

# What is the purpose of the **Graduate Profile** accreditation requirement in Montana ARM 10.55?



- The Graduate Profile impacts teaching and learning in Montana.
- It ensures students develop essential skills for modern success.
- The profile acts as a local guiding compass for schools.
- It provides a shared vision for all graduating students.



## Critical First Step: Embedding the Graduate Profile into Current Policy

### ARM 10.55 Standards of Accreditation Referencing the Graduate Profile

#### 10.55.601 Accreditation Standards: Procedures (3, 4a)

(3) To ensure a learner-centered system and establish a plan for continuous education improvement, the school district shall develop, implement, monitor, and evaluate an integrated strategic action plan and make the plan publicly available. To align with local context and needs, the district integrated strategic action plan shall be updated at least every three years based on a comprehensive needs assessment with meaningful stakeholder input and feedback that comply, at a minimum, with applicable requirements in Title 2, chapter 3, part 1, MCA. The plan must clarify what specific steps must be taken to achieve the district **graduate profile** and reflect a continuous improvement process.

(4) Each plan shall include:

(a) a school district **graduate profile** as defined in ARM 10.55.602;

#### 10.55.602: Definitions (17, 23, 27)

(17) "**Graduate profile**" means a learner centered model(s) based on a shared vision of learner attributes that students should have when they graduate. (23) "Learning model" means the learning experiences students engage in and teachers facilitate that are aligned to the desired attributes of a **graduate profile**. (27) "Measure" means a way to assess the level of proficiency on a performance indicator aligned to the district **graduate profile**.



# ARM 10.55 Standards of Accreditation Referencing the Graduate Profile

## 10.55.701: Board of Trustees (2a, 4)

(2) Each school district shall make available to the staff and public: (a) an integrated strategic action plan that includes a **graduate profile** as outlined in ARM 10.55.601; **ASSURANCE**

(4) The local board of trustees shall develop, with stakeholder input, an integrated strategic action plan to which the district **graduate profile** is aligned.

**ASSURANCE**

## 10.55.714: Professional Development (1a)

(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;



# What was the process to develop graduate profiles?



Through professional development and guidance documents built **understanding and urgency** for the graduate profile.

Districts engaged in a **collaborative process** with students, families, teachers, and industry partners to help identify the skills and competencies students need for post-secondary success.

Finalized the graduate profile by **developing a visual representation** to share with the public

Define **action steps** schools can take to meaningfully embed the graduate profile in curriculum, instruction, and assessment.





# Accreditation Think Tank: Shaping Guidance

(August 2023 to Current)

- **Membership:** Comprised of key stakeholders, primarily school superintendents, with field expertise and influence.
- **Purpose:** To provide critical feedback and guidance to the OPI.
- **Focus:** Developing the Criteria Reference Guide and scoring rubrics (Assurance and Student Performance Standards).
- **Foundation:** All guidance is strictly based on Chapter 55 Accreditation rules, effective July 1, 2023.



# Graduate Profile Rubric 2023-2024

General Provisions - Integrated Strategic Action Plan				
C. Integrated Strategic Action Plan - Content	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
<p>Guiding Question:</p> <p>How has the district engaged all stakeholders in a process to ensure that the ISAP includes a Graduate Profile and specific steps to achieve the district graduate profile and reflect a continuous improvement process?</p> <p>(<a href="#">ARM 10.55.601</a>)</p>	<p><input type="checkbox"/> 1st Year - District has <b>no</b> evidence that steps have been taken to develop a Graduate Profile</p>	<p><input type="checkbox"/> n/a</p>	<p><input type="checkbox"/> n/a</p>	<p><input type="checkbox"/> 1st Year - District is able to provide evidence that steps have been taken to develop a Graduate Profile.</p>

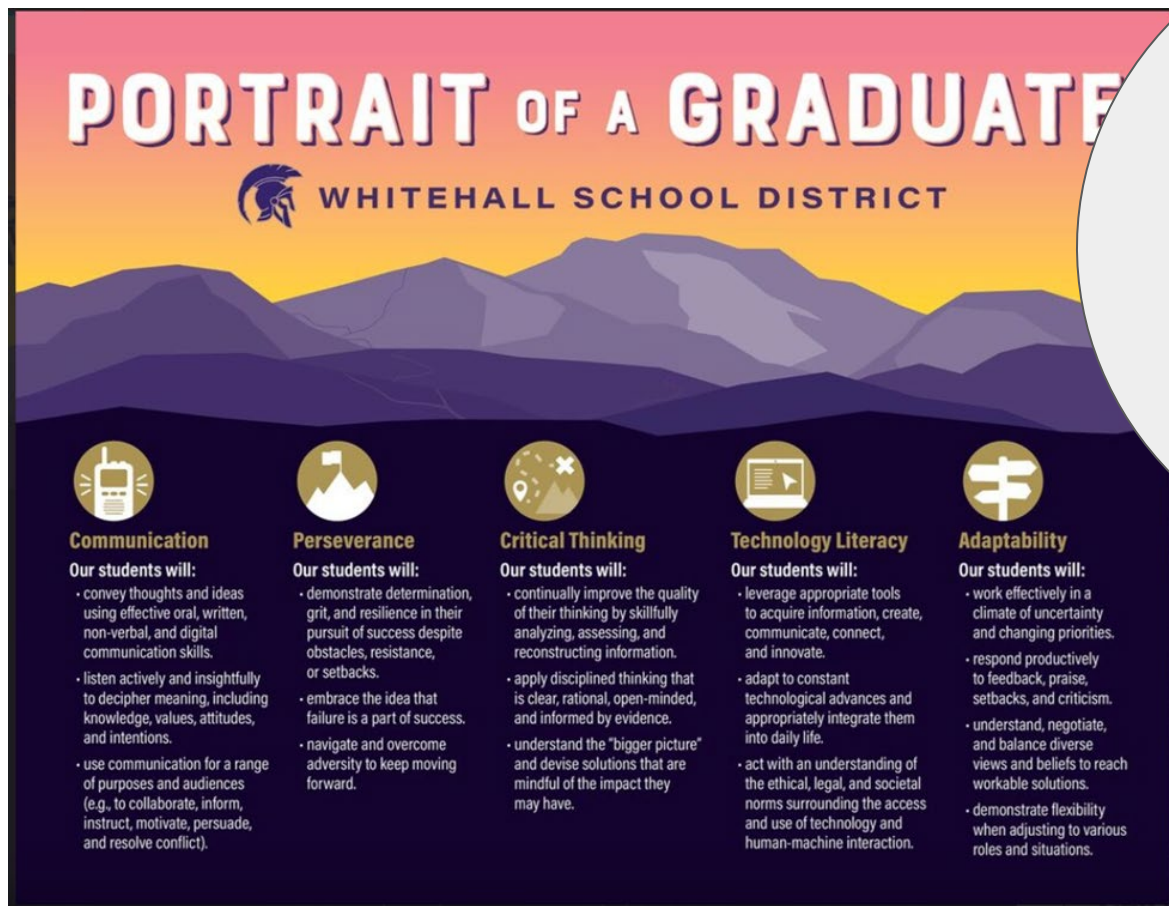


# Graduate Profile Rubric 2024-2025

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>	<input type="checkbox"/> District has <b>no</b> evidence of a completed Graduate Profile	<p><b>The district provided evidence of:</b></p> <input type="checkbox"/> Completed graduate profile	<p><b>The district provided evidence of:</b></p> <input type="checkbox"/> Completed graduate profile	<p><b>The district provided evidence of:</b></p> <input type="checkbox"/> Completed graduate profile
		<p><b>AND</b></p> <input type="checkbox"/> Publicly available graduate profile	<p><b>AND</b></p> <input type="checkbox"/> Publicly available graduate profile	<p><b>AND</b></p> <input type="checkbox"/> Publicly available graduate profile
			<p><b>AND</b></p> <input type="checkbox"/> Meaningful stakeholder input and feedback used to create the graduate profile	<p><b>AND</b></p> <input type="checkbox"/> Meaningful stakeholder input and feedback used to create the graduate profile
				<p><b>AND</b></p> <input type="checkbox"/> Specific steps to achieve the graduate profile












"The Portrait will provide strategic direction for the redesign of the overall educational experience for our students," Superintendent Hannah Nieskens said. She also noted that this Portrait will now be an integral part of a WHS student's career, and the District is excited to implement it.

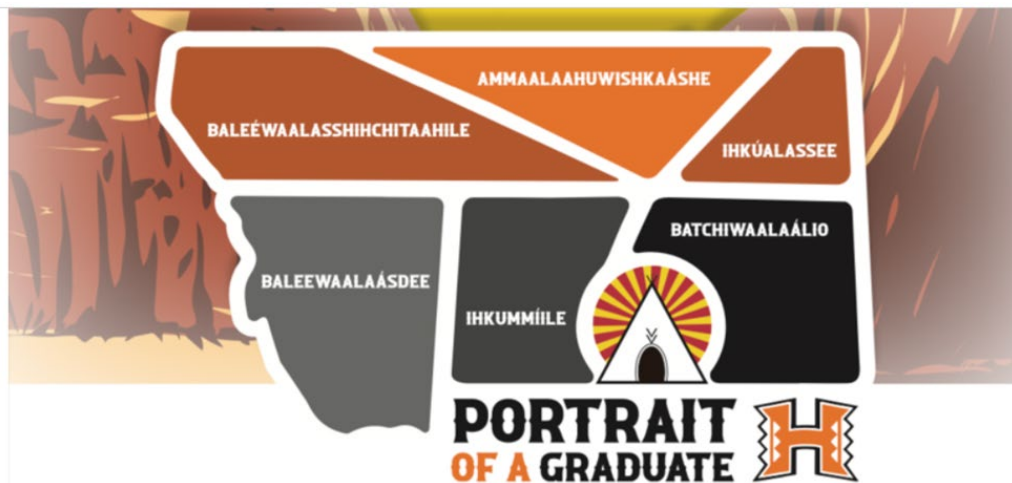




# Power Public Schools Graduate Profile

Financially Literate	Exceptional Communicators	Strong Work Ethic	High Integrity	Well Organized
 <ul style="list-style-type: none"><li>• Lives by a budget</li><li>• Understands debt and interest</li><li>• Knows how to manage money</li></ul>	 <ul style="list-style-type: none"><li>• Active listening</li><li>• Confidence</li><li>• Volume and tone</li><li>• Empathy</li><li>• Respect</li><li>• Responsiveness</li></ul>	 <ul style="list-style-type: none"><li>• Being punctual</li><li>• Taking initiative</li><li>• Being a team player</li><li>• Being detail-oriented</li><li>• Showing accountability</li><li>• Being adaptable</li><li>• Maintaining a positive attitude</li></ul>	 <ul style="list-style-type: none"><li>• Honesty</li><li>• Consistency</li><li>• Keeping promises</li><li>• Accepting responsibility</li><li>• Having authenticity</li></ul>	 <ul style="list-style-type: none"><li>• High degree of efficiency</li><li>• Manages time</li><li>• Prioritizes tasks</li><li>• Tidy</li></ul>

## Small School, Big Education



**PREPARING THE WHOLE CHILD – PHYSICAL, INTELLECTUAL, EMOTIONAL,  
AND CULTURAL BELONGING – TO THRIVE IN AN EVER-CHANGING WORLD,  
HARDIN PUBLIC SCHOOLS' STUDENTS WILL**

**Baleéwaalasshihchitaahile**

Be **CRITICAL THINKERS** who access information with a rational, open-minded, problem-solving focus to find answers and outcomes.

**Baleewaalaásdee**

Be **EMPATHETIC**, respecting other's feelings, opinions, experiences, and culture without judgement.

**Ihkúallassee**

**PERSEVERE** as they show determination to succeed despite difficulties, opposition and failure.

**Ihkummíle**

Be **ADAPTABLE** as they demonstrate effective problem solving in a changing environment, understanding and balancing diverse views to reach a solution.

**Ammaalaahuwishkaáshe**

Act with **INTEGRITY**, as they interact honestly and take responsibility for their own choices and behaviors.

**Batchiwaalaálio**

Be effective **COMMUNICATORS** who listen and respond appropriately, oral, nonverbal, and writing based on audience and purpose.



YouTube · Billings Public Schools

680+ views · 5 months ago



## Graduate Profile



Billings Public Schools Assistant Superintendent Chris Olszewski, Ed. D. explains the new Graduate Profile.

<https://www.youtube.com/watch?v=X2b906GSPoE>



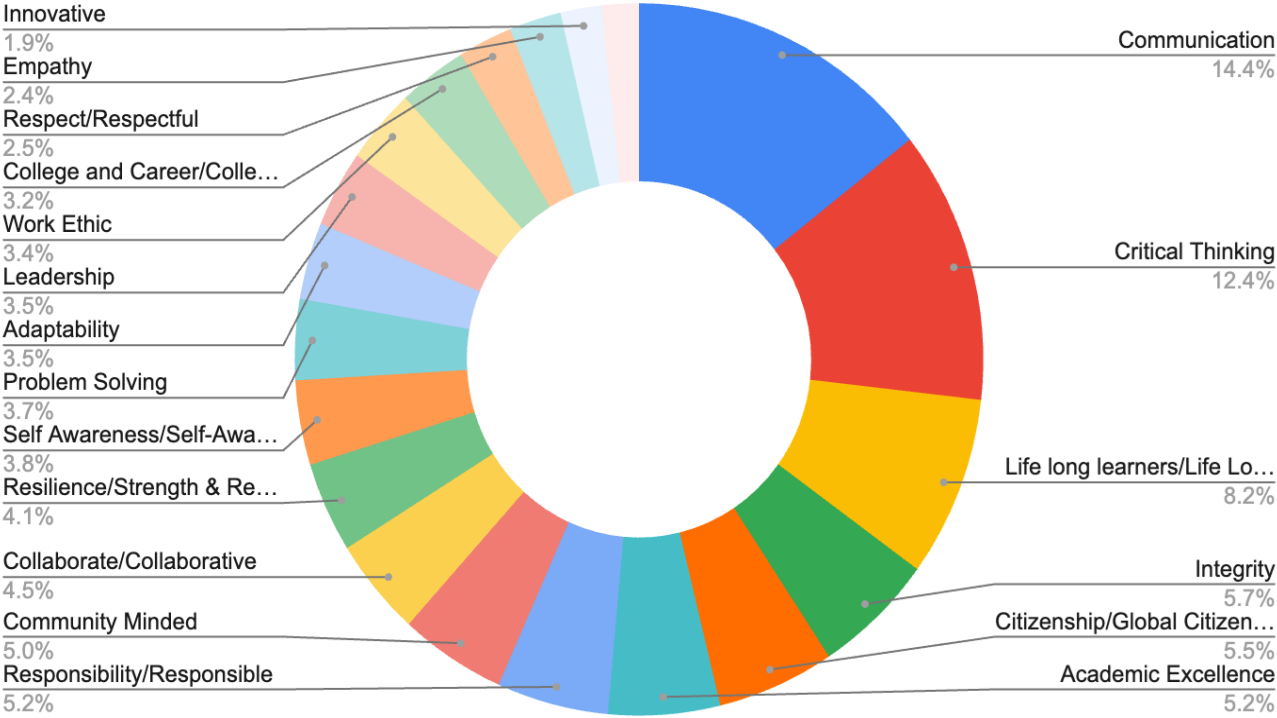
# Graduate Profile Rubric 2026-2029

Standard: General Provisions – Graduate Profile				
H. Integrated Strategic Action Plan - Graduate Profile	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<p><i>Guiding Question:</i></p> <p>Does the district have evidence of a completed, publicly available graduate profile and specific steps to achieve it?</p> <p><a href="#">ARM 10.55.601 (4a)</a>  <a href="#">ARM 10.55.602 (17, 23, 27)</a>  <a href="#">ARM 10.55.701 (2, 4)</a></p>	<input type="checkbox"/> District has <b>no</b> evidence of a completed graduate profile	<p><b>The district provided evidence of:</b></p> <input type="checkbox"/> A graduate profile	<p><b>The district provided evidence of:</b></p> <input type="checkbox"/> A graduate profile	<p><b>The district provided evidence of:</b></p> <input type="checkbox"/> A graduate profile
			<p><b>AND</b></p> <input type="checkbox"/> Evidence of where the graduate profile is publicly available	<p><b>AND</b></p> <input type="checkbox"/> Evidence of where the graduate profile is publicly available
				<p><b>AND</b></p> <input type="checkbox"/> Specific steps to achieve the graduate profile

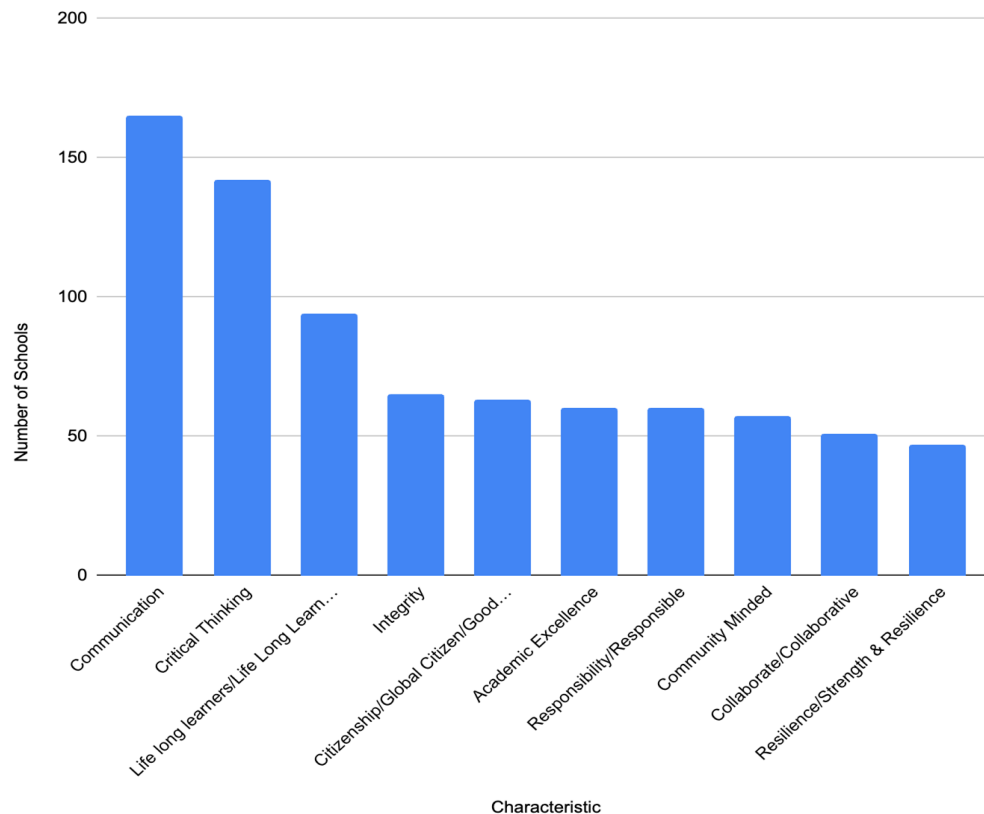


# Statewide Results of Graduate Profile Attributes

Number of Schools

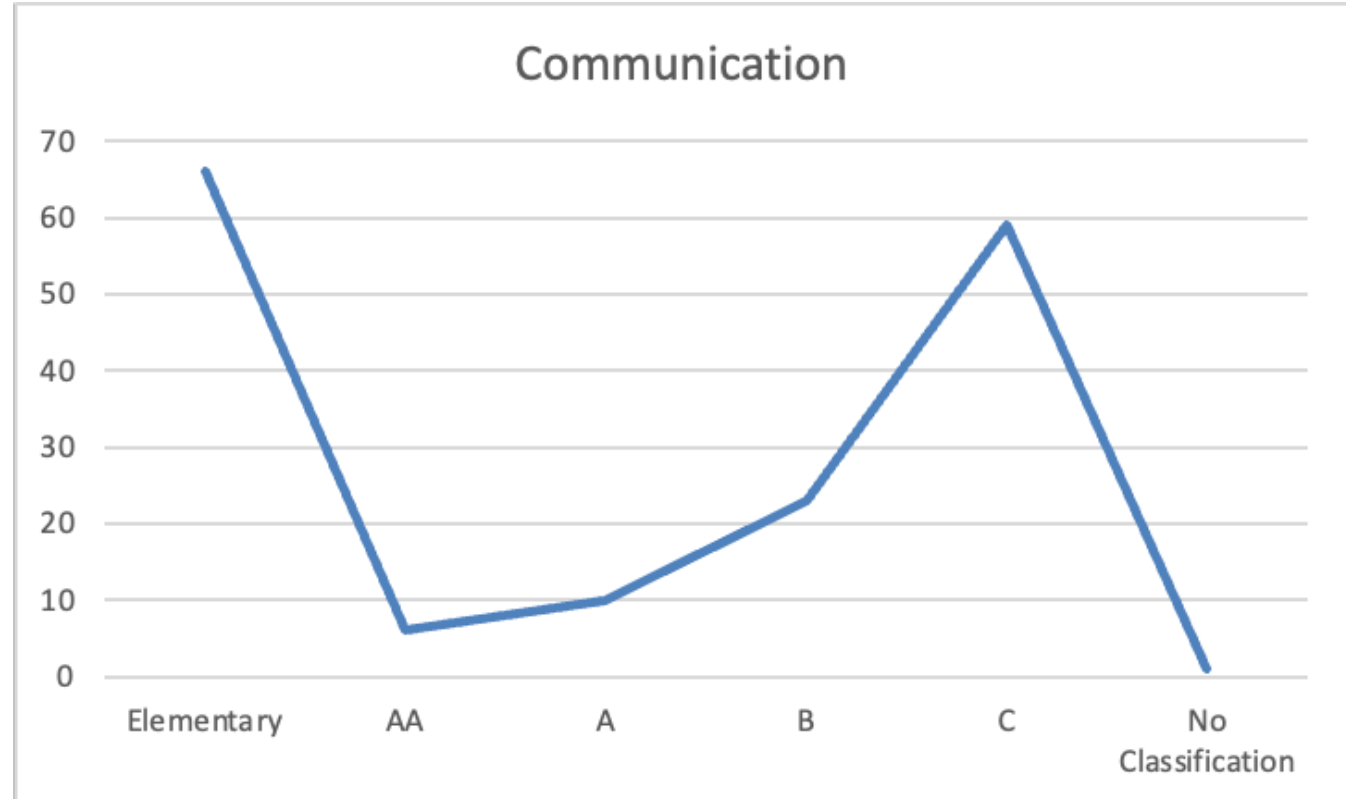


# Top 10: Results of Attributes



## Top Attribute by District Size

Elementary	66
Class AA	6
Class A	10
Class B	23
Class C	59
No Classification	1
<b>Total</b>	<b>165</b>





# From “Big Sky Thinking” to “Where the Rubber Meets the Road: Action Steps and Implications

**Action Step:** Establish a shared understanding of the concept of the graduate profile.

**Implication:** This foundational step leads to a unified collective vision for student success across Montana school communities (educators, students, families, industry partners, community members). It ensures everyone is working toward the same explicit, agreed-upon goals, creating coherence among various initiatives and serving as a bridge between the school's mission and its programs.



# Action Steps and Implications

**Action Step:** Understand how the implementation of the graduate profile will impact students, educators, and schools.

**Implication:** This understanding highlights the profile's role as a driver for systemic change.

- **For students**, it results in a more student-centered learning experience, fostering greater engagement, agency, and the development of essential 21st-century skills (e.g., critical thinking, collaboration, resilience).
- **For educators**, it shifts instructional practices toward more project-based and personalized learning approaches and can inform recruitment and professional development strategies.
- **For schools**, it transforms systems, structures, and processes, and holds the institution collectively accountable for student outcomes beyond traditional metrics.



## Action Steps and Implications

**Action Step:** Explore action steps schools can take to meaningfully embed the graduate profile in curriculum, instruction, and assessment.

**Implication:** This exploration moves the profile from an aspirational poster to an operational reality. It leads to the integration of competencies into everyday classroom experiences, requiring new pedagogical methods like project-based learning and authentic performance assessments where students demonstrate skills in real-world applications. This ensures the learning process is directly aligned with the desired graduate outcomes, making learning more meaningful and relevant.



## Action Steps and Implications

**Action Step:** Tap into a sense of urgency and excitement about the impact of the graduate profile on the future of schools and learning.

**Implication:** This creates momentum for change, transforming the profile from a mere document into an impetus for engaging in deeper learning and a shared commitment to a renewed vision for education. It generates enthusiasm for preparing students for the future of work and civic engagement, helping to navigate the complexities and challenges of significant educational transformation.



# Catalyze Statewide Change



- Collaboration and intentionality are vital for real change
- Local communities must interpret this work in their own way
- Policies must be modified to align with graduate profiles
- Commissioners as ambassadors to build investment and excitement about the graduate profile