

Chapter 58 Research and Review Task Force Meeting Summary

Thursday, July 1, 2021

8:00 AM – 9:30 AM

Guiding questions were introduced to the group to help the conversation flow around articles that were given as homework the previous week. These questions included: what did the articles make you think about, what partnerships or programs are working for other states, how might a year-long residency in Montana work best, what do we want to include/revise in 58 to ensure a hands-on experience in diverse settings for candidates, and how can we extend and enhance observations and mentoring in 58?

The group began by discussing the financial burden on students during a year long residency. There are states giving stipends out to students in residency for a year. The question was brought up if a stipend of \$2,000 - \$12,000 is enough to help the students cost of living during that time. The difficulty in finding mentors for this length of time in Montana's current situation.

Questions leading conversation around if the residency time would replace an internship, or if it would be an additional requirement arose. The same points around financial burden for students, especially the nontraditional students throughout Montana, were shared. It would be difficult for a student to have no income for an entire year. It would also be difficult to provide the necessary financial incentive for mentors to take on the workload.

Pilot programs were mentioned on several occasions to help ensure rules and processes are created in a realistic manner. An experience was shared about a task force in Billings, MT where research was conducted on a yearlong student teaching program. The hope of the program would be that higher classroom time would better prepare student teachers to be on their own. The obstacles were discovered to be more difficult than anticipated. Some of the obstacles mentioned included: costs to the students and schools, lack of mentors, endorsement obligations for students, and the length of the program. The comment was made that Montana needs teachers now, not five years from now.

The financial burden of developing a program like this must be either hefted by the state or the students. If the state took on the costs, it would be found to have a substantial impact on the population the rule would affect and therefore would have to go through the next legislative session to develop revenue and the appropriate funding. This would take about two years to accomplish.

The question around hands-on diverse experience was addressed next. There are currently roadblocks making it difficult for students to get diverse experience. Rural Montana has a high need for teachers. The group discussed some of the difficulties rural schools are experiencing and how local control of schools is lifting most of the burden. The group agreed that addressing these problems will help effect positive change by creating better practitioners and better serving all Montana students.