

Chapter 58 Research and Review Task Force Meeting Minutes

Thursday, July 29, 2021

8:00 AM – 9:30 AM

Roll Call

Kieran O'Mara
Stevie Schmitz
Kirk Miller
Alison Harmon
Gail Staffanson
Gary Lusin
Jennifer Smith

Johnathan Eagle
Karie Orendorff
Lisa Schmidt
Lora Poser-Brown
Mary DuCharme
Susan Gregory
Nishala Silva

McCall Flynn
Sharyl Allen
Erich Stiefvater
Zach Hawkins
Tristen Belnap

Welcome

1. Review of Session Five Agenda
 - a. Welcome and Roll Call
 - b. Recap of July 22 meeting. ARM change recommendations.
 - c. Update on discussion and recommendation from 7/26 feedback group meeting.
 - d. Further discussion on ASL endorsement and SEL language in ARM:
 - i. Propose and vote on any possible change recommendations.
 - e. Discussion & recommendations for lever topic 2 ARM language and year-long internship recommendation.
 - f. Begin discussion on lever topic 3 as time allows
 - g. Next Steps and adjourn.

Recap of July 22

1. Feedback Group Recap
 - a. Need to be cognizant that EPP changes will not necessarily achieve the vision of the task force unless there is follow through in K-12 as well. Consistent educator evaluation important. EPAS roll out and support.
 - i. These recommendations will not happen if there is not equal effort.
 1. Administrators supporting educators
 - b. Inductions can be an important component of preparation beyond the EPP experience.
 - i. This hasn't been a part of the recent conversation in MT.
 - ii. It is a conversation that is being had in other states.
 - c. Eliminate the terms "learning styles" and "continuous improvement."
 - i. Replace with "personalized learning" and "continuous growth."
 - d. Not a lot of time to create entire subchapters by end of September.
 - e. The bulk of student teacher placements go to A and AA schools. It's hard to get rural school placements.

- f. Alignment between Ch. 58 and Ch. 55 is important to consider together in a continuous cycle.
- 2. Lever Topic 1:
 - a. Pedagogy and Content:
 - i. Where in the ARM might the TF address SEL?
 - ii. Should American Sign Language be a separate sub- chapter, under the umbrella of Other World Languages, or addressed some other way?
 - iii. Other recommendations around Lever Topic 1?

Update on Discussion and Recommendations from Feedback Group Meeting

- 1. 10.58.501 Teaching Standards:
 - a. Section (a): Insert language similar to: “and differentiate developmentally appropriate instruction for learners of all abilities based on evidence-based practice.
 - b. Section (b): add the word: “language.”
 - c. Section (I): ass the word: “language.”
 - d. Suggested to add sub-chapters around ESL and Indigenous Language Endorsement
 - e. Add a sub-chapter around ASL (at a later time?)
 - i. Needs to be considered as another language.
 - ii. What is the practicality of an endorsement by October?
 - iii. How does the MT endorsement process work?
 - 1. More info from Universities and OPI
 - 2. For ASL, ESL, and Indigenous Languages, how financially feasible is it?
 - f. Discussion on Indigenous Language:
 - i. MACIE wants to expand the opportunities for people to get Class 7 licensure and support people who already have Class 7 license and get them more professional development, i.e., conferences and trainings.
 - ii. Class 7 licensure is done through the tribes and each tribe has a different set of standards. Trying to create a more universal standard look on Class 7 licensure.
 - 1. Concerns over losing a large portion of indigenous language speakers.
 - 2. Offering more learning courses to students. Creating better opportunities for students.
 - g. University answers to previous sub-chapter questions:
 - i. Ch. 58 and standards are a “road map” to develop curriculum.
 - ii. Universities do not have the resources or capacity to develop own curriculum without this guidance.
 - iii. Endorsements give a reason to mandate curriculum.
 - iv. Proposals would need; a demand, resources available and capacity to offer proposed endorsements.
 - v. MSU has a professor that allows people to obtain Class 7 licensure.
 - h. EPP will need to decide on what they want to offer. Then, it will go onto to the Superintendent and then to BPE to become an official endorsement in the state of MT.
 - i. Is there a need in the market to develop an endorsement for ASL and Indigenous languages?
 - i. A need for ASL would be understood when offered as Other World Language.

- j. Are tribal colleges currently or intending to offer indigenous language as an elective in preparation?
 - i. Stone Child College Education Program Offers
 - 1. Look at website for the Associate's Strategy.
 - 2. Comes from an AnA grant.
 - ii. Concentration on maintaining what's left of each tribal language.
 - iii. Do Students pursuing Education degree not have to take the indigenous language degree?
 - 1. If students going after a Class 7 from the tribes want to maintain an adequate standing, they will have to take those language classes.
- k. Where are the requirements for the other endorsements listed in Ch. 58 subsection 500, and is this the most appropriate place to list them since not all endorsements are listed under here?
 - i. Comprehensive list of endorsements related to licensing found in Licensure itself.
 - ii. When not in 58, found in 57 in Licensing.
 - iii. All endorsements that EPPs can offer will be found in Ch. 58.

Further Discussion on ASL Endorsement and SEL Language in ARM

- 1. Clarification on whether the ASL would be for teaching other students like another foreign language class.
 - a. Ultimately up to the task force to decide what will be offered.
 - b. Intent is to add another language endorsement.
 - c. Offering regulation for ASL
- 2. Are universities recognizing ASL as a second language when they look at applicants? If an endorsement is offered to help students become fluent in ASL, will it help push universities to accept as a second language?
- 3. Early Learning students loved the ASL signs in the classroom. ASL offers easier form of communication for young developing minds.
- 4. Opportunity for public comment before vote
 - a. Public member Diane Fladmo voiced support in the addition of a subchapter around ASL
- 5. Make a recommendation to add an endorsement to add ASL Vote:

<ul style="list-style-type: none"> a. Mary: yes b. Gary: yes c. Lisa: yes d. Alison: yes e. Susan: yes f. Kiran: yes g. Gail: yes h. Nishala: yes 	<ul style="list-style-type: none"> i. Stevie: -- j. McCall: yes k. Kirk: -- l. Jennifer: yes m. Emily: yes n. Lora: yes o. Karie: yes
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Yay: 13 Unavailable: 2

- 6. Concern for continuity: No history background for people who will be picking up the process.

7. These recommendations will require the input of experts on these topics to write those endorsements.
8. Being mindful of the understanding that there is finite time and if this task force wishes to continue, that will be taken into consideration. With a recommendation to the Board of Public Education in September looking at the timeline.

Discussion of Lever topic 2

1. Addressing appropriate areas in the ARM to bring in SEL:
 - a. Pre-K General Education as an endorsement.
 - b. Section (c) could be an appropriate place to incorporate SEL.
 - i. Creating an environment in which the children feel seen, heard, and validated.
 - ii. Could offer classroom cohesion.
 - c. Section (h) could also be a good fit for SEL.
 - i. Concerns over whether relationship building could be considered an instructional strategy on paper.
 - d. Possible addition of a Section (m).
 - e. Section (l) suggestion
 - i. SEL was important for inclusion in specific classroom example.
 - f. Is the addition on SEL to one of the sub-sections going to open a “political can of worms” in today’s climate, are people to going to be upset if there are deliberately added non-academic elements?
 - i. That is the purpose of public comment in these processes and BPE then determines if it’s in the public’s interest or not.
 - ii. PAX already being implemented in schools that acts as an SEL.
 - iii. Children need to feel safe to have academic capacities.
 - iv. Decisions need to be made on what is best for the children.

Next Steps

1. Next week:
 - a. Make a decision regarding SEL.
 - i. Adding letter (m)
 - ii. Or incorporate it in one of the existing letters.
 - b. Bring suggestions of language to help make a recommendation that identifies the elements and components of SEL.