

Ch 57 Feedback Group Summary

Agenda

July 26, 2021

10:30 a.m.

Facilitators began the meeting by reviewing recommendations the Task Force (TF) have made to the Superintendent of Public Instruction with the Feedback Group (FBG). ARM in chapter 57 have had some specific language recommendations which the TF have given to the Superintendent.

1. 10.57.417 CLASS 3 ADMINISTRATIVE LICENSE – K-12 PRINCIPAL ENDORSEMENT
 - a. (c) a minimum of three years of teaching **or school counseling** experience with a standard, unrestricted license;
2. 10.57.413 CLASS 3 ADMINISTRATIVE LICENSE
 - a. (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 with an administrator would supervise and qualify as set form in ARM 10.57.414 through 10.57.418.
3. 10.57.414 CLASS 3 ADMINISTRATIVE LICENSE – SUPERINTENDENT ENDORSEMENT
 - a. (d) a minimum of three years of **experience** as an appropriately licensed teacher **or school counselor**;
4. 10.57.415 CLASS 3 ADMINISTRATIVE LICENSE – ELEMENTARY PRINCIPAL ENDORSEMENT
 - a. (a) a minimum of three years of teaching **or school counseling** experience with a standard, unrestricted license at the elementary level
5. 10.57.416 CLASS 3 ADMINISTRATIVE LICENSE – SECONDARY PRINCIPAL ENDORSEMENT
 - a. (a) a minimum of three years of teaching **or school counseling** experience with a standard, unrestricted license at the secondary level;

The FBG expressed concern around counselors not having teaching experience and how that may affect their ability to effectively evaluate, support instructional programs, plan schedules, and other responsibilities that come in an administrative role. While larger schools may not have those opportunities for counselors to gain experience in those areas, it was reminded that counselors and other schools' staff often wear many hats in smaller school districts throughout Montana.

Facilitators reviewed the TF discussions around Reciprocity in Chapter 57. The TF has not been pursuing the idea of full reciprocity, rather partial reciprocity to help ease friction for qualified licensed individuals to become licensed in the state of Montana. The FBG discussed their thoughts on some of the topics being reviewed by the TF. Endorsements and licensing in the K-8 middle school levels were discussed. Middle schools tend to like having K-8 certifications as they are more flexible to move wherever there is need in the school. Discussion around the PRAXIS exam focused on if it is truly beneficial or necessary for experienced teachers to be taking the test. Is the test an efficient way to tell or ensure an educator is current in content? The FBG wanted to caution that pedagogy should not be a free pass to not know content. There needs to be a healthy mix of the two. More research should be done before changing timeframes or expectations of teaching endorsements.