



# Teacher Learning Hub

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## **Annual Report**

### 19/20



Montana Office of Public Instruction | Content Standards and Instruction

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[opi.mt.gov/learninghub](https://opi.mt.gov/learninghub)

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## Executive Summary

The following is a brief summary of the information found in the Teacher Learning Hub Annual Report for 2019-2020.

- Registered Users: 16,494, a 32.3% increase over the previous year
- Course Completions: 12,210, a 67.8% increase over the previous year
- Renewal Units Issued: 36,581, a 43.5% increase over the previous year
- Course Types:
  - 94 self-paced courses were offered throughout the year. These accounted for 72% of the Hub's courses and 94.0% of completions.
  - 34 facilitated courses were offered for a total of 61 sessions. These accounted for 25% of the Hub's courses and 5.7% of completions.
  - Four group courses were offered throughout the year. These accounted for 3% of the Hub's courses and 0.3% of completions.
- Estimated OPI Costs for a 1-2 hour self-paced course:
  - Initial course creation: \$665
  - Ongoing course maintenance and support: \$730 annually
  - There is no cost to the users of the Hub

The school closures as a result of the COVID-19 pandemic had a profound effect on the Hub. The number of new registered users for the month of April 2020 increased 92% over the number of new registered users for April 2019. Course completion for the same time frame increased 301% over the same time period in 2019.



## The Hub Story

Montana's teachers are dedicated professionals who strive to improve their practice in service to their students. Professional development is an essential part of the ongoing professional work that educators engage in to maintain licensure and keep their skills up to date. Montana's geography, weather, isolation, and the expense of professional development have been a barrier to teachers who want to increase their effectiveness in the classroom. This annual report of the Teacher Learning Hub (Hub) activity for 2019-20 is our way of demonstrating how the Office of Public Instruction (OPI) is leveraging its resources to eliminate access barriers for our education community.

Superintendent Arntzen's mission is "Putting Montana Students First." The Hub is a critical tool for professional development in each of the four initiatives of that mission



**HISTORY:** In July 2013, Montana was awarded an American Federation of Teachers (AFT) Innovation Grant to create the Montana Digital Professional Learning Network (MDPLN). MEA-MFT (now MFPE) and the Montana Digital Academy (MTDA) partnered with the OPI to design a professional development delivery vehicle with the primary goal of addressing the challenges of distance, time, access, and equity for Montana educators. At the conclusion of the AFT Innovation grant in August 2015, the MDPLN partners decided to transition the program to OPI to ensure continued success and sustainability. In November 2015, MDPLN was transformed into the OPI Teacher Learning Hub. In its home at the OPI, the Hub Team is committed to offering quality online learning that is engaging, relevant, accessible, and free of cost.

**PROGRAM OVERVIEW:** The Hub is administered and staffed in the OPI Teaching and Learning Department with fiscal support from: Title II, Part A State Level Activities, OPI Special Education Division, and Title IV, Part A; and, the Montana educators who create and facilitate courses. This support allows for the diversification of course offerings, including three types of courses, and an expanding catalog of more than 100 courses. With users increasing to nearly 9,000 in 2017, the Hub added a second full-time specialist in January 2018. In the 2019/2020 fiscal year, the Hub has grown to over 16,000 registered users with over 12,000 course completions.

While there are many exciting changes in store for the 2020-2021 fiscal year, the Hub's purpose of providing equitable, accessible professional learning for educators throughout Montana remains at the forefront. This Annual Report for the period July 2019 through June 2020 is evidence of the growth,

*"Great information in this course. I wish I had access to it years ago!! I will definitely use this information and point other educators to it in order for us to become more effective in our teaching practice. Thank you!!"*

-Introduction to Dyslexia

*"I will use most of what I learned as the Hearing Officer for Billings Public Schools when deciding on disciplinary action for students facing expulsion. Thank you."*

- Overcoming ACEs in MT Schools

*"This was the best Google Apps class that I have taken in a long time. The amount of information and feedback was excellent. Thank you for sharing."*

- Google Suite Advanced

*"This was the best opportunity I had to debrief (with other teachers) the remote teaching I did this Spring! I liked that the discussions were focused on positive things. I appreciated the opportunity to produce something that I could actually use in my classroom and received great ideas in my feedback of it. Thank you very much to all who put in so much time to create this class!!"*

- Connect and Reflect: Taking What We Learned During Covid-19 Into Next Fall

quality, and value of the Teacher Learning Hub to Montana's education community.

*This report was prepared by Marjorie O'Rourke (Administrative Specialist) with contributions by Allyson Brieze (Learning Hub Content Specialist), Jessica Bryant (Learning Hub Coordinator), Carli Cockrell (Professional Learning Coordinator,) and Colet Bartow (Senior Manager of Teaching and Learning Department).*

## Acknowledgements of our Project Leads

The Hub Team would like to thank all of our project leads within OPI for their hard work in 2019-20. Without the help of these people, the Hub Team would not have been able to do the work the team does. Listed below are all the project leads and the number of courses they helped maintain and/or monitor:

Project Lead / Support	Number of Courses
Marisa Graybill	31
Christy Mock-Stutz (Stephanie Swigart)	15
Tammy Lysons	14
Jessica Bryant	12
Michelle McCarthy	10
Terri Barclay	8
Jennifer Nettleton	6
Carli Cockrell	5
Kris Minard	5
Rachel Anderberg	5
Allyson Brieze	4
Liz Tuss	4
Colet Bartow	2
Patti Borneman and Tara Ferriter-Smith	2
Marjorie O'Rourke	2

These project leads each maintain or monitor one course; Allyson Chance, Crystal Armstrong, Jamey Ereth, Alan Grover, Sandy Elmore, Katie Madsen, Kris Thatcher, Duane Schlabach, Rene Erlandsen, Rochelle Davies, Jackie Roller, Sheila Lovato, Stephen Morsette, Mike Jetty, Michele Hensen, Tom Antonick, Zach Hawkins, and Tara Dempsey.

## Supporting Teacher Effectiveness

Professional Educator Preparation Program Standards (PEPPS) are in place to ensure that all post-secondary campuses offering teacher education programs in Montana are meeting the educational program requirements leading to licensure of teachers and administrators in Montana's public schools. These standards are certainly foundational but that is just the start of the professional educator's journey to consistent and progressive teacher effectiveness.

At the Teacher Learning Hub we work tirelessly to provide high quality professional development opportunities for educators to ensure that their journey as a "life-long learner" writes a positive story on the slate of every Montana student whose life they have the privilege and opportunity to impact. All of us in education are in the "people business". We are in the uniquely satisfying position of being able to serve people both quantitatively and qualitatively as we make empirically driven decisions that support educators in being maximally effective and afford learners optimal achievement academically, socially, and emotionally.

To best demonstrate how they correlate to course offerings on the Hub, we have grouped the PEPP Standards, Administrative Rule of Montana (ARM) [10.58.501](#), into four categories: Learning Environment; Instruction; Professional Responsibilities, and Supporting Diverse Cultures, to best demonstrate how they correlate to course offerings on the Hub. These offerings enrich and develop the foundational baselines of educators as they complete these courses and implement their learning in the classroom as highly effective teachers. We have included a few of the comments we regularly receive from course participants. We also want to note that many of these courses meet the standards in more than one category so there is overlap.

Course category:	Correlates to PEPPS:	Number of Hub offerings:
Learning Environment	a, c, e	61
Instruction	d, f, g, h	106
Professional Responsibility	i, j, k	65
Supporting Diverse Cultures	b, l	16

### Participant Comments for Learning Environment:

"I really appreciated that this course gave me the time and space to reflect on the Spring and Covid19, while also starting to think about and plan for the fall." ~Bozeman High School Teacher, Connect and Reflect Course

"I am impressed with these free courses as they remind us administrators as to what is priority and this issue is of top priority for myself and my school district. It will be discussed in my next administration meeting." ~High School Administrator, Child Trafficking Awareness and Prevention

"Excellent course in learning to deal with all people, including children and teens with grief. I had some false beliefs about grief and I now understand more clearly. The do's and don'ts were very beneficial, as well as the examples Dr. Bowman used." ~Teacher on Hiatus, Dealing with Grief and Loss in Adolescents

"This appealed to me because we are experiencing this need right now after reviewing how our school is meeting the needs of our special education student population. It seems our biggest need is to figure out

how we might better help our middle school special education students take notes in the general ed setting.” ~Administrator, Swan River Schools, Practical Strategies for Using Technology to Assist Note Taking

“This is a very positive course. Teaching at Hardin High School I am surprised the students (90% of them are native) do not have a great understanding of their own history or the other native traditions sitting right next to them. I hope to learn more and educate as many of these kids as I can!” ~Hardin High School Teacher, An Introduction to IEFA in Montana

“I have been teaching for 20 years and this course really made me stop and think about the ways I communicate with my students and parents. I will use the information from this class to help guide my conversations. Thank you.” ~Rattlesnake Elementary School Teacher, Missoula, At-Risk Simulation: (Elem)

“The Learning Hub is fabulous! I am getting my teaching license reinstated because I will be subbing quite a bit. My focus is on the mental and behavioral health aspects because it covers all ages. You've done an excellent job with this, making it easy for teachers to earn their renewal units in meaningful ways!” ~K-12 Substitute Teacher, Overcoming ACEs in MT Schools

### Participant Comments for Instruction:

“This is a GREAT course and something that I will use immediately. Thank you for providing learning opportunities that are easily accessible and for English! There are SO many courses for math and science right now, that it is difficult to find courses that address reading/writing.” ~Manhattan Jr. High Teacher, Reading Between the Lines: Close Reading

“This course was just what I needed to clarify the developmental readiness of younger children and to give methods of encouraging them to learn to express themselves through writing. I learned a lot of valuable information that I will use. Thank you”. ~ West Elementary Substitute Teacher, Great Falls, Reading Between the Lines: Close Reading

“This course was excellent. It stretched my thinking without being exhausting and gave me several strategies to implement as soon as I get my kids back. It was formatted very well, and I appreciated the variety of the articles and videos. I've saved them to revisit in the fall. Thank you!” ~ Morningside Elementary Teacher, Great Falls, Math Fluency

“This course was an awesome evaluation for me as to what role fluency instruction currently plays in my classroom and what steps I need to take to help my instruction be more effective.” ~Out of State Elementary Teacher, Math Fluency

“This course is outstanding! It presented me with some new ideas, and I realized I had to change my way of thinking about math fact fluency. This is a game changer!” ~ (Information unknown), Math Fluency

“I am so very grateful for the opportunity to take this course! I did not realize the magnitude of resources available to assist my instruction. I was also unaware of the ability to use the Interim assessments as pre and posttests. I will definitely utilize these to improve my effectiveness in my classroom and hope to see students eager to see their improvement as well.” ~ Richey High School Teacher, Using Assessment to Enhance Writing

"I enjoyed how thorough the course was, the information provided, the clarity of information, and how whoever designed this course clearly worked hard to provide a quality presentation of what needed to be covered." ~Bonner Jr. High School Teacher, Montana Content Standards 101

"This course was amazing! It was interactive and engaging. I got so many ideas of things to bring into the classroom. Thank you!" ~ Billings Christian School Elementary Teacher, Addition and Subtraction Strategies

### Participant Comments for Professional Responsibility:

"The Learning Hub is a great way to do my continued ed online. I feel that there is always opportunity to learn and these courses offer that very easily." ~ Westside Elementary Paraeducator, Foundational Skills: Print Concepts

"I absolutely loved this course!! I am an "old school" student and not completely familiar with common core math standards. I have worked primarily with students in reading and writing until this year. It has been so helpful to me to understand all the different strategies and how they build on each other and apply to all grade levels." ~ East Evergreen Elementary Teacher, Addition and Subtraction Strategies

"I was skeptical on the application of online courses to my professional development, however I found that this method is much more engaging than the several days I have spent in our schools listening to someone try to explain a topic and losing the attention of the teachers in the crowd. I was able to go at my own pace, go back if I did not fully grasp a concept, and avoid the distractions of a large room." ~ Aspiring Teacher, Reading Between the Lines: Close Reading

"These on-line renewal opportunities are important for teachers in all situations. While I am retired, I plan to maintain my teaching certification for 1 or 2 more cycles and may continue to substitute or volunteer in a school at some point. This workshop answered some basic questions I have had about the new science standards." ~ Retired Teacher, Montana's Science Standards 101

"I am thankful for this online training, and I hope that my local school district takes advantage of it to easily train faculty, staff and local stakeholders, which will enhance the wellness policy and committee. Thank you!" ~ Government Employee, Local School Wellness Policy

"Thank you so very much for offering such great courses to those of us in rural Montana!!" ~ Plentywood School Paraeducator, Instructional Strategies for Paraeducators

"This proved to be so much more than renewal units for me! I am very pleased that I chose this course. The instructor was extremely helpful and was quick to respond to any problems I was running into. I would recommend this to anyone." ~ Quentin Brown Elementary Paraeducator, Instructional Strategies for Paraeducators

"Thank you! I am a data-driven teacher! I like to know exactly where my students are in the learning continuum and to differentiate my instruction accordingly. My least favorite thing to do is reteach, so I like to focus my instruction to the level and ability of each student to eliminate the "blank stare" and increase understanding. Our school uses MAP Tests and, I think, are phasing it out for Smarter Balance. After this course, I am okay with that!" ~ Frenchtown Elementary Teacher, Implementing Smarter Balanced Interim Assessments



“As a new teacher here in Montana and coming from a different country as well, this course will be a really big help for me to understand the state's professional code of ethics.” ~ Elementary Teacher, Turner, Navigating the Other Side of Teaching

“I am absolutely happy that I found this course through searching on the Learning Hub. For me this knowledge/information is very important. It helps educators like me to keep our guard up with the awareness of having appropriate behavior at all times and count ourselves as one of the professional educators with dignity.” ~Glacier Gateway Elementary Substitute Teacher, Navigating the Other Side of Teaching

### Participant Comments for Supporting Diverse Cultures:

“My goal this year was to search and find more information and resources on incorporating IEFA essential understandings into our writing. I was so fortunate that we had a fancy dancer come to our school right when I was teaching The Good Luck Cat lesson vocabulary: bustle and regalia. Thank you for the compilation of lesson plans and resources.” ~ Monforton School Elementary Teacher, Bozeman, Write From the Start: K-2

“I found this to be a valuable resource for teachers. I will go back and read more of the information because I found it to be so interesting.” ~ Rocky Boy’s School Para-Educator, Montana Historical Society Educator Resources

“As a non-native, it's very important to learn how important incorporating Indian Education into our classrooms and to have the resources to help guide my efforts. Until I moved to the Flathead Indian Reservation from Texas, I knew almost nothing about Indian culture as I had not met or been exposed to anyone that identifies as Native American. I did not understand what an impact their culture has on them and am eager to learn how I can be respectful and knowledgeable not only as an educator but as a community member.” ~Teacher on Hiatus, An Introduction to IEFA in Montana

“I am impressed by the amount of resources available on the Indian Education website and the creativity of the lessons provided there. Thank you for all of the hard work that has been done to implement this program. I hope other states follow Montana's lead!” ~Aspiring Teacher, new to Montana, An Introduction to IEFA in Montana

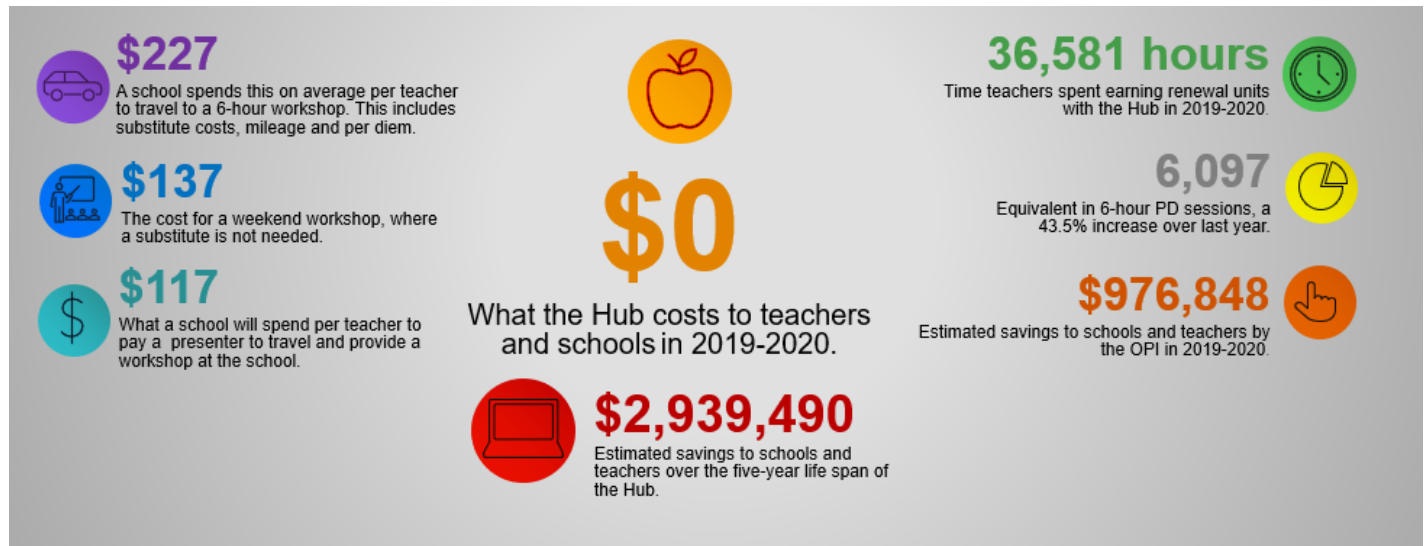
“As an African American educator, I feel the principles of this course can be used to create courses for other historically oppressed and subjugated people. I plan to use the principles to develop this.” ~Out of State Teacher, An Introduction to IEFA in Montana

“I really appreciate this course. It caused me to reflect back as a teacher, and even now as an administrator, to how I felt about implementing IEFA. I was very intimidated by it and by my lack of understanding. Nothing has helped more than this course. I will recommend this course to my teachers. It has also inspired and empowered me to do more, as an administrator, for our school in teaching IEFA.” ~Middle School Administrator, An Introduction to IEFA in Montana

“As an Administrator, I will be inquiring of my staff as to how they are incorporating Indian Ed into their curriculums. I found it interesting and can be very interactive in a learning setting. I learned a lot. Thank you.” ~Jr. High School Administrator, An Introduction to IEFA in Montana

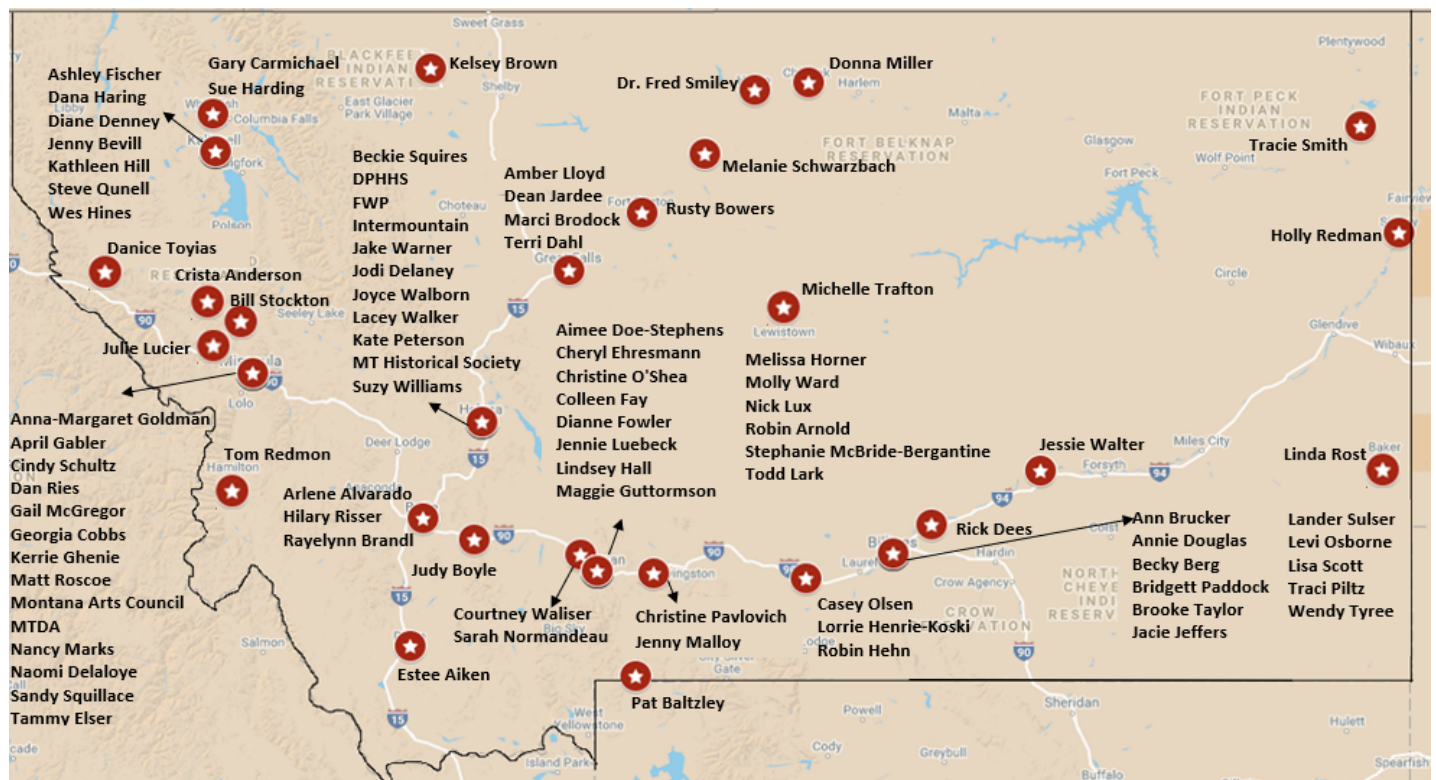
## Savings for Schools 19/20

The Hub has a goal of providing equity of access to high-quality professional development. The Hub prides itself on being free to teachers across the state, creating tremendous savings to schools.



## Course Designers and Facilitators

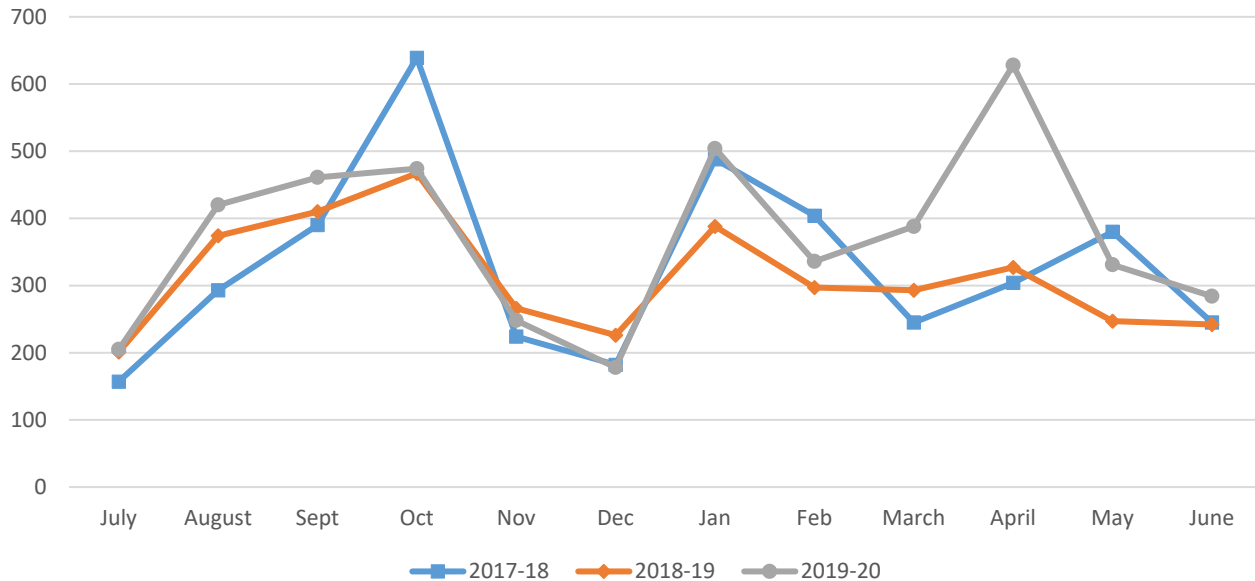
The educators, non-profits and other state agencies shown on this map are evidence of our commitment to engage with Montana's best content experts.



## Registered Users

The Hub has 16,494 total registered users, an increase of 32.3% from the 2018-2019 total of 12,467.

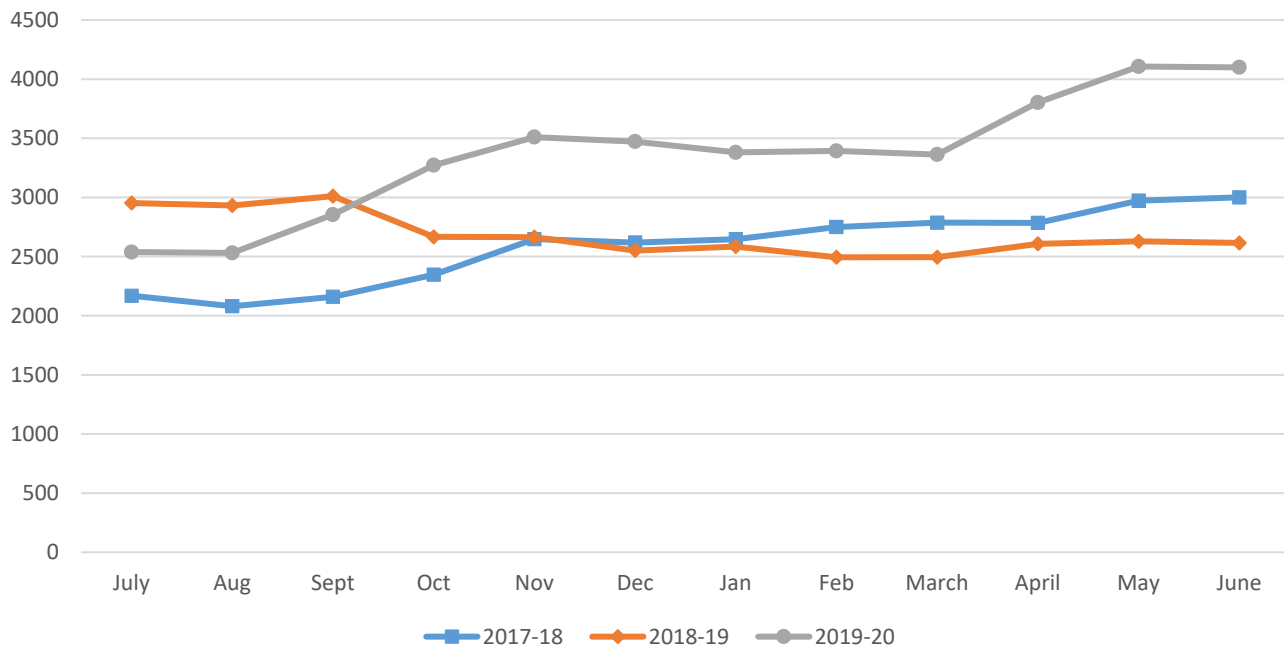
New Users by Month and Year



## Active Users

An active user is defined as a user who is enrolled in an open course. A user is automatically unenrolled from a course after 120 days of inactivity.

Average Number of Active Users by Month

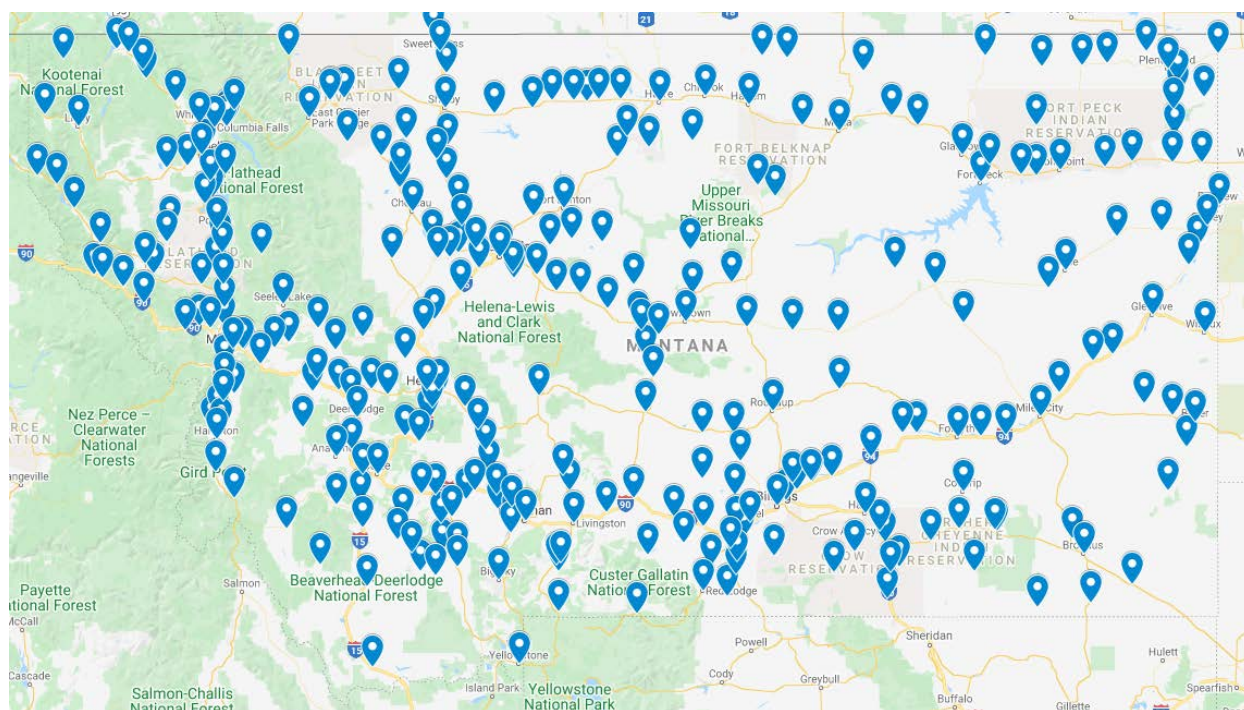




## Maps of Registered Users

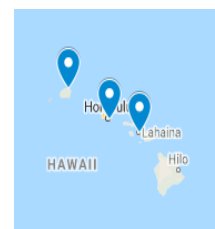
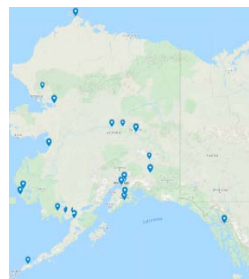
### Montana Users

Of the Hub's 16,494 registered users, 14,464 are from Montana, 1,144 are from other U.S. States, and 86 are from other countries. Location data was incomplete or not available for 755 users. The Teacher Learning Hub reached teachers and other educators in 319 locations across the state. The map below shows the locations in Montana of educators who took courses on the Hub.



### Users from Other States

1,144 users from 48 states and the District of Columbia took courses on the Hub, representing 6.9% of the total registered users. California and Washington are the states with the most registered users outside Montana. The number of registered users from other states increased 46.2% compared to 2018-19.



## Hub Course Types

### Self-paced

These courses do not have a start or end date but are continuously open. Participants can complete at their own pace and schedule. Active learning is a core principle.

In 2019-20, the Hub offered 94 self-paced courses, an 8% increase over the 2018-19 year. These accounted for 72% of the Hub's courses and 94.0% of completions.

Nineteen new courses opened and seven were retired. Three were closed for revisions and re-opened later in the year.

*"This course was very informative and also practical. It gave excellent ways to use this knowledge in math class. I highly recommend this class!"*

- But What About Fact Fluency

*"I found this course very useful. I will for sure use things I learned from this course in my classroom."*

- Using Assessment to Enhance Writing

### Facilitated

These courses are typically 3-5 weeks. Most courses do not have specific meeting times for each week; instead, there are deadlines for each activity or assignment. A facilitator will be online to guide participants and provide feedback. These courses are capped between 25 and 30 participants and run 1-3 times per year.

In 2019-20, the Hub offered 34 facilitated courses for a total of 61 sessions, a 27% increase over the 2018-19 year. These accounted for 25% of the Hub's courses and 5.7% of completions.

One new course opened and none were retired.

*"I absolutely loved this course!! I am an "old school" student and not completely familiar with math standards. I have worked primarily with students in reading and writing until this year. It has been so helpful to me to understand all the different strategies and how they build on each other and apply to all grade levels."*

- Addition and Subtraction Strategies

*"This has been the most helpful STREAM course I have taken so far! The articles were very helpful and the assignments were easy to understand."*

- STREAM: Measurement (K-3)

*"I really appreciated this. It helped me refresh some thinking as I continue to teach online for this school year."*

- Reading Between the Lines: Close Reading Strategies for Secondary Schools

### Group

Virtually guided group courses blend the convenience of online learning with the power of collaboration. Teachers gather as a group, pull up the course on a projector, and follow along. These courses guide groups through the content using materials (which are printed ahead of time), activities, and discussion prompts.

In 2019-20, the Hub offered four group courses. These accounted for 3% of the Hub's courses and 0.3% of completions.

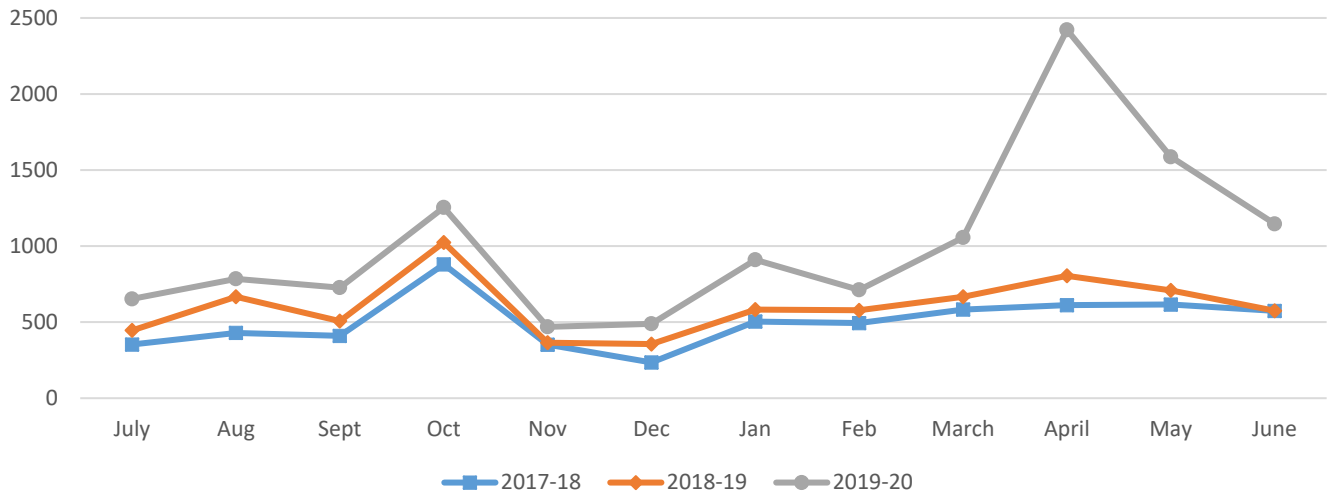
No new courses opened and four were retired.

*\*Due to low numbers, group courses are classified with self-paced for the remainder of this report.*

## Course Completions

The Hub had 12,210 course completions this year, a 67.8% increase over the 2018-2019 total of 7,282.

Course Completions Over Last 3 Years



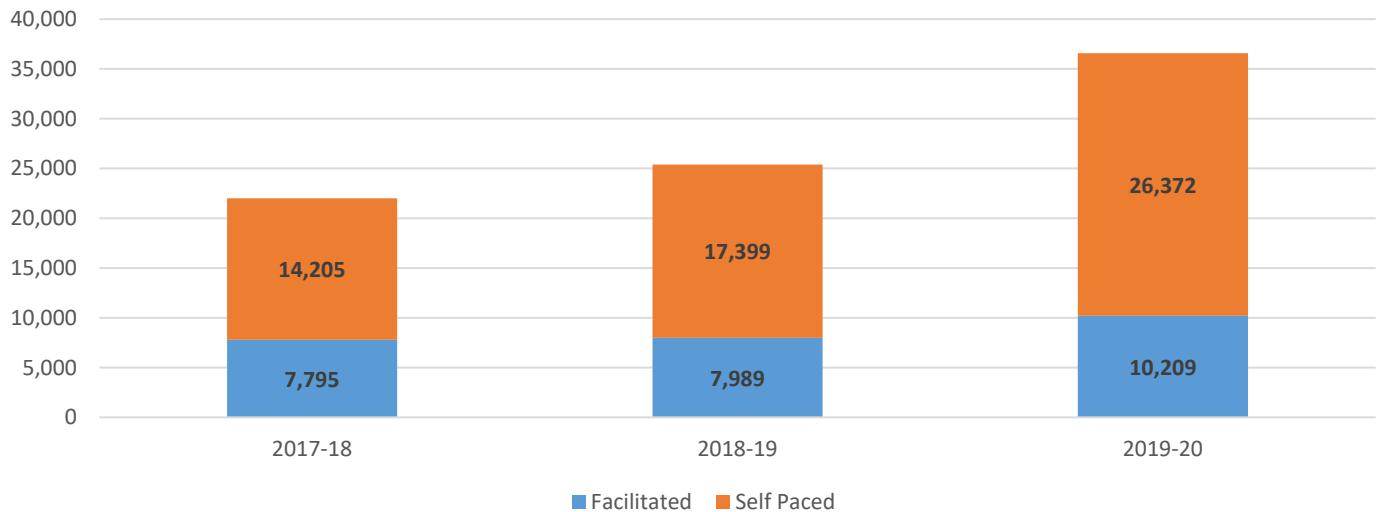
During this fiscal year, the Hub offered 143 courses. This table represents these courses, split by the categories used on the Hub, with number of courses and ordered by percent of total 19/20 completions.

Course Category	Number of Courses	Percent of Total Completions
Mental Health and Behavior	11	21.52%
General School Issues & Administration	13	15.89%
Indian Education for All	2	12.35%
Literacy	29	9.55%
Universal Instructional Strategies	8	8.09%
Mathematics	36	7.40%
Technology	17	5.99%
Science	17	4.51%
Support Staff	11	4.19%
Fine Arts	5	3.42%
Special Education	2	2.38%
Social Studies	1	1.14%
Other	8	1.03%
Assessment	2	0.89%
Health Enhancement	1	0.87%
Multi-tiered Systems of Support (MTSS)	1	0.68%
Early Childhood	1	0.07%
CTE	1	0.03%

## Renewal Units

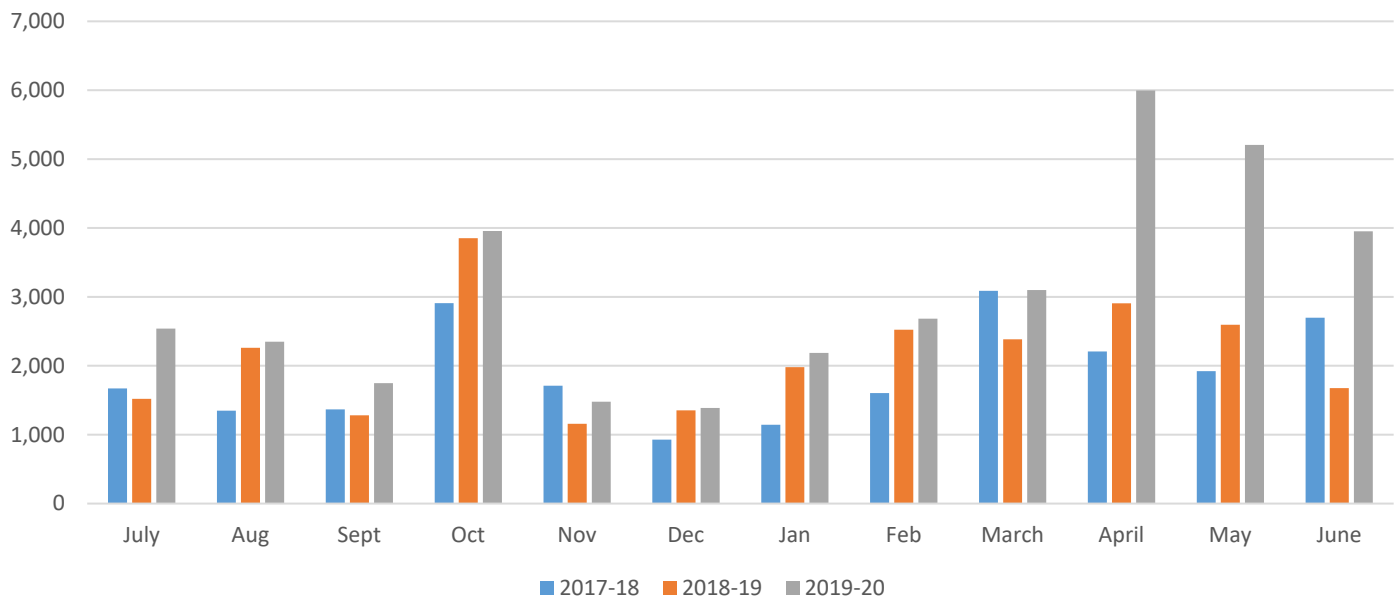
The Hub issued 36,581 renewal units this year, a 43.5% increase over the 2018-2019 total of 25,493 units. The 2017-2018 total was 22,598.

Renewal Units Earned Over Last 3 Years



April was the highest month for 2019-2020 at 5,996 renewal units. The increase was a result of the school closures due to the COVID-19 pandemic. 2018-2019 also showed a small increase in April, but October was the highest month that year at 3,853 renewal units.

Renewal Units by Month and Year



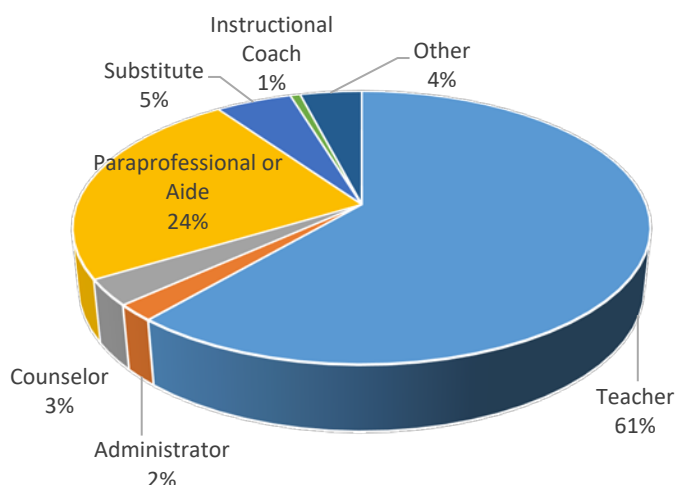
## Evaluation Data

Every course ends with a standard evaluation. Participants are required to complete the evaluation before they can access their renewal unit certificate. The first evaluation question asks participants if they currently work in a K-12 Montana School. This year, 72.4% of participants marked yes and 27.6% marked no. The next two sections show data for participants from each group.

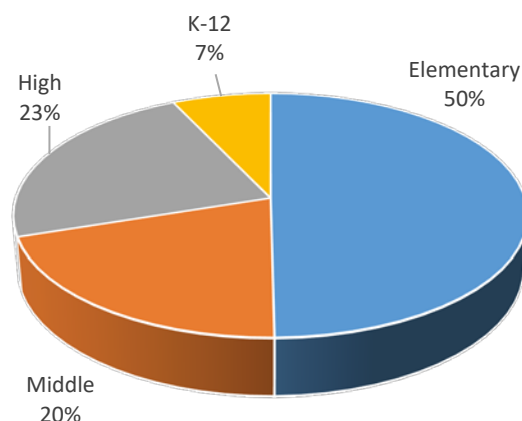
### Participants Working in a K-12 Montana School

Educators from 663 Montana schools completed one or more Hub courses this year. This figure includes 75% of the schools located on Indian reservations that use the Hub. In 2018-2019, the total was 584 schools. The following charts show a breakdown of these schools and their educators by four different methods of categorization. Use of the Hub by paraprofessionals or aides increased 292% compared to the 2018-19 year due to the school closures resulting from COVID-19.

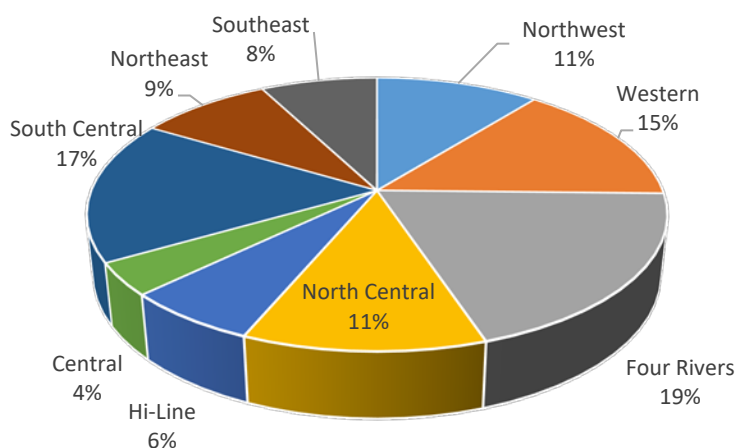
Breakdown by Role



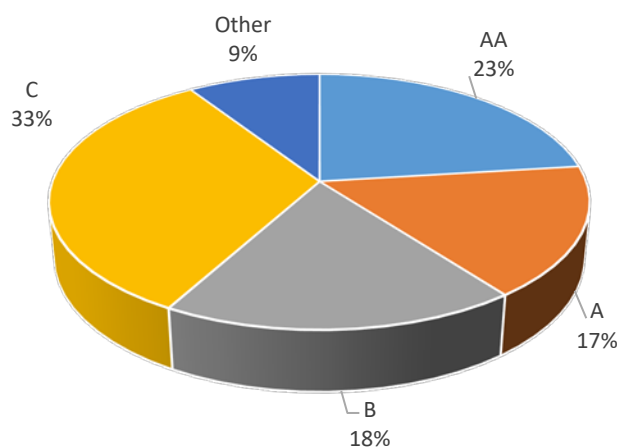
Breakdown by Grade Level



Breakdown by MASS Region



Breakdown by MHSA Classification

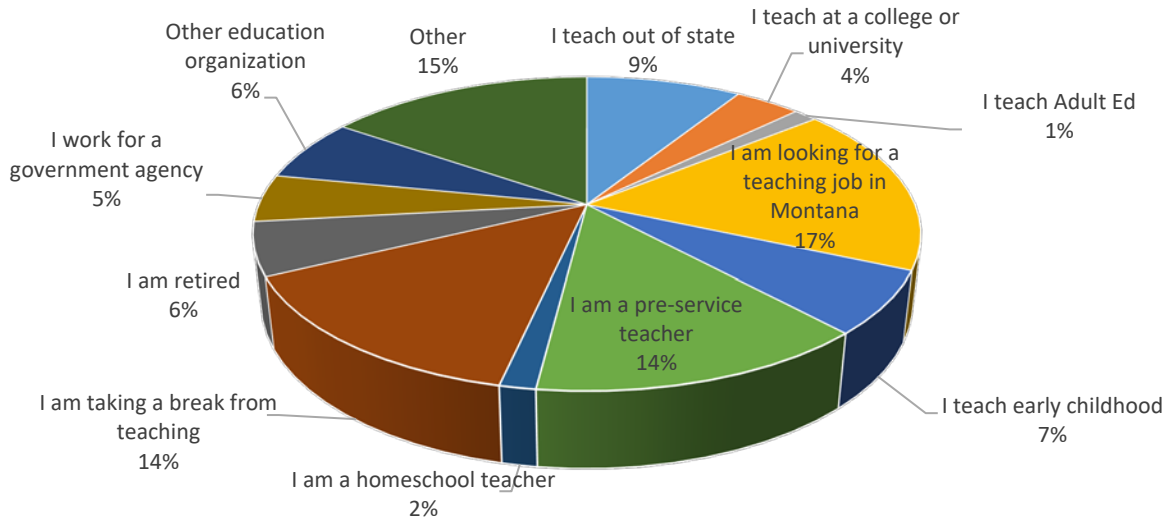




## Participants Not Working in a K-12 Montana School

These participants accounted for 27.6% of all completions.

### Which Option Best Describes Your Situation?



## Additional Evaluation Questions

The following data represents questions answered on the evaluation by all participants.

What is your primary reason for taking this course?	
Earn renewal units	47%
Learn more about the course topic	24%
Required by my school	13%
Required for initial Montana Licensure	8%
Other	8%

How did you hear about this course?	
Searching on the Teacher Learning Hub	50%
My administrator	17%
My university or college	8%
A friend or co-worker	7%
OPI website	6%
OPI Licensure	4%
Other	3%
OPI Learning Opportunities Portal	3%
OPI newsletter	1%
At a workshop	1%
Web search	<1%

Question (Rated on a scale of 1-4, 4 being the highest)	Site-Wide Average
Overall, how satisfied are you with this course?	3.75
Rate the content of this course.	3.70
How engaged were you during this course?	3.50
How much of what you learned will you apply to your teaching?	3.44

## Self-Paced Courses

### Most Completions

See Appendix A for a listing of data for all self-paced courses.

Course	Course Length (RUs)	Completions
An Introduction to IEFA In Montana	2	1,376
Introduction to Dyslexia	1	457
Overcoming ACEs in MT Schools: Childhood Trauma and Its Impact on Learning	4	425
Welcome to Our School! An Introduction for Substitute/Guest Teachers	3	359
Warning Signs: Child Sex Abuse	2	355

*"I really appreciate this course. It caused me to reflect back as a teacher, and even now as an administrator, to how I felt about implementing IEFA. I was very intimidated by it and by my lack of understanding. Nothing has helped more than this course. I will recommend this course to my teachers. It has also inspired and empowered me to do more, as an administrator, for our school in teaching IEFA."*

- An Introduction to IEFA in Montana

### Highest Ratings

This table shows the five highest participant-rated courses across all four categories. To qualify, courses must have at least 20 completions. Participants rate each category on a scale of 1-4, with four being the highest.

Course	Overall Satisfaction	Content Rating	Engagement Level	Application Rating
But What About Fact Fluency	4.00	3.82	3.82	3.73
Diving Into Computer Science: Tools for Every Grade	4.00	3.91	3.73	3.38
Diabetes Care in Your School	3.93	3.87	3.61	3.66
Using Assessment to Enhance Writing	3.93	3.80	3.55	3.47
Addition and Subtraction Strategies	3.87	3.85	3.68	3.51

*"As a health room para, I found this class very informative. The material was well presented and easy to understand. I intend to take my notes to school with me to be able to refer to them periodically to keep the knowledge in mind to call on if the need arises."*

- Diabetes Care in Your School

## Facilitated Courses

### Most Completions

See Appendix B for a listing of data for all facilitated courses.

Course	Number of Sessions	Completions
Google Suite Advanced	4	77
STREAM: Measurement (K-3)	3	49
PASS Reading	2	39
Connect and Reflect: Taking What We Learned During Covid-19 Into Next Fall	1	38
STREAM: Geometric Thinking (K-3)	1	23

*"I am very excited to have been able to attend this course! I was able to learn a lot and can't wait to continue taking courses and expand my knowledge to help my students."*

- STREAM: You Decide How to Divide (3-5)

### Highest Ratings

This table shows the five highest participant-rated courses across all four categories. To qualify, courses must have at least 10 completions. Participants rate each category on a scale of 1-4, with four being the highest.

Course	Overall Satisfaction	Content Rating	Engagement Level	Application Rating
Google Suite Advanced	3.97	3.91	3.91	3.00
STREAM: Algebraic Thinking (K-5)	3.95	3.81	3.67	3.00
STREAM: Connecting Length, Area, and Volume (K-5)	3.93	3.80	3.73	3.67
Connect and Reflect: Taking What We Learned During Covid-19 Into Next Year	3.92	3.79	3.71	3.53
STREAM: Fraction Models and Operations (3-5)	3.90	3.90	3.85	3.79

*"Wow! This was so great, gave me lots of ideas to use now and I really liked the progression of learning that I can keep in mind while teaching. Thanks so much for a great course."*

- STREAM: Algebraic Thinking (K-5)

## Looking to the Future...

The Hub is a living resource and we are continually adding and updating to support our ever-evolving educational standards of instruction as well as the needs and desires of an ever-growing user population! Looking forward and toward this coming new year, we will be supporting teacher effectiveness through course offerings related to a variety of new standards that become effective July 2021–CTE, Computer Science, Library Media, Social Studies, and Technology Integration! Our Montana educators are also always seeking further professional development in courses related to our very popular Mental Health and Behavior category, so we have several new courses currently in process on topics that educators find greatly impact students in Montana classrooms:

Resilience Together: Coping with Loss at School

Trauma-Informed Practices for K-12 Schools

Bullying and Cyber-Bullying Prevention Among Rural and Tribal Youth

Relationship Building and Self Care in a Rural or Tribal Setting

Suicide Prevention series update with a focus specific to Montana

We are also, by design, a data driven agency and in order to be good stewards of that data, we continually strive to improve our practices. This includes how we analyze that data and proactively put it to use in making decisions to better serve Montana schools. Our goal is always to provide high quality professional development opportunities for teachers and ultimately excellence in education for Montana's students!

If you have a Hub course topic or idea you would like to share with the Hub team, [visit the New Course Request Procedures on the Teacher Learning Hub](#) to learn more about the process for new course ideas, and to submit your idea.

## Contact Us

Standards, Instruction, and Professional Learning

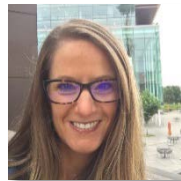
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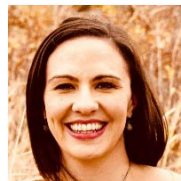
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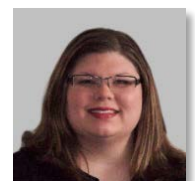
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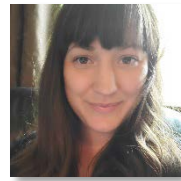
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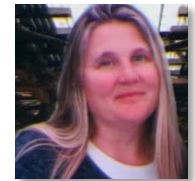
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## Appendix A – Self-Paced Courses

This table shows the data for all self-paced and group courses during the 2019-2020 fiscal year. The table is sorted by number of completions. Any courses closed are italicized and noted with the close date. Group courses are marked with an asterisk (\*).

Course	Renewal Units	Date Opened	Overall satisfaction	Content Rating	Engagement Level	Application Rating	Completions
An Introduction to IEFA In Montana	2	2017	3.77	3.77	3.48	3.37	1,376
Introduction to Dyslexia	1	Sept. 2019	3.73	3.67	3.46	3.41	457
Overcoming ACEs in MT Schools: Childhood Trauma and Its Impact on Learning	4	2018	3.81	3.76	3.58	3.60	425
Welcome to Our School! An Introduction for Substitute/Guest Teachers	3	2016	3.65	3.62	3.40	3.46	359
Warning Signs: Child Sexual Abuse	2	2019	3.83	3.77	3.62	3.63	355
Dealing with Grief and Loss in Adolescents	2	2016	3.83	3.81	3.63	3.58	349
Overview of Youth Suicide	2	2018	3.73	3.69	3.44	3.48	339
Mandatory Reporting for Educators	2	Aug. 2019	3.85	3.78	3.58	3.70	272
Child Trafficking Awareness and Prevention	3	Jan. 2020	3.85	3.85	3.71	3.44	259
Montana's New Science Standards 101	2	2017	3.62	3.56	3.10	3.30	258
Building Respect: Bullying Prevention	1	Oct. 2019	3.76	3.74	3.74	3.65	257
Allergies and Anaphylaxis Training for School Staff	1	2018	3.83	3.78	3.56	3.68	255
Information Sharing: HIPAA and FERPA for Schools	2	2018	3.43	3.36	2.98	3.26	253
But What About Fact Fluency	2	2018	4.00	3.82	3.82	3.73	247
Intro to Foundational Skills	1	2018	3.70	3.67	3.32	3.37	219
Diabetes Care in Your School	2	Aug. 2019	3.93	3.87	3.61	3.66	217
Current Tobacco Trends & Impacts on MT Youth	1	2018	3.79	3.79	3.68	3.42	216
At-Risk: Mental Health & Suicide Prevention Simulations (Elem)	1	2017	3.85	3.78	3.71	3.69	203
Google Suite for Beginners	6	2018	3.81	3.79	3.67	3.50	186
Suicide Prevention for Schools Part 1: Strategies	2	2018	3.76	3.71	3.46	3.42	184
Arts Integration 101	1	2018	3.76	3.69	3.48	3.28	106
Addition and Subtraction Strategies	5	2018	3.87	3.85	3.68	3.51	163
Step In Speak Up! Supporting LGBTQ Youth	1	2018	3.81	3.80	3.70	3.68	162
Practical Strategies for Using Technology to Assist Notetaking	1	2018	3.70	3.61	3.39	3.11	158
Creating Asthma Friendly Schools	1	2017	3.79	3.73	3.51	3.61	156

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Course	Renewal Units	Date Opened	Overall satisfaction	Content Rating	Engagement Level	Application Rating	Completions
Navigating the Other Side of Teaching	6	2017	3.72	3.58	3.26	3.51	155
More Than Making the Grade: Intro to Standards-Based Grading	2	2016	3.48	3.40	3.21	3.11	149
Effective Classroom Practices	4	2019	3.78	3.74	3.48	3.45	149
Montana Historical Society Educator Resources	1	2016	3.71	3.65	3.32	3.16	139
A Bit About Braille	1	2019	3.75	3.64	3.55	2.83	133
How to Use The Framework: A Practical Guide for Implementing IEFA	4	2019	3.58	3.64	3.42	3.34	132
Suicide Prevention for Schools Part 2: Protocols	2	2018	3.68	3.71	3.45	3.39	127
At-Risk: Mental Health & Suicide Prevention Simulations (HS)	1	2017	3.82	3.82	3.71	3.72	114
At-Risk: Mental Health & Suicide Prevention Simulations (MS)	1	2017	3.87	3.83	3.78	3.69	113
Digital Citizenship	2	2017	3.75	3.71	3.51	3.36	109
Introduction to Gifted Students	4	2017	3.82	3.79	3.60	3.41	107
Local School Wellness Policy	1	Oct. 2019	3.57	3.53	3.37	3.10	106
Write From the Start: K-2 Writing Strategies (Part 1)	6	2016	3.77	3.77	3.55	3.33	98
Media Arts 101	2	2017	3.71	3.68	3.48	3.26	97
Montana Content Standards 101	1	2019	3.48	3.39	3.09	3.03	89
Taking Reading Instruction to the Next Level: Strategies for Success	6	2018	3.74	3.60	3.45	3.26	85
MTSS Overview	1	2017	3.72	3.61	3.30	3.27	83
Curriculum Integration: What It Is and What It Isn't	1	2018	3.69	3.54	3.40	3.40	81
Introduction to Online Course Design (Part 1)	1	Mar. 2020	3.50	3.40	3.20	3.18	80
Problem Solving: Bring Your Classroom Alive!	3	2018	3.82	3.73	3.47	3.37	79
Foundational Skills: Phonological Awareness	2	2018	3.81	3.78	3.70	3.61	77
Using Writing to Teach Critical Thinking	1	2017	3.68	3.63	3.33	3.33	75
Digital Accessibility Fundamentals	1	2018	3.69	3.65	3.42	3.18	72
Integrating Arts to Reduce Student Tobacco Use	1	2018	3.72	3.70	3.52	3.23	71
Montana's New Science Standards 201: Three-dimensional Learning	3	2018	3.59	3.57	3.33	3.38	69
Smithsonian American Art Museum Webinar Series (closed 5/31/20)	3	2018	3.61	3.51	3.33	3.09	61
Foundational Skills: Phonics and Word Recognition	3	2018	3.80	3.72	3.53	3.46	60



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Course	Renewal Units	Date Opened	Overall satisfaction	Content Rating	Engagement Level	Application Rating	Completions
Foundational Skills: Print Concepts	1	2018	3.82	3.68	3.50	3.56	60
Using Assessment to Enhance Writing	6	2018	3.93	3.80	3.55	3.47	60
Vocabulary: Explicit Instruction of Word Knowledge	2	Oct. 2019	3.48	3.59	3.36	3.25	56
Writing to Learn: 3-6 Writing Strategies (Part 1)	6	2016	3.85	3.81	3.65	3.39	54
Reading Between the Lines: Close Reading Strategies for Secondary Schools	3	2017	3.73	3.75	3.53	3.46	51
Mathematical Practices K-8	3	2018	3.75	3.84	3.65	3.38	51
Implementing Smarter Balanced Interim Assessments	2	2018	3.63	3.65	3.24	3.38	49
Tech-ify Your Classroom! The Basics of K-5 Technology Integration	4	2017	3.68	3.66	3.57	3.45	47
Exploring Inquiry With NASA	4	2017	3.70	3.70	3.52	3.22	46
Montana's New Science Standards 301: Phenomena-based Learning	2	2018	3.72	3.63	3.43	3.37	46
Write From the Start: K-2 Writing Strategies (Part 2)	6	2016	3.82	3.77	3.64	3.44	44
Foundational Skills: Fluency	2	2018	3.83	3.81	3.64	3.48	42
Introduction to Disciplinary Literacy & The Standards	3	2019	3.67	3.44	3.44	3.28	39
Vocabulary: Understanding How It Fits In the Montana Standards	1	Oct. 2019	3.64	3.44	3.33	3.32	36
UDL: Digital Tools and Digital Learning	2	2017	3.76	3.76	3.29	3.38	34
Supporting Readers with Informational Text	5	2018	3.85	3.76	3.76	3.56	34
MTDA Credit Recovery Orientation: Local Support	2	2016	3.61	3.45	3.10	3.57	31
Introduction to Computer Science	2	Jan. 2020	3.61	3.48	3.42	3.06	31
<i>GEMS: Using Montana Data for Data Driven Decision Making (closed 6/30/20)</i>	3	2019	3.53	3.27	3.10	3.04	30
Montana's New Science Standards 401: Project-based Learning	4	2018	3.59	3.59	3.52	3.33	29
"Backpack Science" K-6 Inquiry Activities: Mapping	2	2017	3.64	3.64	3.43	3.17	28
Vocabulary: Diction and Word Consciousness	2	Mar. 2020	3.52	3.56	3.41	3.13	27
Multiplication Strategies	4	Apr. 2020	3.78	3.74	3.63	3.58	27
<i>Integrating Journalism in Your Classroom (closed 4/1/20)</i>	1	2017	3.76	3.60	3.28	3.42	25



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Course	Renewal Units	Date Opened	Overall satisfaction	Content Rating	Engagement Level	Application Rating	Completions
<i>Tech Tools You Can Use Tomorrow (closed 2/17/20)</i>	4	2017	3.52	3.52	3.22	3.22	23
Writing to Learn: 3-6 Writing Strategies (Part 2)	6	2016	3.78	3.78	3.65	3.57	23
Building the Foundation of Data Literacy	3	Apr. 2020	3.68	3.55	3.45	3.53	22
Diving Into Computer Science: Tools for Every Grade	4	Oct. 2019	4.00	3.91	3.73	3.38	22
<i>Confidence in Content: Teaching Linear Equations (closed 10/31/19)</i>	6	2017	3.67	3.67	3.33	3.24	21
Watershed Education 3-5: Place-based Education	4	2018	3.76	3.65	3.47	3.27	17
MT Educator Performance and Appraisal System (EPAS): What Teachers Should Know	1	Mar. 2020	3.88	3.65	3.65	3.77	17
<i>*Growth Mindset (closed 6/30/20)</i>	3	2017	3.79	3.27	4.00	4.00	14
CDTP Refresher	1	2019	3.79	3.93	3.71	4.00	14
How to Integrate Media Arts into Your Classroom	4	2018	3.69	3.69	3.54	3.31	13
Intro to Course Design 2.0	9	2018	3.79	3.69	3.15	3.27	13
Emergency Operations Plan Review	1	Feb. 2020	3.42	3.67	3.00	3.30	12
MTDA Credit Recovery Orientation: Site Facilitator	2	2016	3.80	3.40	3.30	3.40	10
<i>Science as an Anchor for Literacy in Technical Texts (closed 4/30/20)</i>	3	2018	3.80	3.50	3.70	3.50	10
<i>*Problem Solving: Bring Your Classroom Alive! (closed 5/31/20)</i>	3	2017	4.00	4.00	4.00	4.00	10
<i>Gifted &amp; Talented: Depth &amp; Complexity (closed 9/30/19)</i>	1	2018	3.44	3.33	3.00	2.75	9
Emergency Operations Procedures	3	Jan. 2020	3.78	3.78	3.44	3.38	9
<i>Growing Up WILD! Exploring Nature with Young Children (closed 2/29/20)</i>	10	2017	4.00	4.00	4.00	4.00	9
Disciplinary Literacy: Cognitive Secrets	5	July 2019	3.29	3.29	3.29	3.17	7
Disciplinary Literacy: Close Reading	3	July 2019	3.29	3.29	3.00	3.14	7
<i>Introduction to Online Course Design (Part 2) (closed 5/31/20)</i>	3	Mar. 2020	3.29	3.29	3.14	3.43	7
<i>*A School's Guide to Creating a School-Wide Reading and Writing Protocol (closed 5/31/20)</i>	3	2017	4.00	4.00	4.00	3.00	7
Montana DRIVE Instructors Review	4	2017	3.83	3.83	3.67	4.00	6

Course	Renewal Units	Date Opened	Overall satisfaction	Content Rating	Engagement Level	Application Rating	Completions
<i>*Key Words Can Be Misleading (closed 5/31/20)</i>	1	2017	3.00	3.00	3.00	4.00	4
Writing for Disciplinary Literacy	2	Aug. 2019	3.50	3.50	3.25	3.50	4
Writing Across the Disciplines (Middle School)	6	2017	4.00	4.00	3.75	4.00	4
Writing Across the Disciplines (High School)	6	2017	4.00	4.00	3.50	3.75	4
Mathematics Standards in Adult Education	5	Oct. 2019	4.00	4.00	3.33	3.00	3

## Appendix B – Facilitated Courses

This table shows the data from all facilitated courses that ran during the 2019-2020 fiscal year. The table is sorted by number of completions.

Course	Run Dates	Renewal Units	Overall satisfaction	Content Rating	Engagement Level	Application Rating	Completions	Completion Rate
Connect and Reflect: Taking What We Learned During Covid-19 Into Next Fall	June 2020	10	3.92	3.79	3.71	3.53	38	76%
Google Suite Advanced	April 2020	20	3.97	3.91	3.91	3.52	32	80%
STREAM: Geometric Thinking (K-3)	April 2020	15	3.78	3.65	3.57	3.32	23	96%
STREAM: Measurement (K-3)	March 2020	15	3.77	3.82	3.77	3.55	22	92%
STREAM: Algebraic Thinking (K-5)	Feb 2020	15	3.95	3.81	3.67	3.67	21	81%
PASS Reading	Oct 2019	0	3.71	3.76	3.38	3.52	21	81%
STREAM: Fraction Models and Operation (3-5)	June 2020	15	3.90	3.90	3.85	3.79	20	80%
STREAM: Mathematical Practices (K-8)	July 2019	15	3.55	3.35	3.42	3.42	20	80%
Student Created Digital Learning Portfolios	April 2020	15	3.84	3.95	3.68	3.39	19	70%
PASS Math	Dec 2019	0	3.68	3.79	3.53	3.28	19	90%
STREAM: Measurement (K-3)	June 2020	15	3.68	3.84	3.58	3.56	19	76%
Instructional Teamwork for Paraeducators	May 2020	15	3.63	3.58	3.47	3.42	19	63%
Google Suite Advanced	July 2019	20	3.94	3.94	3.83	3.61	18	86%
PASS Reading	Feb 2020	0	3.67	3.56	3.39	3.47	18	78%
PASS Math	March 2020	0	3.53	3.41	3.12	3.00	17	85%

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Course	Run Dates	Renewal Units	Overall satisfaction	Content Rating	Engagement Level	Application Rating	Completions	Completion Rate
STREAM: Connecting Length, Area, and Volume (K-5)	May 2020	15	3.93	3.80	3.73	3.67	15	88%
Google Suite Advanced	Oct 2019	20	3.67	3.73	3.20	3.20	15	75%
Instructional Strategies for Paraeducators	Nov 2019	20	3.67	3.53	3.33	3.07	15	60%
STREAM: Number Systems and Operations (K-3)	May 2020	15	3.86	3.86	3.71	3.71	14	78%
STREAM: Number Systems and Operations (K-3)	Oct 2019	15	3.86	3.93	3.43	3.64	14	100%
STREAM: Developing Fraction Sense (3-5)	Jan 2020	15	3.79	3.79	3.50	3.50	14	93%
Instructional Teamwork for Paraeducators	Sept 2019	15	3.92	3.85	3.54	3.38	13	65%
STREAM: Algebraic Thinking (6-7)	Feb 2020	15	3.77	3.77	3.50	3.50	13	72%
STREAM: Making Sense of Modeling (HS)	June 2020	15	3.77	3.69	3.69	3.38	13	93%
STREAM: Geometric Thinking (4-7)	April 2020	15	3.54	3.69	3.77	3.58	13	87%
Instructional Strategies for Paraeducators	March 2020	20	4.00	3.92	3.73	3.42	12	48%
Student Created Digital Learning Portfolios	Sept. 2019	15	3.92	3.92	3.75	3.58	12	80%
Orientation to Special Education for Paraeducators	Jan 2020	15	3.83	3.67	3.58	3.50	12	71%
Google Suite Advanced	Jan 2020	20	3.75	3.50	3.50	3.70	12	86%
3D Learning in Your Classroom	March 2020	24	3.82	3.73	3.27	3.70	11	58%
Preparing Young Writers for College, Career, and Community	Feb 2020	15	3.82	3.91	3.73	3.55	11	61%
STREAM: Describing Data (4-7)	March 2020	15	3.82	3.82	3.73	3.64	11	85%
Student Created Digital Portfolios	Jan 2020	15	3.82	3.73	3.45	3.50	11	85%
STREAM: Developing Fraction Sense (3-5)	Aug 2019	15	3.90	3.70	3.80	3.40	10	91%
3D Learning in Your Classroom	July 2019	24	3.70	3.60	3.60	3.60	10	83%
Preparing Young Writers for College, Career, and Community	Oct 2019	15	4.00	3.89	3.67	3.56	9	60%
Making Sense of Modeling (Columbia Falls)	Oct 2019	15	3.44	3.11	3.11	3.00	9	75%
STREAM: You Decide How to Divide (3-5)	Dec 2019	15	4.00	4.00	3.75	3.75	8	100%

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Course	Run Dates	Renewal Units	Overall satisfaction	Content Rating	Engagement Level	Application Rating	Completions	Completion Rate
STREAM: Measurement (K-3)	Aug 2019	15	3.88	4.00	3.88	3.57	8	89%
Crosscutting Concepts: Making Learning Real Through the Big Picture	March 2020	20	3.75	3.63	3.38	3.38	8	50%
Teaching and Assessing English Learners	July 2019	35	3.38	3.50	3.63	3.38	8	53%
It's Your First Year Teaching, Now What?!	Sept 2019	12	3.86	3.86	3.57	3.29	7	44%
Orientation to Special Education for Paraeducators	June 2019	15	3.86	3.86	3.86	4.00	7	44%
STREAM: Functions as Objects (HS)	Nov 2019	15	3.86	3.86	3.86	3.29	7	88%
STREAM: Ratios and Proportions (6-7)	Nov 2019	15	3.86	3.86	3.71	3.43	7	64%
It's Your First Year Teaching, Now What?!	Nov 2019	12	3.71	3.86	3.57	3.71	7	50%
STREAM: Number Systems and Operations (4-7)	May 2020	15	3.71	3.71	3.57	3.71	7	88%
STREAM: Exploring Transformations (7-9)	Apr 2020	15	3.83	3.83	4.00	3.33	6	86%
3D Learning in Your Classroom	May 2020	24	4.00	4.00	3.80	3.80	5	56%
Crosscutting Concepts: Making Learning Real Through the Big Picture	June 2019	20	4.00	3.75	4.00	3.25	4	44%
Crosscutting Concepts: Making Learning Real Through the Big Picture	July 2019	20	4.00	4.00	4.00	3.75	4	57%
STREAM: Statistical Inferences (HS)	March 2020	15	4.00	4.00	3.75	3.67	4	80%
STREAM: Linear Relationships (7-9)	Dec 2019	15	3.00	3.25	3.00	3.00	4	80%
3D Learning in Your Classroom	Nov 2019	24	4.00	4.00	4.00	4.00	3	75%
Crosscutting Concepts: Making Learning Real Through the Big Picture	Nov 2019	20	3.67	3.33	3.33	3.67	3	38%

## Appendix C – PEPP Standards

### 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 individualize developmentally appropriate and challenging learning experiences of learners of all cognitive abilities;
- (b) use understanding of individual differences and diverse cultures 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) work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation;
- (d) demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) the candidate teaches and create individualized 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) demonstrate understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues;
- (f) use multiple methods of assessment, including formative and summative assessments, to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making;
- (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;
- (h) use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and build skills to apply knowledge in meaningful ways;
- (i) engage in ongoing professional learning and use evidence to continually evaluate candidate's practice, particularly the effects of candidate's choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner;
- (j) interact knowledgeably and professionally with students, families, and colleagues based on social needs and institutional roles;
- (k) engage in leadership or collaborative roles, or both, in content-based professional learning communities and organizations and continue to develop as professional educators; and
- (l) demonstrate understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana.