

Institutional Report

CURRENT PEPP STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft June 11, 2014		
	Initial Program Components	
ARM 10.58.304 CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS	10.58.304 <u>CONTENT AND PEDAGOGICAL KNOWLEDGE</u>	
(1) Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.	<u>(1) The provider ensures that candidates:</u>	
(a) Teacher candidates know the subject matter that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.	<u>(a) demonstrate a deep 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;</u>	
(b) Candidates for other professional school roles know their fields and can explain principles and concepts delineated in professional, state, and institutional standards.	<u>(b) demonstrate an understanding of the 11 Montana teaching standards (10.58.501) within the following categories: the learner and learning; content; instructional practice; and professional responsibility;</u>	
(c) Teacher candidates have a broad knowledge of instructional strategies that draw upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. They facilitate student learning of the subject matter through presentation of the content in clear and meaningful ways and through the integration of technology.	<u>(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;</u>	



Institutional Report

CURRENT PEPP STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft June 11, 2014		
	Initial Program Components	
(d) Teacher candidates can apply their professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning.	<u>(d) apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of professional associations and national or other accrediting bodies;</u>	
(e) Candidates for other professional school roles have an adequate understanding of the professional knowledge expected in their fields and delineated in professional, state, and institutional standards. They know their students, families, and communities, use current research to inform their practices, use technology in their practices, and support student learning through their professional services.	<u>(e) demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards; and</u>	
(f) Candidates are familiar with professional dispositions delineated in professional, state, and institutional standards. They model these dispositions in their work with students, families, and communities.	<u>(f) integrate technology in the design, implementation, and assessment of learning experiences to engage P-12 students, improve learning, and enrich professional practice.</u>	
(g) Teacher candidates focus on student learning as shown in their assessment of student learning, use of assessments in instruction, and development of meaningful learning experiences for students based on their developmental levels and prior experiences.		
(h) Candidates for other professional school roles are able to create positive environments for student learning. They understand and build		



Institutional Report

CURRENT PEPP STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft June 11, 2014		
	Initial Program Components	
upon the developmental levels of students with whom they work, the diversity of students, families, and communities, and the policy contexts within which they work.		
(i) Teacher candidates have a working, demonstrable knowledge of Montana school governance, funding, and collective bargaining.		
(j) Candidates for other professional school roles have a working, demonstrable knowledge of Montana school governance, funding, and collective bargaining.		
(k) Teacher candidates demonstrate an understanding of the effects of concentrated generational poverty on student academic achievement.		
(l) Candidates for other professional school roles demonstrate an understanding of the effects of concentrated generational poverty on student academic achievement.		
(History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

