



Chapter 58 Feedback Group Meeting Minutes Monday, February 14, 2022 9:00 AM – 10:00 AM

Meeting Start Time: 9:00 AM

Roll Call

Feedback Group Members

Erin Lipkind
Sarah Pennington
Christine Lux
Tena Versland
Tricia Seifert
Andrea Lawrence

Facilitators

Zach Hawkins
Julie Murgel
Erich Stiefvater
Tristen Loveridge

Welcome and Review

1. Zach Hawkins describes the overall goal of the Task Force and Feedback Group.
2. Zach Hawkins reviews the work done for CH58 and recommendations.
 - a. Endorsements in tribal language
 - b. SEL
3. Zach Hawkins reviews the work done to review endorsement areas.

Questions and Discussion

4. Tricia Seifert: Asks question around how Ch57 and Ch58 may interface. The proposed change in ch57 for a student portfolio. In Ch 57, it does not define what constitutes a student portfolio and the quality of the portfolio. Should those criteria be defined in Ch 58?
 - a. Julie Murgel: Reviews the reasoning of the Ch57 TF and the additional pathways introduced.
 - i. First, GPA of 3.0 of coursework
 - ii. Second, a Student Portfolio
 - b. Tricia: Has appreciated the MAK system with some possible revisions. Movement to 3.0 and including Elementary candidates. MAK is known EPPs and can be done consistently across the state. She wonders if the intention is to have plausible variation or if there needs to be more structure
 - c. Julie: this is an “and” situation not “or”. The MAK is only for in-state candidates. The student portfolio is meant to be broad to include in-state and out-of-state EPPs.
 - d. Tricia: Asks if Julie can expand on the out of state piece with a student portfolio.

- e. Julie: Currently all out of state candidates must submit a Praxis score but in state candidates do not always submit those scores. The idea is to create multiple pathways to licensure for all candidates not just in state applicants. The MAK only applies to internal candidates.
 - f. Tricia: This is new information to her and will need to learn more about it.
5. Adrea Lawrence: What will the process look like from here on out?
- a. Zach Hawkins: These recommendations will be taken to Ch 58 TF on Wednesday. The TF will then decide if they would like to recommend these to the Superintendent. Zach has a meeting with the Superintendent today to review the previous recommendations and will meet again with the Superintendent Wednesday to review the final recommendations. The Superintendent will present her recommendations to the BPE on March 10th.
6. Sara: What was the process to find content area experts?
- a. Zach Hawkins: explains his process to find individuals to review.
7. Julie Murgel: Asks for feedback from the FBG on 10.58.511 World Language. Should English Language Learner be pulled out and be a separate endorsement outside of the World language endorsement?
- a. Adrea Lawrence: would like to speak with key faculty at UM. This is a very important question.
 - b. Sarah Pennington: There are separate frameworks and standards for teachers of ELL. That needs to be considered and there needs to be more input than just the voices on this call as there are no experts here currently.
 - c. Julie: The reason she asks is in Ch57, in certification, there is an endorsement for ELL that is called ELL. It is already built in the system.
 - d. Adrea: Are you looking to make it consistent?
 - e. Julie: Yes, she is just sharing the rationale and thought. It is a separate framework and is not a world language.
 - f. Adrea: It is complicated in Montana with our Tribal context and Tribal languages. This is why she would like to follow up with her colleagues. There are political implications to this that impact not only ELL but also sovereignty. Would like to tread carefully.
 - g. Julie: does UM offer ELL as an endorsement?
 - h. Adrea: At UM all Elementary education students do some intensive clinical work with ELL but most of those children are from other countries. It is not necessarily Native children. There are language partnerships with schools with Arlee Public Schools that have transformed thinking with the role language plays in interpretations of things in the objective realm.
 - i. Tena Versland: The genesis of the world language came about in early 2000's and was related mostly to middle schools taking a survey course exposing children to different languages before high school. If this is still the intention, then ELL should not be placed here. Sounds like these are two different goals and separate.
 - j. Tricia: Would like to reach out to faculty as a follow up. She asks if Julie Murgel would send her the nature and language of the question as she has described it this morning.
8. Julie Murgel: In relation to 10.58.510 Students with Disabilities P-12. In ch57 this is called special education. Should this name be the same across both? Should it be "Students with Disabilities"

or “Special Education”? Currently, if someone receives a certificate, it says “students with disabilities”

- a. Erin Lipkind: It seems that language should be consistent across chapters. Whichever term is selected, that is what should be used across the board.
 - b. Tricia Seifert: it seems linguistically odd that there would be an endorsement in a type of student. To be consistent in language but also in types of endorsements. Should focus on the educational aspect rather than the type of student. She feels “Special Education” should be used to avoid singling out a type of student.
 - i. Erin: agrees
9. Adrea Lawrence: ARM 10.58.705 and 10.58.706 curious that there are no changes recommended but believed there was discussion around incorporating the National Educational Leadership Preparation (NELP) standards. What would be the rationale behind not recommending changes?
- a. Tina Versland: When she had looked at these standards, she believed they were specific enough to coincide with NELP. She prefers this over the “ultra-unspecific” standards that we had before.
 - b. Adrea: UM is in the middle of Accreditation cycle right now and is very cognizant that NELP is closely aligned with CAEP. Had talked about NELP being the mechanism that lines things up between the State and CAEP.
 - c. Julie Murgel: Asks Zach - There are recommended changes on 705 and 706? Is this right?
 - i. Zach: there is a change to 705 (b) – (f) to include personal well-being. 706 item 1 to delete (a) and changes to align with CAEP.
 - ii. Tina Versland: The addition of the words “well-being” come from the Professional Standards for Educational Leaders (PSEL) standards which are the Principal Performance Standards.
10. Tricia: in the process going forward. With the areas the FBG has shown interest
- a. Zach Hawkins: Any additions would need to be brought forward relatively quickly as this will be presented to the TF on Wednesday.
 - b. Tristen: Any language can be emailed to Zach and I to be included in that meeting. Zach.hawkins@mt.gov and Tristen.belnap@mt.gov

Wrap Up

1. Zach thanks the FBG for the work and participation.

Meeting Adjourned: 9:50 AM