



# Montana

## Office of Public Instruction

Accreditation 2024-25

November 2024

Office of Public Instruction Staff  
Helena, MT



# Welcome/Introductions



**Crystal Andrews**  
Accreditation & Licensure  
Senior Manager



**Ellery Bresler**  
Accreditation  
Specialist



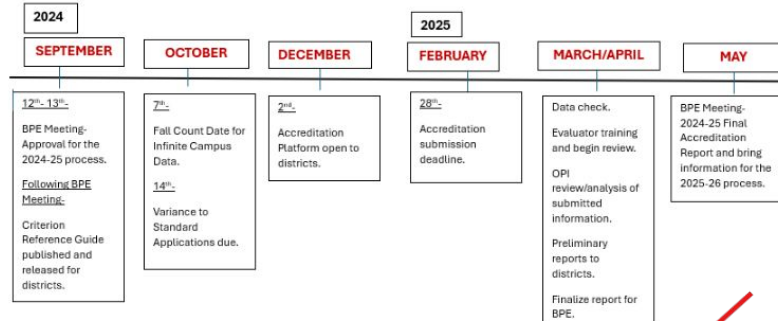
**Michelle Price**  
Accreditation  
Specialist

# Accreditation Website

Families & Students		Leadership	Director		
<b>Academic Success</b> Administrators Professional Learning After School Programs Every Student Succeeds Act (ESSA) Executive & Teacher Leadership Academies Montana Advanced Opportunities Federal Programs Transformational Learning	<b>Assessment &amp; Accountability</b> Educator Licensing & Preparation Task Forces Educator Preparation Montana Aligned to Standards Through-Year <b>School Accreditation</b> Statewide testing	<b>Data &amp; Reporting</b> Access OPI Reporting Systems AIM-Achievement in Montana CSPR Find & Request Data Data and Research GEMS Data Warehouse Privacy & Data Governance Youth Risk Behavior Survey	<b>Finance &amp; Grants</b> District Travel Reimbursements E-Grants Elections Legislative Updates School Finance School Nutrition Payments	<b>Management &amp; Operations</b> Emergency Planning & Safety Legal Division Montana Schools Directory Office of the Superintendent OPI Secure Portal School Innovation, Flexibility & Efficiency School Nutrition IT Resources for Schools - Programs & Grants	<b>OPI Communication</b> Education Advocates MASS Resources OPI Email Communication OPI Monthly Compass OPI Navigator OPI Productions Subscribe to Emails

# Accreditation Website

## Accreditation Timeline



### IMPORTANT ANNOUNCEMENTS

#### Criteria Reference Guide Now Available:

Please see the FY2025 Accreditation Process tab for information regarding the 2024-2025 Accreditation Process.

#### Variance to Standards Applications:

Variance to Standards Application Due October 14th. Please look at our [variance to standards webpage](#) for guidance and application materials. Please send applications to [OPIAccred@mt.gov](mailto:OPIAccred@mt.gov) and reach out with any questions.

- ▶ FY2025 Accreditation Process
- ▶ Accreditation Guidance Website
- ▶ School Climate Survey
- ▶ Comprehensive Needs Assessment
- ▶ Course Code Resources

# Rules for Accreditation

CHRISTI JACOBSEN  
MONTANA SECRETARY OF STATE

## < STANDARDS OF ACCREDITATION

- Subchapter 10.55.1 General Provisions
- Subchapter 10.55.2 Administration and Supervision
- Subchapter 10.55.3 Personnel
- Subchapter 10.55.4 School Program
- Subchapter 10.55.5 School Facilities
- Subchapter 10.55.6 General Provisions
- Subchapter 10.55.7 School Leadership
- Subchapter 10.55.8 Educational Opportunity
- Subchapter 10.55.9 Academic Requirements
- Subchapter 10.55.10 Program Area Standards



Rules for Accreditation can be found in  
ARM 10.55 Standards of Accreditation

Link to [Standards of Accreditation](#)



# Administrative Rules of Montana

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- The Montana Board of Education adopts standards of accreditation upon the recommendation of the Superintendent of Public Instruction
- Updated Rules for Accreditation went into effect July 1, 2023

# Categories of Accreditation

## Regular Accreditation

The school has met the assurance standards and student performance standards.

## Regular with Minor Deviation

The school does not meet all the requirements of regular accreditation.

## Advice

The school exhibits serious and/or numerous deviations from the standards.

## Deficiency

The school is in advice status for two years, has not complied with required corrective plan, and continues to have serious and/or numerous deviations, or has substantially increased the seriousness of deviations over the previous year.

# Accreditation Process

## Implementation of New Process in 2 Phases



### Phase 1

2023-24 Foundational elements of the  
Integrated Strategic Action Plan  
Rubrics A-J

### Phase 2

2024-25 Remaining elements of the  
Integrated Strategic Action Plan  
Rubrics L-R

## Going Forward - 3 Year Cycles of all Components

Cycle 1  
2025-26

Cycle 2  
2026-27

Cycle 3  
2027-28





# 2023-24 Accreditation Components

- Integrated Strategic Action Plan
  - Comprehensive Needs Assessment
  - Educational Goals based on CNA
  - Beginning steps to create a Graduate Profile
  - Family and Community Engagement
  - Indian Education for All
- General Education Requirements (Class size, licensure and assignment of staff, course offerings)
- Student Performance and College and Career Readiness



# 2023-2024 Accreditation Scoring Process

- 50+ OPI staff members completed a 3 day training to calibrate scoring
- 2 sets of eyes on each rubric
- Discrepancies in scoring required the team to come to a consensus

# 2024-25 Accreditation Components

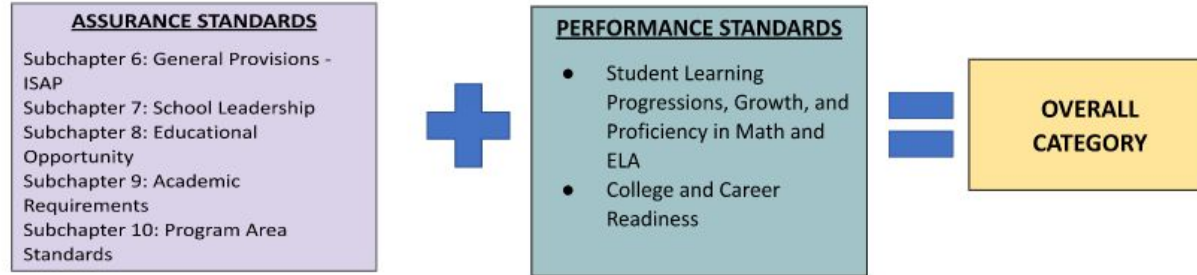
**What is due this year?**



# 2024-25 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

# 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.



# Submission Scenarios

My district was in \_\_\_\_\_ status last year so this year we will submit \_\_\_\_\_.

Regular	Only Year 2 components
Regular or Regular with Minor Deviation	Year 2 components and any rubric the district would like to improve from Year 1.
Advice or Deficiency	Year 2 components, all areas that received Advice or Deficiency in Year 1, and any rubric the district would like to improve from Year 1.

If you need what your district submitted from Year 1 one, please let us know!



# Criteria Reference Guides Links

## [Updated Part 1 Criteria Reference Guide](#)

- Provides guidance on areas from 2023-2024 Accreditation Process
- Individual areas may be resubmitted or revised for rescoring for 2024-2025 Accreditation Process

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

- Provides guidance on areas for 2024-2025 Accreditation Process
- Both rubrics and resources can be found within the accordion tab on the Accreditation website

## Layout of Each Rubric

Standard: General Provisions – Integrated Strategic Action Plan				
A. Integrated Strategic Action Plan – Process	Deficiency (1)	Advice	Regular MD (3)	Regular (4)
<p><b>Guiding Question:</b></p> <p>Does the district have a comprehensive needs assessment, as defined in <a href="#">ARM 10.55.602(8)</a>, using meaningful stakeholder input and feedback that is used to align the integrated strategic action plan to the local context and needs?</p> <p><a href="#">(ARM 10.55.601(3))</a> <a href="#">(ARM 10.55.602 (8))</a></p>	<input type="checkbox"/> District has no evidence that the CNA and stakeholder engagement were used to develop the ISAP and educational goals	N/A	<p><b>The district provided evidence of:</b></p> <input type="checkbox"/> A comprehensive needs assessment <b>AND</b> <input type="checkbox"/> The use of meaningful stakeholder input and feedback	<p><b>The district provided evidence of:</b></p> <input type="checkbox"/> A comprehensive needs assessment <b>AND</b> <input type="checkbox"/> The use of meaningful stakeholder input and feedback <b>AND</b> <input type="checkbox"/> Identified area(s) of need for improvement

Where it can be found in ARM or MCA

Requirements for specific scoring



# Criteria Reference Guides

## Underneath Each Rubric

Important definitions according to ARM

Look for important messages here

**This applies to this year only; you cannot resubmit Rubric C**

### **DEFINITIONS**

"Graduate profile" means a learner-centered model(s) based on a shared vision of learner attributes that students should have when they graduate.

### **GUIDANCE**

A district may refer to a graduate profile using another term such as: profile of a learner, learner profile, profile of a graduate.

### **SAMPLE EVIDENCE MAY INCLUDE**

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

**Published Sample Evidence May Include** - website link **AND/OR** posted in handbook **AND/OR** published and shared with stakeholders in a manner that the district uses to communicate information.

**Shared Vision Sample Evidence May Include** - graduate profile planning documents **AND/OR** stakeholder input specific to graduate profile **AND/OR** graduate profile committee document

**Steps to Achieve Sample Evidence May Include** - meeting notes **AND/OR** schedule and timeline **AND/OR** outline of key steps **AND/OR** GANTT Chart (a project management tool that illustrates work completed over a period of time in relation to the time planned for the work) **AND/OR** implementation plan **AND/OR** work plan with action steps

Suggestions for what evidence could look like

# 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

# Rubric L - Requirements

Standard: General Provisions – Integrated Strategic Action Plan				
L. Integrated Strategic Action Plan - Graduate Profile	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<p><u>Guiding Question:</u></p> <p>Does the district have evidence of a completed publicly available graduate profile that was created with stakeholder input and feedback and has specific steps to achieve it?</p> <p><a href="#">(ARM 10.55.601(4a))</a></p>	<p><input type="checkbox"/> District has no evidence of a completed Graduate Profile</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> Completed graduate profile</p> <p><b>AND</b></p> <p><input type="checkbox"/> Publicly available graduate profile</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> Completed graduate profile</p> <p><b>AND</b></p> <p><input type="checkbox"/> Publicly available graduate profile</p> <p><b>AND</b></p> <p><input type="checkbox"/> Meaningful stakeholder input and feedback used to create the graduate profile</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> Completed graduate profile</p> <p><b>AND</b></p> <p><input type="checkbox"/> Publicly available graduate profile</p> <p><b>AND</b></p> <p><input type="checkbox"/> Meaningful stakeholder input and feedback used to create the graduate profile</p> <p><b>AND</b></p> <p><input type="checkbox"/> Specific steps to achieve the graduate profile</p>

# Rubric L - Evidence

## DEFINITIONS

"Graduate profile" means a learner-centered model(s) based on a shared vision of learner attributes that students should have when they graduate.

## GUIDANCE

A district may refer to a graduate profile using another term such as: profile of a learner, learner profile, profile of a graduate.

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**Shared Vision Sample Evidence May Include** - graduate profile planning documents **AND/OR** stakeholder input specific to graduate profile **AND/OR** graduate profile committee document

**Steps to Achieve Sample Evidence May Include** - meeting notes **AND/OR** schedule and timeline **AND/OR** outline of key steps **AND/OR** GANTT Chart (a project management tool that illustrates work completed over a period of time in relation to the time planned for the work) **AND/OR** implementation plan **AND/OR** work plan with action steps

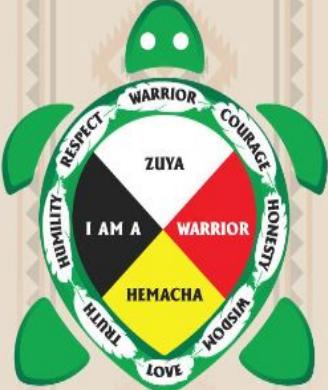
# Example of Graduate/Learner Profiles

Highlights important attributes of the community

## 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



**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

**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

**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

**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

**WOWICAKE**  
TRUTH

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


**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

Outlines and describes attributes



# Example of Graduate/Learner Profiles



**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

Unique to each community and school

## 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

# Rubric M - Requirements

## Standard: General Provisions – Proficiency-Based Learning Model

**M. Curriculum**

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\(1, 4c, d\)\)](#)

**Deficiency (1)**

District has no evidence of a cooperatively developed and implemented proficiency-based learning model

**Advice (2)**

**The district provided evidence:**

A cooperatively developed and implemented proficiency-based learning model

**Regular MD (3)**

**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

**Regular (4)**

**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



# Rubric M - Evidence

## DEFINITIONS

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

"**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.

"**Content standard**" means what all students should know, understand, and be able to do in a specific content area.

## GUIDANCE

**Content standard** - Montana content standards

## SAMPLE EVIDENCE MAY INCLUDE

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

**Cooperatively Developed and Implemented Sample Evidence May Include:** evidence of a curriculum review team **AND/OR** meeting notes from curriculum review session **AND/OR** evidence from consortium

**Process for Reviewing Sample Evidence May Include:** meeting notes from review session **AND/OR** agenda from review session **AND/OR** narrative of the process **AND/OR** evidence from consortium

**Schedule for Revising Curriculum Sample Evidence May Include:** evidence from consortium **AND/OR** scope and sequence includes what standards are being taught when **AND/OR** provide an example of one specific area **AND/OR** includes a scope and sequence for content areas and grade levels

# Rubric N - Requirements

Standard: General Provisions – Proficiency-Based Learning Model				
N. Assessment Plan	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<p><u>Guiding Question:</u></p> <p>Does the district have a developed assessment plan that details progression, growth, and proficiency and uses multiple assessment measures and methods?</p> <p><a href="#">(ARM 10.55.603(5))</a></p>	<p><input type="checkbox"/> District has <b>no</b> evidence that it is developing an assessment plan that will be in place within two years</p>	<p><b>The district provided evidence of an assessment plan that:</b></p> <p><input type="checkbox"/> Is developed and will be implemented within two years</p>	<p><b>The district provided evidence of an assessment plan that:</b></p> <p><input type="checkbox"/> Is developed and will be implemented within two years</p> <p><b>AND</b></p> <p><input type="checkbox"/> Details progression, growth, and proficiency</p>	<p><b>The district provided evidence of an assessment plan that:</b></p> <p><input type="checkbox"/> Is developed and will be implemented within two years</p> <p><b>AND</b></p> <p><input type="checkbox"/> Details progression, growth, and proficiency</p> <p><b>AND</b></p> <p><input type="checkbox"/> Uses <b>more than 1</b> 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</p>

# Rubric N - Evidence

## **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.

**"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.

**"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.

## **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)

# 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



# Rubric O - Requirements

Standard: School Leadership - Educator Effectiveness				
O. Professional Development Plan	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<p><u>Guiding Question:</u></p> <p>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 <a href="#">ARM 10.55.714(1)(a-n)</a>? <a href="#">(ARM 10.55.714(1&amp;3))</a></p>	<p><input type="checkbox"/> District has <b>no</b> evidence of a publicly available professional development plan.</p>	<p><b>The district provided evidence of a professional development plan that:</b></p> <p><input type="checkbox"/> Is developed and available to employees and the public</p>	<p><b>The district provided evidence of a professional development plan that:</b></p> <p><input type="checkbox"/> Is developed and available to employees and the public</p> <p><b>AND</b></p> <p><input type="checkbox"/> The development and evaluation was conducted by an advisory committee composed of a majority of teachers</p>	<p><b>The district provided evidence of a professional development plan that:</b></p> <p><input type="checkbox"/> Is developed and available to employees and the public</p> <p><b>AND</b></p> <p><input type="checkbox"/> The development and evaluation was conducted by an advisory committee composed of a majority of teachers</p> <p><b>AND</b></p> <p><input type="checkbox"/> Assures that the professional development covers all areas <a href="#">10.55.714(1)(a-n)</a></p>

# 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

# Rubric P - Requirements

Standard: School Leadership - Educator Effectiveness				
P. Mentorship & Induction	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<p><u>Guiding Question:</u></p> <p>Does the district have a mentorship &amp; 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 <a href="#">ARM 10.55.723(1)</a>?</p> <p><a href="#">(ARM 10.55.723)</a></p>	<p><input type="checkbox"/> District has <b>no</b> evidence of a mentorship and induction program for initial and incoming educators</p>	<p><b>The district provided evidence of:</b></p> <p><input type="checkbox"/> A mentorship and induction program for initial and incoming educators</p>	<p><b>The district provided evidence of:</b></p> <p><input type="checkbox"/> A mentorship and induction program for initial and incoming educators</p> <p><b>AND</b></p> <p><input type="checkbox"/> The implementation of the mentorship and induction program if new teachers have been hired</p>	<p><b>The district provided evidence of:</b></p> <p><input type="checkbox"/> A mentorship and induction program for initial and incoming educators</p> <p><b>AND</b></p> <p><input type="checkbox"/> The implementation of the mentorship and induction program if new teachers have been hired</p> <p><b>AND</b></p> <p><input type="checkbox"/> Assuring the program covers all the areas in <a href="#">10.55.723(1)</a></p>



# 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



# Rubric Q - Requirements

Standard: School Leadership - Educator Effectiveness				
Q. Evaluation	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<p><u>Guiding Question:</u></p> <p>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?</p> <p><a href="#">(ARM 10.55.724(1&amp;2))</a></p>	<p><input type="checkbox"/> District has <b>no</b> evidence of an evaluation instrument</p> <p><b>AND</b></p> <p><input type="checkbox"/> District has <b>no</b> evidence of a process for the completion of periodic written evaluations of all regularly employed instructional personnel who are under written contract</p>	<p><input type="checkbox"/> n/a</p>	<p><b>The district provided evidence of:</b></p> <p><input type="checkbox"/> An evaluation instrument</p> <p><b>OR</b></p> <p><input type="checkbox"/> A process for the completion of periodic written evaluations of all regularly employed instructional personnel who are under written contract</p>	<p><b>The district provided evidence of:</b></p> <p><input type="checkbox"/> An evaluation instrument</p> <p><b>AND</b></p> <p><input type="checkbox"/> A process for the completion of periodic written evaluations of all regularly employed instructional personnel who are under written contract</p>

# 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

## 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)

# Rubric R - Requirements

Standard: Educational Opportunity				
R. School Climate	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<p><u>Guiding Question:</u></p> <p>Does the district have a valid and reliable school climate tool, uses the results to make data-driven decisions about programs and practices that could improve school climate, and assures the district has school policies, procedures, and rules address all areas in <a href="#">ARM 10.55.801(1)</a>? <a href="#">(ARM 10.55.801)</a></p>	<input type="checkbox"/> District has no evidence	<p><b>The district provided evidence of:</b></p> <input type="checkbox"/> Measuring school climate through a valid and reliable tool to understand student, staff, family, and community perceptions	<p><b>The district provided evidence of:</b></p> <input type="checkbox"/> Measuring school climate through a valid and reliable tool to understand student, staff, family, and community perceptions	<p><b>The district provided evidence of:</b></p> <input type="checkbox"/> Measuring school climate through a valid and reliable tool to understand student, staff, family, and community perceptions
			<p><b>AND</b></p> <input type="checkbox"/> 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	<p><b>AND</b></p> <input type="checkbox"/> 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
				<p><b>AND</b></p> <input type="checkbox"/> Assuring school policies, procedures, and rules address all areas in <a href="#">10.55.801(1)</a>



# Rubric R - Evidence

## **DEFINITIONS**

### **10.55.801(1) SCHOOL CLIMATE**

- (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

## **GUIDANCE**

**Climate Tool:** Review evidence of tools submitted for Assurance Rubrics A from part 1 - You can use the same tool as the CNA if it addresses school climate. Surveys may be given in conjunction with your accreditation cycle and are not expected to be completed annually.

## **SAMPLE EVIDENCE MAY INCLUDE**

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

**Climate Tool Evidence:** tool **AND/OR** tool results

**Data-Driven Decisions Sample Evidence May Include:** narrative **AND/OR** goal setting **AND/OR** action plans



# 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 will host Work Sessions with individual schools
- Training on Accreditation Platform after it opens on Dec. 2nd
- Office Hours 3:00-4:00 every Tuesday beginning October 1st

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

# Thank You!

For questions or additional information  
please contact Accreditation at  
[OPIAccred@mt.gov](mailto:OPIAccred@mt.gov).