

# Minutes from the 2019 Content Standards for Computer Science, Library Media and Technology Negotiated Rulemaking Committee meeting April 9, 2020

## Call to Order

The meeting was called to order at 9:04 am by Office of Public Instruction (OPI) Content Standards and Instruction Division Administrator Colet Bartow. Housekeeping items, such as internet connectivity and using the Zoom meeting chat, were discussed. It was announced that the meeting was being recorded and the video will be posted on the OPI website.

## Review Negotiated Rulemaking Process

Ms. Bartow reviewed where the committee was in the process and potential changes to the MAPA timeline due to the COVID-19 closures.

## Draft Economic Impact Survey

Ms. Bartow led the discussion of the draft economic impact survey. It was announced that the Library Media/Information Literacy survey received seven responses from a variety of schools and school personnel. Ms. Bartow discussed the impact of the recent school closures on the response rate, and that resending the survey out to schools was being discussed. The committee discussed the following topics:

- The potential impact of implementing the standards and the schedule for implementation on schools in light of the recent move to remote learning by the schools due to the recent school closures
- The need for professional development to help teachers make the transition to remote learning
- The need for rigorous standards and high student expectations in relation to student learning, whether in the classroom or remotely
- The need for the state to address the disparity of access to broadband networks
- The potential achievement gap in students due to the move to remote learning

Ms. Bartow asked the committee to keep the communication going and email her directly their comments and concerns.

## Public Comment and Adjournment

Ms. Bartow asked for public comment about the committee's work and the day's proceedings. Ms. Bartow thanked the committee for its work. Finding none, the meeting was adjourned at 9:49 a.m.

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## Appendix A: Chat log from the meeting

Steve Qunell: Has there been any discussion yet regarding adding additional pressure of new standards

Kar Shepard: I feel that it puts a lot of pressure on small schools.

Steve Qunell: Good point, Gary!

Gary Myers: Agreed, Steve!

Renee Rasmussen: Absolutely. My fear is that these new standards may even deter some schools from looking at programs.

Gary Myers: Can you expand on that, Renee?

Marisa Graybill- Montana Office of Public Instruction: A question I have, do we feel if our draft technology standards were fully implemented would we be in a "better" spot in implementing remote learning?

Gary Myers: That's a good question, Marisa. I DO think that is would make a difference...especially the instructional technology standards.

Gary Myers: It's a little indirect...maybe related more to post-secondary preparation, but having standards that require this kind of proficiency for students, I think, can at least contribute to steering other efforts in a good direction.

Gary Myers: Timing was such a bummer

Ann Ewbank: All standards are reviewed every ten years or so. I don't think we should sacrifice rigor because of this current situation. We need to think beyond the next two years. I agree with Renee about extending the implementation timeline.

Ann Ewbank: I will also add that the way to implement all three of these sets of standards is through curricular integration. CS can be taught within math. Library media can be taught within all subjects. Educators can collaborate to implement all content standards. If we continue to assume that one set of content standards is one educator's responsibility, then implementation becomes an impossible task. If we work together, the burden is less on each educator.

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Ann Ewbank: Through extending the implementation timeline, providing robust PD to current educators, preparing our future educators well, and creating structures locally that allow educators to think creatively about implementation must be done in concert.

Ann Ewbank: I believe that the way to improve P-12 education is to develop structures that enable all educators to deliver instruction to allow students to meet the standards.

Mistyne Hall: I agree with Ann.

Ann Ewbank: The pandemic and our resulting efforts can be an opportunity and catalyst to do even better.

Steve Qunell: I would like to know what is currently being taught in Teacher Ed programs in MT. What are the requirements for technology

Mistyne Hall: I just wanted to add that I now have a virtual after school club for the NESSP ROADS on Mars Freestyle Challenge.

Marjorie O'Rourke: That's awesome, Mistyne!

Gary Myers: So cool, Mistyne!

Gary Myers: Our librarians have been running online lessons in Minecraft.

Carla Swenson: That is amazing!

Ann Ewbank: Steve, all ten educator preparation programs in MT must meet their own MT standards called the PEPPS which require teacher candidates to be proficient in technology integration. This is achieved at MSU through a required 3 credit class in tech integration as well as instructors modeling tech integration in their other classes.

Noelle Harper: Very cool, Mistyne! I would also like to add that I agree with Ann's earlier comments. It is very important to remember these standards will be in place for 10 years. We need to set our sights high and the standards need to be rigorous. Striving for these goals is really going to benefit students.

Gary Myers: Thanks Steve and Ann, for clarifying that!

Ann Ewbank: Nice green screen Mistyne!

Ann Ewbank: Moving teacher candidates out of the classroom to complete student teaching online has evolved into an opportunity for them to join every current educator's crash course on implementing virtual learning. We thus asked candidates to develop two lessons ready to be implemented in a virtual environment and requested that they also review and provide feedback for three of their peers' lessons. The first virtual lessons have been posted to D2L, and many of our candidates have risen above anyone's expectations. In reviewing them, we have explored historic websites,

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manipulated little skateboarders to demonstrate kinetic vs. stored energy, watched two superheroes illustrate similes vs. metaphors, and come to “understand” inverse functions. Many of these lessons are of such high quality, that we are working with the library to develop a “Cat Academy” of these open educational resources to be shared with partner districts and other MSU students. ...a new take on "Go Cats!"

Steve Qunell: Thanks, Ann... How do we help current teachers who don't have any online educational presence? Require it?

Steve Qunell: There's a big disparity, for example, at Whitefish Middle School. One 6th grade teacher still uses worksheets from the 1990s, and the teacher next door has a strong online teaching presence... running most things through Google Classroom.

Noelle Harper: Hi Steve. A lot of teachers in our building have really risen to the challenge. We have had a few teachers in our building who are not as comfortable putting things online and at the high school we have three tech mentors who are teachers (one is my coworker, a fellow librarian). Tech mentors have office hours each day and help all teachers, but especially those who need extra tech support.

Ann Ewbank: Access to broadband is being discussed at the state level in many settings- the pandemic has really highlighted the digital divide.

Gary Myers: I think the state should also tackle the device issue

Ann Ewbank: Steve, I think that is pretty typical. I believe that new teacher induction and veteran teacher mentoring programs at the local level is the solution, but of course that takes resources.

Gary Myers: It doesn't have to all be the same...there could be options, but having it in the regular funding mix allows that disparity Steve is talking about to continue

Kar Shepard: Internet access is a big issue for our students. The only internet provider in our area is Quest and they require the person to have a landline in order to get internet. So the least expensive plan is \$85.00 a month. That is not doable for a lot of our families.

Kar Shepard: I want to thank everyone for all of your hard work on this committee.

Ann Ewbank: Thank you. It has been an honor to be part of this important process which will shape P-12 education in MT for ten years or more. Thank you!

Gary Myers: Yes, thank you...these conversations have truly broadened my perspective.

Carli Cockrell, MT Office of Public Instruction: There are no members of the public noted in the participant list.

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Renee Rasmussen: Thanks everyone.

Ann Ewbank: Wash your hands everyone!

Melody Lee-Anaconda: Thank you!

Shannon Hanson: thanks everyone and stay well

Kar Shepard: Thanks!