Chapter 58 Research and Review Task Force Meeting Minutes

Thursday, July 8, 2021
8:00 AM – 9:30 AM

Roll Call

Johnathan Jay Eagleman   Lisa Schmidt
Mary DuCharme            Lora Poser-Brown
Alison Harmon            McCall Flynn
Barbara Frank            Nishala Silva
Curtis Smey              Susan Gregory
Emily Dean               Jacqueline Raphael
Gail Staffanson          Zach Hawkins
Jennifer Smith           Sharyl Allen
Karie Orendorff          Tristen Belnap
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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.
   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.
      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
   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 bee 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 ENTIRETY
      3. Subchapter 3: Curriculum Principles and Standards: Basic Programs
      4. Subchapter 4: Teaching Areas General Standards – REPEALED IN ENTIRETY
      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 ENTIRETY
   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.

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 Neiyo 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 Neiyo
               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