Chapter 58 Research and Review Task Force Meeting Minutes

Thursday, July 15, 2021

8:00 AM – 9:30 AM

Roll Call

Mary DuCharme	Kieran O'Mara
Alison Harmon	Lora Poser-Brown
Curtis Smeby	Nishala Silva
Emily Dean	Stevie Schmitz
Gail Staffanson	Susan Gregory
Gary Lusin	Jacqueline Raphael
Jay Eagleman	Zach Hawkins
Karie Orendorff	Tristen Belnap

Welcome

Recap of July 8 meeting, process clarifications, refence documents

1. Materials and documents are available on the Google Site under the Resources tab.

Discussion of Task Force deliverables, timeline, and process for getting updates and recommendations to OPI

1. Task Force Deliverables
   a. List of recommended changes to ARM language to OPI and Superintendent Arntzen.
   b. List of broader recommendations that would strengthen EPPs and educational practices for the benefit of students.
   c. Preliminary list of recommendations and updates due to BPE by August 5th
      i. Ideally a little before. BOPE meeting is August 6th.
   d. Language change process: Desired ARM section outcomes submitted to OPI legal dept. Legal will craft language to capture the intended outcome. Chapter 57 TF will review for alignment with intent, sending back for further revision if necessary.
2. EPP policies for Student teachers and their students
   a. Would it be possibly to get policies from EPPs?
      i. Was able to find MSU but not others yet.
3. Roster of the Task Forces publicly available?
   a. Who are the content experts in the TF?
   b. On TF spreadsheet if people could indicate their expertise would be helpful.
4. Feedback Group committee role
   a. Ch58 Feedback group applied to be part of TF.
      i. So many applicants the OPI could not include everyone in TF.
      ii. The FBG will give additional input on topics being discussed in TF.
      iii. Will help to give more insight.

Review agreed upon voting rules and protocols.

1. Quorum of 12 required to vote on recommendations.
2. The same number required to pass a recommendation forward to OPI.

Continue discussion lever topics 1 and 2 (internship pilot program, culturally responsive teaching & Indian Ed. for All, differentiated instruction, diversity of field experience, alternative pathways). Identify and record decisions and desired outcomes in these areas.

1. Montana is a noncompliant English language learner State of Montana.
   a. TF has the opportunity to make change.
   b. Tribal students cannot talk their own language.
   c. ARM language currently
      i. Sections that hint ELAs institute their own standards.
         1. Opportunity for new level of engagement between OPI and Tribal schools.
            a. For tribal languages to become a part of core system.
2. Specific recommendations going to be made around Tribal languages.
   a. Where are there specific areas to make change in Ch. 58?
3. Indian Education for All (IEFA) is existing program.
   a. May be able to make changes within this program.
   b. Policy to allow communities to use funds that allow for Language incorporation in curriculum.
4. Lever Topic 1
   a. Pedagogy and Content:
      i. Culturally Responsive Teaching and IEFA
      ii. Differentiated Instruction
      iii. Trauma Informed Instruction and SEL
      iv. Recommendation to change ARM language in World Languages to directly identify specific tribal languages?
5. Is there a document that could be used to track changes?
6. Will the TF be addressing initial and advanced standards parallelly?
   a. TF will be looking through the chapter to identify where any relevant language should be revised.
   b. Makes sense to look at both as they come up.
7. IEFA is required for licensure.
   a. Must be in ch58 but unsure where it is.
   b. Students are required to take either:
      i. the campuses IEFA 101 or;
      ii. OPI learning hub IEFA introduction required for ALL new licensure.
         1. If going through EPP, must take one of those options to become licensed.

8. Recommendation for incorporating Tribal Languages into "other world languages."
    a. Would it be helpful in looking national language standards?
    b. Is there other language specialist on the TF?
        i. There are none identified at this time.
9. Are there Tribal Languages taught in any public post-secondary institutions?
    a. Other than Tribal colleges?
    b. Northern has taught Cree on some occasions.
        i. Not currently but would be happy to facilitate it.
    c. MSU Bozeman
        i. Does not have native languages in Curriculum.
10. Windy Boy introduced Bill.
    a. To integrate tribal languages into institutions.
    b. Opportunity to incorporate language into preschool through post-secondary.
        i. The younger students would have the opportunity to continue their education and beyond within their own language realm.
11. 10.58.501 TEACHING STANDARDS or 10.58.311 INITIAL CONTENT AND PEDAGOGICAL KNOWLEDGE
    a. Are there any specific or general changes that should be made to these sections?
    b. Both sections identify specific assurances that candidates have competencies and knowledge.
12. Is there a suggestion to create a subchapter that establishes an endorsement?
    a. Individuals should get endorsed to teach Tribal languages at EPPs
13. Now could be the time to look at specific sections for outcomes.
    a. What specific sections would the TF ask OPI legal to address to achieve outcomes.
14. When a student enrolls in school:
    a. Required to take a sample home language survey
        i. Example question: What language did the child learn when she/he began to talk?
    b. All parents checked English.
15. Challenges schools and students are around classroom culture.
    a. Building a healthy and save culture for students, teachers, and staff.
    b. There is not much around culture building in the chapter.
    c. The academic content will never get through if a student does not feel safe and included in the classroom environment.
    d. Possibly something in 10.58.501 (a) (b) (c) that could be included.
        i. Having an understanding an applying
        ii. But could possibly include more specifics.
16. Two schools of thought around Language
    a. Offer the opportunity for students in programs to have exposure to Tribal Languages

       i.   Possibly insert the word "language" in (b) or (l)

    b. Offering the option for Tribal languages to be seen under the world languages.

17. Would it be helpful to have an indigenous language expert to help draft a subchapter around ESL?

18. Developing a nurturing environment
    a. Social Emotional Learning
    b. Trauma informed learning
    c. Evidence based
    d. Building relationships
        i. There are approaches that are evidence based to create heathy classroom environment.
    e. Community building within classrooms.
        i. How you build a community amongst individuals that feel:
            1. Safe
            2. Seen
            3. Heard
            4. Respected
    f. Programs being developed to build understanding and respect between native and non-native students.
        i. Native students can be an intragyral part of community.
        ii. Non-native students are exposed to why those parts of the community are so important.
            1. Is a great way to help students enter adulthood in general.

19. IEFA reports look different depending on their district.
    a. More rural areas may have the opportunity to become fluent in their native language.
    b. Larger urban districts with a significant number of native American students come from several different tribes.

20. Subchapters could be requested to be written around:
    a. Endorsements of ESL
    b. Endorsements of Indigenous languages

21. Just because the ARM does not specifically mention community building there are EPPs that are teaching it.

22. Suggestion: subchapter 5 (a) reword to "and differentiate developmentally appropriate instruction for learners of all abilities based on evidence-based practice"

23. Recommendations in 10.58.501
    a. (a) demonstrate understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, behavioral health continuum, and physical areas, and differentiate developmentally appropriate instruction for learners of all abilities based on evidence-based practice and individualize

> ~~developmentally appropriate and challenging learning experiences for learners of all cognitive abilities~~;

    b. (b) use understanding of individual differences and diverse cultures and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards;

        i. Add the word "language".

    c. (l) demonstrate understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana.

        i. Add the word "language".

    d. Add subchapters around ESL and indigenous language endorsements.

    e. Incorporate the Danielson Model

24. "Other world language"

    a. Confusion among students when their language is referred to as "other world language."

        i. "other world language" is in a way, from the outside looking in

        ii. When looking from the inside looking out, it distorts the heritage.

            1. They are original languages to this land.

            2. Creating their own subchapters, they would not be folded into "other world languages."

25. Is public comment being taken during the Task Force meetings?

    a. May be something that the BOPE is taking as they are reviewing recommendations.

    b. The TF meetings are open to the public to view.

    c. The FBG will be giving their input on TF recommendations.

Next Steps

1. Lever Topic 2

    a. Real World Experiences

        i. Alternative Pathways

        ii. Connections between classroom and real-world experience

        iii. Internship pilot program (Recommendation??)

            1. Look into the Crosswalk for the lever 2 subchapters.

            2. Begin formulating thoughts.

2. Epp policies before next meeting