

Ch 57 Feedback Group Minutes

Agenda
June 21, 2021
10:30 a.m.

Roll Call

Drin Hannum	Tim Norbeck
Kristi Steinbeck	Noelle Harper
Melanie Cutietta	Nicole Simons
Tim	Michelle Pain
Michael Cooper	Scott Kinney
Shay Kidd	Kerri Cobb
Katie McCrea	

Welcome

1. Tim Norbeck
 - a. Superintendent of schools in Boulder
 - i. Would like to see more flexibility in Licensure
2. Darron Hannah
 - a. Superintendent in Chinook going to Bainville
 - i. Folks in advanced degrees that hare having a hard time moving up
3. Shelly Weight
 - a. 712 Principal in Forsyth Schools
 - i. Recruiting out of state teachers and helping them get endorsed.
 - ii. Grow your own program and additional options
4. Kristi Steinberg
 - a. Licensure and assessment in the Department of Education at UM
 - b. Parent of fifth grader
 - i. Pathway into administration for counselors
 - ii. Quality and the importance of those in K-12
5. Katie McCrea
 - a. UM Western Director of Licensure
 - i. Interested in quality and flexibility.
 - ii. Students have quality educators and that they have educators
6. Nicole Simonsen
 - a. K12 Principal in Lambert
 - i. Out of state teachers coming to Montana process more seamless
7. Michael Cooper
 - a. High school business and technology teacher in Mineral County
 - i. Class 4 endorsement in CIS
 1. 20 years of business in marketing and business
 - a. Would like to transfer to 12 BOS Endorsement
8. Melanie Cutietta

- a. Research Librarian in Yellowstone National Park in Gardner MT
 - i. Teaching credential in Music CA and then transferred MT
 - 1. Went to UM Library Media endorsement and teaching credential
- 9. Scott Kinney
 - a. Superintendent in Superior and W Mass President in the Region
 - i. Process more efficient and flexibility for out of state hiring
- 10. Noelle Harper
 - a. Teacher Librarian in Gallatin HS in Bozeman
 - i. Invested in Libraries and literacy
- 11. Kerri Cobb
 - a. Teacher Librarian in Gallatin HS in Bozeman
 - i. Business Marketing and Computer science teacher
- 12. Shay Kidd
 - a. UM Western in Professor in Teacher Prep
 - i. Mathematics and online teacher in ID
- 13. Michelle Painem
 - a. Principal at Flathead HS in Kalispell
 - i. Kalispell has recently had trouble hiring.
 - 1. Whether it is the quality of candidates or the market.
- 14. Jacob Williams
 - a. Region 17 Comprehensive center
 - i. Technical
 - ii. Assist MT and ID with building capacity in whatever.
- 15. Erich Stiefvater
 - a. Region 17 Comprehensive Center
 - b. Happy to be here supporting.

Overview of Session II

- 1. Licensure path MT becoming administrator.
 - a. Four unusual cases
 - i. How to become a school counselor
 - 1. Need a masters degree
 - a. Had a change in ARM
 - i. Counselor used to be able eligible to become administrator.
 - 1. Is no longer eligible due to
 - ii. 10.57.416
 - 1. A minimum of three years of teaching experience with a standard, unrestricted license at the secondary level
 - ii. Thoughts?
 - 1. Counselor at HS has actual classes that they teach and has other collaborative projects with teachers.
 - a. Why wouldn't that count?

- i. They do not have a standard unrestricted license endorsement.
 - 2. CACREP
 - a. The Council for Accreditation of Counseling and Related Educational Programs
 - i. What is the difference between Regional and national accredited process?
 - 1. Seen often. Educator licensing has national requirements then goes to regional.
 - a. Difficulty comes from individual going alternate paths to licensing.
 - ii. People that are fully licensed from out of state and moving from out of region.
3. Why is it 3 years specifically in teaching?
 - a. Counselors have more
 - i. Confidentiality
 - ii. Scheduling
 - iii. Other administrative functions
4. Three years
 - a. Used to be 6 years.
 - b. Unknown history on why it was changed to 3 years.
5. The teaching requirement
 - a. Administrators must do teacher evaluations.
 - i. Important to the union to have people that have teaching experience doing the evaluations.
6. There are counselors that teach.
 - a. The counselor evaluations are often very close to parallel to the teaching evaluations.
 - b. People living close to borders.
7. Principal that did not have any teaching experience.
 - a. Does think they need teaching experience.
8. There used to be OR for pathway to have counselors become administrators.
 - a. Changed in 2015.
 - i. UM there are counselors looking now for the pathway to administration.
 - ii. How can they evaluate teachers if they are not teachers?
 - 1. Yet they are being evaluated by administrators who have not been counselors.
 - a. They bring a lot of skills.
 - i. Did make recommendation to reinstate the pathway for them to become administration.

9. Evaluation process is dysfunctional.
 - a. Evaluated with little to zero background in education.
 - i. Weigh the situation both ways with the evaluation process.
 1. EPAS System and tools for administrators to follow guidelines in many areas.
10. Is there a way to put in a compromise?
 - a. A counselor could take credits or training to meet teachers needs in becoming an administrator?
 - i. How do we get those counselors the teaching experience to make teachers feel more comfortable in the evaluations more comfortable?
11. Is three years a good amount of time to be ready?
 - a. Based on the individual
 - b. One size does not always fit all.
 - i. Could have three years in several different places.
12. ARM 10.55.607
 - a. Flexibilities that Superintendents need.
 - i. Concept of internship
 1. Trying to get people certified in the internship model is very difficult.
 - a. WGU is very flexible and robust student teaching model.
 - i. MT denied the possibility to set up internship though WGU.
13. What is the amount of teaching experience if you come from out of state?
 - a. None if completed teacher prep.
 - b. Five years of experience
14. Legislature has started to recognize some of the difficulties.
15. Situational example
 - a. Hiring someone with zero teaching experience to get into the Northern Plains program
 - i. Was a difficult situation for someone to navigate through.
 - b. Complexities come from situations spanning several different chapters. 55 and 57.
 - i. Struggle to meet the standards of accreditation because online and brick and mortar schools had separate program standards.
16. Would an educator need to go back and take a PRAXIS test if they have been teaching for 20 years?
 - a. Is there a different rule that could apply to testing?
 - i. Opportunity to be involved in Nevada's Legislature.

- ii. Nevada Legislature
 - 1. There are ways people demonstrate competency already and testing is not necessary.
 - 2. Conversations are happening to see if PRAXIS is necessary in MT.
 - 3. If someone graduates do not, they already show the MINIMUM degree of competency.
 - b. Changed the book based on three ways of learning.
 - i. New information leads to up-to-date with current information
 - 1. PRAXIS could be a good tool to ensure teachers are current on information.
17. PRAXIS is not strictly content.
 - a. But also, classroom application of content
 - i. But tests that MT use are content.
 - 1. There are pedagogy tests available, but we use no child left behind.
 - b. Maybe experience should be weighted.
2. What is the role of the Feedback group?
 - a. Putting as many sets of eyes on the recommended changes as possible
 - i. Circles of conversations that flow to help ensure all angles are thought about.
3. Class 4 license
 - a. Should have had some training before being placed in position.
 - i. Had no prior teaching experience before being placed in a teaching position.
 - b. Going to personal development credit opportunities
 - i. Would have been nice to have mandatory workshop to help prep for the classroom without having any prior teaching experience.
 - c. Class 4 does allow for educators to be placed in front of students.
 - i. 10,000 hours of practical experience to be eligible.
 - d. Long term substitution
 - i. With some sort of degree
 - e. Emergency authorizations
 - i. Requires no degree.
 - ii. Teacher could tenure under emergency authorization.
4. What are other states doing?
 - a. Multiple flexible pathways to licensure
 - i. Nevada
 - 1. Level of competency the quality of teachers
 - ii. Wisconsin
 - 1. Emergency authorization is handled at LEA level.
 - iii. Recourse of Reciprocity
 - 1. Region 17 and OPI

- a. Formal agreement where if you are fully licensed in another state then you are automatically.
 - i. Reduced burden on the applicant
 - 1. Data available to be viewed.
 - ii. Not currently a formal working agreement for reciprocity
 - 1. Especially endorsements