Montana
Office of Public Instruction

Summer Institute

June 19, 2024

Office of Public Instruction Staff
Helena, MT

Agenda

❏ Welcome

❏ Year 2 Criteria

❏ Review Remaining ISAP Areas-

❏ Next Steps

❏ Questions/ Comments

Putting Montana Students First A⁺

Welcome/Introductions

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Putting Montana Students First A+

Year 2- SY2024-25

ISAP Components	Assurance Standards	Student Performance Standards
Remaining Areas: ● Graduate Profile-finalized plan ● Educator Effectiveness ● Academic Programming ● Proficiency-Based Learning Model ● School Climate	**General Assurances:** ● School Leadership ● Academic Requirements	**Elementary/Middle School:** Proficiency and Growth ● SBAC ● MAPS ● I-Ready ● STAR ● Dibels *A valid and reliable assessment the district is already using.* **High School:** ● College/Career Readiness Indicators

Topic: Cycle Design

- 3 year cycle
  - Cycle 1- 2025-26
  - Cycle 2- 2026-27
  - Cycle 3- 2027-28

- Lottery system

- Districts in Advice or Deficiency status will need to complete corrective plan

Topic: Remaining ISAP Areas

1. Graduate Profile
2. Educator Effectiveness
3. Academic Programming
4. Proficiency-Based Learning Model
5. School Climate

1) **Graduate Profile**

- Completed **Graduate Profile** (602)
  - Provide your Graduate Profile outcomes for your school climate and stakeholder involvement.
  - List the website where the Graduate Profile is publicly available.
  - Provide an overview of the ways in which your learning models and educational goals will ensure learners have the outcomes listed in your school's or district's Graduate Profile.
  - Include your progress toward implementing the Graduate Profile.

# BROCKTON SCHOOL DISTRICT PROFILE OF A GRADUATE

WAOHODA
RESPECT

- I demonstrate empathy and respect with all people
- I work collaboratively with all my teachers and peers
- I listen and focus when my teachers or elders are sharing
- I am a good citizen and act ethically

WAHWADA
HUMILITY

- I am culturally aware, inclusive, and supportive of diversity
- I balance my commitments and responsibilities
- I know how to manage conflict positively
- I am not afraid to seek guidance or ask for help when needed

WOWICAKE
TRUTH

- I know my identity
- I believe that I belong
- I value my culture
- I am socially aware
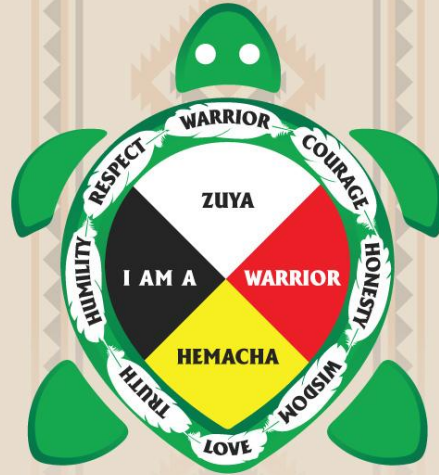
WASTEDAKA
LOVE

- I am compassionate and kind
- I build positive relationships
- I take care of myself and my wellness
- I take time to help others in need

WOHITIKE
COURAGE

- I model cultural leadership and community values
- I am resilient and willing to push beyond my comfort zones
- I demonstrate that I take pride in my learning
- I desire to be the best person I can be

WOWICAKE
HONESTY

- I acknowledge both my strengths and weaknesses
- I admit my mistakes and work to overcome them
- I understand that I control my actions
- I know the difference between productive and destructive behaviors

WOKSAPE
WISDOM

- I view learning with curiosity and optimism
- I show initiative, industry, and integrity in my approach to learning
- I reflect on my learning and share ideas freely with others
- I am persistent with learning and never give up on assigned tasks

PORTRAIT OF A GRADUATE

WHITEHALL SCHOOL DISTRICT

Communication

Our students will:

· convey thoughts and ideas using effective oral, written, non-verbal, and digital communication skills.

· listen actively and insightfully to decipher meaning, including knowledge, values, attitudes, and intentions.

· use communication for a range of purposes and audiences (e.g., to collaborate, inform,

Perseverance

Our students will:

· demonstrate determination, grit, and resilience in their pursuit of success despite obstacles, resistance, or setbacks.

· embrace the idea that failure is a part of success.

· navigate and overcome adversity to keep moving forward.

Critical Thinking

Our students will:

· continually improve the quality of their thinking by skillfully analyzing, assessing, and reconstructing information.

· apply disciplined thinking that is clear, rational, open-minded, and informed by evidence.

· understand the "bigger picture" and devise solutions that are mindful of the impact they may have.

Technology Literacy

Our students will:

· leverage appropriate tools to acquire information, create, communicate, connect, and innovate.

· adapt to constant technological advances and appropriately integrate them into daily life.

· act with an understanding of the ethical, legal, and societal norms surrounding the access

Adaptability

Our students will:

· work effectively in a climate of uncertainty and changing priorities.

· respond productively to feedback, praise, setbacks, and criticism.

· understand, negotiate, and balance diverse views and beliefs to reach workable solutions.

· demonstrate flexibility

Example Graduate Profile: Shelby, Kentucky

Clearly describes what it means for a student to acquire each skill or attribute

Outlines 4-6 critical traits or attributes

Source: Profile of a Graduate (Shelby County)

Example of a Graduate Profile: Auckland, New Zealand

Highlight the most important attributes of your community

Source: Profile of a Graduate , Auckland, NZ

2) Educator Effectiveness

- **Professional Development Plan** (714)
  - Upload your professional development plan.
  - Outline the ways in which your district's professional development plan builds skills by (1) identifying the skills that staff are acquiring, (2) describing how these skills directly impact student learning, and (3) detailing how these skills align to the Graduate Profile and educational goals.
  - Identify how your district's professional development plan builds skills that help address the safety, well-being, and mental health of students and staff. Please ensure and provide evidence that all professional development will directly impact student learning.
- **Mentorship and Induction Program** (723)
  - Describe the district mentorship and induction programs.
- **Evaluation** (724)
  - Upload a copy of your board approved teacher evaluation instrument.

Professional Development Plan

10.55.714(1)	10.55.714(2)	10.55.714(3)
• Identifying the skills that staff are acquiring, • describing how these skills directly impact student learning, and • detailing how these skills align to the Graduate Profile and educational goals. • Professional development plan builds skills that help address the safety, well-being, and mental health of students and staff.	• Teachers and specialists shall annually complete professional development pursuant to the requirements of 20-1-304 and 20-4-304, MCA, including a minimum of **three pupil instruction related (PIR) days** dedicated exclusively to professional development.	• The local board of trustees shall establish an advisory committee that consists of trustees, administrators, and teachers. A majority of the committee shall be teachers. • The local board of trustees shall make their plan available to employees and the public.

Discussion Topic

- What are the big levers?

- Are there any that could be assurance areas?

- What kind of evidence could be given? How could you show evidence?

Mentorship and Induction

10.55.723 (1)	10.55.723 (2)
- research-based - assist **initial licensed** and **incoming educators** in meeting teaching standards - supports **initial licensed** and **incoming teachers'** planning, implementation, and assessment of instruction - supports **initial licensed** and **incoming teachers** to establish and maintain a positive classroom climate - encourages continuous learning, reflection, and growth.	- The mentorship and induction program may include the following criteria: - provide training for mentors through the Montana Teacher Learning Hub, professional organizations, or other professional development opportunities; - prioritize mentor-mentee matches that are grade and subject-level aligned; - focus on research-based instructional practice; - engage with mentoring partners in professional collaboration; and - establish effective coaching for learning methods.

Discussion Topic

- What are the big levers?

- Are there any that could be assurance areas?

- What kind of evidence could be given? How could you show evidence?

Evaluation

10.55.724

- Complete periodic written evaluations. (We do not want actual evaluations)

- Adopt and use a research based **model instrument.**

- The local board of trustees shall implement an evaluation component.

Discussion Topic

- What are the big levers?

- Are there any that could be assurance areas?

- What kind of evidence could be given? How could you show evidence?

3) Academic Programming

- Implementation of all program area standards
- Description of how the district is planning to tie the Graduate Profile and educational goals to personalized learning-10.55.602(31) which means:
  - Individualized pathways for career and postsecondary educational
  - Supports students through the development of relationships among teachers, family, peers, the business community, postsecondary education officials, public entities, and other community stakeholders.
  - Utilizes and plans in the future to utilize community-based, experiential, online, and work-based learner-centered opportunities.
  - Fosters / plans to foster environments that are learner-outcome centered that incorporates both face-to-face and virtual connections.

Discussion Topic

- What are the big levers?

- Are there any that could be assurance areas?

- What kind of evidence could be given? How could you show evidence?

4) Proficiency-Based Learning Model

- Description of planned progress toward implementing all content and program area standards. (601)
- **Description of the district curriculum and assessment development process.** (603)
- Description of how tribally specific curricula and instructional materials and resources for **Indian Education for All (IEFA) are developed/adopted** and aligned to the Essential Understandings. (603)
- Provide an assessment plan to monitor student growth and proficiency of all content standards and content-specific learning progression over the next three years. (601, 603)
- Processes to ensure that each learner has equal opportunity for access to learning. (803)

Discussion Topic

- What are the big levers?

- Are there any that could be assurance areas?

- What kind of evidence could be given? How could you show evidence?

5) School Climate

- Describe how the district measured school climate through a valid and reliable tool. (801)
- Provide a list of strengths and improvement areas identified from your district's school climate measurement and explain how the district will utilize the results to establish action steps to maintain/enhance the school climate. (801)

Discussion Topic

- What are the big levers?

- Are there any that could be assurance areas?

- What kind of evidence could be given? How could you show evidence?

Next Steps

- Accreditation Think Tank

  - 5 meetings this summer to draft the Criterion Reference Guide (CRG)

- July 17-19- BPE Meeting- information item

- September 12-13- BPE Meeting- action item

- Accreditation team will host a "Year 2 Session" in early fall with the release of the CRG

Thank You!

For questions or additional information please contact Accreditation at OPIAccred@mt.gov.