

## Chapter 57 Research and Review Task Force Meeting Minutes

Thursday, July 29, 2021

1:30 PM – 3:00 PM

### Roll Call

Angela McLean

Christine Eggar

Dan Schmidt

Diane Fladmo

Erica Allen

John Melick

Jule Walker

McCall Flynn

Mike Perry

Nick Schumacher

Phillip Corbett

Sharon Carroll

Val Fowler

Shaun Scott

Julie Murgel

Sharyl Allen

Erich Stiefvater

Jacob Williams

Tristen Belnap

### Feedback Group Meeting July 26

1. Shared updates on Task Force activity since last Feedback Group meeting (June 21)
  - a. Recommendation to reopen counselor-to-administrator pathway and provide suggested specific language revisions to ARM subchapters
    - i. 10.57.417
    - ii. 10.57.413
    - iii. 10.57414
    - iv. 10.57.415
    - v. 10.57.416
  - b. Feedback group input
    - i. Questions about preparation of counselors; reviewed requirements for Class 6 specialist School Counselor license
    - ii. Concern that counselors lack experience in all facets of work teachers do:
      1. Planning lessons
      2. Teaching in a classroom
      3. Talking with parents
    - iii. It was noted that counselors in smaller districts may have more opportunity to gain this experience
      1. Counselors in larger districts may be more specialized
        - a. Example is high school guidance counselors
2. Reviewed reciprocity “big bucket” areas and solicited ideas, experiences, and suggestions for Task Force to consider
  - a. Feedback group input
    - i. Coursework
      1. Look at language around coursework from “Montana institution;” other hoops related to coursework
      2. Should/could 6 credits mirror renewal credits?
      3. IEFA course requirement different from other states but important to have and is delivered in an accessible (free, 2-hour, online course);

- a. Good model for meeting other requirements
  - ii. Experience
    - 1. Nuance of applicants who complete alternative programs not associated with higher ed institutions
      - a. Five years' experience requirement
      - b. Consider 3 years instead of 5?
        - i. Caution
          - 1. May need additional research
      - c. Alternative preparation and years of experience
- iii. Assessments
  - 1. Skepticism of requiring experienced teachers to take the PRAXIS test
    - a. How to make sure educator is up-to-date on current content and pedagogy?
      - i. Require PRAXIS for Class 2 license but not Class 1?
- iv. Special Reciprocity for Advanced Credentials
  - 1. Concern
    - a. Teaching college students is different from K-12 students
      - i. Maybe give candidates with advanced degrees free pass on content but not pedagogy
- v. Endorsements
  - 1. MT's broad field social science and science endorsements do not translate well with other states' endorsements
    - a. Out of state teachers may have more narrow endorsements
  - 2. Look at middle school endorsements
    - a. Need to clarify language for applicants from other states
    - b. Current MT K8 endorsement is broad field and flexibly (which districts like)
    - c. Narrowly endorsed candidates from other states
      - i. Example Wyoming teacher with middle school math endorsement
        - 1. Would need to get preparation in other subjects to get full license in MT
    - d. Big lift for higher ed in MT to build programs around narrower endorsement areas

## Reciprocity

- 1. Assessments Subcommittee (mike perry, Christine Eggar, Nick Schumacher)
  - a. What is the PRAXIS? And What is it used for?
    - i. ETS defines that PRAXIS is a content knowledge test
      - 1. Used in 40 states in US
        - a. 43 states require some kind of content knowledge assessment
    - ii. From ETS website
      - 1. There is a test for pedagogy
        - a. Is not used for licensure in MT.

- b. The subgroups preference would be to have someone proficient in pedagogy over content knowledge.
  - i. The recommendation from the Subgroup
    - 1. When looking at PRAXIS
      - a. PRAXIS should be utilized for licensure for an applicant that is a first-time United States teaching applicant.
      - b. Additional of endorsement areas on it
    - 2. Example, the PRAXIS would not be required for an individual applying for MT licensure from out of state.
    - 3. If the first-time applicant passes the test, this should show they are qualified to teach.
    - 4. OR the applicant has a degree in a subject, this should show they are qualified to teach.
  - ii. There is relevance for the PRAXIS for
    - 1. pre-service teachers
    - 2. applicants coming from a field not in education
    - 3. NOT relevant for applicants who have been licensed in other states
- c. Is there PRAXIS data?
  - i. Is the PRAXIS a barrier?
  - ii. Who is it a barrier for?
    - 1. There is data available on the PRAXIS
- d. Assessing pedagogy may be helpful in licensing.
- e. License Class 5A
  - i. Give the applicant one year to pass the PRAXIS if that is the only requirement needed to become fully licensed.
- f. The MAC system used for in state applicants
  - i. Gives applicants multiple ways to demonstrate their knowledge based on a portfolio in their:
    - 1. GPA
    - 2. Classroom Based Assessments
    - 3. PRAXIS
      - a. Can still become licensed based on how well they do in each of these areas.
  - ii. Out of State applicants do NOT have this option.
    - 1. They must pass the PRAXIS in order to achieve full licensure.
      - a. If they fail the text, they are given a Class 5A provisional to pass within a year.
- g. Is Pedagogy more important than Content?
  - i. Large amount on competency in an applicant coming from another country to teach.
    - 1. Language barriers can become a large barrier.
    - 2. The PRAXIS test does not measure the applicant's ability to push past the language barriers when coming from another country.
      - a. The applicant may be well versed and proficient in content.



1. The barrier is seen when the applicant doesn't understand why they must take the same test as an applicant coming right out of a university.
  - a. A differentiator is important
    - i. Someone applying that has been licensed and has several years of successful teaching experience
    - ii. Someone just graduating and applying for the initial license.
  - ii. Does reciprocity require the PRAXIS from out of state applicants?
    1. Every out of state applicant must have taken and passed the PRAXIS within the past 10 years.
- n. Are there questions on the PRAXIS that are specific to Montana?
  - i. There is not.
  - ii. No state specific questions
    1. There is a content test for:
      - a. Math
      - b. K8 Elementary
      - c. Chemistry
        - i. It is a National test and based solely based on content
- o. There is no evidence that the PRAXIS does anything to measure the effectiveness or quality of a teacher.
  - i. Other states are looking into other measures of the effectiveness and quality than a test.
- p. An email from an individual applying from out of state explaining the difficulties they have had applying for their license in MT

*"Hello again,*

*My apologies for reaching out again; I know that you are back logged with paperwork and requested for me to not email again.*

*However, I am reaching out at the direction of the representative I just spoke to on the phone at 406-444-3150. I have been the spouse of an active-duty soldier in the US Army for the past 13 years. As such, I have held teaching licenses in 3 different states (Michigan, Georgia, and North Carolina). I am having great difficulty switching my K-12 music teaching license to the state of Montana.*

*I am told that despite having attained a bachelor's degree and teaching certification from the University of Michigan (2006) and a master's degree from Boston University (2011), in addition to my three years of public-school teaching experience (2006-2009), that I will also need to re-sit for a praxis exam. I have been offered a teaching position this fall and it is my understanding that I will be given a provisional license and I will have one year to complete this praxis requirement.*

*I am happy to do whatever is required to be employed by your state and am excited for the new opportunity, however, I do have to let you know that these processes, unique to your state, make it very difficult for military spouses to transfer their certifications and therefore limit their opportunities for employment. I understand that Jill Biden advocated for this very issue of military spouses transferring certifications from state to state and many states adopted policies to address this issue several years ago. As a military spouse, we follow and support our soldiers as they are assigned to places all over the*

*world in order to serve their country. I have lived in Georgia, Germany, Texas, Virginia, and Oklahoma, to name a few.*

*I appreciate the efforts you are taking to maintain high standards in terms of the quality of education you provide to your students, however, I am frustrated with Montana's lack of reciprocity. For example, I am told I will need to submit out of state licensure history forms for each state I have held a license in (three total), in addition resubmitting a verification of program experience form because the verification of a teaching program form that I submitted to the North Carolina department of education did not have enough documentation for Montana's Office of Public Instruction. The more time I have to spend on this paperwork, the less time I am able to focus on preparing for the start of a new school year with my students.*

*Again, I am happy to do all these things, but I was told to first reach out and see if there might be any assistance you could offer me in this matter.*

*I very much look forward to working in your beautiful state and all the new opportunities of growth for me and my students."*

- q. The TF should seriously consider not requiring the PRAXIS
- r. Local Control will help regulate that qualified teachers find positions in MT.
- 2. Military Spouses
  - a. "Barriers to the transfer and acceptance of certifications and licenses that occur when state rules differ can have a dramatic and negative affect of financial wellbeing of military families." From the US Department of Defense
  - b. NASDEC has the interstate agreement
    - i. Creating a different type of reciprocity at a higher level
      - 1. States to work together to help military spouses
      - 2. States agree ahead of time that the license the spouse has at the time transfers to the state they are moving to.
  - c. Education commission of states
    - i. Could provide an analysis of states that have moved from the PRAXIS
      - 1. What are other states doing and what could we do differently?
- 3. Advanced Credentials (McCall Flynn, Diane Fladmo, Susan Gregory)
  - a. Barriers that exist for National Board-Certified Teachers
    - i. 10.57.410 (3(d))
      - 1. "a current license from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana."
        - a. Is this language specifically a barrier?
  - b. Age ranges for endorsements
    - i. Can these be better aligned?
    - ii. Is this a barrier?
  - c. Local districts not paying for advanced credentials unless approved
    - i. Leaving reciprocity to local control is a good thing.
  - d. National board Certification
    - i. In MT less than 2% fall under this category

- ii. National Board has their set of endorsements and MT has their own set of endorsements
    - 1. How does MT decide where to endorse if the crosswalk does not align?
      - a. Examples
        - i. National endorsement of 3-5
          - 1. Does MT endorse as Early Ed or K8?
        - ii. National endorsement as reading specialist in elementary
          - 1. Does MT endorse in Elementary?
  - iii. The National board application is extensive
    - 1. Can take 2 years to become endorsed
  - iv. Why doesn't MT align our bands to the National board?
    - 1. The National Board are narrower.
    - 2. MT likes more broad bands
  - v. If the TF were to suggest changing to align to the National Board, would it be difficult for EPP to adjust?
    - 1. The process would be extensive, but EPP trains based on what the state will license.
  - vi. The National board is not meant to substitute any EPP
    - 1. It is meant to enhance and make better
    - 2. The application process is heavy on pedagogy
  - vii. If an applicant is out of state coming into MT and is Nationally Board Certified
    - 1. They do not need to take the PRAXIS
    - 2. Only need to take IEFA course
4. Alternative Pathways
  - a. Is this TF looking to create new alternative pathways in MT?
    - i. Would it attract a different population of teachers?
    - ii. A different avenue for out of state teachers to come into MT
    - iii. Possible incentives
    - iv. Current ways for EPP to partner with nontraditional pathways in a different way
  - b. Is the TF looking to utilize other alternative pathways from other states?
  - c. Why is 5 years used?
  - d. TF can use the opportunity to get teachers where they are needed
    - i. Tiered licensure
    - ii. Alternative pathways
      - 1. Get them there
      - 2. Support them there
      - 3. Keep them there
        - a. Possible incentives to keep them there
  - e. An alternative license in partnership with the National Boards
    - i. Jumping right to a Class 2 license
  - f. Develop pathways to become licensed
    - i. License department has an assurance that they have support that is needed.
  - g. Difference between compact vs. the interstate plan

- i. An article from the Military Times
  - 1. <https://www.militarytimes.com/pay-benefits/2021/03/19/new-push-aims-to-ease-burden-for-military-spouses-transferring-professional-licenses/>
  - 2. Looking to create licensure compacts to make it easier to transfer from state to state.
    - a. Geared to help specifically military spouses but would impact all applicants
- h. The induction process is so important
  - i. Incentivizing them to stay and enabling them to be successful in their career.

**Next Steps**

- 1. Discussion around Endorsements next week.