Streamlining Licensure: Survey Results

ESE administered a survey to educators regarding the streamlining recommendations that the working group had narrowed down. The survey began on Thursday September 22nd, ran through Thursday October 20th, and garnered 921 responses.

The vast majority of the recommendations were viewed favorably by the respondents. In fact, the only recommendation that received less than 80% approval was the same proposal that received by far the highest number of “Not Sure” answers, indicating that the proposal itself (involving PRPIL providers) may have been abstruse for our audience. For clarity, the table below excludes the “Not Sure” answers, combines the Strongly Agree and Agree answers, and combines the Strongly Disagree and Disagree answers.

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| **Temporary** | **Agree** | **Disagree** |
| 1. Add a regulation saying that the temporary license requires a bachelor’s degree from a regionally accredited institution. | **95%** | **5%** |
| 2. Eliminate the practice that ESE issues the temporary license only to candidates who have out-of-state licenses that are equivalent to MA's Initial license. | **82%** | **18%** |
| 3. Grant flexibility on the definition of “one year”. | **98%** | **2%** |
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| **Preliminary** |  |  |
| 1. Create a non-renewable preliminary “parent” license that’s valid for five years of employment. | **83%** | **17%** |
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| **Initial** |  |  |
| 1. Include language that the Performance Review Program for Initial Licensure (PRPIL) must be completed through an ESE-approved provider(s). | **73%** | **27%** |
| 2a. Clean up existing language. Specifically, eliminate reference to regional credential. | **99%** | **1%** |
| 2b. Clean up existing language. Specifically, eliminate reference to NCATE in favor of more generic language that references a national accreditation body. | **99%** | **1%** |
| 3. Streamline and condense similar routes/programs into one MA approved program route. | **94%** | **6%** |
| 4. Modify language in the regulations from "renewing an initial license" to "extending" an initial license. | **99%** | **1%** |
| 5. Modify language in the regulations from "five years of employment" to “during their fifth year of employment.” | **97%** | **3%** |
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| **Professional** |  |  |
| 1. Streamline by condensing the approved routes to licensure rather than have each approved route listed separately. | **91%** | **9%** |
| 2. 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. | **96%** | **4%** |
| 3. Eliminate the Individualized Professional Development Plan (IPDP) and combine it into the Educator Plan. | **98%** | **2%** |
| 4. Combine the “inactive” professional licenses with the “invalid” professional licenses, and just refer to them as “inactive” or “expired.” | **94%** | **6%** |
| 5. Eliminate the Professional Development Registry | **97%** | **3%** |
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| **Administrator** |  |  |
| 1. Do not refer back to teacher level reciprocity in the regulations. | **94%** | **6%** |
| 2. Do not require PAL for out-of-state administrator licensure candidates with at least one year of employment. | **80%** | **20%** |
| 3. Convert the three principal licenses (PK-6, 5-8, 9-12) into two (PK-8, 5-12). | **89%** | **11%** |
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| **Miscellaneous** |  |  |
| 1. Change “guidance counselor” to “school counselor.” | **96%** | **4%** |
| 2. When learning standards are modified by the Board of ESE, Subject Matter Knowledge Requirements (SMKs) would be taken out of the regulations and would be revised as guidance to reflect the new learning standards. The SMKs would still be subject to a public comment process. | **97%** | **3%** |
| 3. Where they exist for teachers, combine grade levels 5-8 & 8-12 into 5-12. | **87%** | **13%** |
| 4. Eliminate requirements for completion of additional seminars or courses beyond the Subject Matter Knowledge Requirements (SMKs) for some preliminary licenses like Elementary and Early Childhood. Examples of additional seminars or courses include the teaching of reading, math, and English. | **92%** | **8%** |
| 5. Outline more explicitly the expectations for pre-practicum experiences through language in regulations and guidelines. | **95%** | **5%** |
| 6. Eliminate the current regulations for Supervisor of Attendance (603 CMR 13.00); update them and include them in 603 CMR 7.00. | **97%** | **3%** |
| 7. Update Early Childhood (PreK-2) license language to eliminate the inclusion of the words “with and without disabilities” in the name. | **96%** | **4%** |
| 8. Eliminate the 18 credit requirement for core supervisor/director license, but possession of an initial or professional license would be required. | **91%** | **9%** |
| 9. Move Academically Advanced from a Specialist License to an endorsement. | **98%** | **2%** |
| 10. Rename the political science/political philosophy license to "social sciences". | **96%** | **4%** |
| 11. Develop a new computer science license while eliminating or merging the existing instructional technology license. | **87%** | **13%** |
| 12. Standardize some of the routes used in the Commissioner’s Determination and Reconsideration, especially for out-of-country candidates. | **95%** | **5%** |

**Change the name of the Preliminary License**

Respondents were asked to rank their preferred name. These were the final results, in order:

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| --- | --- |
| 1 | Provisional |
| 2 | 5-year Teaching Permit |
| 3 | Teaching Permit |
| 4 | Apprentice |
| 5 | Don't change the name. Keep "preliminary." |
| 6 | Practitioner |

**Open Response**

An analysis of the open response item, where respondents were asked for any further suggestions they had to streamline the licensure system, revealed a few trends. Of the 240 total comments made, 34 of them urged ESE not to merge the new computer science license with the instructional technology license. Generally, the argument respondents made was that computer science is a content field in and of itself, while educational technology is focused on teaching with technology independent of the content area. Over 20 of the comments urged ESE to separate health from family and consumer sciences, though it should be noted that these comments were verbatim, and thus very likely shared and passed around among those respondents. The remainder of the comments addressed a variety of topics.