

Chapter 57 Research and Review Task Force Meeting Minutes

Thursday, July 8, 2021

1:30 PM – 3:00 PM

Roll Call

Angela McClean
Christine Eggar
Dean Jardee
Diane Fladmo
Heather Jarrett
John Melick
Jule Walker

Kerry Dattilo
Mike Perry
Nick Schumacher
Sharon Carroll
Phillip Corbett
Shaun Scott
Sue Corrigan

Valerie Fowler
Tena Versland
Tracy Moseman
Jacob Williams
Erich Stiefvater
Crystal Andrews
Tristen Belnap

Welcome

1. Website Updates
 - a. A permanent page has not been created on the OPI website yet due to migrating to a new platform.
 - i. TF meeting links and agendas are posted on the main page of OPI website.
 - ii. There will be a permanent page built with all updating information for the public after migration is complete.
2. Timeline of Work
 - a. First round of recommendations to be presented to the Superintendent by August 6th
 - b. BPE meeting dates
 - i. September 16-17, 2021
 - ii. November 4-5, 2021
3. What happens if sections of chapters are looked at a second time that have already been presented to BOPE?
 - a. Seems to make sense that all the suggestions are presented in rounds.
 - i. If one section of ARM is presented then group works to adjust another section of the same ARM, how will this be presented to BOPE?
 - b. Present more broad subjects first then present more specifics.
 - i. General recommendations would be suited to allow others make the language changes.
 1. TF is not tasked with making those specific language changes?
 - ii. Changes should be comprehensive.
 1. Changes are brought together for review.
 2. Could make the process clearer to allow BOPE to see full picture.
 3. Difficult to only make changes to one section such as the counselor piece.
 - c. BOPE wants updates or is the intention putting forth items to be up for decision.
 - i. Series of three BOPE meetings
 1. Recommendation is brought forward.
 2. Second reading

3. Voting on overall chapter
- d. Has there been a mix?
 - i. We think (x) in these rules need to be changed
 - ii. And we think this needs to be changes
 - iii. Example of Reciprocity
 1. The word reciprocity is never used in ch57
 2. If the TF decided to add language around reciprocity
 - a. New section would need.
 - b. Group feels that the whole chapter would then need to be looked at.
4. CISPAC has the opportunity to review suggested revisions as well as BOPE.

Review Norms and Expectations

1. How We Communicate in Zoom
 - a. Use the chat
 - b. Raise your hand electronically
 - c. Microphone muted
 - d. Make sure your name shows correctly
2. Moving the process forward
 - a. Come to consensus
 - i. Super majority (>60%)

C2A Subcommittee

1. 10.57.417 CLASS 3 ADMINISTRATIVE LICENSE – K-12 PRINICIPAL ENDORSEMENT
 - a. (c) a minimum of three years of teaching **or school counseling** experience with a standard, unrestricted license;
 - b. Reservations about the addition of “or school counseling”
 - i. C2A Subcommittee discussion was around teaching experience for counselors.
 - ii. Just because they are eligible for license, does not mean they will be hired for the job.
 - iii. Important to maintain local control and flexibility in who to hire for a position.
 1. Addition of “or school counseling” allows flexibility.
 - a. Do not want to create more roadblocks for eligible counselors to advance.
 - iv. Creating more criteria will make a more complicated process.
 1. For Licensing team within OPI
 2. A more complicated process wont benefit MT needs.
 - v. Counselors do have experiences that regular classroom teachers do not which are important to school leadership especially at the middle and high school level.
 1. those are:
 - a. knowledge of scheduling,
 - b. conflict resolution and student discipline support,
 - c. data collection and school-wide assessments,

- d. meeting with parents in difficult situations,
 - e. teaching a wide-ranging counseling curriculum,
 - f. and much more participation in special education meetings.
 - c. (d) completion of three semester credits of college courses in Montana school law, including special education law, and
 - i. Are three semester credits are necessary in licensure.
 - 1. Or creating a system of requirements.
 - ii. From out of State of Montana
 - 1. Required to take these semester courses.
 - 2. They have already taken these due to federal rules.
 - a. In Special education law.
- 2. 10.57.413 CLASS 3 ADMINISTRATIVE LICENSE
 - a. (3) to obtain a Class 3 administrative license, except pursuant to ARM 10.57.419, an applicant must be eligible for an appropriately endorsed Class 1, 2, or 5 **teaching** license or **Class 6 School Counseling license** to **work** in the school(s) in which the applicant with an administrator would supervise and qualify as set form in ARM 10.57.414 through 10.57.418.
- 3. 10.57.414 CLASS 3 ADMINISTRATIVE LICENSE – SUPERINTENDENT ENDORSEMENT
 - a. (d) a minimum of three years of **experience** as an appropriately licensed teacher **or school counselor**;
- 4. 10.57.415 CLASS 3 ADMINISTRATIVE LICENSE – ELEMENTARY PRINIPAL ENDORSEMENT
 - a. (a) a minimum of three years of teaching **or school counseling** experience with a standard, unrestricted license at the elementary level
- 5. 10.57.416 CLASS 3 ADMINISTRATIVE LICENSE – SECONDARY PRINICIPAL ENDORSEMENT
 - a. (a) a minimum of three years of teaching **or school counseling** experience with a standard, unrestricted license at the secondary level;
- 6. Final Revisions
 - a. Regarding School counselors’ revisions.
 - b. No vote taken based on Facilitator’s judgment.
 - i. Consensus has been reached.

Reciprocity

- 1. Research and Data: conducted by Region 17 Comprehensive center
- 2. Current licensure Context in Montana
 - a. 1970s legislation passed allowing MT Superintendent of Public Instruction to enter into reciprocity agreements with other states.
 - b. MT established interstate agreements with ID, SD, and UT for full reciprocity
 - c. 2002 MT ended existing agreements due to concerns of lax standards for teacher quality.
 - d. Has not pursued any such agreement since.
- 3. Report Summary
- 4. Emergency Authorizations
 - a. Some Montana licensure requirements may deter out-of-state educators from obtaining credentials to work in Montana Schools.

- b. 118 Emergency Authorization of Employment were issued from January 1, 2020 – December 15, 2020.
- 5. Out of state applicants
 - a. PRAXIS
 - b. Years of experience
 - c. Denial letters
- 6. Specific revision suggestions from Research (Areas there could be the possibility for adjustment)
 - a. Reduce recency requirements and offer test-out options in lieu of additional coursework or credit requirements.
 - b. Reduce required years of experience and refine required evidence of effectiveness (e.g., use of objective evaluative measures rather than employer recommendations)
 - c. Expand licensure eligibility for candidates with advanced credentials.
 - d. Treat traditional and alternative educator preparation more equally for licensure purposes.
 - e. Revise or allow more flexibility within licensure endorsement areas.
 - f. Examine the use of emergency authorizations of employment and consider ways to move towards licensure.
- 7. How many students that are completing EPP are staying in MT?
 - a. Data shows that out of state teachers, that have taught in MT, leave MT again.
 - i. There is a pipeline to help distribute teachers to where they are needed.
 - b. Administrators are seeing interest from out of state.
 - i. Requirements are too difficult that individuals give up looking for employment.
 - c. Salaries and high health coverage costs can be limiting in recruiting and retention.
 - i. Especially on the borders of ND and WY
 - d. What is the real crux of the problem?
 - i. By trying to fix these situations and accidentally create another problem by doing so.
 - e. Unaware of all the wonderful places to teach in MT.
 - i. Getting our student teachers off of campus to more realistic areas
 - 1. There are real kids that need great teachers.
 - 2. Very welcoming communities
 - a. Small towns with:
 - i. Book club
 - ii. Tech club
 - b. Broadus
 - c. Northeast corner of MT
 - d. Central MT
 - e. Lewistown area
 - ii. Help students envision, not just talking where jobs are, but what it would be like to be in MT.
 - iii. Data that shows there are large number of licenses.
 - 1. Some areas MT is not producing enough licenses.
 - a. Special education
 - b. The sciences

- c. Math
 - iv. What is really detouring out of state students?
 - 1. What is their roadblock?
 - 2. How to we help get them in MT?
 - f. Survey sent out to 600 applicants with pending applications.
 - i. Research is available.
 - 1. Issues around the Montana State Educator Information System (MSEIS)
 - 2. Other trends that were barriers for applicants in their perspective.
 - g. Family I speak to have all gone to Alaska.
 - i. It is all about salary AND health coverage.
 - ii. And contributions to retirement. Back to local control.
 - h. In a rural district we had no applicants for our open 7-12 math position last year, this unfortunately is only one example.
 - i. We need to really consider doing as much as possible to tear down barriers for licensure for teachers.
 - i. recruitment within Montana and even MT high schools must be a part of solution to teacher placement and retention issues.
 - i. Sometimes out of state folks come to the state for a year and then return to their prior place of residence.
 - j. Do we know where educators from out of state are employed?
 - i. Are they filling more rural positions in hard to staff schools, or are they employed more in the larger districts?
 - k. The shortage may not be a pipeline issue.
 - i. More of a distribution issue.
 - l. Teacher shortage in MT: <https://files.eric.ed.gov/fulltext/ED598943.pdf>
 - m. Many larger districts in the past hired from out of state.
 - i. In recent years that are larger districts have been hiring from a pool of experienced Montana superintendents.
 - n. How does the Interstate agreement fit into this discussion?
- 8. When we think of reciprocity
 - a. Bring in more teachers from out of state?
 - i. Make it easier for them?
 - ii. Something specifically that is blocking them from coming in?
 - b. To what extent the ARMs are roadblocks
- 9. Define Reciprocity
 - a. If you are licensed in one state, you're almost automatically licensed in MT.
 - i. To reduce friction in the system.
 - ii. Not that an individual is automatically approved but to remove the unusual restrictions to allow for smooth licensure.
 - b. To define: Full reciprocity with full access to be licensed in Montana.
 - c. A smaller portion of reciprocity: to create less friction in becoming licensed in Montana.

Next Steps

1. Big Bucket(s) Subcommittees

- a. Coursework
 - i. Sharon Carroll
 - ii. Shaun Scott
 - iii. Jule Walker
 - b. Experience
 - i. Kerry Dattilo
 - ii. Heather Jarrett
 - c. Assessments
 - i. Mike Perry
 - ii. Christine Eggar
 - iii. Nick Schumacher
 - d. Special Recourses for Advanced Credentials
 - i. Diane Fladmo
 - ii. McCall Flynn
 - iii. Sue Corrigan
 - e. Special Recourses for Military Spouses
 - i. Valerie Fowler
 - ii. Phillip Corbett
 - f. Alternate Pathways
 - i. Dean Jardee
 - ii. John Melick
 - iii. Angela McLean
 - g. Endorsements
2. Big Bucket Subcommittee questions to ask yourself:
- a. Where are the advantages?
 - b. Where should there be adjustments?
 - c. What would you like to discuss in the larger group?
3. Closing thoughts
- a. Interstate Agreement through NASDTEC
 - i. Why aren't we implementing this agreement?