

Chapter 58 Research and Review Task Force Meeting Minutes

Thursday, July 8, 2021

8:00 AM – 9:30 AM

Roll Call

Johnathan Jay Eagleman
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Alison Harmon
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Emily Dean
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Welcome

1. Task Force Role and Expectations
 - a. Keeping the focus on students
 - b. Remembering the Process
 - c. Tweaking verbiage versus recreating text
 - d. Ensuring all viewpoints and perspectives are heard.
2. When looking at the work responsibilities
 - a. There are constant transition in our educational environment.
 - i. Mantra of a colleague
 1. Not asking you to change, asking you to learn.
 - ii. Transitioning to the process that fit our current environment and beyond.
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 - b. Ch 58 is the accreditation standards for EPP.
 - i. Tasked by the BOPE to the OPI
 - ii. OPI partners with the Counsel for the Accreditation of Educator Preparation (CAEP)
 1. 2013 CAEP became the accrediting body of MT
 2. MT has MOU with CAEP since 2013
 - a. Will be brought to BOPE for approval.
3. Arizona State University Pilot model <https://workforce.education.asu.edu/the-challenge>
 - a. If we're not getting the outcomes we need, we need to redesign the profession, the workplace, and how we prepare people for both.
 - i. The big levers come into play here.
 1. To help make sure we're ready.
 - b. ASU recognized:
 - i. Need the partnership of school districts
 - ii. Asked if the pilot would work
 - iii. Distributed white papers to get data.

4. Montana Experiences the Teacher shortage like many other states
 - a. Workforce design problem
 - b. Recruitment retention challenges
5. Balancing stability in transitions. What needs to remain stable to harness the big levers?
 - a. EPP are tied to stay accreted by
 - i. The OPI
 - ii. Regional/national systems
 - b. Clearly identify outcomes in accreditation
 - i. Rather than just the inputs vs outputs
 - ii. If outcomes are not already identified, they need to be addressed and clarified.
 - iii. The outcomes are what measure the standard of accreditation.
 - c. Identification of Big Levers
 - i. Are necessary to ensure students and teachers have a system of effectiveness.
 - ii. Montana Constitution states:
 1. We fulfill the full educational potential of each person.
 - a. Equality and equity
 - b. The contribution of MT tribal nations
 2. Address the challenges rather than continue with the challenges.
6. Materials reminder of HB 246
 - a. Are there gaps?
 - b. HB 246 from Representative Marta Bertoglio
 - i. Short Title: Revise education laws to enhance local control and opportunities for pupils.
 - c. The bill addressed flexibilities that already exist and putting them into statute out of ARM.
 - i. Works to solidify flexibilities we have currently.
 - ii. Does not address design.
 1. Need to work with all elements to pull together design.
 - a. Communities
 - b. Educators
 - c. Parents
 - d. Higher Education
7. How big picture items fit in ch 58.
 - a. Revising ch 58
 - i. Want a good understanding of:
 1. What is being revised?
 2. Where are the changes going?
 - b. Transition of stabilities.
 - i. Each of the standards and measurable outcomes
 - c. Challenges in the K-12 arena
 - i. Do we have the necessary alignments to put together design?
 - d. A lot of efforts to create design and overcome challenges happening concurrently.
 - i. OCHE recommendations
 - ii. Grow your own task forces.

iii. Rise Higher

Review of lever topics and crosswalk of associated subchapters

1. Lever topics and Subchapter Crosswalk
 - a. Starting point for looking at potential changes related to TF vision and identified change areas
 - b. Should not be seen as a mandate for change to specific subchapters or sections
 - c. Repealed sections can be reviewed and may have applicability
2. The Ch 58 Google Site
 - a. Crosswalk document that reviews some of the lever topics in ch 58.
 - i. Include subchapters that are applicable to the topics.
 - ii. Can be used as a guide to find where language might be found in subchapters related to lever topics.
 1. Subchapter 1: State Administrative Procedural Standards
 2. Subchapter 2: Organization and Administration of Teacher Education - REPEALED IN ENTRIETY
 3. Subchapter 3: Curriculum Principles and Standards: Basic Programs
 4. Subchapter 4: Teaching Areas General Standards – REPEALED IN ENTRIETY
 5. Subchapter 5: Teaching Areas: Specific Standards
 6. Subchapter 6: Curriculum Principles and Standards: Advanced Programs
 7. Subchapter 7: Specializations: Supervisory and Administrative Programs
 8. Subchapter 8: Innovative and Experimental programs
 9. Subchapter 9: Standards for Approving Competency-Based or Performance-Based Programs -REPEALED IN ENTRIETY
 - b. Big Lever topics are listed
 - i. Potential subchapters are listed with each topic.
3. Alignment of PEP standards to CAEP national standards
 - a. Crosswalks exist between the two
 - i. In 300's and 600's
 - b. Institutions that are doing a joint review between CAEP and PEPS
 - i. Syllabus
 - ii. Crosswalk
 1. Do not have to be repeated because they are aligned.
4. The Chapter 58 document download
 - a. First six pages list the:
 - i. Topic of the subchapter
 - ii. Specific rules
 1. Repealed rules included.
5. Language can be adjusted in the subchapters.
 - a. Big picture suggestions can be given as well.
 - i. Subcommittees can be created to look at specific language changes.
6. Subchapter 9: Standards for approving competency-based or performance-based programs – REPEALED

- a. What was this process and why was it repealed?
 - i. What is the history?
 - ii. Is it different than what this TF has proposed?

Follow-up on theses and ideas from July 1 meeting

1. From the goals of the TF
 - a. In the Rocky Boy community
 - i. Introduction of the existing ARM language to standardize language curriculum
 1. To produce Ojibwe and Neiyó speakers
 - a. Taken to Rocky Boy and Box Elder to start the process.
 - i. Nothing has begun yet.
 2. Pedagogical and curriculum issues
 - ii. Five new teachers in the Rocky Boy community
 1. Pedagogy was not developed well for Native American tradition
 - iii. Community just buried their last Ojibwe speaker.
 1. Their language is being lost.
 2. TF should look at what should be changed to help the educational vision of tribal skills.
 - a. Specify “other world languages” to directly identify Ojibwe and Neiyó
 - i. Improve pedagogy
 - ii. Improve curriculum
 - iii. Improve language
 - iv. TF provides opportunity to create a better structure
 - v. Positions open in the public schools in Tribal communities
 1. No one is applying for the jobs.
2. Graduating from EPP in MT
 - a. Starting off in Ft. Belknap
 - i. Was not fully prepared for the experience
 1. 7 reservations in MT
 2. 12 sovereign tribes in MT
 - ii. Having a basic knowledge of language
 1. Creates a special relationship.
 2. Should be a high priority.
 - iii. Important to keep in mind that new educators are coming to reservations.
 1. How can we help them to be better prepared?
3. Class 7 licensure
 - a. A tribal process and does not go through EPP.
 - i. Tribes give approval for class 7 teachers to teach language in communities.
4. Language loss is an urgent emergency.
 - a. The speaking community is growing older.
 - i. COVID has made the situation more dire.
 - b. Public systems have yet to address the priorities to revitalize language.
 - i. Currently teachers are not required to use the language.

- ii. When it is optional to include the language in the classroom
 - 1. The priorities to revitalize language is lost.
 - c. If language, heritage, and world view systems are focused on.
 - i. Will have less social construct that separates with “colonial construct, settler thinking, and settler institution strategies” in communities.
- 5. Lever Topic 1: Pedagogy and content
 - a. More robust/diverse field experience
 - i. Practical work
 - ii. Different schools
 - iii. Quality mentorship
 - iv. Paid experience
 - v. Alternative pathways
 - b. Increased pedagogical proficiency.
 - i. Balance of content knowledge and pedagogical skills
 - ii. Differentiated learning.
 - iii. Effective classroom management
 - iv. Trauma informed instruction
 - v. Social emotional learning
 - c. There is overlap.
 - i. But there is an effort to keep the topics separated.
 - d. Cross walk sections:
 - i. Subchapter 3: 10.58.311
 - ii. Subchapter 5: 10.58.501- 10.58.533 (as needed)
 - 1. Early childhood education
 - a. Language on differentiation
 - b. Personalized learning
 - c. Trauma-informed instruction
 - d. Ect.
 - iii. Subchapter 6: 10.58.605
 - iv. Subchapter 6: 10.58.606
 - v. Subchapter 6: 10.58.610
 - vi. Subchapter 7: 10.58.705
- 6. Lever Topic 2
 - a. Real world experiences:
 - i. Year-long residency
 - 1. Costs
 - 2. Placement challenges in rural communities
 - 3. Financial challenges for candidates
 - ii. Connections between classroom and real-world experience
 - b. Some TF members are not ready to let go of this topic.
 - i. In rural Native communities helping to get experience and prepare for their time in a reservation school
 - 1. Candidates are often not prepared and do not make it long term.
 - ii. Would like to see a pilot program to see how to make a residency work.

1. See how much money would be needed before saying it is unaffordable.
2. Put money or incentive towards encouraging students to participate in a pilot in rural areas of the state.
 - a. Use native language and tradition to make curriculum books.
- c. OCHE committee looking at residency.
 - i. Would like to see their recommendations.
- d. Fear of unfunded mandate
 - i. Procedure says that if any of these changes have substantial impact on the population, it would go through the legislature for funding.
 - ii. OPI puts together an economic impact statement.
 - iii. All rules go through the Education Interim Committee
 1. If it is rules as a substantial impact:
 - a. BOPE must ask for legislature for funding.
 - i. Although the BOPE can approve changes before funding is given
 - ii. Creates the risk of an unfunded mandate.
- e. Pilot programs could be started now

Next Steps

1. Look through lever topics 1 and 2
2. Homework
 - a. Crosswalk in google site