

***CERTIFICATION STANDARDS AND PRACTICES
ADVISORY COUNCIL***

WEDNESDAY, FEBRUARY 9, 2022

***MONTANA STATE CAPITOL BUILDING
ROOM 152
HELENA, MT***

AGENDA

CERTIFICATION STANDARDS & PRACTICES ADVISORY COUNCIL MEETING

FEBRUARY 9, 2022

*Montana State Capitol Building, Room 152
Helena, MT*

Starting at 9:00 A.M.

CALL TO ORDER

- A. Call to Order – Mr. Kelly Elder
- B. Pledge of Allegiance
- C. Roll Call
- D. Statement of Public Participation
- E. Approval of the Agenda
- F. Approval of the October 14, 2021 and November 3, 2021 Meeting Minutes

- ITEM 1 EXECUTIVE COMMITTEE REPORT – 15 minutes**
Mr. Kelly Elder
- ITEM 2 BOARD OF PUBLIC EDUCATION REPORT – 15 minutes**
Ms. McCall Flynn
- ITEM 3 MENTORSHIP AND INDUCTION (INFORMATION) – 15 minutes**
Ms. McCall Flynn
- ITEM 4 CSPAC BYLAWS (ACTION) – 15 minutes**
Ms. McCall Flynn
- ITEM 5 MONTANA PROFESSIONAL EDUCATOR CODE OF ETHICS (ACTION) – 30 minutes**
Ms. McCall Flynn
- ITEM 6 REVIEW OF SUPERINTENDENT ARNTZEN’S RECOMMENDATIONS TO REVISIONS TO ARM TITLE 10, CHAPTER 57, EDUCATOR LICENSURE (INFORMATION) – 2 hours**
Dr. Julie Murgel, Crystal Andrews
- ITEM 7 DISCUSSION AND RECOMMENDATION TO THE BOARD OF PUBLIC EDUCATION ON REVISIONS TO ARM TITLE 10, CHAPTER 57, EDUCATOR LICENSURE (ACTION) – 30 minutes**
Mr. Kelly Elder
- ITEM 8 FUTURE AGENDA ITEMS**

PUBLIC COMMENT

(For those wishing to give virtual public comment or receive renewal units, please contact bpe@mt.gov to request the zoom link. Additionally, you can always submit public comment directly to the Executive Director at bpe@mt.gov.)

ADJOURN

Agenda items are handled in the order listed on the approved agenda. Items may be rearranged unless listed "time certain". Action may be taken by the Council on any item listed on the agenda. Public comment is welcome on all items but time limits on public comment may be set at the Chair's discretion.

The Certification Standards and Practices Advisory Council will make reasonable accommodations for known disabilities that may interfere with an individual's ability to participate in the meeting. Individuals who require such accommodations should make requests to the Board of Public Education as soon as possible prior to the meeting start date. You may write to: Kris Stockton, PO Box 200601, Helena MT, 59620, email at: kmstockton@mt.gov or phone at 444-0302.

CALL TO ORDER

- A. Call to Order**
- B. Pledge of Allegiance**
- C. Roll Call**
- D. Statement of Public Participation**
- E. Approval of the Agenda**
- F. Approval of the October 14, 2021 and November 3, 2021 Meeting Minutes**

**CERTIFICATION STANDARDS & PRACTICES
ADVISORY COUNCIL MEETING
MINUTES**

THURSDAY, OCTOBER 14, 2021

*ZOOM | MPAN Montana State Capitol,
Room 152*

CERTIFICATION STANDARDS AND PRACTICES ADVISORY COUNCIL MEETING

Starting at 1:00 P.M.

CALL TO ORDER

Chair Elder called the meeting to order at 1:03 PM. Ms. Stockton took Roll Call, the Chair read the Statement of Public Participation, and welcomed guests.

Council members present: Mr. Kelly Elder, Chair; Ms. Teresa Marchant, Vice Chair; Dr. Kate Eisele; Dr. Trent Atkins; Ms. Ann Wake; Ms. Barbara Brown; Dr. Rob Watson. Staff: Ms. McCall Flynn, Executive Director Board of Public Education and CSPAC; Ms. Kris Stockton, Administrative Specialist. Guests: Dr. Kirk Miller, School Administrators of Montana; Ms. Jane Hamman; Ms. Diane Fladmo, MFPE; Ms. Crystal Andrews, OPI; Ms. Moffie Funk; Ms. Pamela Raney; Ms. Donna Elford.

Approval of Agenda

Dr. Trent Atkins moved to approve the agenda as presented. Motion seconded by Ms. Ann Wake.

No discussion. Motion passed unanimously.

Approval of Minutes

Dr. Rob Watson moved to approve the July 14, 2021 Meeting Minutes. Motion seconded by Dr. Kate Eisele.

No discussion. Motion passed unanimously.

**ITEM 1 BOARD OF PUBLIC EDUCATION REPORT
McCall Flynn**

Ms. McCall Flynn updated the Council on the Board of Public Education meetings held since the Joint CSPAC/BPE meeting in July. Ms. Flynn announced that Ms. Tammy Lacey was appointed as the Chair of the BPE and Ms. Madalyn Quinlan as the Vice Chair. Ms. Flynn gave updates on her involvement in the Chapter 57 and Chapter 58 Task Force meetings, noting CSPAC reviews and approves the Chapter revisions prior to the revisions going to the Board, and that it is anticipated that CSPAC may need to have a special meeting to review these revisions before being presented to the Board in November. Ms. Flynn discussed the Board of Education meeting, which is a joint meeting of the BPE and the Board of Regents, with Governor Gianforte as Chair. The next Board of Education meeting will be held in November in Missoula. Ms. Flynn discussed her presentations before the Education Interim Committee and the Interim Budget Committee discussing potential statute changes pertaining to Board and CSPAC funding. Ms. Flynn briefly reviewed the Roberts Rules of Orders cheat sheet and answered Council member questions.

ITEM 2 REVIEW OF CSPAC BYLAWS – INFORMATION

McCall Flynn

Ms. Flynn reviewed the current CSPAC By Laws with the Council and discussed potential revisions she is proposing and explained the reasoning for each proposed revision. Comments from the Council were heard regarding the proposals, specifically around discontinuing standing committees and using ad hoc committees when necessary. Council members agreed noting that if an ad hoc committee is created it is important to appoint a chair of the ad hoc committee. Comments were taken on the proposal regarding moving elections to the fall meeting, noting that most Council members agreed that process made sense. The Council will review the revisions to the By Laws at the February meeting.

Dr. Rob Watson moved to approve Ms. Flynn to move forward with revisions to the By Laws. Motion seconded by Ms. Teresa Marchant.

No discussion. Motion passed unanimously.

ITEM 3 CODE OF ETHICS REVIEW – ACTION

McCall Flynn

Ms. Flynn gave a brief overview of the revisions to the Code of Ethics to date for the Council, reviewing the presentation from Mr. Pete Donovan, former BPE Executive Director and CSPAC Administrative Officer, who gave a history in July on the Code of Ethics and how it came to be with CSPAC. Ms. Flynn reviewed the revisions to the Code of Ethics, noting that after the July meeting and the public comment which was received, the subcommittee met and came up with three choices for Principle III(B), the section which received the most public comment. Ms. Flynn noted that the Council will decide today on one of the three proposals, and vote on the final version at the meeting in February. Dr. Watson, who served on the subcommittee, discussed the importance of the Code of Ethics. He reviewed the proposed changes and the reasons behind the decision by the subcommittee. Dr. Watson noted that the subcommittee listened to the public comments at the July meeting, discussed those concerns, and took those concerns into consideration when writing the revisions. Public comment was taken from: Ms. Moffie Funk, retired educator, who thanked the Council for their work, and spoke to the definition of quality public education, and how equity works into that to ensure that each student is receiving an equitable education. Ms. Jane Hamman, BPE member, thanked the subcommittee for their work and spoke specifically to Principle III(B). Her concern is that equity and inclusion don't mean the same thing that they did in the past when these words were first used in education, and that the meaning of those words has been "hijacked". Comments from Dr. Kirk Miller in support of the revisions being proposed to the Code, and that he is appreciative of the dialogue and for the subcommittee taking public comments into consideration when working on the revisions. Dr. Miller spoke to each of the proposed revisions in Principle III. Ms. Pamela Rainey gave public comment urging not to use the words "equity" or "inclusion".

Dr. Kate Eisele moved to adopt the revisions to II(E), III(H), and III(B)- option 1, and bring as a final draft to the February meeting. Motion seconded by Dr. Rob Watson.

Comments from Ms. Marchant to use III(B), option B.

Ms. Teresa Marchant made a friendly amendment to the motion to use III(B), option 2.

Chair Elder commented that he appreciates the work the subcommittee has done and that as an educator, it is important to give kids the opportunities they need to succeed.

No further discussion. Motion passed unanimously as amended.

ITEM 4 CLASS 8 LICENSE APPLICATIONS – ACTION

Crystal Andrews

Ms. Crystal Andrews presented one Class 8 License Application to the Council giving background on the applicant and briefly reviewing her application. Ms. Andrews answered Council member questions. The Council approved the application.

Ms. Teresa Marchant moved to approve the application for a Class 8 license in Biology. Motion seconded by Ms. Ann Wake.

No discussion. Motion passed unanimously.

ITEM 5 FUTURE AGENDA ITEMS

Information on Western Governor's University or other schools like the licensing teachers in Montana
By Laws
Code of Ethics
Class 8 License Applications
PRAXIS Information

PUBLIC COMMENT

Comment from Mr. Greg Gonser regarding Gifted and Talented programs.
See Appendix for written public comment.

ADJOURN

Meeting adjourned at 2:49 PM.

Agenda items are handled in the order listed on the approved agenda. Items may be rearranged unless listed "time certain". Action may be taken by the Council on any item listed on the agenda. Public comment is welcome on all items but time limits on public comment may be set at the Chair's discretion.

The Certification Standards and Practices Advisory Council will make reasonable accommodations for known disabilities that may interfere with an individual's ability to participate in the meeting. Individuals who require such accommodations should make requests to the Board of Public Education as soon as possible prior to the meeting start date. You may write to: Kris Stockton, PO Box 200601, Helena MT, 59620, email at: kmstockton@mt.gov or phone at 444-0302.

Certification Standards and Practices Advisory Council
Public Comment
October 14, 2021

1. Linda Semones
Bozeman

I am writing to comment on the choice of language change for the Code of Ethics. I taught Spanish at a small school in Montana for 17 years, and I also taught Spanish at MSU as an adjunct. In my career I learned that words most certainly matter. The following language is precisely what is needed: Demonstrates a commitment to equity and inclusion, and respects human diversity. Those first 3 words are standouts. They require action. The only way you can demonstrate commitment is by action. The ninth word, RESPECTS, is the icing on the cake. Every educator needs to demonstrate with their words and actions their commitment to including every single student in respectful and equitable instruction. Do not worry about the words equity and inclusion. These words have been important to educators for many many years. These words are why we now have special education with inclusive classrooms. In Montana we thankfully have Indian Education for All because of these words. These words have been around much, much longer than the ridiculous attempt to politicize the amazing work of ethical educators. Concentrate on the most important words of all: demonstrate, commitment, and respect.

Please do not bow to the political posturing that is going on, which can only diminish the efficacy of Code of Ethics.

And thank you for all the hard work that you all put into public service.

2. Joyce Nyberg
Miles City

I'm writing to urge you to accept the changes to the code of ethics. Specifically, the change to Principle III b: Should be "Demonstrates a commitment to equity and inclusion and respects human diversity."

This is not just language but a promise to all of the students of Montana to recognize them, to treat them fairly and to provide them the best education they can get. Isn't that what we want for our own children and for all the children in Montana? That's what Montana is all about. I would very much appreciate your support for this change.

Thank you for your time.

3. Rebecca Thompson
8th grade SPED Educator, Sidney

Thank you for the opportunity to provide comments and suggestions for the updated language for the Code of Ethics. I am voting for the following language to be adopted: Understands and respects human diversity, is fair and impartial, and provides opportunities and resources for all students to be successful.

Thank you for all you do. Have a wonderful day.

4. Jeanette Price
English and French Educator, Columbia Falls

Thank you so much for your dedication to public education. Reviewing our code of ethics is important because it helps us unite in our objectives and take action. I ask, however that you reconsider the language for several points. In my opinion, B would be best if changed to: Demonstrates a commitment to equity and inclusion, and respects human diversity.

It should not use the option that includes the term "resources" Resources can be interpreted a variety of ways that are outside of the control of an educator, such as the resources at their school site. This would make the language more equitable for students and teachers. It should not be the option for "Demonstrates an understanding" because an "understanding" is passive and doesn't encourage action.

Thank you again for your commitment to fair, inclusive and equitable PUBLIC education.

5. Rob Reynolds
Technology and Learning Coach

First, I'd like to thank you all for your time and commitment to our chosen profession. Educators are highly respected members of each community's social fabric, and I believe represent the diversity of those communities. In your previous meeting it was mentioned that "equity" and "inclusion" are just buzzwords. I strongly beg to differ. These concepts are foundational to the profession of public educators and I ask that they NOT be deleted from our code of ethics.

6. Melanie Charlson
Elementary Educator, Missoula

I am a licensed Montana educator. I have held a MT elementary teaching license since 1987. I am in full support of the suggested edits to Principle III, item B of the Montana Code of Ethics. I particularly like the 2nd choice of wording - "Demonstrates an understanding of educational equity and inclusion, and respects human diversity."

I would be comfortable with any of the edits and I do believe they are appropriate in our professional Code of Ethics.

I appreciate your service to the state of Montana

7. Diane Fladmo
MFPE, Helena

As Director of Public Policy for MPFE it is my privilege to monitor and comment on the work of the CSPAC to the Board of Public Education.

On behalf of MFPE I extend appreciation for your work and diligence to maintain Montana's excellent system of public education system. A part of that important work is reviewing and updating the the Professional Educators of Montana Code of Ethics, the aspirational document works to make the well-being of students the foundation of all decisions and actions.

The proposed changes that CSPAC is considering are important and thoughtful and we support the updates. Where there is a choice offered, I'll add that the use of the phrase "demonstrates a commitment to equity and includes and respects human diversity" shows the strongest commitment to meeting the needs of students and lines up best with making the well-being all students the foundation of decisions and actions.

I appreciate your work and the opportunity for input in writing as I attend a Chapter 57 meeting that is concurrent with this meeting.

**8. Missey Dore
Bozeman**

It's come to my attention that the wonderful work of public educators is getting politicized. The recent meeting of CSPAC is a case in point. Efforts are underfoot to strike education terms from the Educator's Code of Ethics. As a public school teacher and mother of public school kids—one of whom receives special education services, I know what equity and inclusion mean. There is no reason to strike these important words that describe education effectiveness for diverse learners. Stick with the mundane nuts and bolts of policy and governance (thank you CSPAC for your hard work) and stop the visceral, high-emotion tactics to rile folks up. Keep this work professional and on point. I very much appreciate your professional response to this matter.

CERTIFICATION STANDARDS & PRACTICES ADVISORY COUNCIL SPECIAL MEETING MINUTES

NOVEMBER 3, 2021
Montana State Capitol Building, Room 317

Starting at 3:00 P.M.

CALL TO ORDER

Chair Elder called the meeting to order at 3:04 PM. The Pledge of Allegiance was read, and Ms. Stockton took Roll Call. The Chair read the Statement of Public Participation and welcomed guests.

Council Members Present: Mr. Kelly Elder, Chair; Ms. Teresa Marchant, Vice Chair; Dr. Kate Eisele; Dr. Rob Watson; Ms. Barbara Brown; Dr. Trent Atkins. Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist. Guests present: Dr. Julie Murgel, OPI; Ms. Crystal Andrews, OPI; Ms. Sharyl Allen, OPI; Dr. Ann Ewbank, MSU; Ms. Tristen Belknap, OPI; Dr. Beverly Chin, UM; Mr. Dennis Parman, MREA; Ms. Virginia Diaz, OPI; Ms. Emily Dean, MTSBA; Mr. Fletcher Brown; Ms. Jule Walker, MTSBA; Dr. Kirk Miller; SAM; Ms. Kristi Steinberg, UM; Ms. Tracy Moseman, OPI; Ms. Sharon Carroll; Ms. Sarah Swanson, OPI; Mr. Michael Sweeney, OPI; Ms. Tammy Lacey, Chair, BPE; Ms. Jane Hamman, BPE member.

APPROVE AGENDA

Dr. Trent Atkins moved to approve the agenda as presented. Dr. Kate Eisele seconded the motion.

No discussion. Motion passed unanimously.

Prior to beginning the review, Chair Elder introduced Deputy Superintendent of Public Instruction Sharyl Allen. Ms. Allen introduced the OPI team who will be going through the revisions and answering Council member questions.

Chair Elder thanked the Task Force and the Feedback group who both worked tirelessly on the proposed revisions before the Council today.

ITEM 1 REVIEW OF REVISIONS TO ARM TITLE 10, CHAPTER 57, AND RECOMMENDATION TO THE BOARD OF PUBLIC EDUCATION – ACTION Dr. Julie Murgel, Crystal Andrews

Dr. Murgel reviewed the members of the Task Force and discussed the review process, areas of the rule which were revised, and why the revisions were made. Dr. Murgel answered Council member questions.

Dr. Murgel reviewed the proposed revisions to the Class 1, 2, and 5 licenses with the Council and answered Council member questions regarding the proposals, specifically around the PRAXIS requirement and the need for definitions for “Student Teaching Portfolio” and the GPA requirement.

Council members asked for clarification of the review process and the timeline. Ms. Allen pointed out that the review by CSPAC will be included in the proposed revisions to the Superintendent. The Board of Public Education will be presented with the information and that OPI anticipates a final document to the Board by January or March to begin the Administrative Review Process.

Ms. Crystal Andrews, Educator Licensure Manager at OPI, began by going through each revision in the document reviewing how the current rule reads, what the proposed revision is, and what the vote was from the Task Force for the revision. Dr. Murgel and Ms. Andrews answered Council questions on each revision.

10.57.102 Definitions – questions about the process for reviewing applications and the phrase “approved and accredited by a state board of education or state agency” and if that allows for alternative pathways to licensure from out of state. Discussion also around the newly defined “Mentorship and Induction Program”.

A question was posed as to whether the new phrase “Professional Development Units” is defined. ARM 10.55.714 defines what activities can be used for Professional Development so that rule will need to be changed in Chapter 55.

Questions surrounding the newly proposed rule for reciprocity for Military Spouses were discussed. It was noted by OPI that other states are taking up this issue as well because military families are moved frequently and not by choice. If they are licensed in another state Montana would automatically give a license to the military spouse. Concerns were voiced by the Council some educators may potentially be licensed in Montana simply because they are a military spouse without meeting normal qualifications.

A lengthy discussion ensued regarding the proposal, which is not going to the Superintendent, for an addition for granting additional endorsements for Class 1 or 2 licenses by presenting a passing score on the PRAXIS for the endorsement area.

A discussion around the counselor to administrator pathway created in 10.57.413 took place, with a discussion that school psychologists may also be in the same situation.

A discussion about removing some of the pieces in the Class 8 application was held. A question was asked as to why the applicant shouldn't have to demonstrate the criteria. The argument is that there is a good amount of repetition in providing that information, and that it's being demonstrated in other ways and other areas of the application.

The Council discussed whether “credible source” should remain in the rule. The question of whether “credible source” should be defined, and should it be defined in rule, similar to the definitions of “Immoral Conduct” in ARM 10.57.601A. The Chair agreed that since “immoral conduct” is defined, “credible source” should also be defined.

PUBLIC COMMENT

See Appendix for written public comment submitted.

The following individuals gave in person public comment:

Mr. Dennis Parman, MREA, gave public comment regarding 10.57.416 and the history of that rule and why it was changed in 2016. After the rule was changed, it was realized that the rule was closed too tightly regarding school counselors and school psychologists.

Dr. Ann Ewbank gave comments on the revisions process, noting her concern that it has been rushed and important stakeholders have not been considered. Dr. Ewbank also stated concerns that the Council does not have a complete legal draft. Dr. Ewbank spoke in support of the tiered licensure system, and the mentorship and induction program, however, mentorship and induction are not defined in 10.55, Accreditation Standards. Dr. Ewbank referenced the mentorship and induction program at MSU and spoke in opposition to a pathway to licensure for alternative routes to licensure from out of state applicants, to add endorsements based solely on passing the PRAXIS, and for out of state EPP's to be held to a lower standard than Montana EPP's.

Dr. Beverly Chin, University of Montana, gave public comment on 10.57.301 regarding adding endorsements based upon the PRAXIS.

Mr. Dennis Parman spoke on behalf of MREA and the MT PEC association. Mr. Parman thanked OPI for their work. Mr. Parman spoke to ARM 10.51.104 which requires CSPAC to make recommendations regarding licensure to the Board and to seek legal advice on the rule. Mr. Parman also spoke to the proposed changes to 10.57.301 regarding endorsements and to remove “and”. Mr. Parman discussed the mentorship and induction program proposed in the revisions and the possibility of a license being held for not completing a mentorship and induction program, and that MTPEC does not believe that a tiered licensure system for Class 2 is the best idea. Mr. Parman also spoke to the PRAXIS requirements for out of state licensure and that should be reviewed for necessity. Finally, the three-year requirement for successful experience should be moved to one. Mr. Parman reminded the Council that locally elected boards of trustees play an important role regarding who is retained as teachers, and that a license is not an avenue to the classroom, that final decision lies with the local authority. (Written comments from MT-PEC are attached as Appendix)

Ms. Diane Fladmo, MFPE, gave public comment noting that she served on the Chapter 57 Task Force and noted that members worked diligently given the time allowed. Ms. Fladmo noted that 10.57.301 “and” or “or” did not reach consensus and Ms. Fladmo discussed the robust discussion the members had. Ms. Fladmo noted that she hopes the mentoring and induction piece moves forward but that work should be done with the EPP’s.

Ms. Jule Walker, MTSBA, Chapter 57 Task Force member, discussed the collaborative efforts of 10.57.601 regarding “credible source”. A recommendation was made to replace that with the County Superintendent that was not accepted. The recommendation now is to remove “credible source” and to leave the reporting with the local Board of Trustees. Ms. Walker then discussed MTSBA’s stance on the timeline of the revision process being too quick, and a lack of communication since the last meeting of the Task Force from OPI. Ms. Walker noted that the document has not been shared with the Task Force and that she only found out from others in the educational groups in the state. Concerns that a crosswalk between Chapter 55 and 57 has not been done, and clarification needed from OPI on the process and that mentorship and induction programs should not be contained in licensure rules because it can be a barrier to licensure. It is contained in Chapter 55 Accreditation Standards which is next in line to be reviewed. Ms. Walker also noted that one year of experience teaching in another state should be adequate for licensure, and to let the local school board determine who is best to teach the students in their district.

Dr. Kirk Miller, SAM, gave public comment. Dr. Miller is currently serving on the Chapter 58 Task Force and thanked the Council members for their service to the children of Montana, and to those who created 10.51.104 for the creation of CSPAC and for the important work they do. Dr. Miller also thanked Ms. Allen, Ms. Andrews, and Dr. Murgel for managing the Task Force. Dr. Miller echoed the comments of Mr. Parman and Ms. Walker. Dr. Miller supports the counselor to administrator pathway in 10.57.413 and the Superintendent endorsement recommendation in 10.57.414. Dr. Miller also noted the crosswalk between Chapter 57 and Chapter 58 work and that he has requested that for Chapter 58.

Ms. Tammy Lacey, Chair of the Board of Public Education and CSPAC Liaison for the Board, thanked the Task Force members for their hard work, and to the OPI staff for their work to get to this point. Ms. Lacey thanked all the public commenters for their careful and vetted comments, and thanked CSPAC for their work and their good questions.

Ms. Kristi Steinberg, University of Montana Licensure and Assessment Manager spoke to her previous involvement in ARM revisions, and that she was a member of the Licensure subgroup. Ms. Steinberg spoke in opposition to using the PRAXIS as the only measure to add endorsements in 5-12 grade levels, as were previous comments to this issue.

Questions from the Council as to what next steps are. Ms. Flynn spoke that based upon concerns and public comments and that these are likely not the final recommendations that it may not be possible for the Council to make a recommendation to the Board of Public Education at this time. Chapter 58 is on a separate timeline and

those revisions will be reviewed later. Ms. Allen noted that Chapter 58 adjourned last week and those revisions are being worked on right now. Ms. Allen noted that the final product of the Chapter 57 revisions will be brought back to CSPAC later. OPI has taken note of the comments and concerns from CSPAC and from the public comments and those will be incorporated into the final document of proposed revisions.

Chair Elder noted his appreciation for the opportunity to review the document, and thanked everyone for taking the time to review the document

Dr. Kate Eisele moved to adjourn. Ms. Teresa Marchant seconded.

ADJOURN

Meeting adjourned at 7:16 PM.

Agenda items are handled in the order listed on the approved agenda. Items may be rearranged unless listed "time certain". Action may be taken by the Council on any item listed on the agenda. Public comment is welcome on all items but time limits on public comment may be set at the Chair's discretion.

The Certification Standards and Practices Advisory Council will make reasonable accommodations for known disabilities that may interfere with an individual's ability to participate in the meeting. Individuals who require such accommodations should make requests to the Board of Public Education as soon as possible prior to the meeting start date. You may write to: Kris Stockton, PO Box 200601, Helena MT, 59620, email at: kmstockton@mt.gov or phone at 444-0302.

Certification Standards and Practices Advisory Council
Written Public Comment
November 3, 2021

1. Sharon Carroll
Retired educator
Ekalaka

Thank you for reading this public comment regarding potential revisions to Chapter 57 of the Administrative Rules of Montana. As a Chapter 57 review task force member, recently retired mathematics teacher, and former chair and member of the Montana Board of Public Education, I deeply appreciate the role this advisory council plays in its review of this licensure chapter.

Though the task force came to consensus on items for change, I see that a few of those items did not reach your council. I will outline my concerns.

10.57.102 2b: I believe that the asterisked “and” needs to remain. Replacing the “and” with “or” without leaving the original language significantly changes the quality assurances for educator preparation programs.

10.57.301 3a: The task force did not reach consensus on choosing between “and” or “or”. A motion to move forward with the “or” language failed on a 6-6 vote. I did not support this motion because I believe that adoption of this language will have a significant negative impact on teacher quality and student content knowledge. Replacing the word “and” with “and/or” means that a candidate may receive an endorsement merely by obtaining a passing score on the Praxis. Montana students deserve high quality educators. The current rules sought that standard. This change promotes endorsement by Praxis. Our students deserve the high-quality educators that an endorsement from an accredited professional program delivers. Content knowledge and pedagogy are important. I began my college program as an engineering major, after two years changed my major to English, and then worked through MSU Bozeman’s educator preparation program to attain an endorsement in 5-12 English Education. Further work in a Mathematics educator preparation program culminated in a mathematics minor and an endorsement in 5-12 Mathematics. Under this new rule proposal, I would have quite likely attained passing scores on a few subject areas on the Praxis. Perhaps an administrator would have pressed me to take those tests to fill vacancies in the district. However, students in Montana would not have been well-served by my ability to take tests. Rather, they were well-served by an educator who demonstrated proficiency in both content knowledge and pedagogy delivered by an accredited educator preparation program. I urge the Council to respond to teacher shortage areas in ways which do not promote a process which will have such a broad negative impact on Montana students’ abilities to achieve proficiency on content standards.

10.57.601: The task force agreed unanimously to remove the words “or from any other credible source”. I note that the OPI states “OPI legal counsel advised to keep language as is and not to remove” this language, though no reason is given. It is currently problematic that a request for discipline can advance upon request of a “concerned citizen”. I urge CSPAC to seek its own legal counsel for this item. If the words “other credible source” are not removed, then please consider

adding the definition of “credible source” to this rule, just as there are definitions of “immoral conduct” in 10.58.601A.

Thank you for your consideration of these items. I appreciate your service and the knowledge each of you bring to CSPAC. Thank you for volunteering your time.

2. Diane Fladmo
Director of Public Policy, MFPE
Helena

I appreciate the vital role of CSPAC in the review of Chapter 57 recommendations. Thank you for accepting and reviewing public comments regarding potential revisions to Chapter 57 of the ARM. I served as a member of the Chapter 57 task force as the Director of Public Policy for MFPE. MFPE represents over 12,000 professional educators and other school staff working in public schools throughout the state of Montana. Additionally, I’ve also experienced this work as a former chair and member of the Montana Board of Public Education.

The Chapter 57 task force came to a consensus on items for change, but a review of some of the changes did not appear as expected in the document provided to you for review. Therefore, I would appreciate your consideration of the following comments.

1. **10.57.102 2b:** MFPE believes that the asterisked “and” needs to remain. Replacing the “and” with “or” without leaving the original language, significantly changes the basic assurance that Montana educators complete a quality educator preparation program.
2. **10.57.301 3a:** The task force did not reach a consensus on choosing between “and” “or.” A motion to move forward with the “or” language failed on a 6-6 vote. MFPE did not support this motion because adopting this language will significantly negatively impact teacher quality and student content knowledge. Replacing the word “and” with “and/or” means that a candidate may receive an endorsement merely by obtaining a passing score on the Praxis. Montana students deserve high-quality educators, and the current rules sought that standard. This change promotes endorsement by Praxis. Our students deserve the high-quality educators that an endorsement from an accredited professional program delivers. Montana students will be better served by demonstrating proficiency in both content knowledge and pedagogy provided through an accredited educator preparation program, not merely by the ability to take a test successfully. This proposed change could have a broad negative impact on Montana students’ abilities to achieve proficiency on content standards.
3. **10.57.601:** The task force agreed unanimously to remove the words “or from any other credible source.” I note that the OPI states, “OPI legal counsel advised to keep the language as is and not to remove” this language, though no reason is given. It is currently problematic that a request for discipline can advance upon a “concerned citizen” request. CSPAC should seek legal counsel for this item. If the words “other credible source” are not removed, then please consider adding the definition of “credible source” to this rule, just as there are definitions of “immoral conduct” in 10.58.601A.
4. There have been written discussions among Chapter 57 Task Force members that the “successful experience” requirement should be changed to one year, a reduction from the

three years that the Chapter 57 Task Force voted to approve. MFPE strongly believes that the three-year successful teaching experience requirement approved by the Chapter 57 Task Force should remain as adopted initially and proposed.

Thank you for your consideration.

3. Virginia Mohr, Ed.D
Assistant Director of Field Placement and Licensure, MSU
Bozeman

In my quarter century spent working with pre-service teachers at MSU Bozeman, I have observed that the overwhelming majority of students who fail EDU 495, student teaching, do not break down due to lack of content knowledge. The deficits are universally in the areas of professional dispositions and pedagogy. A state-approved licensure conduit that relies exclusively on a standardized content test (Praxis, in this case) threatens to put teaching privileges in the hands of ineffective educators who will harm children. A brief study of Montana's EPAS teacher assessment system will quickly reveal that facility with content is only one piece of a necessary educator whole. Not only would I recommend that Montana educator licensure rely on more data than one standardized test score, but I would advocate for a holistic measurement that considers pedagogy and professionalism alongside of content acumen rather than the current "three-legged stool," with each leg measuring content knowledge only. Montana's children deserve better than discipline-facile robots. Certainly, our recent experience with Covid-forced, online instruction and the resulting loss of student achievement would remind us that, as the research has shown time and again, the most important factor in a student's progress is his or her teacher. I would call on Montana to move forward, rather than take a step backward toward the one-sided "No Child Left Behind" era, which viewed student achievement through a too-narrow lens. Finally, I realize that rural Montana districts are growing increasingly desperate for teachers and that a condensed path to licensure may appear to be a quick fix. My study of the matter indicates that these communities have difficulty drawing competent community servants in all major professions. The problem is deeper than education, and all of us must continue to support every Montana child by providing compensation and other benefits to help encourage professionals to engage with rural communities.

4. Jamie O'Callaghan, M. ED.
Post Baccalaureate Specialist, MSU
Bozeman

Thank you for taking the time to accept comments on the proposed changes to ARM Chapter 57. I am limiting my comments to the following three areas:

I stand firmly against the following proposed changes:

- A tiered Class 2 license system, of which the first tier requires A language change to allow acceptance of state approved alternative educator preparation programs for licensure eligibility
 - Regarding the change to allow acceptance of other states approval of alternative educator preparation program for licensure eligibility: this will allow teachers prepared in vastly sub-par programs to teacher in our Montana classrooms.

- A language change to add a teaching endorsement with a passing score on the content area Praxis test to a Class 1 or 2 license, bypassing added endorsement preparation programs.
 - This will lead to grossly underprepared teachers, who have not preparation in the content area, nor any pedagogical knowledge in the new area. This change WILL HARM children.
- Out of state EPP prepared educators are held to less rigorous standards than Montana EPP-prepared educators.
 - If our goal is to educate our children, then each and every child in this state needs access to a well-prepared teacher.

The proposed changes all have one thing in common: they will put vastly underprepared teachers in our Montana classroom in front of children. Our Montana children deserve much better than this. They deserve teachers who are well prepared in their content areas, and who have taken the requisite pedagogical methods courses and gained experience practicing in each area that they teach under the guidance and supervision of appropriate supervision and mentorship. As the post-baccalaureate specialist in the area of educator licensure for Montana State University, and as a member of this department that has worked in rural teacher preparation in this state for over 16 years, I am well aware of the difficulties faces by Montana schools in finding and hiring well prepared teachers. I have literally dedicated my career to helping facilitate these issues. And, while I agree that there is still much creative work to be done to solve teacher shortage issues state-wide, opening the floodgate to put underprepared teachers into our classrooms does nothing to improve the experience and quality of the full educational experience of our most vulnerable population – our children.

Solving the states’ teacher recruitment woes cannot happen by slashing teacher quality. Directly addressing the fact that our teachers are amongst the lowest paid in the NATION and in many cases live below the poverty level is the place where we need to begin to solve this crisis.

5. Jule Walker
Field Service Specialist, MTSBA
Helena

The dates stated by the OPI as being given for the Chapter 57 review are: November 2020 to November 2021.

The Task Force met for the first time: June 10, 2021, and the last meeting was October 21, 2021. A 4.5-month review is the sum of the Task Force work within the documented 12-month process that they have indicated. On the website the OPI has the following statement for the Chapter 57 TF members: *Thank you!!! We cannot thank you enough for the work you have done and accomplished in this Task Force. We will keep you updated on the progression of the recommendations in the coming days/week. Until we meet again! After our last meeting there has not been any communication to the Task Force.* Based on transparency and information transfer I would have expected the OPI staff to communicate with the Task Force and share the document submitted to CSPAC and make them aware of the meeting. I only learned about the CSPAC meeting because of my connections to other educational organizations.

I do appreciate the work that Dr. Murgel and the OPI staff have put into creating the document she shared. I believe it would have been beneficial to review this with the TF as a review and approval

of the language before being moved forward to confirm alignment and language. I would again like clarification of the process stated by Deputy Superintendent Allen at the beginning of the meeting.

As I understand it--First and foremost, this process is NOW in your hands. We thank you for your commitment and dedication to serving on this committee.

We strongly urge you to NOT impose new requirements such as mentorship programs into Chapter 57. A teacher should not have their license attached to something that is out of their control. By imposing a barrier such as mentorship into the licensing process this will create more recruitment and retention issues for placing qualified educators in front of our students. We implore you to see and understand the consequences this could create. Chapter 55 is opening soon, and mentoring is a part of the accreditation process. I am sure we can agree that mentoring is an extremely important component of the education profession. The TF does place a high level of importance on this topic—with a 8-5 vote. Since it has risen to this level of importance and based on the Chapter 55 review a comprehensive plan to address statewide mentoring opportunities which can be tailored to individual districts, can be developed and ultimately impact teaching and learning throughout the state. The Learning Hub, RESA's and comprehensive Professional Development at all levels can provide an avenue to better mentorship and induction for all educators.

The next point for consideration.

We are in strong support of a pathway that reduces the years of successful teaching experience to one year. I reached out to the TF and then with a follow up email to the OPI for reconsideration of this language. Twelve of the TF members, with support from MREA and SAM, are willing to consider this language.

1. One year of successful experience working for an accredited K-12 school in another state should be an adequate assurance of initial quality to justify licensure.
2. Let school districts determine who among the pool of applicants should be hired based on local control.
3. Three years is too high and almost guarantees that those we would be seeking to recruit would be tenured in another state and thereby much less likely to come to Montana.

As the Committee that will address this language and process moving forward, I respectfully request your due and thoughtful consideration.

**6. Ann Ewbank, PhD
Professor and Dept. of Education Head, MSU
Bozeman**

I provided the below public comment last night at the meeting, and I wanted to provide some additional information. In full disclosure, I was a member of the Chapter 58 feedback group.

- Both the Chapter 57 and 58 Task Forces requested the results of the OPI “research and review” period from November 2020-June 2020. On Friday, April 23, EPP faculty and administrators received an invitation to participate in a focus group to take place on Monday, April 26. Many people could not make this work on short notice. I rearranged my schedule to attend. We never saw the results, nor any other results from the research and review period.
- Both the Chapter 57 and 58 Task Forces requested data multiple times to better inform their recommendations. This included:

- Substantiation of Superintendent Arntzen’s and Deputy Superintendent Allen’s claim of “600 unfinished applications” [reg17cc.educationnorthwest.org]. The OPI licensure staff stopped answering the phone months ago due to an 8 week backlog of applications to process. Emails go unanswered as well. Some of our students who graduated and were recommended in May 2021 are *still waiting* for their license. Could this be one of the reasons why?
- Substantiation of the claim that Western Governors University enrolls 500 Montana students in their online EPP
- Data indicating where out of state license applicants are teaching (Class AA, A, B, or C schools)
- REL Northwest was contracted to facilitate, but when it was clear that the facilitators did not have background knowledge or understanding of Montana administrative rule this is when Crystal Andrews and Zach Hawkins stepped in. The Task Forces wasted about one month because of this. In fact, as a member of the Chapter 58 feedback group, I was asked to present information halfway through the process to the Task Force. This presentation is attached. All of this should have been presented at the very beginning.
- According to Deputy Superintendent Allen last night, the timeline is being driven by the implementation of a new licensure system. This is not a good way to make administrative rule. It is also not a good idea to make rule based on anecdote. There were several times in the Task Force where rule change was proposed because of one district’s issue.
- The Chapter 57 Task Force membership was not representative of all stakeholders.
- Many of the teachers on both task forces and feedback groups resigned prior to the beginning of the school year due to the fixed meeting schedule (Thursdays 8-9:30). Resignations were not reported to the groups. An authentic process would have included these stakeholders.
- The feedback groups did not have the opportunity to provide feedback. The meetings were very high level overviews without examination of essential documents.
- Due to what I suspect was a surface research and review period, EPPs were not consulted about what they are doing. I can’t count the number of times I said “we already do that” in meetings. Many false assumptions about EPPs were perpetuated in this process.
- Although there were claims made that the process would be “transparent”, links to online meetings were not posted on the OPI website for specific meetings, or the incorrect link was posted. I had to ask OPI staff for the link regularly on the day of the meeting. This dissuades the public from attending.
- This entire process has been flawed from the start and I believe that OPI leadership intentionally engineered the process in a manner that attempted to force task force members to support a predetermined outcome. [Please see this blog post \[reg17cc.educationnorthwest.org\]](http://reg17cc.educationnorthwest.org). I am very grateful for the civil servants in the agency who did the best they could, given the politically driven process.



Recommendation

10.57.301 Endorsement Information

The level of concern for 10.57.301 is based on taking the Praxis for endorsements. The vote of the Task Force was 6-6 indicating a failed vote for pursuing the Praxis for an endorsement pathway. We believe given more time the Task Force would have had a deeper discussion about endorsement opportunities.

<p><u>10.57.301 ENDORSEMENT INFORMATION</u> (3) An endorsement may be dropped from a license at the end of its valid term if licensure requirements pursuant to these rules are met.</p>	<p>(3) An additional endorsement may be granted for 5-12 (secondary, content-specific) teachers. Areas approved for endorsement on Class 1 and 2 licenses include the following: agriculture, biology, business education, chemistry, communication, computer science, earth science, economics, English, family and consumer sciences, geography, health, history, industrial trades and technology education, journalism, mathematics, physics, political science, psychology, science (Broadfield), social studies (Broadfield), sociology, theatre, and traffic education by proof of: (a) a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public Education; and/or</p>
	<p>(b) recommendation for the endorsement from the appropriate official from an accredited professional program or</p>
	<p>(c) holds a bachelor's or higher degree from a regionally accredited college or university in the endorsement area.</p>
	<p>(3) (4) An endorsement may be dropped from a license at the end of its valid term if licensure requirements pursuant to these rules are met.</p>



Recommendation

Language change for 10.57.410 and 10.57.411

- Change “less than three years” to “at least one year”
- Change three years to one-year

These changes address serious recruitment and retention issues.

1. One year of successful experience working for an accredited K-12 school in another state should be an adequate assurance of initial quality to justify licensure.
2. Let school district leaders determine who among the pool of individuals in number 1 should be hired recognizing the authority and responsibility under “local control”.
3. Three years is too high and almost guarantees that those we would be seeking to recruit would be tenured in another state and thereby much less likely to come to Montana.

10.57.410 CLASS 2 STANDARD TEACHER'S LICENSE

<p>10.57.410 CLASS 2 STANDARD TEACHER'S LICENSE</p> <p>(1) A Class 2 standard teacher's license shall be valid for a term of five years.</p> <p>(2) Applicants for an initial Montana Class 1, 2, or 3 license whose degree is more than five years old and who do not have current out-of-state licensure 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. For the purposes of this provision, current licensure does not include provisional, restricted, or lifetime licenses.</p> <p>(3) To obtain a Class 2 standard teacher's license an applicant must submit verification of all of the following:</p>	<p>10.57.410 CLASS 2 STANDARD TEACHER'S LICENSE</p> <p>(1) A Class 2 standard teacher's license is specific to those who hold <u>a current standard, unrestricted out-of-state educator license</u> a bachelor's degree from a regionally accredited college or university and completion of an accredited professional educator preparation program including appropriate supervised teaching experience as the terms are defined in ARM <u>10.57.102</u>;</p> <p>(2) There are two types of Class 2 licenses:</p> <p>(a) a Class 2A standard license that is valid for two years and is non-renewable; and</p> <p>(b) a Class 2B standard license that is valid for five years; or a Class 2B license upgraded from a 2A license that is valid for three years.</p> <p>(3) A Class 2A standard teacher's license will be issued to those individuals seeking their initial Montana educator license who meet all licensure requirements except for completion of a mentorship and induction program as defined by ARM 10.57.102, or hold a current standard, unrestricted out-of-state educator license and less than at least 3 1-years' of <u>at least 3 1-years' of</u> experience, or successful completion of requirements for a Montana 5C license and less than at least 3 1-years' of <u>at least 3 1-years' of</u> experience.</p> <p>(4) To obtain a Class 2A standard teacher's license an applicant must submit verification of all the following:</p> <p>(a) a bachelor's degree from a regionally accredited college or university or <u>a current standard, unrestricted out-of-state educator license;</u></p>
--	---



(a) a bachelor's degree from a regionally accredited college or university;

(b) completion of an accredited professional educator preparation program including appropriate supervised teaching experience as the terms are defined in ARM [10.57.102](#) with a recommendation for the license requested from the appropriate official from the educator preparation program;

(c) qualification for one or more endorsement as outlined in ARM [10.57.412](#); or

(d) a current license from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana.

(4) If the educator preparation program completed by the applicant is not in Montana, upon initial application of a Class 1 or Class 2 license, the applicant must provide:

(a) proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public Education; or hold current certification from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana, and apply for endorsement in the same area; and

(b) verified completion of the on-line course "An Introduction to Indian Education for All in Montana"; and

(c) verified completion of an accredited professional educator

(b) completion of an accredited professional educator preparation program including appropriate supervised teaching experience as the terms are defined in ARM 10.57.102 with a recommendation for the license requested from the appropriate official from the educator preparation program a current standard, unrestricted out-of-state educator license;

(c) qualification for one or more endorsement as outlined in ARM 10.57.412;

(d) verified completion of the online course "An Introduction to Indian Education for All in Montana"; and

(e) proof of:

(i) a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public Education; or a passing score on a student teaching portfolio verified by the appropriate official from the educator preparation program; or a 3.00 or higher coursework GPA verified by the appropriate official from the educator preparation program. hold current certification from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana, and apply for endorsement in the same area; or

(ii) a current standard, unrestricted out-of-state educator license; or

(iii) successful completion of requirements under a Montana 5C license for 60 professional development units as defined in ARM 10.57.215(4).

~~(5) A Class 2B standard teacher's license will be issued to those individuals seeking their Montana educator license who meet all licensure requirements and have successful completion of a mentorship and induction program as defined under ARM 10.57.102, or a current standard, unrestricted out-of-state educator license and three years of successful teaching experience, or successful completion of requirements for a Montana 5A or 5C license and three years of experience.~~

~~(6) To obtain a Class 2B standard teacher's license an applicant must submit verification of all the following:~~

~~(a) a bachelor's degree from a regionally accredited college or university;~~

~~(b) completion of an accredited professional educator preparation program including appropriate supervised teaching experience as the terms are defined in ARM 10.57.102 with a recommendation for the license requested~~



<p>preparation program including appropriate supervised teaching experience as the terms are defined in ARM 10.57.102; or (d) verified completion of an educator preparation program, a current standard, unrestricted out-of-state educator license, and five years of successful teaching experience as defined in ARM 10.57.102 and appropriately aligned to ARM 10.58.501 as documented by a recommendation from the out-of-state state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction.</p> <p>(5) A Class 2 standard teacher's license is renewable pursuant to the requirements of ARM 10.57.215.</p> <p>(6) A lapsed Class 2 standard teacher's license may be reinstated by earning 60 renewal units during the five-year period preceding the date of application for the new license</p>	<p>from the appropriate official from the educator preparation program; (c) qualification for one or more endorsement as outlined in ARM 10.57.412; (d) verified completion of the on-line course "An Introduction to Indian Education for All in Montana;" and</p>
--	--

10.57.411 CLASS 1 PROFESSIONAL TEACHER'S LICENSE

<p>10.57.411 CLASS 1 PROFESSIONAL TEACHER'S LICENSE</p> <p>(2) To obtain a Class 1 professional teacher's license an applicant must submit verification of all the following:</p> <p>(a) eligibility for the Class 2 standard teacher's license as set forth in ARM 10.57.410, including proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement if the educator preparation</p>	<p>(2) To obtain a Class 1 professional teacher's license an applicant must submit verification of all the following:</p> <p>(a) eligibility for the Class 2 standard teacher's license as set forth in ARM 10.57.410, including proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement if the educator preparation program competed by the applicant is not in Montana; or hold current certification from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana, and apply for endorsement in this same area;</p> <p>(b) completion of "An Introduction to Indian Education for All in Montana";</p> <p>(c) a master's degree in education or an endorsable teaching area(s) from a regionally accredited college or university, or</p>
---	---



<p>program competed by the applicant is not in Montana; or hold current certification from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana, and apply for endorsement in this same area;</p> <p>(b) completion of "An Introduction to Indian Education for All in Montana";</p> <p>(c) a master's degree in education or an endorsable teaching area(s) from a regionally accredited college or university or certification by the National Board for Professional Teaching Standards; and</p> <p>(d) three years of teaching experience as defined by ARM 10.57.102.</p>	<p>certification by the National Board for Professional Teaching Standards; and</p> <p>(d) three <u>one</u> years of teaching experience as defined by ARM 10.57.102.</p>
---	--



Recommendation:

The Task Force recommended replacing “credible source” with County Superintendent. OPI is recommending leaving the language. We recommend removing “credible source” because it goes beyond the scope of statute 20-4-110 and leaving it with the Board of Trustees, thus again recognizing the authority and responsibility under “local control”.

10.57.601. REQUEST FOR DISCIPLINE AGAINST THE LICENSE OF AN EDUCATOR/SPECIALIST: PRELIMINARY ACTION

10.57.601 REQUEST FOR DISCIPLINE AGAINST THE LICENSE OF AN EDUCATOR/SPECIALIST: PRELIMINARY ACTION

(2) The Superintendent of Public Instruction may initiate a request to the Board of Public Education for discipline against an educator/specialist's license within 12 months from the date of receiving direct notification of alleged misconduct from a local school district board of trustees or from any other credible source.

(2) The Superintendent of Public Instruction may initiate a request to the Board of Public Education for discipline against an educator/specialist's license within 12 months from the date of receiving direct notification of alleged misconduct from a local school district board of trustees ~~or from any other credible source.~~

INFORMATION

ITEM 1

EXECUTIVE COMMITTEE REPORT

Kelly Elder

INFORMATION

ITEM 2

BOARD OF PUBLIC EDUCATION REPORT

McCall Flynn

INFORMATION

ITEM 3

MENTORSHIP AND INDUCTION

McCall Flynn

Chapter One

INTRODUCTION

Chapter One is devoted to the concept of mentoring beginning teachers and how The Single Best Thing can help schools organize and implement a program.

What is mentoring? Mentoring is a formal helping relationship by which an experienced educator assists a beginning teacher achieve professional success. A fundamental tenet of teacher mentoring is the belief that the single best way of developing and retaining entry level teachers is to utilize the assistance of an established master teacher during the first year of the beginner's induction. **The research showed the overwhelmingly positive effect that mentoring can have in easing the transition from college to teaching, in starting the development of a competent professional, and in helping novices cope with the onslaught of new pressures.**

From Where Did the Manual Originate?

In 1992 the Montana Certification Standards and Practices Advisory Council (CSPAC) of the State Board of Public Education embarked on a three year research project called the "Beginning Teacher Support Program." The type of support given to beginning teachers was to pair each of them one-on-one in a formalized relationship with a veteran teacher in the school district. The research examined two facets of mentoring. The first looked at the effect of mentoring on a new teacher's development as measured by performance and attitude during the initial year of teaching. The second examined context conditions that exist in a school/community and assessed the impact of those factors on the beginner.

The research study included newly contracted graduates from all eight Montana teacher preparation schools. A balance was achieved with variables such as elementary/secondary, American Indian/white, school size from AA (athletic classification) through multigrade rural, and subject area assignments. One hundred five teachers and administrators from thirty-five schools geographically representing all regions of Montana participated in the three-year effort.

Following up on the study, CSPAC contracted the two researchers during 1996-97 to develop a manual based on findings. Information in the manual can be found in the original study reports which are available from CSPAC. If replicated, specific findings and procedures have additional support from the professional literature (see Appendices A and B).

The Basic Definitions

The professional literature applies numerous definitions and labels to mentoring. This manual uses several common mentoring terms and their synonyms throughout which are defined as follows:

Mentor: An experienced teacher who formally agrees to lend assistance to a beginning teacher and enters into a helping relationship. Mentors are also referred to as veterans, counselors, coaches, master teachers or peer teachers, even though the strict definitions of each do differ according to some writers.

Mentee: A teacher serving his/her first year in the profession under contract to a district and who is being assisted by a mentor. Mentees typically are fresh from pre-service preparation and have no experience. Some districts may choose to classify teachers new to the district or school as mentee possibilities. Other terms used are beginning teacher, new teacher, novice or protégé.

Administrator: The building principal or district level official who is responsible for supervising the mentor and mentee, other staff, facility, and instructional program in a particular school. A key function of the administrator is staff evaluation. Larger school systems may also utilize another administrator above the building level to coordinate a district mentoring program.

Induction: The total district effort aimed at new teachers which is designed to bring them up to full professional status. This effort is often a combination of short and long range in-service goals plus an individual development plan for the new teacher. Mentoring is but one possible aspect of induction.

School culture: The unique environment created by the sum of a school's history and experiences. Drawn from the field of cultural anthropology, the term implies a school with its own special set of formal and informal operating rules, people and conditions that keep the enterprise running. The terms "the system" or "the establishment" are loosely used as synonyms.

Context or structural conditions: Those characteristics of a school culture that impact a mentee's sense of well being and therefore demand attention during mentoring.

What Is the Purpose of the Manual?

The purpose of mentoring is to assist the beginner on site during the first year in a specific school environment via the single best method available. Mentoring is one process within broader induction procedures, the collective intent of which is to facilitate the pace and quality of the new teacher's development into a competent practicing professional.

The Single Best Thing was created to help schools establish and implement a mentoring program as a separate assistance program or to supplement existing teacher induction efforts. The manual was written for the purposes of (a) informing key school personnel about the potential of beginning teacher support via mentoring, and (b) providing guidance for administrators, mentors, and mentees should such a program be initiated. Written in general terms for program designers and in specific terms for participants, the manual can be adapted to differences in school size, administrative arrangements, community cultures, and to a host of other factors that make schools differ one from another.

When compared to other existing manuals (Appendix B), The Single Best Thing is more comprehensive, particularly in program design. The reason for the greater detail has to do with the manual's anticipated use. It is a self-help publication for school districts and mentoring participants. While other mentoring program aids (workshops, consultants, financial grants) may be an option for some districts, the manual was written for schools that want to try mentoring on their own with only the manual as guidance. Some of the suggested procedures are already common practice with district experimental programs. The authors have chosen to err on the side of a detailed scenario, the parts of which surfaced at one time or another during their administration of the three-year mentorship research.

The Single Best Thing is narrow in its intent, concentrating on the relationship between a beginning teacher and his/her experienced mentor and what that one-on-one pairing can accomplish. The relationship is fostered and formalized by the district and school administrator. The authors feel that 75% of the potential benefit from mentoring arises from the interaction between mentor and mentee. Just the fact that the two of them are together accomplishes most of the good. The other 25% is dependent on cooperative school arrangements in which participants from local or regional mentorship programs are brought together to share experiences. References that allude to such meetings and what they are able to accomplish will be found in the manual.

What the Manual Doesn't Do

The narrow focus of supporting the beginning teacher as explained in this manual does not imply other agendas sometimes associated with mentoring. Currently no Montana state mandate through certification, accreditation, or statute requires mentoring of new teachers. Efforts are voluntary at the district level up to this point in time and the manual recognizes that fact. Neither is there any educational reform movement underway of which mentoring is an integral part, as was the case in the California experiment (Wagner, 1990). Nor does this manual attempt to introduce mentoring at the expense of existing school induction efforts, for example those practiced in Great Falls, Miles City, and Columbia Falls. In those communities, mentoring as practiced in the CSPAC project was more comprehensive and personal in its scope, not replacing, but rather supplementing, ongoing school programs.

The Single Best Thing is not a comprehensive training manual for mentors. It assumes the spontaneous interaction between two people will create most of the benefit. It does not, therefore, attempt to detail one or several models of adult learning, psychology, or instructional supervision usually offered as formal mentorship training. There is an orientation to what may be expected within new teachers and the role of mentors as defined by the research, but this is not construed to be in the same league as formal mentor training which typically takes 3-4 days.

Collegiate teacher preparation programs are encouraged by their accrediting agencies to follow up their first-year graduates, not only to survey beginning teachers but to ideally work with districts on continued professional development for the beginner. This responsibility is sometimes narrowly interpreted as providing assistance for the institution's graduates should they encounter trouble. But teacher education programs are hard pressed to offer this service in a way that is meaningful to the beginning teacher. The reason is partly budgetary, but also because they are not based on site as is the novice graduate. **Mentoring as proposed in this manual is a school district organized and implemented operation, not an extension of college programs.** The potential for college follow-up is there, but is not a reality at present.

How Is the Manual Organized?

How can it be made to work? The manual is divided into five working chapters plus an appendix. The first two chapters contain general mentorship information for decision makers and potential participants. Chapter 1 orients readers to the mentoring concept as experienced in the Montana three-year study and to the philosophy behind The Single Best Thing. Chapter 2 is a suggested scenario that follows program organization and implementation for one year. The general findings of the research first appear within this chapter. But generalizations are just that, so specifics and exceptions to the norm are critical because mentoring must be tailored

to each school's situation. Chapters 3, 4 and 5 are written specifically for building administrators, mentors, and beginning teachers, respectively. Each of these three participants will find the pertinent general patterns and statements of Chapter 2 expanded into detail as it may affect them individually. Any of the three persons could gain perspective by reading material intended for the other two; no secrets are intended.

Another format feature of the manual is the separation of text in the chapters following to the inside of pages with comments and blank space on the outside. This design permits the text to be embellished with actual comments and experiences drawn from the 105 Montana educators who participated in CSPAC's Beginning Teacher Support Program or that were taken from professional mentoring literature. Blank space allows room for school personnel to write notes to themselves or for others that identify unique characteristics important to mentoring as it is applied to "our school."

*Writing
and
Comment
Space*

An advisory group of eight participants from the research study helped the authors design this manual. Another nine participants from three districts read the drafts and offered comment. All names appear in Appendix G. Everyone stressed the need for flexibility in the application of mentoring because of the uniqueness of schools. The authors found that when generalizations were attempted across schools, something always turned up to show why the norm did not apply to some situations. Therefore, at the end of some topics within the manual text will be found a paragraph titled

✂"**BUT NOT ALWAYS.**" These exceptions to the general statements are intended to be a constant reminder to manual users that the unique characteristics of their school will necessitate local modifications of described practices.

The Guiding Premises

Mentoring as studied in the Beginning Teacher Support Program research does not claim to be the only type of new teacher assistance. Nor does it pretend to be the best for all situations. However, as judged by the participants, mentoring as defined within the study appears to be the single best experimental assistance a district could have readily available for its new teachers, hence, the title of the manual. As this particular model of mentoring was designed and implemented, several guiding premises were followed that led to positive impacts 90% of the time. For a school to adopt - and adapt - the suggestions in this manual and to have the best chance for success, these three minimal guidelines must be followed. Otherwise, the ground

rules of mentoring will have been changed and the lessons from the research experience may not be valid.

★ **Mentors do not evaluate their mentees.** That is the job of the school administrator. The secret to a good mentor-mentee relationship is mutual trust and confidentiality. New teachers will try to hide weaknesses from administrators. If beginners ever feel their revelations confided to a mentor are becoming part of the district summative evaluations, the show is over, folks!

🕒 **Mentoring as described in The Single Best Thing is a one-on-one proposition.** The beginning teacher's first contract calls for a full load of responsibility the same as that of a veteran teacher. The mentor likewise has a full-time load and has instant credibility with the beginner because of that fact. Full-time teaching is hard enough by itself, let alone with the added burden of seeking and giving assistance on an instantaneous and long term basis. One beginner with one veteran teacher for one school year seems to be the best practical arrangement, given the daily responsibilities of most professionals.

🕒 **Mentors are not trained for the responsibility. Oriented, yes; trained, no.** This statement is contrary to what the literature on mentoring suggests. If a school district has the resources to provide mentor training, that certainly would be an advantage. Even this third premise would not argue were mentor training available. But the pragmatic circumstances are (a) the state does not currently have the resources or mandate to provide training for school districts, (b) few districts, if any, are in a position to train mentors themselves because, at this time, mentoring beginning teachers may be only an occasional enterprise (we hope it would grow) and, (c) the Montana study showed that nine times out of ten, using untrained mentors selected by the school administration resulted in very positive outcomes. **What this third premise says is that schools usually already have on staff a teacher or teachers with sufficient talent to act as mentors.**

What About the Future? Mentoring and Induction Programs

Acceptance of mentoring by school districts could become a step in district professional development. It also could be part of the district induction program and a factor in staff retention. The Beginning Teacher Support Program study found some intriguing data on retention of first year teachers. Using a control group of non-mentored beginning teachers, the research found that 91% of mentored teachers stayed in the profession after three years, while 73% of non-mentored teachers were still under teaching contract. Almost all of the dropout occurred during the first year. Admittedly, the sample numbers are small and a longer term study is needed to validate the tendency. But if retention is an issue, mentoring is an idea worthy of district consideration.

Presently, over half of the states have tried some form of mentoring as a step within teacher induction or as a separate concept (Donovan, 1992). Provisional certification including mentoring is a device that could be used by states to insure support for all beginning teachers. If that happens, and if the mentoring programs use premises and designs similar to those of the original Montana Beginning Teacher Support Program, then this manual has additional potential for wider application.

The names and district affiliations of the Montana mentoring study individuals are listed in Appendix F by the year of their participation.

Chapter Two

ESSENTIAL COMPONENTS

Chapter Two is devoted to the general considerations necessary when developing and implementing a mentorship program. The eleven components described are the core of the manual and are the building blocks of a mentoring program. The number of components is arbitrary, so some may be eliminated, combined, or need not even be considered by some districts. Others may be added.

A philosophy lies behind the content of this chapter. As long as mentoring is going well and there are no problems, some of the program components suggested might not need to be considered. However, if questions do arise, districts would be prepared to respond if policies and procedures were already in place. Districts will have to weigh the amount of organization work against the possibility of problems when deciding what components of this chapter they should pursue.

Component No. 1

Issues That Become Priorities for New Teachers

If You Don't Read Anything Else, Read This!!

If mentoring is reduced to its fundamental one cause that drives the organization of a mentoring program, it would be as follows:

The environment of the first year of teaching creates an emotional mind game in beginners, played not with others, but within themselves. Whether or not a new teacher successfully copes with the job may be judged by others, but that critical determination takes place in the beginner's own mind. The decision is based on a self-assessment of how well he/she is contending with those issues most important to the individual, not someone else's definition of what is significant.

What are the priorities that mentors help address? The purpose of this component topic is to make participants aware of what specific help beginners are likely to seek and mentoring programs will be asked to deliver. Fortunately,

the research showed a pattern of prioritized issues across beginning teachers, but each with a local context twist.

The Importance of School Context Conditions on the Beginning Teacher

As a school evolves within a community, it takes on a unique culture of its own. In order to operate, it fashions formal and informal rules of conduct to manage its affairs. Formal rules are state school mandates, district policies, building regulations, curriculum, schedule, and other procedures that are deliberated and formally adopted into practice. Informal rules are behavior expectations that arise as people of the past and present interact in the community and school workplace. The mores and folkways of larger societies are formed in this manner. These rules are not written, but there is social scorn if they are violated. As a group of people function within the two sets of rules, they individually and collectively add a unique chemistry that will not be found anywhere else. The middle school faculty of a certain school, the third graders, the helpful custodian -- these are examples of people adding their own uniqueness to a school. **This cultural mix of rules, practices and people becomes the school context.** Working conditions and expectations that are unique to this school characterize the context. The terms "context conditions" or "structural conditions" refer to the various parts of the unique school environment.

The recently hired beginning teacher introduces a new structural condition to the existing context: a package composed of his/her individual background, spirit, personality, life style, and career aspirations. The personal package and the existing structure must accommodate each other over time. For the beginner, a rational, well-timed transition would be beneficial. But unfortunately, as the mentoring research revealed, **the first-year accommodation is an emotional whirlwind for the newcomer**, consuming great amounts of thought and energy -- energy diverted from children and learning. Instead, new teachers' first priorities address their own self concerns as they try to fit into the system. This does not mean that beginners ignore the everyday responsibilities of teaching or are not doing a good job in the classroom. It means their first purpose in trying to make teaching work better is to ease the burdens on themselves, not to make learning better for children. Pupil

Our elementary and secondary staff are two different groups. Teachers who had cross-over assignments had problems satisfying both sides of that equation.

Superintendent

Some teachers bring a better personal/background package to the job than do others.

Administrator

gains may simultaneously occur, but that purpose is overshadowed for awhile.

The mind of the new teacher may construct context conditions that veteran school staff members or administrators do not recognize as even existing. **Mentors need to allow beginners opportunity to talk about anything around the school and not be judgmental about what is a significant issue.** Some issues would exist in no other school or be of no concern to anyone but the individual mentee.

What are the prioritized context conditions that beginners first need to know about, defined not by someone else or by the system, but by themselves? What do new teachers most worry about? What kinds of issues are consuming so much of their thoughts? The usual school-wide orientation sessions designed for new staff or the general faculty fall short. Generalized "if the shoe fits, wear it" information is often not related at this time to what the novice really wants to know. Mentors, on the other hand, are in position to respond to the specific concerns of new teachers. They become, in medical terms, the "first responders" for the mentee. The assistance they give is not generalized, but instead personalized for the individualized needs of one beginning teacher.

The Montana study found issues which become priorities for beginning teachers. Through a year-long process of interviews, journal entries and researcher observations, new teachers and their mentors revealed the specific content of (a) the conversations that took place between mentor and mentee, (b) topics that were discussed by mentors and mentees with the researchers on-site during monthly interviews, and (c) mentee private concerns, thoughts and reactions to their first year experiences, recorded in sequence by journal entries.

The results were largely independent of school size, geography, teaching level, major/minors, gender, age, college preparation program and other variables. The higher priorities of new teachers during the first year as revealed by the Montana study appear to be almost universal. The collective thoughts from the three sources are ranked in order of their importance--the more times an issue was brought up by the greatest number of teachers, the higher

the rank. The top twelve are listed and briefly annotated as follows:

➤ **Priority: *Personal Impact of the New Environment on the Beginning Teacher***

"What in the world is happening to me?" All aspects of the new teacher's life are being affected by this new job -- affected in ways not planned. Emotions take over. Teaching has to be redefined from the heart instead of from the head. School conditions and events are taken personally. Professional decisions made by the new teacher are second-guessed by themselves. Anxiety rises to high levels as novices begin to doubt their own competence. Most of what they feel is unwarranted, but right now, new teachers are their own worst enemies.

Stress and fatigue are normal in teaching.
Mentee

New teachers, like ducklings, are cool and calm on the surface, but paddling like mad underneath.
Superintendent

✂ **Priority: *Discipline***

When pupils misbehave or don't do what they are told, the **beginner looks at discipline not as a pupil problem but as their own problem**, i.e., a function of incompetence. Problems with student behavior "will lead to my not being rehired next year!" This self-concern results from the sudden responsibility of looking at children from the teacher's side of the desk instead of from the pupil side. This school condition concern is consistent with what other studies have revealed (Veenman, 1984).

✂ **Priority: *Faculty/Staff Relations***

New teachers desperately want to be accepted and they worry about how other teachers and the non-certified staff feel about them. The beginner's professional decisions may be altered because of his/her perception of how it may be received by the rest of the faculty. Beginners have not yet learned how to balance the professional and personal sides of teaching, separating them when necessary. Personal reactions are thus a strong force. The closer the beginner works with peers and staff, the greater the potential worry until such a time that the newcomer feels confident about his/her own professional judgments.

My mentor was the interpreter of lounge/faculty/staff attitudes - gave me the inside edge.
Mentee

Personalities in our school act in certain ways.
Principal

✂ **Priority: *Extra Curricular Assignments***

If the new teacher in a Class C high school on the Montana Highline is given the head basketball coaching job, there is no argument about what will consume his or her thoughts. Most high visibility, high expectation extra-curricular assignments will do the same. **There is a sudden assumption**

Extra-curricular assignment was the problem for the mentee, not the teaching assignment.
Principal

of responsibility for which there was little if any preparation.

Any responsibility of a non-classroom nature can cause anxiety because the causes and effects are right out there for everyone to see. "Bad enough to worry about the rest of the staff, now I have to worry about the whole town!"

Priority: *Mentees' Perceptions of Their Own Professional Growth*

Priority: *Professionalism*

These two issues are addressed together because they are related. **The concern is a matter of feedback, or the lack of it.** What information is available to the new teachers to tell them whether or not they are doing well? Frequent classroom visitations with follow-up by administrators are not the norm early in the year. Formative district evaluations come too late to calm early anxiety. The classroom is an isolated place without other adults present to give the beginner professional feedback. To fill in the void, new teachers pick up whatever clues they can: from their students, remarks heard in the hall or teacher's lounge, and from their own assessment (which is poorly developed anyway) of their own performance compared to the veteran teachers. The clues usually end up as a negative message to the novice, not because they actually are, but because the beginner's mind manufactures them to be so.

The mentor gave me reassurance that I was doing the right thing relative to my style.
Mentee

Priority: *Mentor Empowerment and Support*

Positive thoughts! Mentees begin to realize what role mentors play in minimizing their concerns. They begin to see that, with help, it is possible to live with the many context conditions that exist in the school. Mentors use their own leverage and credibility to insure that needed information is not denied and that the system does not take advantage of the newcomer.

It's OK not to do it all!
Mentor

Since most mentee priorities are worrisome -- **worries they do not want to reveal to others, especially the administrator** -- they appreciate the opportunity to talk them over with a confidant in a non-threatening relationship.

Priority: *Curriculum and Instruction*

Finally, what and how to teach! At first, mentees seek help on small aspects of classroom teaching. "Help me get through the next five minutes!" As they gain confidence, beginners want to know about the bigger school picture and

Our mentored teacher gained 2-3 years in

how their classroom content fits in. *The fact that this priority is in eighth place is significant and sobering when one considers the seven issues above it and how much of a new teacher's thinking is first consumed by those school conditions.*

curriculum growth.

Principal

☞ Priority: Parent Relations and Conferences

Put this concern into the same category as extra-curricular assignments with respect to training and confidence. When beginners learn to stop second guessing their own decisions about children and instruction, their fear about parent reactions will ease. But for now, **new teachers do not know what to say to parents or how to say it.** Part of the fear in smaller districts is the potential social impact.

With mentoring, there were less problems with behavior, policy, and parental issues.

Principal

☞ Priority: Formal Communication with Mentor and Released Time

This issue expresses appreciation for the time that mentors devote to their mentees and that schools provide for communication. But conversely, when communication opportunity is minimal or suffers because of a strained mentor-mentee relationship, it becomes a serious concern. The message sent to administrators and program planners by this context condition is not to leave the pair's communication to chance. It needs structure and monitoring.

The message: Don't leave mentor-mentee communication to chance.

☞ Priority: Instructional Methods and Materials

This issue sounds much like a section of the lesson plans the beginner had to prepare the year before while student teaching. In fact, the purpose now is the same but with a context twist. What class teaching materials can be found around this school? What ideas can you suggest for teaching this lesson to this group of youngsters? Most of the assistance sought from mentors on this issue is short range and immediate. Mentors can lend valuable help by advising mentees if their plans might lead to controversy.

What is available and workable for this school?

☞ Priority: Pupil Values

Value shifts can occur rapidly in contemporary society and the new teacher's pupils reflect those changes. Beginners find pupils' responses to teaching, learning, and authority to be **different from what they imagined.** They wonder at the attitudes some students have toward school and learning.

Students are different today!

The antics and apathy of reluctant learners are taken personally and are a blow to their ideals and confidence.

‡ The above twelve context conditions are those attracting the most comments and with the most consistency. The mentorship research study report lists the other lesser conditions as well as those of low priority. A school may have special conditions of great interest to new teachers in that situation, but of little interest elsewhere. For example, school consolidation and district governance are not of interest to a beginner unless his/her school is threatened or faced with severe change.

Component No. 2
Staff/Community Involvement

Mentees and mentors are both members of the certified staff. The bulk of the mentoring relationship is certainly a function of those two. But to be successful, other **school and community persons who are the significant players in the professional lives of both teachers need to buy into the concept of mentoring** that will now take place in their midst. After all, these two participants were selected from their ranks. From their pool of time and resources mentoring will draw its energy. If mentoring becomes a staff or community idea rather than a top-down mandate, resistance will be minimized.

*Keep the process voluntary.
Some districts/schools may
not be good candidates.
Administrator*

If the district is small and rural, chances are the school board will be involved right from the start. In larger systems, building level teachers and administrators will be most directly impacted and therefore may initiate discussions, understanding that district administrators and board will later become involved.

A committee of professionals and community members (through the board or directly) should meet during the year preceding implementation and decide at least three considerations. First, what will be the district's rationale for mentoring? Second, what goals are appropriate for the first year of operation? Third, what will be the scope of the mentoring operation?

Component No. 3

District Rationale and Goals for Mentoring

What and who benefits from mentoring? The very nature of the practice dictates that **the beginning teacher is the focus** and therefore stands to gain the most. The novice was hired as a professional and thus professional growth is paramount. But what is meant by professional growth? Is it limited to instructional competency? The win-loss record of the new coach? The district must decide if hard measures of new teacher performance exist and are appropriate. Can benefits to students under the mentored beginner be measured and compared to some standard? Perhaps the affective side of the new teacher is most important: the attitudes, feelings, and sense of well-being experienced not only by the novice, but by the pupils, administration, and community. The selection of participants, evaluation of the program, and the decision to continue beyond the experimental stage depend on whether or not the district's mentoring goals have been accomplished. Human and material resources have been diverted or added to carry out the program. Was it worth it?

Another benefit is the potential that mentoring holds as the **mechanism to start professional development**. A real danger exists that new teachers can slip into a survival mode by discovering a few things that work early on and thereafter utilize only those same ideas at the expense of other innovations. Mentors can assist the process of self-reflection and growth. A trusted mentor becomes the avenue for help when needed and the source of information and encouragement. The novice's sense of worth gets a positive jump start. To realize that the problems, questions, and concerns on their mind are being, or have been, shared by other teachers is a great revelation. The source of that message is the mentor. New teachers who feel good about themselves will probably weather first-year pressures.

The second principal beneficiary is the school district. Many mentoring programs have been started for the **purpose of retaining teachers**. National statistics on teacher dropout from the profession are alarming. Given any group of newly contracted teachers, figures of 10% to 12% dropout per year are typical (Morey, 1990) with half of the group no longer in teaching after five years.

A third benefit is **instructional quality and consistency for**

Why start mentoring?

*The mentor eased my mind
about professional situations.*

Mentee

*Our beginner would have quit
by Christmas without mentor's
encouragement.*

Principal

*Mentoring is a cheap
investment to retain
teachers.*

Principal

*When problems arose, I did
not have to proceed blindly.*

students. As will be seen in a later topic, the first year of teaching is not an exercise in rational instruction and curriculum, but an emotional, self-centered period of adjustment in which part of the energy normally devoted to program purposes and pupils has to wait until the beginner makes the transition to true educational concerns. Mentors can speed up the pace and quality of adjustment for the mentee.

Mentee

The building administrator stands to gain from a mentored beginning teacher. A novice needs to know much, and the beginner that feels comfortable asking a principal a myriad of questions is rare. Asking questions is often interpreted as a sign of weakness by new teachers. A school's cultural elements and operating procedures are known by existing staff, but for the beginner this is not the case, even though it is often assumed they do know. A mentor becomes the approachable intermediary who fields hundreds of small questions, saving the administrator time and giving the new teacher a personalized answer. Some administrators may have little chance to catch a beginner's problems because of time spent on other duties or putting out brush fires. District or building orientation sessions conducted by the administration are of some help, but are generalized and often overwhelming. The first days on the job are a time of information overload. Mentors can parcel out needed help in more digestible amounts.

The mentor's help replaced some of what I might normally have done.

Principal

Mentors themselves usually feel a great sense of accomplishment and renewal because of their efforts. Veteran teachers with full-time classroom responsibilities are limited in advancement opportunities and recognition unless they move vertically into administration. The opportunity to make a major impact on the profession via mentoring is viewed as a significant act with visible consequences. Mentors tend to re-examine their own practices, freshened by interaction with a new professional full of untested ideals. They are normally very positive individuals, who at the end of the year realize the professional development they themselves have undergone.

I was made more aware of my own strengths and weaknesses.

Mentor

But mentoring could have negative consequences for a school district. Will special attention to a new teacher create hard feelings? After all, did we not all go through the school of

No problems arose, but this was dumb luck.

Principal

hard knocks without help? Are good mentors available? Master teachers chosen for the job are apt to be some of the best and busiest persons on the faculty. Can more be asked of them? Can more be asked of them without some kind of tangible reward? Is the district in a position to create meaningful rewards? Will the collective bargaining agreement tolerate rewards or specific dispensations to one or several individuals and not to others?

Can mentoring be made a logical part of the district's induction and professional development processes or should it be attempted strictly on its own merits? Finally, is mentoring first-year teachers really the best use of the concept? One district superintendent suggested that mentoring second-year teachers might accomplish more because matters like curriculum and pupil learning, not self-centered concerns, are apt to be on the teacher's mind.

Component No. 4

Scope of the Operation

The district rationale for mentoring must be accompanied by discussion about how extensive the operation might become. One issue is whether mentoring should be district-wide, involve a single building, or be based on the needs of individual new teachers. At the individual level, some beginners whose positions may put them more at risk and may logical candidates for mentoring. When asked about most needy mentees, administrators in the Montana study were not in agreement. Their various opinions covered teaching positions in just about every conceivable level, specialty and locale.

A second issue is how long mentoring should continue. Although one year is the basis for this manual, other options have been suggested. The first half year or only the first few months have been suggested should mentoring services have to be rationed. On the other side, continuing mentoring through the second year of teaching was suggested, with the assumption that assistance would start on a personal level and evolve into instructional and curricular help later on.

A third issue in deciding scope is an examination of the context factors existing in districts or schools. They are a unique dynamic peculiar to each school and become part of

Some new teachers?

All new teachers?

One school?

All schools?

*New Teacher's Success:
70% depended on mentor
this year; 30% next year;
0% third year.*

Principal

the school culture. These factors are very important considerations in mentoring because (1) new procedures will have to be created as mentoring is dovetailed into existing structures, and (2) evidence suggests that a school's contextual conditions when applied to teachers are most responsible for their leaving the profession (Morey, 1990). There may be some parts of the establishment with which the teacher cannot cope. A school's personnel and operational practices must accommodate a nurturing climate if mentoring is to succeed.

At some point, mentoring will impact the status quo of a school, i.e., its structure and its people. What elements are among those that need to be addressed before including a school and its personnel within the mentoring operation? The following four selected elements are not an exhaustive list, but will assist districts in determining the viability of a mentoring operation in a particular school:

- **Time for mentor-mentee conversation:** A mutual released time within the school schedule when the two participants can talk undisturbed works best. One period of released time per week worked well for one school in the study. As alternatives, same-hour preparation periods, team teaching or coaching assignments, time alone before and/or after school (again undisturbed), and regular travel together as a pair seem to facilitate the need for communication. Physical proximity of the two teachers greatly assists conversation.

- **Reward and recognition for mentors:** Mentoring is demanding of time and energy. To formally assign such duty to a veteran teacher without some reward might create potential problems with all but the most altruistic individuals. Experienced mentors say that the assumption of a formalized arrangement with some form of prearranged recognition creates a sense of responsibility and commitment. What is adequate reward? One is monetary. The research project paid mentors \$1,000 for the year's work. In addition, school districts received \$1,000 (1) to defray expenses, for example when participants were asked to be away from the school to attend research meetings, and (2) to insure that districts completed a full year's commitment to the research project. Other alternatives or additions

No doubt that existence of program structure and rewards affects priorities of mentors.

Superintendent

to stipends suggested by study participants were paid travel to a state or national convention, inservice credits by the district toward professional advancement, college summer school credits, release from special duties such as playground supervision, and regular released time during the school day or week.

- **Timing of the mentor-mentee pairing:** Two options have been suggested - pair the two before school starts or wait a number of weeks after starting and then make the pairing. Of the two, the first has the most support because the assistance comes at a time when most needed. The second sacrifices early help, but may avoid a mismatch because pairing waits for natural affinities to develop before becoming formalized.
- **Disengagement options:** If the mentor-mentee pairing runs into trouble, changes may be in order. Personality differences or lack of understanding of roles can lead to difficulty. Districts will have to decide whether to terminate mentoring altogether for the two participants or to select another mentor. Hard feelings may ensue, particularly if the reward system has been started. Who decides if mentoring is not working? Administrator? Mentor? A new teacher might not want to make waves if a mistake were made.

Two observations from the Montana project offer some guidance for disengagement. It was noted that even with an assigned mentor, new teachers often develop a professional relationship with another faculty member - almost like a second mentor. If the nature of that relationship accomplishes professional purposes, this might be the preferred method.

Also, keep in mind that the purpose of mentoring is to assist the professional development of the beginner. If disengagement is being considered, one must assess if that professional goal is being met even if personal friendships, social compatibility and other side effects usually serendipitous to a mentoring relationship have not blossomed between the two. If there are other avenues to help the new teacher accomplish these lesser purposes, it might be well to maintain the pairing. One administrator in the study chose a mentor who would cultivate the newcomer's professional side, but was not a social person,

We learned to understand each other after a rough start.

Mentee

knowing that the rest of the school staff would take care of those needs.

Component No. 5

Selection of Responsible Person(s) to Administer the Program

Up to this point, the described components were basically rationale and policy issues. Now the emphasis shifts to administration.

The size of the district will determine how many administrators may be involved. For discussion purposes, the school board is not regarded as administration, although some small districts may have a hazy line separating board actions from that function.

Above the building level, districts normally employ someone who acts as personnel or human resources officer. This is typically the superintendent, assistant superintendent, or other district official who deals with certified staff. Mentoring activity usually starts with this individual since he/she has current responsibility that is related to the personnel decisions common to mentorship programs -- related because mentoring needs to be within the realm of staffing decisions. This person is in a position to move up or down the chain of command and thus facilitate the involvement of necessary persons or agents.

Once district level matters have been addressed and potential mentee(s) positions have been selected, the building principal becomes the key administrator. The principal has responsibility and authority over the new teacher in the building and over the veteran faculty, one of whom will become the mentor.

To leave the responsibility to the building principal, but to delegate the authority to another administrator is to invite trouble. This is particularly vital in the selection of the mentor, but might be circumvented if the principal is new. Both mentors and mentees must operate within the parameters of a school staff and the principal must be able to exercise administrative control over both.

District Policies



District Level Administrator



Building Level Administrator

A better match would have helped our mentoring situation. Channels were not followed in matching the two.

Principal

✗BUT NOT ALWAYS! Administering mentorships in small independent elementary districts may involve the County Superintendent of Schools, the schools' supervising teacher and the school board. Because of few administrative layers responsibility directly falls on them. Larger districts may have strong department head organization at the district or school levels that may assume administrative functions.

Component No. 6 Board Approval

Sooner or later, mentoring will need validation by the district school board. Mentoring, policy recommendations, and implementation procedures need official sanction as does any other innovation. Budget implications may be inherent in the mentor reward system. One budget consideration suggested by the manual authors is that any financial stipends be independent of the district salary, as mentoring could be a one-time occurrence. This was an agreement stipulated for district participation in the Beginning Teacher Support research study, and such separation worked well.

Among other board considerations are the process by which mentoring will be evaluated, the future of the program beyond experimentation, and implications for staff development. Finally, local program administrators or supervising teachers will need to schedule periodic reports to the board.

Component No. 7 Selection of Mentee Candidates

If district decisions about the scope of mentoring has decreed that any and all beginning teachers will be mentored, selection of candidates may be moot. But if choice is necessary, some lessons drawn from the Montana study may be helpful.

To begin with, **the choosing of mentees is an administrative function,** following whatever guidelines the district committee may have drafted in its earlier deliberations.

*The new teacher would
have succeeded
anyway, without
mentoring.*

Someone from the administrative team, usually a building principal, probably has the best knowledge of the new teacher. Interviews will be conducted, during which impressions of the candidate will be formed. Based on those impressions, an administrator has to decide if the new teacher has the package of qualities suitable to be a mentee. What qualities are essential?

Principal

Mentoring is an interpersonal relationship, usually very deeply involved. That is the source of the pair's mutual trust and willingness to communicate. Some new teachers may not be receptive to such involvement. Mentoring might still work with this individual, however, providing there is a willingness to accept help at a more professional level. District personnel might choose to raise the issue of help and mentoring with the candidate during the interview. After hiring, the district may wish to initiate mentoring via a form on which new teachers request assistance. The implication in this procedure is that mentoring is first defined for beginners so they can make informed decisions. Some candidates may come from cultural backgrounds that frown on seeking or accepting help. Traditions or personalities may cause some persons to closely guard their feelings and stay aloof from others. A few new teachers may be simply too stubborn or hard-headed to make good mentees.

It would have helped to have known more about the new teacher, but that's not easy with 57 employees in the building.
Principal

Even after mentoring, the new teacher may still have to learn the hard way.
Principal

Another factor in mentee selection is to ask the question, "**What new teacher(s) most need the assistance?**" As previously stated, there is no consensus on the answer. But one approach is to assess which beginners have been hired into positions of high risk or have low natural support mechanisms within the school(s). Everyone has definitions of high risk and low support, but here are some examples:

- ◆ *K-12 teachers working with secondary and elementary staffs who differ philosophically.*
- ◆ *Itinerant teachers with multiple building assignments such that the teacher never seems to belong to any one school's faculty.*
- ◆ *A classroom that contains high numbers of special needs students.*
- ◆ *A department within a school that has internal turmoil*

Elementary teachers need the most help.
Principal

- ◆ *and division that tugs at the beginner from several directions.*
- ◆ *A highly visible coaching assignment in a community with great expectations.*
- ◆ *A beginner who is so intense and has such high ideals that small failures are personally devastating.*
- ◆ *A placebound beginner who has no other teaching or career options if this job does not work out.*
- ◆ *A white teacher in an American Indian school and community -- or vice versa.*
- ◆ *An innovative teacher in a system that values the status quo.*

Middle school grades need more help.

Principal

Secondary teachers need the most mentoring.

Principal

A beginner in a community in which citizens feel they should determine and report the social and professional behavior of teachers.

✗BUT NOT ALWAYS! Some very good newcomers are entering the profession these days. Some of them have a maturity of background, experience, personal and professional stability not usually associated with entry-level teachers. Such individuals may not need mentoring, or at least need it to a lesser degree. For example, growing up in a teaching family may expose a future candidate to the everyday concerns of teaching. That was the discussion around the supper table every evening. On the other hand, growing up in a teaching family could create such high self-expectations that little failures could be personal disasters.

The mentee would have succeeded without mentoring because of maturity level.

Principal

Component No. 8

Selection of Mentors

The manual now addresses the next consideration in program implementation, the selection of a good mentor from the school faculty. As was the case for mentee candidates, **choosing a mentor is an administrative function.** Both choices made by the same administrator create the best chance for success. Give that power to the individual

who best knows individual veteran teachers and the new teacher and who works with them all on a daily basis. The research showed good pairings resulted 90% of the time following this procedure.

Two obvious ingredients for mentoring are the existence of good mentors and a supportive school climate. It is not wise to start the process if other agendas interfere with mentoring's core purpose. If internal discord is sure to result, mentoring is not worth the effort. The building administrator is probably the best judge of a school's individual teachers, and he/she has to decide if acceptable mentors are on site. Good teaching does not by itself insure a good mentor. Districts are cautioned not to go overboard in establishing criteria that administrators must follow in selecting mentors. In the experience of the Montana study, those responsible for selecting mentors relied on their established subjective judgments to make the pairing. They were successful nine times out of ten.

In pairing, the issues of age, gender, and race similarity or differences between mentee and mentor never arose during the research study. Every combination possible existed, although not purposely designed. Unless someone makes an issue of it, those considerations should be non-factors and any combination can work.

Mentors are apt to be chosen from among the best and busiest teachers on the faculty. They have the respect of peers, administration, and non-certified staff. Respect is critical because mentors will be using their knowledge, influence and leverage to help the new teacher. Applying these powers within a school is a delicate dance at best. To use them for the benefit of a newcomer demands they be vested in someone with unquestioned motives.

A positive flexible outlook is needed. Plenty of negative self-perception is apt to be in the beginner's mind already and many mistakes will be made. A mentor who sees the good in events prevents despair from taking over. New teachers do not come with a set of mentoring directions. It takes a flexible person to personalize the school conditions for one special beginner -- individualized instruction, so to speak.

Mentors need to be "people persons." The relationship with mentees is interactive and often very deeply so. As

Selection of the mentor matched our existing buddy system selection, so it was a natural.

Principal

In small schools, a mentor with similar major/minor may not be possible. A principal may be the logical mentor choice.

Administrator

(Author's note: In this case the superintendent evaluated the mentee.)

My feelings toward everything my first year were normal and O.K.

communication and trust develop between the two, mentees begin to expose their emotions and feelings. Crying may occur and symptoms of frustration are common. Anger surfaces and must be redirected. Anxiety over their own inadequacies leads to fears that the administration may feel they are weak. The mentor's response to the beginner's feelings needs to convey a sense of caring while not assuming the novice's professional or personal responsibilities.

Mentee

My mentor tries to give too much information -- overwhelming.

Mentee

Other considerations in mentor selection beyond personal and professional qualifications exist. One is experience in teaching subject content and teaching pupils similar to what the new teacher is now undergoing. If the mentor has "been there, done that" it becomes very valuable knowledge that will be immediately useful to the beginner. Current or prior classes in the same subject or same content area are desirable. In small districts this may not be possible. One alternative is to pick a mentor from another content area but who is very familiar with the students and community. Be careful about using a teacher from another district or an itinerant teacher whose immediate accessibility is a problem. Beginners may need help in the hallway just before next period starts.

The issue of immediate help implies physical proximity. Nothing is quite so comforting to a mentee as to be within earshot or someone who can help. If not a few doors away, some part of their duties should enable them to see each other a few times each day on an informal basis. Even with these arrangements, the advantage of scheduled uninterrupted talking time for the pair should not be overlooked.

The mentor's availability increased my comfort right from the start.

Mentee

⚠BUT NOT ALWAYS! One large district hired the new teacher into a position that distributed her responsibility among several buildings. Do you pick a mentor from one of the schools? In this case, the administration chose as mentor the retired teacher who had just vacated the same position. In a rural one-teacher district, a former teacher at the school who was now working for the regional co-op became the mentor. Her responsibilities took her to the school on a regular basis plus she lived on a ranch not too far from the building.

Component No. 9
Administrative Support

The purpose of administrative support is to provide a school climate favorable to mentoring. The initial responsibility takes place when individuals at the district level decide on the rationale and scope of the operation. Now the responsibility shifts to the building administrator.

The impact of mentoring will be directly seen and felt within the context of a particular school. The school staff and perhaps the parents need to be kept informed about the program so rumors and false assumptions do not start.

A school's human dynamics (a context condition) could determine program success. Is there a power broker on staff whose acceptance is critical? Does the community or staff feel that beginners should have to work their way up socially before being accepted? An experienced teacher's aide may already be scheduled to work with the new teacher. Will that aide accept professional decisions made by a newcomer when "we never did it that way before"? Will the janitor complain about any new teacher who does not keep pupils' desks in straight rows to facilitate his cleaning?

An aide created a problem, talking behind the new teacher's back.
Administrator

The building administrator may be able to personalize for mentors whatever rewards and recognition the district may have arranged. The administrator might negotiate with the mentor some appropriate recognition that would suffice even if the district has none. Released period(s) during the week, reduced lunchroom or bus duties, and convention travel budget are examples. Most veteran teachers have some aspect of their work they would like enhanced or from which they would like relief and are thus possibilities for negotiation. The mentorship research found that mentees were sometimes brought into the reward system, usually by some type of direct or in-kind assistance like a beginner's curriculum materials fund, convention travel/registration, new teacher's choice of an equipment purchase, time to visit other classes, or time to visit specialty teachers or classes in another school. This mentee help was often initiated at the request of mentors or administrators who viewed it as part of the total assistance package.

Building administrators can go a long way toward

The school hired a sub for my mentor so she could

program success by insuring that opportunity exists for mentor-mentee talk. Scheduled time together during the school day is "optimal." If the two have a mutual preparation period where they can be alone, good communication can result. Time alone before or after school can work, but it should be respected as scheduled time. It is very easy to sacrifice talking time when the pressures of students and activities call.

visit my classroom.
Mentee

Another avenue for communication occurs when mentor and mentee are able to be together away from school. We are not talking social life here, although that can help, but rather school related activity without the daily pressures of students and teaching. A trip taken together to a convention, a joint presentation at a clinic out-of-town, regional meetings with other mentorship schools -- these are examples. Even if mentor and mentee have different destinations once they arrive at a distant city, the ride together is still "quality time."

These described communication opportunities are overlaid with impromptu informal questions and information passed between the two. Physical proximity, similar assignments and having the same pupils will help address immediate concerns and are certainly an expected part of mentoring. One mentee found himself as assistant basketball coach to the head coach mentor. The mentee coined the phrase "on the bench" to refer to the informal talk that transpired in that coaching situation.

The frequency of advice was beneficial.
Mentee

Part of program monitoring is the need for administrators to periodically discuss with the pair how they feel the mentoring process is working. One facet of that assessment should involve the formal communication time. Is it enough? Too much? Can we ease off of it later in the year? Another very effective practice is to let the two observe each other teaching. That will generate much follow-up conversation.

A final bit of advice for administrators: Mentors are potentially in a vulnerable position with the other teachers and with the beginner, vulnerable in that a violation of trust can destroy respect and most certainly will destroy a mentoring relationship. School principals need to ensure that administrative evaluations of the new teacher are in no way connected to the mentor's responsibility. Avoid conveying any formal or informal impression that the confidential talk between mentor and mentee is being used

I appreciated the sense of "safe-talk" between us.
Mentor

to evaluate the new teacher. This caution applies both to mentors and to their administrators. Respect for confidentiality is absolutely critical! Mentors can help new teachers prepare for evaluations, but the actual process is still the administrator's job. Over the span of a year, an administrator may begin to pick up bits and pieces of information about the new teacher during the course of normal conversation with the mentor. The research looked into this and found it not to be a detriment. Again the point is don't specifically seek out evaluation information from mentors.

————— **Component No. 10** —————
Other Help for New Teachers

School district and building personnel have an interest in the new teacher's success with or without a mentoring program. To some degree, their own welfare is also at stake. They will have to help compensate if the beginner falters or can enjoy the benefits of a successful new colleague. Other staff members can help new teachers perhaps in ways the mentor cannot. Mentors feel a special responsibility because of the formalized nature of the mentoring arrangement. But for others, personal or professional kinships may develop with the novice. Small acts of kindness and assistance from various persons on the school staff have "welcome" written all over them. The mentor will not be well versed about each and every issue that may concern a beginner. **No law says another teacher cannot help.**

Mentors, of and by themselves, cannot make a new teacher feel welcome in the school.

Mentee

New teachers appreciate faculty potluck dinners (with the newcomers perhaps excused from bringing a dish) and other social functions. But don't let them find their way alone to these functions. It is very comforting to be invited by a veteran teacher, whether it be the mentor or someone else. Don't overlook the gratifying effect an invitation can have when the autumn teacher's convention rolls around. A beginner who drives alone and stays alone in what may be a strange city can be a lonely individual.

My mentor networked me with other staff.

Mentee

One helpful idea that the beginning teachers in the research study suggested was a district/school packet of useful printed information; an "**early survival packet**" they called it, containing such help as (a) beginner do's and do not's, (b) explanations and details of district paperwork and, (c)

Top Expectations of New Teachers:
1. Develop rapport with staff and pupils

procedures for obtaining keys, parking spots, etc. The purpose of the packet is to put on paper the everyday information that it is assumed everyone knows (but beginners don't). Sometime later in the fall, the packet could be returned to the office with new comments by the recent user. This packet would be updated before being passed on to another newcomer next year. A school-produced videotape was another suggested possibility.

2. *Classroom management*
 3. *Discipline skills*
 4. *Curriculum understanding*
 5. *Inner workings of school*
 6. *Learning climate*
- 1993-94 Administrators*

If it is within the power of the district or administration to do so, the **extra-curricular duties of the beginner ought to be kept to a minimum**. As was noted in the prioritized concerns of new teachers in Component No. 1, this responsibility can be an overwhelming consumer of a beginner's thought and time. District officials responsible for hiring need to realize that interview candidates will nod "yes" to just about any extra-curricular possibility suggested to them. Graduates of college teacher education programs are typically encouraged to accept extra duties to enhance employment chances. But with high visibility and high expectation assignments, they have little idea of the impacts on their lives.

Extra curricular was a drain.
Principal

Mentees can be a great source of help to one another -- if they can find each other. Sections later in the manual will address how the "other 25%" of mentoring's potential benefit can be implemented. To be brief, if the school/district can use its connections and networking to identify other new teachers and arrange for them to get together, a tremendous boost for beginners will result. Why? Even with a mentor's assurances, a new teacher tends to feel that the stress, the new challenges, and the general sense of inadequacy are his or her problems alone. "No other teachers, not even other beginners, are experiencing what I am going through!" It is a great revelation to learn from other beginners that those feelings are almost universal. **"You, too?" is a great sense of relief.** New teachers who are able to trade war stories come away with new ideas to try, new perspectives, and renewed vigor. This collective catharsis has an effect that is hard to duplicate by any other means. If a large district or a group of smaller districts could organize an initial meeting of new teachers, either as a professional or social event, this extra benefit could be realized. A sectional for new teachers at the fall convention would be great; not too much structure, let them trade stories. Incidentally, mentors can also gain much from meeting with their counterparts.

Hold regional meetings of new teachers.
Administrator

**The other 25%
of benefit.**

How about helping new teachers by providing workshops, college courses, or other inservice? The experience of the research study was that this realm of opportunity was not generally valued by beginners. They have too many other concerns to wrestle with during the first year. Some possible exceptions might work, however. If the instruction is geared to immediate problem solutions, offered in a language the beginners understand, and is taught by a respected person who lets beginners ask about and relate the lessons to their own unique school conditions, then the new teachers may respond. Some new teachers may already be thinking of master's level work, so for them early inservice credits are appreciated. But normally, it is too soon to have that kind of motivation. Mentors can plant the seeds of motivation for later in-service or graduate work, however.

↗ Finally, a closing comment on helping new teachers is in order. No amount of assistance, from mentors or any other source, will take the place of the beginner's responsibility for his/her own professional and personal behavior. Mentoring is not expected to be the damage control tool that will rectify a new teacher's legal or ethical problems. Mentors may offer words of caution, but they do not control a beginner's personal conduct. Information about community standards, district policy, building regulations, administrators, other teachers, and individual students often pass between mentors and mentees. But it is the new teacher who has to apply the knowledge in a manner befitting a professional.

The beginner can be doomed from the start for violating moral standards - mentoring won't be able to help.

Manual Authors

Component No. 11 Evaluation of Program

During the spring of the program's first year, the original planning committee (Component No. 2) should schedule an evaluation meeting. Also in attendance ought to be the district program administrator, building administrators involved during the past year, and mentors and mentees. The meeting purpose would be to review the attainment of goals previously identified in the "Rationale and Goals for Mentoring" and "Scope of the Operation" (New teacher growth, retention, mentor roles, etc.). The program review and evaluation should be used to make appropriate changes, including goal modification and the ultimate decision about continuing. The next cycle of mentoring will

It is best to develop specific local activities to evaluate program effectiveness.

Mentor

soon begin and alterations need to be in place before it starts.

How are the results of a mentoring program measured? The planning committee may have already defined indicators in its earlier work or may have deferred until a year of experience has transpired. **Hard quantitative data may be scarce.** Were there enough new teachers to compare with past retention? Was there a reduction in the number of problems usually encountered by beginning teachers? By how much?

Decisions will likely have to be based on qualitative program results. The impressions and attitudes gained from a year of experience can yield very useful information. Either by survey instruments or verbally, administrators, mentors, and mentees can be questioned about program impact. Also, their personal reactions about program components can help decide whether successes and problems were the result of program structure, the personalities involved, or both.

The sooner the new teacher understands the ins and outs, the fewer the problems.

Administrator

Those interested about specific questions and measures that could generate qualitative data can refer to the Montana Beginning Teacher Support Program final report available from CSPAC (Appendix B).

Summary and Timeline for Implementation

The purpose of this section is to summarize essential program components and some of their parts into a suggested action timeline. A checklist for district and building level participants is provided. The sequence is designed for a larger district in which mentoring is apt to involve several layers of personnel. Flexibility in application is appropriate because differences in school size, number of mentees, and ongoing program success/problems may dictate abbreviated or added steps. Some of the suggestions were not used by schools during the mentorship research study because the project itself administered some activities that normally would be district or building level functions. Some steps were suggested by mentors, mentees and administrators as a result of their experiences. Many of the steps may already be practiced within schools when a new idea is attempted.

	District Level	Building Level
Year Prior to implementation		
Tentative decision to introduce mentoring	<input type="checkbox"/>	
District planning committee formed and sets program	<input type="checkbox"/>	
Rationale for mentoring		
Goals of the program		
Scope of the operation		
Administrator responsible for program chosen	<input type="checkbox"/>	
Tentative pool of participants: schools, principals, mentors, new hire positions	<input type="checkbox"/>	<input type="radio"/>
School board approval	<input type="checkbox"/>	
Before school starts - hiring season		
Select mentee candidates by position or person	<input type="checkbox"/>	<input type="radio"/>
Select mentor pool by schools		<input type="radio"/>
August		
Mentee-mentor pairs matched		<input type="radio"/>
Introduce the pair before school		<input type="radio"/>
Allow some time together before school		<input type="radio"/>
Mentor and mentee meet with principal		<input type="radio"/>
Discuss program		<input type="radio"/>
Set tentative talk times for pair		
Discuss school and personal goals for mentoring		
Define roles		
Early survival information for mentee		<input type="radio"/>
District/school packets, handbook's keys, office forms	<input type="checkbox"/>	<input type="radio"/>
	<input type="checkbox"/>	<input type="radio"/>

September

	District Level	Building Level
Faculty meetings with introductions and program information		○
Special school or district meetings with new teachers, if used	□	○
Social functions involving mentees		○
Mentor and mentee meet with principal		○
Discuss and assess relationship	□	○
Discuss formal and informal communication opportunities thus far		○
Mentor-mentee action plans		
Mentee's other support needs		

October

Classroom observation and feedback for mentee		
Professional development plans (IPDP) drafted by/for mentee		○
Teacher's convention plans		○
Mentor and mentee meet with principal		
Review talk opportunities and utilization		○
Resource needs of mentee		○
Planned evaluation schedule		○

November

Classroom observation and feedback for mentee		
IPDP or similar plan refined		
Holiday implications, school and personal		
Mentor and mentee meet with principal		○
Results of communication opportunities		○
Review mentor-mentee action plans		○
Parent -Teacher Conferences		○

December

Formative evaluation discussions		○
Classroom observation and feedback for mentee		
Christmas holiday implications	□	
Mentor and mentee meet with principal		○
Review communications - frequency/needs		○

January

Semester review of observations		○
Review and revise mentee IPDP		○
2nd semester needs of mentee		○

Mentor and mentee meet with principal
 Mentor-mentee action plans for last half
 Communications review; reschedule?

○
○
○
○

February

	District Level	Building Level
Observation and feedback for mentee		○
Continued formative evaluations		○
Midwinter slump remedies		○
Mentee meeting with principal		○
Mentee reactions to program		
Communications assessment		

March

Mentor meeting with principal		
Mentor reactions to program		○
Communications needs assessment		

April

Summative evaluations: preparations, results and implications		
Mentee IPDP review	□	○
Late year communications: Principal monitors needs, utilization, frequency		○
		○

May

Inventory/supply help for mentee		
Building level evaluation of mentor program by participants		○
District planning committee meeting		○
Evaluation, reports and recommendations		
Review and assessment of goals		
Plans for next year	□	○
Pool of potential participants	□	
Board report	□	

June

Recognition of participants and celebration		
District administrative review of program	□	
Start cycle again		
	□	



Chapter Three

ADMINISTRATORS

Administrators using this section should understand that not all parts relate to their school situation (size, personnel, location and conditions). Users should decide which parts of this section are relevant to their situation and the sequence of application. Throughout this section there will be references to related items in Chapter Two and the Appendices. The following has been sectioned in a suggested sequence of events or steps:

Staff and Community Involvement

In order to ensure support for a mentoring program, it is essential to involve the professional staff and community in the decision to initiate or not to initiate a mentoring program. The idea to explore a mentoring program may come from the community, school board, professional staff or administration, but the establishment of a committee to investigate the possibility must come from the administration. Thus, a committee should be appointed representing administration, teachers and community members and meet during the year preceding possible implementation and decide on at least two major considerations: First, the district's rationale for mentoring and second, the scope of the mentoring operation. See Appendix C #1 for a sample letter to potential committee members requesting their participation. Also, in Appendix C #2 is another sample letter which details the responsibilities of the committee.

Involvement!

Ownership!

Chapter 2 - Components No. 1, No. 3, and No. 4

The school administration must be represented on the steering committee due to released time, travel and budget implications. According to the size of the school district this person could be a school board member, superintendent, principal or supervising teacher.

Program Administration and Identification of Mentors

If the steering committee recommends in favor of the mentor program, the administration must decide on the administrator of the program. The administrator in charge of the building or buildings be responsible for the mentor program in those same schools. Basically, the mentoring program is a helping relationship between an experienced teacher and a beginning teacher, but someone with authority needs to be involved to make and carry out decisions that involve the school's operations and procedures. Also, physical proximity and constant familiarity with the program and participants is necessary for the program administrator. However, in a large district there may be a district program administrator such as an assistant superintendent to coordinate the program. Also, at this time the administration must ascertain the number of teachers who would be available to serve as mentors. The administration, either through a survey or by selected interviews, should know the number of teachers available to be possible mentors. The number of willing potential mentors will also dictate the size of the program. For example, the steering committee may recommend the entire school district, consisting of three buildings, be involved in the program. However after a survey, it becomes clear the availability of willing mentors is in only one building, and the program may have to be limited to that one school. See Appendix C #3 for sample survey.

Who oversees the program?

Good mentors available? Where?

Chapter 2 - Components No. 5 and No. 8

School Board Validation

The next recommended step is to have the school board validate the mentoring program. The following should be presented to the board:

1. Steering committee recommendation
 - a. District rationale for mentoring
 - b. Program goals

Formalize!

- c. Scope of operation
 - 2. Administration of the program
 - 3. Availability of mentors
 - 4. Budget considerations
 - 5. Program evaluation plan
 - 6. Schedule of periodic reports to school board on program progress
- Chapter 2 - Component No. 6

New Teacher Involvement

During the interview process the mentor program should be explained to the new teacher candidates. According to the school policy a new teacher must participate in the program or have the option of participating. Thus, in some school districts the decision to hire or not to hire may be influenced by a teacher candidate's decision regarding participation in the mentor program. In some school districts where participation is mandatory it may become part of the employment contract.

Chapter 2 - Component No. 7

Soon after the hiring, the program building administrator should make the mentor/mentee pairing match after consulting with potential mentors from the mentor pool. The mentor and mentee should be informed by personal contact followed up with a formal announcement by letter. See Appendix A #4 for sample letter. Also, a similar announcement should be made in the faculty newsletter.

Chapter 2 - Component No. 8

Formalizing: Pre-school Meetings

During the pre-school meetings with the mentor/mentee teams the following should be covered:

- a. District rationale for mentoring
- b. Scope of operation
- c. Schedule meeting times for mentor/mentees to talk
- d. Schedule meeting times for mentor/mentee teams and administrator to talk.
- e. Identify the roles and responsibilities of the mentor, mentee and administrator.
- f. Discuss and compare the expectations for the program by the mentor, mentee and administrator.

Matching the pair

The superintendent chose the mentor as the principal was new to the building.
Superintendent

Bring both in early--pay them.
Superintendent

Formalize some more!

On-going Responsibilities

During the school year the administrator should meet with each of the mentor/mentee teams on a regular basis at least once a month during the first semester. Later on, meetings could be scheduled as needed.

Chapter 2 - Timeline for Implementation

The primary responsibility of the administrator is to provide and **support a positive environment** for mentoring in the school. This means constant attention to keeping the student, faculty, staff and community involved and informed regarding the program. The other major responsibility it is to continually evaluate and **expedite the communication**, cooperation and assistance to the beginning teacher from the mentor and other teachers. Also, the administrator will be directly involved if there is a question of disengagement due to incompatibility between the mentor and beginning teacher. Actions identified by the steering committee should be followed. Finally the **mentoring program should not be used in the mentee evaluation process**. Confidentiality between the mentor and beginning teacher must be strictly enforced. Also, the administration should make a progress report to the school board at least twice during the school year.

Chapter 2 - Component No. 9 and No. 11

Program Evaluation

In May the building administrator and the mentor/mentee teams should meet with the original steering committee to evaluate the program. See Appendix C #5 for a sample memo detailing the responsibilities of the evaluation committee.

Chapter 2 - Component No. 11

Based upon the committee's recommendations a final mentor program report should be prepared by the program administrator for the school board regarding the evaluation of this year's program and recommendations for the next cycle of mentoring.

Mentor is not socially active. Other staff members compensated for the mentor in that regard.

Principal

Did it work?

The Other 25%

In addition to the above steps the program administrator should consider arranging meetings during the year when the district mentors and mentees can meet with other mentors and mentees from their district and from other districts. The administrators of the Beginning Teacher Support Program found that such meetings were considered very beneficial by both the mentor and mentees. Such meetings can bring about the “other 25%” of the mentoring potential. The program administrators are in the best position to arrange the networking between the mentors and mentees of other schools and districts.

**Let them talk
with each other**

Chapter Four

THE MENTOR - A CONVERSATION ABOUT ROLES

Chapter Four is for mentors, explaining their responsibilities when implementing the mentoring position in a school and their interactive roles with beginning teachers.

A Message to Mentors

Your selection as a mentor is a compliment to your professionalism and the ability to use it to assist the development of a beginning teacher. The term professional implies a person who does what ought to be done, not just what has to be done. When a new teacher yourself, you probably got through the first year by trial and error. But with the pressures on new teachers today and their goldfish bowl lives, trial and error is not necessarily the way it ought to be done. Volunteering your time to help a novice teacher get started is an act that will enhance your own sense of professionalism. You are within a select group of people who advance the profession in a tangible way not often available to most teachers.

You may have some worries about becoming a mentor without being specifically trained for the part. If your district can provide you with that educational opportunity, by all means take advantage of it. But even without training, you have been selected as someone who has the necessary talent to do the job with a high probability of success. That talent comes from your experience, knowledge, and willingness to interact with a new teacher. Mentoring is much like parenting, where neither the job nor the beginner comes with sets of directions. **This manual is designed to help you with some guidelines but is not a step-by-step cookbook.** Those who were mentors before you cautioned the manual authors not to create a set of exact mentoring expectations. Their reasoning was that mentors might compare their own performance against the standards and conclude they might not be doing the job correctly. That would dampen the flexibility and spontaneity between mentor and mentee that arises from their own special relationship within their own unique school context. There is no one correct way to mentor. "Going with the flow" seems to be good advice.

At first, I questioned my own capabilities.

Mentor

Mentors need the right amount of information without also creating expectation anxiety.

Mentor

Working one-on-one with a new teacher through a relationship formalized by the school will result in your becoming the most significant professional influence on the first year of that beginner's career. You will be the protégé's primary source of information, knowledge that veteran teachers know well but is all new to the novice. But you will do something special to that information. You will personalize it, tailoring it to the needs of that one new teacher as he/she works in your school. **The potential impact of your help deepens as the relationship between your mentee and you develops.** You will be made aware of the beginner's private feelings about the school, community, teachers, students, administration and most importantly, about the beginner him/herself. This is **privileged, confidential information** to be used only between the two of you as a way to help the beginner grow. As mentor, you do not have a responsibility to reveal it to the administration. Neither should that official(s) ask you for confidential information that might contribute to the formal evaluation of the new teacher. Helping a novice prepare for evaluations is appropriate mentor activity, but being the evaluator is not.

I learned as much as the new teacher.

Mentor

For the two of us, a sense of purpose, bonding.

Mentor

Implementing Mentoring Within a School

Some modern professions, even with the long periods of training require newcomers to serve internships under an experienced practitioner. Teaching is different in that novices are usually given a load equal to that of veterans and expected to start work in the isolation of their classrooms. The transition to full competent professional status is a difficult adjustment period, not always successful. The first teaching job is especially stressful because the generalized knowledge from the college teacher education program usually does not transfer by itself into the practical knowledge needed to work in the new teaching position. Instead, it must be refitted to the unique context of the new school and be combined with an avalanche of new information that is completely foreign. **School districts that adopt mentoring as part of an induction program or as a separate effort have taken a significant step toward helping new teachers succeed and grow.**

I found myself reliving the experience of a first-year teacher.

Mentor

All of the district's organizational work in starting a mentoring program is ultimately directed at two people, the new teacher and the mentor. You may or may not have been involved

when the idea of mentoring arose and the decision was made to proceed. Some of your colleagues may also be acting as mentors this year or you may be the only one. Regardless of the scope of mentoring in your school district, **you are the most important gear in the mentoring machinery.** You will implement the district's plans at the level where it counts most -- with the beginning teacher. What parts of that implementation process will most directly affect you?

Selecting a Mentor -- Why You Were Chosen

Chapter Two describes the work and considerations that mentoring project planners look at before starting a program. The effort ensures that the district has a plan for mentoring and that a nurturing climate is established to support the work of mentors. With these assurances in place, mentors are chosen. But this groundwork may not always be the case. A school district may be very small; one school may decide to try mentoring on its own; the decision to go ahead may have been made late in the summer; these are conditions that may need the involvement of only a few key people who are willing to experiment. The mentor might be included in planning from the very beginning or possibly you were never aware of the program until just before school started. Either way, to be seriously considered and then selected as a mentor means that **your professional and personal qualities match well with the needs of one new teacher** in one particular school at this point in time.

I have a long-standing ownership in our school program. I appreciated the opportunity to bring the mentee in.

Mentor

Mentoring is a good lesson for a future administrator.

Mentor

Another reason for your selection is the anticipation that you and your mentee will develop a special relationship. Professional colleagues, yes; personal friends, perhaps; but much more than that is envisioned. A relationship does not have to blossom immediately to be effective. But in time, it needs to grow into a posture of caring, mutual trust and honest communication. **Genuine interaction between mentor and mentee is the heart and soul of mentoring.** Not everyone has the personality or willingness to become involved to that degree with a beginning teacher he/she may not yet even know.

You probably possess a positive outlook that brings out the best in people and situations. The beginning teacher will generate a multitude of negative thoughts about him/herself and does not need the association of a chronic complainer

or critic at this early vulnerable stage. Your community and school will depend on you to put the best foot forward so that the newcomer's first teaching experience has the best chance of also being positive.

The Length of Your Involvement

Mentoring normally covers one school year. Depending on the district's program organization or the needs of the individual mentee, some time before and after the school year may be needed. The district may ask you to help implement the program before the school year starts in one or more of the following ways:

Start the process early.
Mentor

Work on district or building mentoring plans the previous year or during the summer

Pairs should meet as a group during the summer.
Mentor

Help select a pool of potential mentors by district or building level

Volunteer to be included in a mentor pool

Agree to be a mentor for a specific new teacher

Meet your mentee before school starts

Spend time orienting the mentee before school year starts (You may decide to do this on your own)

After the school year ends, the district may ask you to help evaluate the program. Your year's experience, coupled with that of the administrator and the mentee, may be the only program information available for your school. It may be combined with other experience opinions to evaluate a district-wide effort. The mentoring program design may ask you to spend some closure time with your mentee after the pupils are gone, or the two of you may decide to do it on your own. As often happens with mentors and mentees, they become good friends, and contact continues naturally on both a professional and personal basis.

We became friends. Mutual reliance on each other for ideas.

Mentee

Between these pre- and post-year possibilities, the daily work of mentoring takes place. The early weeks and months of school are the most intense for a new teacher, and your involvement with the mentee will probably match

that early intensity. Time spent with the mentee may begin to taper off, but don't be surprised if it continues strong. Early needs for immediate and frequent information may be replaced by discussions about deeper educational issues. Special events such as the semester end, tournaments, or inventory/supply ordering may require extra help. Regarding the "ought to" aspect of professionalism, the mentor's length and degree of commitment should be flexible, based on program and mentee needs.

Mentees don't know or articulate what they need/ want.

Mentor

Incentives for Mentor Involvement

Ample rationale exists for a district to offer incentives as part of its mentoring program and for you to be rewarded for your involvement. One reason is that, as a mentor, **you are entering a formalized arrangement** to perform a specific task above and beyond your contract obligations. Mentoring is much more than an occasional use of your time and considerably more involved than a "buddy" system. Your relationship with the protégé will be structured by the administration to some degree; it will be monitored; it will be evaluated. Employees who function under these conditions seldom do it without recognition.

Incentives are needed to secure good mentors.

Mentor

Other reasons for incentives are more personal and moral. Mentors typically are selected from among the busiest and most involved teachers in the school. Administrators hesitate to ask them to do more unless accompanied by an offer of compensation or other recognition.

Along with other attributes, mentors are chosen for their willingness to help another professional. If that attitude is formalized into a responsibility, then it is worthy of reward and recognition. **This responsibility factor looms large in the minds of both mentors and mentees.** The incentive cements together the ideas of formal responsibility and commitment. Therefore, the mentor feels obligated to make time for the mentee. The new teacher, knowing the mentor is formally obligated, does not feel he/she is imposing when asking for help.

If a teacher is committed to becoming a mentor, the chances are strong his/her motivations go well beyond immediate material rewards. That teacher is likely to consider the benefits mentoring will have on his/her own professional

growth and appreciate the opportunity to participate. There is the internal satisfaction of knowing that the profession and children will be better off because of what you have done. The existence of an incentive system sends the message that these benefits are worthy uses of a district's resources. At the end of a year's work, mentors were not shy about stating the benefits they had personally and professionally gained. The following comments were typical:

Affirmation and new found enthusiasm
Prompted me to rethink the way I interact with staff,
parents, and students
I helped someone reach their goal -- sense of
satisfaction
Teaching does have some unique rewards
Insight into another's concerns/reflecting on my own
Positive feeling of being able to help someone in a
trusting relationship

(Note: This list of comments and the other lists of quotes found later in this chapter were taken from the Montana Beginning Teacher Support Program Final Report, Appendix B)

- Incentives available for mentors can be classified as financial, professional, or personal. The most obvious monetary incentive is a stipend paid by the district directly to the mentor. One alternative to direct payment is for the district to pick up expenses that the mentor might normally personally incur for convention expenses, travel, or other activity associated with school. Other options include district-paid college summer credits, school lunches, or a special equipment purchase. Experienced mentors say that compensation by itself is insufficient -- mentors must feel good about helping someone.
- Professional incentives are those that advance the status of the mentor. Districts may have forms of professional recognition that were negotiated or individual schools may devise their own. Horizontal salary scale advancement in lieu of college credits, attendance at a noted theatrical performance for the drama teacher mentor, bringing in a consultant to help the mentor initiate an innovation, released time -- these are examples that could enhance the professional stature of a mentor.

The experience gave me a positive feeling of being able to help someone in a trusting relationship.

Mentor

- ↗ Personal incentives are changes in a mentor's school duties or routines that the mentor feels are important and satisfying. An extra amount of released time prior to performances/events, no lunchroom duty, reduced playground shifts, no ticket duty at home games, and a higher rank in budget priorities are possibilities.
- ↗ What role do you as a mentor play in implementing the incentive system? You may have limited input at early stages of the process at the district level. If the reward system is already in place, the year-end evaluation may be the avenue by which you can validate rewards or suggest changes . But if the incentive system is still undecided or has been left flexible, you may be able to work with a district or building administrator. Within the limitations of financial, professional, or personal options available, you may be able to negotiate one or several options appropriate for your priorities. At the end of the year, both you and the school/district will want to assess the adequacy and impact of rewards.

Mentors can facilitate two other incentive possibilities. One is the inclusion of your mentee in the reward system. With administrative agreement and your concurrence, new teachers may participate in travel, workshops, special materials/ equipment purchases, released time to observe other classes, or other opportunity not normally available to them. This is a case of your having earned the reward but wishing to share it or, as mentor, helping create other assistance for the mentee you cannot directly provide.

**A possibility:
Bring the mentee
into the reward
system.**

Authors

A second possibility you can facilitate is to encourage your district or school to help organize meetings of mentors and mentees in your district or region. Getting together with your counterparts is a very satisfying reward in itself. This manual alludes to the "other 25% of mentoring benefit" that can be realized by this method. Experienced mentors and mentees from the Montana Beginning Teacher Support Program were adamant in emphasizing the value of such meetings. However, don't be alarmed to find that you may be the only mentor in the area. It is hoped that your effort will help the idea catch on in other schools.

The other 25%

The Mentor's Interactive Role

Mentoring is a person-to-person program. Whether you want to call it communication, interaction, or use the terms interchangeably, the mentor-mentee relationship that arises from it is the essence of the whole process. No amount of district organization, incentives, and good intentions will substitute for a relationship built on trust, respect, communication and confidentiality. The chances are high that you and your mentee will have a successful relationship; you have been chosen to enhance that probability. All aspects of a relationship need not read like a textbook ideal. But if the primary goals are reached -- the new teacher's professional growth and sense of well-being -- then your work will have been accomplished.

It All Starts With Communication

The opportunity and willingness to talk is the starting point for interaction. Working with your administrator, try to arrange some structured uninterrupted time during the school day or week when you can be alone with your mentee. Released time (an hour or so) during the week is good if your class can be covered. Same-hour preparation periods can work if you have a quiet place to meet and stay clear of the teacher's lounge. Before or after school is another possibility, but make sure the administration, mentee, and you honor the arrangement by keeping the time free of pupils and duties.

Structured time will enable you to discuss a multitude of topics or explore a few in depth. But much of what the mentee wants to know does not demand that amount of time and is needed on an immediate informal basis. Therefore, a minute or two between classes, over lunch, on the way into school, or sandwiched between other conversation are ways in which informal talk occurs. Close physical proximity in room locations really helps. If the two of you cross paths in the discharge of your daily duties, it will assist informal communication.

As mentor, you may be able to use your influence and leverage (after all, you are a veteran and know the system!) to bring about some of the structured and informal talk possibilities.

**Frequent informal
talk really helps.
Authors**

But keep in mind that opportunity does not necessarily translate into reality unless the commitment is there to use it. One very beneficial use of your "power" is to suggest that you and your mentee observe each others' classes or perhaps team teach. You are not trying to evaluate one another, but rather to watch ideas and techniques materialize in the classroom atmosphere. There will be much to discuss afterward, particularly the "whys" of instructional planning.

Another option in facilitating interaction opportunity is to spend longer periods of **time together away from school**. Do not turn social events at which both mentee and you are present into school talk sessions. Everyone needs a break from school and purely social time is valuable in itself.

But school related travel or activities without the pressure of students being present are excellent opportunities for talk. Invite your mentee (and nobody else!) to ride with you to a convention. Extend an offer that he/she room with you. If the two of you teach the same specialty, traveling to a workshop together might be possible. Invite the mentee to ride with you to an out-of-town game. This is all quality time which allows conversation to progress beyond mere words into the realm of interaction.

*Traveling together to meetings was significant.
Mentor*

As a respected member of the school faculty, you may choose to use your influence and status to create better conditions for the mentee. Some of your colleagues or staff members may try to take advantage of the new kid on the block. You may become protective if your mentee starts to get all the dregs. New teachers are reluctant to say no because of social pressure, job security, or the perception they will not be accepted (Priority issue No. 3, Chapter 2).

*Administrator used mentor as an intermediary between other staff members and the new teacher.
Mentor*

One of the greatest reliefs beginners feel occurs with the realization that they don't have to do it all. Using your leverage directly to help mentees is a delicate decision on your part. Providing information to help them fathom what is happening or to assess the situation they may be getting into is not so overt but equally helpful. **New teachers do not know how to say "no"**. Your suggestions that help them from getting in over their heads will be appreciated.

Qualities of Good Mentors as Seen by Beginning Teachers

The above suggestions will help set the stage but will not ensure a good relationship. Communication will occur if first, there is something to talk about (that is seldom a problem in teacher mentoring) and second, both people perceive in each other an attitude of genuine interest and caring. When mentees were asked how this attitude was exhibited in good mentors, they came up with the following consensus list of "**qualities desired in mentors**":

Approachable	Reality based
Candid but non-critical	Believes in mentoring
Knowledgeable	Accepting
Open minded	Reliable
Innovative	Treat new teacher as equal
Similar teaching area	Confidential
Compatible style	

My mentor allowed me to fail or succeed as a teacher.

Mentee

This list is only representative and there were good mentors that did not meet all the qualities. For example, in small schools "similar teaching area" was often not possible. Nothing is magical about the desired qualities; they are common to most personable, professional, experienced teachers.

What about negative **qualities to avoid** in mentors? Mentees again came up with a consensus list:

- Too experienced to the point of being stone hardened
- Selfish
- Narrow minded
- Lack of motivation
- Tries to give too much information -- overwhelming
- Smothering mother hen

This list seems to say that mentors should avoid trying to mold the beginner in his/her own image. Instead, the novice's development needs to proceed along its own unique path but within acceptable boundaries.

Some of the synonyms mentees use when describing mentors are also clues to qualities that promote interaction. A coach brings out the best talents in people. A counselor helps an individual work within a system whose rules are designed for larger groups of people. Guides show people the way but do not walk the path for them. Interpreters translate information and events into understandable terms.

Confidants listen to one's inner concerns and keep those thoughts confidential.

The Mentee as a Factor in Interaction: It takes two to tango! Even with the best of conditions and with good intentions, there are no guarantees that good communication will result. Fortunately, most mentor-mentee relationships do work well, but some pairings may start slowly and need special attention.

A rare but difficult problem occurs when the mentee really could use the help but does not personally feel it is needed. Or the beginner may be putting up a front to mask some sense of inadequacy. Genuine shyness could prevent a mentee from initiating discussion. Some cultural backgrounds may dictate an aloofness from strangers. Personalities may clash. Whatever the reason or motivation, lack of receptivity demands much mentor patience. Time is on the mentor's side; no rule says communication has to start out with a bang. Mentoring participants can take comfort in knowing that in the experience of the Montana study, more relationship problems occurred at the beginning of the year than at the end. Mentors and mentees who were at first distant usually began to grow together.

One beginning teacher observed her own actions early in the year and said, "I don't even know what I don't know." This quote emphasizes the point that **mentees often have no idea of what questions to start asking**. They have no experience base from which to determine the information they need. After things start to happen to them in the classroom, then they know! Their early questions may be irrelevant but still deserve an answer. The experience of the mentor can break the ice. Without being overbearing, as a mentor you can initiate some conversation and questions. Start slowly and build up by using the time-honored technique of letting people talk about themselves. This is not a devious method in mentoring because teachers who practice reflective thinking about their own teaching have started on the road to professional growth.

One final aspect of communication bears some attention. **Beginning teachers love feedback about their professional progress**. No, they are starved for feedback! A school's schedule of observation with feedback by administrators and formative/summative evaluations is

*Mentor is a beacon --
structure facilitated our
talking.*

Mentee

*I was not ready to
develop at the
professional level my
mentor wanted me to --
perhaps a second year?*

Mentee

*Many questions would
have otherwise gone
unanswered.*

Mentee

*Our relationship
enabled us to see the
human side of each
other.*

Mentee

usually too infrequent and too late to satisfy that need. As a mentor, you are not replacing the formal mechanism, but you certainly are in the best position to supplement it. New teachers, in the isolation of their classrooms, do not have the opportunity to pick up frequent signals from significant adults. A mentor's responses and comments within the formal and informal communication episodes provide the avenue for candid feedback. Mentees are interested not only in classroom performance (which the mentor may or may not be able to actually observe), but like feedback about their ideas, plans, observations, and reactions to people and events. Most feedback is an accumulation of subtle messages.

*Great help preparing for
administrative evaluation.
Mentee*

✧ **"BUT NOT ALWAYS!"** There may be instances when bold frankness is appropriate, especially if the mentee is planning some controversial action that could end a career in your school.

Other Techniques to Help Interaction

Your attitude and your mentee's attitude about the relationship between you will determine the productivity of your communication. If both feel comfortable and respectful about the relationship, the process will likely grow on its own even with periods of ups and downs. When asked to comment about **what created good mentoring relationships**, novices made statements like the following:

Mentor volunteered information when appropriate
A good friendship developed
I have a colleague I can talk to
I felt it was my right to ask as a formal mentee
Comforting to know I could go to my mentor anytime
Mutual reliance on each other for ideas
Poor match initially, but finally established ourselves
as colleagues
Through communication, we learned to understand
each other after a rough start
This person is of great value in my life. I will remain
forever grateful

They (mentors) answer questions but do not tell you
what to do
She was approachable and I had complete trust in her

Reflective Questioning: An Opening to Good Communication

Mentees will normally engage well with mentors in communication if it is objective and non-evaluative. In response to questions or if volunteered, mentees need to feel whatever they reveal is accepted for its informational value. It can be disheartening if the listener makes a judgment about the unworthiness of what the mentee said. A pattern of negative judgments may lead the new teacher to conclude that his/her actions and ideas are being matched against those of proven veterans, probably unattainable to a newcomer. If judgments are always good, there may be suspicion that the mentor is not being candid. Early in the relationship, mentees may read into judgmental attitudes the message that they had best not volunteer too much information. As mentor and mentee learn to understand and trust each other, this caution may carry less weight.

Helping new teachers reflect on their own actions and decisions is one method of opening up the lines of communication in a non-threatening and non-evaluative atmosphere. This can be accomplished by **asking mentees questions that generate reflective thinking** and lead them to their own conclusions. The beauty in reflective thinking is that it takes mentors out of the judgment process and places it in the hands of mentees themselves. Mentors not familiar with this method can find suggestions for reflective questioning applicable to first-year teachers in Appendix D of this manual.

*I learned how to grow.
Mentee*

The Content of Mentor-Mentee Interaction

What topics may I, as mentor, expect the beginning teacher to talk about? What do they want to know? What information are they apt to reveal to me?

To answer those questions about any one beginner is risky business, but patterns in new teacher thinking that provide guidance do exist. Component No. 1 in Chapter Two described the twelve top priority issues that are most universally on the minds of mentored beginning teachers. An analysis of the thoughts and conversations that created

that list plus the lesser priority issues not shown in this manual revealed two very significant observations of importance to mentors. (For a complete list of priorities, see the BTSP Final Report, Appendix B.)

First, even though the prioritized issues can be generally applied across mentees, the information each mentee wants to know is specific to the school context. An example is priority No. 2, Chapter 2 (discipline). Your mentee at this time is probably not interested in learning more about motivational theory applied to adolescent youngsters. Instead, the mentee wants your thoughts about what parents' or the principal's reactions might be if he tries to keep the 4th period class quiet by using procedure "X." The eventual answer to the discipline dilemma is an individualized solution for this new teacher and probably would not work anywhere else because the context would be different.

Class was a group of "ringers". Some pupils on treatment.
Principal

The second observation has to do with the pattern of the prioritized issues. These fall into a predictable mode that can be used by mentors to anticipate the help that mentees are likely to want. The pattern in this case reveals the early concerns that new teachers feel and is part of what is called the "Concerns Model" (Fuller, 1975). One comment that appears with regularity in various sections of this manual is that the first year of teaching is a time of stress, high emotion, and self-centered interest. The rankings of the twelve prioritized new teacher issues bear out that statement. Other research studies conducted on teacher attitudes reinforce self-interest as the first step in a pattern of concerns typical of teachers facing significant change. The first teaching contract certainly classifies as a major change in a new teacher's life.

Our conversations covered personal problems -- suggestions, listening, "that happened to me, too".
Mentee

The Concerns Model Briefly Explained

New teachers, as well as candidates in pre-service training and in-service veterans, have been studied for nearly two decades to determine what happened to their thinking when confronted with meaningful change. Fuller (1975), Hall (1982), Olsen (1990), and Rogan (1995) were among those who researched teachers undergoing this phenomenon. Among the changes studied were the start of professional courses in college, student teaching, major innovations in an

established school structure, and the first teaching position. Change aroused concerns in the minds of teachers, and these concerns progressed through sequential stages in the process of coping. Three stages were identified:

Self	The first stage is <u>self-concerns</u> (sounds familiar). Teachers first look at how the change is going to affect them personally. Individuals question their own ability to cope with the stress and reorientation brought about by new circumstances. They ask "What is this new situation going to do to <u>my</u> life?" Much of their response is emotional rather than rational.	<i>Legitimize the concerns of new teachers.</i> <i>Mentor</i>
Task	After resolving self concerns, teachers move on to <u>task concerns</u> . These concerns involve the organization, routines, and methodology necessary to operate a classroom smoothly within the new set of structural conditions. New schemes of instruction and classroom management emerge.	
Impact	Once task concerns are addressed to satisfaction, teachers advance to <u>impact concerns</u> . These are the ultimate and more desirable concerns that indicate teachers who have progressed to the stage of looking at the change with understanding and professionalism. Not worried anymore how the change will affect them personally or how it will alter their classroom systems, teachers make decisions based on the anticipated pupil learning impact.	

✕**BUT NOT ALWAYS!** An individual beginner's progress through the stages is apt be an uneven front, with progress rapid on some aspects and slower in others. Beginning teachers may recycle back to an earlier concern if a situation that is completely new arises. The Montana mentorship study found this regression occurring in some new teachers whose visions of what teaching was going to be like were fixed and inflexible. The concerns stages have no timetable, only a sequence. One purpose of first year mentoring could therefore be phrased in terms of the Concerns Model, i.e., to

facilitate the pace and quality of a beginner's movement through the stages of concerns.

Connecting the prioritized issues of beginning teachers to the stages of concerns gives mentors a fair idea of the help new teachers are likely to seek. Novices will be asking you to help them understand the unique school and community cultures they find themselves in and what the internal dynamics mean to them. But don't be surprised if it does not work out according to the predictions. People are different and no two schools are alike.

Chapter Five

THE BEGINNING TEACHER MENTEE

This chapter is written for new teachers who are starting their first year with help from a mentoring program. The chapter topics emphasize (a) the benefits of mentoring in context learning and (b) the implications of a formalized mentor-mentee relationship.

A Message for Mentees

It was probably not long ago that you graduated from a collegiate teacher education program, after which you received the initial state teaching certificate. The college program prepared you as an **"entry level" candidate for the teaching profession**, and the certificate is the state's assurance to the public that you are a competent teacher. The new contract you signed is a legal document signifying that the school district has faith in your ability to deliver instructional services in return for a salary and benefits. You have made the transition from student to practitioner.

Another aspect of the transition is **the move from "pre-service" to "in-service" status**. From now on, your educational growth will be a combination of your teaching experience, together with opportunities provided by or required by the district. Any additional formal education you pursue will be taken during the same years you are in-service (teaching). The fact that you have been chosen to receive mentor assistance is a symbol of the district's commitment to your first year in-service professional growth. Mentoring is not a sign the district feels you may be a weak beginning teacher. You possess the package of competencies and attitudes to succeed in teaching; if otherwise, the district would not have hired you. Mentoring will accelerate the pace and quality of your early professional growth, enhancing your sense of well being in the process.

My mentor -- an advisor, a confidant.

Mentee

When asked to comment on their college preparation programs, graduates say that field experiences, particularly student teaching, was of the most value. But even student

teaching cannot compare with the intensity and amount of new learning that takes place during the first year of teaching. The reason teachers learn so much during that period appears to be a matter of responsibility. As a student teacher, you could go home at night and not worry because the cooperating teacher had final responsibility for the pupils you were instructing. New teachers realize there is no escaping or deferment of duties and responsibilities. The buck stops here! "I suddenly realized now it was my rear end that was on the line" is a typical reaction when **beginners realize how serious a responsibility teaching really is**. This creates the motivation to learn much and learn fast both by choice and by necessity. Nothing is wrong with learning by experience, but in the pressure cooker of the first year, some of that learning can be unfocused and indiscriminate. Your early thoughts are apt to be about your own survival, instead of how well the students are learning. In fact, first year teachers do expend a great amount of thought and energy on issues not directly related to instruction (Component No. 1, Chapter 2). They tend to take things personally, not yet realizing that much of what pupils and parents do is not their fault or under their control. In spite of these concerns, as a general rule, new teachers still go a good job in the classroom. Given enough time, learning on the job does get more efficient, and coping with classroom and non-teaching issues gets easier. But what happens to pupil learning and to your stress level in the meantime? These are some of the concerns that mentoring seeks to address and make easier for you. The process seeks to provide information personally suited to you through a veteran teacher so you can direct energy to the benefit of pupils and yourself and minimize the energy spent worrying about other things. You and your students will all be happier if your transition to teaching is smoother and faster because of mentoring.

I read some of my past journal entries and I sure sound like a whiner.

Mentee

During December I was not feeling good about my own competence.

Mentee

I'm all ready to go next year.

Mentee

The Benefits of Context Knowledge

The knowledge that new teachers learn on the job is specific to the school in which they are teaching. The particular school creates the need for the teacher to acquire specialized knowledge in order to personally deal with conditions in that school. Another new teacher in the same school would need different knowledge to cope with the same conditions because the teacher is a different user.

Another school would create another set of conditions that would require different knowledge. This knowledge that is **learned within the context of a school and applied to teaching in that school is called context knowledge**. It is what individual teachers need to know in order to directly address classroom learning and the multitude of other issues that impact them in the new teaching job. The knowledge is usually put to an immediate use. One educational writer refers to it as "personal practical knowledge" (Hollingsworth 1994).

The learning advantage of the real classroom is that the new teacher has actual pupils in an actual school situation under his/her direct responsibility as the motivation for learning. **The knowledge has tangible direct application; the effectiveness or ineffectiveness can be seen immediately.** Because this direct application and feedback were not possible with most college classes, first-year teachers are often critical of teacher education. Much of what is learned on the job covers the range of content that is commonly referred to as "curriculum and instruction." In other words, what is to be taught and how to teach it. Very few schools teach exactly the same content, even if the district has curriculum guides. Each teacher covers content a little differently. The beginner finds out that teaching methods do not apply universally, but must be adapted to each different group of pupils. As the new teacher gains experience, new ideas that work are added to the pool of usable knowledge. As this knowledge collection grows, the teacher can draw on it at any time for any appropriate teaching purpose with some assurance that the idea(s) will work. The ideas were designed, after all, with me in mind. This process creates an advantage in that the knowledge and the process of learning it are the teacher's personal repertoire and as such, have potential for transfer -- to other pupils, other classes, and other schools. Even though born within the context of one school, the knowledge is the teacher's professional property. School districts take advantage of it when they hire an experienced teacher who can quickly adapt to a new school.

I can talk to parents with confidence.

Mentee

The process allowed me to try and discover academic and classroom control ideas.

Mentee

What specific content does a new teacher need to get through the beginning of school, especially the first days and weeks? Each school differs, but Appendix E gives some guidance to new teachers on preparing for the opening of school. Some of the classroom management items are typical of those addressed by mentor-mentee conversation.

A new teacher also needs to know what reactions may be expected from parents, pupils, faculty members, administrators, custodian, school secretary, and other significant persons in and around the school. This could be learned over time, sometimes smoothly and sometimes harshly. The mentor who supplies the beginner with timely information about the feelings, attitudes, sensitivities and emotions of key persons or groups of persons is providing an immense help. The motivations for new teachers to learn this personal information are several:

The college program probably cannot teach you the “people skills” needed for the job.
Mentee

➤ **First, people learn to work with and around the feelings of others** as part of normal human discourse. New teachers are no different. They need to anticipate how others will react; context information about people is the necessary information. Being able to anticipate other teachers' reactions, particularly those in the same grades, may be a large factor in deciding what and how some lessons are taught.

✧ A **second** motivation involves the manner in which the instructional decisions will be received or how it may impact individuals or groups of persons. **A knowledge of student backgrounds and attitudes and that of their parents** is an important part of a teacher's learning. It becomes part of the information needed to assess a child's learning style.

I learned how to deal with trouble makers.
Mentee

✧ **Third, new teachers may have no idea of the issues about which a community may be sensitive.** Some subject content may be taught innocently enough, but may arouse emotional reactions and lead to controversy. The community reaction to the beginner may be less tolerant than it will be for a respected veteran teacher. To be forewarned is to be forearmed.

Mentor should be neutral about the forces that exist in the community.
Mentor

✧ **Finally**, an often overlooked context factor is the new teacher him/herself. The emotions that first year teaching creates will be masked over in many cases. But the beginner needs to recognize that his/her personal reactions may color the way that events and others are perceived. Is this an advantage to mentoring? It is when **the beginner is encouraged to reflect on him/herself as a factor in the school learning environment.**

My mentor gave me reassurance that I was doing the right thing relative to my style.
Mentee

As new teachers continue to gain experience, they begin to trust themselves and stop second guessing their decisions.

I don't take things personally

What others think becomes less of a factor, and learning decisions are based on professional rather than personal considerations. The teachers are becoming "professionals."

anymore.

Mentee

Other Mentoring Benefits

Context knowledge can be directly enhanced and accelerated by mentor assistance. There are additional benefits, some of which may be more obvious and measurable. Examples of these benefits are as follows:

Retention: One of the high points in a new teacher's year is to be offered the second contract. It signals he/she can do the job of teaching which comes as a great relief. The district also wants to retain its best teachers; keeping promising first year teachers is much easier than hiring new ones. But retention also has much wider implications. The teaching profession suffers from a high dropout rate. Most of this comes from teachers choosing to leave on their own. The primary reason is not money or students, but rather an inability to fulfill personal aspirations while working within the school context. They feel the need to satisfy the "system" conflicts with what they had personally hoped to obtain from a teaching career. It is arguable whether this inconsistently results from unrealistic expectations or from an inability to cope with actual school conditions. As a mentored beginning teacher, you have the advantage of being better able to function within school structural conditions because of timely information. Regardless of what the real dropout reasons may be, within one to three years from now, **there is a 91% chance you will still be teaching if your experience follows that of the Montana mentoring research. That is much better than the 73% for non-mentored beginners.** Within five to six years, half of all new teachers will no longer be teaching. The authors are confident that mentoring will help keep you in the profession.

High Points of the Year for Mentees:

Contract renewal!

Kids' accomplishments!

*January evaluation after a long
wait!*

New curriculum plans!

Low Points of the Year for Mentees:

*Family sucked into the routine!
Monotony of the routine hit me
in February!*

*Department problems - extra
curricular work - reluctant
school board - all came
together during February!*

Feedback: First year teachers have a tendency to judge themselves more poorly than is actually the case. The reason is a lack of feedback from important adults in the school. The administrator conducts formal evaluations and classroom observations, but typically these come too late and too infrequently to satisfy the beginner's need for feedback. To fill the vacuum, novices pick up signals about their performance from whatever sources are available --

*The mentor and I roomed
together. Talked until the wee
small hours.*

Mentee

students, teacher's lounge, hallways, downtown, and their own imagination. A spouse at home during the evening may not want to listen to school talk. Frequent and candid conversations with a mentor go a long way toward fulfilling this need.

Preparation for evaluations: Administrative teacher evaluations are the devices used by school districts to document performance, plan for growth, and make rehiring decisions. Mentors can help beginners prepare for earlier (formative) evaluations and final (summative) evaluations. The anxiety in the beginner's mind can be reduced by knowing what to expect during the administrative visit and afterwards. However, mentors do have to keep themselves clear of the actual evaluation.

Professional Development Plans: Many districts require teachers, especially new ones, to work with the administration in developing an individual professional development plan (IPDP). The teacher's self-assessment is a large factor in the plan. New teachers may wonder what goals are appropriate. Mentors can help.

I am very concerned that I won't get through all my objectives.

Mentee

The other 25%: The manual authors claim that 75% of potential mentoring benefit comes about through the interaction of mentor and mentee. As a first year teacher, you can start to realize the remaining benefit if you can get together with other beginning teachers and tell tales. Whether or not the other new teachers are mentored is not that important. You will discover and be relieved to learn that others like yourself have many problems and concerns in common with you. The sense of relief that comes from knowing you are not alone with the problems you face is in itself a significant boost to your professional esteem. The process is very therapeutic. As a mentored teacher, you have someone (mentor) who can help pull strings with your building administrator, and in turn with other officials in the district or in the region. Ask if they can help set up a social or professional meeting of first year teachers, or if not, perhaps supply the names of such teachers. Your mentor probably knows the representative of the state teachers' association or union who might be able to help with names. A couple teachers like yourself could organize a meeting of new teachers. If you show initiative, you might be surprised at the help others might lend.

The Formalized Mentor-Mentee Relationship

The relationship between mentor and first-year teacher as envisioned by this manual is formalized both in its design and implementation. The implications of this formal arrangement are important to understand because they create a path of responsibility from the time mentoring is proposed until the time it is evaluated. Responsibility leads persons to create structures and procedures to carry out their obligations. The end purpose of all of this, of course, is to **create the supportive atmosphere within which the interaction between mentor and mentee takes place**. Chapter Two discusses the essential components of a mentoring program and where the responsibility falls for each step. In the following section of this chapter, the individual responsibilities of the three most active participants -- building administrator, mentor, and mentee -- are described. Written for mentee understanding, the descriptions help the beginner trace mentorship program responsibilities as they develop and impacts him/her within the school. A knowledge of the process should enable a mentee to become an active participant in the process instead of sitting back and waiting for things to happen.

Formalized responsibility: I was not making him go out of his way.

Mentee

Formalized - not left to chance.

Administrator Responsibilities: The Building Principal (in smaller districts, perhaps the Superintendent/Principal, County Superintendent, or Supervising Teacher) has the duty of creating a structure that supports the mentor-mentee pair at the school in which they work. This has to be an operation that actually assists the participants, not just words of encouragement. Some of the more important parts of a mentoring program that depend on the building administrator follow:

- **Making the pairing:** The principal will probably have the most say in selecting your mentor. In the Montana mentorship study, they made a good match 90% of the time. By the same token, if you and your mentor have personality conflicts that do not ease over time, the administrator will have to execute whatever disengagement is needed and reassign if appropriate.
- **Timing of the pairing:** You will probably be paired with a mentor before the school year starts and have a chance

to be together before the pupils arrive. That is what experienced mentors and mentees recommend. But your district or administrator may decide to wait for a few days or weeks before matching. The advantage in waiting is to avoid an early mismatch.

- **Formal time for talk:** Your administrator will work with you and the mentor to set up formal times that the two of you can talk. If you and your mentor are able to work out the times yourselves, the principal will need to agree. These talk opportunities need to be respected and not sacrificed to other pressures.
- **Monitoring the process:** It is unwise to assume mentoring will start and proceed on its own. The administrator will be checking with you and the mentor from time to time. If periodic meetings with the three of you can be scheduled, that structure would ensure monitoring.
- **Non-mentoring communication:** You may expect that your mentor will provide you with some of the information you would normally get from the administrator. Most officials have an open door policy; you can talk with the principal about issues whether associated with mentoring or not. Mentoring is, after all, a temporary thing and direct communication with the office will be the norm next year.

A need: more time for mentor and mentee to meet.

Mentee

Mentor Responsibilities: It would take many pages to describe the possible assistance a mentor could give a new teacher. But it can be briefly summarized by referring again to the concept of formalized responsibility. Some of the ways mentees will see this responsibility exhibited include the following:

I felt it was my right to ask as a formal mentee.

Mentee

1. If there were anything mentors in the Montana study felt most acutely, it was **the sense of responsibility toward the beginning teacher mentee**. This sense was the product of the formal arrangements structured into the program, the reward system, and the interaction that ensued between the pair. As a mentee, the implication of this arrangement is direct and of tremendous advantage. You do not need to worry about imposing on the mentor's time. He/she expects it and feels obligated to give you whatever time you need. Mentors feel they are rendering a real service, not only to you, but to the teaching

Went in to talk with my mentee. Was met with a burst of tears and "Am I in the right profession?"

Mentor

profession. They take the obligation very seriously, and their time with you is part of it.

2. Mentors are chosen for their knowledge and experience.

Mentees capitalize on this by receiving timely information about the school, instead of having to learn it by experience. As was noted earlier, experience is a good teacher, but it can be indiscriminate and not very efficient. Administrators noted that, when compared to non-mentored teacher expectations, mentees progressed faster in their development. They also credited mentors when beginners were better able to learn a school's operating procedures.

I asked my mentor, "What do we do with divorced parents in the upcoming parent conferences?"

Mentee

3. Credibility and leverage are two "powers" that mentors possess with the school faculty and staff.

As a beginning teacher in the school unfamiliar with the internal politics, you may not recognize the mentor using his/her power for your benefit. But mentors tend to be somewhat protective of their newcomers and there are apt to be instances where other staff members did not take advantage of you because of your association with that person. When the year is done, the respect that you have earned will take over.

Some practices to avoid at the local level:

Exploit the uninformed

Give newcomers dregs

Young whippersnapper attitude

Divisive school politics

No-win situations

No insulation from critics for beginner

Mentors and Mentees

4. Mentors will be able to get you started with the right information at the right time.

New teachers usually do not know what questions to even start asking, so mentors are able to volunteer information in a prioritized manner that will be available to you at the appropriate time. This is part of their responsibility to personalize the information for your specific needs, rather than overwhelming you with too much.

5. Mentors can teach you how to say "no."

As a beginner, you want to appear cooperative, but too many extras can bleed off all your free time and take away much of your energy. Around the school, people, by intent or by innocence, may take advantage of the naive newcomer. Clues from a mentor can be very valuable.

Mentee Responsibilities: As the recipient of mentor assistance, you have obligations to the program and to the people who have contributed on your behalf. With the information contained in this chapter, you have some idea of what those efforts are. Here are some mentee

responsibilities that can help you start to take command of your own professional growth:

- **Show initiative and enthusiasm!** *The above discussion of context knowledge -- you want to know how people are going to react to you and your ideas -- may very well be a function of how you react to them. People will feel rewarded working with you if they can read into your actions and words a sense of excitement, appreciation, get-up-and-go, and the other signs of someone who is really "with the program."*

- *Just as your mentor has a responsibility to make time for communication, you need to do your part by honoring that time or letting the mentor know when you cannot. Some **mentors may not know how to break the conversational ice with you.** If you sense this happening, take the lead. Write down a list of things you want to ask if you cannot easily bring up issues. Bring the list with you to the conversation.*

- *As a new teacher, **you represent a source of new ideas** that can potentially benefit the school. Share them with your mentor and the other teachers when the time is right. Mentors want to grow themselves, and you may be just the transfusion they need. Much of the communication that takes place between you may evolve into an exchange of ideas.*

- *Finally, **be a teacher of whom the school can be proud!** No amount of mentoring can make up for a lack of personal and professional judgment. It is part of that character/package you bring to the community and to the school. As a new teacher, your moral, legal, and ethical behavior in and out of school is going to be under scrutiny by the community. Teachers are held to a higher standard than most other citizens in the way they dress around school, the language they use, and other features that denote good role models for children. Because townspeople can be fickle in their attitudes, don't be afraid to ask your mentor or administrator if in doubt about visiting one of the local saloons, living out of town, buying locally, etc. **If you aspire to become a respected professional educator, your actions and motives need to be unquestioned.***

You need to have the same philosophy -- answer questions but not tell you what to do.

Mentee

Mutual reliance on each other for ideas.

Mentee

I was left alone to deal with a major censorship issue -- but I emerged stronger for it.

Mentee

ACTION

ITEM 4

CSPAC BYLAWS

McCall Flynn

BOARD OF PUBLIC EDUCATION
CERTIFICATION STANDARDS AND PRACTICES ADVISORY COUNCIL

BYLAWS

Article I. Name

The name of the organization shall be the Montana Certification Standards and Practices Advisory Council.

Article II. Purpose

The Montana Certification Standards and Practices Advisory Council, hereinafter referred to as the Council, has been formed in accordance with 2-15-1522 MCA, and shall have as its purposes:

1. To study and make recommendations to the Board of Public Education in the following areas:
 - a. Teacher licensure standards, including, but not limited to, prelicensure training and education requirements and licensure renewal requirements and procedures;
 - b. Administrator licensure standards, including, but not limited to, prelicensure training and education requirements and licensure renewal requirements and procedures;
 - c. Specialist licensure standards, including, but not limited to, prelicensure training and education requirements and licensure renewal requirements and procedures;
 - d. Standards of professional practices and ethical conduct;
 - e. The status and efficacy of approved educator preparation providers in Montana; and
 - f. Policies related to the denial, suspension, and revocation of educator licensure and the appeals process. For the purpose of preparing recommendations in this area, the Council is authorized to review the individual cases and files that have been submitted to the Board of Public Education.
2. To submit a written report with its recommendations annually and at other appropriate times to the Board of Public Education.

3. To complete a comprehensive review and adoption of the Professional Educators of Montana Code of Ethics on a five-year cycle beginning January 1, 2012.

Article III. Membership

Membership. The Council shall consist of seven members appointed by a majority vote of the Board of Public Education. [Per 2-15-1522 MCA](#), the membership must include:

1. Three teachers engaged in classroom teaching, including:
 - a. one who teaches within kindergarten through grade 8;
 - b. one who teaches within grade 9 through 12; and
 - c. one additional teacher from any category in subsection (2) (a) or (2) (b) of 2-15-1522 MCA.
2. One person employed as a specialist or K-12 specialist;
3. One faculty member from an accredited educator preparation provider;
4. One person employed as an administrator, with the licensure required in 20-4-106 (1) (c); and
5. One school district trustee.

Tenure.

1. The term of office of an appointed member is three years. If a vacancy occurs on the Council, the Board of Public Education shall appoint a person from the category of membership in which the vacancy occurred to serve the unexpired term. Regular appointments shall begin June 1, and end May 31, of the third year of the term.
2. Any member desiring to resign from the Council shall submit his/her resignation in writing to the Council and to the office of the Board of Public Education.

Compensation. Council members are entitled to travel expenses incurred for each day of attendance at Council meetings or in the performance of any duty or service as a Council member in accordance with 2-18-501 through 2-18-503 MCA. Eligible Council members are also entitled to per diem for each day of attendance at Council meetings, not to exceed eight days per year, in accordance with 2-15-122 MCA.

In order to receive reimbursement or compensation for out-of-state activities, the Council member must obtain the approval of the Council Chairperson and the Council Administrator in advance of undertaking the activity.

Article IV. Meetings

Meetings. The Council shall meet quarterly and at other times as may be required for the proper conduct of the business of the Council at the call of the chairperson. Such business may include, but not be limited to:

1. Information, discussion, and action on matters related to the purposes of the Council described in Article II;
2. Election of officers and appointments to committees as described in Article V;
3. Apprising the Board of Public Education of budgetary needs of the Council and making recommendations on a preliminary budget; and
4. Reviewing the Council Budget on an ongoing basis for further recommendations to the Board.

Quorum. A quorum for a meeting shall be not less than four Council members.

Each Council member shall be given written notice of the day, time, and location of any regularly scheduled meeting no less than 48 hours prior to the meeting. Notification of the meeting will be delivered via email.

Absence. Recognizing the value of his/her contribution to the business of the Council, each Council member shall be responsible to notify the chairperson and the BPE/CSPAC staff in advance of any anticipated absence from a scheduled meeting. If a member is absent from three consecutive scheduled meetings, his/her membership shall be subject to review by the Board of Public Education to determine if the member's office shall be deemed vacant. If deemed vacant, the vacancy shall be filled in accordance with Article III, Section B.

Special Meetings. Special meetings may be called by the Chairperson of the Council or by a request in writing of two appointed members. When necessary, the Council may hold meetings for resolution of specific agenda items either by a meeting in person, by conference call, electronic or digital means, or by any combination of the above. In the case of a special meeting, the Executive Director shall notify each member by email sufficiently in advance of the meeting to allow all Council members to travel to the meeting site from their principal Montana residence.

In the case of a conference call or an electronic or digital format, forty-eight hours prior to the meeting shall be deemed sufficient notice.

Meeting Procedure.

1. Meetings of the Council shall be governed by the following rules:

- a. The chair or vice-chair shall preside at all meetings. In their absence, a temporary presiding officer shall be selected by the membership.
 - b. The presiding officer shall neither introduce nor second a motion.
 - c. A motion shall require a simple majority of those present to pass.
 - d. Any motion shall be in order as long as no previous motion is on the floor.
 - e. Minutes shall be taken at all open sessions of the Council. The minutes shall be made available to the public, subject to reasonable regulation in the time and manner of inspection.
 - f. The current edition of Robert's Rules of Order shall prevail on questions of parliamentary procedure.
2. The regular order of business shall be as follows:
- a. Call to order
 - b. Pledge of Allegiance
 - c. Roll Call
 - d. Statement of Participation
 - e. Approval of the minutes of the preceding meeting
 - f. Agenda adoption
 - g. Agenda
 - h. Date and place of next meeting
 - i. Adjournment
3. An agenda shall set the structure for meetings of the Council.
- a. A list of future agenda items shall be discussed as the last item of business by the Council at each regularly scheduled meeting.
 - b. The proposed agenda shall be included with the written notice of meeting required in Section C of this article.
 - c. Persons or organizations desiring to address the Council may make a request using the online Agenda Request process or by notifying the staff, Chair, or Vice

Chair. Requests will be reviewed by the Council Chair and Vice Chair and considered for approval.

- d. The proposed agenda becomes the approved agenda by a majority vote of Council members at the beginning of the meeting.
- e. Whenever possible, support materials for the agenda shall be in electronic form and readily available to the membership.

Article V. Organization

Section A. Officers

1. The Council shall select, by majority vote, a chair and vice-chair from its appointed members annually during the ~~spring~~ fall meeting of each year.
2. The term of elective office shall be for one year and an officer may not serve more than six consecutive years.
3. The chair shall be the presiding officer and shall preside over all regular, special, and public meetings of the Council. The vice-chair shall perform the functions of the chair in the absence of the chair.

Section B. Committees

- ~~1. At the beginning of the chair's term, and as vacancies occur, the chair shall, with concurrence of a majority of the Council, appoint the committee chairs.~~
 - ~~a. The Pre-Professional Preparation and Development Committee will initiate studies and recommendations on prelicensure training and education requirements for teachers, administrators and specialists.~~
 - ~~b. The Licensure and Endorsement Committee will initiate studies and recommendations on types and alignments of licensure and endorsements.~~
 - ~~c. The Professional Practices Committee will study and make recommendations to the Board of Public Education on policies related to denial, suspension, and revocation of educator licensure and the appeals process. The Professional Practices Committee will oversee the 5-year review cycle of the Professional Educators of Montana Code of Ethics~~
1. The Chair may appoint Special Committees as needed. ~~that will allow in-depth study of issues that are the responsibility of the standing committees.~~
2. The Executive Committee shall consist of the chair, vice-chair, and Executive

Director. The Executive Committee shall be responsible for presenting budgeting proposals to the Council and to the Board of Public Education. The Executive Committee shall be responsible for performing other duties as assigned by the chair or Council.

3. The committees will meet at times agreed upon by the majority of the committee. The Council Chair and Executive Director of the Board of Public Education shall be informed of the purpose, time, and place of all committee meetings.

~~Article VI. Assistance~~

~~The Council may request research, administrative and clerical staff assistance from the Board of Public Education.~~

Article VI. Communications

These bylaws may be added to or amended by a two-thirds majority vote of the entire Certification Standards and Practices Advisory Council provided that the proposed amendment is sent in writing to all members of the Certification Standards and Practices Advisory Council at least seven days in advance of the vote to amend the bylaws.

Article VII. Professional Development

The Council recommends professional development opportunities for Council members whenever possible.

ACTION

ITEM 5

**MONTANA PROFESSIONAL EDUCATOR CODE OF
ETHICS**

Ms. McCall Flynn

Professional Educators of Montana Code of Ethics

Professional educators recognize and accept their responsibility to create learning environments to help all students reach their full potential. They understand the trust and confidence placed in them by students, families, colleagues, and the community. To achieve their professional purpose, educators strive to maintain the highest ethical standards. The Professional Educators of Montana Code of Ethics sets out these fundamental principles which guide their behavior.

Principle I. Commitment to Students and Families. The ethical educator:

- A. Makes the well-being of students the foundation of all decisions and actions.
- B. Promotes a spirit of inquiry, creativity, and high expectations.
- C. Assures just and equitable treatment of every student.
- D. Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical, or illegal practice of any person.
- E. Keeps information confidential that has been obtained in the course of professional service, unless disclosure serves a compelling purpose in the best interest of students, or is required by law.
- F. Respects the roles, responsibilities, and rights of students, parents, and guardians.
- G. Maintains appropriate educator-student relationship boundaries in all respects, including speech, print, and digital communications.

Principle II. Commitment to the Profession. The ethical educator:

- A. Fulfills professional obligations with diligence and integrity.
- B. Demonstrates continued professional growth, collaboration, and accountability.
- C. Respects the roles, responsibilities, and rights of colleagues, support personnel, and supervisors.
- D. Contributes to the development of the profession's body of knowledge.
- E. ~~Manages information, including data, with honesty.~~ Manages information, including student data and assessments, with integrity.
- F. Teaches without distortion, bias, or prejudice.
- G. Represents professional qualifications accurately.

Principle III. Commitment to the Community. The ethical educator:

- A. Models the principles of citizenship in a democratic society.
- B. ~~Understands and respects diversity.~~ Demonstrates an understanding of educational equity and inclusion, and respects human diversity.
- C. Protects the civil and human rights of students and colleagues.
- D. Assumes responsibility for personal actions.
- E. Demonstrates good stewardship of public resources.
- F. Exemplifies a positive, active role in school-community relations.
- G. Adheres to the terms of contracts, district policies and procedures, and relevant statutes and regulations.
- H. Uses social media and digital communications responsibly and professionally.

INFORMATION

ITEM 6

REVIEW OF SUPERINTENDENT ARNTZEN'S RECOMMENDATIONS TO REVISIONS TO ARM TITLE 10, CHAPTER 57, EDUCATOR LICENSURE

Dr. Julie Murgel, Crystal Andrews

**Administrative Rules of Montana
Education Chapter 57, Educator Licensure
Comprehensive Review and Revision
November 2020 to November 2021**

Task Force Facilitators

**Crystal Andrews, Educator Licensure Director, OPI
Julie Murgel, Senior Manager, OPI
Tristen Loveridge, Project Manager, OPI
Jacob Williams, Senior Researcher, Education Northwest
Erich Stiefvater, Senior Program Advisor, Education Northwest**

Task Force Members

Name	Role
Angela McLean	Director of American Indian/Minority Achievement and K-12 Partnerships, OCHE
Christine Eggar	Superintendent, Frontier
Corrina Guardipee-Hall	Superintendent, Browning
Dan Schmidt	Superintendent, Poplar
Dean Jardee	Elementary Librarian/PTA President, Great Falls
Diane Fladmo	Director of Public Policy, MFPE
Erica Allen	Superintendent, Dutton Brady
Heather Jarrett	Superintendent, Reed Point
John Melick	Director of Field Placement and Licensure, MSU
Jule Walker	Field Services Specialist, MTSBA

McCall Flynn	Executive Director, BPE
Mike Perry	Superintendent, Arlee
Nick Schumacher	Superintendent, Plevna
Sharon Carroll	High School Mathematics Teacher, retired
Shaun Scott	Region 8 Trustee, Townsend
Sue Corrigan	Kalispell Municipal Director
Valerie Fowler	Region 5 Trustee, Cascade

Feedback Group Members

Name	Role
Scott Kinney	Superintendent, Superior
Tim Norbeck	Superintendent, Jefferson
Michele Paine	Principal, Kalispell
Shay Kidd	Assistant Professor of Education-Mathematics, UM Western
Kristi Steinberg	Licensure and Assessment Manager, UM
Katie McCrea	Director of Field Experience, UM Western
Noelle Harper	High School Librarian, Bozeman

Summary of Research and Review of Chapter 57 ARM and Outline of Task Force Recommendations to the Superintendent

Prepared for: Board of Public Education

Prepared by: Julie Murgel, Senior Manager
Crystal Andrews, Educator Licensure Director
Jacob Griffith, OPI Chief Legal Counsel

Introduction

The Research and Review of Chapter 57 ARM was launched with the Constitution of the State of Montana, Article X, Education and Public Lands as the foundation. In Article X, Section 1, the Educational Goals and Duties are:

(1) It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state.

(2) The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity.

(3) The legislature shall provide a basic system of free quality public elementary and secondary schools. The legislature may provide such other educational institutions, public libraries, and educational programs as it deems desirable. It shall fund and distribute in an equitable manner to the school districts the state's share of the cost of the basic elementary and secondary school system. As a result, the vision for the review and research of Chapter 57 ARM, aligned to the Montana Constitution, was that all students should have access to educators who can develop the full educational potential of each person and are committed to the preservation of the cultural heritage of the American Indians. Whereas the mission was centered around providing the recommendation of rules that maximize the selection, preparation, and retention of educators to the greatest extent possible without diminishing the quality of educators. Guiding principles aligned to the vision and mission included:

- Outlining licensure requirements that certify quality Montana educators;
- Providing rules that protect students from educators who have been found unfit;
- Supporting the career-long development and skill enhancement of Montana educators;
- Ensuring that all Montana educators have the basic knowledge to honor the Indian Education for All requirement and integrate it into their practice; and

- Honoring the purpose of certification that supports and does not impede the role of local trustees and communities to recruit, select, retain, and enhance educators.

Summary of Research and Review of Chapter 57

Per Admin. R. Mont. 10.57.101(2) The board shall consider recommendations for revision of the rules at any time it deems necessary. Every five years the board shall conduct a comprehensive review of its licensing rules to ensure that such rules are meeting the needs of the state. The last comprehensive review for Chapter 57 Licensure rules was completed in 2016 and the rules adopted on November 18, 2016, taking effect on January 1, 2017.

From November of 2020 to May of 2021, prior to the task force starting, the Montana Office of Public Instruction (OPI) engaged in research and review regarding Educator Licensure with Education Northwest. Education Northwest, the Region 17 Comprehensive Center, serves Idaho and Montana to implement, scale, and sustain evidence-based policies, programs, and practices. Specifically, the OPI engaged the Region 17 Comprehensive Center to conduct a high-level survey of educator license reciprocity policy and practice in Montana and other states. The survey was conducted to support Montana’s review of education regulations related to educator licensure in Chapter 57 of the Administrative Rules of Montana.

After reviewing information from OPI staff, national trends, and a limited research base, the authors concluded that some Montana licensure requirements may deter out-of-state educators from obtaining credentials to work in Montana schools. The authors asserted that enhanced licensure reciprocity may increase Montana’s access to qualified educators from other states by reducing barriers, refining measures of effectiveness, and applying standards more equitably. In addition, the research indicated that adjusting licensure requirements for both in-state and out-of-state educators could help address shortages and increase access to qualified candidates. In examples detailed in the report, educators’ attempts to obtain licenses in Montana were hindered due to sometimes conflicting requirements. The report outlined specific revisions that may increase licensure reciprocity and flexibility that include:

- Reduce recent credit requirements and offer options in lieu of additional college or university coursework or credits.
- Reduce required years of experience and refine required evidence of effectiveness (e.g., use objective measures of “successful experience” like a satisfactory evaluation rather than a supervisor/employer recommendation).
- Expand licensure eligibility for candidates with advanced credentials (e.g. National Board Certification).
- Treat traditional and alternative educator preparation pathways more equally for licensure purposes.
- Revise or allow more flexibility within licensure endorsement areas. For example, allowing specific content-area endorsement holders to teach beyond their endorsement areas may help address teacher shortages, particularly in rural schools. (e.g., a history endorsement holder to teach a government course, without having to go back to college to obtain a “Broadfield Social Studies or government endorsement).

A second report was completed by ED Northwest, called the Montana OPI, Administrative Rules of Montana Chapter 57 and 58 Focus Groups Summary Report. This report provides results from a series of 10 virtual stakeholder focus groups sponsored and convened by the OPI and facilitated between April 19 and April 27, 2021, with support from the Region 17 Comprehensive Center. The focus groups were intended to inform OPI's efforts to refine or enhance Montana's educator preparation and licensure policies to provide Montana's K–12 districts and students with an adequate and sustainable supply of quality, effective educators. A total of 86 participants, identified and recruited by OPI, were asked about their perspectives on the knowledge, skills, and preparation they see as most essential for educator quality and effectiveness.

Several consistent, cross-cutting themes emerged from participant responses. These included:

- High-quality educators embody and apply content knowledge, effectively use instructional strategies, form, and maintain positive classroom climates, and build positive relationships with students and families.
- Aspiring teachers need to gain a variety of hands-on teaching experiences in real classrooms as early as possible in their preparation.
- Newer teachers benefit from mentorship and support from experienced colleagues.
- Participants want increased flexibility in educator preparation programs and licensure policies and processes, although not at the expense of educator quality. This includes considering license reciprocity and streamlining the licensure process for experienced educators from Montana and other states.
- Teachers need to be able to support students' social and emotional learning (SEL) and mental wellness needs particularly in a post-COVID 19 educational environment.
- Educator salaries are a critical issue for the recruitment and retention of educators in Montana—especially for aspiring and newer educators.

Starting on June 10, 2021, the Chapter 57 Task Force began. The task force met over 6 months and held 19 sessions to discuss revisions and recommendations to ARM 57. A Feedback Group met 4 times over the course of the 4 months to provide feedback to the taskforce. All 23 meeting minutes, summaries, agendas, and recordings have been kept up to date on the main OPI webpage. For reference, in the very top right-hand corner of the main page is a tab for both Chapter 57 and 58. The OPI staff has also kept a tracker outlining the recommended changes to the rule, including notes, and vote outcomes.

The entire task force committee sessions took place virtually. Sessions ranged from 90 to 180 minutes in duration. Facilitators launched each session with an agenda, norms, purpose, and reminder of the consensus voting process that the task force established in the first session. The norms were: be respectful, be supportive, be present, and be open. The purpose of Chapter 57 task force centered around: how to obtain/apply for a license; how to keep/renew a license; and how to advance a license. The task force agreed that all consensus would be reached in a public forum and members would move forward with changes once consensus was reached. Consensus did not mean unanimous, but meant, the task force member could live with the decision, support their colleagues in implementing the decision and they would do absolutely nothing to impede the implementation of the decision. In the beginning sessions, the task force voiced what attributes a quality educator holds in Montana so that when they

started reviewing Chapter 57 ARM, they had an established criteria to reference. Then, they explored a tiered licensure system based on criteria including mentorship. The tiered system was then applied to current administrative rules to refine the language. It was during this time that task force members would call motions to vote on suggested changes to the current language. Motions had to be seconded before a vote was held. If 60% consensus was reached, the motion was passed, and the new language was included as a recommendation for the Superintendent. This process ensued until all subchapters of Chapter 57 ARM had been reviewed.

On November 3, 2021, the task force recommendations were shared with the Certification Standards and Practices Advisory Council (CSPAC). The feedback and questions from CSPAC were taken back to the task force on Tuesday, November 16, 2021, for their consideration. A final meeting was held on November 30, 2021, to complete the task force recommendations for the Superintendent.

The proposed task force recommendations to the Superintendent ranged from adjusting the 6-semester requirement for recency to include the option of 60 professional development units, reciprocity for military spouses, inclusion of multiple pathways to show competency beyond the Praxis, to allowing school counselors who may not have "classroom" experience to use 3 years' experience as the school counselor to meet experience requirements for an administrative license. There were also recommended changes for inclusion of an associate degree and apprenticeship certificate for a CTE license and removing barriers to Class 8 Dual Enrollment Educator License.

On December 3, 2021, the task force recommendations were provided to OPI Chief Legal Counsel for review. The legal review was then given to Superintendent Arntzen on December 10, 2021. As a result, Superintendent Arntzen has taken into consideration the Task Force recommendations and legal counsel, which is outlined below in the table titled, "Conceptual Changes to ARM Chapter 57." In addition, Superintendent Arntzen included four recommended changes to ARM beyond the task force recommendations. These four recommendations are outlined at the bottom of the "Conceptual Changes to ARM Chapter 57" Table. The subsequent table contains the final Superintendent recommendations including a clear statement of the Administrative Rules of Montana (ARM) to be amended, repealed or adopted with a description of the reason for the proposed changes. Attached to this summary are the red-lined versions of the ARMs that encompass the Superintendent's recommendations.

During the 2023 Montana Legislative session, the Superintendent of Public Instruction intends to run legislation to change the names of classes of licenses that are currently outlined in statute, specifically Montana Code Annotated (MCA) [20-4-106](#): Classifications of Teacher and Specialist Certificates. Based on statute and administrative rule, the current classification system used in educator licensure differentiates teachers by multiple factors: teaching experience, content knowledge, and level of education, which does not directly equate to teacher quality. This classification system is built on both qualitative and quantitative categories. However, qualitative titles like a "Professional" educator license versus "Standard" educator license does not truly define differences in teacher attributes, skills, or effectiveness. Thus, creating a system that inaccurately defines some teachers as professionals and others not as professionals. Whereas the class numeric system sorts educators with a numeric value from one to eight, which sorts educators by distinguishing characteristics of the group, while also placing a numeric value that may inaccurately define a class 1 educator license as better than a class 2 educator license. Knowing that effective teachers come from many different backgrounds and

preparations, the Superintendent of Public Instruction wants to ensure that the Montana educator licensure system provides a floor that acknowledges licensed educators, without creating arbitrary licensure classifications that cause a hierarchy or stratified status.

Board of Public Education Approved Adoption Timeline for Chapter 57:

- Board of Public Education approves revised timeline.....November 17-19, 2021
- Superintendent final recommendations due to BPE.....December 29, 2021
- Proposed notice to BPE for authorization to publish including Public Hearing date ... January 13, 2022
- Proposed notice to SOS (Secretary of State) for notice in MAR.... January 18, 2022
- MAR publication out... January 28, 2022
- Hearing date.....After February 17, 2022
- Final Public Input deadline.... April 8, 2022
- Adoption notice including summary of comments to BPE for approval..... May 13, 2022
- Final rule changes to SOS for notice in MAR.....May 17, 2022
- MAR publication out.....May 27, 2022
- Effective Date of Rules...May 27, 2022

Table of Contents

Task Force Members	1
Feedback Group Members	2
Introduction	3
Summary of Research and Review of Chapter 57 ARM	4
Outline of Task Force Recommendations to the Superintendent	4
BPE approved adoption timeline for Chapter 57	7
Table of Contents	8
Conceptual Changes to ARM Chapter 57 Table	9
Final Superintendent Recommendations	33
Subchapter 1- General Information	33
Subchapter 2- Issuance of Licenses	44
Subchapter 3- General Endorsement Areas	53
Subchapter 4- Classes of Licensure	58
Subchapter 5- Ancillary Services	99
Subchapter 6- Educator Licensure Disciplinary Procedures	100

Conceptual Changes to ARM Chapter 57 Table

Topic	Discussion of Change	Superintendent’s Response to Task Force Recommendation	Rationale
<p><u>ARM 10.57.102</u> New definitions for evidence of content and pedagogical knowledge</p>	<p>Proposed language to define the additional pathways to demonstrate content and pedagogical knowledge for “Coursework Grade Point Average” (GPA) and “Student Portfolio.”</p>	<p>Superintendent Arntzen agrees with this task force recommendation.</p>	<p>In order to implement the multiple pathways recommended within the Class 2 requirements, it is essential to define the terms. Defining the terms enables common understanding and application of “Coursework GPA” and “Student Portfolio” terms.</p>

ARM 10.57.107
Emergency
Authorization
and IDEA
alignment

To align with federal IDEA regulations, language is proposed to prohibit emergency authorization of employment for special education teachers.

Superintendent Arntzen agrees with this recommendation and considers this change imperative.

Superintendent Arntzen also recommends an additional amendment beyond the task force recommendation.

Interpretation by the OPI Legal Counsel of the IDEA Statute Sec.300.156 Personnel Qualifications is that emergency authorization may not be granted in the area of Special Education.

Sec.300.156(c) Qualifications for special education teachers. (1) The qualifications described in paragraph (a) of this section must ensure that each person employed as a public school special education teacher in the State who teaches in an elementary school, middle school or secondary school

–(ii) Has not had special education certification or licensure requirements waived on an emergency, temporary or provisional basis.

Language was also added to the rule, to codify that the emergency authorization can be used as a way for paraprofessionals and student teachers to be a teacher of record, be compensated similar to a teacher salary rate, and earn teaching experience. Even though the teacher would not qualify the school district for the highly qualified educator payment, this would continue to ensure that the school would not earn a deficiency in accreditation for an unlicensed



teacher. This language would support an emergency authorization within licensure rules that aligns to proposed language from the Chapter 58 Task Force for consideration regarding student teaching for compensation and choice of placement for a yearlong internship.

The Chapter 58 task force discussed the difficulties of finding funding, properly funding internships for a year, and the possibility of individuals being drawn away from a career in education due to not being able to afford the internship themselves.

They asserted there is a common misunderstanding that current law does not allow student teachers to be compensated. However, Montana law already states a student teacher must be non-salaried but not that they cannot be compensated in any form. It was clarified that there is a difference between salaried and compensated.

As a result, the Chapter 58 task force brought forward suggested language for 10.58.312(d) that reads, "Preservice teachers are authorized to receive payment to the extent allowed by law." The taskforce suggested that this enabling language gives the option to compensate student teachers and provides flexibility for the changing of



administrative rules in the future. A vote was taken to incorporate this language in the recommendation to the Superintendent and passed unanimously.

Also, within the recommendation to the Superintendent from the Chapter 58 taskforce was language regarding student teaching placements of choice. The proposed language for 10.58.312(b) and 10.58.606(b) reads, “To the extent possible, providers and school partners co-construct opportunities for students to student teach in the district and school of their choice, including through recruitment and retention programs adopted by school districts, in accordance with statewide agreements.”

Furthermore, suggested language for a more broad recommendation to explore the options of a yearlong internship was also brought forward in the Chapter 58 taskforce. They asserted that, “The State should investigate how to increase access of Educator Preparation Program students to paid onsite clinical residencies in diverse educational settings. Current Educator Preparation Programs with existing pilot projects should collect data on implementation and effectiveness. This information should be shared across the state and

			<p>lead to further investigation.” In the end, the task force decided they need additional voices from the field placement coordinators and the work being done by OCHE before it is presented to the superintendent as a recommendation. It was also highlighted that OCHE is currently conducting research around an advanced student teaching experience that could be up to a year-long and how to pay student teachers during that time.</p>
<p><u>ARM 10.57.109</u> Unusual Case 30-day notice waiver</p>	<p>Added at the request of the BPE for a 30 day notice specific for unusual cases, similar to the notice for denials.</p>	<p>Superintendent Arntzen acknowledges this recommendation and proposes an alternative recommendation.</p>	<p>To return the authority to review unusual cases back to the Superintendent. This rule was changed in 2017.</p> <p>The OPI has an Educator Licensure Review Committee in place that reviews denial, suspension, unusual cases, and revocations matters. This committee currently drafts the letters for unusual cases for consideration for</p>

the Board of Public Education and would continue to enact a review process. Standing committee members are the: Deputy Superintendent, Chief Legal Counsel, Paralegal for Legal Counsel and Educator Licensure Director.

Returning the authority back to the superintendent would reduce the time frame that an educator license remains in pending status while the unusual case is presented and considered by the BPE on a bimonthly schedule. This would also decrease the need to request a 30-day waiver, which is a result of attempting to hear the unusual cases in a timelier manner.

If the OPI was to deny an unusual case, the due process clause at the BPE serves two basic purposes. One is to guarantee basic fairness through the use of fair procedures, more accurate results, and to prevent the wrongful denial of educator licensure. The other purpose is to make certain that aspiring Montana educators know that the OPI has treated them fairly by having notice of an opportunity to have their side of the story heard, to be heard at a meaningful time in a meaningful way and guarantee that the OPI decision is supported by substantial evidence.



<p><u>ARM(S)</u> <u>10.57.215-218</u> <u>10.57.410(2)</u> <u>10.57.424</u> <u>10.57.433(3)</u> Expansion of 6 semester credit recency requirements to include PD units</p>	<p>To increase flexibility for educators, it is proposed to adjust the 6-semester requirement for recency to include the option of 60 professional development units. As a result, the term renewal units are renamed as professional development units.</p>	<p>Superintendent Arntzen agrees with this task force recommendation.</p>	<p>Augment recency requirements to include professional development options that can be used in lieu of additional coursework or credit requirements. This may increase access to qualified educators who have an expired license and want additional options beside attending college/or university courses. The wide range of cost-effective professional development opportunities often exceed the variety of college courses offerings. This expansion allows educators to better personalize their professional learning and growth.</p> <p>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 qualified teachers from applying for licensure in Montana.</p>
<p><u>ARM 10.57.221</u> Reciprocity for Military Spouses/Dependents</p>	<p>Added to ensure reciprocity for military spouses/dependents.</p>	<p>Superintendent Arntzen agrees with this recommendation and considers this change imperative.</p>	<p>According to written testimony from the U.S. Department of Defense, "Barriers to the transfer and acceptance of certifications and licenses that occur when state rules differ can have a dramatic and negative effect on the financial well-being of military families... Removing these barriers, creating reciprocity in licensing</p>

requirements, and facilitating placement opportunities can help a military family's financial stability, speed the assimilation of the family into its new location, and create a desirable new employee pool for a state (especially in education and health care)."

Providing reciprocity for military spouses and dependents, who move on an average of every three years, would maximize flexibility when accepting current out-of-state licenses, expedite applications from military spouses/dependents, and waive cumbersome deadlines and other requirements.

During the 2021 calendar year, this licensing mechanism would have been utilized in at least four known cases.

As of today, 38 states offer reciprocity for military spouses and 13 states or territories do not. Of the 38 states that offer military spouse licensure reciprocity includes Montana's neighboring states of North Dakota, South Dakota, and Wyoming. Other northwestern states that offer military spouse licensure reciprocity include Colorado, Utah, Oregon, and Washington.

			<p>The reciprocity language of states range from waiving licensure fees, prioritizing applications for military spouses, offering automatic licensing to those who hold a substantially equivalent license issued by another state in good standing, to issuing a temporary authorization to teach if they have not met the assessment requirements for an initial license.</p> <p>The language proposed for Montana most resembles the language in Wyoming, where candidates may be eligible to teach if they hold a valid license from another state that is in good standing and substantially equivalent, can demonstrate competency, complete all application procedures, and pay any required fee. The one difference between Montana and Wyoming is the inclusion of military dependents in Montana.</p>
<p><u>ARM 10.57.301</u> Adding an additional endorsement</p>	<p>Recommendation to develop and include pathways to earn an additional endorsement beyond the current requirement based on the program of study completed through an Educator Preparation Program (EPP).</p> <p>Specific language for an added endorsement was not provided</p>	<p>Superintendent Arntzen acknowledged the Task Force’s recommendation to develop proposed rule amendments that include pathways to earn additional endorsements.</p> <p>Superintendent Arntzen considers this change imperative.</p>	<p>As in most states, Montana certificate endorsements focus on teaching topics and are intended to add value to a license or certificate. Like teaching certificates, the characteristics (including grade level) and focus of the state’s endorsements can complicate an educator’s desire to either add a subsequent endorsement or apply for an endorsement when moving to the state.</p>

	<p>to the Superintendent from the Task Force, rather a general statement was made for the Superintendent to draft a potential rule to review with CSPAC.</p>		<p>To allow more flexibility for current and future educators to obtain subsequent endorsements areas which may help address teacher shortages, particularly in rural schools. This increased flexibility strives to find more time and cost-effective ways for educators to expand their credentials, whether it is through college coursework, work experience, or testing.</p> <p>An analysis conducted by the OPI of 8 other states (ND, SD, WY, ID, WA, AK, CO, and UT), revealed that all 8 states offer options beyond the completion of a program of study at a college or university for educators to obtain additional endorsements.</p> <p>There has been a steady increase in the number of deficiencies on school's accreditation reports for misassigned teachers. The number of misassigned educators has increased from 58 in 2019, to 68 in 2020, and 87 in 2021.</p>
<p><u>ARM 10.57.410</u> Class 2 pathways and requirements</p>	<p>Proposed language to reduce the number of years of experience for the alternative pathway from 5 years to 1 year.</p>	<p>Superintendent Arntzen acknowledges this recommendation and proposes an alternative recommendation.</p>	<p>Thirty-two states treat out-of-state educators equally regardless of the type of preparation program they completed. Montana is one of nineteen states that make it harder for out-of-state applicants to earn a license if</p>

they followed an alternative teacher preparation pathway.

Recent research has documented persistent educator shortages in Montana, particularly in selected subject areas and in rural locales (Furois, Murphy, & Bailey, 2019; Yoon, Mihaly, & Moore, 2019). These shortages raise the question of whether Montana’s current licensure requirements serve the state’s best interest. As a result, this was an identified opportunity to enhance policies and improve flexibility and support for Montana students, schools, and districts.

Although licensure requirements are designed to ensure out-of-state educators are qualified to work in Montana schools, they may deter educators from remaining in the profession and/or shrink the state’s potential supply of experienced educators. An analysis of federal data conducted by the Learning Policy Institute in 2016 indicated that approximately 40 percent of former teachers who were surveyed about their interest in returning to the profession cited considerations of “state certification reciprocity” as very or extremely important (Podolsky et al., 2016). There is also evidence that licensing requirements limit the pool of



potential teachers in districts near state lines (Goldhaber et al., 2015).

A growing body of evidence has established that some licensure requirements for out-of-state teachers restrict states' access to qualified teachers who might otherwise consider moving from another state (Johnson & Kleiner, 2020; Goldhaber et al., 2015). Many teachers are mobile: National data show that more than 25 percent of applications for teaching jobs came from out-of-state educators (Ingersoll & Perda, 2010). Some states, such as Alaska, North Dakota, and Wyoming, grant most of their initial teacher licenses to candidates who were prepared in another state (Sutcher et al., 2016). Currently, Montana grants about 49% initial teacher licenses to candidates from out-of-state. The substantial numbers of educators seeking positions out of state suggests that a lack of acceptance for both traditional and alternative education preparation programs may negatively impact the state's educator pipeline. In addition, some requirements may be needlessly restrictive: Research suggests that some licensing requirements do not align with the skills teachers need in the classroom (Arbury et al., 2015).

Another consideration for Montana licensure requirements was on whether and how to apply different criteria to candidates who complete nontraditional and/or out-of-state teacher preparation programs. Some research has attempted to compare the effectiveness of various preparation pathways, including in-state, out-of-state, and alternative routes. The research suggests that although traditionally prepared teachers may be more effective early in their careers, these results dissipate quickly; research also shows that there is more variation in effectiveness within teacher preparation types than across them (Constantine et al., 2009).

Additional research (National Council on Teacher Quality [NCTQ], 2020) has been conducted on alternate routes into the teaching profession, which are used nationally by approximately 20 percent of new teachers. Alternate route candidates often fill jobs in hard-to-staff subjects and schools.

Through its own review and rating of teacher preparation programs, NCTQ (2014) suggests that traditional teacher preparation programs appear to vary as widely in quality as alternate programs. Other organizations such as the American Association of Colleges for Teacher Education (AACTE) point



			to research that underscores the difficulty in comparing traditional and alternative programs because there may be greater variation within a single preparation program than across programs (AACTE, 2012).
<p><u>ARM(S)</u> <u>10.57.410</u> <u>10.57.424</u> Multiple pathways to demonstrate content and pedagogy knowledge</p>	<p>Inclusion of multiple pathways to show competency beyond the Praxis: a minimum passing score on the PRAXIS Subject Assessment; or a passing score on a student teaching portfolio verified by the appropriate official from the educator preparation program; or a 3.00 or higher coursework GPA verified by the appropriate official from the educator preparation program.</p>	<p>Superintendent Arntzen agrees with this recommendation and considers this change imperative.</p>	<p>Multiple pathways are important because they expand the ways in which applicants can meet educator preparation program requirements.</p> <p>To ensure educators are qualified to work in its schools, during the research phase we examined what is required as evidence of educator quality and whether these requirements are based on relevant standards and measures. The Montana rules 10.58.501-533 provide professional educator preparation program (EPP) standards for teaching and for specific content teaching areas. Measures for these program standards are not prescribed in the rules. However, a verification form is used by in-state EPP programs to assess a student’s content knowledge and determine whether they should be recommended for licensure/endorsement. The rubric—with criteria based on GPA, observation of clinical practice, and Praxis scores—aligns explicitly with the EPP standards or with the licensure requirements in the ARM. By</p>

			<p>contrast, out-of-state candidates are evaluated differently: through relevant official transcripts, university recommendation, certificates of completion, and other documentation. For this reason, a recommendation for multiple pathways is proposed for licensure requirements that are more equitably applied to in-state and out-of-state licensure applicants.</p>
<p><u>ARM 10.57.411</u> Class 1 Professional License with National Board Certification</p>	<p>Based on the requirements for certification by the National Board for Professional Teaching Standards which includes 3 or more years of teaching and extensive professional learning activities equivalent to master's level work, it is proposed to change the Class 1 standard teaching license requirements. The proposed requirements are 3 years of teaching and either a master's degree in education or an endorsable teaching area(s) from a regionally accredited college or university or certification by the National Board for Professional Teaching Standards.</p>	<p>Superintendent Arntzen acknowledges this recommendation and proposes an alternative recommendation.</p> <p>Superintendent Arntzen intends to run legislation to change the names of classes of licenses that are currently outlined in statute, specifically Montana Code Annotated (MCA) 20-4-106: Classifications of Teacher and Specialist Certificates. Knowing that effective teachers come from many different backgrounds and preparations, the Superintendent of Public Instruction wants to ensure that the Montana educator licensure system provides a floor that acknowledges licensed educators, without creating arbitrary licensure classifications that cause a hierarchy or stratified status.</p>	<p>To enable all educators regardless of number of years of teaching experience who pursue and hold a master's degree in education or an endorsable teaching area(s) from a regionally accredited college or university or certification by the National Board for Professional Teaching Standards, the three years of experience has been removed.</p> <p>Additionally, to align with the Class 2 Standards teaching license requirements, the years of experience has been removed.</p> <p>National Board Certification (NBC) is a voluntary, advanced teaching credential that goes beyond state licensure. NBC has national standards for what accomplished teachers should know and be able to do. The National Board for Professional Teaching Standards</p>

			(NBPTS) certifies teachers who successfully complete its rigorous certification process. Based on the rigorous requirements for certification by the National Board for Professional Teaching Standards which includes 3 or more years of teaching and extensive professional learning activities equivalent to master's level work, it is proposed to elevate the NBC from a Class 2 Standard Teacher's License to a Class 1 Professional Teacher's License.
<p><u>ARM(S)</u> <u>10.57.420</u> <u>10.57.433</u> <u>10.57.436</u> <u>10.57.437</u> IEFA requirement for all licenses</p>	<p>Based on the Montana Constitution, ensuring Indian Education for All (IEFA) knowledge is required for all classes of educator license in the State of Montana.</p>	<p>Superintendent Arntzen agrees with this recommendation and considers this change imperative.</p>	<p>Montana's <u>constitutional requirement and duly enacted policy</u> (MCA 20-1-501-Indian Education for All) requires recognition of the distinct and unique cultural heritage of American Indians and a commitment in our educational goals to preserve their cultural heritage. Because every Montanan student, whether Indian or non-Indian, is encouraged to learn about the distinct and unique heritage of American Indians, all Montana educators in each license class need to have the basic knowledge to honor the IEFA requirement and integrate it into their practice.</p> <p>Currently, the IEFA requirement applies to Class 1 Professional Teaching License, Class 2 Standard Teaching License, Class 3</p>

			<p>Administrative Licenses, and Class 5 Provisional Teaching Licenses. This proposal would add the requirement to the other four classes of licenses: Class 4 CTE teaching license, Class 6 Specialist license, Class 7 American Indian Language and Culture Specialist, and Class 8 Dual Credit Postsecondary Faculty License.</p>
<p><u>ARM 10.57.414</u> Superintendent course and credit requirement</p>	<p>Increased flexibility for EPPs to design programming based on the Montana specific requirements rather than a set number of courses and credits (60 professional development units). The recommended language change replaces the “three credits” with “Montana educator preparation program requirements” in each of the following: (i) Montana school law; (ii) Montana school finance; and (iii) Montana collective bargaining and employment law.</p>	<p>Superintendent Arntzen acknowledges this recommendation and proposes an alternative recommendation.</p>	<p>It is recommended to extend the flexibility beyond the EPPs to design programming based on the Montana specific superintendent requirements to include professional development opportunities that can be used in lieu of additional coursework or credit requirements. This will increase access to qualified superintendents who have been prepared out-of-state and want additional options beside attending college/or university courses.</p> <p>For superintendents, prepared in-state, they can meet the Montana educator preparation program requirements in each of the following (i) Montana school law; get rid of Montana, (ii) Montana school finance; and (iii) Montana collective bargaining and employment law in one of two ways: (1) verification of completion of the requirements on the university recommendation by an appropriate official from the educator preparation</p>

			program, or (2) completion of online professional development courses.
<u>ARM(S)</u> <u>10.57.413-419</u> School Counselors as Administrators	Current rule requires 3 years' "teaching" experience to be eligible for administrative licenses. The recommended revision would allow those school counselors who may not have "classroom" experience to use 3 years' experience as the school counselor to meet experience requirements.	Superintendent Arntzen agrees with this task force recommendation.	School counselors seeking a Class 3 administrative license first need to gain classroom teaching experience, which may deter school counselors from pursuing administrator licensure. If a counselor-to administrator pathway were reverted to a similar pathway available prior to 2015, more school counselors may pursue administrative licenses. The majority of licensure denials in the last three years have been for school counselors seeking administrative licenses who do not have teaching experience.
<u>ARM 10.57.420</u> CTE Addition of Associate Degree and Apprenticeship	Proposed inclusion of an associate degree and apprenticeship certificate to the 4B license.	Superintendent Arntzen agrees with this recommendation and considers this change imperative.	CTE educators play an essential role in supporting secondary students in exploring possible career interests and developing skills that will enhance their education and career. However, there

			<p>is a shortage of CTE educators across subject areas and fields.</p> <p>Thus, this flexibility is proposed to expand CTE pathways for trained and qualified individuals to support student learning in these areas.</p> <p>The variety of requirement options presented can allow for applicants with diverse degrees, work experience histories and training to become CTE educators, potentially allowing for more CTE educators in the pipeline.</p>
<p><u>ARM 10.57.421</u> CTE reduction of work hours and PD units</p>	<p>OPI researched other states' requirements, which range from 2,000 to 10,000. MT with 10,000 is on the high end. 5000 hours is recommended, based on equivalence 5000 hrs./8 hrs. per day/235 calendar workdays.</p> <p>Recommendation to lower the hours from 80 to 60 hours to align with the requirements of recency and renewal requirements.</p>	<p>Superintendent Arntzen agrees with this recommendation and considers this change imperative.</p>	<p>This additional flexibility is proposed to expand the variety of requirement options presented that can allow for applicants with diverse degrees, work experience histories and training to become CTE educators, potentially allowing for more CTE educators in the pipeline.</p>

ARM 10.57.424
Class 5 types

5A: Maintain the one-year time frame to complete and pass the Praxis.

5B: 3 years' time frame to complete an EPP while employed or residing in MT.

5C: 3 years' time frame
Language added to allow flexibility for specific cases where an out-of-state license has expired, and the candidate does not have recent credits within the last 5 years. This allows a teacher to obtain a license by opting to complete 60 professional development units, or 6 semester credits, or a combination of college credits and PD units.

Superintendent Arntzen agrees with this task force recommendation.

These changes were recommended to ensure consistency between a standard and provisional license by aligning the Class 5 license with three elements outlined above:

- Class 2 pathways and requirements,
- Multiple pathways to demonstrate content and pedagogy knowledge, and
- Expansion of 6 semester credit recency requirements to include PD units.

The recommended changes were made to distinguish and define three distinct reasons for a provisional license as they are not all the same. The Class 5A and 5B already exist in rule (without the name 5B). Adding the Class 5C addresses recency and expands the options for a candidate with an out-of-state license that is expired, and the candidate does not have recent credits within the last 5 years. It allows a teacher to obtain a license by opting to complete 60 professional development units, or 6 semester credits, or a combination of college credits and PD units and not just college credit like the rule currently states.



ARM 10.57.437
Class 8
Requirements

Removing barriers to Class 8. Recommendation to remove requirements A-C:

(A) ability to create learning environments that support creativity, critical thinking, individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation;

(B) understanding and ability to use a variety of instructional and assessment strategies to encourage learners to develop understanding of content areas and to build skills to apply knowledge in meaningful ways; and

(C) understanding of individual differences and diverse cultures with an ability to integrate history, culture, heritage, and contemporary status of American Indians and tribes in Montana. as verified with completion of the online course "An Introduction to Indian Education for All in Montana."

Superintendent Arntzen agrees with this task force recommendation.

This proposal was developed to establish a more expedient approach for university faculty to apply for a Class 8 license. This eliminates duplicative and extensive evidence of content knowledge that an applicant must submit. Currently, the requirements for a Class 8 license includes the submission of a curriculum vitae, teaching philosophy, syllabi, course examples of assignments/projects along with official transcripts and recommendation and verification from a college or university. Most of the supplement materials (curriculum vitae, teaching philosophy, syllabi, course examples of assignments/projects) are not requested for any other license nor used as criteria to issue or deny a license. The suggestion is to simplify the criteria based on ARM 10.57.437 3(a-c): verification of faculty employment from the Chief Academic Officer or an appropriate official of the employing regionally accredited college or university; compliance with all other nonacademic requirements for licensure as required by [20-4-104](#), MCA, ARM [10.57.201](#) and [10.57.201A](#); and recommendation from the Chief Academic Officer from a regionally accredited college or university verifying the following: the applicant plans to teach in a subject covered by



			the K-12 endorsement areas in ARM 10.57.438 , and will teach a subject in which the applicant has a major or minor.
Topic	Discussion of Change	Superintendent's Recommendation	Rationale
<u>ARM 10.57.436</u> Class 7 Time Frame	Extending the term for a Class 7 American Indian Language and Culture Specialist from 5 years to lifetime, which also removes the requirement for renewal.	Superintendent Arntzen recommends this additional amendment beyond the task force recommendations.	<p>The Class 7 Indian language and culture specialist license allows experts in Indigenous languages/cultures identified and certified by their respective tribal nations, to teach in K-12 public schools.</p> <p>To extend the tribal nations authority and recognize the expertise and distinguished contributions to language preservation of Native Language Culture and Language Specialists, it is</p>

			recommended that the Class 7 license be in place for a lifetime.
<u>ARMS</u> 10.57.410(2) 10.57.433(3) Lifetime license provision	Including rather than prohibiting a lifetime license to the list of approved current out-of-state licenses.	Superintendent Arntzen recommends this additional amendment beyond the task force recommendations.	Life-time licenses are different from restricted or provisional licenses. There are no conditions placed on a life-time license like a restricted or provisional license, which are issued to allow an educator to work while completing a preparation program. Life-time licenses are generally issued to licensed teachers with 30 or more years of teaching as a licensed teacher that requires no renewal. By not accepting life-time licenses, we may limit highly qualified, experienced teachers from applying for a license in Montana.
<u>ARM</u> 10.57.102(2)(b) Definition for an approved educator preparation program	Revising the definition of an accredited educator preparation program to approved educator preparation program to recognize traditional and alternative educator preparation more equally for licensure purposes. preparation more equally for licensure purposes.	Superintendent Arntzen recommends this additional amendment beyond the task force recommendations.	In order to implement the recommended changes to treat traditional and alternative pathways equally, it is essential to define a term for “approved educator preparation program.” This ensures that both types of programs are approved by a state agency and lead to licensure in the state the program was approved. The term “accredited program” generally applies only to traditional programs that participate in a professional accreditation process.

			When researching the term “accredited” and “approved” across 8 states ((ND, SD, WY, ID, WA, AK, CO, and UT), we found that all 8 states refer to a state program that is approved or accredited as, “approved.”
<u>ARM(S)</u> <u>10.57.102(13)</u> <u>10.57.102(14)</u> Definition for “Year of administrative experience” and “Year of teaching experience”	Simplifying the language for the definition of “years of experience” to better convey the concept of a “year of experience” and make it easier to understand and use.	Superintendent Arntzen recommends this additional amendment beyond the task force recommendations.	This is proposed to eliminate a common misunderstanding for this definition when it is interpreted or applied. For example, the common misconception is that 5 years of experience for 0.5 FTE for a year comparable to 180 school-year is equivalent to 2.5 years of experience. That math calculation also leads to confusion that 1.0 FTE for 3 years would equate to 6 total years of experience. As a result, we proposed language that would better explain the meaning of the definition.

Final Superintendent Recommendations

Existing Rule	Proposed Language	Comment
<p><u>10.57.101</u> REVIEW OF POLICY</p> <p>(1) By authority of Article X of the Montana Constitution and 20-4-102, MCA, the Board of Public Education exercises general supervision over the public school system and such other public educational institutions as may be assigned by law. By authority of 20-4-102, MCA, the Board of Public Education adopts rules for the issuance of educator licenses which are administered by the Superintendent of Public Instruction.</p>		<p>With this review cycle complete from November 2020 to November 2021, the next review will most likely begin Fall of 2025.</p>
<p><u>10.57.101</u> REVIEW OF POLICY</p> <p>(2) The board shall consider recommendations for revision of the rules at any time it deems necessary. Every five years the board shall conduct a comprehensive review of its licensure rules to ensure that such rules are meeting the needs of the state.</p>		
<p><u>10.57.101</u> REVIEW OF POLICY</p> <p>(3) The Superintendent of Public Instruction shall provide an annual report to the Board of Public Education on the number of Montana educator licenses issued, licensure denials, number of emergency authorizations of employment, and other relevant, available data pertaining to recruitment and retention of educators in Montana.</p>		

Existing Rule	Proposed Language	Comment
---------------	-------------------	---------

<p>The following definitions apply to this chapter.</p> <p>10.57.102 DEFINITIONS</p> <p>(1) "Acceptable evidence" means relevant official transcripts, university recommendation, certificates of completion, and other documentation as required by the Board of Public Education or the Superintendent of Public Instruction</p>		
<p>10.57.102 DEFINITIONS</p> <p>(2) "Accredited educator preparation program" means:</p> <p>(a) an educator preparation program accredited by the National Council for the Accreditation of Teacher Education (NCATE) or the Council for the Accreditation of Educator Preparation (CAEP) or the Montessori Accreditation Council for Teacher Education (MACTE). A MACTE educator preparation program is subject to the following restrictions:</p> <p>(i) Completion of a MACTE accredited program may only be used by an applicant for licensure who has also completed at least a bachelor's degree; and</p> <p>(ii) The resulting license granted to an applicant for licensure who has completed a MACTE accredited program shall be limited to early grades or middle grades licensure and only for the grade levels covered by the MACTE accredited program completed by the applicant; or</p> <p>(b) an educator preparation program at a regionally accredited college or university approved or accredited by a state board of</p>	<p>(2) "Accredited educator preparation program" means:</p> <p>(a) an educator preparation program accredited by the National Council for the Accreditation of Teacher Education (NCATE) or the Council for the Accreditation of Educator Preparation (CAEP) or the Montessori Accreditation Council for Teacher Education (MACTE). A MACTE educator preparation program is subject to the following restrictions:</p> <p>(i) Completion of a MACTE accredited program may only be used by an applicant for licensure who has also completed at least a bachelor's degree; and</p> <p>(ii) The resulting license granted to an applicant for licensure who has completed a MACTE accredited program shall be limited to early grades or middle grades licensure and only for the grade levels covered by the MACTE accredited program completed by the applicant. or</p> <p>(b) an educator preparation program at a regionally accredited college or university approved or accredited by a state board of education or a state agency. The</p>	<p>Revised the definition of an accredited educator preparation program to approved educator preparation program to recognize traditional and alternative educator preparation more equally for licensure purposes. Separate definition for "approved educator preparation program proposed below in ARM 10.57.102 (6).</p> <p>Language removal of, "The Superintendent...denial" was proposed because it is not necessarily part of the definition. Transferred to 10.57.222</p>

<p>education or a state agency. The Superintendent of Public Instruction has discretion to deny licensure consistent with these rules if the standards are not substantially equivalent to or greater than the standards required in Montana, subject to approval by the Board of Public Education upon appeal of the denial.</p>	<p>Superintendent of Public Instruction has discretion to deny licensure consistent with these rules if the standards are not substantially equivalent to or greater than the standards required in Montana, subject to approval by the Board of Public Education upon appeal of the denial. (move to 10.57.2</p>	
<p>10.57.102 <u>DEFINITIONS</u> (4) "Appropriate grade level(s)" means early childhood, elementary, middle, secondary, or other levels as defined by the Board of Public Education.</p>		
<p>10.57.102 <u>DEFINITIONS</u> (5) "Appropriate official" means the Superintendent of Public Instruction, the dean of the school of education or another official designated by them.</p>		
	<p>(6) "Approved preparation program" means an educator preparation program approved by a state board of education or a state agency that leads to licensure in the state of preparation.</p>	<p>Proposed new definition of approved educator preparation program to recognize traditional and alternative educator preparation more equally for licensure purposes.</p>
<p>10.57.102 <u>DEFINITIONS</u> (6) "Certification" means licensure of an educator/specialist, as issued by the state of Montana, based on completion of a teacher, administrator, or specialist program of an accredited college or university. Certification includes grade level(s), endorsement(s), and classification.</p>	<p>(7) (6) "Certification" means licensure of an educator/specialist, as issued by the state of Montana, based on completion of a teacher, administrator, or specialist program of an accredited college or university. Certification includes grade level(s), endorsement(s), and classification.</p>	<p>Numbering sequence</p>

<p>10.57.102 DEFINITIONS (7) "College credit" means credit received for completion of a course from a regionally accredited college or university.</p>	<p>(8) (7) "College credit" means credit received for completion of a course from a regionally accredited college or university.</p>	<p>Numbering sequence</p>
<p>10.57.102 DEFINITIONS</p>	<p>(9) "Course work GPA" means the "weighted average" of teacher education program course grades calculated over the defined period of study at a regionally accredited college or university. The weights reflect the relative contributions of teacher education program course requirements measured in arbitrary units, called "credit value", based on contact hours or presumed total student workload.</p>	<p>Proposed language to define the additional pathways to demonstrate content and pedagogical knowledge for Coursework GPA. Also, to clarify that the GPA represents not only content knowledge but all the coursework required for the Educator Program of Study.</p>
<p>10.57.102 DEFINITIONS (8) "Endorsement" means an official indication on a license of the grade level(s), subject area(s), or specialist program area(s) as listed in Subchapter 4 for which the licensee is authorized to practice in Montana accredited schools. Grade levels are: (a) age 3 - grade 3 (early childhood); (b) K-8 (elementary); (c) 4-8 (middle grades); (d) 5-12 (secondary, content-specific);</p>	<p>(10) (8) "Endorsement" means an official indication on a license of the grade level(s), subject area(s), or specialist program area(s) as listed in Subchapter 4 for which the licensee is authorized. to practice in Montana accredited schools. Grade levels are: (a) P - grade 3 (early childhood); (b) K-8 (elementary); (c) 4-8 (middle grades);</p>	<p>Changed "3" to "P" to align with the most commonly used language across the field.</p> <p>Removed "accredited" to include all Montana schools.</p> <p>Numbering sequence</p>

<p>(e) K-12 (as delineated in ARM 10.57.412); and (f) P-12 (special education and school psychologist).</p>	<p>(d) 5-12 (secondary, content-specific); (e) K-12 (as delineated in ARM 10.57.412); and (f) P-12 (special education and school psychologist).</p>	
	<p>(11) "Exchange teacher" means a person from outside the United States with exceptional expertise and contracted to provide instruction that is on an exchange program with a school district or university.</p>	<p>Added to define "exchange teacher" and clarify difference between exchange teacher and someone who may be working on a visa.</p> <p>Transferred from 10.57.112</p>
<p>10.57.102 DEFINITIONS (9) "Lapsed license" means: (a) the licensee has not earned the required number of renewal units during the term of the license; or (b) the licensee has earned the required number of renewal units during the term of the license but has not renewed the license by June 30 following the year of expiration.</p>	<p>(12) (9) "Lapsed license" means: (a) the licensee has not earned the required number of renewal units during the term of the license; or (b) the licensee has earned the required number of renewal units during the term of the license but has not renewed the license by June 30 following the year of expiration.</p>	<p>Numbering sequence</p>
<p>10.57.102 DEFINITIONS (10) "License" or "licensure" means a certificate issued or applied for under 20-4-101, et seq., MCA.</p>	<p>(13) (10) "License" or "licensure" means a certificate issued or applied for under 20-4-101, et seq., MCA.</p>	<p>Numbering sequence</p>
<p>10.57.102 DEFINITIONS (11) "Regionally accredited" means a college or university accredited by one of the following: (a) Middle States Association of Schools and Colleges;</p>	<p>(14) (11) "Regionally accredited" means a college or university accredited by one of the following: (a) Higher Learning Commission; (b) (a) Middle States Association of Schools and Colleges;</p>	<p>Numbering sequence</p> <p>Higher Learning Commission (HLC) added because they are a recognized accrediting body by the Council for Higher</p>

<p>(b) New England Association of Schools and Colleges; (c) North Central Association of Schools and Colleges; (d) Northwest Commission on Colleges and Universities; (e) Southern Association of Schools and Colleges; or (f) Western Association of Schools and Colleges.</p>	<p>(c) (b) New England Association of Schools and Colleges; (c) North Central Association of Schools and Colleges; (d) Northwest Commission on Colleges and Universities; (e) Southern Association of Schools and Colleges; or (f) Western Association of Schools and Colleges.</p>	<p>Education Accreditation https://www.chea.org/search-creditors-results-table?search_api_fulltext=&field_accreditor_type=1004</p> <p>Removed North Central Association of Schools and Colleges because it was no longer recognized by CHEA and became the HLC above. https://www.chea.org/search-creditors-results-table?search_api_fulltext=&field_accreditor_type=1004</p>
<p><u>10.57.102</u> DEFINITIONS</p>	<p>(15) "Student-teaching portfolio" is a collection of artifacts to document evidence of student learning outcomes for teacher education program course requirements.</p>	<p>Proposed language to define the additional pathways to demonstrate content and pedagogical knowledge using a student-teaching portfolio.</p>
<p><u>10.57.102</u> DEFINITIONS (12) "Supervised teaching experience" means teaching experience while under the supervision of an accredited professional educator preparation program and is identified on a college or university transcript as field experience, internship, practicum, or student teaching.</p>	<p>(16) (12) "Supervised teaching experience" means teaching experience while under the supervision of an approved accredited professional educator preparation program and is identified on through acceptable evidence as delineated in ARM 10.57.102(1) a college or university transcript as field experience, internship, practicum, or student teaching.</p>	<p>Aligned with the new definition of approved educator preparation program.</p> <p>Language change allows for flexibility in evidence outside of just a transcript.</p> <p>Numbering sequence</p>

<p>10.57.102 DEFINITIONS</p> <p>(13) "Year of administrative experience" means employment as a licensed administrator at any level within a state accredited P-12 school system, or in an educational institution specified in 20-9-707, MCA, for the equivalent of at least .5 full-time employee (FTE) for a school year comparable to a 180 day school year. Experience gained prior to initial licensure is not considered. Experience as a County Superintendent may be considered as "administrative" experience with evidence of the following:</p> <p>(a) possession of a Class 3 license for the time period requested to be considered as administrative experience; and</p> <p>(b) the school(s) they are claiming to hold or have held supervisory responsibilities over have provided notice that the county superintendent served in an administrative role.</p>	<p>(17) (13) "Year of administrative experience" means employment as a licensed administrator at any level within a state accredited P-12 school system, or in an educational institution specified in 20-9-707, MCA, for the equivalent of at least .5 full time employee (FTE) for a school year comparable to a 180 day school year for a minimum of a 180 day school year and during that year, must have been at least a 0.5 full time employee (FTE).</p> <p>Experience gained prior to initial licensure is not considered. Experience as a County Superintendent may be considered as "administrative" experience with evidence of the following:</p> <p>(a) possession of a Class 3 license for the time period requested to be considered as administrative experience; and</p> <p>(b) the school(s) they are claiming to hold or have held supervisory responsibilities over have provided notice that the county superintendent served in an administrative role.</p>	<p>Simplified the language for the definition of "years of experience" to better convey the concept of a "year of experience" and make it easier to understand and use.</p> <p>Removed "state accredited" to include all P-12 schools' systems.</p> <p>Numbering sequence</p>
<p>10.57.102 DEFINITIONS</p>	<p>(18) "Unrestricted license" means a current renewable license that is not an emergency or provisional license.</p>	<p>Added for clarity of phrase used through-out rule and inclusion of lifetime licenses.</p>
<p>10.57.102 DEFINITIONS</p> <p>(14) "Year of teaching experience" means employment as a licensed teacher at any level within a state accredited P-12 school system, or in an educational institution specified in 20-9-707, MCA, for the equivalent of at least .5 FTE for a school year comparable to a 180 day school year.</p>	<p>(19) (14) "Year of teaching experience" means employment as a licensed teacher at any level within a state accredited P-12 school system, or in an educational institution specified in 20-9-707, MCA, for the equivalent of at least .5 FTE for a school year comparable to a 180 day school year for a minimum of a 180 day school</p>	<p>Simplified the language for the definition of "years of experience" to better convey the concept of a "year of experience" and make it easier to understand and use.</p>

Experience gained prior to initial licensure is not considered.	year and during that year, must have been at least a 0.5 full time employee (FTE). Experience gained prior to initial licensure is not considered.	Removed “state accredited” to include all P-12 schools systems. Numbering sequence
---	--	---

<p><u>10.57.107 EMERGENCY AUTHORIZATION OF EMPLOYMENT</u></p> <p>(1) In accordance with 20-4-111, MCA, district administrators who have exhausted all possibilities for hiring a licensed teacher may request that the Superintendent of Public Instruction issue an emergency authorization of employment to the district to employ a person to teach. The following requirements must be met to ensure consideration of the request:</p> <p>(a) The request must originate with the school district.</p> <p>(b) The position must have been advertised at least statewide far enough in advance to reasonably enable qualified applicants to submit applications and be interviewed.</p> <p>(c) The individual for whom the emergency authorization is being sought shall not be currently endorsed in the area of requested authorization and shall:</p> <p>(i) have previously held a teacher or specialist license; or</p> <p>(ii) provide acceptable evidence of academic qualifications or significant experience related to the area for which the emergency authorization of employment is being sought.</p>	<p><u>10.57.107 EMERGENCY AUTHORIZATION OF EMPLOYMENT</u></p> <p>(1) In accordance with 20-4-111, MCA, district administrators who have exhausted all possibilities for hiring a licensed teacher may request that the Superintendent of Public Instruction issue an emergency authorization of employment to the district to employ a person to teach. The following requirements must be met to ensure consideration of the request:</p> <p>(a) The request must originate with the school district.</p> <p>(b) The position must have been advertised at least statewide far enough in advance to reasonably enable qualified applicants to submit applications and be interviewed.</p> <p>(c) The individual for whom the emergency authorization is being sought shall not be currently endorsed in the area of requested authorization and shall:</p> <p>(i) have previously held a teacher or specialist license; or</p> <p>(ii) provide acceptable evidence of academic qualifications or significant experience related to the area for which the emergency authorization of employment is being sought; or</p> <p>(iii) provide evidence of experience as a paraprofessional; or</p> <p>(iv) provide evidence to be assigned as a student teacher engaged in “supervised teaching experience” as defined in ARM 10.57.102(16).</p>	<p>To codify that the emergency authorization can be used as a way for paraprofessionals and student teachers to be a teacher of record, be compensated similar to a teacher salary rate, and earn teaching experience.</p>
--	--	---

<p><u>10.57.107 EMERGENCY AUTHORIZATION OF EMPLOYMENT</u> (2) An emergency authorization of employment is valid for one year.</p>		
<p><u>10.57.107 EMERGENCY AUTHORIZATION OF EMPLOYMENT</u> (3) Experience as a classroom teacher when authorized pursuant to this rule qualifies as teaching experience as defined in ARM 10.57.102(14).</p>		
<p><u>10.57.107 EMERGENCY AUTHORIZATION OF EMPLOYMENT</u></p>	<p>(4) Emergency authorization of employment for special education teachers is prohibited under federal regulations and is unavailable to a district for such positions.</p>	<p>Added to align with federal IDEA regulations.</p>

Existing Rule	Suggested Change	Comment
<p><u>10.57.109 UNUSUAL CASES</u> (1) The Board of Public Education is aware that these licensure rules cannot cover all the special circumstances that can arise. Therefore, the Board of Public Education is authorized to exercise judgment in unusual cases upon recommendation by the Superintendent of Public Instruction</p>	<p>(1) The Board of Public Education is aware that these licensure rules cannot cover all the special circumstances that can arise. Therefore, the Board of Public Education Superintendent of Public Instruction is authorized to exercise judgment in unusual cases and report any such actions to the Board of Public Education on an annual basis. upon recommendation by the Superintendent of Public Instruction.</p> <p>(2) If the Superintendent of Public Instruction denies an unusual licensure case, the denial may</p>	<p>To return the authority to review unusual cases back to the Superintendent, while ensuring a fair due process.</p> <p>This rule was changed in 2017.</p>

	<p>be appealed to the Board of Public Education within 30 days of the denial.</p> <p>(3) Upon receiving a timely notice of appeal from the denial of an unusual case, the Board of Public Education shall set an unusual case hearing and shall provide notice of the hearing to the prospective licensee and Superintendent of Public Instruction, by certified mail not less than 30 days prior to the date of the hearing.</p> <p>(a) Such notices shall include:</p> <ul style="list-style-type: none">(i) a statement of the time, place and nature of the hearing;(ii) a statement of the legal authority and jurisdiction under which the hearing is to be held;(iii) a reference to the particular sections of the statutes and rules involved;(iv) a statement of the matters asserted;(v) a designation of who will hear the contested unusual case appeal pursuant to ARM 10.57.603; and(vi) a statement of the prospective licensee's right to be represented by counsel at the hearing if they so choose at their own cost. <p>(b) The notice shall advise the prospective licensee that the unusual case hearing will be open to the public unless an individual's right to privacy outweighs the public's right to know as determined by the Board of Public Education.</p> <p>(4) The prospective licensee and/or the Superintendent of Public Instruction may waive their right to the 30 days' notice in order to be</p>	
--	---	--

	placed on the next meeting agenda by writing a letter to the Board of Public Education.	
<p>10.57.112 <u>LICENSE OF EXCHANGE TEACHERS</u></p> <p>(1) An exchange teacher is a person from outside the United States with exceptional expertise and contracted to provide instruction.</p> <p>(2) A Class 5 license may be issued to an educator who is on an exchange program with a school district or university.</p>	<p>(1) An exchange teacher is a person from outside the United States with exceptional expertise and contracted to provide instruction.</p> <p>(2)(1) A Class 5 license may be issued to an exchange teacher as defined in ARM 10.57.102(9) educator who is on an exchange program with a school district or university.</p>	Transferred to the definition section-10.57.102(11).

Existing Rule	Suggested Change	Comment
---------------	------------------	---------

<p><u>10.57.201A</u> CRIMINAL HISTORY BACKGROUND CHECK</p> <p>(1) The National Child Protection Act of 1993, as amended, (codified at 42 United States Code sections 5119a and 5119c) (the "Act") authorizes a state and national criminal history background check to determine the fitness of an employee, volunteer, or other person with unsupervised access to children, the elderly, or individuals with disabilities. The purpose of this rule is to support the Superintendent of Public Instruction's duty to determine whether an applicant for licensure has been convicted of a crime that bears upon the applicant's fitness related to the safety and well-being of children and the integrity of the teaching profession.</p>		
<p><u>10.57.201A</u> CRIMINAL HISTORY BACKGROUND CHECK</p> <p>(2) Each of the following applicants shall provide to the Montana Department of Justice information and material sufficient to obtain a fingerprint-based national criminal history background check:</p> <p>(a) any applicant for initial Montana educator licensure;</p> <p>(b) any applicant seeking to reinstate a lapsed, surrendered, revoked, or suspended educator license; or</p> <p>(c) an individual for whom a school district is seeking emergency authorization of employment pursuant to 20-4-110, MCA, and ARM 10.57.107.</p>	<p>(2) Each of the following applicants shall provide to the Montana Department of Justice information and material sufficient to obtain a fingerprint-based national criminal history background check:</p> <p>(a) any applicant for initial Montana educator licensure;</p> <p>(b) any applicant seeking to reinstate a lapsed, surrendered, revoked, or suspended educator license; or</p> <p>(c) an individual for whom a school district is seeking emergency authorization of employment pursuant to 20-4-110 20-4-111, MCA, and ARM 10.57.107.</p>	<p>The wrong MCA was referenced, and needs changed.</p>
<p><u>10.57.201A</u> CRIMINAL HISTORY BACKGROUND CHECK</p> <p>(3) Neither the Superintendent of Public Instruction nor the Board of Public Education shall bear the costs of the background check.</p>		

<p><u>10.57.201A CRIMINAL HISTORY BACKGROUND CHECK</u> (4) The Superintendent of Public Instruction shall not issue a Montana educator license pursuant to 20-4-101, et seq., MCA, until the applicant's background check has been completed and the results delivered to and reviewed by the Superintendent of Public Instruction.</p>		
<p><u>10.57.201A CRIMINAL HISTORY BACKGROUND CHECK</u> (5) To initiate the criminal history background check process, the applicant must submit a set of fingerprints on the appropriate form to the Montana Department of Justice for the purpose of licensure. Criminal background checks submitted for other purposes will not be acceptable for licensure.</p>		
<p><u>10.57.201A CRIMINAL HISTORY BACKGROUND CHECK</u> (6) As part of the licensure application process, the applicant must provide character and fitness information to the Superintendent of Public Instruction. If the applicant has any criminal history record, the applicant must provide a description and explanation of the circumstances of the crime.</p>		
<p><u>10.57.201A CRIMINAL HISTORY BACKGROUND CHECK</u> (7) Each applicant who is the subject of a criminal history background check is entitled to receive a copy of the report from the Superintendent of Public Instruction with the appropriate identification and signed release. The applicant may challenge the accuracy and completeness of any information</p>		

contained in any such report through the Montana Department of Justice procedures.		
<p><u>10.57.201A CRIMINAL HISTORY BACKGROUND CHECK</u></p> <p>(8) The Montana Office of Public Instruction shall make a determination whether the applicant has been convicted of, or is under pending indictment for, a crime that bears upon the applicant's fitness related to the safety and well-being of children or the teaching profession.</p>		
<p><u>10.57.201A CRIMINAL HISTORY BACKGROUND CHECK</u></p> <p>(9) Conviction, including conviction following a plea of nolo contendere, a conviction in which the sentence is suspended or deferred, or any other adjudication treated by the court as a conviction, may be considered by the Superintendent of Public Instruction in the licensure process if the conviction was for a sexual offense, a crime involving violence, the sale of drugs, theft, or any other offense related to public health, welfare, and safety as it applies to the teaching profession.</p>		

Existing Rule	Suggested Change	Comment
<p><u>10.57.204 EXPERIENCE VERIFICATION</u></p> <p>1) The determination of appropriate educational experience shall be made by the Superintendent of Public Instruction.</p>		

<p><u>10.57.209 EXTENSION OF LICENSES FOR MILITARY SERVICE</u> (1) When a person employed in a position requiring a Montana educator license is called into active military service, the unexpired term of an active educator license shall be extended in proportion to the length of active military service. Official notification of the beginning and termination dates of active military service must be submitted to the Superintendent of Public Instruction when the person has been released from active duty.</p>		
<p><u>10.57.209 EXTENSION OF LICENSES FOR MILITARY SERVICE</u> (2) The extension period of the unexpired term of any license becomes automatically effective on the previous July 1 of the year of termination of active military service. On expiration of this extension period, renewal requirements must be met for further licensure.</p>		
<p><u>10.57.215 RENEWAL REQUIREMENTS</u> (1) Montana Class 1, 2, 3, and 6 educator licenses may be renewed with verification of 60 renewal units earned during the five years of validity through August 31 of the year the license expires.</p>	<p><u>10.57.215 PROFESSIONAL DEVELOPMENT AND RENEWAL REQUIREMENTS</u> (1) Montana Class 1, 2, 3, and 6 educator licenses may be renewed with verification of 60 renewal professional development units earned during the five years of validity through August 31 of the year the license expires.</p>	<p>Language adjusted to align with the 6 semester or 60 PD units for recency. They cannot be considered renewal units because a candidate does not have a license yet to renew. They first need to earn 6 credits or the 60 units to first earn a renewable license.</p>

	(a) Applicants for an initial Montana Class 1, 2, 3, and 6 educator licenses whose degree is more than five years old and who do not have a current out-of-state license, may be issued with verification of 60 professional development units earned within the five-year period preceding the effective date of the license.	Language changed to align with proposed change in Ch. 4 to provide an option for recency to be 6 semester credits or 60 PD units.
<p>10.57.215 RENEWAL REQUIREMENTS</p> <p>2) Participation in renewal activities is equivalent to the following renewal units:</p> <p>(a) one hour of attendance at a professional development activity = one renewal unit;</p> <p>(b) one quarter college credit = 10 renewal units;</p> <p>(c) one semester college credit = 15 renewal units.</p>	<p>10.57.215 PROFESSIONAL DEVELOPMENT AND RENEWAL REQUIREMENTS</p> <p>(2) Participation in renewal professional development activities is equivalent to the following renewal professional development units:</p> <p>(a) one hour of attendance at a professional development activity = one renewal professional development unit;</p> <p>(b) one quarter college credit = 10 renewal professional development units;</p> <p>(c) one semester college credit = 15 renewal professional development units.</p>	Language adjusted from “renewal” to “professional development” to align with the 6 semester or 60 PD units for recency.
<p>10.57.215 RENEWAL REQUIREMENTS</p> <p>(3) Renewal activities used to renew all licenses must be a planned and structured experience, of benefit to the licensee's professional development as defined in ARM 10.55.714, an exposure to a new idea or skill or an extension of an existing idea or skill, and in compliance with (4).</p>	<p>10.57.215 PROFESSIONAL DEVELOPMENT AND RENEWAL REQUIREMENTS</p> <p>(3) Renewal Professional development activities used to renew all licenses must be a planned and structured experience, of benefit to the licensee's professional development as defined in ARM 10.55.714, an exposure to a new idea or skill or an extension of an existing idea or skill, and in compliance with (4).</p>	Language adjusted from “renewal” to “professional development” to align with the 6 semester or 60 PD units for recency.

<p>10.57.215 RENEWAL REQUIREMENTS</p> <p>(4) Activities acceptable to renew licenses are professional development, training, workshops, or coursework consistent with PK-12 public school curriculum and may include:</p> <p>(a) credits earned from a regionally accredited college or university;</p> <p>(b) activities offered by renewal unit providers approved pursuant to ARM 10.57.216 and documented on an OPI renewal unit certificate;</p> <p>(c) other professional development activities offered by providers who have not been approved as a renewal unit provider pursuant to ARM 10.57.216, when licensees have received approval for the professional development activity from the Superintendent of Public Instruction;</p> <p>(d) another state's validated professional development activities other than college or university credit when the intent and structure of the process ensures the meeting or exceeding of Montana renewal unit requirements for licensure;</p> <p>(e) the instruction of a relevant college or university course by a Montana licensee who has achieved a graduate degree in an endorsed field of specialization; or</p> <p>(f) verification of completing the National Board Certification (NBC) process through the National Board of Professional Teaching Standards or successfully achieving and renewing NBC licensure shall result in 60 renewal units. NBC renewal units may apply to renewal of an expiring license.</p>	<p>10.57.215 PROFESSIONAL DEVELOPMENT AND RENEWAL REQUIREMENTS</p> <p>(4) Activities acceptable to renew or obtain licenses are professional development, training, workshops, or coursework consistent with PK-12 public school curriculum and may include:</p> <p>(a) credits earned from a regionally accredited college or university;</p> <p>(b) activities offered by renewal professional development unit providers approved pursuant to ARM 10.57.216 and documented on an OPI renewal professional development unit certificate;</p> <p>(c) other professional development activities offered by providers who have not been approved as a renewal professional development unit provider pursuant to ARM 10.57.216, when licensees have received approval for the professional development activity from the Superintendent of Public Instruction;</p> <p>(d) another state's validated professional development activities other than college or university credit when the intent and structure of the process ensures the meeting or exceeding of Montana renewal professional development unit requirements for licensure;</p> <p>(e) the instruction of a relevant college or university course by a Montana licensee who has achieved a graduate degree in an endorsed field of specialization; or</p> <p>(f) verification of completing the National Board Certification (NBC) process through the National Board of</p>	<p>Language adjusted to align with the 6 semester or 60 PD units for recency. Activities must be renewed or obtained, because some educators first need to earn 6 credits or the 60 units to first obtain the license, prior to the ability to renew the license.</p> <p>Language adjusted from “renewal” to “professional development” to align with the 6 semester or 60 PD units for recency.</p>
--	---	--

	Professional Teaching Standards or successfully achieving and renewing NBC licensure shall result in 60 renewal professional development units. NBC renewal professional development units may apply to renewal of an expiring license .	
10.57.215 RENEWAL REQUIREMENTS (5) The licensee shall be solely responsible for retaining the renewal unit verification to be used in the application for license renewal.	10.57.215 PROFESSIONAL DEVELOPMENT AND RENEWAL REQUIREMENTS (5) The licensee shall be solely responsible for retaining the renewal professional development unit verification to be used in the application for license renewal.	Language adjusted from “renewal” to “professional development” to align with the 6 semester or 60 PD units for recency.
10.57.216 APPROVED RENEWAL ACTIVITY (1) Organizations wishing to offer professional development activities for the award of renewal units must receive approval from the Superintendent of Public Instruction prior to offering activities. Status as an approved provider will continue as long as the provider is in compliance with (2).	10.57.216 APPROVED PROFESSIONAL DEVELOPMENT AND RENEWAL ACTIVITY (1) Organizations wishing to offer professional development activities for the award of renewal professional development units must receive approval from the Superintendent of Public Instruction prior to offering activities. Status as an approved provider will continue as long as the provider is in compliance with (2).	Language adjusted from “renewal” to “professional development” to align with the 6 semester or 60 PD units for recency.

Existing Rule	Suggested Change	Comment
10.57.216 APPROVED RENEWAL ACTIVITY (2) Approved providers of professional development for the award of renewal units must: (a) provide activities deemed appropriate for professional development of licensees in compliance with ARM 10.55.714 and 10.57.215 ; (b) prepare and award completed renewal unit certificates provided by the Superintendent of Public Instruction, or an approved facsimile, to eligible participants;	10.57.216 APPROVED PROFESSIONAL DEVELOPMENT AND RENEWAL ACTIVITY (2) Approved providers of professional development for the award of renewal professional development units must: (a) provide activities deemed appropriate for professional development of licensees in compliance with ARM 10.55.714 and 10.57.215; (b) prepare and award completed renewal professional development unit certificates	Language adjusted from “renewal” to “professional development” to align with the 6 semester or 60 PD units for recency.

<p>(c) annually report the activities offered to the Superintendent of Public Instruction, including: (i) the activity title and brief description; (ii) date(s) and location(s) of the program; and (iii) program schedule, name, and number of participants; and (d) maintain records of all professional development activities for which renewal unit awards are made for five years following the date of completion of the annual reporting requirement.</p>	<p>provided by the Superintendent of Public Instruction, or an approved facsimile, to eligible participants; (c) annually report the activities offered to the Superintendent of Public Instruction, including: (i) the activity title and brief description; (ii) date(s) and location(s) of the program; and (iii) program schedule, name, and number of participants; and (d) maintain records of all professional development activities for which renewal professional development unit awards are made for five years following the date of completion of the annual reporting requirement.</p>	
<p><u>10.57.216</u> APPROVED RENEWAL ACTIVITY (3) The Superintendent of Public Instruction shall provide access to approved professional development providers and annually provide a report to the Board of Public Education, which shall include, at a minimum, a list of providers.</p>	<p><u>10.57.216</u> APPROVED PROFESSIONAL DEVELOPMENT AND RENEWAL ACTIVITY (3) The Superintendent of Public Instruction shall provide access to approved professional development providers and annually provide a report to the Board of Public Education, which shall include, at a minimum, a list of providers.</p>	<p>Language adjusted from “renewal” to “professional development” to align with the 6 semester or 60 PD units for recency.</p>

Existing Rule	Suggested Change	Comment
<p><u>10.57.217</u> APPEAL PROCESS FOR RENEWAL ACTIVITY (1) Decisions of the Superintendent of Public Instruction on matters of renewal unit activity or provider status may be appealed to the Board of Public Education pursuant to ARM 10.57.603.</p>	<p><u>10.57.217</u> APPEAL PROCESS FOR RENEWAL PROFESSIONAL DEVELOPMENT ACTIVITY (1) Decisions of the Superintendent of Public Instruction on matters of renewal professional development unit activity or provider status may be appealed to the Board of Public Education pursuant to 10.57.603.</p>	<p>Language adjusted from “renewal” to “professional development” to align with the 6 semester or 60 PD units for recency.</p>
<p><u>10.57.218</u> RENEWAL UNIT VERIFICATION (1) Applications to the Superintendent of Public Instruction for license renewal shall include a listing of the activities completed for renewal as required by ARM 10.57.215. The licensee is responsible for maintaining official documentation verifying</p>	<p><u>10.57.218</u> RENEWAL-PROFESSIONAL DEVELOPMENT UNIT VERIFICATION (1) Applications to the Superintendent of Public Instruction for education licenses renewal shall include a listing of the activities completed for renewal as required by ARM 10.57.215. The</p>	<p>Language adjusted from “renewal” to “professional development” to align with the 6 semester or 60 PD units for recency.</p>

<p>completion of renewal activities during the term of the license.</p>	<p>licensee is responsible for maintaining official documentation verifying completion of renewal professional development activities during the term of the license.</p>	
<p>10.57.218 RENEWAL UNIT VERIFICATION (2) The Superintendent of Public Instruction may conduct an audit of any renewal applications submitted. Those licensees selected for audit will be required to submit official transcripts or original renewal unit certificates within 60 days from the date the renewal application is submitted or from the date of the audit letter.</p>	<p>10.57.218 RENEWAL PROFESSIONAL DEVELOPMENT UNIT VERIFICATION (2) The Superintendent of Public Instruction may conduct an audit of any renewal applications submitted. Those licensees selected for audit will be required to submit official transcripts or original renewal professional development unit certificates within 60 days from the date the renewal application is submitted or from the date of the audit letter.</p>	<p>Language adjusted from “renewal” to “professional development” to align with the 6 semester or 60 PD units for recency.</p>
<p>10.57.218 RENEWAL UNIT VERIFICATION (3) Failure to respond within the time allowed to a request for renewal unit activities in connection with an audit may result in denial of license renewal</p>	<p>10.57.218 RENEWAL PROFESSIONAL DEVELOPMENT UNIT VERIFICATION (3) Failure to respond within the time allowed to a request for renewal professional development unit activities in connection with an audit may result in denial of license renewal.</p>	<p>Language adjusted from “renewal” to “professional development” to align with the 6 semester or 60 PD units for recency.</p>
	<p>10.57.221 RECIPROCITY FOR MILITARY SPOUSES AND/OR DEPENDENTS (1) A Class 1, 2, 3, 4, or 6 license may be issued to a military spouse and/or dependents who hold a current, out-of-state unrestricted license. (2) The license shall be valid for a term of five years. (3) The applicant must: (a) be the spouse or dependent of an active-duty member of the United States armed forces who has been transferred to Montana, is scheduled to be transferred to Montana, is domiciled in Montana, or has moved to Montana on a permanent change-of-station basis.</p>	<p>Added to provide reciprocity for military spouses. Include IEFA for all licenses and endorsements.</p>

	(b) An applicant must submit verified completion of the online course "An Introduction to Indian Education for All in Montana." (c) An applicant for a Class 3 administrative license must submit verified completion of the requirements of ARM 10.57.415.	
	<u>10.57.222 EDUCATOR PREPARATION PROGRAM VERIFICATION</u> (1) The Superintendent of Public Instruction has discretion to deny licensure consistent with these rules if the standards for an educator preparation program are not substantially equivalent to or greater than the standards required in Montana, subject to approval by the Board of Public Education upon appeal of the denial.	Transferred from 10.57.102(2)(b).

Existing Rule	Suggested Change	Comment
<u>10.57.301 ENDORSEMENT INFORMATION</u> (1) The only endorsements on Montana teaching, administrative, or specialist licenses are those approved by the Board of Public Education.		
<u>10.57.301 ENDORSEMENT INFORMATION</u> (2) An endorsement may be granted by the Superintendent of Public Instruction based on the program of study completed as verified by the appropriate official defined in ARM 10.57.102 .		
<u>10.57.301 ENDORSEMENT INFORMATION</u>	(3) To add an additional endorsement to a Class 1 or 2 license, an applicant must submit verification of one of the three pathways:	Provided multiple pathways to add an additional endorsement to a license.

<p>(3) An endorsement may be dropped from a license at the end of its valid term if licensure requirements pursuant to these rules are met.</p>	<p>(a) Endorsement program completion and recommendation for the endorsement from the appropriate official from an approved professional program, and</p> <ul style="list-style-type: none"> (i) proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public Education; on the endorsement-related content area exam; or (ii) evidence of a passing score on a student teaching portfolio as defined in ARM <u>10.57.102</u> and verified by the appropriate official from the educator preparation program; or (iii) evidence of a 3.00 or higher coursework Grade Point Average (GPA) as defined in ARM <u>10.57.102</u> and verified by the appropriate official from the educator preparation program. <p>(b) Posted Degree, Major, Minor, or National Board for Professional Teaching Standards Certification: Evidence of completion of at least one of the following degrees in the area applicable to the requested endorsement:</p> <ul style="list-style-type: none"> (i) a doctorate degree; 	<p>The task force recommended that the Superintendent add pathways to obtain an additional endorsement but did not recommend specific language.</p>
---	--	---

	<ul style="list-style-type: none"> (ii) a master's degree; (iii) a baccalaureate degree, with a major or posted minor of at least 18 semester hours in the endorsement area requested; or (iv) a certificate for National Board of Certification for Teaching (v) This method is not available for early childhood (P-3), elementary education (K-8), reading (K-12), english as a second language (K-12); School Administrator (Superintendent, Principal, or Supervisor); Specialist (School Psychologist or School Counselor); and initial endorsements in Special Education fields. <p>(c) Content Area Knowledge and Teaching Experience: Evidence of two years of teaching experience while appropriately licensed documented by a recommendation from a P-12 school employer on a form prescribed by the Superintendent of Public Instruction and proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public Education; on the endorsement-related content area exam. Only where</p>	
--	---	--



	<p>content area exam(s) have been identified may endorsements be added with this method.</p> <ul style="list-style-type: none"> (i) If the applicant has a categorical special education endorsement, the applicant must pass the state-designated content test for a K-12 special education endorsement. If the applicant has a P-3 or K-8 special education endorsement, the applicant must have a minimum of two years of teaching experience as appropriately licensed in special education and pass the state-designated pedagogy test for the secondary level to add the K-12 special education endorsement. (ii) This method is not available for early childhood (P-3), elementary education (K-8), reading (K-12), english as a second language (K-12); School Administrator (Superintendent, Principal, or Supervisor); Specialist (School Psychologist or School Counselor); and initial endorsements in Special Education fields. 	
	<p>(4)(3) An endorsement may be dropped from a license at the end of its valid term if licensure requirements pursuant to these rules are met.</p>	<p>Numbering sequence</p>

Existing Rule	Suggested Change	Comment
---------------	------------------	---------



Montana
Office of Public Instruction
Elsie Arntzen, State Superintendent
opi.mt.gov

<p><u>10.57.410 CLASS 2 STANDARD TEACHER'S LICENSE</u></p> <p>(1) A Class 2 standard teacher's license shall be valid for a term of five years.</p> <p>(2) Applicants for an initial Montana Class 1, 2, or 3 license whose degree is more than five years old and who do not have current out-of-state licensure 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. For the purposes of this provision, current licensure does not include provisional, restricted, or lifetime licenses.</p> <p>(3) To obtain a Class 2 standard teacher's license an applicant must submit verification of all of the following:</p> <p>(a) a bachelor's degree from a regionally accredited college or university;</p> <p>(b) completion of an accredited professional educator preparation program including appropriate supervised teaching experience as the terms are defined in ARM 10.57.102 with a recommendation for the license requested from the appropriate official from the educator preparation program;</p> <p>(c) qualification for one or more endorsement as outlined in ARM 10.57.412; or</p> <p>(d) a current license from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana.</p> <p>(4) If the educator preparation program completed by the applicant is not in Montana, upon initial application of a Class 1 or Class 2 license, the applicant must provide:</p> <p>(a) proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public</p>	<p><u>10.57.410 CLASS 2 STANDARD TEACHER'S LICENSE</u></p> <p>(1) A Class 2 standard teacher's license shall be valid for a term of five years.</p> <p>(2) Applicants for an initial Montana Class 4, 2, or 3 standard teacher's license whose degree is more than five years old and who do not have current out-of-state licensure must have earned 60 professional development units as defined in ARM 10.57.215(4) six semester credits from a regionally accredited college or university within the five-year period preceding the effective date of the license. For the purposes of this provision, current licensure does not include provisional or restricted, or lifetime licenses.</p> <p>(3) To obtain a Class 2 standard teacher's license an applicant must submit verification of all of the following:</p> <p>(a) a bachelor's degree from a regionally accredited college or university;</p> <p>(b) completion of an approved accredited professional educator preparation program including appropriate supervised teaching experience as the terms are defined in ARM 10.57.102 with a recommendation for the license requested from the appropriate official from the educator preparation program;</p> <p>(c) qualification for one or more endorsement as outlined in ARM 10.57.412;</p> <p>(d) a current license from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana.</p> <p>(d) verified completion of the on-line course "An Introduction to Indian Education for All in Montana"; and</p> <p>(e) proof of:</p>	<p>Language added to allow flexibility for these specific cases to obtain a license without having to take additional university classes.</p> <p>Removed language regarding National Board Certification because recommended changes have NBPTS eligible for Class 1 Professional license.</p> <p>Included rather than prohibited a lifetime license to the list of approved current out-of-state licenses.</p> <p>Inclusion of multiple pathways to show competency beyond the Praxis.</p> <p>Revised to recognize traditional and alternative educator preparation more equally for licensure purposes.</p>
---	---	---

<p>Education; or hold current certification from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana, and apply for endorsement in the same area; and</p> <p>(b) verified completion of the on-line course "An Introduction to Indian Education for All in Montana"; and</p> <p>(c) verified completion of an accredited professional educator preparation program including appropriate supervised teaching experience as the terms are defined in ARM 10.57.102; or</p> <p>(d) verified completion of an educator preparation program, a current standard, unrestricted out-of-state educator license, and five years of successful teaching experience as defined in ARM 10.57.102 and appropriately aligned to ARM 10.58.501 as documented by a recommendation from the out-of-state state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction.</p> <p>(5) A Class 2 standard teacher's license is renewable pursuant to the requirements of ARM 10.57.215.</p> <p>(6) A lapsed Class 2 standard teacher's license may be reinstated by earning 60 renewal units during the five-year period preceding the date of application for the new license</p>	<p>(i) a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public Education; or</p> <p>(ii) a passing score on a student teaching portfolio as defined in ARM 10.57.102 and verified by the appropriate official from the educator preparation program; or</p> <p>(iii) or a 3.00 or higher coursework Grade Point Average (GPA) as defined in ARM 10.57.102 and verified by the appropriate official from the educator preparation program.</p> <p>(4) If the educator preparation program completed by the applicant is not in Montana, upon initial application of a Class 1 or Class 2 license, the applicant must provide:</p> <p>(a) proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public Education; or hold current certification from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana, and apply for endorsement in the same area; and</p> <p>(b) verified completion of the on-line course "An Introduction to Indian Education for All in Montana"; and</p>	
---	---	--

	<p>(c) verified completion of an accredited professional educator preparation program including appropriate supervised teaching experience as the terms are defined in ARM 10.57.102; or</p> <p>(d) verified completion of an educator preparation program, a current standard, unrestricted out-of-state educator license, and five years of successful teaching experience as defined in ARM 10.57.102 and appropriately aligned to ARM 10.58.501 as documented by a recommendation from the out-of-state state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction.</p> <p>(4)-(5) A Class 2 standard teacher's license is renewable pursuant to the requirements of ARM 10.57.215.</p> <p>(5)-(6) A lapsed Class 2 standard teacher's license may be reinstated by earning 60 renewal professional development units as defined in ARM 10.57.215(4). during the five-year period preceding the date of application for the new license.</p>	
<p><u>10.57.411 CLASS 1 PROFESSIONAL TEACHER'S LICENSE</u></p> <p>(1) A Class 1 professional teacher's license shall be valid for a period of five years.</p>	<p><u>10.57.411 CLASS 1 PROFESSIONAL TEACHER'S LICENSE</u></p> <p>(1) A Class 1 professional teacher's license shall be valid for a period of five years.</p>	

<p><u>10.57.411</u> CLASS 1 PROFESSIONAL TEACHER'S LICENSE</p> <p>(2) To obtain a Class 1 professional teacher's license an applicant must submit verification of all the following:</p> <p>(a) eligibility for the Class 2 standard teacher's license as set forth in ARM 10.57.410, including proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement if the educator preparation program competed by the applicant is not in Montana; or hold current certification from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana, and apply for endorsement in this same area;</p> <p>(b) completion of "An Introduction to Indian Education for All in Montana";</p> <p>(c) a master's degree in education or an endorsable teaching area(s) from a regionally accredited college or university or certification by the National Board for Professional Teaching Standards; and</p> <p>(d) three years of teaching experience as defined by ARM 10.57.102.</p>	<p>(2) To obtain a Class 1 professional teacher's license an applicant must submit verification of all the following:</p> <p>(a) eligibility for the Class 2 standard teacher's license as set forth in ARM 10.57.410; including proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement if the educator preparation program competed by the applicant is not in Montana; or hold current certification from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana, and apply for endorsement in this same area;</p> <p>(b) completion of "An Introduction to Indian Education for All in Montana"; and</p> <p>(c) a master's degree in education or an endorsable teaching area(s) from a regionally accredited college or university or certification by the National Board for Professional Teaching Standards.; and (d) three years of teaching experience as defined by ARM 10.57.102.</p>	<p>Based on the requirements for certification by the National Board for Professional Teaching Standards which includes 3 or more years of teaching and extensive professional learning activities equivalent to master's level work, it is proposed to change the Class 1 standard teaching license requirements.</p> <p>The proposed requirements are a master's degree in education or an endorsable teaching area(s) from a regionally accredited college or university or certification by the National Board for Professional Teaching Standards.</p> <p>To align with the Class 2 Standards teaching license requirements, the years of experience has been removed.</p>
---	---	---

<p><u>10.57.411 CLASS 1 PROFESSIONAL TEACHER'S LICENSE</u> (3) A Class 1 professional teacher's license shall be renewable pursuant to the requirements of ARM 10.57.215.</p>	(3) A Class 1 professional teacher's license shall be renewable pursuant to the requirements of ARM 10.57.215 .	
<p><u>10.57.411 CLASS 1 PROFESSIONAL TEACHER'S LICENSE</u> (4) A lapsed Class 1 professional teacher's license may be reinstated by earning 60 renewal units during the five-year period preceding the date of application for the new license.</p>	(4) A lapsed Class 1 professional teacher's license may be reinstated by earning 60 renewal professional development units as defined in ARM 10.57.215(4) during the five-year period preceding the date of application for the new license.	Added to align with previous changes for 60 professional development units.
<p><u>10.57.412 CLASS 1 AND 2 ENDORSEMENTS</u> (1) Subject field endorsement must be in areas approved for endorsement by the Board of Public Education.</p>		
<p><u>10.57.412 CLASS 1 AND 2 ENDORSEMENTS</u> (2) Areas approved for endorsement on Class 1 and 2 licenses include the following: agriculture, art K-12, biology, business education, chemistry, communication, computer science, early childhood (age 3 to grade 3), earth science, economics, elementary education (K-8), English, English as a second language K-12, family and consumer sciences, geography, health, health and physical education K-12, history, industrial trades and technology education, journalism, library K-12, mathematics, middle grades (4-8), music K-12, physical education K-12, physics, political science, psychology, reading K-12, school counseling K-12, science (broadfield), social studies (broadfield), sociology, special education P-12, special education P-12 hearing impairment, special education P-12 vision impairment, theater, traffic education, and world languages K-12.</p>	(2) Areas approved for endorsement on Class 1 and 2 licenses include the following: agriculture, art K-12, biology, business education, chemistry, communication, computer science, early childhood (P-3 age 3 to grade 3), earth science, economics, elementary education (K-8), English, English as a second language K-12, family and consumer sciences, geography, health, health and physical education K-12, history, industrial trades and technology education, journalism, library K-12, mathematics, middle grades (4-8), music K-12, physical education K-12, physics, political science, psychology, reading K-12, school counseling K-12, science (Broadfield), social studies (Broadfield), sociology, special education P-12, special education P-12 hearing impairment, special education P-12 vision impairment, theater, traffic education, and world languages K-12.	Aligned with change in 10.57.102.

<p>10.57.412 CLASS 1 AND 2 ENDORSEMENTS (3) As appropriate, grade level endorsements may be issued as consistent with the educator preparation program completed by the applicant.</p>		
<p>10.57.412 CLASS 1 AND 2 ENDORSEMENTS (4) Permissive special competencies or endorsements identified on an educator license, but no longer offered, may be retained as long as the licensee continues to renew the license.</p>		
<p>10.57.412 CLASS 1 AND 2 ENDORSEMENTS (5) To obtain an elementary (K-8), early childhood (age 3 to grade 3), or middle grades (4-8) endorsement, an applicant must provide verification of completion of an accredited teacher education program in those areas to include supervised teaching experience or a waiver of this requirement if the applicant has previously had supervised teaching experience.</p>	<p>(5) To obtain an early childhood (age 3 to grade 3 P-3), elementary (K-8), or middle grades (4-8), secondary (5-12 content-specific), K-12, or P-12 (special education) endorsement, an applicant must provide verification of completion of an accredited teacher education approved educator preparation program at the grade level(s) identified by the program, in those areas to include including supervised teaching experience or a waiver of this requirement if the applicant has previously had supervised teaching experience.</p>	<p>Aligned with change in 10.57.102</p> <p>All endorsement areas combined to reduce replication.</p> <p>Revised to recognize traditional and alternative educator preparation more equally for licensure purposes.</p>
<p>10.57.412 CLASS 1 AND 2 ENDORSEMENTS (6) To obtain a secondary (5-12) or K-12 endorsement other than special education, the applicant must provide verification of: (a) completion of an accredited professional educator preparation program at the grade level(s) identified by the program, including supervised teaching experience, or a waiver of this requirement on the university recommendation if the applicant has previously had supervised teaching experience; or (b) completion of an educator preparation program, a current standard, unrestricted out-of-state educator license, and five years of successful teaching experience as defined in ARM 10.57.102</p>	<p>(6) To obtain a secondary (5-12) or K-12 endorsement other than special education, the applicant must provide verification of: (a) completion of an accredited professional educator preparation program at the grade level(s) identified by the program, including supervised teaching experience, or a waiver of this requirement on the university recommendation if the applicant has previously had supervised teaching experience; or (b) completion of an educator preparation program, a current standard, unrestricted out-of-</p>	<p>Synthesized above to reduce replication.</p>

<p>documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction.</p>	<p>state educator license, and five years of successful teaching experience as defined in ARM <u>10.57.102</u> documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction.</p>	
<p>10.57.412 CLASS 1 AND 2 ENDORSEMENTS (7) To obtain an endorsement in special education P-12, the applicant must provide verification of: (a) completion of an accredited professional educator preparation program; or (b) completion of a state-approved special education P-12 professional educator preparation program from a regionally accredited college or university; and (c) supervised teaching experience or a waiver of this requirement if the applicant has previously had supervised teaching experience.</p>	<p>(7) To obtain an endorsement in special education P-12, the applicant must provide verification of: (a) completion of an accredited professional educator preparation program; or (b) completion of a state-approved special education P-12 professional educator preparation program from a regionally accredited college or university; and (c) supervised teaching experience or a waiver of this requirement if the applicant has previously had supervised teaching experience.</p>	<p>Synthesized above to reduce replication.</p>
<p>10.57.412 CLASS 1 AND 2 ENDORSEMENTS (8) Applicant must also submit a recommendation for any endorsement requested from the appropriate official from an accredited professional educator program.</p>	<p>(8) (6) Applicants must also submit a recommendation for any endorsement requested from the appropriate official from an approved educator preparation accredited professional educator program.</p>	<p>Numbering sequence</p>
<p>10.57.412 CLASS 1 AND 2 ENDORSEMENTS (9) Applicants who have completed accredited professional educator preparation programs outside of Montana and hold endorsements in specific disability areas (for example, early childhood special education, autism, hearing impaired) in another state may qualify for a special education P-12 endorsement in hearing and vision upon verification of program completion and proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the special education endorsement.</p>	<p>(9) (7) Applicants who have completed an approved accredited professional educator preparation programs outside of Montana and hold endorsements in specific disability areas (for example, early childhood special education, autism, hearing impaired) in another state may qualify for a special education P-12 endorsement in hearing and vision upon verification of program completion and proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the special education endorsement.</p>	<p>Revised to recognize traditional and alternative educator preparation more equally for licensure purposes.</p>

<p><u>10.57.412</u> CLASS 1 AND 2 ENDORSEMENTS (10) Applicants with graduate degrees in an endorsable area may use experience instructing in relevant college or university courses as credit in that endorsement area for licensure.</p>	<p>(10) (8) Applicants with graduate degrees in an endorsable area may use experience instructing in relevant college or university courses as credit in that endorsement area for licensure.</p>	<p>Numbering sequence</p>
<p><u>10.57.413</u> CLASS 3 ADMINISTRATIVE LICENSE (1) A Class 3 administrative license shall be valid for a period of five years.</p>		
<p><u>10.57.413</u> CLASS 3 ADMINISTRATIVE LICENSE (2) Appropriate administrative areas which may be approved for license endorsement are: elementary principal, secondary principal, K-12 principal, K-12 superintendent, and supervisor.</p>		
<p><u>10.57.413</u> CLASS 3 ADMINISTRATIVE LICENSE (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 license to 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.</p>	<p>(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 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, 10.57415, and through 10.57.418.</p>	<p>Current rule requires 3 years' "teaching" experience to be eligible for Administrative licenses. The revision will allow those school counselors who may not have "classroom" experience to use 3 years' experience as the school counselor to meet experience requirements.</p>
<p><u>10.57.413</u> CLASS 3 ADMINISTRATIVE LICENSE (4) An applicant for a Class 3 administrative license who completed an educator preparation program which does not meet the definition in ARM 10.57.102(2), who is currently licensed in another state at the same level of licensure, may be considered for licensure with verification of five years</p>	<p>(4) An applicant for a Class 3 administrative license who completed an educator preparation program which does not meet the definition in ARM 10.57.102, who is currently licensed in another state at the same level of licensure, may be considered for licensure with verification of five three years of successful administrative</p>	<p>Revised to recognize traditional and alternative educator preparation more equally for licensure purposes. Similar to the recommendation in 10.57.410.</p>

<p>of successful administrative experience as defined in ARM 10.57.102 as documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction and approved by the Board of Public Education. The requirements of ARM 10.57.414(1)(c)(i-iii) must be met by an applicant seeking a superintendent endorsement.</p>	<p>experience as defined in ARM 10.57.102 as documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction and approved by the Board of Public Education.The requirements of ARM 10.57.414(1)(c)(i-iii) must be met by an applicant seeking a superintendent endorsement.</p>	
<p><u>10.57.413 CLASS 3 ADMINISTRATIVE LICENSE</u> (5) An applicant for a Class 3 administrative license must submit verified completion of the online course "An Introduction to Indian Education for All in Montana."</p>		
<p><u>10.57.413 CLASS 3 ADMINISTRATIVE LICENSE</u> (6) A Class 3 administrative license shall be renewable pursuant to the requirements of ARM 10.57.215.</p>		
<p><u>10.57.413 CLASS 3 ADMINISTRATIVE LICENSE</u> (7) A lapsed Class 3 administrative license may be reinstated by showing verification of 60 renewal units earned during the five-year period preceding the date of application for the new license.</p>	<p>(7) A lapsed Class 3 administrative license may be reinstated by showing verification of earning 60 renewal professional development units as defined in ARM 10.57.215(4) during the five-year period preceding the date of application for the new license.</p>	<p>Added to align with previous changes for 60 professional development units.</p>
<p><u>10.57.414 CLASS 3 ADMINISTRATIVE LICENSE - SUPERINTENDENT ENDORSEMENT</u> (1) To obtain a superintendent endorsement an applicant must provide verification of all of the following: (a) an education specialist, master's, or doctoral degree from a regionally accredited college or university in education or education leadership;</p>	<p>(1) To obtain a superintendent endorsement an applicant must provide verification of all of the following: (a) an education specialist, master's, or doctoral degree from a regionally accredited college or university in education or education leadership; (b) completion of an approved accredited professional educator preparation program as defined in ARM 10.57.102 for superintendents with a recommendation</p>	<p>Aligned with the flexibilities provided for teachers, recommended language changes for superintendent requirements includes replacing the "three credits" with professional development or coursework for Montana educator</p>

<p>(b) completion of an accredited professional educator preparation program as defined in ARM 10.57.102 for superintendents;</p> <p>(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 three credits in each of the following:</p> <p>(i) Montana school law;</p> <p>(ii) Montana school finance; and</p> <p>(iii) Montana collective bargaining and employment law;</p> <p>(d) a minimum of three years of teaching experience as an appropriately licensed teacher;</p> <p>(e) licensure and endorsement as a principal (P-12); and</p> <p>(f) a minimum of one year of administrative experience as an appropriately licensed principal or one year of a supervised Board of Public Education approved administrative internship as a superintendent.</p>	<p>for the license requested from the appropriate official from the educator preparation program;</p> <p>(c) completion of Montana educator preparation program requirements through on-line professional development courses or graduate coursework on the university recommendation by an appropriate official from the educator preparation program in each of the following areas;</p> <p>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 three credits in each of the following:</p> <p>(i) Montana school law; and</p> <p>(ii) Montana school finance; and</p> <p>(iii) Montana collective bargaining and employment law;</p> <p>(d) completion of the online course "An Introduction to Indian Education for All in Montana."</p> <p>(e)-(d) a minimum of three years of teaching experience as an appropriately licensed teacher or school counselor;</p> <p>(f)-(e) licensure and endorsement as a principal (P-12); and</p> <p>(g) (f) a minimum of one year of administrative experience as an appropriately licensed principal or one year of a supervised Board of Public Education approved administrative internship as a superintendent.</p>	<p>preparation program requirements in each of the following:</p> <p>(i) Montana school law;</p> <p>(ii) Montana school finance; and</p> <p>(iii) Montana collective bargaining and employment law.</p> <p>Revised to recognize traditional and alternative educator preparation more equally for licensure purposes. Similar to the recommendation in 10.57.410.</p>
<p><u>10.57.414 CLASS 3 ADMINISTRATIVE LICENSE - SUPERINTENDENT ENDORSEMENT</u></p> <p>(2) Applicant must also submit a recommendation for the endorsement requested from the appropriate official from an accredited professional superintendent program.</p>	<p>(2) Applicants must also submit a recommendation for the endorsement requested from the appropriate official from accredited professional superintendent program.</p>	<p>Combined with 10.57.414 (1)(b) to match the language throughout the chapter.</p>

<p>10.57.415 CLASS 3 ADMINISTRATIVE LICENSE - ELEMENTARY PRINCIPAL ENDORSEMENT</p> <p>(1) To obtain an elementary principal endorsement an applicant must provide verification of:</p> <p>(a) a minimum of three years of teaching experience with a standard, unrestricted license at the elementary level;</p> <p>(b) a master's degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102 or a master's degree related to education from a regionally accredited college or university;</p> <p>(c) completion of an accredited professional educator preparation program as defined in ARM 10.57.102 for elementary principals;</p> <p>(d) completion of three semester credits of college courses in Montana school law, including special education law; and</p> <p>(e) recommendation for the endorsement from the appropriate official from an accredited professional principal program.</p>	<p>10.57.415 CLASS 3 ADMINISTRATIVE LICENSE - ELEMENTARY PRINCIPAL ENDORSEMENT</p> <p>(1) To obtain an elementary, secondary, or K-12 principal endorsement an applicant must provide verification of:</p> <p>(a) a minimum of three years of teaching or school counseling experience with a standard, unrestricted license at the elementary level of the requested endorsement;</p> <p>(b) a master's degree in from a regionally accredited college or university in education or education leadership; educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102 or a master's degree related to education from a regionally accredited college or university;</p> <p>(c) completion of an approved accredited professional educator preparation program as defined in ARM 10.57.102 for elementary principals at the level of the requested endorsement with a recommendation from the appropriate official from the educator preparation program;</p> <p>(d) completion of three semester credits of college courses in Montana school law, including special education law;</p> <p>(e) verified completion of the online course "An</p>	<p>Synthesized to reduce replication</p> <p>Matched the language in 10.57.415(1)(c) to the language used throughout the chapter.</p> <p>Generalized the requirement for school law.</p> <p>Revised to recognize traditional and alternative educator preparation more equally for licensure purposes. Similar to the recommendation in 10.57.410.</p>

	<p>Introduction to Indian Education for All in Montana." and (e) recommendation for the endorsement from the appropriate official from an accredited professional principal program.</p>	
<p>10.57.416 CLASS 3 ADMINISTRATIVE LICENSE - SECONDARY PRINCIPAL ENDORSEMENT (1) To obtain a secondary principal endorsement an applicant must provide verification of: (a) a minimum of three years of teaching experience with a standard, unrestricted license at the secondary level; (b) a master's degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102 or a master's degree related to education from a regionally accredited college or university; (c) completion of an accredited professional educator preparation program as defined in ARM 10.57.102 for secondary principals; (d) completion of three semester credits of college courses in Montana school law, including special education law; and (e) recommendation for the endorsement from the appropriate official from an accredited professional principal program.</p>	<p>10.57.416 CLASS 3 ADMINISTRATIVE LICENSE - SECONDARY PRINCIPAL ENDORSEMENT (1) To obtain a secondary principal endorsement an applicant must provide verification of: (a) a minimum of three years of teaching or school counseling experience with a standard, unrestricted license at the secondary level; (b) a master's degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102 or a master's degree related to education from a regionally accredited college or university; (c) completion of an accredited professional educator preparation program as defined in ARM 10.57.102 for secondary principals; (d) completion of three semester credits of college courses in Montana school law, including special education law; and (e) recommendation for the endorsement from the appropriate official from an accredited professional principal program.</p>	<p>Included above to reduce replication</p>

<p><u>10.57.417 CLASS 3 ADMINISTRATIVE LICENSE - K-12 PRINCIPAL ENDORSEMENT</u></p> <p>(1) To obtain a K-12 principal endorsement an applicant must provide verification of:</p> <p>(a) a master's degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102 or a master's degree related to education from a regionally accredited college or university;</p> <p>(b) completion of an accredited educator preparation program for K-12 principals;</p> <p>(c) a minimum of three years of teaching experience with a standard, unrestricted license;</p> <p>(d) completion of three semester credits of college courses in Montana school law, including special education law; and</p> <p>(e) recommendation for the endorsement from the appropriate official from an accredited professional K-12 principal program.</p>	<p><u>10.57.417 CLASS 3 ADMINISTRATIVE LICENSE --K-12 PRINCIPAL ENDORSEMENT</u></p> <p>(1) To obtain a K-12 principal endorsement an applicant must provide verification of:</p> <p>-(a) a master's degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102 or a master's degree related to education from a regionally accredited college or university;</p> <p>(b) completion of an accredited educator preparation program for K-12 principals;</p> <p>(c) a minimum of three years of teaching experience or school counseling with a standard, unrestricted license;</p> <p>(d) completion of three semester credits of college courses in Montana school law, including special education law; and</p> <p>(e) recommendation for the endorsement from the appropriate official from an accredited professional K-12 principal program.</p>	<p>Included above to reduce replication</p>
<p><u>10.57.418 CLASS 3 ADMINISTRATIVE LICENSE - SUPERVISOR ENDORSEMENT</u></p> <p>(1) This administrative endorsement is issued in specific fields such as math, music, and school counseling. This endorsement may be issued to applicants who submit verification:</p> <p>(a) of completion of an accredited educator preparation program;</p> <p>(b) of completion of a master's degree in the area requested for endorsement at a regionally accredited college or university;</p> <p>(c) that the applicant meets eligibility requirements for a Class 1 or Class 2 teaching license endorsed in the field of specialization;</p>	<p><u>10.57.418 CLASS 3 ADMINISTRATIVE LICENSE - SUPERVISOR ENDORSEMENT</u></p> <p>(1) To obtain a This administrative supervisor endorsement is issued in specific fields such as math, music, and school counseling an applicant must provide verification of: This endorsement may be issued to applicants who submit verification:</p> <p>(a) of completion of an approved accredited educator preparation program with a recommendation from the</p>	<p>Inclusion of counseling component.</p> <p>Matched the language in 10.57.418(1)(a) to the language used throughout the chapter</p> <p>Revised to recognize traditional and alternative educator preparation more equally for licensure purposes. Similar to the</p>

<p>(d) of three years of teaching experience with a standard, unrestricted license; (e) of completion of a supervised practicum/internship at an accredited professional educator preparation program; and (f) of recommendation for the endorsement from the appropriate official from an accredited professional supervisor program.</p>	<p>appropriate official from the educator preparation program; (b) of completion of a master's degree in the area requested for endorsement at a regionally accredited college or university; (c) that the applicant meets eligibility requirements for a Class 1 or Class 2 teaching license endorsed in the field of specialization <u>or Class 6 School Counseling license</u>; (d) of three years of teaching experience <u>or school counseling</u> with a standard, unrestricted license; (e) of completion of a supervised practicum/internship at an approved accredited professional educator preparation program; and (f) verified completion of the online course "An Introduction to Indian Education for All in Montana." (f) recommendation for the endorsement from the appropriate official from an accredited professional supervisor program.</p>	<p>recommendation in 10.57.410.</p>
<p><u>10.57.419 CLASS 3 ADMINISTRATIVE LICENSE - SPECIAL EDUCATION SUPERVISOR ENDORSEMENT</u> (1) This administrative endorsement is issued in the specific field of special education. This endorsement may be issued to applicants who submit verification of: (a) completion, at a regionally accredited college or university, of a master's degree in special education or a master's degree in the following special</p>	<p><u>10.57.419 CLASS 3 ADMINISTRATIVE LICENSE - SPECIAL EDUCATION SUPERVISOR ENDORSEMENT</u> (1) To obtain a supervisor administrative endorsement is issued in the specific field of special education an applicant must provide This endorsement may be issued to applicants who submit verification of:</p>	<p>Reduced the 5-year to a 3-year requirement for a special education supervisor. Revised to recognize traditional and alternative educator preparation more equally for licensure purposes. Similar to the</p>

<p>education- related service fields: school psychologist, speech-language pathologist, audiologist, physical therapist, occupational therapist, registered nurse, clinical social worker, or clinical professional counselor;</p> <p>(b) full licensure in the field of specialization;</p> <p>(c) three years of teaching experience in an accredited school setting with a standard, unrestricted license, or five years of experience in an accredited school setting as a fully licensed and assigned related services provider;</p> <p>(d) three semester credits in special education law;</p> <p>(e) a supervised practicum/internship from an accredited special education supervisor program; and</p> <p>(f) recommendation for the endorsement from the appropriate official from an accredited special education supervisor program.</p>	<p>(a) completion, at a regionally accredited college or university, of a master's degree in special education or a master's degree in the following special education- related service fields: school psychologist, speech-language pathologist, audiologist, physical therapist, occupational therapist, registered nurse, clinical social worker, or clinical professional counselor;</p> <p>(b) full licensure in the field of specialization;</p> <p>(c) three years of teaching experience with a standard, unrestricted license; in an accredited school setting with a standard, unrestricted license, or five three years of experience in an accredited school setting as a fully licensed and assigned related services provider;</p> <p>(d) three semester credits in special education law;</p> <p>(e) a supervised practicum/internship from an approved accredited special education supervisor program;</p> <p>(f) verified completion of the online course "An Introduction to Indian Education for All in Montana." and</p> <p>(f)-(g) recommendation for the endorsement from the appropriate official from an approved accredited special education supervisor program.</p>	<p>recommendation in 10.57.410.</p> <p>Removed "accredited" to include all P-12 schools.</p>
<p><u>10.57.420 CLASS 4 CAREER AND TECHNICAL EDUCATION LICENSE</u></p> <p>(1) A Class 4 license is specific to career and technical education and shall be valid for a period of five years.</p> <p>(2) There are three types of Class 4 licenses:</p>	<p>(1) A Class 4 license is specific to career and technical education and shall be valid for a period of five years.</p> <p>(2) There are three types of Class 4 licenses:</p> <p>(a) A Class 4A license issued to individuals holding a valid Montana teaching license, but</p>	<p>Inclusion of an associate degree and apprenticeship certificate to the 4B license.</p> <p>Inclusion of IEFA requirement for all classes of licenses.</p>

<p>(a) A Class 4A license issued to individuals holding a valid Montana teaching license, but without an appropriate career and technical education endorsement;</p> <p>(b) A Class 4B license issued to individuals with at least a bachelor's degree from a regionally accredited college or university, but who do not hold a valid Montana teaching license with the appropriate career and technical education endorsement; and</p> <p>(c) A Class 4C license issued to individuals who hold at least a high school diploma or high school equivalency diploma and meet the minimum requirements for endorsement.</p> <p>(3) To obtain a Class 4 career and technical educator license an applicant must meet the requirements of (2)(a), (b), or (c) above and qualify for one or more endorsements as outlined in ARM 10.57.421.</p> <p>(4) A Class 4 license shall be renewable pursuant to the requirements of ARM 10.57.215 and the requirements specific to each type of Class 4 license.</p> <p>(a) Class 4A licenses shall be renewable by earning 60 renewal units. Endorsement related technical studies may be accepted. Additionally, the first renewal must show evidence of renewal units earned in each of the following areas:</p> <p>(i) curriculum and instruction in career and technical education; and</p> <p>(ii) safety and teacher liability.</p> <p>(b) Class 4B or 4C licenses shall be renewable by earning 60 renewal units. The first renewal must show evidence of renewal units earned in the following areas:</p> <p>(i) curriculum and instruction in career and technical education; and</p> <p>(ii) safety and teacher liability.</p>	<p>without an appropriate career and technical education endorsement;</p> <p>(b) A Class 4B license issued to individuals with an apprenticeship program or associate or bachelor's degree from a regionally accredited college or university, but who do not hold a valid Montana teaching license with the appropriate career and technical education endorsement; and</p> <p>(c) A Class 4C license issued to individuals who hold at least a high school diploma or high school equivalency diploma and meet the minimum requirements for endorsement.</p> <p>(3) To obtain a Class 4 career and technical educator license an applicant must:</p> <p>(a) meet the requirements of (2)(a), (b), or (c) above and qualify for one or more endorsements as outlined in ARM 10.57.421 and</p> <p>(b) verify completion of the online course "An Introduction to Indian Education for All in Montana."</p> <p>(4) A Class 4 license shall be renewable pursuant to the requirements of ARM 10.57.215 and the requirements specific to each type of Class 4 license.</p> <p>(a) Class 4A licenses shall be renewable by earning 60 professional development renewal units. Endorsement related technical studies may be accepted. Additionally, The first renewal must show evidence of professional development renewal units earned in each of the following areas:</p>	<p>Added language to replace renewal units with professional development units to align with previous changes.</p>
---	---	--

<p>(c) Other professional development appropriate to renew a Class 4B or 4C license includes the following:</p> <ul style="list-style-type: none"> (i) principles and/or philosophy of career and technical education; (ii) curriculum and instruction in career and technical education; (iii) learning styles/teaching styles; including serving students with special needs; (iv) safety and teacher liability; (v) classroom management; (vi) teaching methods; (vii) career guidance in career and technical education; or (viii) endorsement related technical studies, with prior OPI approval. <p>(5) A lapsed Class 4 license may be reinstated by showing verification of 60 renewal units earned during the five-year period preceding the validation date of the new license, including renewal units in:</p> <ul style="list-style-type: none"> (a) curriculum and instruction in career and technical education; (b) safety and teacher liability; and (c) endorsement related technical studies or industry validated training. 	<ul style="list-style-type: none"> (i) curriculum and instruction in career and technical education; and (ii) safety and teacher liability, <p>(b) Class 4B or 4C licenses shall be renewable by earning 60 professional development renewal units. The first renewal must show evidence of professional development renewal units earned in the following areas:</p> <ul style="list-style-type: none"> (i) curriculum and instruction in career and technical education; and (ii) safety and teacher liability, <p>(c) Other professional development appropriate to renew a Class 4B or 4C license includes the following:</p> <ul style="list-style-type: none"> (i) principles and/or philosophy of career and technical education; (ii) curriculum and instruction in career and technical education; (iii) learning styles/teaching styles; including serving students with special needs; (iv) safety and teacher liability; (v) classroom management; (vi) teaching methods; (vii) career guidance in career and technical education; or (viii) endorsement related technical studies, with prior OPI approval. <p>(5) A lapsed Class 4 license may be reinstated by showing verification of 60 professional development renewal units earned during the five-year period preceding the validation date of</p>	
---	--	--

	<p>the new license, including professional development renewal-units in:</p> <p>(a) curriculum and instruction in career and technical education;</p> <p>(b) safety and teacher liability; and</p> <p>(c) endorsement related technical studies or industry validated training.</p>	
<p>10.57.421 CLASS 4 ENDORSEMENTS</p> <p>(1) Recognized occupations eligible for a Class 4 license shall be evaluated on an annual basis by the Superintendent of Public Instruction. Appropriate career and technical education areas acceptable for endorsement on the Class 4 license include but are not limited to the following: agriculture business, agriculture mechanics, auto body, automotive technology, aviation, building maintenance, building trades, business marketing, computer coding, computer information systems, culinary arts, diesel mechanics, drafting, electronics, emergency medical technician (EMT), engineering, fire and disaster services, graphic arts, health science education, heavy equipment operations, horticulture, industrial mechanics, livestock production, machining, metals, plant and soil sciences, Reserve Officer Training Corps (ROTC) instruction, small engines, stagecraft, teacher education, videography, and welding.</p>	<p>(1) Recognized occupations eligible for a Class 4 license shall be evaluated on an annual basis by the Superintendent of Public Instruction. Appropriate career and technical education areas acceptable for endorsement on the Class 4 license include but are not limited to the following: agriculture business, agriculture mechanics, auto body, automotive technology, aviation, building maintenance, building trades, business marketing, computer coding, computer information systems, culinary arts, diesel mechanics, drafting, electronics, emergency medical technician (EMT), engineering, fire and disaster services, graphic arts, health science education, heavy equipment operations, horticulture, industrial mechanics, livestock production, machining, metals, plant and soil sciences, Reserve Officer Training Corps (ROTC) instruction, small engines, stagecraft, teacher education, videography, and welding.</p>	<p>OPI researched other states' requirements, which range from 2,000 to 10,000. MT with 10,000 is on the high end. 5000 hours is recommended, based on equivalence 5000 hrs/8 hrs per day/235 calendar work days.</p> <p>Recommendation to lower the hours from 80 to 60 hours to align with the requirements of recency and renewal requirements.</p>
<p>10.57.421 CLASS 4 ENDORSEMENTS</p> <p>(2) Endorsements removed from the list of recognized occupations may be retained as long as the licensee continues to renew the license.</p>	<p>(2) Endorsements removed from the list of recognized occupations may be retained as long as the licensee continues to renew the license.</p>	

<p>10.57.421 CLASS 4 ENDORSEMENTS</p> <p>(3) To obtain an endorsement on a Class 4 license, an applicant must provide verification of a minimum of 10,000 hours of documented, relevant work experience which may include apprenticeship training, documenting the knowledge and skills required in the specific trade in which they are to teach. Acceptable documentation of relevant work experience is determined by the Superintendent of Public Instruction and may include, but is not limited to:</p> <p>(a) work experience completed and verified by previous employers, to include a detailed description of the duties performed during employment;</p> <p>(b) for self-employed individuals, examples of projects completed, letters of verification from clients or customers, profit and loss statements demonstrating the viability of the business or self-employment;</p> <p>(c) verification of teaching experience in the area requested for endorsement, accompanied by verification of substantial work experience in the area requested for endorsement; or</p> <p>(d) certificates of completion of appropriate technical programs or related college degrees and coursework, and industry certification (e.g., ASE, AWS)</p>	<p>(3) To obtain an endorsement on a Class 4 license, an applicant must provide verification of a minimum of 10,000 5,000 hours of documented, relevant work experience which may include apprenticeship training, documenting the knowledge and skills required in the specific trade in which they are to teach. Acceptable documentation of relevant work experience is determined by the Superintendent of Public Instruction and may include, but is not limited to:</p> <p>(a) work experience completed and verified by previous employers, to include a detailed description of the duties performed during employment;</p> <p>(b) for self-employed individuals, examples of projects completed, letters of verification from clients or customers, profit and loss statements demonstrating the viability of the business or self-employment;</p> <p>(c) verification of teaching experience in the area requested for endorsement, accompanied by verification of substantial work experience in the area requested for endorsement; or</p> <p>(d) certificates of completion of appropriate technical programs or related college degrees and coursework, and industry certification (e.g., ASE, AWS).</p>	
<p>10.57.421 CLASS 4 ENDORSEMENTS</p> <p>(4) For health science education, engineering, computer information systems, computer coding, teacher education, EMT, or fire and disaster services, an alternative to the above requirement of 10,000</p>	<p>(4) For health science education, engineering, computer information systems, computer coding, teacher education, EMT, or fire and disaster services, an alternative to the above requirement</p>	

<p>hours of work experience may be substituted as recognized by the Office of Public Instruction and the Board of Public Education as follows:</p> <p>(a) For health science education:</p> <p>(i) hold a Class 1 or 2 license with an endorsement in health or any of the science areas;</p> <p>(ii) provide verification of successful completion of a blended learning professional development course of at least 80 hours by a provider recognized by the Office of Public Instruction and the Board of Public Education; and</p> <p>(iii) successful completion of coursework in human biology or anatomy and physiology; or</p> <p>(iv) hold a current professional license in a related health occupation field.</p> <p>(b) For engineering:</p> <p>(i) hold a Class 1 or 2 license with an endorsement in math or science; and</p> <p>(ii) provide verification of successful completion of a blended learning professional development course of at least 80 hours by a provider recognized by the Office of Public Instruction and the Board of Public Education.</p> <p>(c) For computer information systems an individual may provide verification of completion of an approved technical program in a recognized training institution and hold a professional license or industry standard certificate recognized by the Office of Public Instruction and the Board of Public Education.</p> <p>(d) For computer coding:</p> <p>(i) hold a Class 1 or 2 license; and</p> <p>(ii) provide verification of successful completion of a blended learning professional development course of at least 80 hours by a provider recognized by the Office of Public Instruction and the Board of Public Education.</p> <p>(e) For teacher education:</p>	<p>of 5,000 10,000 hours of work experience may be substituted as recognized by the Office of Public Instruction and the Board of Public Education as follows:</p> <p>(a) For health science education:</p> <p>(i) hold a Class 1 or 2 license with an endorsement in health or any of the science areas;</p> <p>(ii) provide verification of successful completion of a blended learning professional development course of at least 80 60 hours by a provider recognized by the Office of Public Instruction and the Board of Public Education; and</p> <p>(iii) successful completion of coursework in human biology or anatomy and physiology; or</p> <p>(iv) hold a current professional license in a related health occupation field.</p> <p>(b) For engineering:</p> <p>(i) hold a Class 1 or 2 license with an endorsement in math or science; and</p> <p>(ii) provide verification of successful completion of a blended learning professional development course of at least 80 60 hours by a provider recognized by the Office of Public Instruction</p>	
---	--	--



<p>(i) hold a Class 1 or 2 license; and (ii) provide verification of successful completion of five years of professional experience as a licensed educator.</p> <p>(f) For EMT: (i) hold a Class 1 or 2 license; (ii) hold a current CPR/First Aid certificate and a current license as a lead instructor obtained through the Montana Board of Medical Examiners; (iii) provide verification of a minimum of 2,000 hours of EMT experience; and (iv) provide verification of successful completion of a blended learning professional development course offered by the Office of Public Instruction. (v) In addition to renewal requirements outlined in ARM 10.57.420, renewal of this endorsement will also require a current CPR/First Aid certificate and a current license as a lead instructor obtained through the Montana Board of Medical Examiners. (g) For fire and disaster services: (i) hold a Class 1 or 2 license; (ii) provide verification of a minimum of 2,000 hours of employment in fire services or law enforcement; and (iii) provide verification of successful completion of a blended learning professional development course offered by the Office of Public Instruction.</p>	<p>and the Board of Public Education.</p> <p>(c) For computer information systems an individual may provide verification of completion of an approved technical program in a recognized training institution and hold a professional license or industry standard certificate recognized by the Office of Public Instruction and the Board of Public Education.</p> <p>(d) For computer coding: (i) hold a Class 1 or 2 license; and (ii) provide verification of successful completion of a blended learning professional development course of at least 80 60 hours by a provider recognized by the Office of Public Instruction and the Board of Public Education.</p> <p>(e) For teacher education: (i) hold a Class 1 or 2 license; and (ii) provide verification of successful completion of five years of professional experience as a licensed educator.</p> <p>(f) For EMT: (i) hold a Class 1 or 2 license; (ii) hold a current CPR/First Aid certificate and a current license as a lead instructor obtained through</p>	
--	---	--

	<p>the Montana Board of Medical Examiners;</p> <p>(iii) provide verification of a minimum of 2,000 hours of EMT experience; and</p> <p>(iv) provide verification of successful completion of a blended learning professional development course offered by the Office of Public Instruction.</p> <p>(v) In addition to renewal requirements outlined in ARM 10.57.420, renewal of this endorsement will also require a current CPR/First Aid certificate and a current license as a lead instructor obtained through the Montana Board of Medical Examiners.</p> <p>(g) For fire and disaster services:</p> <p>(i) hold a Class 1 or 2 license;</p> <p>(ii) provide verification of a minimum of 2,000 hours of employment in fire services or law enforcement; and</p> <p>(iii) provide verification of successful completion of a blended learning professional development course offered by the Office of Public Instruction.</p>	
--	---	--

<p><u>10.57.421 CLASS 4 ENDORSEMENTS</u> (5) A Class 4A, 4B, or 4C career and technical education license may be approved to teach traffic education if the license meets the requirements of ARM 10.13.310.</p>		
<p><u>10.57.421 CLASS 4 ENDORSEMENTS</u> (6) To qualify for a ROTC instructor endorsement the applicant must provide evidence of certification by the appropriate branch of the U.S. military and successful completion of a criminal background check pursuant to ARM 10.57.201A. This endorsement does not require verification of 10,000 hours of work experience and may not be issued as a Class 4C license. A Class 4A or 4B license with a ROTC endorsement may be renewed every five years with resubmission of certification by the appropriate branch of the U.S. military</p>	<p>(6) To qualify for a ROTC instructor endorsement the applicant must provide evidence of certification by the appropriate branch of the U.S. military and successful completion of a criminal background check pursuant to ARM 10.57.201A. This endorsement does not require verification of 5,000 10,000 hours of work experience and may not be issued as a Class 4C license. A Class 4A or 4B license with a ROTC endorsement may be renewed every five years with resubmission of certification by the appropriate branch of the U.S. military.</p>	
<p><u>10.57.424 CLASS 5 PROVISIONAL LICENSE</u> (1) There are two types of Class 5 licenses: (a) a Class 5 provisional license that is valid for three years; and (b) a Class 5A provisional license that is valid for one year. (2) A Class 5 provisional license is valid for a term of three years, is not renewable, and may not be reinstated. A Montana educator may be issued only one Class 5 provisional license per teaching license (Class 1 or 2), administrator license (Class 3), or specialist license (Class 6). A Class 5 provisional license is not available for an initial Class 4 license or a Class 7 or 8 license. (3) An applicant for a Class 5 provisional license must sign and file with the Superintendent of Public Instruction a plan of professional intent leading, within</p>	<p><u>10.57.424 CLASS 5 PROVISIONAL LICENSE</u> (1) There are three two-types of Class 5 licenses: (a) a Class 5A provisional license that is valid for one year; and (b) a Class 5B provisional license that is valid for three years; and (c) a Class 5C provisional license that is valid for three years. (2)-(7) A Class 5A provisional license will be issued to those individuals seeking their initial Montana educator license who meet all licensure requirements except for successful completion of the Montana required Praxis test. This license is valid for one year and is non-renewable.</p>	<p>5A: Provides additional time to pass the Praxis (same to current rule).</p> <p>5B: 3 years' time frame to complete an EPP while employed or residing in MT. (This is the same as the current Class 5: Provisional License).</p> <p>5C: Language added to allow flexibility for specific cases where an out-of-state license is expired, and the candidate does not have recent credits within the last</p>

<p>three years of the date of validity of the provisional license, to an appropriately endorsed Class 1, 2, 3, or 6 license as provided in ARM 10.57.412, 10.57.414 through 10.57.419, or 10.57.434 and 10.57.436.</p> <p>(4) An applicant for a Class 5 provisional license who has graduated from an educator preparation program outside of Montana must provide proof of:</p> <p>(a) a minimum passing score on the Praxis Subject Assessment applicable to the requested endorsement; or hold current certification from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana, and apply for endorsement in the same area; and</p> <p>(b) have a current Montana address or job offer from an accredited or state-funded P-12 school in Montana.</p> <p>(5) An applicant for a Class 5 provisional license must provide verified completion of the online course "An Introduction to Indian Education for All in Montana."</p> <p>(6) A Class 5 provisional licensee is not eligible for a Board of Public Education approved internship program in the same endorsement area subsequent to the Class 5 licensure expiration date.</p> <p>(7) A Class 5A provisional license will be issued to those individuals seeking their initial Montana educator license who meet all licensure requirements except for successful completion of the Montana required Praxis test. This license is valid for one year and is non-renewable.</p>	<p>(3)(2) A Class 5B provisional license is valid for a term of three years, is not renewable, and may not be reinstated. A Class 5B provisional license will be issued to those individuals who hold a bachelor's degree from a regionally accredited college or university but have not completed an approved accredited professional educator preparation program. A Montana educator may be issued only one Class 5 provisional license per teaching license (Class 1 or 2), administrator license (Class 3), or specialist license (Class 6). A Class 5 provisional license is not available for an initial Class 4 license or a Class 7 or 8 license.</p> <p>(3)(a) An applicant for a Class 5B provisional license must sign and file with the Superintendent of Public Instruction a plan of professional intent leading, within three years of the date of validity of the provisional license, to an appropriately endorsed Class 1, 2, 3, or 6 license as provided in ARM 10.57.412, 10.57.414, 10.57.415, 10.57.418 through 10.57.419, or 10.57.434 and 10.57.436.</p> <p>(4) A Class 5C provisional license is valid for a term of three years, is not renewable, and may not be reinstated. A Class 5C provisional license will be issued to those seeking a license in Montana whose degree is more than five years old, do not hold a current standard, unrestricted educator licensure, and have not earned 60 professional development units as defined in</p>	<p>5 years. This allows a teacher to obtain a license by opting to complete 60 professional development units, or 6 semester credits, or a combination of college credits and PD units.</p> <p>Revised to recognize traditional and alternative educator preparation more equally for licensure purposes. Similar to the recommendation in 10.57.410.</p> <p>Removed "accredited" to include all Montana state funded schools.</p>
--	---	--

	<p>ARM 10.57.215(4) within the five-year period preceding the effective date of the license.</p> <p>(a) An applicant for a Class 5C provisional license must sign and file with the Superintendent of Public Instruction a plan of professional intent to obtain 60 professional development units which lead, within three years of the date of validity of the provisional license, an appropriately endorsed Class 1, 2, 3, or 6 license as provided in ARM 10.57.412, 10.57.414, 10.57.415, 10.56.418, 10.57.419, or 10.57.434 and 10.57.436.</p> <p>(5) (4) An applicant for a Class 5A, 5B, or 5C provisional license must provide verification of: who has graduated from an educator preparation program outside of Montana must provide proof of:</p> <p>(a) a minimum passing score on the Praxis Subject Assessment applicable to the requested endorsement; or hold current certification from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana, and apply for endorsement in the same area; and</p> <p>(a) a bachelor's degree from a regionally accredited college or university; and</p> <p>(b) have a current Montana address or job offer from an accredited or a state-funded P-12 school in Montana; and</p> <p>(c) An applicant for a Class 5 provisional license must provide verified completion of the online</p>	
--	---	--

	<p>course "An Introduction to Indian Education for All in Montana."</p> <p>(6) A Class 5A, 5B, or 5C provisional licensee is not eligible for a Board of Public Education approved internship program in the same endorsement area subsequent to the Class 5A, 5B, or 5C licensure expiration date.</p>	
<p><u>10.57.425 CLASS 5 PROVISIONAL LICENSE - ELEMENTARY LEVEL</u></p> <p>(1) To obtain a Class 5 provisional license with an elementary, middle, or early childhood level endorsement, an applicant must provide verification of:</p> <p>(a) a bachelor's degree from a regionally accredited college or university; and</p> <p>(b) for those applicants who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program verifying that the applicant:</p> <p>(i) can meet the requirements for full licensure within the three-year valid period of the license; and</p> <p>(ii) meets the professional educator preparation program's admission requirements</p>	<p><u>10.57.425 CLASS 5 PROVISIONAL LICENSE - ENDORSEMENTS ELEMENTARY LEVEL</u></p> <p>(1) Subject field endorsements must be in areas approved for endorsement by the Board of Public Education.</p> <p>(2) Areas approved for endorsement on Class 5A, 5B, and 5C provisional licenses include the following: agriculture, art K-12, biology, business education, chemistry, communication, computer science, early childhood (P-3), earth science, economics, elementary education (K-8), English, English as a second language K-12, family and consumer sciences, geography, health, health and physical education K-12, history, industrial trades and technology education, journalism, library K-12, mathematics, middle grades (4-8), music K-12, physical education K-12, physics, political science, psychology, reading K-12, school counseling K-12, science (Broadfield), social studies (Broadfield), sociology, special education P-12, special education P-12 hearing impairment, special education P-12 vision impairment, theater, traffic education, and world languages K-12.</p>	<p>Synthesized to reduce replication</p> <p>Revised to recognize traditional and alternative educator preparation more equally for licensure purposes. Similar to the recommendation in 10.57.410.</p>

	<p>(3) As appropriate, grade level endorsements may be issued as consistent with the educator preparation program completed by the applicant.</p> <p>(4) To obtain an early childhood (P-3), elementary (K-8), middle grades (4-8), secondary (5-12 content- specific), K-12 (as delineated in ARM 10.57.412), or P-12 (special education) endorsement, an applicant must provide verification of:</p> <p>(1) To obtain a Class 5 provisional license with an elementary, middle, or early childhood level endorsement, an applicant must provide verification of:</p> <p>(a) a bachelor's degree from a regionally accredited college or university; and</p> <p>(b) for those applicants who have not completed an approved accredited professional educator preparation program, a plan of study from an approved accredited professional educator preparation program verifying that the applicant:</p> <p>(i) can meet the requirements for full licensure within the three-year valid period of the license; and</p> <p>(ii) meets the professional educator preparation program's admission requirements</p>	
<p><u>10.57.426 CLASS 5 PROVISIONAL LICENSE – SECONDARY, K-12, AND P-12 SPECIAL EDUCATION LEVELS</u></p> <p>(1) To obtain a Class 5 provisional license with a secondary, K-12, or P-12 special education level endorsement, an applicant must provide verification of:</p>	<p><u>10.57.426 – CLASS 5 PROVISIONAL LICENSE – SECONDARY, K-12, AND P-12 SPECIAL EDUCATION LEVELS</u></p> <p>(1) To obtain a Class 5 provisional license with a secondary, K-12, or P-12 special education level endorsement, an applicant must provide verification of:</p>	<p>Included above.</p>

<p>(a) a bachelor's degree from a regionally accredited college or university; and (b) for those applicants who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program verifying that the applicant: (i) can meet the requirements for full licensure within the three-year valid period of the license; and (ii) meets the professional educator preparation program's admission requirements.</p>	<p>(a) a bachelor's degree from a regionally accredited college or university; and (b) for those applicants who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program verifying that the applicant: (i) can meet the requirements for full licensure within the three-year valid period of the license; and (ii) meets the professional educator preparation program's admission requirements.</p>	
<p><u>10.57.427 CLASS 5 PROVISIONAL LICENSE – SUPERINTENDENT ENDORSEMENT</u> (1) To obtain a Class 5 provisional license with a superintendent endorsement, an applicant must provide verification of: (a) a master's degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102; (b) eligibility for a Class 1, 2, or 5 teaching license or a current standard, unrestricted out-of-state license and five years of successful supervisory experience as a licensed administrator as defined in ARM 10.57.102, documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction; (c) a minimum of three years of experience as an appropriately licensed and assigned teacher at any level; (d) one year of appropriately licensed experience as a principal;</p>	<p><u>10.57.427 CLASS 5 PROVISIONAL LICENSE – SUPERINTENDENT ENDORSEMENT</u> (1) To obtain a Class 5 provisional license with a superintendent endorsement, an applicant must provide verification of: (a) a master's degree from a regionally accredited college or university in education or education leadership; -an accredited professional educator preparation program as defined in ARM 10.57.102; (b) eligibility for a Class 1, 2, or 5 teaching license or school counseling license, or a current standard, unrestricted out-of-state license and three five years of successful supervisory experience as a licensed administrator as defined in ARM 10.57.102, documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction;</p>	<p>Included the counseling component and mandatory 3 professional development courses.</p> <p>Revised to recognize traditional and alternative educator preparation more equally for licensure purposes. Similar to the recommendation in 10.57.410.</p>

<p>(e) completion of an accredited professional educator preparation program, as defined in ARM 10.57.102, for superintendents; and</p> <p>(f) for those applicants who have not completed the required courses in Montana school law, Montana school finance, and Montana collective bargaining and employment law, a plan of intent as detailed in ARM 10.57.424.</p> <p>(2) Applicants required to complete coursework other than Montana school law, Montana collective bargaining and employment law, and Montana school finance are not eligible for a Class 5 provisional license, but may enroll in an internship program pursuant to ARM 10.55.607.</p>	<p>(c) a minimum of three years of experience as an appropriately licensed and assigned teacher <u>or school counselor</u> at any level;</p> <p>(d) one year of appropriately licensed experience as a principal;</p> <p>(e) completion of an approved accredited professional educator preparation program, as defined in ARM 10.57.102, for superintendents; and</p> <p>(f) for those applicants who have not completed the three mandatory professional development requirements in each of the following areas; 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 three credits in each of the following:</p> <p>(i) Montana school law; and</p> <p>(ii) Montana school finance; and</p> <p>(iii) Montana collective bargaining and employment law; in Montana school law, Montana school finance, and Montana collective bargaining and employment law, a plan of intent as detailed in ARM 10.57.424.</p> <p>(2) Applicants required to complete coursework other than the three mandatory professional development requirements in Montana school law, Montana collective bargaining and employment law, and Montana school finance are not eligible for a Class 5 provisional license, but may enroll in an internship program pursuant to ARM 10.55.607</p>	
--	--	--

<p><u>10.57.428 CLASS 5 PROVISIONAL LICENSE - ELEMENTARY PRINCIPAL ENDORSEMENT</u></p> <p>(1) To obtain a Class 5 provisional license with an elementary principal endorsement, an applicant must provide verification of:</p> <p>(a) a master's degree from an accredited professional educator preparation program;</p> <p>(b) eligibility for a Class 1, 2, or 5 teaching license at the elementary level or a current standard, unrestricted out-of-state license and five years of successful supervisory experience as a licensed administrator as defined in ARM 10.57.102 as documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction; and</p> <p>(c) a minimum of three years of experience as an appropriately licensed and assigned teacher at the elementary level.</p> <p>(2) Applicants required to complete coursework other than Montana school law, including special education law are not eligible for a Class 5 provisional license, but may enroll in an internship program pursuant to ARM 10.55.607</p>	<p><u>10.57.428 CLASS 5 PROVISIONAL LICENSE - ELEMENTARY PRINCIPAL ENDORSEMENT</u></p> <p>(1) To obtain a Class 5 provisional license with an elementary, secondary, or K-12 principal endorsement, an applicant must provide verification of:</p> <p>(a) a master's degree from a regionally accredited college or university in education or education leadership; an accredited professional educator preparation program;</p> <p>(b) eligibility for a Class 1, 2, or 5 teaching or school counseling license at the level of elementary the requested endorsement or a current standard, unrestricted out-of-state license and five years of successful supervisory experience as a licensed administrator as defined in ARM 10.57.102 as documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction; and</p> <p>(c) a minimum of three years of experience as an appropriately licensed and assigned teacher or counselor at the level of the requested endorsement. elementary level.</p> <p>(2) Applicants required to complete coursework requirements other than Montana-school law, including special education law are not eligible for a Class 5 provisional license, but may enroll</p>	<p>Included the counseling component.</p> <p>Revised to recognize traditional and alternative educator preparation more equally for licensure purposes. Similar to the recommendation in 10.57.410.</p> <p>Synthesized language to reduce replication.</p>
---	--	--

	<p>in an internship program pursuant to ARM 10.55.607.</p>	
<p><u>10.57.429 CLASS 5 PROVISIONAL LICENSE - SECONDARY PRINCIPAL ENDORSEMENT</u> (1) To obtain a Class 5 provisional license with a secondary principal endorsement, an applicant must provide verification of: (a) a master's degree from an accredited professional educator preparation program; (b) eligibility for a Class 1, 2, or 5 teaching license at the secondary level or a current standard, unrestricted out-of-state license and five years of successful administrative experience as a licensed administrator as defined in ARM 10.57.102, documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction; and (c) a minimum of three years of experience as an appropriately licensed and assigned teacher at the secondary level. (2) Applicants required to complete coursework other than Montana school law, including special education law are not eligible for a Class 5 provisional license, but may enroll in an internship program pursuant to ARM 10.55.607.</p>	<p><u>10.57.429 CLASS 5 PROVISIONAL LICENSE - SECONDARY PRINCIPAL ENDORSEMENT</u> (1) To obtain a Class 5 provisional license with a secondary principal endorsement, an applicant must provide verification of: (a) a master's degree from an accredited professional educator preparation program; (b) eligibility for a Class 1, 2, or 5 teaching license at the secondary level or a current standard, unrestricted out-of-state license and five years of successful administrative experience as a licensed administrator as defined in ARM 10.57.102, documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction; and (c) a minimum of three years of experience as an appropriately licensed and assigned teacher at the secondary level. (2) Applicants required to complete coursework other than Montana school law, including special education law are not eligible for a Class 5 provisional license, but may enroll in an internship program pursuant to ARM 10.55.607.</p>	<p>Included above</p>

<p><u>10.57.430 CLASS 5 PROVISIONAL LICENSE - K-12 PRINCIPAL ENDORSEMENT</u></p> <p>(1) To obtain a Class 5 provisional license with a K-12 principal endorsement, an applicant must provide verification of:</p> <p>(a) a master's degree from an accredited professional educator preparation program;</p> <p>(b) eligibility for a Class 1, 2, or 5 teaching license at any level within K-12 or current standard, unrestricted out-of-state licensure and five years of successful supervisory experience as a licensed administrator as documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction; and</p> <p>(c) a minimum of three years of experience as an appropriately licensed and assigned teacher at any level within K-12.</p> <p>(2) Applicants required to complete coursework other than Montana school law, including special education law are not eligible for a Class 5 provisional license, but may enroll in an internship program pursuant to ARM 10.55.607.</p>	<p><u>10.57.430 CLASS 5 PROVISIONAL LICENSE - K-12 PRINCIPAL ENDORSEMENT</u></p> <p>(1) To obtain a Class 5 provisional license with a K-12 principal endorsement, an applicant must provide verification of:</p> <p>(a) a master's degree from an accredited professional educator preparation program;</p> <p>(b) eligibility for a Class 1, 2, or 5 teaching license at any level within K-12 or current standard, unrestricted out-of-state licensure and five years of successful supervisory experience as a licensed administrator as documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction; and</p> <p>(c) a minimum of three years of experience as an appropriately licensed and assigned teacher at any level within K-12.</p> <p>(2) Applicants required to complete coursework other than Montana school law, including special education law are not eligible for a Class 5 provisional license, but may enroll in an internship program pursuant to ARM 10.55.607.</p>	<p>Included above</p>
<p><u>10.57.431 CLASS 5 PROVISIONAL LICENSE - SUPERVISOR ENDORSEMENT</u></p> <p>(1) To obtain a Class 5 provisional license with a supervisor endorsement, an applicant must provide verification of:</p> <p>(a) a master's degree from a regionally accredited college or university in the area requested for supervisory endorsement; and</p> <p>(b) three years of appropriately licensed experience as a teacher in the area requested for supervisory endorsement or five years of experience in a school</p>	<p><u>10.57.431 CLASS 5 PROVISIONAL LICENSE - SUPERVISOR ENDORSEMENT</u></p> <p>(1) To obtain a Class 5 provisional license with a supervisor endorsement, an applicant must provide verification of:</p> <p>(a) a master's degree from a regionally accredited college or university in the area requested for supervisory endorsement; and</p>	<p>Aligned to the 3-year component above.</p> <p>Counselor component included.</p>

<p>setting as a fully licensed and appropriately assigned related services provider; and</p> <p>(c) a plan of study from an accredited professional educator preparation program verifying that the applicant:</p> <p>(i) can meet the requirements for full licensure within the three-year valid period of the license; and</p> <p>(ii) meets the professional educator preparation program's admission requirements</p>	<p>(b) three years of appropriately licensed experience as a teacher or counselor in the area requested for supervisory endorsement or five three years of experience in a school setting as a fully licensed and appropriately assigned related services provider; and</p> <p>(c) a plan of study from an approved accredited professional educator preparation program verifying that the applicant:</p> <p>(i) can meet the requirements for full licensure within the three-year valid period of the license; and</p> <p>(ii) meets the professional educator preparation program's admission requirements.</p>	
<p><u>10.57.432 CLASS 5 PROVISIONAL LICENSE - SPECIALIST ENDORSEMENT</u></p> <p>(1) To obtain a Class 5 provisional license with a specialist endorsement in school psychology, an applicant must provide:</p> <p>(a) verification of a master's degree or greater in school psychology or related field from a regionally accredited college or university; and</p> <p>(b) for those applicants who have not completed an accredited specialist preparation program, verification from an accredited specialist program, of being within four course deficiencies of completing full requirements as outlined in ARM 10.57.434.</p> <p>(2) To obtain a Class 5 provisional license with a specialist endorsement in school counseling an applicant must provide:</p>	<p>(1) To obtain a Class 5 provisional license with a specialist endorsement in school psychology, an applicant must provide:</p> <p>(a) verification of a master's degree or greater in school psychology or related field from a regionally accredited college or university; and</p> <p>(b) for those applicants who have not completed an approved-accredited specialist preparation program, verification from an approved-accredited specialist program, of being within four course deficiencies of completing full requirements as outlined in ARM 10.57.434.</p> <p>(2) To obtain a Class 5 provisional license with a specialist endorsement in school counseling an applicant must provide:</p>	<p>Revised to recognize traditional and alternative educator preparation more equally for licensure purposes. Similar to the recommendation in 10.57.410.</p>

<p>(a) verification of a bachelor's degree; and</p> <p>(b) verification from the accredited specialist program, of being within four course deficiencies of completing full requirements as outlined in ARM 10.57.435.</p>	<p>(a) verification of a bachelor's degree; and</p> <p>(b) verification from the approved accredited specialist program, of being within four course deficiencies of completing full requirements as outlined in ARM 10.57.435.</p>	
<p><u>10.57.433</u> CLASS 6 SPECIALIST LICENSE</p> <p>(1) A Class 6 specialist license is valid for a period of five years.</p> <p>(2) Class 6 specialist licenses may be issued with the following endorsements:</p> <p>(a) school psychologist; or</p> <p>(b) school counselor.</p> <p>(3) Applicants for an initial Montana Class 6 license with a degree more than five years old and who do not have current out-of-state licensure must have earned six graduate semester credits from a regionally accredited college or university within the five-year period preceding the effective date of the license. For the purposes of this provision, current licensure does not include provisional, restricted, or lifetime licenses.</p> <p>(4) A Class 6 specialist license may also be endorsed in traffic education if the licensee meets the requirements of ARM 10.13.310 and is approved by the Superintendent of Public Instruction.</p> <p>(5) Class 6 specialist licenses may be renewed pursuant to the requirements of ARM 10.57.215.</p> <p>(6) A lapsed Class 6 specialist license may be reinstated by showing verification of 60 renewal units earned during the five-year period preceding the date of application for the new license.</p>	<p><u>10.57.433</u> CLASS 6 SPECIALIST LICENSE</p> <p>(1) A Class 6 specialist license is valid for a period of five years.</p> <p>(2) Class 6 specialist licenses may be issued with the following endorsements:</p> <p>(a) school psychologist; or</p> <p>(b) school counselor.</p> <p>(3) Applicants for an initial Montana Class 6 license with a degree more than five years old and who do not have current out-of-state licensure must have earned 60-professional development units as defined in ARM 10.57.215(4) within the five-year period preceding the effective date of the license. For the purposes of this provision, current licensure does not include provisional or restricted, or lifetime licenses.</p> <p>(4) An applicant must verify completion of the online course "An Introduction to Indian Education for All in Montana."</p> <p>(4) (5) A Class 6 specialist license may also be endorsed in traffic education if the licensee meets the requirements of ARM 10.13.310 and is approved by the Superintendent of Public Instruction.</p>	<p>Inclusion of IEFA for all classes of licenses.</p>

	<p>(5) (6) Class 6 specialist licenses may be renewed pursuant to the requirements of ARM 10.57.215.</p> <p>(6) (7) A lapsed Class 6 specialist license may be reinstated by showing verification of 60 renewal professional development units earned during the five-year period preceding the date of application for the new license.</p>	
<p><u>10.57.434 CLASS 6 SPECIALIST LICENSE - SCHOOL PSYCHOLOGIST</u></p> <p>(1) To obtain a Class 6 specialist license with a school psychologist endorsement an applicant must provide verification of:</p> <p>(a) current credentials as a nationally certified school psychologist (NCSP) from the National Association of School Psychologists (NASP);</p> <p>(b) completion of a specialist level degree from a NASP accredited school psychologist program which included a 1200-hour internship, of which 600 hours were in a school setting; or</p> <p>(c) for those applicants who did not earn at least a specialist level school psychology degree from a NASP accredited program:</p> <p>(i) a master's degree or higher in school psychology or a related field from a regionally accredited college or university; and</p> <p>(ii) recommendation from a NASP accredited specialist program defined in ARM 10.57.102, attesting to the applicant's qualifications being equivalent to NASP training standards, which included a 1200-hour internship experience of which 600 hours were in a school setting.</p>	<p><u>10.57.434 CLASS 6 SPECIALIST LICENSE - SCHOOL PSYCHOLOGIST</u></p> <p>(1) To obtain a Class 6 specialist license with a school psychologist endorsement an applicant must provide verification of:</p> <p>(a) current credentials as a nationally certified school psychologist (NCSP) from the National Association of School Psychologists (NASP); or</p> <p>(b) completion of a specialist level degree from a NASP accredited school psychologist program which included a 1200-hour internship, of which 600 hours were in a school setting; or</p> <p>(c) for those applicants who did not earn at least a specialist level school psychology degree from a NASP accredited program:</p> <p>(i) a master's degree or higher in school psychology or a related field from a regionally accredited college or university; and</p> <p>(ii) recommendation from a NASP accredited specialist program defined in ARM 10.57.102, attesting to the applicant's qualifications being equivalent to NASP training standards, which</p>	<p>Specified that it is a or b. This is not a content change, just language clarification.</p>

	included a 1200-hour internship experience of which 600 hours were in a school setting.	
<p><u>10.57.435 CLASS 6 SPECIALIST LICENSE - SCHOOL COUNSELOR</u></p> <p>(1) To obtain a Class 6 specialist license with a school counselor endorsement an applicant must provide verification of:</p> <p>(a) a master's degree from a regionally accredited college or university; and</p> <p>(b) completion of a CACREP accredited school counselor program which included an internship in a school setting of 600 hours; or</p> <p>(c) for those applicants who did not earn a degree from a CACREP accredited program:</p> <p>(i) a master's degree in school counseling from a regionally accredited college or university; and</p> <p>(ii) recommendation from an accredited specialist program defined in ARM 10.57.102, which included an internship in a school setting of 600 hours.</p>	<p>(1) To obtain a Class 6 specialist license with a school counselor endorsement an applicant must provide verification of:</p> <p>(a) a master's degree from a regionally accredited college or university; and</p> <p>(b) completion of a CACREP accredited school counselor program which included an internship in a school setting of 600 hours; or</p> <p>(c) for those applicants who did not earn a degree from a CACREP accredited program:</p> <p>(i) a master's degree in school counseling from a regionally accredited college or university; and</p> <p>(ii) recommendation from an approved accredited specialist program defined in ARM 10.57.102, which included an internship in a school setting of 600 hours.</p>	<p>Revised to recognize traditional and alternative educator preparation more equally for licensure purposes. Similar to the recommendation in 10.57.410.</p>
<p><u>10.57.436 CLASS 7 AMERICAN INDIAN LANGUAGE AND CULTURE SPECIALIST</u></p> <p>(1) A Class 7 American Indian language and culture specialist license is valid for a period of five years.</p> <p>(2) The Superintendent of Public Instruction shall issue a Class 7 license based upon verification by the authorized representative of a tribal government, that</p>	<p><u>10.57.436 CLASS 7 AMERICAN INDIAN LANGUAGE AND CULTURE SPECIALIST</u></p> <p>(1) A Class 7 American Indian language and culture specialist license is valid for a period of five years. for the lifetime of the license holder.</p>	<p>Extended the term for a Class 7 American Indian Language and Culture Specialist from 5 years to lifetime, which also removes the requirement for renewal.</p>

<p>has a memorandum of understanding with the Superintendent of Public Instruction, that the applicant has met tribal standards for competency and fluency as a requisite for teaching that language and culture.</p> <p>(3) The Board of Public Education will accept and place on file the criteria developed by each tribe for qualifying an individual as competent to be a specialist in its language and culture.</p> <p>(4) A Class 7 American Indian language and culture specialist licensee may be approved to teach traffic education if the licensee meets the requirements of ARM 10.13.310 and is approved by the Superintendent of Public Instruction.</p> <p>(5) A Class 7 American Indian language and culture specialist license may be renewed upon verification by the tribe that the professional development plan, as defined by the memorandum of understanding in (2) is met.</p> <p>(6) A school district may assign an individual licensed under this rule to only specialist services within the field of American Indian language and culture under such supervision as the district may deem appropriate. No other teaching license or endorsement is required for duties within this prescribed field.</p>	<p>(2) The Superintendent of Public Instruction shall issue a Class 7 license based upon verification by the authorized representative of a tribal government, that has a memorandum of understanding with the Superintendent of Public Instruction, that the applicant has met tribal standards for competency and fluency as a requisite for teaching that language and culture.</p> <p>(3) The Board of Public Education will accept and place on file the criteria developed by each tribe for qualifying an individual as competent to be a specialist in its language and culture.</p> <p>(4) An applicant must verify completion of the online course "An Introduction to Indian Education for All in Montana."</p> <p>(4) (5) A Class 7 American Indian language and culture specialist licensee may be approved to teach traffic education if the licensee meets the requirements of ARM 10.13.310 and is approved by the Superintendent of Public Instruction.</p> <p>(5) A Class 7 American Indian language and culture specialist license may be renewed upon verification by the tribe that the professional development plan, as defined by the memorandum of understanding in (2) is met.</p> <p>(6) A school district may assign an individual licensed under this rule to only specialist services within the field of American Indian language and culture under such supervision as the district may deem appropriate. No other teaching license or endorsement is required for duties within this prescribed field.</p>	<p>Inclusion of IEFA for all classes of licenses.</p>
--	---	---

<p><u>10.57.437 CLASS 8 DUAL CREDIT POSTSECONDARY FACULTY LICENSE</u></p> <p>(1) A faculty member of a college or university is required to hold a Class 8 dual credit license, unless already licensed or eligible for licensure as a Class 1, 2, or 4 and properly endorsed, whenever a faculty member is teaching a dual credit course at the college or university for which one or more students will earn both high school and college credit.</p> <p>(2) The license is valid for five years.</p> <p>(3) To obtain a Class 8 dual credit postsecondary faculty license, an applicant shall provide the following:</p> <p>(a) verification of faculty employment from the Chief Academic Officer or an appropriate official of the employing regionally accredited college or university;</p> <p>(b) compliance with all other nonacademic requirements for licensure as required by 20-4-104, MCA, ARM 10.57.201 and 10.57.201A; and</p> <p>(c) recommendation from the Chief Academic Officer from a regionally accredited college or university verifying the following:</p> <p>(i) the applicant plans to teach in a subject covered by the K-12 endorsement areas in ARM 10.57.438, and will teach a subject in which the applicant has a major or minor; and</p> <p>(ii) the applicant demonstrates adequate education and experience to instruct dual enrollment courses as demonstrated by the following criteria:</p> <p>(A) ability to create learning environments that support creativity, critical thinking, individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation;</p> <p>(B) understanding and ability to use a variety of instructional and assessment strategies to encourage learners to develop understanding of content areas</p>	<p>(1) A faculty member of a college or university is required to hold a Class 8 dual credit license, unless already licensed or eligible for licensure as a Class 1, 2, or 4 license and properly endorsed, whenever a faculty member is teaching a dual credit course at the college or university for which one or more students will earn both high school and college credit.</p> <p>(2) The license is valid for five years.</p> <p>(3) To obtain a Class 8 dual credit postsecondary faculty license, an applicant shall provide the following:</p> <p>(a) verification of faculty employment from the Chief Academic Officer or an appropriate official of the employing regionally accredited college or university;</p> <p>(b) compliance with all other nonacademic requirements for licensure as required by 20-4-104, MCA, ARM 10.57.201 and 10.57.201A; and</p> <p>(c) recommendation from the Chief Academic Officer from a regionally accredited college or university verifying the following:</p> <p>(i) the applicant plans to teach in a subject covered by the K-12 endorsement areas in ARM 10.57.438, and will teach a subject in which the applicant has a major or minor.</p> <p>(ii) the applicant demonstrates adequate education and</p>	<p>Removed barriers to Class 8 for requirements A-C.</p> <p>Inclusion of IEFA for all classes of licenses.</p>
--	---	--



<p>and to build skills to apply knowledge in meaningful ways; and (C) understanding of individual differences and diverse cultures with an ability to integrate history, culture, heritage, and contemporary status of American Indians and tribes in Montana. (4) Class 8 dual credit license applications will be reviewed by the Certification Standards and Practices Advisory Council for recommendation regarding issuance of the license by the Superintendent of Public Instruction. Denial of an application for licensure shall be appealable to the Board of Public Education pursuant to ARM 10.57.607. (5) A Class 8 dual credit postsecondary faculty license may be consecutively reissued upon submission and approval of an application for renewal. An educator with a lapsed Class 8 license must submit a new application. (6) A Class 8 license shall not be valid unless the licensee is in an employment relationship with a regionally accredited college or university</p>	<p>experience to instruct dual enrollment courses as demonstrated by the following criteria:</p> <p>(A) ability to create learning environments that support creativity, critical thinking, individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation;</p> <p>(B) understanding and ability to use a variety of instructional and assessment strategies to encourage learners to develop understanding of content areas and to build skills to apply knowledge in meaningful ways; and</p> <p>(C) understanding of individual differences and diverse cultures with an ability to integrate history, culture, heritage, and contemporary status of American Indians and tribes in Montana</p>	
---	---	--



(d) An applicant must verify completion of the online course "An Introduction to Indian Education for All in Montana."

(4) Class 8 dual credit license applications will be reviewed by the Certification Standards and Practices Advisory Council for recommendation regarding issuance of the license by the Superintendent of Public Instruction. Denial of an application for licensure shall be appealable to the Board of Public Education pursuant to ARM [10.57.607](#).

(5) A Class 8 dual credit postsecondary faculty license may be consecutively reissued upon submission and approval of an application for renewal. An educator with a lapsed Class 8 license must submit a new application.

(6) A Class 8 license shall not be valid unless the licensee is in an employment relationship with a regionally accredited college or university



<p><u>10.57.438 CLASS 8 DUAL CREDIT POSTSECONDARY FACULTY LICENSE ENDORSEMENTS</u></p> <p>(1) Areas approved for endorsement on Class 8 dual credit-only postsecondary faculty licenses are listed in ARM 10.57.412 and 10.57.421.</p> <p>(2) Applicants for the Class 8 license with degrees in highly specialized academic areas and hired by the college or university to teach specific courses not covered by the K-12 endorsement areas in (1), may be eligible for a designation in their area of specialization as approved by the Superintendent of Public Instruction</p>		
--	--	--

Existing Rule		Comment
---------------	--	---------

10.57.501 SOCIAL WORKERS, NURSES AND SPEECH AND HEARING THERAPISTS

(1) Professionals such as social workers, nurses and speech and hearing therapists who are teaching in a classroom must have a teaching license appropriate for the level(s) and area(s) taught.

(2) Speech and hearing therapists engaged in school services in the public schools of Montana who issued grades or credits in the pupil's school program must be licensed under the regularly established teacher licensure requirements in speech and hearing association



10.57.601 REQUEST FOR DISCIPLINE AGAINST THE LICENSE OF AN EDUCATOR/SPECIALIST: PRELIMINARY ACTION

(1) Pursuant to [20-4-110](#), MCA, requests to issue a letter of reprimand or to suspend or revoke an educator/specialist license shall be brought before the Board of Public Education by only:

- (a) an official action of the board of trustees of a local district for any licensed educator/specialist currently employed by that district or under contract or otherwise employed by that district at any time during the 12 months prior to the receipt by the Board of Public Education of the discipline request; or
- (b) the Superintendent of Public Instruction.

(2) The Superintendent of Public Instruction may initiate a request to the Board of Public Education for discipline against an educator/specialist's license within 12 months from the date of receiving direct notification of alleged misconduct from a local school district board of trustees or from any other credible source.

(3) Requests for discipline shall specify whether a letter of reprimand, revocation, or suspension is sought and shall include:

- (a) the specific charge(s) against the educator/specialist;
- (b) the subsection of [20-4-110](#), MCA, under which the charge(s) is brought;
- (c) an outline of the facts and evidence related to the charge(s); and
- (d) if the request is made by a board of trustees of a district, a copy of the minutes documenting the trustees' decision to request disciplinary action

10.57.601 REQUEST FOR DISCIPLINE AGAINST THE LICENSE OF AN EDUCATOR/SPECIALIST: PRELIMINARY ACTION

(1) Pursuant to [20-4-110](#), MCA, requests to issue a letter of reprimand or to suspend or revoke an educator/specialist license shall be brought before the Board of Public Education by only:

- (a) an official action of the board of trustees of a local district for any licensed educator/specialist currently employed by that district or under contract or otherwise employed by that district at any time during the 12 months prior to the receipt by the Board of Public Education of the discipline request; or
- (b) the Superintendent of Public Instruction.

(2) The Superintendent of Public Instruction may initiate a request to the Board of Public Education for discipline against an educator/specialist's license within 12 months from the date of receiving direct notification of alleged misconduct from a local school district board of trustees or from any other credible source.

(3) Requests for discipline shall specify whether a letter of reprimand, revocation, or suspension is sought and shall include:

- (a) the specific charge(s) against the educator/specialist;
- (b) the subsection of [20-4-110](#), MCA, under which the charge(s) is brought;
- (c) an outline of the facts and evidence related to the charge(s); and

OPI legal counsel advised to keep language as is and not to remove the language "or from any other credible source."

	<p>(d) if the request is made by a board of trustees of a district, a copy of the minutes documenting the trustees' decision to request disciplinary action</p>	
<p><u>10.57.601A</u> DEFINITION OF "IMMORAL CONDUCT" (1) "Immoral conduct" related to the teaching profession, under 20-4-110(1)(f), MCA, includes, but is not limited to: (a) sexual contact, as defined in 45-2-101, MCA, or sexual intercourse as defined in 45-2-101, MCA, involving a minor or a person the applicant or licensee knows, reasonably should know, or should have known is a student at a public or private elementary or secondary school; (b) conduct, whether resulting in the filing of criminal charges or not, which would constitute an offense under any of the following statutes of this state: (i) 45-5-502, MCA, (sexual assault); (ii) 45-5-503, MCA, (sexual intercourse without consent); (iii) 45-5-504, MCA, (indecent exposure); (iv) 45-5-505, MCA, (deviate sexual conduct), if the conduct either was non-consensual or involved a minor or a person the applicant or licensee knows, reasonably should know, or should have known is a student at a public or private elementary or secondary school; (v) 45-5-507, MCA, (incest); (vi) 45-5-601, 45-5-602, or 45-5-603, MCA, (offenses involving prostitution);</p>	<p>(1) "Immoral conduct" related to the teaching profession, under 20-4-110(1)(f), MCA, includes, but is not limited to: (a) sexual contact, as defined in 45-2-101, MCA, or sexual intercourse as defined in 45-2-101, MCA, involving a minor or a person the applicant or licensee knows, reasonably should know, or should have known is a student at a public or private elementary or secondary school; (b) conduct, whether resulting in the filing of criminal charges or not, which would constitute an offense under any of the following statutes of this state: (i) 45-5-502, MCA, (sexual assault); (ii) 45-5-503, MCA, (sexual intercourse without consent); (iii) 45-5-504, MCA, (indecent exposure); (iv) 45-5-505, MCA, (deviate sexual conduct), if the conduct either was non-consensual or involved a minor or a person the applicant or licensee knows, reasonably should know, or should have known is a student at</p>	<p>No longer accurate</p>

<p>(vii) 45-5-622(2), MCA, (endangering the welfare of children);</p> <p>(viii) 45-5-623, MCA, (unlawful transactions with children);</p> <p>(ix) 45-5-625, MCA, (sexual abuse of children);</p> <p>(x) 45-8-201, MCA, (obscenity);</p> <p>(xi) 45-5-627, MCA, (ritual abuse of minor);</p> <p>(xii) any statute in Title 45, chapter 9, part 1, MCA, (dangerous drugs), provided that a first offense under 45-9-102(2), MCA, shall not fall within this definition;</p> <p>(xiii) 45-5-220, MCA, (stalking);</p> <p>(xiv) 45-5-223, MCA, (surreptitious visual observation or recordation);</p> <p>(xv) 45-10-103, MCA, (criminal possession of drug paraphernalia);</p> <p>(xvi) 45-10-105, MCA, (delivery of drug paraphernalia to a minor);</p> <p>(xvii) 45-8-334, MCA, (possession of a destructive device);</p> <p>(xviii) 45-8-361, MCA, (possession or allowing possession of weapon in school building);</p> <p>(xix) 45-8-403, MCA, (use of threat to coerce gang membership);</p> <p>(xx) 45-8-406, MCA, (supplying of firearms to criminal street gang);</p> <p>(xxi) 45-5-622(3), MCA (endangering welfare of children);</p> <p>(c) repeated convictions for violations of any one or more of the criminal laws of this state, which violations are not otherwise grounds for suspension or revocation, if the repeated convictions, taken together, demonstrate that the teacher, specialist or administrator is unwilling to conform their conduct to the requirements of law;</p> <p>(d) occurrences related to ARM 24.9.1003(3), (sexual harassment), defined as "unwelcome sexual advances,</p>	<p>a public or private elementary or secondary school;</p> <p>(v) 45-5-507, MCA, (incest);</p> <p>(vi) 45-5-601, 45-5-602, or 45-5-603, MCA, (offenses involving prostitution);</p> <p>(vii) 45-5-622(2), MCA, (endangering the welfare of children);</p> <p>(viii) 45-5-623, MCA, (unlawful transactions with children);</p> <p>(ix) 45-5-625, MCA, (sexual abuse of children);</p> <p>(x) 45-8-201, MCA, (obscenity);</p> <p>(xi) 45-5-627, MCA, (ritual abuse of minor);</p> <p>(xii) any statute in Title 45, chapter 9, part 1, MCA, (dangerous drugs), provided that a first offense under 45-9-102(2), MCA, shall not fall within this definition;</p> <p>(xiii) 45-5-220, MCA, (stalking);</p> <p>(xiv) 45-5-223, MCA, (surreptitious visual observation or recordation);</p> <p>(xv) 45-10-103, MCA, (criminal possession of drug paraphernalia);</p> <p>(xvi) 45-10-105, MCA, (delivery of drug paraphernalia to a minor);</p> <p>(xvii) 45-8-334, MCA, (possession of a destructive device);</p> <p>(xviii) 45-8-361, MCA, (possession or allowing possession of weapon in school building);</p>	
---	---	--

<p>requests for sexual favors, and other verbal and physical conduct of a sexual nature" when:</p> <p>(i) submission to the conduct is explicitly or implicitly made a term or condition of education;</p> <p>(ii) submission to or rejection of the conduct is used as the basis for an educational decision affecting the individual; and/or</p> <p>(iii) the conduct has the purpose or effect of unreasonably interfering with school performance or creating an intimidating, hostile or offensive learning environment.</p> <p>(e) submitting false credentials, omitting relevant information, or making any statement of material fact an applicant or licensee knows to be false to apply for a license, endorsement, employment, or promotion. False credentials include but are not limited to:</p> <p>(i) college degrees or credit from non-accredited or -approved colleges or universities;</p> <p>(ii) false professional development credit;</p> <p>(iii) false academic awards; or</p> <p>(iv) inaccurate employment history;</p> <p>(f) significant misuse of technology or electronic communication involving a minor or a person an applicant or licensee knows, reasonably should know, or should have known is a student at a public or private elementary or secondary school, including but not limited to misuse of computers, cellular telephones, or other electronic devices; or</p> <p>(g) intentionally falsifying or deliberately misrepresenting information regarding standardized assessment of students, including but not limited to providing or changing test answers or using inappropriate testing accommodations or modifications.</p>	<p>(xix) 45-8-403, MCA, (use of threat to coerce gang membership);</p> <p>(xx) 45-8-406, MCA, (supplying of firearms to criminal street gang);</p> <p>(xxi) 45-5-622(3), MCA (endangering welfare of children);</p> <p>(c) repeated convictions for violations of any one or more of the criminal laws of this state, which violations are not otherwise grounds for suspension or revocation, if the repeated convictions, taken together, demonstrate that the teacher, specialist or administrator is unwilling to conform their conduct to the requirements of law;</p> <p>(d) occurrences related to ARM 24.9.1003(3), (sexual harassment), defined as "unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature" when:</p> <p>(i) submission to the conduct is explicitly or implicitly made a term or condition of education;</p> <p>(ii) submission to or rejection of the conduct is used as the basis for an educational decision affecting the individual; and/or</p> <p>(iii) the conduct has the purpose or effect of unreasonably interfering with school performance or creating an intimidating, hostile or offensive learning environment.</p> <p>(e) submitting false credentials, omitting relevant information, or making any statement of material fact an applicant or licensee knows to be false to apply for a license, endorsement, employment, or promotion. False credentials include but are not limited to:</p> <p>(i) college degrees or credit from non-accredited or -approved colleges or universities;</p> <p>(ii) false professional development credit;</p>	
--	--	--

	<p>(iii) false academic awards; or (iv) inaccurate employment history; (f) significant misuse of technology or electronic communication involving a minor or a person an applicant or licensee knows, reasonably should know, or should have known is a student at a public or private elementary or secondary school, including but not limited to misuse of computers, cellular telephones, or other electronic devices; or (g) intentionally falsifying or deliberately misrepresenting information regarding standardized assessment of students, including but not limited to providing or changing test answers or using inappropriate testing accommodations or modifications.</p>	
<p>10.57.601B REVIEW (1) Upon receipt of a request for disciplinary action by the trustees of a district or the Superintendent of Public Instruction pursuant to 20-4-110(2), MCA, and ARM 10.57.601, the Board of Public Education shall review the allegations to determine whether there is sufficient cause to believe that professional misconduct occurred. (2) This review shall include notifying the affected licensee of the request for discipline and allegations against the licensee by certified mail and allowing the licensee ten days to respond to those charges. (3) If the board determines there is sufficient cause to believe that professional misconduct occurred, the board shall provide notice to the licensee of a hearing on possible disciplinary action as provided in ARM 10.57.602.</p>	<p>(1) Upon receipt of a request for disciplinary action by the trustees of a district or the Superintendent of Public Instruction pursuant to 20-4-110(2), MCA, and ARM 10.57.601, the Board of Public Education shall review the allegations to determine whether there is sufficient cause to believe that professional misconduct occurred. (2) This review shall include notifying the affected licensee of the request for discipline and allegations against the licensee by certified mail and allowing the licensee ten days to respond to those charges. (3) If the board Board of Public Education determines there is sufficient cause to believe that professional misconduct occurred, the board Board of Public Education shall provide notice to the licensee of a hearing on possible disciplinary action as provided in ARM 10.57.602.</p>	<p>Recommendation to specify which board as it could mean board of trustees or the board of public education.</p>

10.57.602 NOTICE OF HEARING

(1) Upon notice of a request for disciplinary action pursuant to ARM [10.57.601](#) and determination of sufficient cause, the Board of Public Education shall provide notice of a pending disciplinary action to the licensee, by certified mail not less than 30 days prior to the date of the hearing.

(a) Such notice shall include:

- (i) a statement of the time, place and nature of the hearing;
- (ii) a statement of the legal authority and jurisdiction under which the hearing is to be held;
- (iii) a reference to the particular sections of the statutes and rules involved;
- (iv) a statement of the matters asserted;
- (v) a designation of who will hear the allegation pursuant to ARM [10.57.603](#); and
- (vi) a statement of the licensee's right to be represented by counsel at the hearing.

(b) The notice shall advise the licensee that the licensee has the right to contest the proposed disciplinary action of the board, and that the licensee may do so by filing a written signed statement contesting the matters asserted and requesting a hearing.

(c) The notice shall advise the licensee that the disciplinary hearing will be open to the public unless an individual's right to privacy outweighs the public's right to know.

(2) If the licensee elects to contest the proposed disciplinary action, the board shall conduct a contested case hearing pursuant to ARM [10.57.603](#).

(3) If resolution is reached prior to the hearing, the parties may report such resolution to the board and ask for dismissal of the matter.



10.57.603 HEARING IN CONTESTED CASES

(1) The Board of Public Education shall select one of the following methods for providing a hearing:

- (a) a hearing before the board at a special or regular meeting of the board;
- (b) a hearing before a committee of the board that shall report to the board proposed findings of fact, proposed conclusions of law, and a proposed order; or
- (c) a hearing before a hearing examiner appointed by the board who shall report to the board proposed findings of fact, proposed conclusions of law, and a proposed order.

(2) At the time and place set in the notice to the applicant or licensee, the chairperson of the Board of Public Education, the designated committee, or an appointed hearing examiner shall conduct the hearing in accordance with Title 2, chapter 4, part 6, MCA, and ARM [1.3.211](#) through [1.3.224](#) of the Attorney General's model rules for hearing contested cases.

(3) Prior to the hearing, the board's attorney or designated hearing officer shall schedule a pre-hearing conference to consider:

- (a) simplification of the issues;
- (b) the possibility of obtaining admissions of facts and documents;
- (c) the number of witnesses;
- (d) the exchanges of witness and exhibit lists; and
- (e) any other matters which may aid in the disposition of the matter.

(4) On appeal the burden is on the appellant to establish by a preponderance of the evidence that the appellant meets the statutory criteria for issuance of an educator/specialist license. In the case of a request for disciplinary action against a licensee pursuant to ARM [10.57.601](#) or [10.57.611](#), the burden is on the requestor to establish by a preponderance of the evidence that the disciplinary action is warranted.



<p><u>10.57.604</u> POST HEARING PROCEDURE</p> <p>(1) Either immediately following the hearing, or within 30 days of the conclusion of the hearing regarding an educator/specialist license, the Board of Public Education shall, as applicable:</p> <p>(a) uphold the decision of the Superintendent of Public Instruction to deny an application for licensure;</p> <p>(b) dismiss the matter;</p> <p>(c) issue a letter of reprimand;</p> <p>(d) enter into a stipulated agreement; or</p> <p>(e) suspend or revoke the license for a specific period of time, up to and including permanent revocation of the license.</p> <p>(2) Consistent with a decision to suspend or revoke a license, the board shall issue findings of fact, conclusions of law, and an order signed by the board chair or designee.</p> <p>(3) The board shall record its decision in its minutes and shall provide its decision, including the letter of reprimand, or a copy of the findings of fact, conclusions of law, and order by certified mail to the licensee and to any other involved party within ten days of its decision.</p> <p>(4) The date of the letter of reprimand, decision to uphold a denial of licensure by the superintendent, or final written decision and order of the board determines the date from which an appeal may be filed pursuant to 2-4-702, MCA.</p>		

<p>(5) Pursuant to 2-4-623, MCA, decisions of the Board of Public Education shall be available for public inspection. Confidential information such as names of any minors, the applicant's or licensee's address, telephone number, or medical records may be redacted from the posted final decision.</p>		
<p><u>10.57.605 SURRENDER OF AN EDUCATOR/SPECIALIST LICENSE</u></p> <p>(1) A licensee may surrender his or her license to the Superintendent of Public Instruction. The Superintendent of Public Instruction, upon review, may accept or reject the license surrender.</p> <p>(2) Surrender of a license to the Superintendent of Public Instruction does not relieve the reporting requirements set forth in 20-4-110, MCA.</p> <p>(3) The Superintendent of Public Instruction may investigate further following the surrender of a license and shall maintain a record of the circumstances surrounding the surrender of any license. The contents of that record shall be available for review by the licensing authority from any other jurisdiction in which the educator/specialist seeks licensure.</p> <p>(4) Surrender of a license is permanent and irrevocable, unless specified otherwise in the document of surrender. Surrender of a license is a sanction against an educator or specialist and may prejudice the ability of an educator/specialist to successfully seek relicensure.</p> <p>(5) The Superintendent of Public Instruction shall immediately inform the Board of Public Education of each surrender of a license and of the circumstances surrounding the surrender.</p>		

10.57.606 REPORTING OF THE SURRENDER, DENIAL, REVOCATION, OR SUSPENSION OF A LICENSE

(1) The Superintendent of Public Instruction shall maintain membership in the National Association of State Directors of Teacher Education and Certification (NASDTEC) and shall report information concerning disciplinary action to the NASDTEC clearinghouse.

(2) Upon receipt of a license surrendered pursuant to ARM [10.57.605](#), the Superintendent of Public Instruction shall report to the NASDTEC clearinghouse that the superintendent accepted the surrender of a license held by the licensee.

(3) The Superintendent of Public Instruction shall report to the NASDTEC clearinghouse the denial of licensure for cause. A denial "for cause" is defined as circumstances which:

- (a) resulted in a determination by the superintendent that the applicant lacked the requisite moral and professional character; or
- (b) would, in the case of a licensed Montana educator, be grounds for suspension or revocation.

(4) The superintendent shall not report to NASDTEC under (3) until either:

- (a) the period for appeal of denial as provided in ARM [10.57.607](#) has expired; or
- (b) the Board of Public Education affirms the denial.

(5) The Superintendent of Public Instruction shall report to the NASDTEC clearinghouse a letter of reprimand issued by the Board of Public Education, and the suspension or revocation of a license held by an educator/specialist licensed in Montana.

(6) If a denial of licensure or disciplinary action by the Board of Public Education is overturned by a court of competent jurisdiction, the Superintendent of Public Instruction will notify the NASDTEC clearinghouse of such action.



<p>(7) The Superintendent of Public Instruction shall maintain, pursuant to the superintendent's record retention policies, a record of the circumstances surrounding the surrender, denial, revocation, suspension, or reprimand involving a license or application for licensure. The contents of that record shall be available for review by the certifying authority from any other jurisdiction in which the educator/specialist seeks licensure.</p>		
<p><u>10.57.607</u> APPEAL FROM DENIAL OF AN EDUCATOR/SPECIALIST LICENSE</p> <p>(1) Written notice of appeal from the decision of the Superintendent of Public Instruction to deny issuance or renewal of an educator/specialist license must be submitted to the Board of Public Education. Written notice of appeal must be postmarked or received by the board no later than 30 days from the date of the letter of denial sent from the office of the Superintendent of Public Instruction.</p> <p>(2) The written notice of appeal may not be submitted by email. The notice must be signed by the appellant and must:</p> <p>(a) summarize the appellant's responses to the superintendent's denial of licensure;</p> <p>(b) provide preliminary statements supporting the appellant's contention that the superintendent's denial should be overturned; and</p> <p>(c) if applicable, show that the appeal satisfies the requirements of ARM 10.57.608.</p> <p>(3) When an appeal of a denial from the decision of the superintendent is before the Board of Public Education, the board shall provide notice by certified mail at least 30 days prior to a hearing of the appeal.</p> <p>(a) Such notice shall include:</p> <p>(i) a statement of the time, place, and nature of the hearing;</p>	<p>(1) Written notice of appeal from the decision of the Superintendent of Public Instruction to deny issuance or renewal of an educator/specialist license must be submitted to the Board of Public Education. Written notice of appeal must be postmarked or received by the board no later than 30 days from the date of the letter of denial sent from the office of the Superintendent of Public Instruction.</p> <p>(2) The written notice of appeal may not be submitted by email. The written notice of appeal shall be submitted by email or sent via post mail. The notice must be signed by the appellant and must:</p> <p>(a) summarize the appellant's responses to the superintendent's denial of licensure;</p> <p>(b) provide preliminary statements supporting the appellant's contention that the superintendent's denial should be overturned; and</p> <p>(c) if applicable, show that the appeal satisfies the requirements of ARM 10.57.608.</p> <p>(3) When an appeal of a denial from the decision of the superintendent is before the Board of Public Education, the board shall provide notice by certified mail at least 30 days prior to a hearing of the appeal.</p>	<p>Suggestion by the BPE to include email now.</p>

<p>(ii) the legal authority and jurisdiction under which the hearing is to be held;</p> <p>(iii) reference to the particular sections of the statutes and rules involved;</p> <p>(iv) a statement of the matters asserted; and</p> <p>(v) designation of who will hear the allegation pursuant to ARM 10.57.603.</p> <p>(b) The notice shall advise the applicant that the applicant has the right to contest the denial and that the applicant may do so by appearing at the hearing either personally or through counsel, or by requesting the board to consider the matter on the basis of the available evidence without an appearance by the applicant.</p> <p>(c) The notice shall advise the licensee that the hearing will be open to the public unless an individual's right to privacy outweighs the public's right to know.</p> <p>(d) The hearing officer or person designated pursuant to ARM 10.57.603 to hear the appeal shall conduct a pre-hearing conference to determine matters relevant to scheduling, evidence, witnesses, and other matters related to the hearing as delineated in ARM 10.57.603.</p>	<p>(a) Such notice shall include:</p> <p>(i) a statement of the time, place, and nature of the hearing;</p> <p>(ii) the legal authority and jurisdiction under which the hearing is to be held;</p> <p>(iii) reference to the particular sections of the statutes and rules involved;</p> <p>(iv) a statement of the matters asserted; and</p> <p>(v) designation of who will hear the allegation pursuant to ARM 10.57.603.</p> <p>(b) The notice shall advise the applicant that the applicant has the right to contest the denial and that the applicant may do so by appearing at the hearing either personally or through counsel, or by requesting the board to consider the matter on the basis of the available evidence without an appearance by the applicant.</p> <p>(c) The notice shall advise the licensee that the hearing will be open to the public unless an individual's right to privacy outweighs the public's right to know.</p> <p>(d) The hearing officer or person designated pursuant to ARM 10.57.603 to hear the appeal shall conduct a pre-hearing conference to determine matters relevant to scheduling, evidence, witnesses, and other matters related to the hearing as delineated in ARM 10.57.603.</p>	
<p><u>10.57.608</u> CONSIDERATIONS GOVERNING ACCEPTANCE OF APPEAL IN CASES ARISING UNDER 20-4-104, MCA</p> <p>(1) The Board of Public Education shall not consider an appeal from a denial by the Superintendent of Public Instruction based on 20-4-104, MCA, if the appellant has made an appeal to the board from the denial of a license within three years prior to the application which is at issue, and the appellant did not prevail following a hearing, unless at the time of notice</p>		

<p>of appeal pursuant to ARM 10.57.607 the appellant demonstrates substantial changes in circumstances relating to the appellant's eligibility for a license.</p> <p>(2) The board shall not consider an appeal by a licensee regarding a suspended, revoked, or surrendered license during the period of suspension, revocation, or surrender.</p>		
<p><u>10.57.611 SUBSTANTIAL AND MATERIAL NONPERFORMANCE</u></p> <p>(1) A licensed staff member commits substantial and material nonperformance of an employment contract pursuant to 20-4-110(1)(g), MCA, if, after signing a binding contract of employment with a Montana school district, the licensed staff member substantially and materially breaches such contract without good cause.</p> <p>(2) "Good cause" shall be determined by the board on a case-by-case basis. The following are examples of good cause:</p> <p>(a) substantial hardship to the licensed staff member's family due to a change in employment of the spouse of the licensed staff member that necessitates a move;</p> <p>(b) illness of a family member of the licensed staff member that necessitates a move for purposes of providing for, caring for, or tending to the ill family member; or</p> <p>(c) intolerable working conditions, judged on the same basis as constructive discharge under Montana law.</p> <p>(3) Licensed staff members violating 20-4-110(1)(g), MCA, may be penalized as follows:</p> <p>(a) a first violation committed not more than 30 calendar days prior to the beginning of the school year may result in a sanction not to exceed placement of a letter of reprimand in the licensed staff member's public record certification file;</p>		

<p>(b) a first violation committed on or after school starts shall result in a sanction ranging from placement of a letter of reprimand in the licensed staff member's public record licensure file to temporary suspension of the licensed staff member's license for not more than 30 days; and</p> <p>(c) a second or subsequent violation shall result in a sanction ranging from a temporary suspension of the licensed staff member's license to revocation of the license.</p> <p>(4) In determining the severity of the sanction, if any, the Board of Public Education will consider the following:</p> <p>(a) any direct, harmful impact on students caused by the breach of contract;</p> <p>(b) the length of prior notice provided to the employing board by the licensed staff member; and</p> <p>(c) the impact of the licensed staff member's breach of contract on the district's compliance with accreditation standards.</p> <p>(5) This rule shall not be construed to either require or to prohibit the board from exercising its discretion in overseeing discipline of license holders pursuant to 20-4-110(6), MCA.</p>		
---	--	--

ACTION

ITEM 7

**DISCUSSION AND RECOMMENDATION TO THE
BOARD OF PUBLIC EDUCATION ON REVISIONS TO
ARM TITLE 10, CHAPTER 57, EDUCATOR LICENSURE**

Mr. Kelly Elder

ITEM 8

FUTURE AGENDA ITEMS