Ch 57 Feedback Group Minutes

Agenda
July 26, 2021
10:30 a.m.

Roll Call
Dennis Gerke Noelle Harper Tristen Belnap
Kerri Cobb Shelly White Erich Stiefvater
Kristine Steinberg Shay Kidd
Michele Paine Tim Norbeck

Welcome and Introductions
1. How we communicate in Zoom
   a. Use the chat to engage in conversation.
   b. Raise your hand electronically
   c. Mute your microphone
   d. Make sure your name shows correctly.

Overview of Task Force Meetings
1. Counselor to Administrator Pathway
   a. Should a pathway to MT administrative licensure for school counselors be (re-)opened?
      i. Vote passed on July 8th.
      ii. From that vote, recommended specific ARM language revisions.
         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;

iii. Concern
   1. In big schools’ counselors may not have the teaching experience in teaching.
      a. Counselors in bigger schools may mostly help students advance to college rather than teach in the classroom.

iv. Courses required for the admin license include
   1. Class on curriculum
      a. Counselor curriculum knowledge could come from just that one 3 credit class.
      b. Is this an adequate amount of time to move to administration?
         i. Evaluate
         ii. Support instructional programs
         iii. Plan and schedule
         iv. All other responsibility that comes in administration
      c. In many smaller school districts counselors and other school staff wear many hats.
         i. They do have experience filling in for administration when they are gone.

v. What degree is required?
   1. Could have a master’s degree in counseling but can use that to become an administrator?
      a. Yes, the counseling degree is a Class 6.

vi. These changes open the pathway but does not necessarily guarantee the job.
   1. Can be controlled locally
   2. Based on each applicants’ qualifications.

vii. These recommendations will be taken to the Superintendent.
   1. She will decide if she would like to take them to the BOPE
      a. BOPE will allow time for public comment

2. Reciprocity
   a. Definition of terms
      i. Full Reciprocity: if an individual has an educator license in another state, they have access to teach in MT with minimal review.
         1. MT has been a part of interstate agreements with ID SD and UT in the past.
         a. MT ended this agreement due to educator standards and has not reopened such an agreement since.
ii. Partial Reciprocity: Ease friction for qualified, licensed applicants from other states

3. Suggestions from research
   a. Reduce residency requirements and offer test-out options in lieu of additional coursework for credit requirements
   b. Reduce required years of experience and remine required evidence of effectiveness (e.g., use objective evaluative measures rather than employer recommendations)
   c. Expand licensure eligibility for candidates with advanced credentials.
   d. Treat traditional and alternative educator preparation more equally for licensure purposes.
   e. Revise or allow for flexibility within licensure endorsement areas.
   f. Examine the use of emergency authorizations of employment and consider ways to move towards licensure.

4. Reciprocity subcommittees
   a. Coursework
      i. Looking at 6 credit hours requirement; considering alternatives
   b. Experience
      i. Examine 5-year experience requirement for out of state candidates from alternative preparation programs
   c. Assessments
   d. Special reciprocity for advanced credentials
   e. Special reciprocity for military spouses
   f. Alternate pathways
      i. Chapter 58 task force is examining this as well
   g. Endorsements

5. Discussion of needs
   a. Double zero endorsement to teach
   b. Pre-K Appeal process for special cases of denial.
   c. Is there a way to reduce licensure burden on OPI from common issues?
   d. Teach in subject area with minor endorsements.
      i. There are currently pathways to be endorsed in minors.
         1. Must start with their major then move to a minor.
   e. Applicants from out-of-state need endorsement from a Montana institution.
      i. Current rule enables individuals with five years of experience to be endorsed.
         1. Can get a class 5 provisional for three years to become fully licensed.
   f. Look at language around “Montana institution specific coursework.”
      i. Identify hoops related to coursework
   g. Broad field social-sciences and sciences that do not translate well with other states.
      i. May have more narrow endorsements (at a disadvantage.)
         1. Tends to be a High School Challenge due to K-8
   h. Look at middle-school endorsements
      i. MT currently flexible.
      ii. Need to clarify language for applicant from states with more narrow endorsements.
i. Experienced teachers needing to take Praxis tests; is that necessary? (Assessment)
   i. How to ensure educator is up to date on current content?
      1. E.g., require for Class 2 but not Class 1-Board certified and master’s and
         3 years of teaching.

j. Look at 6 residency credits; should that mirror renewal credit? (Coursework)

k. IEFA requirement different from other states, but a good process (Coursework)
   i. Free, 2-hour process.
   ii. Model for meeting other requirements.

l. Caution for pedagogy should be considered offering a “free pass” on content for Special
   Reciprocity for Advanced Credentials when teaching HE students is different than K-12
   students. (Special Reciprocity for Advanced Credentials)

m. Nuance of applicants who complete alternative programs not associated with colleges
   or universities. (Experience)
   i. 5 years’ experience
   ii. 3 years’ experience instead?
   iii. Caution should be exercised if changing time frame.
   iv. Possible research query: Alternative preparation and years of experience.

Reflections of Important Topics

1. Review of task force schedule: Continuing discussion on Reciprocity
2. Review of feedback group schedule:
   a. Next Meeting: August 16th, 10:30 AM MDT

Closing

1. Thank you all for your dedication to Montana students!