



## Administrative Rules of Montana Education Chapter 57, Educator Licensure Comprehensive Review and Revision

**Vision:** 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.

**Mission:** 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:

- 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.

### Conceptual Changes to ARM Chapter 57:

Topic	Discussion of Change	Rationale
<b><u>ARM 10.57.410</u></b> <b>Class 2 pathways and requirements</b>	Revised to recognize traditional and alternative educator preparation more equally for licensure purposes.	<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 they followed an alternative teacher preparation pathway.</p> <p>Recent research has documented persistent educator shortages in Montana, particularly in selected subject areas and in rural locales (Furois, Murphy, &amp; Bailey, 2019; Yoon, Mihaly, &amp; 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.</p>
<b><u>ARM 10.57.301</u></b> <b>Adding an additional endorsement</b>	Recommendation to develop and include pathways to earn an additional endorsement beyond the current requirement based on the program of study	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-

	completed through an Educator Preparation Program (EPP).	effective ways for educators to expand their credentials, whether it is through college coursework, work experience, or testing.
<b><u>ARM(S) 10.57.215-218</u></b> <b><u>10.57.410(2) 10.57.424</u></b> <b><u>10.57.433(3)</u></b>  <b>Expansion of 6 semester credit recency requirements to include PD units</b>	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.	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.
<b><u>ARM(S) 10.57.410</u></b> <b><u>10.57.424</u></b> <b>Multiple pathways to demonstrate content and pedagogy knowledge</b>	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.	Multiple pathways are important because they expand the ways in which applicants can meet educator preparation program requirements.
<b><u>ARM 10.57.411</u></b> <b>Class 1 Professional License with National Board Certification</b>	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.	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.  Additionally, to align with the Class 2 Standards teaching license requirements, the years of experience has been removed.
<b><u>ARM 10.57.102</u></b> <b>New definitions for evidence of content</b>	Proposed language to define the additional pathways to demonstrate content and pedagogical knowledge for	In order to implement the multiple pathways recommended within the Class 2 requirements, it is essential to define the terms. Defining the terms

<p><b>and pedagogical knowledge</b></p>	<p>“Coursework Grade Point Average” (GPA) and “Student Portfolio.”</p>	<p>enables common understanding and application of “Coursework GPA” and “Student Portfolio” terms.</p>
<p><b><u>ARM 10.57.107</u></b> <b>Emergency Authorization and IDEA alignment</b></p>	<p>To align with federal IDEA regulations, language is proposed to prohibit emergency authorization of employment for special education teachers.</p> <p>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.</p>	<p>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.</p> <p>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.</p>
<p><b><u>ARM 10.57.221</u></b> <b>Reciprocity for Military Spouses/Dependents</b></p>	<p>Added to ensure reciprocity for military spouses/dependents.</p>	<p>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.</p>
<p><b><u>ARM(S) 10.57.420</u></b> <b><u>10.57.433 10.57.436</u></b> <b><u>10.57.437</u></b> <b>IEFA requirement for all licenses</b></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>Currently, the IEFA requirement applies to Class 1 Professional Teaching License, Class 2 Standard Teaching License, Class 3 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><b><u>ARM 10.57.414</u></b> <b>Superintendent course and credit requirement</b></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>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. For superintendents, prepared in-state, they can meet the 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 in one of two ways: (1) verification of completion of the requirements on the university recommendation by an appropriate official from the</p>

		educator preparation program, or (2) completion of online professional development courses.
<b><u>ARM(S) 10.57.413-419</u></b> <b>School Counselors as Administrators</b>	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.	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.
<b><u>ARM 10.57.421</u></b> <b>CTE reduction of work hours and PD units</b>	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. Recommendation to lower the hours from 80 to 60 hours to align with the requirements of recency and renewal requirements.	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.
<b><u>ARM 10.57.420</u></b> <b>CTE Addition of Associate Degree and Apprenticeship</b>	Proposed inclusion of an associate degree and apprenticeship certificate to the 4B license.	This flexibility is proposed to expand CTE pathways for trained and qualified individuals to support student learning in these areas.  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.
<b><u>ARM 10.57.424</u></b> <b>Class 5 types</b>	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.	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.

<p><b><u>ARM 10.57.437</u></b>  <b>Class 8 Requirements</b></p>	<p>Removing barriers to Class 8. Recommendation to remove requirements A-C.</p>	<p>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.</p>
<p><b><u>ARM 10.57.109</u></b>  <b>Unusual Case 30-day notice waiver</b></p>	<p>To return the authority to review unusual cases back to the Superintendent. This rule was changed in 2017.</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>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.</p>
<p><b><u>ARM 10.57.436</u></b>  <b>Class 7 Time Frame</b></p>	<p>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.</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 recommended that the Class 7 license be in place for a lifetime.</p>
<p><b><u>ARMS 10.57.410(2)</u></b>  <b><u>10.57.433(3)</u></b>  <b>Lifetime license provision</b></p>	<p>Including rather than prohibiting a lifetime license to the list of approved current out-of-state licenses.</p>	<p>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.</p>
<p><b><u>ARM 10.57.102(2)(b)</u></b>  <b>Definition for an approved educator preparation program</b></p>	<p>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.</p>	<p>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.</p>
<p><b><u>ARM(S) 10.57.102(13)</u></b>  <b><u>10.57.102(14)</u></b>  <b>Definition for “Year of administrative experience” and “Year of teaching experience”</b></p>	<p>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.</p>	<p>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.</p>

