

# Chapter 58 Feedback Group Meeting Minutes

Monday, September 20, 2021

8:00 AM – 9:30 AM

## Roll Call

### Task Force Members

Adria Lawrence  
Christine Lux  
Emily Sallee  
Estee Aiken  
Sarah E Pennington  
Tricia Seifert

### Facilitators

Zach Hawkins  
Jacqueline Raphael

### Executive Support

Virginia Díaz

## Recap of process and outcomes

1. Overview of what has been reviewed Subchapters 1, 3, and 5

## Overview of recent discussions

1. Alignment of subchapters 3, 6, and 7 to CAEP
  - a. Some members have
2. Work on specific endorsement standards in subchapter 5
  - a. ESL, Tribal languages
3. Adding flexibility language to sections 312 & 606 to increase facilitation of grow your own models
  - a. There has been discussion and some differing viewpoints

## Overview of pending change recommendations

1. October 7<sup>th</sup> is the last meeting. Upcoming voting to changes to sections 311-315, 606
  - a. One challenge has been not having a quorum
2. Section 501 has been voted on, excepting the language in (g) shorter, clearer, not as ambiguous
3. Tribal language has been voted on
4. Subchapters 6, 7 to align with CAEP and PSEL, Dr. Schmitz is doing some work
  - a. Adria Lawrence brought up the PSEL and NELP standards for advanced programs, are they being considered together?
  - b. Jacqueline looked back on notes and yes, notes have been made referring to them both.

## Discussion of timeline

1. By October 7, 2021 all proposed changes should be voted on and recommendation will be sent to the Superintendent of Public Instruction
2. Request a revised timeline from BPE for subchapter 5 where there will not be weekly meetings rather assignments to members and then check in periodically
  - a. haven't brought enough expertise
  - b. research wasn't as thorough as it could have been

## Feedback and discussion

1. Estee Aiken requested to see the full language that has been proposed to change. The Facilitators are able to provide a tracking document that has been being used:
  - a. 312(b)
    - i. Estee Aiken provided feedback: the language seems redundant; this is already being done
      1. Zach Hawkins: MTSBA and SAM requested to include the language
    - ii. Tricia Seifert asked for reasoning behind including the proposed language
      1. Zach Hawkins: Will benefit some students, i.e., not out of high school and into college students.
      2. Tricia Seifert/Estee Aiken: the concern is that if “student teach in the school of their choice” were left up to some students, some will never leave Bozeman. The consequence could be very negative. Field placement puts an extensive amount of effort to place students at an appropriate school.
      3. Zach Hawkins: the proposed language begins with “to the extent possible”, rather than the previous “must”
      4. Estee Aiken: with the proposed language some students might be given the opportunity to pursue a convenience route rather than address the teacher shortage. This could tie Field Placement up in legal conversations. The placement bound student is always a case-to-case situation. The proposed language makes it an equity of placement issue.
  - b. 312(d)
    - i. Tricia Seifert asked for clarification on if the language is excluding some student teachers to get paid while allowing others to get paid
      1. Zach Hawkins: it could allow for students who are working under an Emergency Authorization for Employment to work and to use that teaching time as part of their EPP
      2. Estee Aiken– disagrees with the language, especially with the proposed changes to 312(b) where if students learn some districts are paying while the student teaching that is where they will choose to student teach intern vs post back
  - c. 501(a), (b), (g) (l) all had minor language changes
    - i. No comments from the feedback group
  - d. Add subchapters with broad language around ESL, Indigenous language, ASL
    - i. Tricia Seifert: What will be the process to solicit content experts to contribute to the language to develop these subchapters. Will there be an invitation for experts to contribute?
    - ii. Zach – that is the goal
2. Will email the proposed changes on tracking document to feedback group
3. Tricia Seifert: What is the specific timeline for the subchapters?
  - a. All the recommendations will go to the Superintendent. If it is approved to explore then the timeline will be developed

4. Tricia Seifert: What is the interface with the Superintendent and the BPE? The Superintendent moves the recommendations to the BPE, BPE forms to adopt, there is another advisory group that will weigh in on the recommendations as the BPE is considering them.
  - a. Zach will get the process flow and resend that information
5. Invitation to chapter 55, the form is still for chapter 57, 58 so there is some confusion on which chapter they are being invited to collaborate on
  - a. Virginia will look into so the correction can be made