

Chapter 58 Research and Review Task Force Meeting Summary

Thursday, July 15, 2021

8:00 AM – 9:30 AM

The Task Force began the meeting by discussing the deliverables, timeline, and process for getting updates and recommendations to the Superintendent of the Office of Public Instruction. The first round of recommendations will need to be presented to the Superintendent at the very latest, August 5th, 2021. The Task Force can send recommendations with specific language changes as well as more general concepts they would like to be added into the chapter.

The first big lever topic discussed in the Task Force is based around Pedagogy and Content. Lever topic one focuses on culturally responsive teaching and Indian Education for All, differentiated instruction, trauma informed instruction and social emotional learning, and world languages to directly identify specific tribal languages.

The Task Force discussed tribal languages in schools. Most tribal students are unable to speak their native language. ARM language in chapter 57 hints that ELA's institute their own language standards but there is now an opportunity for a new level of engagement between the Office of Public Instruction and Tribal schools. The Task force discussed and came to consensus that they would like to continue thinking on adding subchapters around ELAs and Indigenous language endorsements.

Classroom culture challenges was also a large topic during the meeting. The challenges of classroom culture affect teachers, students, parents, and the community. There is not much language in chapter 58 focusing on community building within classrooms. Students learn better in an environment where they feel safe, seen, heard, and respected.

The group came to consensus that they would like to vote on recommendations made in 10.58.501 at the beginning of the following meeting. The items they will be voting on include the addition of the word "language" in 10.58501 (b) and (l), the addition of the sentence "and differentiate developmentally appropriate instruction for learners of all abilities based on evidence-based practice" in (a), and the development of subchapters around ESL and indigenous language. The group would also like to incorporate the Danielson Model into the subchapter.