

Chapter 57 Research and Review Task Force Meeting Minutes

Thursday, September 16, 2021

1:00 PM – 2:30 PM

Meeting start time: 1:00 pm

Roll Call

Task Force Members

Angela McLean
Christine Eggar
Corrina L Guardipee-Hall
Dan Schmidt
Diane Fladmo
Erica Allen
John Melick
Jule Walker
Mike Perry
Nick Schumacher
Sharon Carroll
Valerie Fowler

Facilitators

Jacob Williams
Julie Murgel
Crystal Andrews
Erich Stiefvater

Executive Support

Virginia Díaz

Quorum was not met at the time of the start of the meeting. There might have been a quorum as more people joined but the facilitators had determined that the group would not vote on anything this week.

Welcome and Review Norms and Expectations

1. Facilitators welcomed Task Force members, took roll, and briefly reviewed norms and expectations.

Reviewed timeline.

1. Reviewed Task Force timeline ([page 5 of the meeting presentation](#)) and set expectations for what would be possible in today's session given limited time and lack of quorum at today's meeting. Agreed that group would review proposed redlines for Chapters 1 and 6 ([Redline Recommendations](#)) and review materials to prep for a detailed discussion on Subchapter 4 (including a potential review of redline changes) at the 9/23 meeting.

ARM Subchapter Discussion/Feedback

1. Subchapter 6
 - a. Pulled up document with proposed changes reviewed by OPI legal in redline ([10.57.600 Revisions](#)).
 - b. Jacob Williams summarized proposed wording changes to following subsections:
 - i. 601(2)-Reporting of misconduct complaints.
 1. Mike Perry expressed support for this change (via chat).
 - ii. 601A(1)(b)(xii) -Clarification of "dangerous drugs" in light of marijuana legalization.
 - iii. 601B(3)-Clarification of which "board" is being referred to.

- iv. 607(2)-Change to permit notices by email
 - v. Floor opened for discussion; no questions or comments put forward by Task Force members.
 - vi. Facilitators noted Task Force will vote on these changes at 9/23 if quorum is present.
2. Subchapter 1
- a. Pulled up document with proposed changes in redline ([10.57.100 Revisions](#)).
 - b. Discussed subsection 102(i)b relating to approved programs. Utilized example of Texas programs. Proposal to strike language, including “regionally accredited college or university.”
 - i. Julie Murgel clarified changes in this subsection are potentially related and tied to changes in Subchapter 4.
 - ii. Sharon Carroll expressed concern (via chat) about preserving quality.
 - iii. Julie Murgel re-stated that Subchapter 4 will be at the heart of the discussion about balancing quality with reducing barriers to licensure.
3. Subchapter 4
- a. Pulled up chart providing a high-level look at Subchapter 4 and the licensure “pathway” in Montana ([Basic Certification chart](#)).
 - b. Jacob Williams led a discussion of the chart with Task Force members. Noted that the chart is intended to frame issues and discussion that will prep Task Force members to consider proposed redlines for Subchapter 4 that will be presented to them next week at the 9/23 meeting. Discussed moved through the four columns/sections of the chart.
 - i. Provisional license (Class 5 and 5A).
 - 1. Discussion about “Montana approved” language highlighted in green.
 - a. John Melick noted some members of the Task Force requested this addition because under Board of Public Education rules regarding internships it says that applicants must work with a Montana-accredited school.
 - b. Julie Murgel asked if group is familiar with internships and how they interrelate with emergency authorization and Class 5 Provisional licenses, and if some additional information on this topic would be helpful.
 - i. John Melick and Diane Fladmo affirmed this would be helpful. Jule Walker and Mike Perry suggested this be provided in a chart format so it’s easier to understand.
 - c. John Melick provided example of applicants from Western Governors University and Grand Canyon University needing internship placements and lack of local support for them. Noted that these institutions are not approved or reviewed by anyone in Montana. Montana EPPs can provide support to participants in internships at Montana schools.
 - i. Diane Fladmo noted that Western Governors University had sought Montana approval some years ago. Unclear what was the resolution of their request.

- ii. Angela McLean emphasized that new teachers need support. Suggested 10 Montana educator preparation programs (EPPs) put programs together to provide this support.
 - d. Julie Murgel noted need to balance quality with flexibility to support educators, adding that OPI sees a lot of licensure applicants enrolled in out-of-state programs such as those offered by Western Governors and Grand Canyon.
 - e. Nick Schumacher noted that when his district looks at non-Montana-prepared job applicants they understand that those applicants will need additional support; understand that new hire won't have support from the University of Montana system and that the district will need to take on that support. Expressed support for this local control.
 - f. Jacob Williams posed question if "Montana approved" would be a barrier for some applicants, such as those taking coursework through online preparation programs such as those offered by WGU and Grand Canyon.
 - i. John Melick noted that this discussion is focused on the provisional license and the interrelated requirements about internships. Stressed that he is not saying students shouldn't have the option to pursue flexible preparation options.
- 2. Discussion of alternative pathways to a provisional license for applicants with expired licenses.
 - a. Proposed additional options besides current completion of 6 credits of coursework in previous five years to include taking 60 hours of approved professional development or passing the Praxis (instructional test as a minimum and potentially content test as well).
 - i. No questions or discussion.
- ii. Initial license (Class 2)
 - 1. Highlighted potential changes of eliminating or minimizing Praxis and requiring three years or less of experience from applicants.
 - a. Angela McLean wanted to ensure that applicants get mentoring support. Proposed bullet be added to requirements for initial license so that applicants required to have 2 years of mentoring and induction support. Concern about hiring a teacher and they don't have support to be successful. Also concerned about removing Praxis as a requirement.
 - i. Julie Murgel asked if induction should fit within Chapter 57 or Chapter 55. Concern about what will happen to a licensure applicant if his/her employing district does not offer the 2 years of mentoring and induction support.

1. Nick Schumacher, Corrina Guardipee, and Diane Fladmo think the responsibility to offer induction placed on the district.
 2. Diane Fladmo thinks Montana stakeholders can work together to find ways to make sure new teachers are provided mentoring and induction support and offered to look for examples.
 3. Mike Perry noted that his district offers a paid mentoring program.
 4. Sharon Carroll suggested programs should have renewal units attached to them to help teachers advance.
- ii. Julie Murgel asked if group is proposing a layer between the provisional (Class 5/5A) and the initial (Class 2) licenses that would serve as a “pre-licensure” layer.
1. Corrina Guardipee liked idea of applicants getting mentoring before receiving initial license.
 2. Jacob Williams noted need to dig into this some more and revisit the tiered licensing discussion and research report on tiered licensure provided to the Task Force at an earlier meeting. [Educator Licensing Revision Team Resources](#)
- iii. Jacob Williams asked Angela McLean to describe why she thought a requirement for mentoring and induction support be included in Chapter 57.
1. Angela McLean responded that it is critical to make sure that anyone teaching Montana students for the first time have the supports to stay and not leave their district or the state of Montana. Does not want to add another layer or burden on Montana districts. Suggested adding requirement for mentoring and induction would build in assumption of support. Acknowledged it could be considered instead in Chapter 55. Reiterated concern about changing years of experience and getting rid of the Praxis. Noted statistics on teacher turnover on Montana and reiterated support for requiring mentorship and induction in Chapter 57.
 2. Corinna Guardipee believes mentoring and induction should be required but is not sure if it should be addressed in Chapter 57. Concern about it hindering a licensure applicant if a district cannot provide the mentoring and induction.

materials on that topic, and that he wanted to honor an agreement to let her present those at the next Task Force meeting on 9/23.

iii. Professional license (Class 1) and endorsements

1. Jacob Williams briefly summarized proposed revisions for professional (Class 1) license. Noted support from some Task Force members for using Praxis for initial licensure but not for professional licensure. Briefly mentioned endorsements and potential ways applicants could obtain an endorsement without having to take college or university classes (e.g., take and pass a Praxis content test, complete 60 hours of approved professional development, teach for three years in subject area).
 - a. John Melick noted strengths of current system with multiple measures that does not require the Praxis in all cases. Reminded Task Force that No Child Left Behind rules are no longer in effect, and that this presents an opportunity be creative in measuring how a candidate might be a good teacher. Licensure does not show someone is a good teacher; it shows they are ready to teach and prove to their employer (districts) that they are effective teachers. Would support seeing something more than a Praxis score and a “thumbs-up” from a recommending teacher.
 - b. Angela McLean noted importance of getting to a place where stakeholders can attest that a candidate is a good teacher.

Subchapter 2 and 3

1. Tabled/postponed for lack of time

Timeline and Next Steps Moving Forward

1. Julie Murgel said OPI will get recording and notes from today’s meeting up on the Google Site [Session Date: September 16, 2021](#) up as soon as possible to prep Task Force members—and especially those that could not make the meeting today—for a deep dive and discussion of Subchapter 4 at the 9/23 meeting. She will also follow up to collect more information on mentorship and induction, and make sure Task Force participants can find the tiered licensure report [provide link] on the Google Drive. She added that OPI will also prepare and post online a redlined version of Chapter 4 ([check the Redline Recommendations page](#) for post) for Task Force members to review to prepare for the 9/23 meeting.
2. Crystal Andrews noted she was at the Board of Public Education meeting today and presented three unusual cases that the Board agreed to approve licensure for. She noted this shows the importance of the Task Force’s work in finding ways to improve and streamline licensure and thanked Task Force members for their time and efforts.
3. Homework for Task Force members for 9/23 meeting:
 - a. Review redlined Subchapter 4 text ([check the Redline Recommendations page](#) for post)
 - b. Re-review tiered licensure report ([Educator Licensing Revision Team Resources](#)) and additional information on induction and mentoring programs Julie Murgel will gather (still to come).

Meeting adjourned: 2:30 pm MDT