

Sample Accreditation Template

The Assurance Standards scores will be tabulated using the 2023-2024 Assurance scores (Part 1) plus the 2024-2025 Assurance scores (Part 2). Improvements to the 2023-2024 scores can be made by re-submitting the individual areas the district chooses for improvement or required by a corrective plan. Please do not resubmit the entire 2023-2024 process documents. Assurance Rubric C will not be rescored for the 2024-2025 accreditation process.

L. Integrated Strategic Action Plan - Graduate Profile - (District)

Questions:

- The district provided evidence of:
 - Completed graduate profile
 - Publicly available graduate profile
 - Meaningful stakeholder input and feedback used to create the graduate profile
 - Specific steps to achieve the graduate profile

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M. General Provisions – Proficiency-Based Learning Model - Curriculum (District)

Questions:

- The district provided evidence of:
 - A cooperatively developed and implemented proficiency-based learning model
 - 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
 - A schedule for revising curriculum standards at least every five years or consistent with the state's standards revision schedule

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N. General Provisions – Proficiency-Based Learning Model - Assessment (District)

Question:

- The district provided evidence of an assessment plan that:
 - Is developed and will be implemented within two years
 - Details progression, growth, and proficiency
 - Uses **more than 1** measure and method to assess student growth and proficiency in content standards and content-specific grade-level or grade-band learning progressions in all program areas

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O. School Leadership - Educator Effectiveness - Professional Development Plan - (District)

Questions:

1. The district provided evidence of a professional development plan that:
 - Is developed and available to employees and the public
 - The development and evaluation was conducted by an advisory committee composed of a majority of teachers
 - Assures that the professional development covers all areas [10.55.714\(1\)\(a-n\)](#)

Professional Development Plan Addresses all Components in 10.55.714(1)(a-n)	YES/NO
<i>EACH COMPONENT NEEDS TO BE ASSURED TO RECEIVE FULL CREDIT</i>	
(a) shall be aligned with the district graduate profile and educational goals outlined in the district-integrated strategic action plan described in ARM 10.55.601	
(b) shall be provided to address safety, well-being, and mental health of students and staff	
(c) focuses on teachers as central to student learning and includes all other members of the school community	
(d) focuses on individual, collegial, and organizational learning, reflection, and growth	
(e) respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community by incorporating active learning and adult learning theory	
(f) reflects research and demonstrates models of effective practice in teaching, learning, and leadership	
(g) enables teachers to develop further experience in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards;	
(h) offers opportunities for feedback and reflection	
(i) is ongoing and sustained	
(j) is planned collaboratively by those who will participate in and facilitate that development	
(k) requires substantial time, other resources, and where practical provides coaching and expert support	
(l) is job-embedded to encourage teachers to meet, share, collaborate, and grow their practice	
(m) is driven by a coherent long-term plan	
(n) is evaluated on the impact of professional development on teacher effectiveness and student learning, and the results of this assessment guides subsequent professional development	

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P. School Leadership - Educator Effectiveness - Mentorship & Induction - (District)

Questions:

1. The district provided evidence of:
 - A mentorship and induction program for initial and incoming educators
 - The implementation of the mentorship and induction program if new teachers have been hired
 - (N/A for districts that do not have incoming teachers)
 - Assuring the program covers all the areas in [10.55.723 \(1 \(a-e\)\)](#)

Mentorship and Induction Program Addresses all Components in 10.55.723 (1 (a-e))	YES/NO
<i>EACH COMPONENT NEEDS TO BE ASSURED TO RECEIVE FULL CREDIT</i>	
(a) is research-based to ensure inclusion of high-impact professional learning strategies	
(b) is implemented to assist initial licensed and incoming educators in meeting teaching standards embedded in the district evaluation framework outlined in ARM 10.55.724	
(c) supports initial licensed and incoming teachers' planning, implementation, and assessment of instruction aligned to the program area and content standards and content-specific learning progressions	
(d) supports initial licensed and incoming teachers to establish and maintain a positive classroom climate	
(e) encourages continuous learning, reflection, and growth	

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Q. School Leadership - Educator Effectiveness - Evaluation - (District)

Questions:

1. The district provided evidence of:
 - An evaluation instrument
 - A process for the completion of periodic written evaluations of all regularly employed instructional personnel who are under written contract

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R. Educational Opportunity - School Climate - (District)

Questions:

1. The district provided evidence of:
 - Measuring school climate through a valid and reliable tool to understand student, staff, family, and community perceptions
 - A description or evidence of how they are using the results of school climate data to make data-driven decisions about programs and practices that could improve school climate
 - Assuring school policies, procedures, and rules address all areas in [10.55.801\(1\)](#)

Addresses all areas in 10.55.801(1)(a-h)	Yes/No
<i>EACH COMPONENT NEEDS TO BE ASSURED TO RECEIVE FULL CREDIT</i>	
(a) develop policies, procedures, and rules that respect the rights of all learners, promote an awareness of and concern for the well-being of others, and address bullying, intimidation, and harassment of students and school personnel;	
(b) create teaching and learning conditions that meet the district's educational goals and recruit and maintain a quality staff;	
(c) offer programs and services which, in content and presentation, endeavor to be free of stereotyping in terms of Article II, Section IV of the Montana Constitution and federal law with prejudice toward none;	
(d) provide programs and services that meet the needs of students which the school has identified as at-risk;	
(e) inform students, parents, families, and guardians of the school's expectations and of students' rights and responsibilities;	
(f) encourage students to take responsibility for their education, including preparing for and participating in class and school activities, taking full advantage of learning services provided, helping design their educational goals, and conducting themselves respectfully and appropriately;	
(g) encourage the active involvement of parents, families, and guardians in their children's education and in their school;	
(h) provide opportunities for parents, families, guardians, educators, and members of the community to take active roles in developing and reviewing district and school educational goals	

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