

Chapter 57 Research and Review Task Force Meeting Minutes

Thursday, July 1, 2021

1:30 PM – 3:00 PM

Roll Call

Christine Eggar
Dan Schmidt
Dean Jardee
Diane Fladmo
Dylan Klapmeier
Gary Carmichael
Heather Jarrett

John Melick
Jule Walker
Kerry Dattilo
McCall Flynn
Nick Schumacher
Phil Corbett
Val Fowler

Welcome

1.

Review Norms and Expectations

1. How to communicate in Zoom
 - a. Use the chat to engage in conversation, agree with others, or ask questions.
 - b. Raise your hand electronically.
 - c. Microphone on mute when not speaking.
 - d. Make sure your name shows correctly.
2. How we work together
 - a. Be respectful
 - b. Be supportive
 - c. Be present
 - d. Be open
3. Moving the process forward
 - a. All consensus will be reached through public forum.
 - b. Super majority vote (>60%)
4. OPI 2020 Licensure Report
 - a. Denial Table January 1, 2020 to December 15, 2020
 - b. Principal (K-12), Class 3:
 - i. Y-Licensed in MT: Did not have required 3 years of teaching experience. Holds valid Class 6 School Counselor endorsed license. Completed Masters of Ed Leadership – MSU 5/2020
 - ii. Y-Licensed in MT: Did not have required 3 years of teaching experience. Holds valid Class 6 School Counselor endorsed license. Completed Masters of Ed Leadership – MSU 5/ 2020

- iii. Y-Licensed in MT: Did not have required 3 years of teaching experience. Holds valid Class 6 School Counselor endorsed license. Held and Initial Principal Out-of-State license. But no principal experience.
- iv. Y-Licensed Administrator Out-of-State: Did not complete an EPP including student teaching, no verification of PRAXIS Assessment, does not hold a bachelor's degree.

C2A Subcommittee

1. Suggested changes (Shown in red)
 - a. 10.57.417
 - i. (c) a minimum of three years of teaching **or school counseling** experience with a standard, unrestricted license;
 - ii. (d) Completion of ~~three semester credits of college courses~~ **Montana educator preparation program requirements including educator evaluation; and** in Montana school law, including special education law, and
 1. Three semester credits of college courses is already required.
 - a. Replace with EPP requirements
 - i. Three semester credits will still be in:
 1. MT School Law
 2. Special Ed Law
 2. Is the interpretation here that completion of a school counseling program is the equivalent of an EPP?
 - a. No, would be specific to the Administrator prep program.
 - i. This language would address that a school counselor would get additional training to prepare for administration.
 3. How is (b) and (d) connected?
 - a. Is there overlap?
 - i. (b) - EPP are accredited by the right agencies.
 - ii. (d) – Specifically, a MT EPP.
 1. Could possibly join into one to say.
 - a. “an accredited MT prep program.”
 - iii. (e) recommendation for the endorsement from the appropriate official from an accredited professional K-12 professional program; **for counselors, recommendation for the endorsement from the counselor's immediate supervisor.**
 1. Is a recommendation from the university to OPI to license.
 - a. Would make sense more if it is earlier in the section.
 - i. By the time (e) is reached they are already through the program.
 - b. It reads as though a counselor would require an additional requirement than a teacher.
 2. Counselor getting a letter from immediate supervisor to have permission to enroll in a program based on experience.

3. Does the addition of “or school counselors” in (c) make the adjustment on its own?
 - a. The suggested changes in (d) and (e) may not be necessary since it seems to be repetitive.
 - b. Could be discriminating against counselors by adding more steps for them to complete.
4. Letter from a supervisor
 - a. States that, yes
 - b. Less about getting into the program.
 - c. More about prior to getting a license someone that is an administrator thinks the counselor has the capability and experience.
5. Evaluation for Counselors
 - a. What type of introduction counselors get in program for Administrators if a person had not ever had experience with the evaluation process? At MSU:
 - i. Would like to have Tina Versland speak towards the program in depth.
 - ii. There is not one program for teachers and one for counselors.
 1. All the same programs.
6. Should (e) be moved by (c)
 - a. Should be moved.
 - i. Then have further conversations.
 - b. C2A group will continue to work.
 - i. Either:
 1. Combine with (c)
 2. Breakout a section specifically for counselors.
 3. Should (d) be included? Should it be struck out?
 - a. School law is specifically mentioned.
 - i. Evaluation is an important component.
 - ii. Essential for anyone that is going to become a principal to be exposed to evaluation.
7. Language in (d) and (e) seems excessive.
 - a. Suggested language should be struck.
 - i. Could potentially add steps for individuals coming from out of state.
 1. Take EPP educator evaluation course.
8. Is there currently a specific EPP Educator evaluation course?
 - a. There was no specific course on evaluation.
 - i. The course was through undergrad.
 - b. Danielson model

- i. There is not a specific course.
 - b. 10.57.414 CLASS 3 ADMINISTRATIVE LICENSE – SUPERINTENDENT ENDORSEMENT
 - i. (c) a minimum of 18 semester graduate credits in a school administrator preparation program, of which 12 must be beyond the master’s degree in education leadership and include **Montana educator preparation program requirements ~~three credits~~** in each of the following:
 - ii. (d) a minimum of three years of **teaching** experience as an appropriately licensed teacher or **school counselor**;
 - c. 10.57.413 CLASS 3 ADMINISTRATIVE LICENSE
 - i. (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 ~~teach~~ in the school(s) in which the applicant would be an administrator or would supervise, and qualify as set forth in ARM 10.57.414 through 10.57.418.
- 2. Guiding questions
 - a. Does it have to be a master’s degree? What about an endorsement?
 - b. Does it have to be an accredited program?
 - c. Does it have to be a Montana EPP?
 - i. Would have to consider all routes.
- 3. 10.57.102
 - a. (d) **Montana educator preparation program requirements ~~three credits~~** in each of the following
 - i. Montana school law;
 - ii. Montana school finance; and
 - iii. Montana collective bargaining and employment law;
- 4. Adding a Montana specific EPP
 - a. Would put MT into a situation where there is a smaller candidate pool.
 - b. Could our goal be accomplished without a Montana requirement?
- 5. Does an individual have to have MT specific courses or could it be more general for:
 - a. MT School law
 - b. MT School Finance
 - c. MT Collective Bargaining
 - i. Out of state individuals are being told they have to take the MT Specific course.
 - ii. Is there flexibility in the delivery of courses?
 - 1. Have to be through an accredited program.
 - a. Or through an alternative route.
- 6. Vote on allowing C2A subcommittee with additional revisions.
 - a. Voted yes

Reciprocity

- 1. Reciprocity Report: Research and Data
 - a. Completed by Region 17 early 2020
 - b. Table 3 is the most useful area as pertains to ch57.
 - c. Comparisons from different states throughout the US to Montana

- i. 1970s legislation passed allowing MT Superintendent of Public Instruction to enter into reciprocity agreements with other states.
 - ii. MT established interstate agreements with ID, SD, and UT for full reciprocity
 - iii. 2002 MT ended existing agreements due to concerns of lax standards for teacher quality.
 - iv. Has not pursued any such agreement since.
 - d. 118 Emergency Authorization of Employment were issued from Jan 1, 2020 – December 15, 2020
- 2. What are your ideas/thoughts on reciprocity?
 - a. Emergency authorizations come from those that have bachelor's degrees/interested in getting into a program to get a degree/second career.
 - i. Getting individuals into the programs and educators into Montana
- 3. Table 3 of Reciprocity Report
 - a. Coursework for out of state requirements
 - b. Experience
 - c. Assessments
 - d. Advanced Credentials
 - e. Military Spouses
 - f. Alternative Pathways
 - g. Endorsements
- 4. Federal law requiring more streamline process for Military Spouses?
 - a. Some of the data was old while putting together Reciprocity Report.
 - i. This topic may be something the group should look into further.
- 5. Change in Endorsement areas
 - a. What would this do for endorsements currently in MT?
 - i. Grandfathered in?
 - ii. Moving their endorsement?
- 6. National Board Certification for Advanced Credentials
 - a. Would like further examination and possible recommendations to make the
- 7. Military Spouses can get on Provisional to allow time to take PRAXIS.
 - a. Was brought in 2010 under Obama.
 - i. Change in 2012 or 2014 that had to be substantially EQUIVILANT to MT
 - ii. <https://ednote.ecs.org/teacher-license-reciprocity-for-military-spouses/>
- 8. NASDECK Interstate Agreement
 - a. If you are licensed in another state, you can come teach in MT while on a provisional license to allow time to complete MT requirements.
 - b. Yes, MT is still a part of this.
- 9. Recognition of out of state EPP
 - a. Not a lot of endorsements that align with the national board certification.
 - i. Difficult language makes the process more difficult.
- 10. Language in Reciprocity seems to accept National Board Certification is accepted?
 - a. NBC Endorsement Areas
 - i. <http://www.mtrules.org/gateway/ruleno.asp?RN=10.57.102>
 - b. What are the difficulties MT runs into?

- i. Must be a MT endorsement area.
- 11. PRAXIS exams are a big piece.
 - a. If a teacher from out of state passes PRAXIS they still have a large hoop(s) to jump through
 - i. Either use PRAXIS the equivalent that should be used as the standard or eliminate it completely.
 - b. Do we see that teachers come in without the proof of a passing score?
 - i. Does the teacher have to take it again?
 - ii. Praxis is not the only test provider.
 - 1. Other states use:
 - a. Pearson
 - b. Other State specific tests
 - i. These tests do not necessarily align with the PRAXIS.
 - iii. If we bring someone in from the Philippines
 - 1. They do not have the praxis and takes them time to pass it.
 - a. When they pass it does show a good understanding of our language.
 - 2. There should not be hoops to jump through afterwards.
 - c. Is the PRAXIS a measure of teacher quality?
 - i. What is it essentialness?
 - ii. Should PRAXIS allow for movement between subjects?
 - 1. It could demonstrate level of content knowledge.
 - 2. Could this help with movement within K-12 schools?
 - a. Many have years of experience in subjects but cannot get accredited due to their courses but could pass the PRAXIS.
 - d. PRAXIS is a licensure requirement not program requirement.
 - i. Students have until they apply for licensure to pass the PRAXIS.
 - 1. Recommendations are based on the passing score of PRAXIS.
 - ii. Montana Assessment of Content Knowledge (MACK)
 - 1. Form developed around the time of highly qualified.
 - iii. Verifying content knowledge through:
 - 1. Content GPA
 - 2. PRAXIS
 - 3. Assessment given during Student Teaching.

Next Steps

- 1. Homework
 - a. Google form for big buckets
 - i. Read the section in the report, investigate other states, etc.
 - b. Read the reciprocity report.