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**MINNESOTA BOARD
OF TEACHING**

**BIENNIAL
REPORT TO THE GOVERNOR**

**REPORT PERIOD
JULY 1, 1996 THROUGH JUNE 30, 1998**



MINNESOTA BOARD OF TEACHING

Clause A: **GENERAL STATEMENT OF BOARD ACTIVITIES**

The Board of Teaching is established by Minnesota Statutes to assure the health, safety, and well-being of the citizens of the state by establishing standards of initial licensure and continuing occupational ability for 52,000 licensed teachers. The responsibilities and authorities of the Board are delineated in M.S. 125.04-125.185 and M.S. Chapter 214.

The Board of Teaching establishes and maintains standards for the preparation and licensure of teachers by assuring sound and relevant programs of teacher preparation, establishing and revising standards of licensure in instructional areas, approving licensure programs offered by teacher preparation institutions approved by the Board, implementing an assessment system for licensure and maintaining a system of continued professional growth through relicensure. The Board of Teaching provides leadership for improving teacher preparation and licensing through research and development on teacher licensure systems, beginning teacher programs, and the assessment of teaching skills. The Board of Teaching also addresses professional practice by suspending or revoking for cause any license issued by the Board, receiving complaints relative to M.S. 125.09 and the Code of Ethics for Minnesota Teachers, and conducting investigations and processing complaints related to licensed personnel. Additionally, the Board processes appeals resulting from denial of licensure and schedules contested case hearings.

The Board of Teaching is strengthening the preparation and licensing of teachers by proposing that the existing system be transformed from one based on inputs to one based on results. The new system focuses on standards and performance-based assessments as the criteria for granting licenses. It will require all candidates for initial licenses to complete redesigned teacher education programs. As part of this system, all beginning teachers will be required to complete a year-long supervised and structured clinical teaching residency before they are granted a continuing license. This restructured licensure system will assure the public and the profession that beginning teachers have demonstrated the knowledge and skills needed to teach before they are licensed to practice independently.

Minnesota Statutes require that the Board receive recommendations from local committees as established by the Board for the renewal of teaching licenses. This process has been followed throughout the period of time covered by this report and will be continued.

The Board has established a policy governing the establishment of Board standing committees together with procedures for the operations of such standing committees. All Board standing committees are composed solely of Board members.

The Board has the following standing committees: executive, standards and rules, and legislation.

1. Standing committees shall typically consist of three to five members. Committee appointments shall be made by the chair and shall run from January 1 through December 31.
2. Committee meetings shall be called at a time and place to be determined by the committee chair and in consultation with the chair of the Board. A notice of time, place and agenda is prepared and distributed by the Executive Director in consultation with the committee chair.
3. The chair of each committee shall report to the Board at regular meetings of the Board.

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4. Meetings of the standing committees shall be intended for discussion of major issues related to the task assigned to the committee by the Board. The responsibility of each standing committee shall be to provide a forum whereby input from various viewpoints related to a charge or task directed to the committee from the Board can be received and discussed. It shall be the responsibility of each committee, as well as individual members of the committee, to attend to the specific task or tasks assigned to them by the Board.
5. Staff shall be responsible for presenting information at committee meetings which is pertinent to the task of the standing committee. Staff attending committee meetings shall be responsible for taking minutes of committee meetings, if requested by the chair of the committee. Staff shall also draft language to reflect the general consensus of discussions during standing committee meetings for reactions from the committee.
6. The function and structure of committees may be revised periodically by the Board.
7. The purpose and duties of the standing committees shall be as follows:
 - a. Executive Committee
 - 1) To serve as a steering committee for conducting Board business and setting agenda for meetings.
 - 2) To serve as an advisory committee to the executive director of the Board in the implementation of Board policies.
 - 3) To assess Board financial needs.
 - 4) To consult with staff in the preparation of the biennial budget request and accompanying rationale.
 - 5) To monitor Board expenditures and to take note of Board needs which should be reflected in the next budget request.
 - 6) To periodically revise a philosophy statement which reflects the purpose and intent of the Board and which is to be used as the basis for the Board action and as guidance for the development of policies and rules.
 - 7) To advise the Board of the relevance and application of the philosophy to the various deliberations and actions of the Board.
 - 8) To make the Board aware of the needs of all people of Minnesota and how Board actions and policies affect individuals, groups, interpersonal relationships, and communities in the state.
 - 9) To study the current licensure and fee structure and to make recommendations to the Board regarding structure and types of licensure needed.

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- 10) To initiate Board of Teaching press releases on matters of interest and information to teachers and the general public, including timely human interest stories about Board of Teaching members.
- b. Committee on Standards and Rules
- 1) To review proposals for new or revised rules from task forces and other groups and to make recommendations to the Board on these proposals.
 - 2) To develop or revise, as needed, guidelines for the structure and operations of task forces and ad hoc committees called by the Board.
 - 3) To develop and revise, as needed, guidelines for the roles of the Board members representing the Board to other organizations, task forces and committees.
 - 4) On a five-year basis, study the current rule governing continuing education/relicensure and make recommendations to the Board as needed.
 - 5) To supervise the periodic revision of a code of ethics.
 - 6) To make recommendations to the Board regarding the revision of policies and rules relative to program and institutional approval.
- c. Committee on Legislation
- 1) To keep the Board informed of legislation, existent and proposed, which affects or may affect the Board.
 - 2) To develop strategies for implementation of legislative initiatives.
 - 3) To offer testimony to appropriate committees of the legislature regarding any proposed legislation pertaining to the Board.
 - 4) To assist the chair in necessary contacts with the governor and/or staff and with the legislators and/or their staff members.

In addition, the Chair appoints two teacher members to serve as Consulted Board Members whose duties are to review complaints and results of investigations alleging or implying a violation of a statute or rule which the Board is empowered to enforce, and to make recommendations to the Executive Director and the Office of the Attorney General regarding any disciplinary action that should be taken against a teacher's license, and what action is appropriate.

Specific policies and procedures have been developed related to Board operations. Examples of such operating policies and procedures include:

- 1) guidelines for task force appointments and operations
- 2) guidelines for rule adoption
- 3) guidelines for granting waivers of licensure rules

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- 4) guidelines to assist colleges and universities in the process of institutional approval
- 5) guidelines to assist colleges and universities in the process of program approval.

Minnesota Statutes Section 125.185 charges the Board of Teaching "To develop a Code of Ethics governing standards of professional practices, including areas of ethical conduct and professional performance and methods of enforcement," and "to act in an advisory capacity to members of the profession in matters of interpretation of the Code of Ethics." Having established a Code of Ethics for Minnesota Teachers and methods for its enforcement, the Board advises the profession regarding its interpretation.

In accordance with Minnesota Statutes, the Board has implemented procedures for processing, investigating, and hearing complaints against licensed and unlicensed personnel in teaching. The Board has also established procedures related to the enforcement of the Code of Ethics. Minnesota Statutes Section 125.09, subdivision 4. requires school districts to report to the appropriate licensing Board within 10 days of the following:

1. When any of its teachers are suspended or resign while an investigation is pending under any of the following:
 - a. Section 125.12, subdivision 8, clauses (a), (b), (c), (d), and (e) (the Continuing Contract Law); or
 - b. Section 125.17, subdivision 4, clauses (1), (2), and (3) (the Teacher Tenure Act for School Districts in Cities of the First Class); or
 - c. Section 626.556
2. When any of its teachers are discharged or resign after a charge is filed under either:
 - a. Section 125.12, subdivision 8, clauses (a), (b), (c), (d), and (e).
 - b. Section 125.17, subdivision 4, clauses (1), (2), and (3).

When it is found that grounds exist to suspend or revoke a teacher's license to teach, the Board must consider suspending or revoking or decline to suspend or revoke the teacher's license within 45 days of receiving a stipulation executed by the teacher under investigation or a recommendation from an administrative law judge that disciplinary action be taken. By agreement with the State Board of Education, the Board of Teaching is responsible for receiving all reports required by Minnesota Statutes, section 125.09.

An appeal procedure has been established by Board of Teaching rule whereby persons denied issuance or renewal of teaching licenses and Minnesota teacher preparing institutions denied program or institutional approval are entitled to a hearing pursuant to Minnesota Statutes Chapter 14 on such denial and to a final decision by the Minnesota Board of Teaching.

To provide leadership in teacher education and professional practice, the following goals and objectives were adopted by the Board of Teaching. The FY 1997 Board of Teaching goals and objectives are:

1. To provide leadership for teacher education and licensing.
 - a. Continue the development of a restructured teacher preparation and licensure system and engage stakeholder support for implementation.

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- b. Adopt a licensure structure based on standards and assessments that relates to results-oriented graduation standards for students.
 - c. Continue to develop an assessment system that requires candidates for teacher licensure to demonstrate the abilities necessary to perform selected, representative teaching tasks at appropriate levels.
 - d. Develop model teaching residency outcomes and assessments and mentoring programs.
 - e. Continue to support efforts for the recruitment and retention of teachers of color to increase the representation of underrepresented populations in the teacher work force.
 - f. Maintain executive and legislative relationships regarding proposed legislation which may potentially impact the Board of Teaching.
 - g. Maintain linkages with state and national educational organizations, including the National Board for Professional Teaching Standards, the National Council for Accreditation of Teacher Education, and the Interstate New Teacher Assessment and Support Consortium.
 - h. Continue to secure external funding to support the efforts of the Board of Teaching in continuing its leadership for teacher education initiatives.
 - i. Coordinate activities with Minnesota Goals 2000 to assist Minnesota colleges and universities in implementing teacher preparation programs based on results-oriented standards.
 - j. Participate in NCATE New Professional Teacher Project to develop support for standards-based reform of educator preparation and development.
 - k. Participate in INTASC development of a prototype assessment of the common core of teaching knowledge and skills.
 - l. Assure appropriate levels of staffing to carry out Board of Teaching responsibilities.
2. To implement state policy for teacher preparation and licensure.
- a. Award grants to school districts to develop teacher mentoring programs.
 - b. Approve teaching residency programs to be established in school districts.
 - c. Award research and development site grants to school districts to implement beginning teacher programs and retain an external evaluator to evaluate their effectiveness.
 - d. Provide ongoing support and direction for implementation of teacher residency programs, mentoring programs, and research and development sites.
 - e. Act upon school district requests for licensure waivers referred to the Board of Teaching by the Waiver Review Panel or requested by school districts.

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- f. Assist colleges and universities with implementation of a common core of teaching knowledge and skills to be acquired by all persons recommended for teacher licensure.
3. To adopt results-oriented standards for each licensure field.
- a. Convene remaining standards teams to provide recommendations to the Licensure Structure Committee of the Board.
 - b. Act upon recommendations received from the Licensure Structure Committee.
 - c. Adopt new teacher licensure rules that establish results-oriented standards for licensure.
4. To maintain a system which ensures that licensed teachers are qualified and competent.
- a. Approve teacher education institutions and the licensure programs offered by approved institutions.
 - b. Act upon recommendations of the Executive Director resulting from contested case hearings and stipulation agreements regarding licensure matters.
 - c. Receive a report regarding FY 1995 administration of the Pre-Professional Skills Tests.
 - d. Receive a report regarding the characteristics of staff employed in Minnesota public schools.

The FY 1998 Board of Teaching goals and objectives are:

1. To provide leadership for teacher education and licensing.
- a. Continue the development of a restructured teacher preparation and licensure system and engage stakeholder support for implementation.
 - b. Adopt a licensure structure based on standards and assessments that relates to results-oriented graduation standards for students.
 - c. Continue to develop an assessment system that requires candidates for teacher licensure to demonstrate the abilities necessary to perform selected, representative teaching tasks at appropriate levels.
 - d. Develop model teaching residency outcomes and assessments and mentoring programs.
 - e. Continue to support efforts for the recruitment and retention of teachers of color to increase the representation of underrepresented populations in the teacher work force.
 - f. Maintain executive and legislative relationships regarding proposed legislation which may potentially impact the Board of Teaching.
 - g. Maintain linkages with state and national educational organizations, including the National Board for Professional Teaching Standards, the National Council for Accreditation of Teacher Education, and the Interstate New Teacher Assessment and Support Consortium.

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- h. Continue to secure external funding to support the efforts of the Board of Teaching in continuing its leadership for teacher education initiatives.
 - i. Coordinate activities with Minnesota Goals 2000 to assist Minnesota colleges and universities in implementing teacher preparation programs based on results-oriented standards.
 - j. Participate in NCATE New Professional Teacher Project to develop support for standards-based reform of educator preparation and development.
 - k. Participate in INTASC development of a prototype assessment of the common core of teaching knowledge and skills.
 - l. Assure appropriate levels of funding and staffing to carry out Board of Teaching responsibilities.
2. To implement state policy for teacher preparation and licensure.
- a. Award grants to school districts to develop teacher mentoring programs.
 - b. Approve teaching residency programs to be established in school districts.
 - c. Award research and development site grants to school districts to implement beginning teacher programs and retain an external evaluator to evaluate their effectiveness.
 - d. Provide ongoing support and direction for implementation of teacher residency programs, mentoring programs, and research and development sites.
 - e. Act upon school district requests for licensure waivers referred to the Board of Teaching by the Waiver Review Panel or requested by school districts.
 - f. Assist colleges and universities with implementation of a common core of teaching knowledge and skills to be acquired by all persons recommended for teacher licensure.
3. To adopt results-oriented standards for each licensure field and for relicensure.
- a. Convene remaining standards teams to provide recommendations to the Board.
 - b. Schedule rulemaking and adopt new teacher licensure rules that establish results-oriented standards for licensure.
 - c. Seek feedback on proposed revisions in the continuing education/relicensure rule that are consistent with National Board for Professional Teaching Standards certification.
4. To maintain a system which ensures that licensed teachers are qualified and competent.
- a. Approve teacher education institutions and the licensure programs offered by approved institutions.

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- b. Act upon recommendations of the Executive Director resulting from contested case hearings and stipulation agreements regarding licensure matters.
- c. Receive a report regarding FY 1996 administration of the Pre-Professional Skills Tests.
- d. Review and revise Code of Ethics for Minnesota teachers.

In compliance with the provisions of Minnesota Statutes Section 214.04, the Board has since 1976, entered into an annual agreement for provision of services with the Department of Education (now the Department of Children, Families & Learning). Through this Agreement, the Board has established an efficient, effective, and fiscally responsible procedure to receive the necessary services and staff to carry out the statutory duties and responsibilities assigned to the Board.

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Clause B: Total Number of Meetings Held FY 1997: 12
Total Number of Meetings Held FY 1998: 12

Approximate Total Number of Hours Spend by Board Members in Meetings and Other Board Activities

	<u>FY 1997</u>	<u>FY 1998</u>
Susan Anderson	42 hours Activities 148 hours Meetings	
Patrick Callahan		15 hours Activities 47 hours Meetings
Mary Ann Conrad	15 hours Activities 45 hours Meetings	
Sondra Erickson	35 hour Activities 82 hours Meetings	23 hours Activities 61 hours Meetings
Robin Gilbert		49 hours Activities 74 hours Meetings
David Green	20 hours Activities 61 hours Meetings	67 hours Activities 74 hours Meetings
Anne Jensen (formerly Fleener)	54 hours Activities 128 hours Meetings	43 hours Activities 143 hours Meetings
Roger Josephson	14 hours Activities 50 hours Meetings	51 hours Activities 80 hours Meetings
Donald Magnuson	30 hours Activities 75 hours Meetings	14 hours Activities 39 hours Meetings
George Maurer		31 hours Activities 62 hours Meetings
Mary Ann Oldham		10 hours Activities 15 hours Meetings
Carmen Peters	40 hours Activities 94 hours Meetings	
Elaine Prom	80 hours Activities 150 hours Meetings	52 hours Activities 122 hours Meetings
Marilu Theodore	32 hours Activities 72 hours Meetings	36 hours Activities 58 hours Meetings

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CLAUSE D: List of Board Members Who Served During FY 1997 and FY 1998

Number of Board Members required by statute: 11

The statutory length of term: 4 years

<u>Name and Address</u>	<u>Occupation</u>	<u>Date of Appointment and Reappointment</u>
Susan Anderson Blaine	Public Member	12/26/93 - 1/7/97
Patrick Callahan Mendota Heights	Classroom Teacher	6/30/97 - 1/2001
Mary Ann Conrad Breckenridge	Classroom Teacher	9/1/93 - 1/7/97
Sondra Erickson Princeton	Classroom Teacher	1/12/94 - 1/7/97 6/30/97 - 1/15/98
Robin Gilbert Bloomington	Classroom Teacher	6/30/97 - 1/2001
David Green Lake Park	Public Member	5/11/92 - 1/8/96 2/12/96 - 1/2000
Anne Jensen (formerly Fleener) Minnetonka	Higher Education Member	5/15/91 - 1/2/95 3/4/95 - 1/1999
Roger Josephson Detroit Lakes	Classroom Teacher	10/12/96 - 1/1999
Donald Magnuson Stillwater	Classroom Teacher	3/4/95 - 9/19/97
George Maurer Luverne	School Administrator	6/30/97 - 1/2001
Mary Ann Oldham Coon Rapids	Classroom Teacher	2/28/98 - 1/1999
Carmen Peters St. Cloud	Classroom Teacher	12/31/91 - 1/4/93 4/28/93 - 1/7/97
M. Elaine Prom Rochester	Classroom Teacher	5/15/91 - 1/2/95 3/4/95 - 1/1999

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Marilyn Theodore Plymouth	Public Member	2/12/96 - 1/2000
Richard Tschida Forest Lake	Public Member	6/30/97 - 1/2001
Michael Tillmann Owatonna	Classroom Teacher	5/15/91 - 1/2/95 3/4/95 - 9/15/96
Gwendolyn Walker Bloomington	School Administrator	4/28/93 - 1/7/97

Clause E: List Board Employees Who Were Employed During FY 97 - 98

<u>Name:</u>	<u>Job Classification/Title</u>	<u>Status</u>
Judith A. Wain	Unclassified/Executive Director	Full time employee (through 5/26/98)
Michael L. Tillmann	Unclassified/Executive Director	Full time employee (beg. 5/27/98)
Sandra D. Needham	Executive I/Administrative Assistant	Full time employee

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Clause F: Brief summary of Board rules proposed or adopted during this reporting period, FY 1997 and FY 1998. Give appropriate citations to the State Register and published rules for those adopted.

There were no Minnesota Board of Teaching rules proposed or adopted during this reporting period, FY1997 and FY1998.

Clause G: List the number of persons having each type of license and registration issued by the Board as of June 30, 1998.

<u>Type of License/Registration</u>	<u>Total Number in Effect</u>
Standard Licenses	108,231
Vocational Licenses	3,764

Note: Post secondary and adult vocational licenses are not issued by this Board.

Clause H. Administration of Examinations by Board

Legislation enacted in 1985 required the Minnesota Board of Teaching to adopt examinations for assessing skills in reading, writing, and mathematics for teachers licensed under its authority and to adopt rules for implementation and ongoing administration of the examinations.

Data from the administration of examinations for licensure is available in a statistical report entitled *Report of Minnesota's Administration of the Skills Area Examinations 1987-96*.

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Clause I, J, K: Minnesota residence by type of license/registration

State residence is not a requirement for teaching licensure in Minnesota. Data are not maintained on the basis of residence. To maintain such data would represent a substantial budget increase for the Minnesota Board of Teaching administrative services.

Clause L: The number of persons taking examinations who were licensed or registered by the Board or who were denied licensing or registration with the reason for the licensing or registration or denial thereof.

	<u>FY 1997</u>	<u>FY 1998</u>	<u>FY 97 & 98</u>
Total number of persons granted licenses or registration (includes renewals and endorsements)	25,630	32,463	58,093
Total number of persons taking exam and granted initial licensure	4,793	5,330	10,123
Total number of persons denied licensure - did not meet standards	174	229	403

NOTE: Minnesota Rules, Part 8700.0210, subpart 1, provides that effective April 4, 1988, all applicants for initial licensure must provide official evidence of having successfully completed examinations. Effective April 8, 1991, these examinations are also required for applicants for secondary vocational teaching licenses.

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Clause M: Persons previously licensed or registered by the Board whose licenses or registrations were revoked, suspended or otherwise altered in status, with brief statements of the reasons for the revocation, suspension or alteration.

	<u>FY 1997</u>	<u>FY 1998</u>	<u>FY 97 & 98</u>
Total Number of Revocations	11	8	19
Total Number of Suspensions	7	10	17
Total Number of Other Status Changes	0	0	0

<u>Type of License</u>	<u>No. Revoked</u>	<u>No. Suspended</u>	<u>Reason</u>
Elementary	6	5	M.S. 125.09
Secondary	9	9	M.S. 125.09
K-12	3	3	M.S. 125.09
Vocational	1	0	M.S. 125.09

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Clause N: List the number of complaints and other communications received by the Executive Director, each board member, employee or other person performing services for the Board.

FY 1997 124 written complaints
 0 oral complaints

FY 1998 220 written complaints
 0 oral complaints

that allege or imply a violation of a statute or rule which the Board is empowered to enforce. These totals include cases referred to the Attorney General's staff who are assigned to assist the Board.

FY 1997 0 written complaints
 0 oral complaints

FY 1998 0 written complaints
 0 oral complaints

which are forwarded to other agencies as required by M.S. 214.10

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Clause O: Summarize, by specific category, the substance of the complaints and communications referred to in Clause (n) of M.S. 214.07, and, for each specific category, the responses or dispositions thereof pursuant to M.S. 214.10 and 214.11 (Indicate authority/citations for Disposition).

<u>Summary of Complaints and Communications by Specific Category</u>		<u>Summary of Responses and Dispositions for each Specific Category</u>	
76	Allegations of immoral character or conduct	4 10 2 2 19 39	Licenses suspended Licenses revoked Licenses denied On monitoring Allegations unsubstantiated Investigations pending
126	Allegations of violation of the Code of Ethics	3 96 27	License denied Allegations unsubstantiated/dismissed Investigations pending
12	Reports from clearinghouse	1 11	License revoked Dismissed
7	Department of Revenue complaints	4 2 1	License suspended Licenses denied No action, clearance received
11	Allegation of gross inefficiency	3 8	Allegations unsubstantiated/dismissed Investigations pending
79	Investigation of previous conviction of a crime other than a traffic violation	3 72 4	Licenses denied No action Investigations pending
4	Failure to complete contract	1 2 1	License suspended No action Investigation pending
8	Fraud or misrepresentation	1 1 3 3	License revoked License denied No action Investigations pending
3	Reports from other licensing boards	1 2	No action Investigations pending
1	Delinquent unemployment tax	1	Investigation pending
17	Failure to meet licensure requirements	1 16	License surrendered Investigations pending

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Clause P: State any other objective information which the board members believe will be useful in reviewing Board activities:

Today, approximately 52,000 licensed teachers are serving in Minnesota public schools in over forty-five academic and special areas. Others are being prepared for their chosen profession in twenty-six approved teacher preparation institution in this state. The Board of Teaching has established a broad base for the formulation and implementation of licensure rules, so that proposals for rule development or revision will truly reflect the needs of students and the profession.

The Board of Teaching has proposed a restructured teacher preparation and licensing system which will put the state of Minnesota in the forefront of teacher education reform. A major change in the new system is a proposed year-long supervised clinical residency in a school district, as well as completion of statewide examinations of teaching knowledge and skills. The new system is based on teacher demonstration of knowledge, skills and abilities acquired through a coherent program of study that is results-based, research-driven, and clinically-focused. The residency is structured, providing a common, rigorous educational experience for all beginning teachers. The residency extends professional preparation without exposing students to unsupervised beginners. These changes will provide valuable support to beginning teachers and ensure that they enter the profession well equipped to carry out today's education reforms. As part of this system, new licensure rules will be developed that are based on standards that are clearly related to the results-oriented graduation rule. A rigorous licensing system will provide a catalyst for more demanding preparation and promote high-quality teaching. This restructured teacher preparation and licensing system will result in more extensive, higher quality professional preparation and licensure, and thus, improved instruction for all students.

Through its efforts with the National Association of State Directors of Teacher Education and Certification and the Chief State School Officers, the Board is working for the establishment and maintenance of high standards of teacher licensure in all states so that one day Minnesota might join in some system of inter-state licensure reciprocity, confident that others share our goals.