

## Chapter 58 Research and Review Task Force Meeting Minutes

Thursday, August 5, 2021

8:00 AM – 9:30 AM

### Roll Call

Ann Ewbank (Proxi for Alison Harmon)	Jennifer Smith	McCall Flynn
Kirk Miller	Jule Walker	Susan Gregory
Emily Dean	Karie Orendorff	Nishala Silva
Gail Staffanson	Kieran O'Mara	Zach Hawkins
Gary Lusin	Lisa Schmidt	Jacqueline Raphael
	Lora Poser-Brown	Tristen Belnap

### Recap of 7.29.21 meeting

1. Clarification of ASL intent and endorsement
  - a. So ASL can be taught not to only students that are hearing impaired
2. Discussion of how EPPs determine which endorsement areas to offer
  - a. Decisions are based on
    - i. The available faculty
    - ii. Content areas
    - iii. Market demand
3. Discussion of how tribal language endorsements might work
  - a. If endorsements are recommended, how would the EPP
    - i. Find language experts
    - ii. Deliver language content
4. Vote to recommend adding ASL as an endorsement area
5. Discussion of where to place SEL in ARM
6. Discussion of PAX implementation to meet SEL needs

### Continued discussion around placement of SEL in 10.58.501

1. Best place to address SEL in ARM
  - a. Language change recommendation to 10.58.501(c)
  - b. Language change recommendation to 10.58.501 (h)
  - c. SEL specific item added to 10.58.501 (m)
  - d. Other approach?
2. Suggestion to incorporate language in (g)
  - a. The view of this topic as a trustee might be different than others
    - i. Possibly make language suggestions for SEL in (g) or (m)
  - b. Current language in (g) is outdated
    - i. Suggestion would help address and update standards in (g)
      1. (g) Plan and implement evidence-based instruction, interviews, and extensions that support the diverse academic and social, emotional, and behavioral needs of all students.
        - a. The intent of this language is to capture SEL

- i. Includes all students
      - 1. The support a student may need can vary
  - c. This language could make the intent of (g) a lot clearer.
    - i. MSU is currently already incorporating a lot of these elements
      - 1. Freshman level child and adolescent development course
      - 2. Assessment through field experience
      - 3. Student teaching with collaboration with the Bozeman school district
        - a. The collaboration led to Professional Development for faculty in SEL
  - d. The addition of a standard would be a good suggestion
    - i. Suggestion to add language as suggested
      - 1. Demonstrate understanding and ability to integrate social and emotional learning (SEL) including self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
  - e. The ability to address intervention and academic needs of SEL is important
    - i. Becoming more specific may cause flexibility for districts to decrease.
    - ii. The first suggestion of language will allow school districts to meet the standard using a variety of skills
- 3. The suggestion for 10.58.501 (g) “Plan and implement evidence-based instruction, interviews, and extensions that support the diverse academic and social, emotional, and behavioral needs of all students” is to replace current language.
  - a. The current language in (g) is outdated
    - i. The suggestion for this language is what is needed for the current and future environment in education
- 4. Opportunity for public comment
  - a. No public comment given
- 5. Vote on the suggested change of language
  - a. 10.58.501 (g) “**Plan and implement evidence-based instruction, interviews, and extensions that support the diverse academic and social, emotional, and behavioral needs of all students**”
  - b. Kieran O’Mara Yes
  - c. Kirk Miller yes
  - d. Gary Lusin yes
  - e. Susan Gregory yes
  - f. Gail Staffanson yes
  - g. Emily Dean yes
  - h. Nishala Silva yes
  - i. Karie Orendorff yes
  - j. Lisa Schmidt yes
  - k. Lora Poser-Brown yes
  - l. Jennifer Smith yes
  - m. Ann Ewbank (Proxy for Alison Harmon) yes
  - n. McCall Flynn yes

**Discussion of lever topic 2**

- 1. Real world experiences
  - a. Alternative pathways
  - b. Connections between classroom and real-world experience
  - c. Discussion around relevant ARM sections
    - i. 10.58.312

- ii. 10.58.501
    - iii. 10.58.605
    - iv. 10.58.606
    - v. 10.58.610
  - d. Internship pilot program (recommendation??)
- 2. Potential language for a broad recommendation
  - a. 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.
- 3. Has there been conversation around who would pay for onsite residencies?
  - a. There have not been conversations around who would pay
    - i. If this were to be put into ARM, the BOPE would do the research before voting.
      - 1. The legislature would also review and vote on the fiscal impact.
- 4. MSUB is flooded with requests to take university students
  - a. School districts are the gatekeepers of field experience
  - b. Mandating a yearlong internship will not force districts to take students.
- 5. Something that was thought was in law is the idea that student teachers cannot be paid.
  - a. Research was done around if student teachers can be compensated
    - i. 24.101 states that student teachers have to be non-salaried
      - 1. Does not mean the student teacher cannot be compensated
      - 2. There are ways to comply with 24.101 while also compensating student teachers
      - 3. Inserting language to allow student teachers to be compensated as far as the law allows could be beneficial.
      - 4. Suggested language in 10.58.312 (d)
        - a. Preservice teachers are authorized to receive payment the extent allowed by law.
  - b. EPPs are guests in Montana P-12 schools. We get what we get in terms of clinical placements.
    - i. Cooperating teachers are paid \$250 for hosting a student teacher
      - 1. \$0.28 per hour
      - 2. This rate is set by the state
      - 3. Mentoring a teaching candidate in your classroom is extra work for teachers.
      - 4. If a district feels their teachers are overwhelmed with work
        - a. Do not have to host student teachers
      - 5. Mentoring teachers often participate out of a sense of duty to their profession
- 6. Would taking steps to thoroughly investigate the pros and cons of a yearlong internship would be the best way to approach this topic?
  - a. Does the TF address specific language?
  - b. Does the TF propose broad language?

7. Suggestion that the recommendation be made to conduct research and collect data to discover how a longer student teaching period would be successful.
  - a. There is current investigations how to complete a full year internship that is paid.
    - i. Would be uncomfortable creating rule around a yearlong internship right now.
8. Recommendation for language in 10.58.312 such as:
  - a. “preservice teachers are authorized to receive payment to the extent allowed by law”
9. MSU partnership with Belgrade school district
  - a. The partnership gave flexibility to pay preservice teachers as a paraprofessional.
    - i. This enabled them to be compensated while achieving their classroom practical experience.
  - b. Belgrade school district ultimately changed direction to have full time paraprofessionals, so the previous partnership was no longer an option.
  - c. This is something that could be considered in other school districts.
10. A yearlong internship
  - a. May draw interested students away from the profession
    - i. If there is not a clear guideline or suggestion for how the students could afford it.
11. What if a program was thought about with high school students?
  - a. Partnering with High schools to go into a teacher’s classroom to be mentored for a week
    - i. See the great and difficult parts of teaching before the student makes steps to go into the field.
12. Educators Rising in school districts
  - a. Would become the new future teachers of America
    - i. State could designate educators rising as a career and technical education organization
      1. Access of Perkins funds
  - b. Potential area for pilots to be evaluated.
  - c. Teachers tend to teach no more than 30 miles from where they grow up.
  - d. Educators rising is to promote becoming an educator as a career pathway
    - i. The State promotes career pathways
      1. Most recent is the health occupations that were developed throughout the State of Montana
      2. Getting an educator career pathway to be included in this effort could help students become excited for the possibilities around an educator pathway.
13. MSU partners with Opheim and Park High School to teach EDU 101 for dual credit.
  - a. Much of the work is going on
    - i. There needs to be connections made.
  - b. MSU will work with any district which wishes to teach EDU 101 for dual credit
    - i. Providing syllabus and support
14. Opportunity for public comment
15. Vote to recommend enabling language:
  - a. 10.58.312 (d) “Preservice teachers are authorized to receive payment to the extent allowed by law”

- i. Susan yes
- ii. Kirk yes
- iii. Gail yes
- iv. Kieran yes
- v. Emily yes
- vi. Nishala yes
- vii. Lisa yes

- viii. Lora yes
- ix. Karie yes
- x. Gary Yes
- xi. Jennifer yes
- xii. Ann yes
- xiii. McCall yes

16. Would the TF like to explore the options for a yearlong internship?

a. Make the broad recommendation

- i. 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.

1. Include mentoring

b. Tabled until next meeting