

Ch. 58 Feedback Group Summary

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

An overview of the Task Force (TF) members and some of the resources being used by the Task Force were presented to the Feedback Group (FBG) first. The TF has been using a report and data collected by the Region 17 Comprehensive Center to guide their conversation. Six broad lever topics were developed to help categorize changes. Those lever topics include pedagogy and content, real world experiences, more robust observations and mentorship, continuous improvement and lifelong learning, relationships, and appropriate technical skills and knowledge.

The Facilitators reviewed some of the TF's meeting discussions and themes with the FBG. The TF has focused on creating a good understanding of how to provide equal opportunity to all students no matter the students background, Social Emotional Needs, or other unique situations. The TF wants to think through what the future educational landscape could look like in the future and how they can help prepare for future possibilities. The topic of year long internships has been a common discussion for the TF. The specifics of the internship have yet to be decided in any form as there are many pros and cons to weigh as the TF discusses the topic. Working with rural schools and the reservations to create diverse experiences for student teachers has been a large item of conversation for the TF. Continuous improvement, what that looks like, and what the outcome would look like as an educator is an important topic to the TF. The TF also has discussed the possible inclusion of language that would help identify classroom content knowledge versus the integration of college and career readiness standards. The last big theme throughout the TF discussions is the development of relationships with students, parents, and the community at large. The TF feels that fostering positive relationships helps students become a successful, respected, contributing member of their communities.

The FBG gave their input on the year long internship. The first concern was around the implementation of such an internship. Rural school superintendents have difficulty placing their candidates compared to higher populated areas of MT. The successful implementation across all the groups in the educational realm, such as school boards, EPP, SEAs, and LEAS could be very difficult. The challenge of the distance between schools in MT was also addressed. Many student teacher candidates are young and may not be comfortable or have the resources to drive long distances, especially in the winter months.

The facilitators reviewed the recommendations the TF have made to the Superintendent of Public Instruction. In ARM 10.58.501, changes to part (a) to include developmentally appropriate instruction and evidence based best practices; change parts (b) and (l) to include Native Languages. The Addition of a subchapter to include English as a Second Language (ESL) and a subchapter to include Indigenous Language Endorsements. There is current discussion in the TF around if the recommendation of incorporating American Sign Language (ASL) and Exact Sign Language (ESL) are items they would like to present to the Superintendent.

The FBG did voice the concern around the addition of subchapters as it feels fast for the OPI to adequately write the subchapter in time to present to the Board of Public Education by September. The point was brought up that there needs to be alignment between both chapters 58 and 55 to ensure recommendations around the topics of ASL and ESL are done well.