

Chapter 57 Research and Review Task Force Meeting Minutes

Thursday, July 22, 2021

1:30 PM – 3:00 PM

Roll Call

Angela McLean
Diane Fladmo
Erica Allen
Heather Jarrett
John Melick
Jule Walker
Mike Perry

Nick Schumacher
Phillip Corbett
Sharon Carroll
Sue Corrigan
Shaun Scott
Val Fowler
McCall Flynn

Julie Murgel
Crystal Andrews
Jacob Williams
Erich Steifvater
Tristen Belnap

Review Norms and Expectations

1. How to Communicate in Zoom
 - a. Use the Chat to engage
 - b. Raise your hand
 - c. Mute your microphone
 - 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
 - a. Super majority (>60%)
4. Votes will be done via a verbal roll call vote

Reciprocity: Big Bucket Sub-committees

1. Coursework (Sharon, Jule, and Shaun)
 - a. Page 13 of Reciprocity Report (Table 3)
 - b. Requirements for Out-of-State Candidates
 - i. Applicants whose degree is more than five years old and who do not have a current out-of-state license must have earned six semester credits from a regionally accredited college or university within the five-year period preceding the effective date of the license.
 - ii. Additionally, applicants must verify completion of the free online course “an Introduction of Indian Education for All in Montana”
 1. If the applicant doesn’t have a license, the individual would have to get the six credits anyway to obtain a new license?

- a. Background:
 - i. If an applicant has an out of state license that has expired:
 - 1. They could have completed an EPP
 - 2. Would need to provide verification that it was completed with Student teaching.
 - 3. Or proof that an alternate pathway was completed
 - ii. MT is not asking the applicant to take a full new EPP, but to reinstate the license by completing six semester credits and the background check.
- 2. What is the effective date of the license?
 - a. “within the five-year period preceding the effective date of the license”
 - b. What license is this in reference to?
 - i. The coursework applies initial license in MT only.
 - ii. E.g. an applicant is applying for license on 7.23.21 and their license expired 6.30.21, the applicant would have three years to complete the six credits.
 - 1. They would receive a provisional license in order to take the six credits.
- 3. This table does not list all areas of coursework.
 - a. Reciprocity report covers the main areas of possible change.
- c. Context and analysis
 - i. Montana is one of 31 states that require some or all out-of-state teacher candidates to take additional coursework prior to entering a classroom. However, no other state specifies that this requirement depends on how recently the candidate’s degree was earned.
 - 1. A clarity issue in this report around the explanation of the provisional license and the effective dates of the license.
- d. Potential Adjustments
 - i. Montana could reconsider its recency requirement for licensure eligibility. According to the National Council on Teacher Quality (NCTQ), recent coursework is unlikely to positively affect a teacher’s effectiveness, and such a requirement may deter experienced, effective teachers from applying for licensure in Montana.
 - ii. Montana could also allow a test-out option for its state-specific coursework and credit requirements.
 - 1. Is there a location where the type of course is defined?
 - a. The assumption is that the classes would be education related, but is there an enforcement for this?
 - i. Maybe there should be requirements for certain subject areas to retake the semester credits around their license.

2. Could the out of state teacher obtain the same 60 Renewal Units for reinstatement of their license, rather than the 6 semester credits?
 - a. No, renewal units can only be used when you hold a license that requires renewal given current rule.
 - b. Class 5 provisional license cannot be renewed.
 - i. Allows time to take the 6 semester credits within 3 years.
 - c. If applicant is out of state, the renewal credits cannot be used.
- e. Class 5 License
 - i. Even though the class 5 is provisional, it is full licensure.
 - ii. A change could be made to allow out of state applicants to use the HUB coursework instead of the 6 semester credits.
 1. The HUB is a free option
 - a. 6 semester credits OR 60 renewal units from the HUB
- f. The purpose of this is that the applicant has stayed current with teaching.
 - i. The easiest rout would be for the applicant to renew the license in their home state then transfer into MT.
- g. Chapter 58 is also under review
 - i. Opportunity to align the changes between the chapters.
 - ii. Maybe there is possibility for 58 to address the 6 semester credits and out of state applicants transition into MT.
 - iii. EPP and campus engagement with new licensees has opportunity to be strengthen their relationship.
- h. Unusual cases for licensure presented to BOPE
 - i. Ways to tackle some of these unusual cases.
- i. Out of state applicant's exposure to IEFA would only be through the HUB rather than EPP
- j. A combination of college courses and renewal units could be a large opportunity for review.
 - i. The three courses have been available for a long time
 - ii. Ch 57 TF could pave the way for what specific 6 credits then hand off to Ch 58 TF to be completed.
- k. There needs to be more clarity within these requirements
 - i. Clarify the level of licensure
 1. Class 5... or 2...
 - ii. Clarity will help simplify the process and remove barriers.
- l. Although NCTQ has come to this conclusion,
 - i. Research shows that the effectiveness is increased when they stay current.
 - ii. The opinion on NCTQ is not necessarily perfect.
 - iii. If an applicant is taking 6 semester credits completely unrelated to their field, it will not help improve effectiveness.
 1. Targeted educational Courses that are created to update educators around
 - a. IEFA

- b. Trauma informed practices
 - c. Other important topics
 - i. Will increase the effectiveness of teachers
 - m. NCTQ research looking at teachers that were transferring states
 - n. The HUB is a great opportunity to enable free accessible courses.
 - i. IEFA course via the HUB is required
 - 1. Included in the MT constitution
 - ii. MSU does not have a course specifically on IEFA.
 - 1. IEFA is weaved into all courses throughout the program.
 - iii. A class 5 is not available without the completion of the IEFA course on the HUB.
 - o. A packaged course in the “intro into Montana Teaching”
 - i. In the classroom
 - 1. Have the field support to be the most successful.
 - p. There is a barrier in timing when a out of state applicant must complete specific courses before they can gain licensure.
 - i. How can these barriers be minimized?
 - 1. HUB courses are free
 - 2. Widely accessible
 - 3. Are self-paced
 - ii. Important to have real time information on the webpage
 - 1. What ways could the process be streamlined and less complicated?
 - q. A need outside of the ARM for a decision tree
 - i. Have this? then do this then this.
 - r. Everyone in the TF believes in the value of being current in the field
 - i. IEFA is an important and essential piece of the puzzle.
 - ii. What flexibility is available for an applicant to become licensed without completing the 6 semester credits.
 - 1. Possibly an opportunity to suggest ARM around this.
- 2. Experience (Heather and Kerry)
 - a. Requirements for out-of-state candidates
 - i. Applicants with a current standard educator license who completed a non-traditional teacher program must verify completion of five years of “successful” teaching experience to be eligible for a standard (class 2) or professional (class 1) license. This verification is made through employer recommendations.
 - b. Three years is consistent throughout the chapter
 - i. Until you reach out of state teachers then it jumps to 5 (10.57.410 (4(d)))
 - 1. Only impacts those who are completing non-traditional programs.
 - c. Initial questions around experience.
 - i. How are the years of experience collected?
 - 1. Is it solely the licensure offices task?
 - a. Get verification from employers?
 - i. Is there a better way to have this happen?
 - 2. What are other states doing when they are collecting verification?

- ii. 10.57.204 states the superintendent determines the appropriate educational experience
 - 1. How is this accomplished?
 - 2. Is this task assigned to the licensure office?
 - a. Applicants that must have 5 years of experience:
 - i. Out of state teachers that chose an alternative pathway than an EPP.
 - 1. This is the only place in rule where there is a five-year mark.
 - b. There is a form that gets sent to an applicant
 - i. Verification employment form (called a V)
 - ii. Sent to the applicant from a licensure specialist to take to an employer to complete then send back to the OPI.
 - iii. Experience is a full year from an accredited k-12 school and fully licensed.
- d. What about supervised teaching experience?
 - i. How does this factor into experience?
 - 1. This does not factor in currently.
 - 2. Many applicants that may have attended an alternative pathway.
 - a. They are not eligible because they do not have a total of five years of experience.
- e. What is an example of an alternative pathway?
 - i. Texas system has an additional layer.
 - 1. Regions put together alternative programs
 - a. Coursework
 - b. Student teaching or internship
 - ii. Is a pathway other than the traditional university setting?
 - iii. Teach for America
 - iv. Troops to Teachers
 - v. Generally, an accelerated pathway is:
 - 1. 2-to-3-year program
 - 2. End with a full license
 - 3. But work throughout the program.
 - vi. For individuals with a bachelor's degree already, there are options out of state to add on methodology to teach.
 - vii. There are also programs that are affiliated with universities.
 - 1. Possibly an alternate path connected with UM in the past
- f. Rural educator and retention work in 2017
 - i. 10.57.410 and 10.57.413 were discussed
 - ii. Reducing the barriers could be something the BOPE would be willing to move forward with.

3. Alternative Pathways

- a. Rather than research and discuss alternate pathways
 - i. Look into innovation

1. Existing rule and statutes
 - a. An advanced student teaching model
 - i. Would put student teaching in the classroom with a license through the emergency authorization.
 - b. How can this be explored?
 - b. Five years is inconsistent with the rest of the rules
 - i. Models of alternative preparation.
 1. There is varying degrees of strength in these programs.
 2. Should be a partnership with Higher Ed.
 - a. Higher Ed should be ensuring all pathways are certifiable.
 - c. An individual with multiple degrees and teaching licenses in other states, with less than five years of teaching experience, would not be eligible for a license in MT.
 - d. Unusual Cases in MT.
 - i. What is the exception coming today vs what is the rule?
 - ii. If the number of years of experience for out of state is a consistent challenge, it should be addressed by the TF.
 - iii. What is generally being seen as unusual cases in MT?
 1. About 47% of applicants are applying from out of state.
 - a. A large number are under 5 years of experience.
 - i. Five years is the highest requirement in the country.
 1. Two to three is the average.
 2. What are they trying to transfer to MT with?
 - a. Generally, 3 – 4 years of experience.
 - b. Very few cases with only 1 year of experience.
 - c. 2 – 5 years is the “zone of difficulty”
 3. How many applicants don’t receive a license?
 - a. This is something that could be found in data.
 4. Where are the applicants employed once they do get a license?
4. What supports do applicants that come into rural areas of MT have?
 - a. So the teachers say in rural communities
 - b. Stay in MT.
5. Being a teacher in rural MT
 - a. There is often not enough support for a teacher to stay in MT.
 - b. In many districts, there is a tendency for the community to give the teacher the time to transition and acclimate to the environment.
6. In a Class 4 license.
 - a. The renewal for a CTAE teacher is different
 - i. Not just any 6 semester credits
 - ii. There are specific requirements for the first renewal after 5 years.
7. Is there something the TF can do to help with Graduated Licensure?
 - a. Supports for teachers to stay in the profession and be successful in the profession.

Next Steps

1. Hear from the remaining Sub-committees.