

Chapter 57 Research and Review Task Force Meeting

Thursday, June 17, 2021

1:30 PM – 3:00 PM

[Zoom Webinar Link](#)

Purpose:

The purpose of this task force is to make recommendations of Chapter 57 revisions to the Superintendent of Public Instruction.

Resources:

[Chapter 57 Google Site Link](#)

[Chapter 57 Link](#)

[State Certification Requirements - American School Counselor Association \(ASCA\) \[schoolcounselor.org\]](#)

ARM Counselor - <http://www.mtrules.org/gateway/RuleNo.asp?RN=10%2E57%2E435>

Roll Call:

Diane Fladmo

McCall Flynn

Sue Corrigan

Angela McLean

Nick Schumacher

Jule Walker

Erica Allen

John Melick

Gary Carmichael

Sharon Carroll

Agenda:

Welcome and Condolences (Jacob- 5 Min)

1. Moment of silence for Jan Cahil.
2. Google site is available.

Recap what defines a quality educator (Crystal- 10 min)

1. Strong relationship and commitment to students
2. Mast of their skill
3. Ability to adapt to change and continuously improve.
4. Passionate about learning

Norms of Behavior for Task Force (Jacob- 15 min)

1. How do we want to work together?
 - a. Zoom
 - i. Chat
 - ii. Raise your hand.

- iii. Mute your mic when you are not speaking.
 - iv. Make sure your name shows correctly.
 - b. Be Respectful
 - c. Be Supportive
 - d. Be Present
 - e. Be Open
 - i. Productive conversations may not be comfortable!
- 2. How will we accomplish our purpose?
 - a. Reaching Consensus
 - i. Consensus does NOT mean unanimous.
- 3. How will we make decisions?
 - a. Consensus
 - i. Simple

MAPA Timeline (Crystal- 5 min)

- 1. Montana Administrative Procedures Act
 - a. If we present some recommendations to the BOPE
 - i. Will take 2 mor meetings, then Decision will be available in January.
 - b. SISPAC has opportunity to review prior to presentation to BOPE.
 - i. SISPAC meets 7/14
 - 1. Opportunity to present to them before taking recommendations to BOPE.
 - ii. If we had a deadline for ALL recommendations
 - 1. ~July 1, 2022
 - iii. Public comment period is engaged, sometimes does trigger changes recommendations to BOPE.
 - 1. Would start timeline over again?
 - a. If change is made, the process is started over.

Work through ARM Regarding Counselor Licensing Language and potential revisions (Co-Facilitators – 50 min)

- 1. Looking at the Topic of Counselor Licensing
 - a. Then the overlapping of Language Licensing
- 2. 10.57.435
 - a. As it stands

CLASS 6 SPECIALIST LICENSE - SCHOOL COUNSELOR

(1) To obtain a Class 6 specialist license with a school counselor endorsement an applicant must provide verification of:

(a) a master's degree from a regionally accredited college or university; and

(b) completion of a CACREP accredited school counselor program which included an internship in a school setting of 600 hours; or

(c) for those applicants who did not earn a degree from a CACREP accredited program:

(i) a master's degree in school counseling from a regionally accredited college or university; and

[\(ii\) recommendation from an accredited specialist program defined in ARM 10.57.102, which included an internship in a school setting of 600 hours.](#)

i. Does Counselor need to have k-12 standard (Class 2) Teaching license first?

1. No, they do not need to have the teaching license first.
2. Certainly, a part of the conversation
 - a. Not needed a teaching license to be a counselor
 - b. The Administration piece.

3. Counselor License

a. Difficulty for certified teacher getting the counselor license.

i. Teaching experience is NOT required to get counselor license.

1. If they can meet the requirements in 10.57.435

b. Should counselors be required to hold a master's degree?

i. What are their bachelors?

1. Would their bachelor's degree lead them to a masters?

a. Multiple bachelor's degrees that could lead them to masters.

ii. Is there a Counselor in the TF?

1. How was panel put together?

2. Not one present.

a. Could be absent for the day.

iii. Many counselors were teachers then transferred into counseling.

1. Could be why field believed the process was required to have teaching license first which resulted in lots of teaching experience.

a. But looks like it was not a requirement. So unsure how a bachelor's degree in something like Psychology would look like.

iv. MSU Bozeman

1. Master's degree generally falls under different set of rules.

a. CACREP standard requirement across US

i. Masters level program

1. May fall under different set of rules than we have that sets requirements of master's degree.

v. Many counselors may not have education background.

1. Nurse that became Counselor

2. Mental Health backgrounds

a. Behavioral Health

vi. May serve Dual roles.

1. Teacher and counselor

- vii. CACREP Requirements
 - 1. Degrees in Psychology, Family Science, and Teacher Ed Programs
 - a. Natural Feeders
 - b. May accept from other backgrounds but these are more common.
 - viii. MT University System has no undergrad degrees in counseling.
 - 1. MED in school counseling
 - 2. Master's in arts in School Counseling
 - 3. Master's in education in Counseling
 - 4. Master's in science in Counseling
 - ix. Master's degree across majority of states is explicitly stated.
 - 1. Some states say an approved undergraduate.
 - a. May require some more investigation.
 - x. Evaluation of Staff
 - 1. What kind of training Non-teaching background would have if they were going into administration?
 - a. Saving for the next set of questions
 - xi. What kind of training would those non ed background would be handled?
 - xii. Librarian and other master level degrees. Is there a reason why this could not be an opportunity where if someone already had a master's degree, I they could utilize the content they have already taken to gain a second master?
 - 1. Would not have to retake content but would need to meet credit requirements.
 - xiii. Accreditation to Counseling program CACREP
 - 1. Accredits masters and doc programs.
 - 2. Does not accredit undergrad programs.
 - xiv. Accreditation program probably requires the 600 hours as well.
 - 1. Possibly where the 600 hours comes from as associated with CACREP requirements.
- c. "Regionally"
- i. Regionally Accredited Program
 - ii. Is that limiting?
 - iii. All MSU Bozeman programs are Regionally accredited.
 - 1. Means its part of a separate rigor of accreditation.
 - a. More about MSU program not MT ID or surrounding areas.
 - i. MT Accrerator is:
 - 1. Western Regional Graduate Program WRGP
 - ii. MSU Accrerator is
 - 1. CACREP and CAEP
 - a. Make sure school is providing strong relevant programming.
 - b. Regionally is NOT limiting
 - i. Because Region means
 - 1. Something other than State to State

- c. What limits people from coming in and out of MT
 - i. Licensure rules NOT the rules from higher institution
 - d. Amount of FTE needed for each student?
 - i. Associated more with Ch 55 not Ch 57
 - 1. Will be addressed further within that chapter.
- 4. Are there any Language revisions for 10.57.435 Specifically?
 - a. 1 C “(c) for those applicants who did not earn a degree from a CACREP accredited program:”
 - i. Had an out for people that do not have the CACREP.
 - 1. 600 hours then gets looped in again.
 - 2. Those recommendations came through the Teacher Preparation Program.
 - 3. The fewer people that need to be reviewed for 1C will save BOPE or OPI lots of time.
 - a. Unusual Case Administrative Rule
 - i. Ceases to be unusual when there are so many to be reviewed.
 - ii. New Agency Legal Services at OPI
 - 1. OPI no longer must deny license.
 - 2. Removes some red tape going back and forth.
 - 3. Room to streamline the process even more.
 - b. How many MT K-12 schools that are deficient status for not having Counselors?
 - i. Is there data for this?
 - 1. Jacob may have data to show us this.
 - c. Are we aware of other Accreditation entities besides CACREP?
 - i. Possibly per 10.57.435 1C
 - ii. Licensure looks at how other accreditation programs align with CACREP.
 - 1. This is how people coming from outside MT can be accepted into the State of Montana.
 - a. So how do we recognize people coming from non CACREP?
 - 2. Accreditation can be:
 - a. MT Small School’s Alliance (MSSA)
 - 3. We do not always know the WHY a school is deficient.
 - a. Did district advertise thoroughly?
 - b. Were there not enough to interview.
 - i. Yet they could not find someone to hire.
 - c. These things would be helpful to know to help clarify.
 - i. Possibly add a part D to clarify and simplify the licensure.
 - 4. Maybe this conversation is less about Licensing of Counseling and more about CH55.
 - a. Flexibility for who would counsel students in a K12 setting.
 - b. Class 5
 - c. Don’t have a provisional short term path.

- b. Licensure
 - i. What we can do to address obstacles in licensure.
 - 1. School leaders
 - ii. Counseling prep to the table
 - 1. Flexibilities that make sense
 - 2. Substantial time TEACHING in classrooms
 - 3. Wholistic systems view.
 - 4. Assess the performance of teachers in the classroom.
 - 5. School leader retention
- c. Look at information regarding counselors eligible to move in an administrative role.
 - i. Data about those schools?
 - ii. What would happen with the recruitment and retention deficiencies.
 - iii. Do we know the reason why schools are in their counseling deficiencies?
- d. How much time in the classroom do counselors spend?
 - i. Compared to guidance counselor
 - ii. Classroom teaching experience
- e. We need to guide to clear language.
 - i. We can not say we want to avoid vacancies through moving up to administration.

Next Steps (Jacob – 5 min)

- 1. Is the discussion 3 years being not defined?
 - a. In a specialist position is also efficient
- 2. Can look in the future if 3 years is an appropriate amount of time?
- 3. Next meeting is session 3!
 - a. Homework will be on Google Site Due 6/24
 - b. Another Google form seeing input early next week.