

5 Ps Policy Worksheet

The purpose of this exercise is to support our reflections on how the current Montana policy landscape impacts system shifts at all levels of systems across the state.

Definitions of our Continuum

Prohibit

Not allowed under the law.

Permit

Allowed, but often comes with requirements. The requirements may create administrative burdens that require effort that makes it difficult for some districts to achieve this policy.

Promote

The State (legislatively and/or through the OPI) has incentivized and has made it simple for districts to take advantage of by working to minimize the burdens of implementation.

Promise

The state assures the policy intent can be carried out with minimal burdens, if you choose to do so. In some cases, if a district matches specific predetermined criteria, this promise may convert to a prescription.

Prescribe

Mandated.

Directions: As you evaluate the policies, consider & discuss the following:

- What do you notice about policies in the same categories?
- What do you think it would be like to implement these policies locally?
- What changes or new policy approaches does this inspire?

Round 1: High Capacity, Forward Thinking Educators

Policy	Policy Type	Notes
Increased state funding if district meets starting teacher salary and salary compression benchmarks (STARS Act starting pay incentive)		
Retirement - state controlled and supported retirement plan with countywide nonvoted levy for districts to fund all required employer contributions		
Teacher Health benefits: locally determined		
Teacher residency: Teacher candidates can complete final year of prep program and student teaching by serving as resident, co-teaching with mentor teacher, and receiving some compensation and tuition waiver		
Annual bonuses for teachers earning and maintaining National Board Certification. Amount of bonus depends on district match; higher bonus for teachers in high-poverty and rural schools		
A number of states select a few sets of high-quality instructional materials and subsidize district adoption and robust PD. This provides a more consistent curriculum within the state and reduces district burden in selecting new curriculum.		

Round 2: Join Forces so all learners can thrive

Policy	Policy Type	Notes
ARM 10.55.1701 In general, a basic program in career and vocational/technical education shall: (a) meet the following conditions: (i) skill development leading to lifelong pursuits; (ii) program development in consultation with an advisory council; and (iii) opportunities for authentic application, work experience, and/or articulation with postsecondary education.		
In general, a basic program in career and vocational/technical education shall: (b) include the following practices: (i) foster skill development for employment, advanced training, and lifelong learning; (ii) input from representatives of business and industry; (iii) analysis of skills and knowledge required in paid and non-paid careers; ...		
Latest revision to accreditation emphasizes a “learner-centered system” (not defined); requires district creation of “graduate profile”; defines “personalized learning” and “proficiency-based learning” (differs from statutory definition)		
Districts can include students who complete a course early in ANB counts (early completion)		
Districts are required to screen for dyslexia and provide services to identified children		