

## **Chapter 57 Research and Review Task Force Meeting Summary**

**Thursday, July 8, 2021**

**1:30 PM – 3:00 PM**

The expectations of the Task Force were reviewed. Clarity around how the Task Force can approach presenting recommendations to the Superintendent. To have recommendations in the next Board of Public Education meeting on September 16<sup>th</sup>, the Task Force would need to have recommendations prepared by August 6<sup>th</sup>. The Task Force discussed if ARM's can be presented to the BOPE more than one time. If they adjust language in the ARM for one pathway, then feel it needs to be adjusted for another, would the BOPE accept the review of the ARM a second time? The Task Force felt the entire chapter would need to be looked at to avoid sending the same ARM to the BOPE multiple times.

The counselor to administration subcommittee presented their second round of suggestions. The revisions centered around only addressing language for the counseling to administrator pathway. Suggested language changes consisted of including "or school counseling" anywhere the requirements of teaching were needed in the pathway to administration. The subchapters with suggested changes included 10.57.417 (c), 10.57.413 (3), 10.57.414 (d), 10.57.415 (a), and 10.57.416 (a). The group came to consensus around the school counselor revisions.

Discussion moved on to the topic of reciprocity. The reciprocity report done by the Region 17 Comprehensive center gave specific revision suggestions from research as a starting point for possible adjustment. The discussion revolved primarily around the teacher shortage Montana is experiencing and how much opportunity there is to show individuals becoming educators the potential there is in this state. Showing student teachers, the more rural areas of the state and how welcoming those communities can be is a great way to show some of the less popular options available.

Some of the major roadblocks Montana is experiencing in bringing in out of state teachers can be seen in the licensure application process, the salary and health coverage compared to neighboring states, and the retention of teachers in the state. Data will be found and made available to the group from a survey sent out to licensure applicants with standing applications asking what barriers are keeping them from finishing their application in their perspective. This data will give insight towards what barriers are holding applicants back the task force may not already see.

Reciprocity was defined and clarified as a group. To keep terms straight and clear, the definition of full reciprocity to the group was determined to mean full access to be licensed in the State of Montana. The Task Force determined they would be working with more of a partial reciprocity definition to create less friction when applying to become licensed in the State of Montana.