

Ch. 58 Feedback Group Minutes

Agenda
July 26, 2021
8:00 a.m.

Roll Call

Tena Versland
Sarah Pennington
Megan Chilson
Estee Aiken

Erin Lipkind
Ann Ewbank
Andrea Lawrence
Jacqueline Raphael

Zach Hawkins
Tristen Belnap

Welcome and Introductions

1. Who is on the Chapter 58 Task Force?
 - a. Jennifer Smith – MACIE Chairperson
 - b. Lisa Schmidt – Business in agriculture and parent
 - c. Gary Lusin – Bozeman School District Trustee
 - d. Curtis Smedy – Professor
 - e. Barbara Frank – Elementary School Principal
 - f. Mary DuCharme – School occupational therapist, foster parent, assistive technology professional
 - g. Kirk Miller – Executive Director, School Administrators of Montana
 - h. Gail Staffanson – Richland County Superintendent of Schools
 - i. Emily Dean – Director of Advocacy, Montana School Boards Association
 - j. Dr. Stephanie “Stevie” Schmitz – Director of Education
 - k. Lora Poser-Brown – School library media specialist
 - l. Shaundel Krumheuer – Tech Integration Specialist & Librarian
 - m. Kieran O’Mara – Elementary school teacher librarian
 - n. Susan Gregory – University Professor
 - o. Karie Orendorff – Assistant Professor at Montana State University
 - p. Nishala Silva – Assessment, Accreditation, and Data Coordinator
 - q. Alison Harmon – DEAN, College of Education Health and Human Development
2. Seven TF meetings to date
3. Focus groups were conducted by the region 17 Comprehensive center.
 - a. To help inform the changes the TF might recommend.
 - b. Talked with groups from MT:
 - i. Students
 - ii. Principals
 - iii. District personnel
 - iv. Teacher preparation Faculty
 - v. Student Teachers
 - vi. School board members
 - vii. Community and business representatives
4. Conversations are focused around six broad lever topics
 - a. Pedagogy and content

- b. Real world experiences
 - c. More robust observations and mentorship
 - d. Continuous improvement and lifelong learning
 - e. Relationships
 - f. Appropriate technical skills and knowledge
5. What is the meaning of technical skills and knowledge?
- a. COVID has shifted some of the standards
 - i. Especially with remote learning
 - 1. Probably here to stay
 - b. What is necessary in an EPP to help set candidates up for success with these technological challenges.

Overview of Task Force meetings

1. Task Force Discussion and Themes
- a. How to differentiate the learning experience: Equality of educational opportunities. More active learning, personalized/individualized learning.
 - i. A lot of content and pedagogy discussion
 - 1. A really good understanding of how to provide an equal opportunity to all students no matter the students:
 - a. Background
 - b. Social Emotional Needs
 - c. Any other unique situations
 - ii. Especially in the secondary level, incorporating more active learning.
 - 1. Will meet students abilities
 - b. Technological proficiencies: Ensuring candidates are suited for the evolving technological landscape in education.
 - i. What is the educational landscape going to be like in the future?
 - 1. How can we prepare?
 - 2. What remote possibilities will be available or should be available.
 - c. Increasing classroom experience: providing more opportunities for in-school and classroom experience in EPP programs. Year long internships. More diverse settings.
 - i. Year long internships may be a recommendation in either:
 - 1. Specifically in the ARM
 - 2. Or as a broad recommendation to be incorporated
 - ii. Recommendation for a pilot program
 - iii. Creating more diverse experiences in EPP
 - 1. Possible to get students in more rural schools as part of an EPP
 - d. What is necessary to ensure continuous improvement?
 - i. What does continuous improvement really mean?
 - ii. What does it look like?
 - iii. What would the outcome look like to know an educator is engaged in continuous improvement?
 - e. Classroom content knowledge versus integration of college and career readiness standards.

- i. How can language be incorporated into ARM?
 - 1. Are educators only teaching:
 - a. History
 - b. Science
 - c. Art
 - 2. Is an educator helping to connect how a student can use what they are learning in their life and future career?
 - f. Developing relationships with students, parents, and the community at large.
 - i. Fostering positive relationships
 - 1. Helps the student become a contributing and respected member of their community.
2. Promotion of a yearlong internship:
 - a. Very difficult to find placement for students
 - b. Writing chapter 58 and implementing the rule are very different.
 - i. What would the implementation of a year long internship?
 - ii. Bringing groups together to create seamless process is difficult:
 - 1. School Boards
 - 2. EPP
 - 3. SEAs
 - 4. LEAs
 - a. What conversations are being had for the roll out with each organization?
 - iii. In the TF, it is all in the conversation stage.
 - 1. A year long student teaching requirement would be rolled out to the best of OPI's ability.
 - 2. The TF is aware of all the moving pieces and how to make them fit together.
 - a. The recommendation may be more exploration of the program.
 - 3. The Superintendent is who ultimately has the choice to recommend to the BOPE or not.
 - 4. The BOPE will then vote.
 - a. Fiscal impact will also be considered.
 - c. Rural schools have a very hard time placing students.
 - i. Larger school districts have an easier time.
 - d. The Distance to schools could also be a challenge
 - i. Many candidates tend to be young
 - 1. Possibly not comfortable to drive or have the necessary tools to drive a distance.
3. The use of the Term Learning Styles
 - a. There is no data that supports the claim that students have different learning styles.
4. Underlying idea of:
 - a. Differentiated personalized learning
 - b. Ensuring candidates are candidates are suited for the technological landscape in education.

- i. is there a plan to change the evaluation process to judge if this learning is happening in schools?
 - 1. Will just having a language change in ARM actually implement change in the field?
 - 2. There may need to be some sort of support for these topics.
- 5. There was a roll out for an evaluation in 2014
 - a. Schools are supposed to be using EPAS
 - i. Training did not follow and is not used well.
 - b. On the Western side of MT
 - i. EPAS was rolled out well.
 - 1. Training was not consistent
- 6. The induction processes
 - a. Mandated that there is induction
 - b. Has not been talked about and revised in years.
 - i. If MT wants continuous improvement
 - 1. How is this fostered?
 - 2. Students that have an induction are much more likely to be successful.
 - c. How are retaining teachers?
 - i. Starting from the ground up consistently is very tasking on the workforce.

Task Force Recommendations

- 1. These recommendations were voted on Thursday 7.22.21:
 - a. 10.58.501: change part (a) to include developmentally appropriate instruction and evidence based best practices; change parts (b) and (l) to include Native languages
 - i. It is not the intent of TF to expect candidates to be fluent in all native American languages
 - 1. If they have more background, they will be more culturally responsive in reservation school communities.
 - a. Basic language fluency (greetings and short common phrases)
 - b. An understanding of the importance of the language in those communities
 - b. Add Subchapter to include English as a Second Language (ESL)
 - c. Add subchapter to include Indigenous Language Endorsements
 - i. The current process for these endorsements is done through the reservations.
 - ii. No EPP currently have a tribal language program but maybe the tribal colleges would be willing to partner with EPP.
- 2. TF discussed adding a subchapter around American Sign Language (ASL) and Exact Sign Language (ESL)
 - a. The suggested recommendation for TF was to add Subchapter to include an ASL/ ESL teaching endorsement
- 3. This process does feel fast.
 - a. To do this with the extensive research and completeness to include ESL endorsement subchapters.
- 4. There needs to be alignment with Chapters 58 and 55

- a. Sign language is not something teachers can teach in Ch55
- b. There needs to be alignment to make these ideas happen.

Closing

1. TF Next Steps
 - a. Continued discussion around SEL and ESL. Consideration of subchapter for American Sign Language
 - b. Further discussion regarding lever topic 2 (real world experiences). Potential vote on recommendation for year long internships.
 - c. Begin discussion of lever topic 3 (more robust observations and mentorships)
 - i. How do we find those mentors?
2. TF can recommend a pilot program for a year long internship.
3. TF has two deliverable options.
 - a. Either recommend a broad idea
 - b. Deliver specific language changes to ARM