MONTANA OFFICE OF PUBLIC INSTRUCTION

ACCREDITATION
PROFICIENCY–BASED LEARNING MODEL

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TODAY'S FOCUS

Objective: Examine district responsibilities under ARM 10.55.603 (1, 4c, d)

- Proficiency-Based Learning Models

- Curriculum Review and Alignment to Content Standards

- Inclusion of American Indians' Culturally Relevant Instructional Materials and Resources

ADMINISTRATIVE RULE

Objective: Examine district responsibilities under ARM 10.55.603 (1, 4c, d)

- Understanding and Implementing Administrative Rule of Montana, 10.55.603 (1, 4c, d)
    - **(1)** Local school districts shall **develop and implement a proficiency-based learning model** that includes curriculum aligned to all content standards and appropriate learning progressions.

    - **(4)** For content standards in all program areas pursuant to the requirements of ARM 10.55.602, school districts shall:
        - **(c) review** materials and resources necessary for implementation of the curriculum and assessment at least **every five years**, or consistent with the **state's standards revision schedule** that are consistent with the goals of the *integrated strategic action plan* pursuant to ARM 10.55.601; and

        - **(d)** review curricula and **instructional materials and resources** to ensure the inclusion of the distinct and unique cultural heritages and contemporary portrayal of **American Indians.**

INTEGRATED STRATEGIC ACTION PLAN

*"Does the district have an **implemented proficiency-based learning model** that was cooperatively developed and has evidence that there is a process to review the curriculum to ensure the inclusion of the distinct and unique cultural heritages and contemporary portrayal of American Indians and has a schedule for revising curriculum standards at least every five years or consistent with the state's standards revision schedule?*

Key Requirements:

- Cooperatively developed with educators, administrators, and community stakeholders
- Documented process for reviewing curriculum, instructional materials, and resources to ensure the inclusion of the distinct and unique cultural heritages and contemporary portrayal of American Indians
- Schedule for revising curriculum standards every 5 years or consistent with the state revision schedule

Standard: General Provisions – Proficiency-Based Learning Model

M. Curriculum	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
Guiding Question: Does the district have an implemented proficiency-based learning model that was cooperatively developed and has evidence that there is a process to review the curriculum to ensure the inclusion of the distinct and unique cultural heritages and contemporary portrayal of American Indians and has a schedule for revising curriculum standards at least every five years or consistent with the state's standards revision schedule? (ARM 10.55.603(1, 4c, d))	☐ District has no evidence of a cooperatively developed and implemented proficiency-based learning model	**The district provided evidence:** ☐ A cooperatively developed and implemented proficiency-based learning model	**The district provided evidence:** ☐ A cooperatively developed and implemented proficiency-based learning model **AND** ☐ A process for reviewing curriculum, instructional materials, and resources to ensure the inclusion of the distinct and unique cultural heritages and contemporary portrayal of American Indians in the curriculum	**The district provided evidence of:** ☐ A cooperatively developed and implemented proficiency-based learning model **AND** ☐ A process for reviewing curriculum, instructional materials, and resources to ensure the inclusion of the distinct and unique cultural heritages and contemporary portrayal of American Indians in the curriculum **AND** ☐ A schedule for revising curriculum standards at least every five years or consistent with the state's standards revision schedule

DEFINITIONS

"Assessment" means the gathering, organizing, and evaluation of information about student learning progression, growth, and proficiency in order to monitor and measure the effectiveness of the instructional program.

"Proficiency-based learning" means systems of instruction, assessment, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills as outlined in the state content standards.

"Learning Model" means the learning experiences students engage in and teachers facilitate that are aligned to the desired attributes of the graduate profile

"Student growth" means changes in student learning as measured from one point in time to another as determined by state or local measures, or both. The federal accountability system uses a growth model to demonstrate student learning across time as measured by statewide assessments.

DEFINITIONS

"Learning progression" means the specific performance expectations in each content area and grade level or grade band from kindergarten through grade 12.

"Proficient" means that a student demonstrated a level of knowledge and skills that are expected to be learned signaling that a student is well prepared to progress on the learning continuum aligned to the content standards, learning progressions, and necessary readiness skills.

"Measure" means a way to assess the level of proficiency on a performance indicator aligned to the district graduate profile

PROFICIENCY-BASED LEARNING MODELS

Key components of proficiency-based learning models include but are not limited to:

- **Clear Learning Outcomes:** Defined and measurable learning standards that articulate what students need to know and demonstrate at each proficiency level.

- **Mastery-Based Progression:** Students advance only after demonstrating mastery of specific skills or knowledge, regardless of time spent in class or age.

- **Personalized Learning:** Instruction tailored to individual student needs, allowing them to progress at their own pace.

- **Continuous Assessment:** Regular and varied assessments (formative and summative) focused on demonstrating learning rather than traditional grades.

- **Targeted Support:** Interventions and resources to address learning gaps, ensuring all students have opportunities to succeed.

- **Flexible Pacing:** Schedules that adapt to the learning speed of each student, enabling deep understanding without the constraints of rigid timelines.

PROFICIENCY-BASED LEARNING MODELS

Key components continued:

- **Transparency:** Students, families, and educators understand expectations, progress metrics, and what mastery looks like at every stage.

- **Equity Focus:** Systems designed to ensure that all students, regardless of background or ability, can meet high academic standards.

- **Student Ownership:** Opportunities for students to take responsibility for their learning through goal-setting, reflection, and self-assessment.

- **Competency-Aligned Instruction:** Curriculum, teaching methods, and resources aligned to the defined competencies or standards.

- **Collaboration and Stakeholder Engagement:** Input and buy-in from educators, administrators, students, and community members in developing and refining the model.

PROFICIENCY-BASED LEARNING MODELS

Types of Evidence

- **SAMPLE EVIDENCE MAY INCLUDE** A single document may include all of the criteria/sample evidence needed to receive a regular (4) score.

- **Developed Assessment Plan Sample Evidence May Include** – plan district has developed

- **Progression, Growth, and Proficiency Sample Evidence May Include** – NOT STUDENT PERFORMANCE DATA – tools **AND/OR** reports **AND/OR** systems that track if progression, growth and proficiency is taking place (Elementary and Middle Schools – Review evidence of **_tools_** submitted for Student Performance Rubrics A & B from Part 1)

- **More than 1 Measure of Student Progress Sample Evidence May Include** – common assessments **AND/OR** ongoing assessments **AND/OR** teacher-made assessments **AND/OR** district assessments **AND/OR** state assessments **AND/OR** teaching strategies (formative assessments)

PROFICIENCY-BASED LEARNING MODELS

Discussion:

- *What examples of evidence demonstrate that learning outcomes are clearly defined, measurable, and accessible to all students?*

- *How do you document that students only advance after demonstrating mastery of essential skills or knowledge?*

- *What evidence shows that learning experiences are personalized to meet individual student needs and pacing?*

- *How can you demonstrate that targeted support or flexible pacing effectively helps students achieve proficiency?*

PROFICIENCY-BASED LEARNING MODELS

- ***Key Reflection Questions for Districts***
- ***1.*** *How does our current system ensure that learning outcomes are clearly defined, measurable, and aligned with mastery-based progression rather than seat time or age?*

- ***2.*** *What strategies and instructional practices are in place to ensure students demonstrate mastery of content before advancing to more complex material?*

- ***3.*** *How are we personalizing learning experiences to accommodate individual student paces while maintaining high academic expectations and rigor?*

- ***4.*** *In what ways are continuous assessments integrated into our system to accurately measure student progress and inform instruction, promoting accountability and deeper understanding?*

- ***5.*** *How are educators, administrators, and community stakeholders collaboratively involved in the development, implementation, and ongoing refinement of our proficiency-based learning model?*

CURRICULUM ALIGNMENT

- (4) For content standards in all program areas pursuant to the requirements of ARM 10.55.602, school districts shall:
  - (c) review materials and resources necessary for implementation of the curriculum and assessment at least every five years, or consistent with the state's standards revision schedule that are consistent with the goals of the integrated strategic action plan pursuant to ARM 10.55.601; and

MONTANA CONTENT STANDARDS REVISIONS 2022-2026

OFFICE OF PUBLIC INSTRUCTION — A+ — ELSIE ARNTZEN, STATE SUPERINTENDENT

CONTENT STANDARD AREA	2022	2023	2024	2025	2026
English Language Proficiency		Research and Review / Revisions / Negotiated Rulemaking	Board of Public Ed Adoption Process / Professional Learning on New Standards	Districts Implement July 2025	
World Languages		Research and Review / Revisions / Negotiated Rulemaking	Board of Public Ed Adoption Process	Professional Learning on New Standards	Districts Implement July 2026
Mathematics	Research and Review / Revisions	Negotiated Rulemaking / Board of Public Ed Adoption Process	Professional Learning on New Standards		Districts Implement July 2026
English Language Arts & Literacy			Research and Review / Revisions / Negotiated Rulemaking	Board of Public Ed Adoption Process / Professional Learning on New Standards	Districts Implement July 2026

Content Standards Revisions schedules are determined by the Montana Board of Public Education and are subject to change.

CONSIDERATIONS FOR CURRICULUM ALIGNMENT:

Content Standards Currently in Revision:

- **English Language Proficiency Standards:**
  - Aligned with WIDA Framework for English Language Proficiency
  - No change from previous set of standards
  - Implementation July 2025

STANDARDS REVISION INFORMATION

- **World Languages Standards:**
  - First update since 1999
  - Aligned with American Council of Foreign Languages (ACTFL) and intentional integration of Indian Education For All (IEFA)
  - Implementation July 2026

- **Math Content Standards**
  - K–8 standards are largely aligned to 2011 CCSS standards, emphasizing early numeracy and strategic integration of IEFA. Rewrite of the K–12 Mathematical Practices
  - Significant overhaul of 9-12 standards, focusing on essential standards for mathematical proficiency at graduation
  - Curriculum mapping and resource review needed for alignment with revised standards
  - Implementation July 2026

- **English Language Arts and Literacy Content Standards**
  - First update since the 2011 Common Core State Standards Alignment
  - Current Implementation July 2026, potential to be postponed to July 2027

CURRICULUM ALIGNMENT

- **Alignment with Evolving Standards:** Ensures curriculum stays current with updated state standards and research-based best practices.

- **Support for High-Quality Instruction:** Provides educators with updated tools to deliver effective instruction and assessments aligned with student needs.

- **Responsiveness to Student Needs and Equity:** Reflects changing student needs, incorporating diverse cultural perspectives and ensuring accessibility for all learners.

- **Strategic Goal Alignment:** Aligns curriculum with the district's integrated strategic action plan, promoting cohesive and targeted educational priorities.

- **Innovation and Modernization:** Fosters the adoption of new tools, technologies, and methods to improve student engagement and outcomes.

- **Proactive Curriculum Management:** Establishes a routine review cycle to avoid reactive overhauls and promote continuous improvement.

CURRICULUM ALIGNMENT – IEFA

Key Considerations for ARM 10.55.603(d): review curricula and instructional materials and resources to ensure the inclusion of the distinct and unique cultural heritages and contemporary portrayal of American Indians.

- **Cultural Representation:** Review curricula for inclusion of American Indian heritage and contemporary contributions.

- **Collaboration and Input**: Engage Local Tribes, IEFA Team, educators, and cultural experts to guide updates.

- **Curriculum Integration:** Incorporate American Indian content across subjects; *audit* current implementation against standards to address gaps.

- **Internal Review Process:** Establish a regular schedule for curriculum review and revision that includes IEFA components.

- **Educator Support:** Provide training and resources for accurate and respectful instruction for implementation of the curricula.

- **Equity Focus:** Avoid stereotypes; promote balanced, authentic portrayals of American Indian cultures.

- **Publisher Limitations:** Recognize that most publishers do not embed IEFA, requiring additional review and supplementation of materials.

CURRICULUM ALIGNMENT

Considerations for Curriculum Alignment:

- **Timeliness**: Ensure revisions are completed on schedule, either every five years or in alignment with state updates.

- **Alignment**: Maintain consistency between district curriculum, state standards, inclusion of American Indians, and the integrated strategic action plan.

- **Accountability**: Clearly define roles and responsibilities for those involved in the review and update process.

- **Stakeholder Engagement**: Actively involve educators, administrators, and community members to gather diverse perspectives.

- **Documentation**: Keep detailed records of all revisions, meetings, and updates to ensure transparency and compliance.

CURRICULUM ALIGNMENT

Evidence Checklist for Schools

1. Curriculum Alignment and Updates
- ☐ Documentation of curriculum aligned with current state standards and IEFA initiatives.
- ☐ Published revision timelines and records of completed updates.

2. Support for Instruction and Inclusion
- ☐ Updated instructional resources and assessment tools reflecting diverse and inclusive practices.
- ☐ Evidence of professional development on new materials and strategies.

3. Strategic Alignment with District Goals
- ☐ Integrated strategic action plan showing curriculum alignment with district priorities.
- ☐ Records of collaboration between stakeholders during the review process.

4. Proactive Review Process
- ☐ District-wide curriculum review calendar aligned with state schedules.
- ☐ Documentation of review meetings, outcomes, and updates implemented.

What else could be utilized as evidence to demonstrate efforts toward curriculum alignment?

- ***Key Reflection Questions for Districts***

- *1. How does our current system ensure that learning outcomes are clearly defined, measurable, and aligned with mastery-based progression rather than seat time or age?*

- *2. What strategies and instructional practices are in place to ensure students demonstrate mastery of content before advancing to more complex material?*

- *3. How are we personalizing learning experiences to accommodate individual student paces while maintaining high academic expectations and rigor?*

- *4. in what ways are continuous assessments integrated into our system to accurately measure student progress and inform instruction, promoting accountability and deeper understanding?*

- *5. How are educators, administrators, and community stakeholders collaboratively involved in the development, implementation, and ongoing refinement of our proficiency-based learning model? What professional learning is needed?*

QUESTIONS?

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