

Ch 57 Feedback Group Minutes

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

Roll Call

Dennis Gerke
Kerri Cobb
Kristine Steinberg
Michele Paine

Noelle Harper
Shelly White
Shay Kidd
Tim Norbeck

Tristen Belnap
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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 PRINICIPAL 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 PRINICIPAL 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 Class2 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 feed back group schedule:
 - a. Next Meeting: August 16th, 10:30 AM MDT

Closing

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