnic and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling, including American Indians and tribes in Montana;~~

(f) ~~(e)~~ demonstrate competence in the coordination of school counseling program components and understand how they are integrated within the school community in collaboration with the efforts of other educators and agencies, as well as the roles of leaders, advocates, and systems change agents in schools;

~~(g) (f)~~ demonstrate competence in elementary, middle, and high school counseling in:

(i) planning, designing, implementing, and evaluating a comprehensive and developmental school counseling program that includes mission statements and objectives;

(ii) appraising and interpreting interviews, observations, and formal assessments ~~(e.g. including, but not limited to,~~ aptitude, interest, achievement, and personality tests) and other assessments relevant to K-12 education;

(iii) promoting student success using strategies and interventions that address academic development, career counseling, school and life transitions, promotion and graduation rates, college and career readiness, ~~equity in academic achievement, as well as skills to critically examine the connections between social, familial, emotional, and behavioral issues and academic achievement;~~

(iv) utilizing a variety of developmentally appropriate intervention strategies in individual, family, and group contexts such as personal/social counseling, parent conferences, teaching ~~guidance~~ curriculum lessons using lesson planning and classroom management strategies, training and overseeing peer intervention programs, and other strategies that foster collaboration and teamwork in schools;

(v) and (vi) remain the same.

(vii) managing school counseling programs by using accountability data to inform decision making to advocate for students and programs, analyzing, and presenting educational research, performance, and evaluation data ~~(e.g., including, but not limited to,~~ standardized test scores, grades, retention, and placement) that advocate for students and programs;

(viii) demonstrating new knowledge and skills, and refining existing skills through professional renewal ~~(e.g., including, but not limited to,~~ self-reflection, continuing education, and professional development);

(ix) through (xii) remain the same.

~~(h) (g)~~ demonstrate knowledge of, and apply the laws (state and federal), policies, and legislation that affect student placement, follow-up and program planning, as well as the ethical issues related to the school counseling field; ~~specifically the ethical standards of the American School Counselor Association (ASCA); and~~

~~(i) (h)~~ demonstrate knowledge of the ASCA American School Counselor Association national standards for student development related to mindsets and behaviors for student success (academic, career, and personal/social developmental domains) and demonstrate competence integrating ~~the~~ these national standards throughout the school counseling program.

(2) through (2)(c) remain the same.

(d) an internship of 240 hours of supervised direct service to K-12 students performing a variety of school counseling activities related to a school counseling program that may include ~~delivering guidance curriculum (classroom teaching), student planning (academic, career, or personal/social), responsive services (counseling and referral), and system support (management and consultation)~~ designing and implementing developmentally appropriate classroom lessons, individual student planning (assisting students in the development of educational, career, and personal plans), responsive services (groups, individual counseling, and crisis response), indirect student services (referrals, consultation, and collaboration), and program planning and school support;

(e) through (g) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.705 SCHOOL PRINCIPALS, SUPERVISORS, AND CURRICULUM DIRECTORS (1) and (1)(a) remain the same.

(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:

(i) through (v) remain the same.

(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:

(i) through (iii) remain the same.

(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 and well-being of each person and:

(i) through (iii) remain the same.

(e) act with integrity, fairness, and in an ethical manner in order to develop the full educational potential and well-being 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 and well-being 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) remains the same.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.706 SUPERINTENDENTS (1) The successful candidate completes the requirements of ARM 10.58.705 and the following requirements. The program requires that successful candidates:

~~(a) facilitate the development, articulation, implementation, and stewardship of a school and/or district vision of learning supported by the school community and:~~

~~(i) collaboratively develop, implement, and promote a commitment to a shared district vision and mission integrated throughout the school system by strategic planning, aligning districtwide curriculum, and facilitating policy-making processes;~~

~~(ii) (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

~~(iii) (c) demonstrate skill in working with school boards;~~

~~(b) (d) 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:~~

~~(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;~~

~~(ii) (e) develop the instructional and leadership capacity of staff in order to create a personalized and motivated motivating learning environment for students through comprehensive professional learning opportunities with principals and leaders;~~

~~(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;~~

~~(iv) (f) develop districtwide assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs; and~~

~~(v) (g) 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;~~

~~(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:~~

~~(i) (h) develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning;~~

~~(ii) (i) efficiently and effectively use human, fiscal, and capital resources, applying fiscal and management theory;~~

~~(iii) (j) advocate, promote, and protect the social, emotional, and physical safety of students and staff;~~

~~(iv) (k) demonstrate knowledge of information systems;~~

~~(v) (l) demonstrate knowledge of student transportation laws and best practices; and~~

~~(vi) (m) demonstrate knowledge of Montana school law, Montana school finance, and Montana collective bargaining and employment law;~~

~~(d) (n) 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; and~~

~~(ii) promote understanding, appreciation, and use the community's diverse cultural, social, and intellectual resources to expand the educational experience; and~~

~~(iii) collect and analyze data and information pertinent to the educational environment;~~

~~(e) (o) act with integrity, fairness, and in an ethical manner in order to develop the full educational potential and well-being of each person through our public schools; 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;~~

~~(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~~

~~(v) (p) demonstrate knowledge of the Americans with Disabilities Act (ADA) and the Individual Individuals with Disabilities Education Act (IDEA);~~

~~(f) (q) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential and well-being 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) (r) 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.~~

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.707 SCHOOL PSYCHOLOGISTS (1) through (1)(b) remain the same.

(i) applying data-based decision making and accountability through varied models and methods of assessment and data collection for identifying strengths and needs; developing effective interventions, services, and programs, and measuring progress and outcomes within a multi-tiered system of supports;

(ii) using a problem-solving framework as the basis for all professional activities;

(iii) collecting data systematically from multiple sources as a foundation for decision making at the individual, group, and system levels, and considering ecological factors including, but not limited, to classroom, family, and community characteristics as a context for assessment and intervention;

~~(ii) (iv) applying varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems, and methods to promote effective implementation of services;~~

~~(iii)~~ (v) applying effective interventions and instructional support to develop academic skills through a thorough understanding of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies;

~~(iv)~~ (vi) applying interventions, as well as ~~and~~ mental and behavioral health services to develop social and life skills to promote ~~social-emotional~~ understanding of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies;

~~(v)~~ (vii) understanding individual differences, abilities, disabilities, and other individual student characteristics, principles, and research related to diversity factors for children, families, and schools, factors related to culture, including American Indians and tribes in Montana, context, and individual and role difference; ~~and~~ evidence-based strategies and adaptive skills to enhance services and address potential influences related to diversity in development, ~~and learning, and behavioral health~~;

~~(vi)~~ (viii) applying evidence-based schoolwide practices, implementation science, systems' structures, and systems organization and theory, policy development, and climate to promote learning, positive behavior, and mental health;

~~(vii)~~ (ix) applying principles and research related to well-being, to resilience, and risk factors in learning and mental and behavioral health, supporting services in schools and communities, multi-tiered prevention, and evidence-based strategies to create and maintain safe, effective, and supportive learning environments for students and school staff for effective crisis response;

~~(viii)~~ (x) applying principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools;

(xi) applying evidence-based strategies to enhance services in both general and special education and to address potential influences by providing professional services that promote effective functioning for individuals, families, and schools;

~~(ix)~~ (xii) applying research, design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings;

~~(x)~~ (xiii) applying the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity ~~and effective practice as of~~ school psychologists psychologists' legal, ethical, and professional practice; and

~~(xi)~~ (xiv) integrating information technology into school psychologist practice and utilizing various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and system levels;

~~(d)~~ demonstrate knowledge and understanding of orientation to the educational process, assessment for intervention, direct intervention, and indirect intervention.

(2) The provider shall ensure candidates complete supervised and sequenced practica experiences that:

- (a) ~~practica experiences~~ are distinct from and occur prior to the internship;
 - (b) ~~practica~~ occur at scheduled time(s), are of sufficient length, and are in settings appropriate and relevant to the specific training program objectives of the ~~program~~ and student competency development;
 - (c) ~~there is~~ have a direct and obvious relationship ~~between practica experiences and~~ to the objectives for which the practica are intended; are designed collaboratively between the school psychology program and placement agencies; demonstrate a commitment to candidate learning; are consistent with program goals; and ensure the development of professional competencies;
 - (d) ~~practica experiences~~ occur under conditions of supervision appropriate to the specific training objectives of the program;
 - (e) ~~practica experiences are provided~~ provide appropriate recognition through the awarding of academic credit;
 - (f) ~~practica experiences~~ occur with university involvement appropriate to the specific training objectives of the program and have program oversight to ensure appropriate placement, and diverse activities to address national practice model and program objectives, adequate supervision, and collaboration between the practicum site and practicum site supervisors;
 - (g) ~~the quality of practica experiences is~~ are systematically evaluated in a manner consistent with the specific training objectives of the program and use performance-based evaluations that are systematic and designed to ensure that candidates demonstrate professional work characteristics and competencies; and
 - (h) ~~practica experiences~~ are conducted in accordance with current legal-ethical standards for the profession; and
 - (i) ~~candidates demonstrate knowledge of the roles, responsibilities, and functions of other pupil service personnel, including the operation of interdisciplinary teams~~; and
 - (j) ~~candidates demonstrate knowledge of available school and community resources~~.
- (3) through (3)(a)(ix) remain the same.
- (x) is conducted in a manner consistent with the current legal-ethical standards of the profession; and
 - (xi) remains the same.
 - (xii) is a diversified learning experience that includes a variety of professional roles and functions for the intern to attain professional competencies through carefully supervised activities;
 - (xiii) addresses all National Association of School Psychologists (NASP) domains of practice;
 - (xiv) has a written agreement that specifies the term of appointment terms of compensation;
 - (xv) supports services for the intern commensurate as to what is provided the agency's school psychologist;
 - (xvi) provides access to continuing educational activities;
 - (xvii) has appropriately and regularly scheduled supervision;
 - (xviii) is provided appropriate recognition through the awarding of academic credit; and

~~(b) complete a field-based internship supervised, on average, at least two hours per week of direct supervision for each intern;~~

~~(c) (b) accept an internship placement that provides appropriate support for the internship experience including:~~

~~(i) through (v) remain the same.~~

~~(4) The provider ensures that school psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. a school psychology program employs systematic, comprehensive assessment of candidate knowledge, skills, and professional work characteristics needed for effective practice as early-practitioner, independent school psychologists. A key aspect of program accountability is the assessment of candidate ability to provide, and evaluate the impact of, direct and indirect services to children and youth, families, and schools. Faculty must be involved in the evaluation of candidate skill application including, but not limited to, products such as individual, group, or system-wide case studies, program evaluations, and psychoeducational evaluations, and use assessment results to evaluate and improve the program. The provider ensures that school psychology graduate programs shall:~~

~~(a) establish and maintain an accountability program to assess the knowledge and capabilities of school psychology candidates and of the impact that interns and graduates have on services to children, youth, families, and other consumers that employs a variety of methods to assess the candidate knowledge, skills, and professional work characteristics consistent with the national practice model, including results on licensing exams, course-embedded methods, practicum and capabilities of school psychology candidates intern evaluations, and performance-based products that include assessment of the impact that interns and graduates have on services to children, youth, families, and other consumers;~~

~~(b) incorporate different sources of process and performance information ~~(e.g., including, but not limited to, instructional evaluation, performance portfolios, field supervisor evaluations, systematic valid procedures are used to evaluate and improve the quality of the program, candidate/graduate performance on licensing/certification examinations, and alumni follow-ups), as appropriate, to evaluate and improve components of the program. The assessment of practicum outcomes must include a formal evaluation process of all candidates conducted by field supervisors and/or program faculty. The assessment is expected to focus on specific competencies and professional work characteristics and be based on observations or other evaluation methods. The evaluation criteria or benchmark is expected to be relevant to the professional developmental stage of the candidate at the particular level of the practica;~~~~

~~(c) apply specific published criteria, both objective and qualitative, for the assessment and admission of candidates to the program at each level and for candidate retention and progression in the program. ~~The criteria address the academic and professional competencies, as well as the professional work characteristics needed for effective practice as a school psychologist (including respect for human diversity, communication skills, effective interpersonal relations, ethical responsibility, adaptability, and initiative/dependability) The internship outcomes include formative and summative performance-based evaluations~~~~

completed by faculty and field-based supervisors that are systematic, address the academic and professional competencies, and ensure that interns attain the competencies, as well as demonstrate the professional work characteristics needed for effective practice as an early-career, independent school psychologist;

(d) employ a systematic process that ensures that all students possess the knowledge and professional expertise to collaborate with families and school and community based professionals in designing, implementing, and evaluating interventions that effectively respond to the educational and mental health needs of children and youth; where the candidate must:

(i) demonstrate evidence of the ability to provide and evaluate the impact of direct and indirect intervention-based services for children and youth, families, and schools; and

(ii) provide evidence of services in the form of two performance-based products, one of which can be completed during practica and one product must have a primary focus on academic/cognitive skills and another with a primary focus on mental and behavioral health. Faculty must evaluate candidates' products;

(e) utilize systematic procedures to evaluate and improve the quality of the program. Different sources of process and performance information including, but not limited to, instructional evaluation, performance portfolios, field supervisor evaluations, and candidate/graduate performance on licensing/certification examinations are used, as appropriate, to evaluate and improve the program;

(e) limit the number of credit hours acquired through courses, seminars, and other learning experiences not open exclusively to graduate students to no more than one-third of the student's program;

(f) is comprehensive, sequential, and experiential, and it fosters the number of development credit hours acquired for candidates' professional identity as school psychologists, as reflected in the following:

(i) clear identification as a "school psychology program" and communication of a program framework or model, in which its philosophy/mission is represented in explicit goals and objectives for school psychology competencies that candidates are expected to attain;

(ii) an integrated, sequential program of study and supervised field experiences that are based on the program's philosophy/mission, goals, and objectives and are consistent across candidates;

(iii) full-time, part-time, or alternative types of enrollment that provide multiple and systematic opportunities through courses, seminars, coursework, supervised practices, and other comprehensive program activities for candidates to develop and encourage an affiliation with peers, faculty, and the profession;

(iv) multiple instructional delivery methods including, but not limited to, online, face to face, or hybrid may be utilized, the program documents that it provides supervision and evaluates candidate learning outcomes relevant to particular courses and field experiences not open exclusively to graduate students in a systematic manner;

(v) use of a systematic process to ensure that candidates demonstrate the student's knowledge and skills needed for effective school psychology service delivery; the ability to integrate competencies across NASP domains of school

psychology practice; and direct, measurable effects on children and youth, families, schools, and other consumers; and

(vi) use of data from multiple measures, including performance-based evaluation regarding candidates and program; graduates (including, but not limited to, employment, licensure/certification, satisfaction) to improve the quality of the program;

~~(f)~~ (g) exclude credit requirements for undergraduate study, study that is remedial, or study which is designed to remove deficiencies in meeting requirements for program admission; and

~~(g)~~ (h) include a full-time continuous residency or an alternate planned experience for all students and programs allowing alternate planned experiences as a substitute for full-time residency must demonstrate how those experiences are equivalent to experiences commonly associated with residency requirements.

(5) The provider ensures that specialist-level programs follow the standards described by ~~NASP~~ a national accrediting entity, and:

(a) through (c) remain the same.

(d) specialist level programs include a minimum of one academic year of supervised internship experience consisting of a minimum of 1200 clock hours, including a minimum of 600 hours in a school setting.

(6) through (6)(b) remain the same.

(c) the program includes a minimum of one academic year of doctoral supervised internship experience consisting of a minimum of 1500 clock hours, including a minimum of 600 hours in a school setting, as part of a doctoral program or prior specialist degree, or 600 hours of advanced practicum experience.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

5. REASON: The Office of Public Instruction staff facilitated a comprehensive process to review and revise ARM Title 10, chapter 58 with involvement from Montana P-20 education stakeholders, including the Montana Council of Deans of Education, professional education organizations and associations, and content-specific professionals.

The proposed new and amended rules are necessary to provide clear guidance to Montana educator preparation providers regarding program requirements to prepare educator candidates to meet the teaching, learning, and leading expectations in Montana's P-12 accredited schools. National accrediting standards have been modified to reflect research-based practice and improvements in instructional strategies. Montana must incorporate necessary changes to ensure that our educator preparation providers will continue to be in compliance. Rules were amended for clarity, consistency, and currency. Content areas were updated to address evidence-based instructional practice.

6. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: McCall Flynn, Executive Director, Board of Public Education, 46 N.

Last Chance Gulch, Suite 2B, P.O. Box 200601, Helena, Montana, 59635; telephone (406) 444-0300; or e-mail bpe@mt.gov, and must be received no later than 5:00 p.m., September 2, 2022.

7. McCall Flynn, Executive Director, Board of Public Education, has been designated to preside over and conduct this hearing.

8. The Board of Public Education maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this agency. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in paragraph 6 above or may be made by completing a request form at any rules hearing held by the Board of Public Education.

9. An electronic copy of this proposal notice is available through the Secretary of State's web site at <http://sosmt.gov/ARM/Register>.

10. The bill sponsor contact requirements of 2-4-302, MCA, do not apply.

11. With regard to the requirements of 2-4-111, MCA, the Board of Public Education has determined that the adoption and amendment of the above-referenced rules will not significantly and directly impact small businesses.

/s/ McCall Flynn
McCall Flynn
Rule Reviewer

/s/ Tammy Lacey
Tammy Lacey
Chair
Board of Public Education

Certified to the Secretary of State July 26, 2022.