

Ch 57 Feedback Group Summary

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

School counselors are currently unable to advance into an administrative role due to the requirement of having three years of teaching experience with an unrestricted license. Thoughts around this issue generally pointed out that counselors do have teaching experience in the classroom. They are often coordinating with teachers on projects throughout the school year. In addition to some teaching experience, counselors often have more experience in areas such as confidentiality, scheduling, and other administrative functions than teachers do. The biggest draw back brought up throughout the discussion, was that if a counselor is brought into administration, they would need to complete teacher evaluations without having the same background as a teacher. The counter argument to this, is that counselors are also evaluated by administration that often have very little background in counseling.

Thoughts around the evaluation process of teachers tended to be that the process is currently dysfunctional. Points were brought up that there is an EPAS System with tools for administrators to use and follow with guidelines in many areas of administration. The thought was brought up, that possible revisions could be made to allow counselors to take courses to gain the required teaching experience to make teachers comfortable with them conducting evaluations.

The Feedback group discussed if the current standard of three years is an efficient amount of time for a teacher to be ready to move into administration. Across the board, the consensus is that the time to be ready to move into an administrative role is on a case-by-case basis. Members of the feedback group knew of individuals that would have been ready at one or two years and others that may have needed more time.

Conversation around the PRAXIS exam tended to be that the PRAXIS is not necessary for educators that have been teaching for 20 years. Montana is considering following the Nevada's example and not requiring the PRAXIS because the graduates are showing the MINIMUM degree of competency by having the capability to graduate already. It was of the opinion, that a test like the PRAXIS could be helpful in measuring the degree to which teachers have kept up with fluctuating standards and ensuring teachers are up to date.