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Linda McCulloch
Superintendent

Summary of Remarks – SEC Meeting – St Louis SCASS Conference

Montana is in its third year of its SEC project. The project has two main components. One is a requirement for Title II Part B Math and Science Partnership Program grantees to use SEC methodology for evaluating the impact of professional development when applicable and appropriate for the MSP project. The second component which is the larger more comprehensive use of the tool to provide for the training and use of SEC mapping to support and inform the continuous school improvement process now in use in all our schools.

Schools and districts who see the timing is appropriate for using SEC mapping initiate the process by contacting the Montana Office of Public Instruction. Our office then works with the district to design an overall plan for introducing the tool in to the local school improvement environment. We provide for the initial orientation and training for the staff in the understanding and use of the survey tool and subsequent data produced. If the district is large enough we also provide for the identification and training of an in-district trainer. Almost universally, the schools and districts first look at an appropriate grade band in one subject area to determine the alignment between curriculum, instruction and assessment (Montana State CRT's in Math, Reading or Science). Applicable student achievement results are analyzed as well to help target weak areas. From that analysis and dialogue adjustments in instructional emphasis, pacing guides, professional development goals and/or materials acquisition are made for the coming year. Re-surveying occurs either one or two years following the adjustments and the cycle continues. Once alignment is achieved, districts will then look at other aspects of the survey data in the areas of instructional strategies especially in areas where achievement results continue to lag. They will also begin to expand to other grade bands to repeat the process at those levels.

We continue to focus on capacity building as the project scales up. This involves insuring a growing cadre of trainers. We have also begun to involve our newly formed regional education service agencies around the state in the project. Our goal is to see the project impact more and more schools and districts but at a pace that insures fidelity of implementation.

"It is the mission of the Office of Public Instruction to improve teaching and learning through communication, collaboration, advocacy, and accountability to those we serve."