Licensure Working Group
Summary of Notes: June 14, 2016 Meeting
Leaders/Facilitators: Brian Devine and Liz Losee | Note-taker: Matt Deninger

Meeting Participation

Dan Murphy
Lindsey Liese
Bev Miyares
Sharyn Boornazian
Traci Almeida
Theresa Melito-Connors
Daphne Germain
Annette Sullivan
Nick Balasalle
Mickey Buhl
Christine Power
Kelly Fitzgerald
Theresa Fisher
Rob Powers
Tamika Estwick, ESE
Matt Deninger, ESE
Brian Devine, ESE
Liz Losee, ESE

Introduction

- Brian reviewed the notes from the previous meeting. The working group members approved them.
- Matt reviewed the survey results and indicated which recommendations warranted the most amount of discussion among the group.
- Liz went over the agenda for the day

Professional License Renewal

- **Brian introduced the topic of Professional License Renewal**
  - The group asked questions about how ESE audits License Renewal Applications
    - Mostly random audits of 2-5% of the educators in a given year. The only time it's not random is when such review is required via an educator misconduct case.
    - Pass rate for the audit is high
  - Question about new July 1, 2016 provisions (15 PDPs in SEI/ESL & 15 PDPs for special education/diverse learning styles for all primary professional licenses)
    - Those who were ***up for renewal after*** the provisions go into effect have to meet the new provisions. Teachers cannot renew early to exempt themselves from the provision.

- **Brian outlined some of ESE's streamlining recommendations**
  - Flexibility in renewal regarding PDPs
    - Idea is to allow an educator to build their skills and knowledge based on their goals in connection with the school or district beyond a required set of PDP areas. This would reduce the amount of required content and pedagogy based PD.
    - No one in the working group spoke out against granting flexibility in this area
  - Provision that IPDP and Ed Plan can be interchangeable
    - Will the ed plan cover everything in the IPDP?
    - IPDP isn't observed as it should be – bureaucratic compliance document that's largely pro-forma
    - Ed eval plan doesn't mesh perfectly in terms of timing/content
    - Group members largely don't see the value in keeping the IPDP
    - As a compromise, couldn't we roll IPDP tracking into the ed plan?

            - Most group members were nodding their heads at this suggestion
        - Is there any way that a cooperating teacher or supervising practitioner could gain PDPs or be part of this?
            - The guidelines were recently updated to allow for more PDPs to be earned by a cooperating teacher given that their role has changed slightly with the Candidate Assessment of Performance (CAP).
            - We will cover this in our discussion of endorsements at the June 28th meeting.
    - Maintain the 10 hour minimum
        - Research shows that 14 hours on a topic is a minimum to get in depth enough to produce real growth
        - Class time vs. Reflection/thinking time (not all PD happens during designated PD hours)
        - As an alternative (that would have a similar impact), ESE should look into re-structuring what PDPs are worth, given the intensity of the PD experience
            - One member believes that it depends on the quality of the experience, not the quantity
        - One member doesn't see the value in having a minimum at all, given that ESE is so loose about "grouping" the PDPs into minimum 10-hour chunks
    - Passing scores on MTEL tests that would be worth PDPs
        - Some group members made the point that the preparation courses should count as PD, but perhaps not taking the MTEL
        - Others didn't mind that MTEL would count; as long as it wasn't worth too many PDPs (given that it's 4 hours of time).
        - Support for this idea is dependent on just how many PDPs are awarded.
    - Inactive professional vs. Invalid professional
        - Inactive – can get hired in a new district
        - Invalid – can get hired with a waiver
        - Personal and family reasons are usually the reason for inactives. Getting rid of the inactive would produce an incentive for districts to hire someone with a preliminary rather than someone who's been recognized as a professional
        - Perhaps just combine them into "inactive" or "expired" – the group was very clear that combining them into "invalid" did not make sense

Principal/Assistant Principal License

- **Brian introduced the principal/AP license**
    - Could we have clarification on the different kinds of administrator licenses that require teaching experience versus those that don't?
        - Brian said that it wouldn't be difficult to produce such a list, other than supervisor/director, all administrator licenses permit non-teaching experience as a prerequisite to satisfying one of the requirements.
    - How many people are serving as principals without licenses?
        - 38 waivers have been awarded in 2015-16 for principal/assistant principal
- One member suggested: adding a requirement for administrators to take a math test
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- Brian outlined the recommendations
    - Reciprocity – no disagreement from the group on this recommendation
    - Require PAL for out-of-state administrators

            - Some members liked the PAL program because it adds meat to the regulations that have been in place for a long time but haven't had anything behind them
            - Can someone become a principal without teaching experience?
                - Yes
                - Some would like to add the requirement that an administrator have some teaching background
                - Should we allow a preliminary for principals?
                - Many group members are concerned about the notion that a principal could give actionable feedback without any experience in the classroom
        - Making the principal license "All levels"
            - The group much preferred 2 instead of 3
                - Pre-K through 6 and 5-12
                    - Some agreed with this
                - Pre-K through 8 and 5-12
                    - All agreed with this

Supervisor/Director License

- **Brian introduced the supervisor/director license**
    - Some group members question the value of the supervisor/director license – might as well just get the principal license!
    - This deserves more discussion – perhaps it's an endorsement? Teacher leader as a pathway to supervisor/director?
    - Many are advocating for teacher leader developmental pathways – perhaps build these pathways into the licensure system

Adding Administrator Licenses

- **Brian introduced the topic of adding administrator licenses**
    - Not many working group members agreed with the recommendation

Guidance Counselor License & School Social Worker/Adjustment Counselor License

- **Liz introduced the guidance counselor license**
    - Change it to "school" counselor
        - No one in the group disagreed, as the recommendation came from MASCA
    - Moving SMKs from regs to guidance, though ensuring that a public comment period would be required whenever guidance is changing
        - Would help with fast-moving areas like digital learning and technology
        - Would allow the agency to be more nimble when standards changed
            - Perhaps include in regulations that when content standards shift, that a process goes into effect that revises SMKs and further provides that they are revised in guidance with a public comment period (a "planned cascade")
    - Perhaps add something around SEI or at least cultural proficiency

What worked?	What could we improve?
	Add a textbox at the end of each section of the survey?
	Feels piecemeal right now; would be helpful to have larger framing at the beginning of next meeting
	Summary documents would be helpful so people feel their time was well spent

Parking Lot from 5/10

- MTEL as a barrier to licensure – what are the alternatives?
- Options for completer of out-of-state program without MTEL and without experience?
- PRPIL
- Is the MTEL aligned with Common Core?
- Specifics on the Panel/Competency Review
- Interpretations of regulations

Parking Lot from 5/25

- Change the license names (so that they actually make sense)

Parking Lot from 6/14

- Count PDP's toward multiple licenses
- Teacher/leader pathways toward the supervisory/director license