

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

**Thursday, July 29, 2021**

**1:30 PM – 3:00 PM**

The Task Force (TF) reviewed the Feedback Group (FBG) meeting the week before. The FBG had given their thoughts on the big bucket areas of the Reciprocity report. Their thoughts around the coursework bucket generally revolved around how many credits should be required, the type of credit, the IEFA course requirement, and if the IEFA course model would be a good model for other requirements. Thoughts around the experience bucket revolved around the number of years required in the current language. Should the TF consider three years instead of five? The FBG cautioned that there may need to be more research done before these changes are implemented. The FBG thoughts around assessments were around the PRAXIS exam. The main conversation held concern if the PRAXIS does an adequate job evaluating pedagogy and if evaluating content is as important as evaluating pedagogy. The special reciprocity for advanced credentials conversation revolved around the difference between teaching college students and K-12 students. The idea was presented that the TF could consider giving candidates with advanced degrees a pass on content but not pedagogy. The endorsement bucket was the last bucket the FBG reviewed. Out-of-state licenses are often more narrowly endorsed whereas Montana endorsements tend to be broader. The FBG suggested the TF look at middle school endorsements specifically.

The TF began their discussions of subcommittee work starting with Assessments. The PRAXIS exam is defined as a content knowledge test. The TF feels it is important to measure pedagogy over content knowledge. Content can be taught after an applicant is hired at a school while the ability to interact with students is not as easily taught. The TF discussed if having different requirements for first-time license applicants, applicants coming from a field outside of education, and applicants who have been licensed out of state. The MAC point system enables students coming from a Montana EPP to still be able to become licensed under a Class 5A provisional license if they do not pass the PRAXIS exam. The Class 5A provisional license requires the holder to take and pass the PRAXIS within one year of receiving the license. The TF feels that in modern education, there are more ways to show mastery of content than just a standardized test.

The TF began to transition into a discussion around special reciprocity for military spouses. An email was shared with the group from a military spouse working to gain licensure in Montana. The email explained the hardship the applicant has had gaining full licensure. The TF discussed that there are barriers in the current language making it very difficult for military spouses, and all applicants, to gain full licensure in Montana. They felt it is something that needs to be addressed.

The bucket around reciprocity for advanced credentials was discussed by the TF next. The Discussion revolved heavily around National Board Certifications and how those credentials align or do not align with Montana endorsements. The National Board has more narrow endorsements than Montana, this currently makes it difficult to decide where to endorse applicants in MT. While the endorsements are very different, Nationally Board-Certified teachers are desirable in Montana, and the TF would like to discuss ways to make their path into the state less difficult.

The topic of alternative pathways was the last topic discussed by the TF during this meeting. Questions were posed to the TF asking if Montana should create new alternative pathways or if existing pathways should be utilized from out of state? The TF discussed that alternative pathways may attract a different

population of teachers, create a new avenue for out-of-state teachers to come into Montana, and give additional incentives to applicants to come into the state.