

Chapter 57 Research and Review Task Force Meeting Minutes

Thursday, August 5, 2021

1:30 PM – 3:00 PM

Roll Call

Phillip Corbett	John Melick	Shaun Scott
Angela McLean	Jule Walker	Val Fowler
Christine Eggar	McCall Flynn	Julie Murgel
Dan Schmidt	Mike Perry	Jacob Williams
Dean Jardee	Sue Corrigan	Erich Stiefvater
Diane Fladmo	Corrina Guardipee-Hall	Crystal Andrews
Dylan Klapmeier	Nick Schumacher	Tristen Belnap
Erica Allen	Sharon Carroll	

Welcome

1.

Review Norms and Expectations

1. How we communicate in Zoom
 - a. Use the Chat
 - b. Raise your hand electronically
 - c. Microphone on mute
 - 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. Consensus is reached with a super majority (>60%)

Endorsements

1. MT has broad endorsement categories which are considered essential to rural context of the state.
 - a. How does misalignment impact out of state?
 - i. Flexibility for out of state applicants whose endorsements do not align
 1. Middle school
 2. NBCT endorsement areas
2. Lack of a middle school endorsement
3. Does process to add an endorsement need increased flexibility?
 - a. Currently requires additional coursework
 - b. Many states simply require passing test

Identify Broad recommendations to present to Superintendent

1. Emerging recommendations
 - a. Counselor to administrator pathway
 - i. Re-open pathway to Montana administrative licensure for school counselors (vote passed July 8th)
 1. Recommended revisions to ARM
 - b. Out of state teachers
 - i. Review 6 credit hours requirement: provide guidance on acceptable courses, explore flexibility and alternatives for how those credits can be earned
 1. HUB
 2. Align renewal credit policies
 - ii. Review 5-year experience requirement for applicants from alternative programs and consider reducing to 3 years to align with chapter
 - iii. Remove PRAXIS requirement for out of state applicants who have previously obtained a license
 - iv. Increase reciprocity flexibility for military spouses
 - c. In-state teachers
 - i. PREAXIS requirement for initial license?
 1. Keep or remove?
 - d. Endorsements
 - i. TBD
2. Opportunity to provide the first license
 - a. Allow applicants to teach in MT while requiring the applicant to work with the District or EPP that they have
 - i. Possibly 2 years of mentorship
 - b. A Tiered structural license
 - c. Possibly opportunity to tie in military spouses
3. There are studies that exist that do not show a correlation between a PRAXIS score and teacher effectiveness.
4. Should the focus be on applicants from out of state that already have experience?
 - a. Focusing attention on in-state teachers that need to take the PRAXIS exam may not be what the TF should be focusing on?
 - i. The discussion from the previous meeting created clarity around Out-of-state PRAXIS exams and their reciprocity
 - ii. There was less clarity around the in-state requirements in the TF
5. What is the effectiveness of the PRAXIS, especially focusing on Native American candidates
 - a. Are there studies that show if the PRAXIS is a barrier for these applicants?
 - i. Pass rate data has been requested from PRAXIS
 - ii. NAE has conducted a study
 1. Shows the pass rate for minority groups
6. PRAXIS Discussion
 - a. Does the PRAXIS requirement suggestion for initial licensure have a place for both in ARM and in EPP?
 - i. Where is the PRAXIS currently in EPP?
 1. EPP incorporates PRAXIS via the MAC system

- a. MAC has requirements in:
 - i. PRAXIS
 - ii. GPA
 - iii. Scores given during student teaching
 - 2. EPP's do not require the PRAXIS to gain a degree.
 - a. The PRAXIS is a requirement of the state to obtain licensure.
 - b. Out of state applicants must take the PRAXIS to be licensed in MT
 - i. This is a separate requirement than in state applicants
 - ii. Passing scores are the same for in state and out of State
 - c. University Recommendations
 - i. To get Class 5A provisional license
 - 1. All applicant requirements are met except a passing PRAXIS score
 - 2. The university supplies a recommendation that the applicant met the requirements for the endorsement program.
 - d. If an applicant is coming from out of State:
 - i. If they have an active license the applicant has already completed
 - 1. That states requirements
 - 2. Possibly a test like the PRAXIS
 - a. 41 states currently require the PRAXIS exam to gain licensure
 - i. Is it redundant for MT to require the PRAXIS to be taken again if moving into our state?
7. Tiered licensure discussion
 - a. To create more stable and long term situations in more areas of the state.
 - i. Bring in out of state applicatns
 - 1. Place the applicant in a rural area with a possible contract stating that if they stay for an agreed amount of time they can receive full licensure.
 - a. This will give MT the ability to help support and mentor the applicant in the community and hopefully create a more long term and stable situation.
 - b. How can we open opportunity for out of state applicants to come into the state without giving support to the schools that especially need help getting teachers.
 - i. Some kind of incentive to entice teachers and enable them to succeed
 - c. What are the cases that some sort of support would be needed?
8. If an applicant:
 - a. Has an expired license
 - i. Suggestion to have the applicant complete six credit hours to gain licensure
 - b. Has less than 3 years of experience
 - i. Suggestion is to reduce the experience requirement from five years to three years.
9. Does the TF suggest the PRAXIS to be removed for only out of state applicants?
 - a. Should the PRAXIS be removed for ALL applicants?
 - i. If the applicant has a current license
 - 1. TF recommended the requirement to take the PRAXIS away
 - ii. If the applicant does not have a license

1. The TF needs to have a discussion around what this would look like.
 - a. Possibly look into “if, then” scenarios
10. The tiered licensure system is currently already implemented in MT ARM
 - a. Providing support in rural support is often promised but rarely delivered.
 - i. Come up with realistic supports that can actually be accomplished in rural MT
11. The process of ARM until a license is produced is a licensure function
 - a. After the license is produced a couple of categories
 - i. Initial License
 1. Certified to teach in any area
 2. What are the different pathways someone can show they are competent to become licensed.
 - ii. Keeping license active or Ongoing renewal
 1. What does someone need to show to keep their license active?
 - iii. Enhance license
 1. Provisional to standard
 2. Standard to Professional
 3. What does someone need to show to enhance their license?
 - b. Mentorship as a pathway?
 - i. Mentorship with experience?
 1. To get you initial license, maintain your license, then enhance your license.
12. In rural schools
 - a. Teacher retention is a huge problem
 - b. Not just getting teachers to the school itself
13. The TF had spoken about a flowchart early on
 - a. Would it be possible to evaluate and analyze the current processes
 - i. What do potential teachers currently need to achieve to complete licensure?
 1. What would the TF like to have changed in that process to create less friction?
14. Quality teachers with some flexibility
 - a. Districts ultimately would like to have promises given and followed through
 - i. Especially rural districts.
 1. Providing requirements around tiered licensure
 - a. Providing steps to quality
 - b. Making it feasible for Montana
 - c. Seeing the follow through happen
15. The PRAXIS is a challenge for rural districts
 - a. Is it a barrier for them to even get to licensure
 - b. Is it a barrier for them within a provisional 5A as well?
 - i. Both barriers are currently barriers in rural districts
 1. Some very good teachers are unable to pass the PRAXIS
 - a. What a good teachers does in the Classroom
 - i. Engaging students
 - ii. Helping and encouraging them to learn

1. All more important than passing the PRAXIS
 16. TF would like to continuing looking at licensure pathways
 17. Why is the TF discussing different pathways between in state and out of state
 - a. Creating a different pathway for the two creates more barriers and more work for licensure
 - i. Too many categories
 1. Initial vs experienced
 2. Out of state vs in state
 3. Traditional vs alternative
 - b. The TF needs to create criteria to demonstrate competency
 - i. Should be regardless of the categories
 - c. Then create the pathways to
 18. Take away in state vs out of state and make a licensure pathway
 - a. Will eliminate red tape and create a more simplified process
 19. Local Control can look very different in every district
 - a. If local control was perfect
 - i. Every district would not be having the difficulties they are currently experiencing
 - b. The State licensing beurow should be in charge of making sure quality candidates are entering the state.
 20. The State is currently doing their best to process provide quality candidates
 - a. The State licensure department does not have the goal to handout licenses to fill bodies in classrooms
 - i. There should be a mixture to enable applicants a pathway to be qualified to teach.
 1. Emergency authorizations are common
 - a. Especially in areas of the state they shouldn't necessarily be short staffed
 - b. Licensure is only one variable in a large difficult equation
 - i. Teacher shortage cannot be solved solely through ARM
21. The goal of the TF is to provide maximum flexibility in vetting and licensure
 - a. While also providing prepared and qualified candidates
22. Perhaps the TF could recommend that the licensure department be fully funded and staffed
 - a. There are a lot of licenses being sent to the department with small staff.
 - b. It is difficult for their team to process that high work volume and limited resources.
23. Regardless of the staffing at the OPI, there are qualified applicants that are having difficulty becoming licensed in the state due to the process.
24. Flowchart available from the OPI for licensure

Endorsement Discussion

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4. There would be the possibility to teach in an area the individual tested to get the endorsement but wouldn't want to teach specifically in that endorsement.
 - a. Is this something the TF wants to open a door in which a teacher could be assigned to teach in an area they do not want to
5. If you are an out of state teacher with history license
 - a. You could not become licensed to teach social studies in MT
 - i. They would have to go back to school in order to teach social studies

Timeline and Next Steps Moving Forward

1. Meeting Dates for August 5, 2021
 - a. Aug 12 – Session 9
 - b. Aug 19 – Session 10
 - c. Aug 26 – Session 11