

Chapter 58 Research and Review Task Force Meeting

Thursday, August 12, 2021

8:00 AM – 9:30 AM

Roll Call

Emily Dean

Gary Lusin

Lora Poser-Brown

Nishala Silva

Stevie Schmitz

Alison Harmon

McCall Flynn

Kirk Miller

Mary DuCharme

Gail Staffanson

Karie Orendorff

Jacqueline Raphael

Tracy Moseman

Tristen Belnap

Recap of August 5th meeting

1. Voted to change language in 10.58.501 (g) to incorporate SEL
2. Recommendation to include language regarding pre-service teacher payment as allowed by law in 10.58.312 (d)
3. Started language for broad recommendations to investigate increased access of pre-service teachers to be paid for on-site residencies.
 - a. Tabled a vote on this broad recommendation so changes could be discussed during the meeting.
4. Lever topics for a Quality teacher Preparation Program
 - a. Pedagogy – not what you teach but how you teach. Moving from content to facilitating learning. How to differentiate the learning experience. More active learning, personalized/individualized learning
 - b. Real-world experiences- A year-long residency that would provide hands-on experiences in diverse settings
 - c. More robust observations and mentorship (extending time)

Check in regarding idea of subcommittees

1. Would the TF be interested in having subcommittees investigate language changes or other recommendations to certain sections of the ARM?
2. Might TF members to work around exploring the details of other recommendations put forth, i.e., tribal language and ASL endorsement subchapters?
3. There are national standards that supersede the State standard
4. The TF should utilize more of the OPI experts when crafting language.
 - a. Rather than a TF member attempting to create language
 - b. Will help ensure all areas of rule are addressed in the subjects that the TF are recommending to be changed
 - c. TF could recommend areas that need to be changed and addressed then allow OPI to make those changes.

Continued discussion/finalization of broad recommendation to explore paid internships

1. Determine Final recommendation language regarding exploration of year-long paid internships
 - a. Check in if there are other recommendations to explore mentoring and alternative certification pathways.
2. Recommendations for 10.58.312
 - a. (d) The State should investigate how to increase access of EPP students to paid onsite clinical residencies in diverse educational settings. Current EPP programs with existing pilot projects should collect data on implementation and effectiveness. This information should be shared across the state and lead to further investigation.
 - i. This is a broad recommendation, and this specific language would not be included in ARM.
 - ii. TF decided to table the vote on this suggestion until this meeting.
3. Should the TF be looking at what the current process and programs are offered now.
 - a. Possibly it would be more efficient to adjust the existing structure rather than creating something entirely new
 - d. Need Suggestions from field placement coordinators
 - i. What is the feasibility of a yearlong internship?
 - ii. What could be improved in the current program?
 - e. Task Force that OCHE has now
 - i. They are looking into an advanced student teaching experience that could be up to a yearlong.
 - ii. OCHE is also looking into paying student teachers during this time.
5. Where would funding come from for this?
 - a. The issue of funding is why the recommendation is broad.
 - b. Avoid creating an unfunded mandate
 - c. A change in legislative rules:
 - i. BOPE has to wait till the next legislative session to ask for money
 - ii. The legislature does not have to give funding
 - iii. Have up to five years to figure out how to implement and fund the program
6. Table this broad recommendation for now and come back to it after some more information is gathered
 - a. Go through this topic and clearly identify the major barriers and opportunities in this topic.
 - b. Gathering good data to help make more educated decisions
 - i. Data around passing rates of PRAXIS for student teachers state wide
 1. Where is MT effective and where is MT not effective?
 2. If they are staying in the profession or not
 3. Where they wind up
7. Is this a place a subgroup around this to gather ideas and data
 - a. What needs to be a change in rule vs a change in practice.
8. Teaching preservice teachers to be more proficient in assisted technology
 - a. Will create more time for pedagogy and content
 - b. Will help them be less overwhelmed.
9. If the TF can contribute and

- a. Stevie Schmitz will work with the council of Deans to provide generalized PRAXIS information as well as a summary of the different program outlines for student teaching.
 - i. Also have members of OCHIE that can speak to the data.
 - b. Allison Harmon will work with the OCHE Task Force about exploring the year long residency alongside the advanced student teaching experience.
 - i. Nathan Miller at the OPI could provide PRAXIS information in accreditation reports from EPPs.
4. Suggestions
- a. 10.58.312
 - i. Recommendation to add new (b) must allow a candidate to service in any district of the candidate's choice that is willing to partner in providing a clinical practice experience
 - 1. Being as effective as possible in recruiting and retaining teachers
 - 2. There is data that shows teachers are more likely to stay within the career field if they are in an area they have already established community and mentorship.
 - ii. Recommendation: unify the initial/basic and advanced program sections or at least these two subsections under one rule, as there is no substantive difference in the contents of 10.58.606 (Advanced Clinical Partnerships) and 10.58.312.
 - 1. Putting these in one place, not eliminating either
 - a. The repetition of language can make ARM more confusing
5. There is support for this language
- a. There is data that shows there are benefits for enabling students to teach in their hometowns.
6. For the benefit of EPPs it is important to remain consistent with CAEP
7. Are there times a candidate want to stay in their hometown but an EPP for some reason cannot allow it
- a. There are often requests for students to student teach in their hometown.
 - i. Some of the difficulties that come from this could be:
 - 1. Not enough supervision available supervision
 - 2. Not a good fit for mentor and students
 - 3. Possibly going back to a high school they recently graduated from
 - 4. Supervision can be difficult depending on location
 - ii. Benefits could include:
 - 1. Cheaper living costs as they are closer to home.
 - 2. Can be closer connected with the grow your own initiative.
8. Technology is used to the benefit and advantage throughout mentorship
9. This language is not to replace or force student teachers to go to their home ground.
- a. Language is intended to remove barriers rural candidates may experience
 - i. Really puts emphasis and enables grow your own initiatives to place students back into communities they are acclimated to and a part of.
10. Caution in this discussion.
- a. Where someone student teaches does not directly impact their success in the field.

- i. Candidates can student teach where they are able to be supervised by EPP then choose to apply for jobs in areas they wish to stay long term
 - ii. The goal of this TF should be to create quality teachers not quantity teachers.
 - iii. Putting a student teacher where they want to be, but cannot be supervised by EPP, could create more problems than it solves.
- 11. There are often not barriers to place students in rural communities.
 - a. EPPs are eager to place candidates there if that is what they want.

Lever Topic 2: Paid Internships

1. Determine Final recommendation language regarding exploration of yearlong paid internships
 - a. Check in if there are other recommendations to explore mentoring and alternative certification pathways.
2. Connections between classroom and real-world experience
3. Discussion around relevant ARM sections (10.58.312, 501, 605, 606, 610)
4. Utilizing the library to create a makers space to utilize community

Lever Topic 3

1. More robust observations and mentorship (how to extending time)
2. Discussion around relevant ARM sections (10.58.312 and 10.58.610)
3. There was no additional conversation around Lever Topic 3
 - a. This topic ties very strongly into the conversation around Lever topic 1
 - b. Discussion has already been done and need to wait for additional resources and research is done.

Lever Topic 4: Continuous improvement and desire for life-long learning and accountability to outcomes

1. In conducting Focus Groups for the OPI
 - a. Number of groups were very interested in the importance of supporting the desire for life-long learning
2. Continuous improvement is part of EPP and assessment on campuses
 - a. A big part of what is already being done.
3. The OPI has courses via the HUB
 - a. Can be used to encourage
 - i. Science
 - ii. Google classroom
 - iii. LAURIE courses (used in Australia)
4. This lever topic is an important part and possibly a gap in ARM currently
 - a. Important to dive into entry level standards for continuous improvement
5. Continuous improvement and a “desire” for learning and accountability to outcomes.
 - a. In coming out of an EPP, these standards are implemented already
 - b. Burnout is common in the teaching industry
 - i. Especially in the current education climate with the pandemic
 - ii. There is no additional room for more learning in a teacher’s cup
 - c. Teachers are often not treated like a professional
 - d. How can something like a desire for learning be mandated in ARM?

- i. EPPs are already doing everything they can to encourage learning
 - ii. Difficult to ask even more out of teachers
- 6. Should a teacher placement program be a part of this conversation?
 - a. These individuals are the base and core of the EPPs
 - b. Are doing a lot of the work and would know a lot of the answers.

Topics that the TF would like to explore?

- 7. Teaching students for the community they are in or teaching them for the real world?
- 8. Teaching IEFA practices for preservice educators
 - a. How to incorporate IEFA in ARMs
 - b. Learning to teach around traditional topics like the Medicine Wheel