

Ch. 58 Feedback Group Minutes

Agenda
June 21, 2021
8:00 a.m.
ZOOM LINK

Roll Call:

Tricia Seifert
Christine Luz
Christopher Busch
Sarah Pennington
Megan Chilson

Erin Lipkind
Andrea Lawrence
Emily Shallee
Ann Ewbank

Welcome and Introductions

1. Sharyl Allen Welcomes.
 - a. Zach Hawkins out of town.
2. Christine Lux
 - a. Associate professor in early childhood education at Montana State University
3. Estee Aiken
 - a. UMW Professor and chair of division of Education
4. Sarah Pennington
 - a. Assistant professor at Montana State University Bozeman
5. Adrea Lawrence
 - a. Dean of College of Education at UM in Missoula
6. Tricia Seifert
 - a. MSU and former department head
 - i. Interested in ed policy and how we support teachers and learners.
7. Ann Ewbank
 - a. Department head department of Education at Montana State
8. Megan Chilson
 - a. University of Montana Western in Health and Human performance department
9. Emily Sallee
 - a. Faculty at UM
 - b. Representing the MT Counselor association as a member of board of directors.
10. Christopher Busch
 - a. MSU Northern
 - i. Teacher education, 20 years of teaching experience and some admin experience

Overview of Session II

1. CH 58 and CH 57
 - a. Hot topics
 - i. Counselor education preparation
 1. Counselor s looking to become administration.
 2. Does the work of the School counselor equate to the work of a teacher?

3. Important to keep MT folks in MT.
 - a. Shortage happening in MT.
 - i. Emergency authorizations at the OPI 184 this year
 1. Prior year was 79 Emergency authorizations.
 - ii. Teachers placed in out of teacher assignments increased by 50%
 1. Principals are saying we don't have enough teacher capacity to meet the needs
 - a. Its exacerbated by COVID

Reflections of important topics

2. CH 58
 - a. What would a quality educator prep program look like?
 - i. Develop foundation of pedagogy.
 1. Teaching preservice teachers, the skills to teach content at various grade levels.
 - a. Prob now is the role and direction the curriculum has gone.
 - i. Many states have gone towards a more scripted format.
 1. Not pedagogy, just a tool
 - ii. Teachers are the center of the learning experience.
 1. Create and modify learning experience for each child in the classroom.
 - ii. Diverse field experience early and sustained experience
 1. Students who get to get in field as early as freshman year.
 - a. Those experiences play large part in their educational career.
 - i. Social emotional needs
 - ii. Cognitive development
 - iii. And all other domains
 - iii. P20 orientation in MSU University and Department
 1. How PK-12 are part of the education program in MT
 - a. Cannot teach teachers without the beneficial partnerships and constant communication with the field.
 - i. What we do on university side is beneficial for MT Schools.
 2. Could keep students for 10 years and still not teach them all they needed to know.
 - a. ARM that requires school Trustees to set up mentoring and induction program that is an unfunded mandate.
 - b. Teacher prep are not folding into structured programs.
 - iv. Value in coaching
 1. Not just cooperating teachers but also EPP
 2. Fuse and toggle together the coursework and field experience that students have

- v. Quality EPP adjusts the needs of the Whole child so students are student ready on day one.
 - 1. Students are never going to have everything they need.
 - a. Helping stud understand the learners they will be working with
 - 2. Quality EPP prepares teaches to be lifelong learners and how to address the Whole child.
- vi. Relationship relationship relationship
 - 1. "Kids don't care what you know till they know that you care."
 - a. Can be content experts but if you cannot connect with teachers, it does not work.
 - b. Teachers need to like working with kids.
- vii. Constitutional mandate in article X
 - 1. Education system is established to address the full potential of each individual person.
 - a. Personalizing learning for kids
 - b. Learning experience for each child
 - i. We do have the tools and ability to meet each child where they are at
 - c. Teachers entering have the skillset and pedagogical set of tools.
 - i. Are we creating the mindset and the culture of continues learning?
 - d. If you can keep a teacher for 5 years
 - i. More likely to keep for a career.
 - ii. Second career teachers
 - 1. Troops to teachers is no longer.
 - a. Teach America
 - e. Not a single person mentioned content.
 - i. Of all the demands of a teacher today, how do we ensure quality.
 - ii. What are we doing to ensure quality in the field?
 - 1. Growth mindsets
 - a. What does Educator Prep need in their wheelhouse?
- viii. Classroom management seems to be something students are weak in
 - 1. In preparation for accreditation
 - a. Classroom management is not really mentioned in 58.
 - i. National standards do speak on it though.
 - 1. Work done through cedar department and big sky 5.
 - a. How are you addressing management?
 - i. Promote Relationships
 - ii. Hard to see a managed classroom but you can see relationships.

ix. Aspect of Time

1. Something that comes up a lot.
 - a. Content areas
 - i. Classroom management
 - ii. Curriculum design
 - iii. Methods
 - b. Students are thinking they do not understand how to put it all together.
 - i. School focuses on one at a time not stacked on top of each other.
 1. Standards
 2. Curriculum use
 3. Lesson pacing guides
 - ii. But WAIT
 1. We're supposed to be making relationships while doing all of this.
 - iii. Conflicting style
 1. First two weeks
 - a. Hit the books.
 - b. Vs. building relationships
 2. Admin saying no way you can spend the first two weeks on just relationships and management.
 - c. Counselor to admin
 - i. Leader of campus
 1. Counselor is the emotional leader.
 - a. Could be a good option.
2. Basic behavior
 - a. How trauma shows up in the classroom
 - i. How to be engaged and not just reactive
 1. Often a missing piece
3. Indian Student Achievement Director
 - a. What needs to look different in Education?
 - i. Until we can address the behaviors that have become part of our culture.
 1. Family member gets raped.
 2. Children are stolen
 - b. Mandate for tribal cultures to be infused.
 - c. 58 high priority Indian Education Advisory Counsel
 - i. To get more depth in the students
 1. 11% of population
 - ii. Grants to work with school districts.
 1. Usually to work with 11% that are generally 100% poverty.

2. How we address:
 - a. The whole child
 - b. Trauma
 - c. Building relationships
 4. Legislative changes
 - a. Community based treatment services
 - i. From DPHHS to OPI
 1. New federal ground and will need lots of help
 - b. Language and cultural preservation of tribes
 - i. Department of Commerce to OPI
 1. EPP and how students entering K12 have solid foundation in all students they will be serving.
 5. Cedar Grant work to arrive at Info Graphic shared with group
 - a. What should our completers be able to know and do
 - b. Cedar work OSEP Grant
 - i. Work with teachers to be able to teach students of all ability levels.
 - ii. University of Florida
 - c. Big Sky 5
 - i. Started with 19 high leverage practices.
 1. Stake holders suggested 5 to focus on
 - a. Leaves 14 that would fall within induction.
 - i. Unfortunate to think of Teacher preparation as terminal.
 2. OPI HUB module that hosts the 5.
3. In Rural Schools the OO license
 - a. Curriculum from K-8
 - i. A lot of Pre Teaching experience required
 1. More than they already have
 2. To feel versatile to go from K to 8
 - a. Even if they don't already have the knowledge already they can learn them because they have the tools to do so.
4. Gifted Education was not put into 58
 - a. Gifted students deserve to learn something new every day.
 - i. Feels it is politicized.
 - ii. New legislation that needs to be focused on
 - iii. Omitting language does not service the situation.
 1. Twice exceptionality
 - a. Cross between gifted ed and special ed services
 - b. The mandate should cover gifted students.
 - i. Meeting the full education experience of EACH person
 1. Includes each person.
5. Student teaching experience

- a. One year student teaching experience in North Carolina
 - i. Some seminars and other courses
 - 1. To meet demands
 - ii. One year was paramount for students.
 - 1. Much different outcomes than 12-16 weeks
 - a. Almost like an advanced induction program
 - b. 5th year of college was student teaching.
 - c. Students are feeling burned out before they even get into the profession.
 - d. Practicum three course is with a teacher (Christopher Busch)
 - e. Cannot teach them everything. So, what do we teach them?
 - i. Negotiate what they need to learn.
 - 1. Situated learning experience.
 - 2. Integration of situation learning experience in the content.
 - f. Paid student teaching experience?
 - i. Unpaid is traditional.
 - 1. Unpaid internship seems to be a way of the past.
 - ii. Red tape will need to be managed.
 - 1. Schools paying student teachers.
 - a. Who is in control of what the school needs?
 - 2. Goal is to get credential first.
 - a. Prepare for career not just first year or two.
- 2. Attrition rate of novice teachers
 - a. Training quality teachers that stay for more than a couple of years
 - b. What would it look like to create a fifth year?
 - i. Ideas around supporting teachers while in their first year.
 - c. Does it need to be either or?
 - i. Some students teach that turn into permanent situation.
 - 1. Absolutely observing then gradually growing into more responsibility
 - 2. Schools are asking for student teachers they could then offer a permanent position to
 - 3. There are states that require a master's degree in rapid succession of their bachelor's degree.
 - 4. Young adults learning to become an adult while also teaching students and the stress of the deadlines.

3. Conrad wolframs work in Mathematics.
 - a. Reading
 - i. Teachers need to understand the science of learning.
 - b. Mathematics
 - i. People are ready to say they can ready.
 - ii. Generally, say they were not good at math and that is why their kids are not good at math.
 1. Do not have the ability to take data and solve problems.
 2. Age is getting younger and younger where children are disengaging in mathematics.
4. Superintendent from Billings
 - a. Chief of staff on US Senators on Education Committee
 - i. I do not even know what the purpose of K-12.
 1. Expected to do everything.
 - b. 75 percent Billings graduates blow in wind.
 - i. 50 percent enroll post-secondary.
 1. 25 percent complete post-secondary
 - c. Convinced he needs to do more in the skill trades area in High School.
 - i. Helping students find passion and meaning in life.
5. We are seeing the consequences of Social Studies not being a tested subject.
 - a. Do not understand the political and
 - i. Do not know how to talk to one another.
 1. To support conversation
 2. Disagree without escalating the situation quickly.
 - b. Schools have totally taken out Social Studies.
 - i. Removed data and how to critically think.
 - c. A Nation At Risk
 - i. It hit the forefront.
 1. Nationwide assessment is not necessary.
 - a. Need to test to know where to spend money.
 - b. Need to reassess assessment.

Closing

1. Who is on the Ch 58 Task Force?
2. What is the timeline?
 - a. Revisions will be underway in July.
 - i. First recommendations will go to BOPE in September.
 1. BOPE to push by January
3. Will see everyone next month!