

# Part 1

## YEAR 1 MRH PROGRAM EVALUATION EMINTS 2006-2007

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## **YEAR 1 MRH PROGRAM EVALUATION EMINTS**

### ***Project Benefits***

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#### **Teacher Development**

Project Headware and EMINTS professional development has provided a setting for teachers to collaborate and develop inquiry-based activities and lessons enhanced with technology. Over the past year, teachers have fostered an open learning environment in which students are practicing 21<sup>st</sup> century skills of creativity, communication, collaboration, inquiry, and critical thinking.

#### **Student Development**

Teacher instruction coupled with the 1:1 environment has changed learning by providing students the opportunity to make decisions and give input about their education. We strongly believe that using this differentiated approach strengthens our ability to prepare students to meet the challenges of life in a digital age.

#### **Year 1 Activities and Outcomes**

Year one professional development focused on the use of technology in inquiry-based learning, cooperative learning, and community building. During the second semester each grade level team worked together to create interdisciplinary lessons for their expeditionary trips. The 8<sup>th</sup> grade team created a defining moment unit in which students discussed a novel and identified a defining moment in their lives. Students then used iMovie to create a digital story that illuminated their event. The 7<sup>th</sup> grade team used their expeditions to introduce a public service announcement unit. Students used the data and research from their expedition to create a public service announcement podcast detailing environmental dangers and conservation. Both units illustrated the tremendous bond between collaboration, creative thinking, and technology.

### ***Project Goals and Objectives***

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#### **Goal 1: Student Academic Performance**

Goal 1 has three components related to student academic performance, each of which uses a different assessment tool.

In addition to the MRH school district evaluation, OSEDA summary report for this section is found in Appendix B (p. 18 and 22).

- A.** Of the students who have participated in eMINTS for one year, 50% will be reading at or above grade level and of the remaining 50%, 30% will make at least one year's gain as measured by the Degrees of Reading Power. (A goal of 49 students in 7<sup>th</sup> grade and 51 students in 8<sup>th</sup> grade making proficient or making accelerated growth toward proficiency.)
  - a. Of the 74 seventh grade students who attended all year, 14 (19%) did not complete the end of the year assessment, 42 (**57%**) scored the 50<sup>th</sup>ile or better, and 18 (24%) scored below the 50<sup>th</sup>ile. 5 of the 18 scoring below the 50<sup>th</sup> ile made more than 1 year gain in reading. Compiling these results shows that 47 students scored at the proficient level or made accelerated growth toward proficiency.
  - b. Of the 79 eighth grade students who attended all year, 15 (19%) did not complete the end of the year assessment, 40 (**51%**) scored the 50<sup>th</sup>ile or better, and 24 (30%) scored below the 50<sup>th</sup>ile. 8 of the scoring below the 50<sup>th</sup>ile gained more than 1 in reading. Compiling these results shows that **48** students scored at proficient or made accelerated growth toward proficiency.
  - c. Over 50% of both grade levels scored at grade level or above, 13% of the remaining 7<sup>th</sup> graders and 20% of the remaining 8<sup>th</sup> graders made one year or more of progress toward grade level.**
  
- B.** Of the students who have participated in eMINTS for one year, 40% will performed mathematics at or above grade level and of the remaining 60%, 30% will make at least one year's gain as measured by the Math Leveling Assessment.
  - a. The Math Leveling Assessment (MLA) was not administered during the 2006-2007 school year due to timing and the administering of several other assessments. Consequently, we will be scheduling the administering of these assessments earlier during the 07-08 school year to insure that we collect this data. We have planned for the testing to take place **May 6 and May 7, 2008** immediately following the MAP and TerraNova standardized assessments in the spring. This plan will allow us to collect and analyze the data in a timely manner. We will also administer the MLA on September 5 and September 6 of 2007 to allow us to analyze for individual growth.

- C. At the end of the school year, 25% or more of the students will score above the benchmarks on the online monitoring program than scored above the benchmarks at the beginning of the year.
- a. Mathematics - Of the 73 **seventh grade** students who attended MRH all year, 7 (10%) achieved scores of benchmark or above at the beginning of the year, while 15 (21%) achieved benchmarks or above at the end of the year, representing an **increase of 11%**. Of the 76 **eighth grade** students, 7 (9%) achieved benchmark or above at the beginning of the year, while 3 (4%) achieved benchmark or above at the end of the year, representing a **loss of 5%**.
  - b. Reading - Of the 73 **seventh grade** students who attended MRH all year, 7 (10%) achieved scores of benchmark or above at the beginning of the year, while 25 (34%) achieved benchmarks or above at the end of the year, representing an **increase of 24%**. Of the 76 **eighth grade** students, 12 (16%) achieved benchmark or above at the beginning of the year, while 19 (26%) achieved benchmark or above at the end of the year, representing a **increase of 10%**.
  - c. **While none of the areas met the goal of increasing by 25%, one was very close (7<sup>th</sup> grade reading) and two made significant progress (7<sup>th</sup> grade math and 8<sup>th</sup> grade reading).**

## **Goal 2: Student Technology Performance**

30% of MRH 7<sup>th</sup> grade students will demonstrate proficiency on the ISTE-S performance indicators 1, 4, 5, and 6 in year 1. 30% of MRH 8<sup>th</sup> grade students will demonstrate proficiency on ISTE-S performance indicators 1, 4, 5, and 6 in year 1.

MRH used the item summary from the Spring, 2007 survey provided by OSEDA to complete an analysis based upon the specific ISTE standards. The summary is provided in Appendix B (p. 25). Two grade level projects at the end of the year allowed teachers to observe and thereby confirm the students' self-perception of their skills. As described in the previous section, Year 1 Assessment and Activities, 8<sup>th</sup> grade students used iMovie, cameras, Word, and other software to create a digital story that illuminated their personal defining moment. The 7<sup>th</sup> grade students created public service announcement podcasts based upon the data and research from their expedition. These podcasts detailed environmental dangers and conservation.

OSEDA provided the Spring data per question, which the MRH staff correlated to the specific ISTE standards. Students who rated their ability on the question as fairly well or very well were considered to be at mastery level. Based on the OSEDA student self-assessment, student mastery on questions related to each ISTE standard was as follows:

**Standard 1:** Basic operations and concepts - 29.8% mastery

**Standard 4:** Technology communication tools – 39.2% mastery

**Standard 5:** Technology research tools – 37.6% mastery

**Standard 6:** Technology problem-solving and decision-making tools – 36.2% mastery

### **Goal 3: Teacher Technology Performance**

60% of teachers in their first year of implementation will assess themselves in the top two levels of 20% of the “Hallmarks of an Effective eMINTS Classroom” (year one).

In addition to the MRH school district evaluation, the OSEDA summary report for this section is found in Appendix B (p. 31). A final report from OSEDA will provide the information on the teachers’ self-assessment at which time, MRH will be able to specifically address this criteria.

Weekly walk-throughs were a part of the MRH evaluation process. Observational notes made at that time indicated that teachers were observed collaborating, planning and utilizing a variety of technology to enhance their student’s understanding. Examples of the technology that teachers selected to engage and increase student depth of knowledge included smartboard, portaportal, garageband, podcasting, mediafire, itunes, powerpoint, iphoto booth for digital portfolios, iweb, united streaming, smart notebook, wordcomicLife, and iMovie.

### **Goal 4: Pedagogical Improvement**

60% of instructional time will be devoted to instructional practices that utilize inquiry, encourage collaboration, and develop creative thinking, critical thinking, and improved communication in students as measured by the Hallmarks of an Effective eMINTS Classroom. (Year 1).

In addition to the MRH school district evaluation below, the OSEDA summary report for this section is found in Appendix B (p. 29).

An effective eMINTS classroom is characterized by observable attributes that result in improved student performance, parent involvement and enriched instructional effectiveness. Each eMINTS teacher was observed for at least one class period monthly using the Hallmarks of an Effective eMINTS Classroom. The areas of pedagogical and technological mastery facilitated student centered learning, unique teaching pedagogy, and learning strategies to implement standards-based curriculum, community of learners, technology richness, assessment of student performance in the context of inquiry based learning and professional collaboration.

The most challenging aspect of evaluating this area was creating a consistent assessment rubric in which evaluation was embedded within classroom practice. To meet this challenge, the administrators integrated the existing observational toolkit process with the eMints Hallmarks Effective Classroom. This document (attached in Appendix A) and the observational process initiated the third quarter of the year provided a greater understanding of the level of each teacher's performance for that lesson period. While the rubric was not used during the first half of the school year, initial observational notes regarding the twelve MRH Middle School teachers indicated that their classroom performance was at the emerging level. As the eMints professional development progressed, teachers began to move up the continuum and implement inquiry-based strategies into their teacher facilitated and student centered learning. Sixty per-cents of our eMints professional learning community members were observed progressing from emerging through experimental and moving into transitional.

## ***Project Future***

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In 07-08 MRH will expand Project Headware initiative into the high school. To adequately prepare for the transition MRH has contracted with eMINTS to provide a modified PD session to high school teachers. Teachers have already developed the logistics of the laptop rollout as well as their CUP. Other individuals have worked together with eMINTS instructors to create their first lessons of the program.

In addition to providing dedicated time for eMINTS-like professional development, MRH hired and reallocated additional staff to coordinate administration, purchases, and training of the program at the high school level . In April, Chris Hoelzer was hired as the Project Headware Coordinator for MRH high school. He will begin PD4ETS training this year as he prepares to guide his fellow teachers through PD sessions. The following year James LaVere will

attend PD4ETS training to support Chris in additional training. Last month James Gardner was hired as our new IT manager for the district. He brings with him a wealth of systems knowledge that will maintain and enhance the capabilities of the district's network infrastructure.

In addition to new personnel, MRH will provide a student computer help desk. Throughout the day, students who have technical difficulties in the high school and middle school will be able to take their computers to the help desk. Students interested in becoming a "tech" will be screened and interviewed by the building technology department and administration. This help desk will create a sense of student involvement and responsibility. It will also help maintain and diagnosis critical equipment.

Future support of this project will be provided by general district operating budget and include additional professional development opportunities, materials, supplies, and equipment expenditures.