



Montana

Office of Public Instruction






OPI Bootcamp - Accreditation

September 2024

Office of Public Instruction Staff
Helena, MT



Agenda

-  Welcome
-  Year 2 Criteria
-  Review Remaining ISAP Areas-
-  Next Steps
-  Questions/ Comments

Welcome/Introductions



Crystal Andrews
Director of Accreditation
& Licensure



Ellery Bresler
Accreditation
Specialist



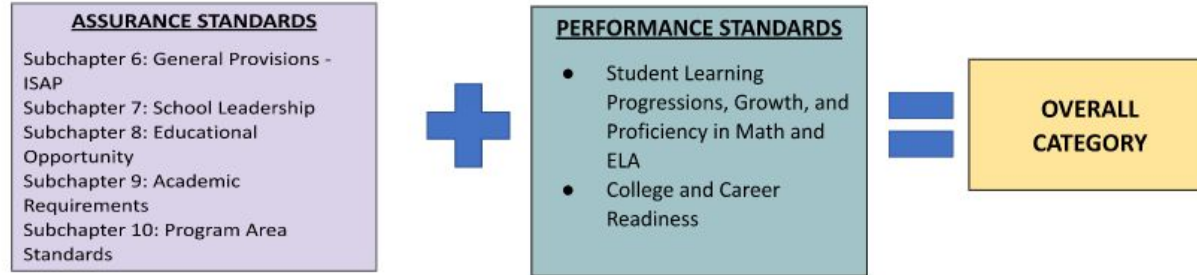
Michelle Price
Accreditation
Specialist



Year 2- SY2024-25

ISAP Components	Assurance Standards
<p>Remaining Areas:</p> <ul style="list-style-type: none">● Graduate Profile- finalized plan● Proficiency-Based Learning Model● Educator Effectiveness● School Climate	<p>General Assurances:</p> <ul style="list-style-type: none">● School Leadership● Academic Requirements● IEFA Requirements

Scoring for 2024-2025



- **Assurance Standards** score 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.
- **Student Performance** scores transfer from 2023-2024 unless resubmitted.



Topic: Cycle Design

- 3 year cycle
 - Cycle 1- 2025-26
 - Cycle 2- 2026-27
 - Cycle 3- 2027-28
- Lottery system or by regions
- Districts in Advice or Deficiency status will need to complete corrective plan



Topic: Remaining ISAP Areas

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



1) Graduate Profile

- Completed **Graduate Profile** (602)
 - Provide completed graduate profile
 - Made publicly available
 - Meaningful stakeholder input and feedback used to create the graduate profile (learner profile)
 - Specific steps to achieve the graduate profile

BROCKTON SCHOOL DISTRICT PROFILE OF A GRADUATE

WAOHODA RESPECT

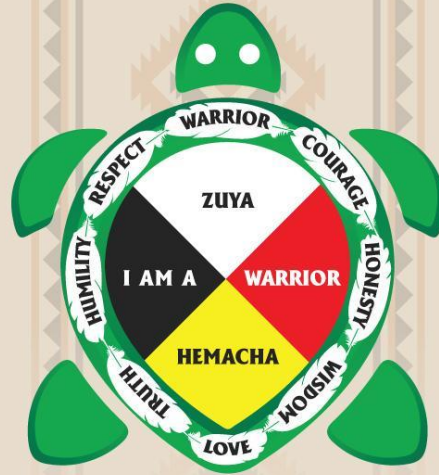
- I demonstrate empathy and respect with all people
- I work collaboratively with all my teachers and peers
- I listen and focus when my teachers or elders are sharing
- I am a good citizen and act ethically

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

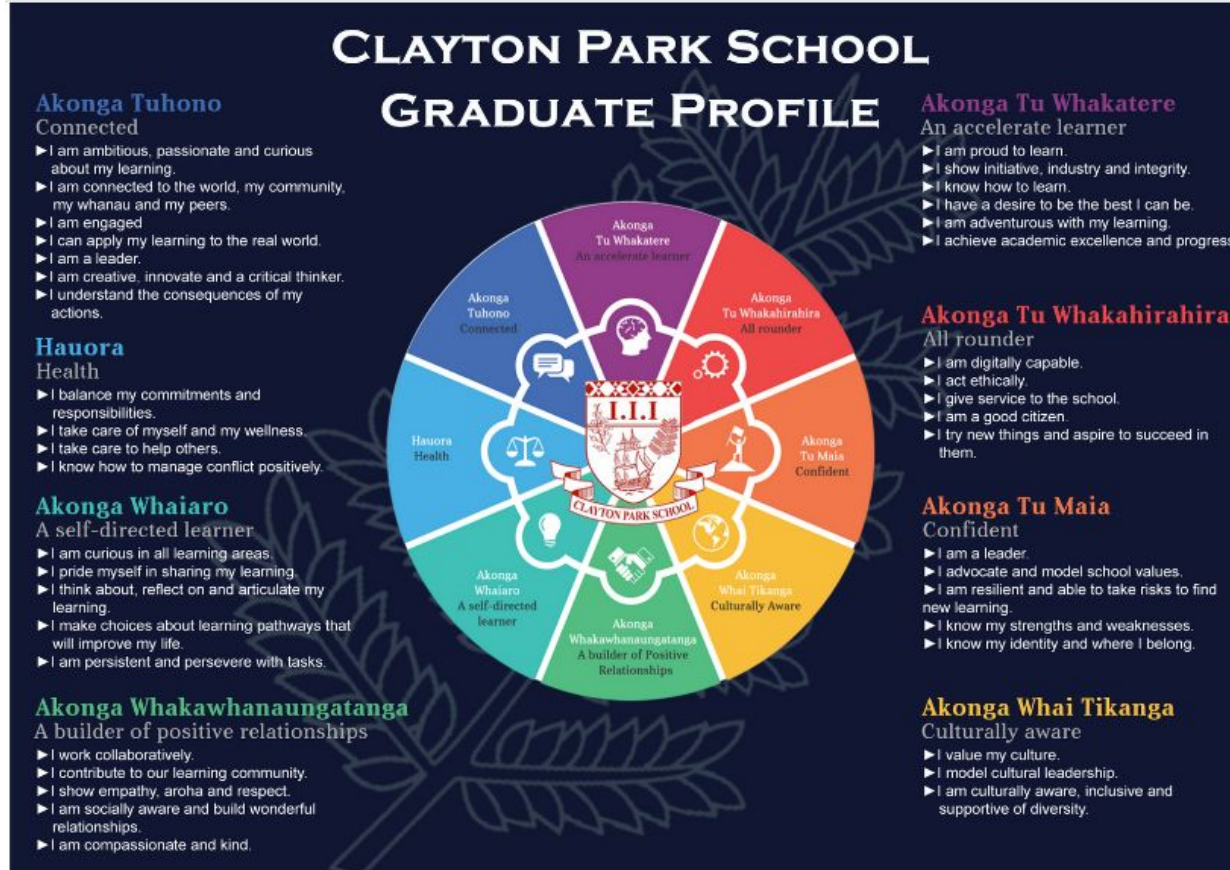
Example Graduate Profile: **Shelby, Kentucky**



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

Outlines 4-6 critical traits or attributes

Example of a Graduate Profile: **Auckland, New Zealand**



Highlight the most important attributes of your community

Source: [Profile of a Graduate](#), Auckland, NZ

2) Proficiency-Based Learning Model

Curriculum

- 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

Assessment

- 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

Discussion Topic

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



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

Discussion Topic

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





Professional Development Plan Assurances

10.55.714(1)(a-n) Assurances

- Aligned with the graduate profile and educational goals
- Address safety, well-being, and mental health of students and staff
- Focuses on individual, collegial, and organizational learning, reflection, and growth
- Respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community
- Reflects research and demonstrates models of effective practice
- Enables teachers to develop further experience in subject content
- Offers opportunities for feedback and reflection
- Ongoing and sustained
- Planned collaboratively by those who participate in and facilitate that development
- Requires substantial time, resources, and where practical provides coaching and expert support
- Job-embedded
- Driven by coherent long-term plan



Mentorship and Induction Assurances

10.55.723(1) Assurances

- 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.

4) School Climate

- 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
- Assures school policies, procedures, and rules address all areas in 10.55.801(1)



School Climate Assurances

10.55.801 Assurances

- 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
- Create teaching and learning conditions that meet district's educational goals and recruit and maintain a quality staff
- Offer programs and services which endeavor to be free of stereotyping in terms of Article II, Section IV of the Montana Constitution and federal law with prejudice toward none
- Provide programs and services that meet the needs of students which the school has identified as at-risk
- Inform students, parents, families, and guardians of school's expectations and students' rights and responsibilities
- 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
- Encourage active involvement of parents, families, and guardians in their children's education and school
- 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
- Measure school climate through a valid and reliable tool to understand student, staff, family, and community perceptions of climate in their school and make data-driven decisions about programs and practices that could improve school climate



Discussion Topic

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





Next Steps

- September 12-13- BPE Meeting- action item
- Criteria Reference Guides published September 24th
- Accreditation team will host a “Year 2 Session” in early fall with the release of the CRG
- SAM Conference September 24th
- Office Hours 3:00-4:00 every Tuesday beginning October 1st

Thank You!

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