



Teacher Learning Hub

Annual Report

2020-2021



Montana Office of Public Instruction | Standards, Instruction, and Professional Learning
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Contents

Executive Summary	3
The Hub Story.....	4
Salute to Our Partners	5
Supporting Educator Effectiveness	6
Equity of Access	11
Registered Users.....	12
Active Users.....	12
Hub Course Types	13
Renewal Units	16
Course Completions – About Our Participants.....	17
Additional Evaluation Questions.....	22
OPI Indian Education for All (IEFA) on the Hub.....	23
Self-Paced Courses	25
Facilitated Courses	26
Looking to the Future.....	27
Contact Us.....	28
Appendix A – Self-Paced Courses.....	29
Appendix B – Facilitated Courses.....	34
Appendix C – PEPP Standards.....	37

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Executive Summary

The following is a brief summary of the information found in the Teacher Learning Hub Annual Report for 2020-2021.

- Registered Users: 20,303, a 23.1% increase over the previous year
- Course Completions: 11,644, a 4.6% decrease over the previous year
- Renewal Units Issued: 36,259, a 0.88% decrease over the previous year
- Course Types:
 - 113 self-paced courses were offered throughout the year. These accounted for 76% of the Hub's courses and 91% of completions.
 - 34 facilitated courses were offered for a total of 61 sessions. These accounted for 23% of the Hub's courses and 7% 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

Previous annual reports can be found on the [Hub Annual Report website](#).

This report was prepared by Marjorie O'Rourke (former Administrative Specialist), Allyson Briese (Learning Hub Content Specialist), Marti Paugh (Learning Hub Coordinator), Carli Cockrell (Professional Learning Coordinator), and Colet Bartow (Senior Manager of the Teaching and Learning Department).

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 2020-2021 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 Unit, 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 nearly 150 courses. With users increasing to nearly 9,000 in 2017, the Hub added a second full-time specialist in January 2018. In the 2020-21 fiscal year, the Hub has grown to over 20,000 registered users with over 12,000 course completions.

The Hub's purpose of providing equitable, accessible professional learning for educators throughout Montana remains at the forefront as we move into the 2021-2022 fiscal year.

"I am always striving for quality over quantity, and this has put a whole new component in my everyday math routine!"

~But What About Fact Fluency

"The lessons were relevant and do-able. I also appreciate the meaningful ideas shared in the discussion. And, one day when I am creating a Digital Citizenship lesson, I will use what I've learned here and revisit the final resources you shared. Thank you."

~Digital Citizenship

"This was a great course! Being a first-year teacher, I feel torn on how much impact I could really have on implementing this new type of standards-based learning. This course had great points and helped me understand grades in a different way."

~More Than Making the Grade: Intro to Standards-based Grading

Salute to Our Partners

The Teacher Learning Hub is very fortunate to have many highly qualified and positive individuals from every division of the OPI who serve collaboratively with our Hub administrative team to ensure that the Hub continues to thrive in our ongoing efforts to provide exceptional quality professional development opportunities for all Montana educators!

On any given day, the wonderful group of people listed below contributes to the success of the Hub by offering their time, flexibility, subject matter expertise, creativity, passion for instructional design, and willingness to monitor and grade courses. They also contribute to the shared vision of the Hub's 'big picture' by encouraging ongoing professional growth and life-long learning among our state's educators.

Everyone on the Hub administrative team would like to sincerely thank the following OPI employees for supporting the essential work of the Teacher Learning Hub throughout 2020-2021.

(Listed alphabetically by last name) Deputy Superintendent Sharyl Allen, Crystal Andrews, Tom Antonick, Superintendent of Public Instruction Elsie Arntzen, Ken Bailey, Terri Barclay, Shannon Boswell, Jess Bryant, Jenifer Cline, Jessie Counts, Michelle Cusey, Rochelle Davies, Tara Bauch, Heather Denny, Tina Eblen, Jamey Ereth, Renee Erlandsen, Yvonne Field, Rachel Gott, Marisa Graybill, Alan Grover, Zach Hawkins, Michele Henson, Michael Houghton, Mike Jetty, Sara Kendrick, Carrie Kouba, Sheila Lovato, Tammy Lysons, Katie Madsen, Danni McCarthy, Michelle McCarthy, Kris Minard, Holly Mook, Stephen Morsette, Tracy Moseman, Julie Murgel, Jennifer Nettleton, Jamey Peterson, Jay Phillips, Jackie Roller, Lona Running Wolf, Jennifer Stadum, Meghann Spring, Michael Sweeney, Eric Swenson, Marla Swanby, Stephanie Swigart, Eric Tilleman, Liz Tuss, and Megan Vincent.

The educators, non-profits, and other state agencies shown on this map are evidence of our commitment to engagement with Montana's best content experts. We thank them for providing their expertise to the Hub's offerings.



Supporting Educator Effectiveness

Teacher education programs in all post-secondary institutions in Montana are guided by the **Professional Educator Preparation Program Standards (PEPPS)** to ensure that each of them is meeting the program of study required for teacher and administrative licensure in Montana's public schools. These standards are foundational yet are only the beginning of an education professional's journey toward excellence and sound instructional practice.

A key part of any educator's continued professional growth and development is ongoing education and staying on top of industry standards. We take professional development very seriously at the Teacher Learning Hub, and we are exceptionally committed to providing high-quality, cutting-edge professional development opportunities for all educators to ensure their continued success and motivation toward excellence in their chosen field. In determining what goes 'into' the Hub and 'out to' Montana educators, we employ standards-based, empirically driven information in our decision-making processes, and we take great pride in knowing that our courses are soundly aligned with state standards and will provide maximum support to our educators in their role of educating the greatest resource our state will ever have – our youth!

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. 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. In addition, each course participant evaluates the course upon completion, and we have shared a few of the comments received during the 2020-2021 fiscal year. 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	73
Instruction	d, f, g, h	120
Professional Responsibility	i, j, k	72
Supporting Diverse Cultures	b, l	28

Participant Comments for Learning Environment:

“The simulation really gave me some insight on how to effectively communicate to students about bullying.” ~*Building Respect: Bullying Prevention*

“Thank you for all the information. I am Native American, and I am glad I can take away this information to share not only with my school but also with my tribe back home. Thank you again!”
~ Child Trafficking Awareness and Prevention

“This is the best course I have taken on the subject of grief. I feel more confident as a school counselor and on how to best support a grieving student. Thank you!” ~*Dealing with Grief and Loss in Adolescents*

“I just finished taking the course Adverse Childhood Events (ACEs) and I am VERY impressed with the amount of work that my fellow educators put into this course!!!!!! Kudos to you!!! I think all too often as educators, we tend to forget that each one of our students has their own story or their own situation when they walk into our classroom. I did learn a lot from this course; some points I already knew and many points I did not know. Plus, the amount of information provided for further resources was great!!!”
~*Overcoming ACEs in MT Schools: Childhood Trauma and Its Impact on Learning*

“As a mother of a lesbian, I really wish ALL high school and middle school teachers in our state were required to take this. Honestly, I know that the GSA club in our high school has saved as least 10 lives by supporting our often-unsupported LGBTQ students. THANK YOU.” ~*Step In Speak Up! Supporting LGBTQ Youth*

“Great reminders of self-care and different strategies to use with students and myself.” ~*Relationship Building and Self-care in a Rural or Tribal Setting*

“Thank you! I hope this information can be more widely presented to Montana educators and stakeholders. It is critical we begin to better advocate for our GT students.” ~*Introduction to Gifted Students*

“This is the first Learning Hub class I have taken, and I was really impressed. I felt like the format worked well, and I learned some things that I will be able to use to increase positivity in my classroom!”
~*Resilience: Strategies to Increase Optimism*

Participant Comments for Instruction:

“I was very impressed with the content offered and especially the resources available (like lesson plans and videos) that I can actually use in my classroom. I am excited to use all the resources available to me as a teacher.” ~*An Introduction to IEFA in Montana*

“This was a very interesting class to take. I loved all the different ideas and strategies to use in my classroom. I am a K-12 art teacher, but I also teach Junior High Literature, and I use a lot of art integrated into my Lit class. This just gave me an abundance of other ideas to use. It also gave me some fun things to try in my art classes. Thank you for a great class!” ~*Arts Integration 101*

“I just want to say thank you again for all of the information the resources you have provided in allowing me to do my job in a more efficient and effective way!” ~*Bullying and Cyberbullying Prevention Among Rural and Tribal Youth*

“This course was extremely helpful. I had noticed my students struggling with number sense this year, and this course gave me some awesome strategies to implement next year to help my students become more successful in math.” ~*But What About Fact Fluency*

“This course provided an opportunity to review the attributes of inquiry-based learning and instruction while exploring an online resource that provides teachers and students with valuable content knowledge and insightful interactive programs.” ~*Exploring Inquiry with NASA*

“Fabulous course, filled with lots of information and useful handouts/checklists to utilize in the classroom! I found this course to be very useful. I learned a lot and acquired teaching techniques that I will put into practice next week! Thanks!” ~*Foundational Skills: Print Concepts*

“This was an amazing course with excellent resources! I felt like I came away with a really solid basic knowledge of the four main components of the Google Suite. Feedback was almost instantaneous and immensely helpful! I would definitely recommend this course to others.” ~*Google Suite for Beginners*

“This course has given me many resources to use while teaching. These standards are daunting, and I have never felt that I understood them well. This course has helped change my opinion as well and improved my understanding of the standards and how to use them. It has given me resources to help jump-start my teaching and gotten me excited to get back in the classroom to use many of the ideas I have learned. Thank you.” ~*Montana’s New Science Standards 201: Three-Dimensional Learning*

“I loved the different writing prompts that I learned during this course and have already implemented them. The responses I received from students as a result of their writing has helped me in evaluating what they have learned.” ~*Writing Across the Disciplines (HS)*

Participant Comments for Professional Responsibility:

“This course really opened my mind to not only the need for Digital Citizenship instruction but also the wealth of great resources out there to help in this endeavor. I can’t wait to share some of those games with my students and my own son! Thanks!” ~*Digital Citizenship*

“Great course to learn all the important information about diabetes in a school setting. As a school nurse educator, I found this course to be very thorough and well organized.” ~*Diabetes Care in Your School*

“This is critical knowledge for all educators. It should be mandatory training if it isn't already. Great course, great content, great presentation. Thank you for providing a valuable training experience. I hope teachers are provided with some sort of training on the pandemic ACE's response that many children will be experiencing this year. Thank you.” ~*Overcoming ACEs in MT Schools: Childhood Trauma and Its Impact on Learning*

“I am really impressed that there is so much information out there for educators and parents to read, share, and understand in order to prevent child sexual abuse!” ~*Warning Signs: Child Sexual Abuse*

“I plan to find out what our school's anaphylaxis plan is and get the admin on board to train all the staff on the epinephrine pens.... we have a LOT of students with allergies, and it could be a life-saving thing.” ~*Allergies and Anaphylaxis Training for School Staff*

“Terrific course and great information about school protocols, assessments, and documenting risk of suicide.” ~*Suicide Prevention for Schools Part 2: Protocols*

“I plan to institute this course as an option for flex time for my teachers as I think the issues hit in this course are things never talked about in college, and yet this is a huge concern with me for new teachers coming into education because I believe they see themselves as more of a friend in many instances.” ~*Navigating the Other Side of Teaching*

“I learned such great information on how to develop a school-wide crisis plan.” ~*Resilient Together: Coping with Loss at School*

Participant Comments for Supporting Diverse Cultures:

“This course was excellent in giving me a new perspective on Indian Education. I am looking forward to using the resources and information learned in my classroom this fall. This focus will give my students more knowledge and respect for American Indian culture and feel more educated to understand the differences among the tribal people. I love this course! Thank you so much for putting together such a thoughtful, well-organized class. IEFA is such an impressive endeavor, and I am so glad to learn as much as I can.” ~*An Introduction to IEFA in Montana*

“I thought this course was very well presented and evaluated. I just moved from Wyoming where I taught for nine years on the Wind River Reservation. I hope that Wyoming and other states can follow in Montana's footsteps and put together courses like this. Thank you!” ~*An Introduction to IEFA in Montana*

“I really enjoyed learning about the 12 First Nations, the map, and how their names are pronounced. The videos were really engaging, and the required reflection paper really made me think about what I was learning. The best part was the requirement to use the Indian Education Resource as an assignment because I saw its importance in using it in my curriculum.” ~*Building Your IEFA Mindset: Essential Understandings Regarding Montana Indians*

“I really enjoyed taking this course because it educated me on the Native American culture and the importance of incorporating it in my future instruction. OPI has some wonderful resources to dive deep into and teach children about, so they are better educated about Native American cultures.” ~*How to Use*

the Framework: A Practical Guide for Implementing IEFA

“This course was extremely informative, and I gained a new awareness about Native American values, reservations, and the Indian Education for All. I fully support this educational curriculum to be a requirement in all of our Montana and U.S. school systems. We need to have continued funding for this subject. It is right up there with Science, Math, and Writing! Thank you to all at OPI and Montana Tribal Nations.” ~*An Introduction to IEFA in Montana*

“I really appreciated this course. It gave me, as an art teacher, ideas for how to connect with classroom teachers to bring more of their content and more local culture into the art room and to utilize the skills they learn in my classroom in their homerooms as well.” ~*Arts Integration 101*

“Amazing course, I am originally from South Dakota, and learning the MT Indian culture was very interesting to me. I myself, being Indian, agree with everything that is being done for the Indian and Non-Indian educators and students. The remote learning section is awesome, and I have downloaded assignments for my Special Ed. students to do. The lessons are so interesting I found myself wrapped up in them. I know my students will love them.” ~*An Introduction to IEFA in Montana*

“I think this was a great introduction to the very complex topic of Native American culture in Montana. I feel there was an overwhelming amount of resources given and I’m eager to dig through it all and find what works best for my teaching and my students. This course made me feel really excited. I loved teaching about Native American culture in the northeast, but there weren’t any guidelines or recommendations on how best to do it.” ~*Building Your IEFA Mindset: Essential Understandings Regarding Montana Indians*

Equity of Access

The Hub has a goal of providing equity of access to high-quality professional development. We recognize that the 2020-21 fiscal year was very different from previous years given the ongoing COVID-19 pandemic, and thus, many face-to-face professional development opportunities did not occur. Despite the ongoing challenges, it is important to note that educator professional development was not lost. In fact, the statistics below demonstrate how often the Hub was used over the past year by Montana's educators!

Fast Facts: 2020-2021 Hub Stats



36,259 hours

Time teachers spent earning renewal units with the Hub in 2020-2021.



\$0

Cost to educators for...
asynchronous high-quality
professional development
developed by Montana's leading
education experts!

7,974

The number of completions by educators currently employed in a Montana school.



148 courses

Number of courses to choose from to meet the needs of *all* Montana students.

662

The number of completions by pre-service educators prepared to join Montana's educator workforce.



11,644 completions

Number of course completions.

3,809

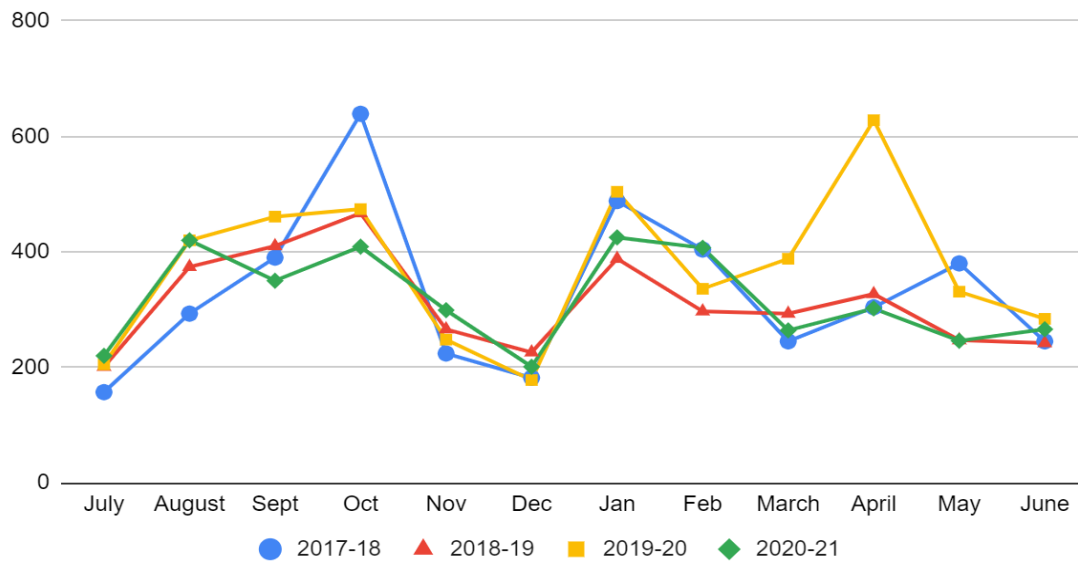
The number of new registered users that joined the Hub.



Registered Users

The Hub has 20,303 total registered users, an increase of 23.1% from the 2019-2020 total of 16,494.

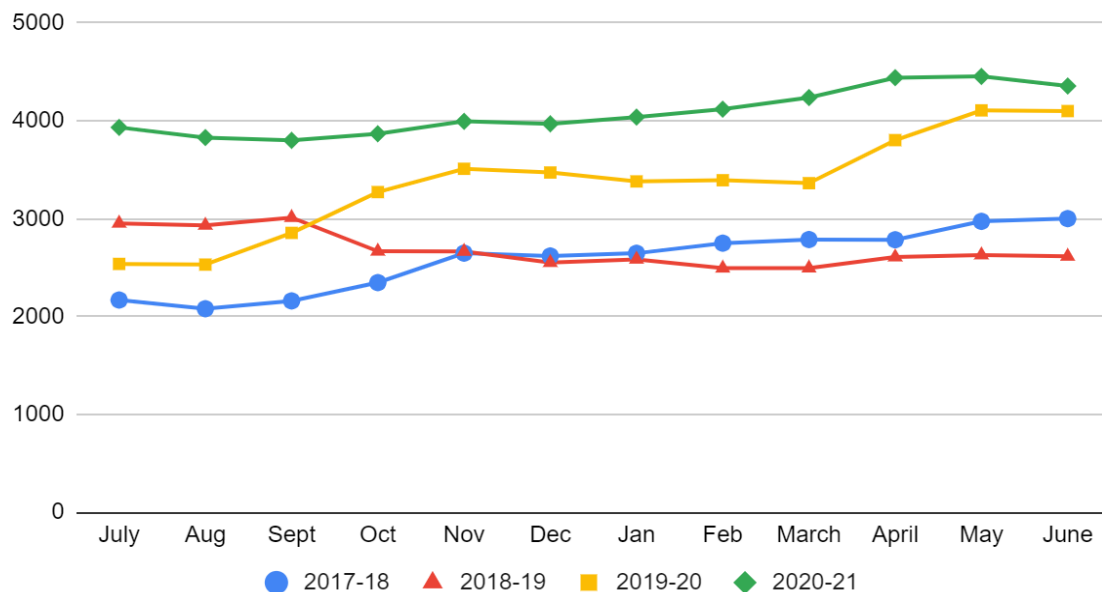
New Users by Month and Year



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. The graph below highlights that we have maintained a higher number of active users on the Hub during each month of 2020-2021.

Average Number of Active Users by Month



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 2020-21, the Hub offered 113 self-paced courses, a 23% increase over the 2019-20 year. These accounted for 76% of the Hub's courses and 91% of completions.

23 new courses opened and one retired. Two were closed for revisions and re-opened later in the year.

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 2020-21, the Hub offered 35 facilitated courses for a total of 56 sessions, an 8% decrease over the 2019-20 year. These accounted for 23% of the Hub's courses and 7% of completions.

Three new courses opened, and none were retired.

"After taking this course ~ I am inspired to do more research about AT devices that help children with Dyslexia. And how I could use utilize it with EC special needs children."

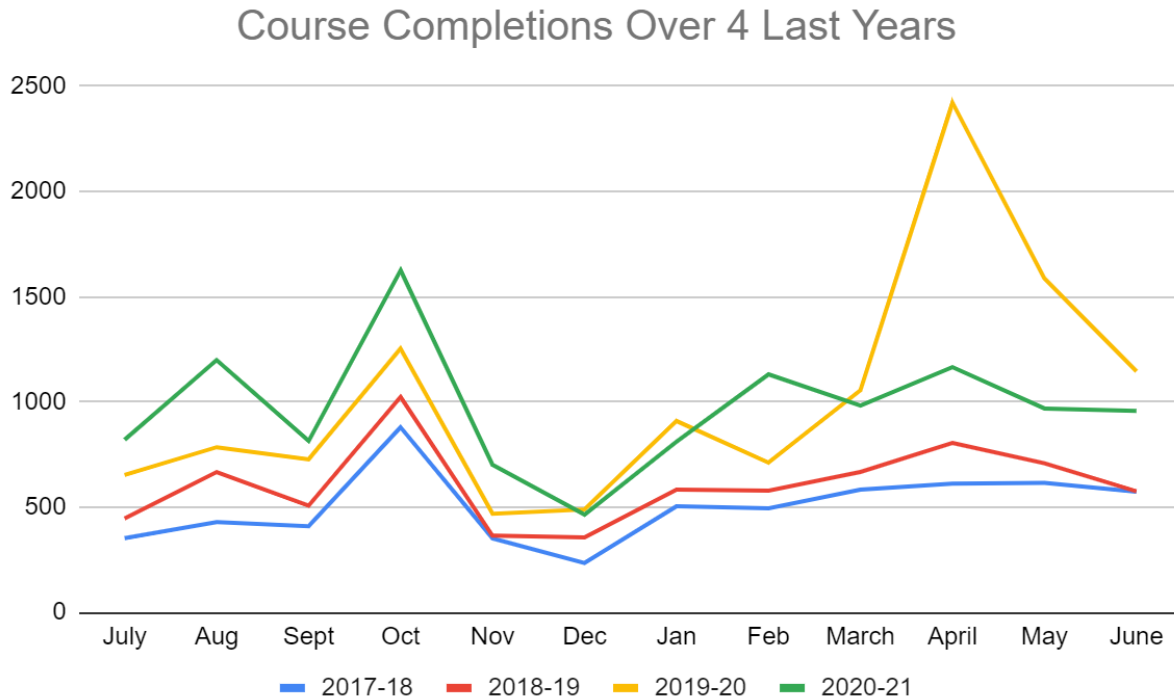
~Practical Strategies for Using Technology to Assist Notetaking

"I love everything about Indian Education for All, it really opened my heart and my mind about Montana, through the different activities, videos, reflective essays, I could say that I am ready to embrace, teach, and live in Montana. I did not encounter any problems with the site, the program, and all expectations about the grading were met. Thank you to Montana OPI for this opportunity, and to the people behind this...Congratulations! This is a big service to all teachers!"

~An Introduction to IEFA in Montana

Course Completions

The Hub had 11,644 course completions this year, a 4.6% decrease over the 2019-2020 total of 12,210. As reported last year, the 2019-2020 fiscal year saw a large spike in course completions during the school closures in April.

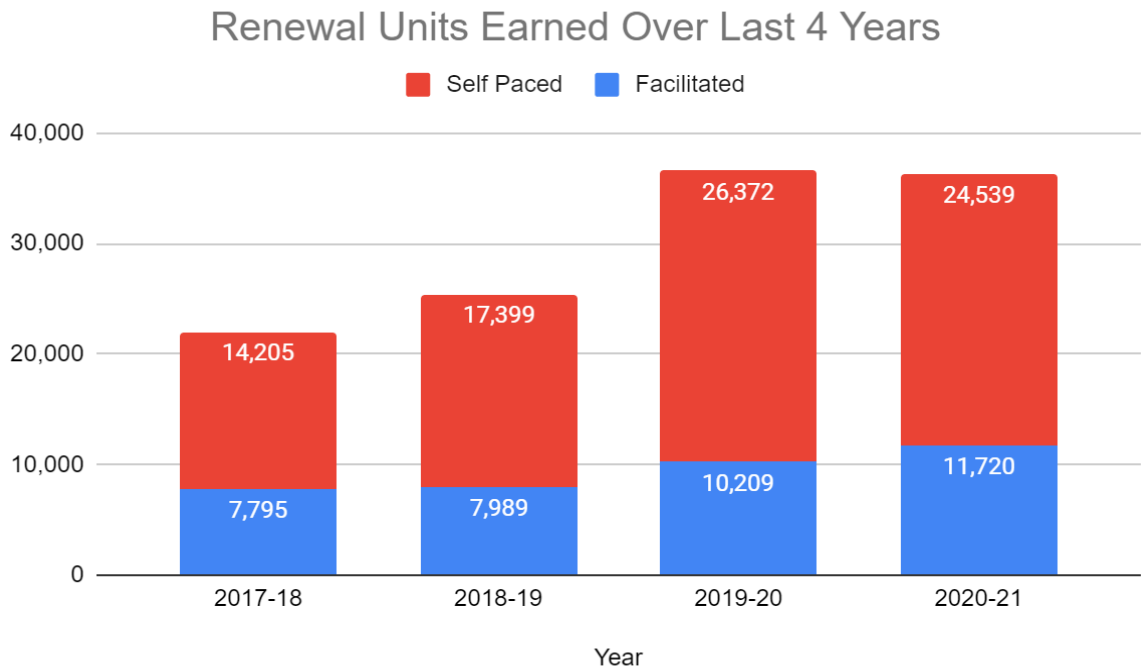


During this fiscal year, the Hub offered 148 courses. This table represents the Hub's course offerings, including the courses that have been retired, split by the categories used on the Hub, with the number of courses and ordered by the percent of the total 20-21 completions. We have consistently noted a high number of completions in courses related to student and educator mental health for the past several years.

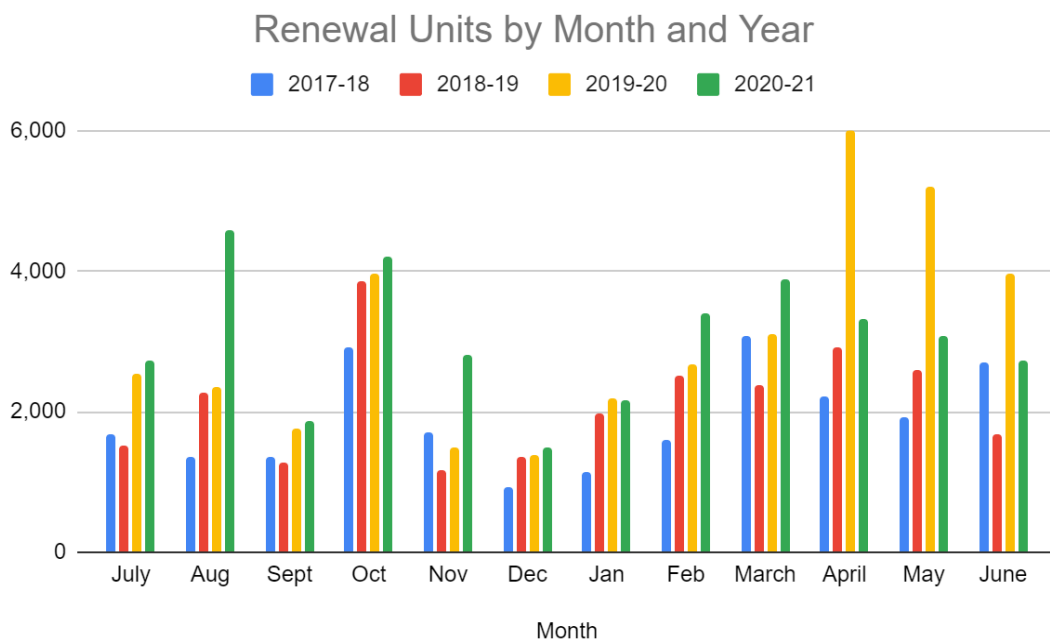
Course Category	Number of Courses	Percent of Total Completions
Mental Health and Behavior	20	21.16%
Indian Education for All	3	12.99%
General School Issues and Administration	13	12.56%
Universal Instructional Strategies	14	8.79%
Literacy	23	8.78%
Mathematics	30	8.69%
Science	10	5.63%
Technology	11	5.08%
Support Staff	6	4.05%
Special Education	4	3.06%
Fine Arts	3	2.36%
MTSS	2	1.52%
Health Enhancement	1	1.03%
Social Studies	1	0.85%
CTAE	3	0.79%
Assessment	2	0.75%
Other	4	0.43%

Renewal Units

The Hub issued 36,259 renewal units this year, only a 0.88% decrease over the 2019-2020 total of 36,581 units.



August was the highest month for 2020-2019 at 4,590 renewal units.

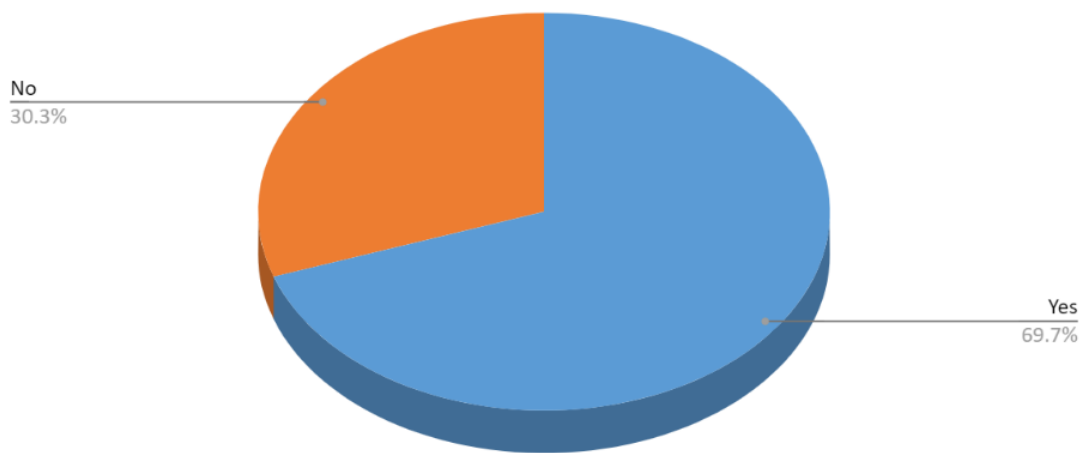


Course Completions – About Our Participants

At the conclusion of each course, participants fill out a brief course evaluation. The following information is compiled from the participant data collected.

The majority (69.7%) of the 2020-2021 course completions were completed by educators currently working in Montana schools, while out-of-state completion data represents 2.84% of the course completions for 2020-2021.

Do you work in a Montana school?

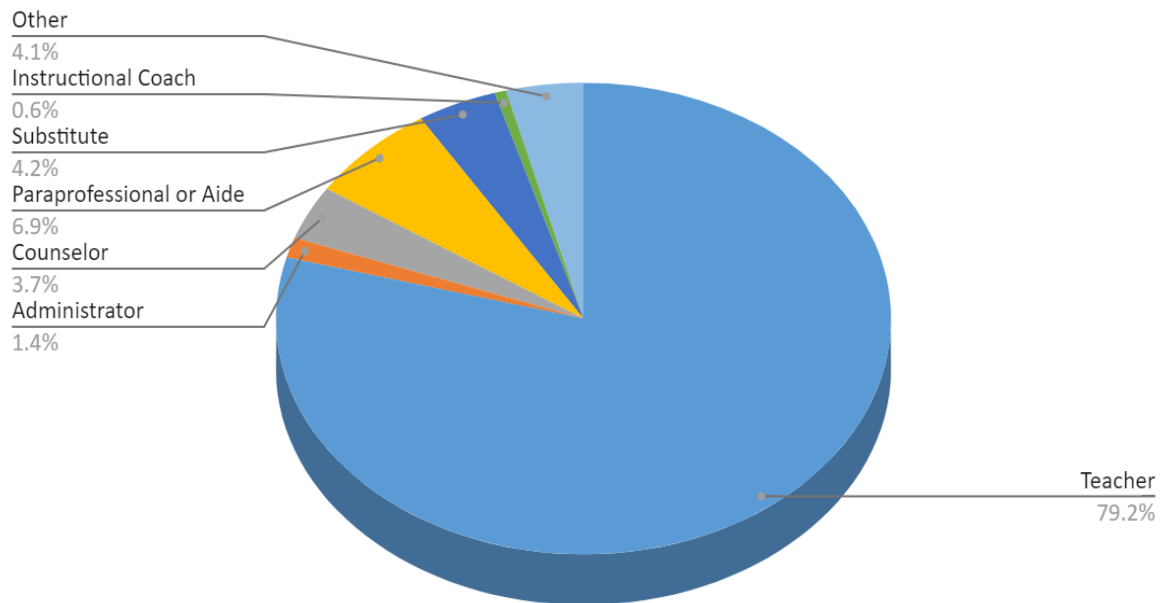


Participants Working in a K-12 Montana School

69.7% of participants (7,974) indicated they are currently working in a K-12 Montana school (public or nonpublic). Educators from 682 Montana schools completed one or more Hub courses this year out of 998 schools available for this report (68% of schools). 16% of the schools reached were located on or near an Indian reservation. The following charts on the next two pages show a breakdown of these schools and their educators by three different methods of categorization: role, grade level, and by MASS region.

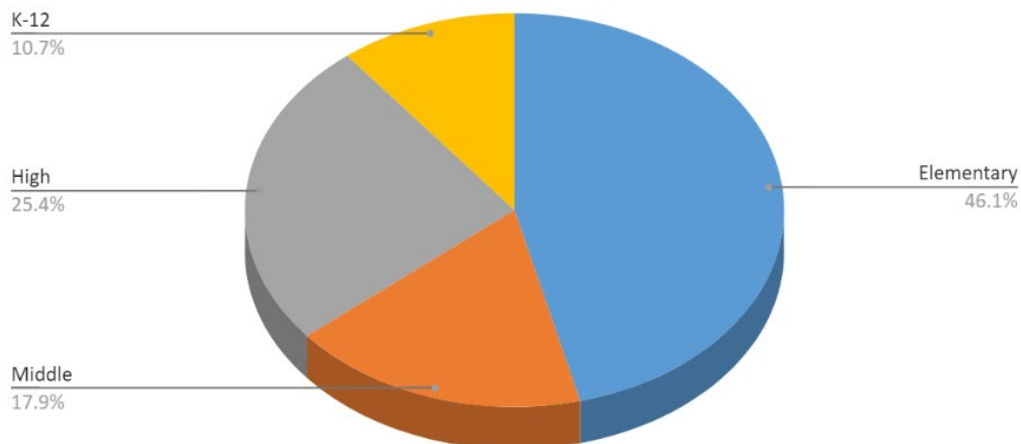
Two roles are too small to be easily represented on the below pie chart: Early childhood (0.47%) and Adult Education (0.31%). 79.2% identified as teachers working in a K-12 Montana school, an increase from 61% in 2019-2020.

Breakdown by Role



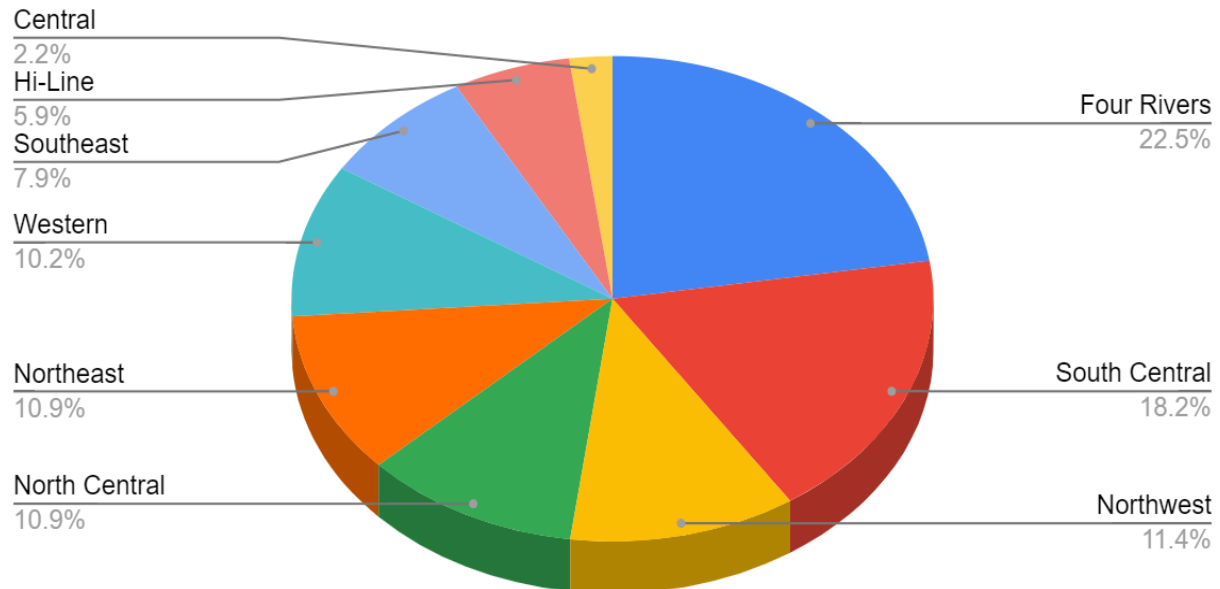
Nearly half (46.1%) of the participants chose Elementary as their grade level. This is comparable to previous years.

Breakdown by Grade Level



The top three [MASS regions](#) with the most course completions were: Four Rivers (22.5%), South Central (18.2%), and Northwest (11.4%).

Breakdown by MASS Region



Nonpublic Educators

In 2020-2021, we made a change to the course evaluation school list to make it easier to report on nonpublic educator usage of the Hub, as required by our Title II-A State-Level Activity reporting requirements. As such, we have found that our educators serving in nonpublic schools have used the Hub frequently over the past year. We saw 300 nonpublic educator completions on the Hub this year from 39 nonpublic schools.

In February of 2020, the OPI conducted a Professional Learning Needs Survey, and nonpublic educators who responded to the survey identified the following top three professional learning priorities:

- Self-care for educators
- Child sexual abuse
- Social and emotional supports for children/schools/communities

The following six courses had the most completions by nonpublic educators. Based upon the topics chosen, it is clear that the top priorities identified by nonpublic educators who participated in the Professional Learning Needs Survey are being completed more frequently by nonpublic educators.

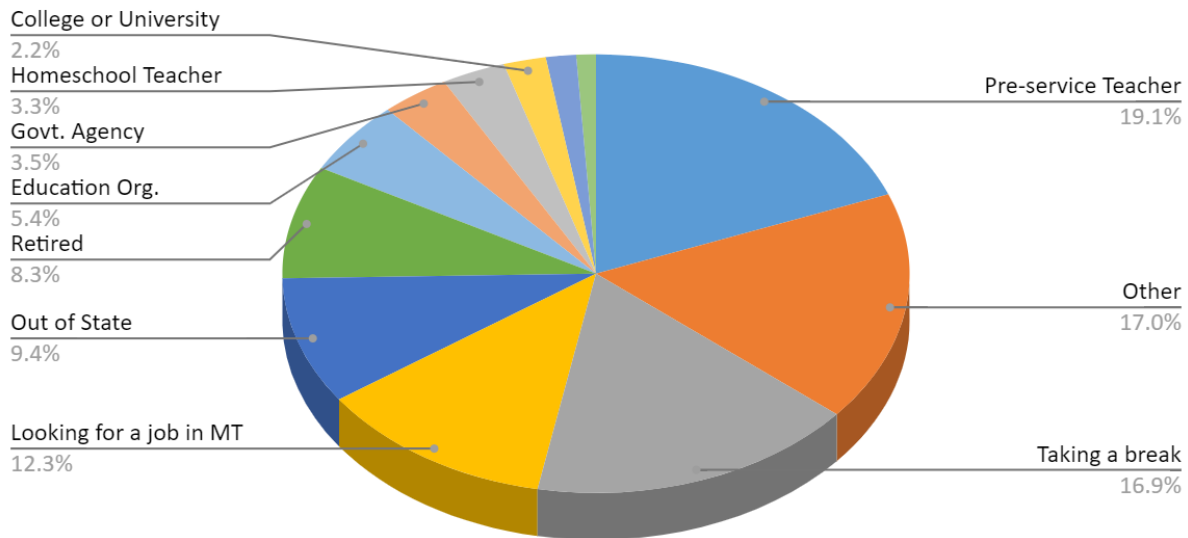
Course	Number of Completions by Nonpublic Educators
At-Risk: Mental Health & Suicide Prevention Role-Play Simulation (High School)	26
An Introduction to IEFA In Montana*	19
Dealing with Grief and Loss in Adolescents	13
Overcoming ACEs in MT Schools: Childhood Trauma and Its Impact on Learning	11
Building Respect: Bullying Prevention	9
Warning Signs: Child Sexual Abuse	9

*Required course for Montana Licensure

Participants Not Working in a K-12 Montana School

30.3% of participants (3,465) indicated they are not currently working in a K-12 Montana school. The role breakdown below shows the area within education that the participants chose. 19.1% of these participants indicated they are pre-service educators.

Breakdown of Role (Not Working in MT School)



Additional Evaluation Questions

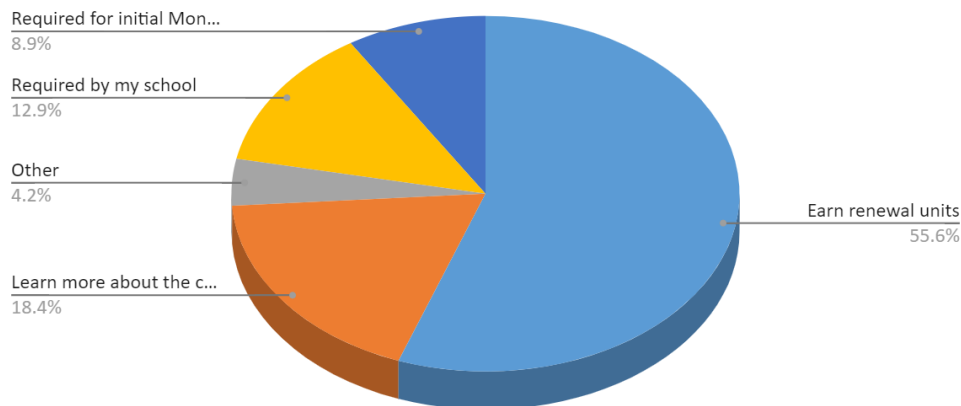
The following data represents questions answered on the evaluation by all participants who have completed at least one course on the Hub.

Along with identifying their role in education, participants are asked the following questions:

- What is your primary reason for taking this course?
- How did you hear about this course?
- How would you rate your satisfaction with the course, the course content, your engagement, and the applicability of the course?

The most common reason selected for taking a course was to earn renewal units.

What is your primary reason for taking this course?



The most common way participants heard about a course was by searching the Hub course offerings.

Method	Times Selected	Percentage
Searching on the Teacher Learning Hub	6,194	54.19%
My university or college	1,132	9.90%
My administrator	1,131	9.90%
A friend or co-worker	728	6.37%
OPI Licensure	716	6.26%
OPI Website	613	5.36%
OPI Learning Opportunities Portal	366	3.20%
Other	327	2.86%
OPI Newsletter	101	0.88%
At a workshop	89	0.78%

Overall, Hub participants rated the 2020-21 course offerings very well. The ratings were similar in 2019-2020. The question asked and cumulative average across all course offerings are as follows:

Question (Rated on a scale of 1-4, 4 being the highest)	Site-Wide Average
Overall, how satisfied are you with this course? (Overall Satisfaction)	3.74
Rate the content in this course. (Content Rating)	3.70
How engaged were you during the course? (Engagement Level)	3.50
How much of what you learned will you apply to your teaching? (Application Rating)	3.46

OPI Indian Education for All (IEFA) on the Hub



**Used with permission from the OPI IEFA team*

The OPI Indian Education for All unit has continued to have robust participation in their Hub course offerings throughout the 2020-2021 fiscal year. The two, core-established self-paced courses, ‘An Introduction to Indian Education for All in Montana’ and ‘How to Use the Framework: A Practical Guide for Implementing IEFA’ had a combined total of 1,492 course completions this year.

Additionally, two new courses opened successfully on the Hub this year. The first was a new self-paced course entitled ‘Indian Education & Math Seamless Integration’ and the second was a facilitated course entitled ‘Building Your IEFA Mindset: Essential Understanding Regarding Montana Indians’ that was offered in the Spring of 2021. Both are relatively new, so there is minimal data to report so far, but the feedback received is very positive. The ‘Building Your IEFA Mindset: Essential Understandings Regarding Montana Indians’ was a 24-renewal unit course that saw 21 course completions and boasted an overall course satisfaction rating of 3.67 on a four-point scale. This course had significant valuable and in-depth content and will run again in the future as a three-part course worth eight renewal units each. The IEFA unit enjoys reading the reflections and statements of participants as they gain a deeper understanding of the rich diversity, cultures, and histories of American Indian people.

It is also important to mention that with every course released on the Hub, meaningful IEFA integration is part of the design process. Course designers frequently consult with the IEFA team to determine how IEFA can be integrated into the course content.

Below is a small sampling of the quotes from Hub participants that truly illustrate the impact these courses have had on participants:

“IEFA is an important landmark for Native people because it gives natives a voice in education and for the future of their children. It is the beginning of a dream unseen for many years and finally rooted into Montana’s Constitution. Schools must embrace the Essential Understandings and use the resources available created by Native people to inform and educate all children and teachers. Native children need to see themselves in history to understand the history and to be proud of who they are.” ~Participant in Introduction to IEFA Hub course

“I think one of the main benefits from IEFA will be a greater sense of empathy. The ability to put yourself in another person’s shoes without bias and be able to empathize with them is an extraordinary skill to have that pays dividends across many different relationships in one’s life. I also think it will help the students understand race relations at large in America, and especially in their home state. To know History is to understand your present to some extent and knowing what is going on around you and how to help or knowing what might hurt will make you a better citizen and a better person.” ~Participant in IEFA Framework Hub course

“According to Sir Isaac Newton in his famous statement: ‘If I have seen further, it is by standing on the shoulders of Giants.’ In the same way, the American Indian ancestors were geniuses. They have their own technology in building their homes. In this sense then, we will let our students improve what their ancestors have started with through the applications of mathematics as far as the precision of measurement and astronomy are concerned in the construction of wigwam. As a teacher, we will also make sure that subjects which are taken by students will become an interdisciplinary course of study if we are to integrate the tradition, cultural values, and beliefs of the Indian people. ~Participant in the Seamless Integration of IEFA into Mathematics Hub course

“The course was exceptionally well designed. I feel like I have been a culturally responsive teacher without knowing the term, but I realize that I need to be a more thoughtful and thorough planner concerning the essential understandings regarding Montana Indians.” ~Participant in the Building Your IEFA Mindset: Essential Understandings Regarding Montana Indians Hub course

“Thank you for these courses. They are very valuable. I want Native children to grow up with pride in who they are, and we can do a lot in the schools to make sure this happens. Thank you for all of the amazing resources. I will use them all and constantly check in to see what is new that I can share. ~Participant on the Hub

Self-Paced Courses

Most Completions

This section highlights the completions and ratings of our top self-paced courses. See Appendix A for a listing of data from all facilitated courses offered in 2020-21.

Course	Course Length (RUs)	Completions
Welcome to Our School! An Introduction for Substitute Teachers	3	317
Building Respect: Bullying Prevention	1	305
Overcoming ACEs in MT Schools: Childhood Trauma	4	292
Dealing with Grief and Loss in Adolescents	2	287
Child Trafficking Awareness & Prevention	3	281

*An Introduction to IEFA in Montana is a required course for Montana Licensure and consistently has the highest number of completions, and therefore, was omitted from this list.

Highest Ratings

This table shows the five highest participant-rated self-paced courses. To qualify, the course session 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
Multiplication Strategies for Basic Facts	3.88	3.88	3.78	3.64
Google Suite for Beginners	3.92	3.89	3.72	3.60
Diabetes Care in Your School	3.89	3.88	3.68	3.68
Dealing with Grief and Loss in Adolescents	3.89	3.86	3.67	3.67
But What About Fact Fluency	3.86	3.85	3.75	3.56

Facilitated Courses

Most Completions

This section highlights the completions and ratings of our top facilitated courses. See Appendix B for a listing of data from all facilitated courses offered in 2020-21.

Course	Number of Sessions	Completions
Novice Special Education Teacher Training	1	112
Google Suite Advanced	3	52
Student-Created Digital Learning Portfolios	3	47
Paraprofessionals Achieving Standards Successfully: Math	2	42
Number Sense Routines (K-8)	2	38

Highest Ratings

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

Course	Session Dates	Overall Satisfaction	Content Rating	Engagement Level	Application Rating
Number Sense Routines (K-8)	Nov 2020	4.00	4.00	3.94	3.72
Student-Created Digital Portfolios	Sept 2020	4.00	4.00	3.91	3.64
Number Sense Routines (K-8)	Feb 2021	3.90	3.85	3.80	3.80
Google Suite Advanced	Feb 2021	3.87	3.93	3.87	3.67
Student-Created Digital Portfolios	Mar 2021	3.95	3.90	3.75	3.56

Looking to the Future...

“Education is not the filling of a pail, but rather the lighting of a fire,” said Irish poet William Butler Yeats, and that is our hope for the future of The Teacher Learning Hub. We are intent on applying this timeless quote to ‘light a fire’ by providing ongoing professional learning opportunities for all Montana educators, who in turn inspire their students by applying cutting edge learning strategies that support the state standards to their classroom instructional environment. At the time of this writing, there were 20,700 users on the Teacher Learning Hub. If each of those participants were to reach out to 25 additional people each year, be they students or colleagues, and share proven, motivating, and data-based information and instructional strategies—that would mean that just over half-a-million people would potentially be impacted in addition to the individual ‘lighting the fire.’ The future appears bright!

The OPI Teacher Learning Hub will continue to strive for excellence as we support teacher effectiveness across the great state of Montana in the coming fiscal year. We added 24 new courses to the Hub this past year. One of the new courses currently offered is the ‘New Standards for 2021: Overview and Implementation,’ which is a collaborative effort from the Teacher and Learning Division to familiarize Montana educators with the newly adopted and released standards in five individual content areas: Career and Technical Education, Computer Science, Library Media and Information Systems, Social Studies, and Technology Integration. We have a minimum of two courses currently in the works for *each* of the above content areas (10 new courses) to support educators in implementing the new standards in the coming year, and additional support courses in these areas will be added through 2024.

As always, data drives our decision-making processes, and we are ever vigilant when seeking new and innovative ways to find additional uses for data to guide our processes and improve how we gather, integrate, and view data in our daily operations at the Hub. Our goal is to produce the highest quality, standards-based, professional development opportunities with clear, concise objectives to ‘light a fire’ for Montana educators as they provide excellence of instruction for Montana’s most precious resource – our students!

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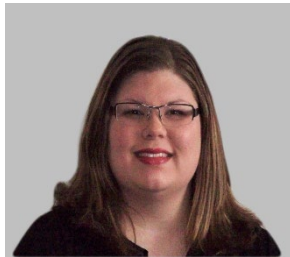


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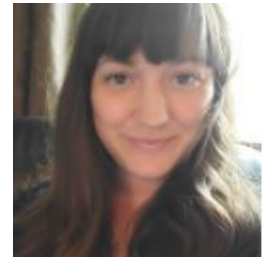


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Appendix A – Self-Paced Courses

This table shows the data for all self-paced courses during the 2020-2021 fiscal year. The table is sorted by the number of completions. Any courses closed are italicized and noted with the close date.

Course Name	Renewal Units	Date Opened	Overall Satisfaction	Content Rating	Engagement Level	Application Rating	Completions
An Introduction to Indian Education for All in Montana	2	2017	3.78	3.72	3.51	3.38	1,420
Welcome to Our School! An Introduction for Substitute Teachers	3	2016	3.71	3.66	3.46	3.51	317
Building Respect: Bullying Prevention	1	2019	3.70	3.65	3.56	3.56	305
Overcoming ACES in MT Schools: Childhood Trauma	4	2018	3.78	3.72	3.53	3.56	292
Dealing with Grief and Loss in Adolescents	2	2016	3.89	3.86	3.67	3.67	287
Child Trafficking Awareness & Prevention	3	2020	3.88	3.85	3.70	3.57	281
Introduction to Dyslexia	1	2019	3.73	3.68	3.42	3.44	280
Montana's Science Standards 101	2	2017	3.57	3.50	3.01	3.32	258
Warning Signs: Child Sexual Abuse	2	2019	3.83	3.77	3.62	3.66	230
But What About Fact Fluency	2	2018	3.86	3.85	3.75	3.56	221
Mandatory Reporting for Educators	2	2019	3.87	3.76	3.59	3.77	212
Step In Speak Up! Supporting LGBTQ Youth	1	2018	3.81	3.71	3.58	3.57	171
Addition and Subtraction Strategies	5	2018	3.86	3.86	3.68	3.44	168
Introduction to Foundational Skills & Montana Content Standards	1	2018	3.69	3.58	3.33	3.49	162
At-Risk: Mental Health & Suicide Prevention (Elementary)	1	2017	3.74	3.67	3.55	3.57	159
Arts Integration 101	1	2018	3.75	3.73	3.52	3.37	153
Trauma-Informed Practices	2	Dec 2020	3.75	3.69	3.57	3.57	150
Overview of Youth Suicide	2	2018	3.71	3.60	3.44	3.42	149
Navigating the Other Side of Teaching	6	2017	3.71	3.67	3.45	3.54	143
Multi-Tiered Systems of Support (MTSS) Overview	1	2017	3.65	3.59	3.14	3.40	138
At-Risk: Mental Health & Suicide Prevention (High School)	1	2017	3.71	3.69	3.53	3.62	137

Teacher Learning Hub Annual Report 2020-21

Course Name	Renewal Units	Date Opened	Overall Satisfaction	Content Rating	Engagement Level	Application Rating	Completions
Diabetes Care in Your School	2	2019	3.89	3.88	3.68	3.68	131
Allergies and Anaphylaxis Training for School Staff	1	2018	3.78	3.79	3.56	3.72	125
Current Tobacco Trends and Impacts on MT Youth	1	2018	3.77	3.70	3.56	3.41	125
Montana's Science Standards 301: Phenomena	2	2018	3.56	3.58	3.31	3.38	125
Local School Wellness Policy	1	2019	3.57	3.48	3.24	3.11	120
Vocabulary: Explicit Instruction of Word Knowledge	2	2019	3.56	3.64	3.40	3.28	116
Effective Classroom Practices	4	2019	3.73	3.74	3.49	3.41	114
Suicide Prevention for School Part 1: Strategies	2	2018	3.60	3.60	3.42	3.35	113
Practical Strategies for Using Technology to Assist Notetaking	1	2018	3.73	3.75	3.68	3.42	110
Growth Mindset	2	April 2021	3.82	3.79	3.70	3.58	107
Montana's Science Standards 201: 3D Learning	3	2018	3.48	3.48	2.89	3.19	107
Google Suite for Beginners	6	2018	3.92	3.89	3.72	3.60	104
Relationship Building and Self Care in a Rural or Tribal Setting	3	Dec 2020	3.79	3.67	3.56	3.47	100
Montana Historical Society Educator Resources (closed May 2021)	1	2016	3.75	3.79	3.51	3.32	99
Multiplication Strategies for Basic Facts	4	2020	3.88	3.88	3.78	3.64	97
Digital Citizenship	2	2017	3.77	3.68	3.45	3.40	94
Resilient Together: Coping with Loss at School	1	Dec 2020	3.67	3.60	3.43	3.40	93
At-Risk: Mental Health & Suicide Prevention (Middle School)	1	2017	3.83	3.79	3.71	3.63	92
Information Sharing: HIPAA & FERPA for Schools	2	2018	3.68	3.64	3.40	3.58	92
Resilience: Strategies to Increase Optimism	2	Nov 2020	3.84	3.82	3.63	3.30	90
Taking Reading Instruction to the Next Level: Strategies for Success	6	2018	3.80	3.74	3.51	3.47	90

Teacher Learning Hub Annual Report 2020-21

Course Name	Renewal Units	Date Opened	Overall Satisfaction	Content Rating	Engagement Level	Application Rating	Completions
Creating Asthma Friendly Schools	1	2017	3.80	3.71	3.55	3.57	86
Write from the Start: K-2 Writing Strategies (Part 1)	6	2016	3.85	3.84	3.56	3.38	85
Bullying and Cyberbullying Prevention Among Rural and Tribal Youth	3	March 2021	3.76	3.67	3.56	3.54	84
Building the Foundation of Data Literacy	3	2020	3.59	3.52	3.33	3.47	82
Moving CTAE to Online and Remote Learning	3	August 2020	3.62	3.53	3.29	3.27	79
A Bit About Braille	1	2019	3.68	3.73	3.59	3.17	78
Introduction to Gifted Students	4	2017	3.76	3.68	3.59	3.40	78
Media Arts 101	2	2017	3.72	3.63	3.51	3.29	78
How to Use the Framework: A Practical Guide for Implementing IEFA	4	2019	3.68	3.65	3.49	3.49	72
Run, Lock, Fight - School Safety Preparedness	2	March 2021	3.83	3.81	3.65	3.63	72
Curriculum Integration: What It Is and What It Isn't	1	2018	3.71	3.66	3.50	3.53	70
Problem Solving: Bring Your Classroom Alive!	3	2018	3.67	3.70	3.55	3.42	66
More than Making the Grade: Intro to Standards-Based Grading	2	2016	3.78	3.68	3.52	3.35	63
UDL: Digital Tools and Digital Learning	2	2017	3.76	3.69	3.39	3.39	62
Introduction to Online Course Design	1	2020	3.51	3.37	3.28	3.06	57
Mathematical Practices (K-8)	3	2018	3.77	3.70	3.58	3.55	57
General Education Teachers' Role in Special Education	2	April 2020	3.70	3.68	3.34	3.48	56
Using Writing to Teach Critical Thinking	1	2017	3.66	3.64	3.41	3.19	56
Reading Between the Lines: Close Reading Strategies	3	2017	3.76	3.67	3.51	3.46	55
Suicide Prevention for School Part 2: Protocols	2	2018	3.78	3.69	3.56	3.47	55
MT Educator Performance and Appraisal System (EPAS): What Teachers Should Know	1	2020	3.57	3.50	3.28	3.42	54

Teacher Learning Hub Annual Report 2020-21

Course Name	Renewal Units	Date Opened	Overall Satisfaction	Content Rating	Engagement Level	Application Rating	Completions
Vocabulary: Understanding How It Fits in the Montana Standards	1	2019	3.63	3.56	3.37	3.37	54
Playing with Pythagoras	4	July 2020	3.96	3.87	3.75	3.31	52
Vocabulary: Diction and Word Consciousness	2	2020	3.41	3.39	3.18	3.12	51
Digital Accessibility Fundamentals	1	2018	3.61	3.57	3.39	3.52	49
Foundational Skills: Phonological Awareness	2	2018	3.71	3.59	3.45	3.58	49
Foundational Skills: Print Concepts	1	2018	3.77	3.75	3.50	3.62	48
Writing to Learn: 3-6 Writing Strategies (Part 1)	6	2016	3.88	3.90	3.73	3.42	48
Implementing Smarter Balanced Interim Assessments	2	2018	3.30	3.30	3.15	3.22	47
Montana Content Standards 101	1	2019	3.53	3.45	3.26	3.18	47
Exploring Inquiry With NASA	4	2017	3.61	3.64	3.32	3.07	44
Integrating the Arts to Reduce Student Tobacco Use	1	2018	3.77	3.70	3.52	3.14	44
Using Assessment to Enhance Writing	6	2018	3.90	3.80	3.75	3.56	40
Evidence-Based Practices	2	Jan 2021	3.64	3.62	3.41	3.42	39
MTSS Tier 2	3	July 2020	3.74	3.72	3.31	3.37	39
Community-Based Crisis Interventions for Rural and Tribal Schools	3	April 2021	3.89	3.79	3.61	3.71	38
Foundational Skills: Phonics and Word Recognition	3	2018	3.74	3.68	3.47	3.51	38
Place-Base Education: Your Local Watershed	4	2018	3.50	3.50	3.08	3.25	38
Tech-ify Your Classroom! The Basics of K-5 Tech Integration	4	2017	3.84	3.81	3.62	3.41	37
Introduction to Computer Science	2	2020	3.74	3.60	3.57	3.39	35
Supporting Readers with Informational Text	5	2018	3.69	3.63	3.64	3.34	32
Foundational Skills: Fluency	2	2018	3.59	3.59	3.41	3.41	29
Montana's Science Standards 401: Project-based Learning	4	2018	3.79	3.75	3.54	3.22	28

Teacher Learning Hub Annual Report 2020-21

Course Name	Renewal Units	Date Opened	Overall Satisfaction	Content Rating	Engagement Level	Application Rating	Completions
MTDA Credit Recovery Orientation: Local Support	2	2016	3.67	3.63	3.37	3.70	27
Write from the Start: K-2 Writing Strategies (Part 2)	6	2016	3.78	3.78	3.56	3.30	27
Diving Into Computer Science: Tools for Every Grade	4	2019	3.69	3.65	3.38	3.23	26
High-Leverage Practices Spotlight	2	May 2021	3.68	3.64	3.59	3.38	22
"Backpack Science" K-6 Inquiry: Mapping	2	2017	3.52	3.57	3.33	3.2	21
Creating an Online Environment Where All Students Thrive	3	March 2021	3.55	3.40	3.25	3.00	20
Writing Across the Disciplines in Middle School	6	2017	3.85	3.75	3.45	3.40	20
Emergency Operations Planning - Review	1	2020	3.79	3.79	3.53	3.18	19
Introduction to Disciplinary Literacy & The Standards	3	2019	3.63	3.53	3.53	3.24	19
Multiplication Strategies: Multi-Digit Numbers	5	March 2021	3.89	3.89	3.79	3.71	19
Writing to Learn: 3-6 Writing Strategies (Part 2)	6	2016	4.00	4.00	3.86	3.71	14
Introduction to Course Design 2.0	9	2018	3.85	3.85	3.77	3.83	13
Writing Across the Disciplines in High School	6	2017	3.85	3.77	3.62	3.15	13
CDTP Refresher	1	2019	3.92	3.83	3.92	3.83	12
Standards-based Grading and Reporting: Feedback	2	Sept 2020	3.92	3.83	3.83	3.75	12
MTDA Credit Recovery Orientation: Site Facilitator	2	2016	3.73	3.91	3.64	3.82	11
Indian Ed & Math Seamless Integration	2	May 2021	3.60	3.60	3.50	3.50	10
Montana's Science Standards 501: IEFA and Equity	3	Sept 2020	3.90	3.80	3.50	3.60	10
Introduction to Rural and Tribal Counselor Ethics	1	June 2021	4.00	4.00	3.89	3.56	9
Disciplinary Literacy: Cognitive Secrets	5	2019	3.00	3.00	3.00	3.00	3
Montana DRIVE Instructors Review	4	2017	3.50	3.50	2.00	3.50	2
New Standards for 2021: Overview and Implementation	3	June 2021	2.50	2.50	2.50	2.50	2

Course Name	Renewal Units	Date Opened	Overall Satisfaction	Content Rating	Engagement Level	Application Rating	Completions
Emergency Operations Planning - Full Course	3	2020	3.00	4.00	2.00	3.00	1
Disciplinary Literacy: Close Reading	3	2019	0.00	0.00	0.00	0.00	0
Mathematical Standards in Adult Education	4	2019	0.00	0.00	0.00	0.00	0
Rural and Tribal Strength-Based Approaches Part 1	2	June 2021	0.00	0.00	0.00	0.00	0
Rural and Tribal Strength-Based Approaches Part 2	2	June 2021	0.00	0.00	0.00	0.00	0
Writing for Disciplinary Literacy	2	2019	0.00	0.00	0.00	0.00	0

Appendix B – Facilitated Courses

This table shows the data from all facilitated courses that ran during the 2020-2021 fiscal year. The table is sorted by number of completions.

Course Name	Run Dates	Renewal Units	Overall Satisfaction	Content Rating	Engagement Level	Application Rating	Completions	Completion Rate
Novice Special Education Teacher Training - 4 sections	August 2020	16	3.41	3.50	3.12	3.40	112	73.20%
STREAM: Mathematical Practices (K-8)	July 2020	15	3.77	3.68	3.55	3.29	22	91.70%
PASS: Reading	Feb 2021	N/A	3.76	3.71	3.48	3.29	21	100.00%
PASS: Reading	Oct 2020	N/A	3.57	3.33	3.29	3.35	21	84.00%
Building Your IEFA Mindset: Essential Understandings Regarding Montana Indians	Feb 2021	24	3.67	3.67	3.24	3.29	21	65.63%
Number Sense Routines (K-8)	Feb 2021	9	3.90	3.85	3.80	3.80	20	83.33%
Student-Created Digital Learning Portfolios	Mar 2021	15	3.95	3.90	3.75	3.56	20	80.00%
STREAM: Algebraic Thinking (K-5)	Feb 2021	15	3.84	3.84	3.68	3.50	19	90.48%
Google Suite Advanced	Apr 2021	20	3.84	3.89	3.63	3.47	19	82.61%
STREAM: Geometric Thinking (K-3)	Apr 2021	15	3.68	3.68	3.53	3.53	19	82.61
PASS: Math	Nov 2020	N/A	3.37	3.32	3.26	2.83	19	73.08%
Number Sense Routines (K-8)	Nov 2020	9	4.00	4.00	3.94	3.72	18	64.30%

Teacher Learning Hub Annual Report 2020-21

Course Name	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 - Section 1	August 2020	10	3.86	3.72	3.56	3.43	18	81.80%
Google Suite Advanced	Oct 2020	20	3.67	3.67	3.39	3.39	18	72.00%
Connect and Reflect: Taking What We Learned During Covid-19 Into Next Fall - Section 2	August 2020	10	N/A	N/A	N/A	N/A	18	78.30%
STREAM: Developing Fraction Sense (3-5)	Jan 2021	15	3.82	3.88	3.65	3.53	17	77.27%
STREAM: Connecting Length, Area, and Volume (K-5)	May 2021	15	3.76	3.82	3.65	3.53	17	80.95%
STREAM: Measurement (K-3)	Mar 2021	15	3.59	3.71	3.53	3.35	17	77.27%
STREAM: Fraction Models and Operations (3-5)	June 2021	15	4.00	3.59	3.29	3.38	17	80.95%
Orientation to Special Education for Paraeducators	Jan 2021	15	3.53	3.41	3.29	3.24	17	73.91%
PASS: Math	Mar 2021	N/A	3.81	3.56	3.63	3.19	16	84.21%
Student-Created Digital Learning Portfolios	Jan 2021	15	3.88	3.88	3.63	3.5	16	64.00%
It's Your First Year Teaching, Now What?!	Nov 2020	12	3.94	3.75	3.63	3.50	16	76.19%
Google Suite Advanced	Feb 2021	20	3.87	3.93	3.87	3.67	15	93.75%
STREAM: Measurement (K-3)	June 2021	15	3.87	3.8	3.47	3.53	15	68.18%
Instructional Strategies for Paraeducators	March 2021	20	3.86	3.64	3.57	3.43	14	63.64%
STREAM: Connecting Length, Area, and Volume (K-5)	Jan 2021	15	3.85	3.92	3.85	3.38	13	100.00%
STREAM: Geometric Thinking (4-7)	Apr 2021	15	3.77	3.62	3.62	3.27	13	81.25%
STREAM: Algebraic Thinking (K-5)	Nov 2020	15	3.62	3.62	3.38	3.08	13	68.40%
It's Your First Year Teaching, Now What?!	Mar 2021	12	3.75	3.75	3.50	3.17	12	63.16%
Instructional Strategies for Paraeducators	Nov 2020	20	3.75	3.67	3.50	3.50	12	48.00%
Instructional Teamwork for Paraeducators	Apr 2021	20	3.17	3.17	3.17	3.08	12	100%

Teacher Learning Hub Annual Report 2020-21

Course Name	Run Dates	Renewal Units	Overall Satisfaction	Content Rating	Engagement Level	Application Rating	Completions	Completion Rate
Student-Created Digital Learning Portfolios	Sept 2020	15	4.00	4.00	3.91	3.64	11	68.80%
STREAM: Geometric Thinking (K-3)	Dec 2020	15	3.91	3.91	3.64	3.45	11	84.62%
STREAM: Ratios and Proportions (6-7)	May 2021	15	3.80	3.70	3.80	3.44	10	62.50%
STREAM: You Decide How to Divide (3-5)	Dec 2020	15	3.90	3.90	3.60	3.60	10	100.00%
STREAM: Mathematical Practices (HS)	July 2020	15	3.78	3.78	3.44	3.44	9	90.00%
STREAM: Number Systems and Operations (K-3)	Oct 2020	15	4.00	4.00	3.88	3.88	8	72.70%
Orientation to Special Education for Paraeducators	May 2021	15	3.63	3.50	3.63	3.25	8	80%
STREAM: Ratios and Proportions (6-7)	Nov 2020	15	3.86	3.86	3.57	3.29	7	87.50%
STREAM: Describing Data (4-7)	Mar 2021	15	3.86	3.86	3.57	3.50	7	70.00%
STREAM: Algebraic Thinking (6-7)	Feb 2021	15	4.00	3.71	3.57	3.50	7	77.78%
STREAM: Number Systems and Operations (4-7)	Oct 2020	15	3.57	3.57	3.43	3.43	7	50.00%
Instructional Strategies for Paraeducators - Sentinel HS	Nov 2020	20	3.57	3.57	3.14	2.86	7	63.60%
STREAM: Making Sense of Modeling (HS)	Feb 2021	15	3.83	3.67	3.67	3.50	6	85.71%
3D Learning in Your Classroom	Feb 2021	24	4.00	4.00	3.67	3.67	6	85.71%
Crosscutting Concepts: Making Learning Real Through the Big Picture	Feb 2021	20	4.00	3.67	3.67	3.67	6	60.00%
Instructional Teamwork for Paraeducators	Sept 2020	20	3.83	3.83	3.50	3.17	6	40.00%
STREAM: Mathematical Practices (K-8)	Sept 2020	15	3.67	3.67	3.50	3.50	6	42.90%
STREAM: Linear Relationships (7-9)	Dec 2020	15	4.00	4.00	3.60	3.40	5	62.50%
Understanding Healthcare: Introduction to Teaching Health Science	Nov 2020	20	4.00	4.00	3.40	3.60	5	100.00%
3D Learning in Your Classroom	Oct 2020	24	4.00	3.75	3.75	3.50	4	50.00%
STREAM: Functions as Objects (HS)	Nov 2020	15	4.00	4.00	3.5	3.25	4	66.70%

Course Name	Run Dates	Renewal Units	Overall Satisfaction	Content Rating	Engagement Level	Application Rating	Completions	Completion Rate
Preparing Young Writers for College, Career, and Community	Sept 2020	15	4.00	3.75	3.25	2.75	4	66.70%
Understanding Healthcare: Introduction to Teaching Health Science	August 2020	20	4.00	3.67	3.67	3.67	3	75.00%
STREAM: Statistical Inferences (HS)	Mar 2021	15	3.67	3.67	3.67	4.00	3	100.00%
STREAM: Describing Data (4-7) - West Valley School Session	July 2020	15	3.75	3.75	3.58	3.08	2	66.70%

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.