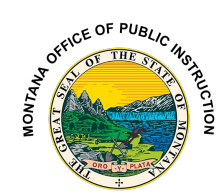# Montana
Office of Public Instruction

Educator Effectiveness
January 2025

Office of Public Instruction Staff
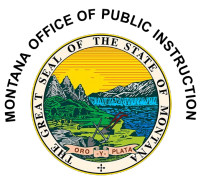Helena, MT

Welcome/Introduction

Crystal Andrews
Accreditation & Licensure
Senior Manager
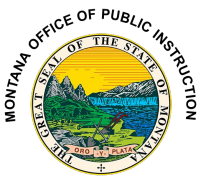
Ellery Bresler
Accreditation
Specialist

Michelle Price
Accreditation
Specialist

2024-2025 Accreditation Components

- Completed Graduate Profile
- Proficiency-based Learning Model
  - Curriculum
  - Assessment Plan
- Educator Effectiveness
  - Professional Development Plan
  - Mentorship and Induction Program
  - Evaluation Instrument and Process
- School Climate

Criteria Reference Guide

[2024-2025 Criteria Reference Guide - Part 2](#)

- Provides guidance on areas for 2024-2025 Accreditation Process

- Check the School Accreditation website for updated FY23-24 rubrics (A-J and Student Performance A-C)
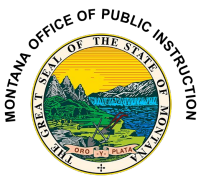
3) Educator Effectiveness

- **Professional Development Plan** (714)
  - Is developed and available to employees and the public
  - Development and evaluation conducted by an advisory committee composed of a majority of teachers
  - Assures that the professional development covers all areas in 10.55.714(1)(a-n)
- **Mentorship and Induction Program** (723)
  - A mentorship and induction program for initial and incoming educators
  - Implementation of mentorship an induction program if new teachers have been hired
  - Assures the program covers all areas in 10.55.723(1)
- **Evaluation** (724)
  - An evaluation instrument
  - A process for the completion of periodic written evaluations of all regularly employed instructional personnel who are under contract
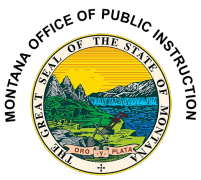
ARM 10.55.714 Professional Development

Assurances:

(1) Professional Development

(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; and

(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.
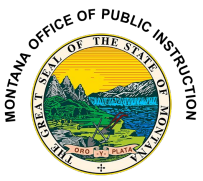
ARM 10.55.714 Professional Development

Evidence:

(3) The local board of trustees shall **establish an advisory committee to evaluate the school district's current school year professional development plan; and develop and recommend a plan for the subsequent school year, which is a required component of the integrated action plan outlined in ARM 10.55.601.**

(a) The advisory committee shall include, but not be limited to, trustees, administrators, and teachers. A majority of the committee shall be teachers.
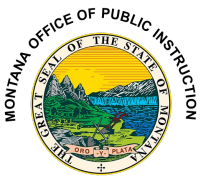
(h) The local board of trustees shall make their plan available to employees and the public.

Professional Development Plan

- **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 professional development covers all areas 10.55.714 (1)(a-n)

Rubric O - Requirements

Standard: School Leadership - Educator Effectiveness

O. Professional Development Plan	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
Guiding Question: Does the district have a developed and publicly available professional development plan that an advisory committee conducted the development of and assures that the plan addresses all the areas in ARM 10.55.714(1)(a-n)? (ARM 10.55.714(1&3))	☐ District has **no** evidence of a publicly available professional development plan.	**The district provided evidence of a professional development plan that:** ☐ Is developed and available to employees and the public	**The district provided evidence of a professional development plan that:** ☐ Is developed and available to employees and the public **AND** ☐ The development and evaluation was conducted by an advisory committee composed of a majority of teachers	**The district provided evidence of a professional development plan that:** ☐ Is developed and available to employees and the public **AND** ☐ The development and evaluation was conducted by an advisory committee composed of a majority of teachers **AND** ☐ Assures that the professional development covers all areas 10.55.714(1)(a-n)

Rubric O - Evidence

DEFINITIONS

10.55.714(1) Professional Development Plan:

(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 the 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; and

(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.

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

Developed and Publicly Available Evidence May Include: posted in ISAP **AND/OR** copy in newsletter **AND/OR** link on website **AND/OR** board meeting agenda and minutes **AND/OR** consortium evidence about PD sessions

Advisory Committee Evidence May Include: committee agendas/minutes **AND/OR** a list of stakeholder positions within the advisory committee **AND/OR** consortium evidence - evidence that the district participated from the consortium
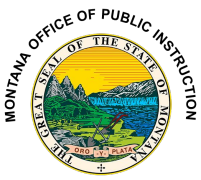
ARM 10.55.723 Mentorship & Induction

Assurances:

(1) The local board of trustees shall implement a mentorship and induction program as outlined in the integrated strategic action plan described in ARM 10.55.601 that:
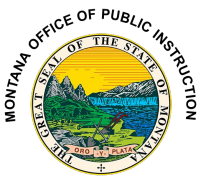
    (a) is research-based to ensure inclusion of high-impact professional learning strategies;
    (b) is implemented to assist initial licensed and incoming educators in meeting teaching standards embedded in the district evaluation framework outlined in ARM 10.55.724;
    (c) supports initial licensed 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; and
   **(e) encourages continuous learning, reflection, and growth.**
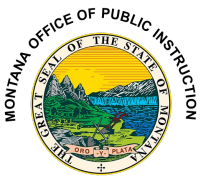
ARM 10.55.723 Mentorship & Induction

Evidence:

(1) The local board of trustees **shall implement a mentorship and induction program** as outlined in the integrated strategic action plan described in ARM 10.55.601

(2) The mentorship and induction program **may include** the following criteria:

    (a) provide training for mentors through the Montana Teacher Learning Hub, professional organizations, or other professional development opportunities;

    (b) prioritize mentor-mentee matches that are grade and subject-level aligned;

    (c) focus on research-based instructional practice;

    (d) engage with mentoring partners in professional collaboration; and

    (e) establish effective coaching for learning methods.
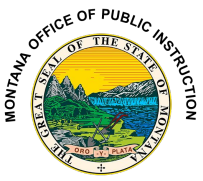
Mentorship & Induction

- **A mentorship and induction program for initial and incoming educators**

- **The implementation of the mentorship and induction program if new teachers have been hired**

- Assures the program covers all areas 10.55.723 (1)

Rubric P - Requirements

Standard: School Leadership - Educator Effectiveness				
P. Mentorship & Induction Guiding Question: Does the district have a mentorship & induction program for initial and incoming educators that is implemented for new teachers that have been hired and assures the program covers all the areas in ARM 10.55.723(1)? (ARM 10.55.723)	**Deficiency (1)**	**Advice (2)**	**Regular MD (3)**	**Regular (4)**
	☐ District has **no** evidence of a mentorship and induction program for initial and incoming educators	**The district provided evidence of:** ☐ A mentorship and induction program for initial and incoming educators	**The district provided evidence of:** ☐ A mentorship and induction program for initial and incoming educators **AND** ☐ The implementation of the mentorship and induction program if new teachers have been hired	**The district provided evidence of:** ☐ A mentorship and induction program for initial and incoming educators **AND** ☐ The implementation of the mentorship and induction program if new teachers have been hired **AND** ☐ Assuring the program covers all the areas in 10.55.723(1)

Rubric P - Evidence

DEFINITIONS

10.55.723 (1) Mentorship and Induction

    (a) is research-based to ensure the 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; and

    (e) encourages continuous learning, reflection, and growth

GUIDANCE

The mentorship and induction program is implemented: N/A for districts that do not have incoming teachers
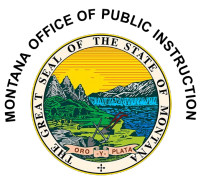
SAMPLE EVIDENCE MAY INCLUDE

A single document may include all of the criteria/sample evidence needed to receive a regular (4) score.

Mentorship and Induction Program Evidence May Include: upload the program/process information **AND/OR** use of external programs or networks **AND/OR** schedule of activities or meeting topics covered **AND/OR** documentation templates (be careful of personal information) **AND/OR** evidence from consortium or outside provider **AND/OR** CBA language

Implementation Evidence May Include: schedule of recommended activities **AND/OR** evidence from consortium or outside provider **AND/OR** new teacher orientation agenda **AND/OR** schedule of meeting dates and/or times **AND/OR** description of implementation **AND/OR** board meeting minutes **AND/OR** board meeting agenda
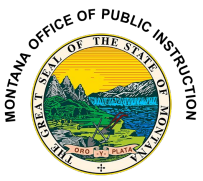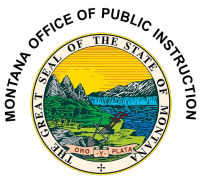
ARM 10.55.724 Evaluation

Evidence:

(1) The local board of trustees shall ensure the **completion of periodic written evaluations of all regularly employed instructional personnel who are under written contract**.

(3) The local board of trustees shall **implement an evaluation component as outlined in the integrated strategic action plan described in ARM 10.55.601.**

Evaluation

- **An evaluation instrument**

- **A process for the completion of periodic written evaluations of all regularly employed instructional personnel who are under written contract**

Rubric Q - Requirements

Standard: School Leadership - Educator Effectiveness

Q. Evaluation	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
Guiding Question: Does the district have an evaluation instrument and a process for the completion of periodic written evaluations of all regularly employed instructional personnel who are under written contract? (ARM 10.55.724(1&2))	☐ District has **no** evidence of an evaluation instrument **AND** ☐ District has **no** evidence of a process for the completion of periodic written evaluations of all regularly employed instructional personnel who are under written contract	☐ n/a	**The district provided evidence of:** ☐ An evaluation instrument **OR** ☐ A process for the completion of periodic written evaluations of all regularly employed instructional personnel who are under written contract	**The district provided evidence of:** ☐ An evaluation instrument **AND** ☐ A process for the completion of periodic written evaluations of all regularly employed instructional personnel who are under written contract
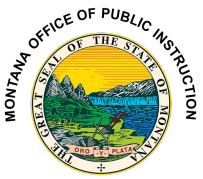
Rubric Q - Evidence

DEFINITIONS
"Regularly employed" is considered .5 FTE or higher certified instructional staff

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

Evaluation Instrument: the instrument (tool) being used

Process for Evaluations Sample Evidence May Include: schedule for evaluation for certified instructional staff (teachers) **AND/OR** district policy **AND/OR** portion under the CBA **AND/OR** portion under the staff handbook **AND/OR** narrative of the process
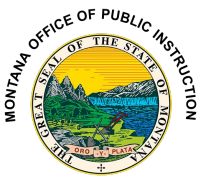
Educator Effectiveness

## Where do I go from here?

Montana
Office of Public Instruction
Susie Hedalen, Superintendent

Steps to Creating a Professional Development Plan

- STEPS
  - Create a PD committee composed of majority teachers.
  - Self-Assessment
  - Set Goals
  - Develop Strategies
  - Gather Resources
  - Track Progress

- Tips and Tricks
  - Look at school climate survey results and/or CNA results and see areas of need
  - Incorporate the district Graduate profile into sessions
  - Make sure the plan covers all areas of 10.55.714(1)
  - Create opportunities for feedback
  - Once the committee has concluded and the board has approved it needs to be available for the staff and public.
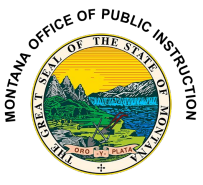
Possible Examples

Your Professional Development Plan could be:
- **Standalone document**
- **Section within ISAP**
- **Calendar or table of events with description of the advisory committee and their process of evaluating**

Professional Development Plan

Introduction

Provide a brief description on how the plan was developed. Examples of evidence can include links to meeting minutes or agendas and/or consortium evidence if applicable. This section could also include information on how the Professional Development Plan aligns to the district's Vision and/or Mission statement and to educational goals.

Members of the Advisory Committee *(Required Evidence)*

List Members' Stakeholder Positions	▼

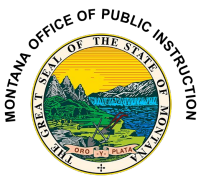### Professional Development Opportunities

Include Professional Development calendar or schedule of activities and how the plan is made public.

Evaluation of the Professional Development Plan

Include steps taken for the advisory committee to evaluate the Professional Development Plan. This section can include links to meeting minutes or agendas and/or consortium evidence if applicable.
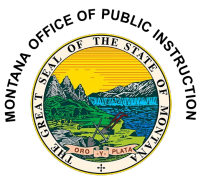
Think about the purpose of the Professional Development Plan:

How does it align with educational goals?
How does it align with Vision or Mission Statement?

22

How to start and implement a mentorship and induction program

- Steps to create
  - Define your goals and objectives.
  - Outline guidelines and expectations.
  - Provide training for both.
  - Match mentors and mentees.
    - Create criteria for selecting mentors (i.e. content, interpersonal skills, etc.)
  - Conduct periodic informal assessments of mentor-mentee interactions
  - Develop a contingency plan if mentors/mentees are reassigned, replaced, or resigned
- Tips and tricks
  - If you are part of a consortium, see if they have any available guidance
  - Mentor MT - The MentorMT program addresses Montana's critical rural teacher shortage by providing expert mentoring for new or underprepared rural teachers.
  - Remember to include a process for educators new to your district as well not just new teachers
  - TEAM Beginning Teacher Program Guide
 - Create a way to obtain feedback from both mentors and mentees.

Roles and Responsibilities

Roles and Responsibilities		
Principal	**Mentors**	**Mentees**
Offer district and/or school-level orientation and induction to new teachers Attend Professional Growth System administrator trainings Establish sanctioned mentor-mentee meeting time(s) Offer professional development for both mentors and mentees regarding student data driven decision making.	Assist mentees with professional development and growth plan Attend mentor/coach professional development Track number of contact hours between mentor-mentee Attend required district-level and/or MDE-sponsored mentor trainings	Request professional development as needed Develop professional growth plan Protect mentor-mentee meeting times/assignments

Mississippi-Guidebook-Mentoring-and-Induction.pdf

Montana Office of Public Instruction
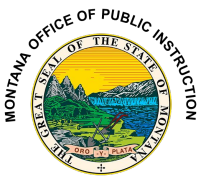
Possible Examples

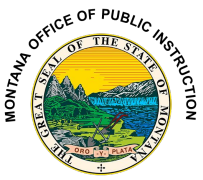## Mentorship and Induction Information

Mentorship and Induction Overview of Program

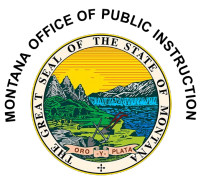*Be sure to include program evidence and/or consortium evidence if applicable.*

Implementation Process

Include implementation evidence if you have new teachers.

Montana Office of Public Instruction

Educator Evaluations

- Check CBA and policy for evaluation schedules
- OPI Resources
  - Teacher Guide
  - Teacher Summative Evaluation Tool
  - Research

Possible Examples

## Staff Evaluation Process

Certified Staff Evaluation Tool

Provide a sample of the evaluation instrument.

Evaluation Process

Provide evidence or a brief description of determining the schedule for the evaluation of certified instructional staff. Evidence could also include a link to district policy, CBA, and/or Staff Handbook. Be sure to include the page number for documents that are linked.
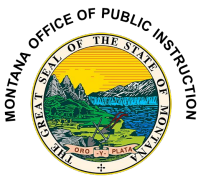
Next Steps

November	1st 11:00-12:30	New Superintendent Accreditation Session
	15th 11:00-12:00	Assessment Plans for Accreditation
December	6th	Curriculum- Proficiency Based Learning Model
	13th 11:00-12:00	School Climate Session
	17th 11:00-12:00	Graduate Profile (for New Admins.- repeat session from Part 1)
January	10th 11:00-12:00	Educator Effectiveness (Prof. Dev., Mentorship/Induction, Evaluation)
	13th	District Work Sessions Begin
February	All month	District Work Sessions

- Accreditation team is hosting Work Sessions with individual schools
- Training on Accreditation Platform can be found on the Accreditation Website
- Office Hours 3:00-4:00 every Tuesday

Check the Accreditation webpage frequently for posted trainings and work sessions!!

Thank You!

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

Montana
Office of Public Instruction
Susie Hedalen, Superintendent