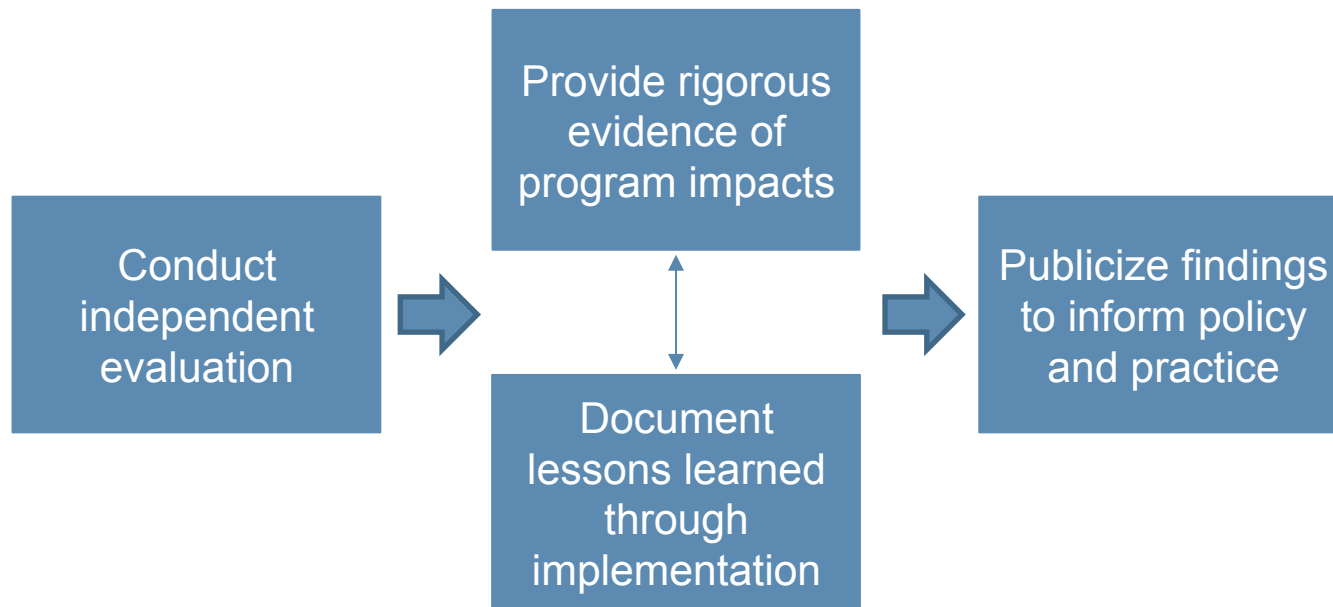


Plans for Evaluation of the eMINTS Expansion Project

Dean Gerdeman, Principal Investigator

Evaluation of i3 Validation Grants

- The i3 program expands implementation of and evidence on innovative practices with a record of improving student achievement.
- Evaluations are a key component of the public benefit.



American Institutes for Research (AIR)

- Evaluator for the eMINTS Expansion Project
- Not-for-profit, independent behavioral and social science research organization founded in 1946 (www.air.org)
- Deep expertise in conducting rigorous evaluations with schools

AIR's Project Leads

Dean Gerdeman, Ph.D., Principal Investigator

- Managing researcher experienced in leading high-profile and large-scale research and evaluations
- Expertise in research on teacher professional development and growth

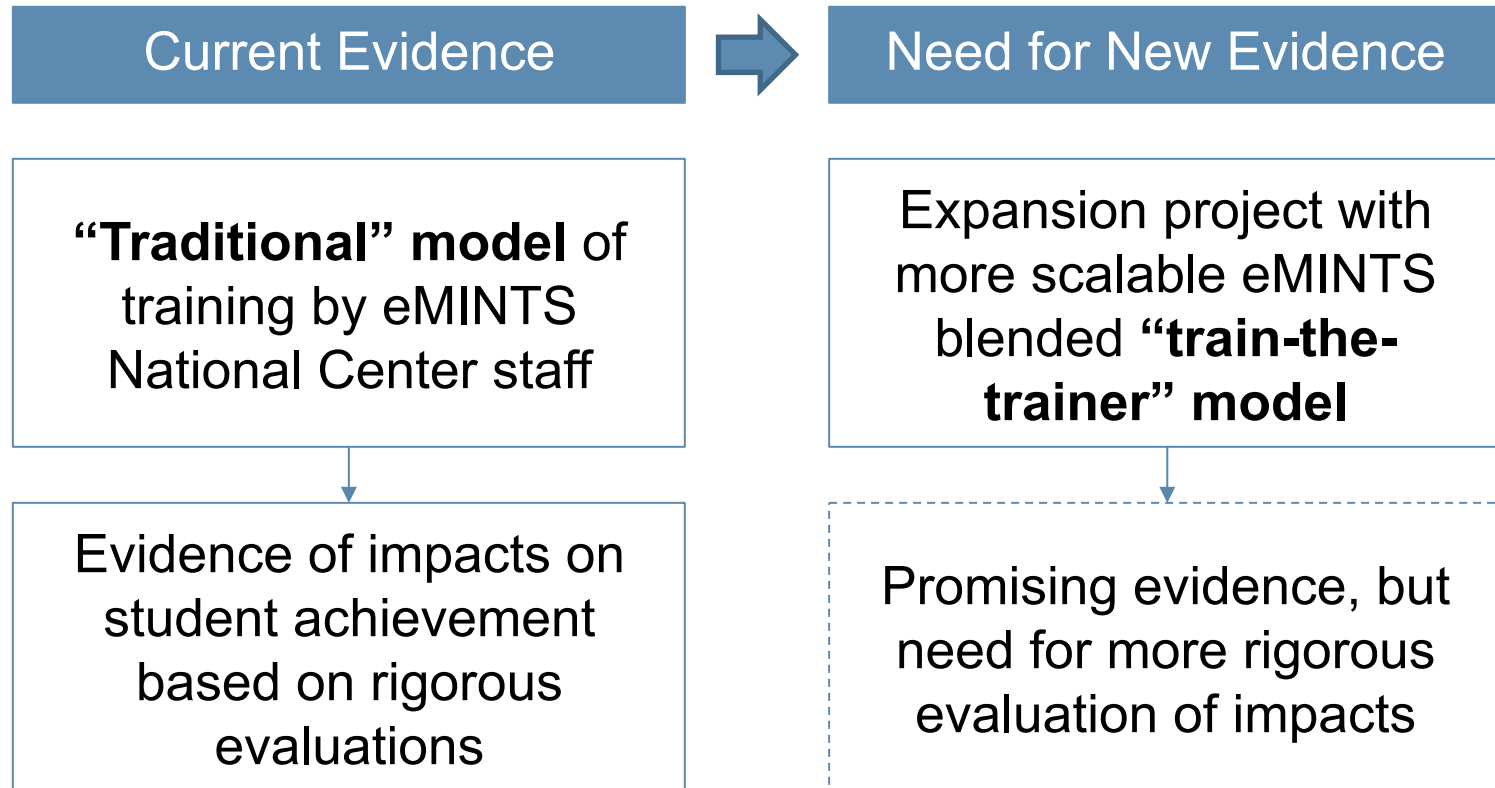


Ayrin Molefe, Ph.D., Project Director

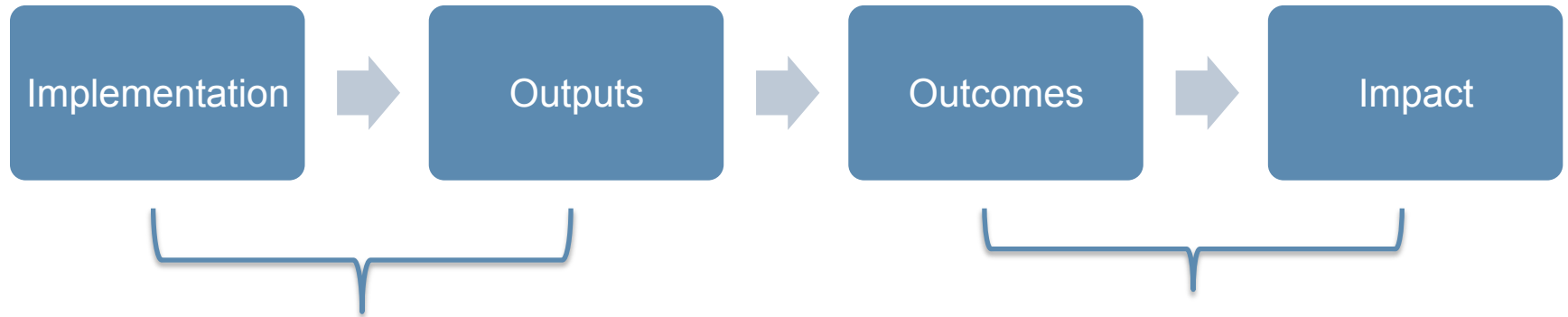
- Senior statistician and methodologist
- Expertise and extensive experience in designing and leading large-scale rigorous evaluations



Evaluation of the eMINTS Professional Development (PD)



Evaluation Overview



Examining program implementation

- Fidelity of implementation
- Cost effectiveness

Assessing program impact

- Teacher practices
- Student outcomes

Reporting and disseminating findings

Research Questions: Implementation Evaluation

Research Questions and Outcomes	Expected Data Sources
To what extent is the blended train-the-trainer program implemented as designed?	<ul style="list-style-type: none">• eMINTS program records• Teacher and school administrator surveys• Teacher unit plans• Technology resource audits• District facilitator coaching logs
How does the cost and burden to schools of the blended train-the-trainer model compare with traditional training by eMINTS staff?	<ul style="list-style-type: none">• eMINTS budgets and financial records• Administrator survey

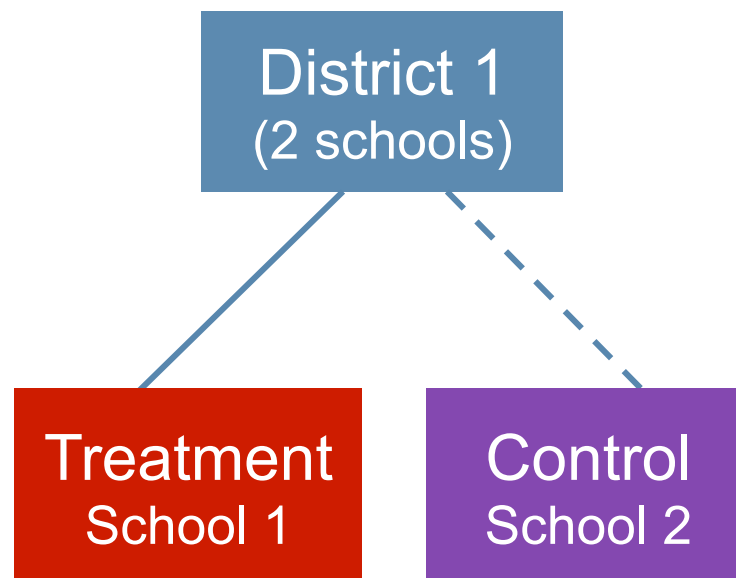
Research Questions: Impact Evaluation

Research Questions and Outcomes	Expected Data Sources
What is the impact of the eMINTS model on academic achievement, academic mindset, and problem-solving skills for Grade 7 students?	<ul style="list-style-type: none">• Students' mathematics, reading, and science scores on state assessments• Student survey
What is the impact of the eMINTS model on instructional practices and instructional alignment with state standards for Grade 7 teachers?	<ul style="list-style-type: none">• Teacher survey• Classroom observations (for a random sample of teachers)

Random Assignment for Evaluating Impacts

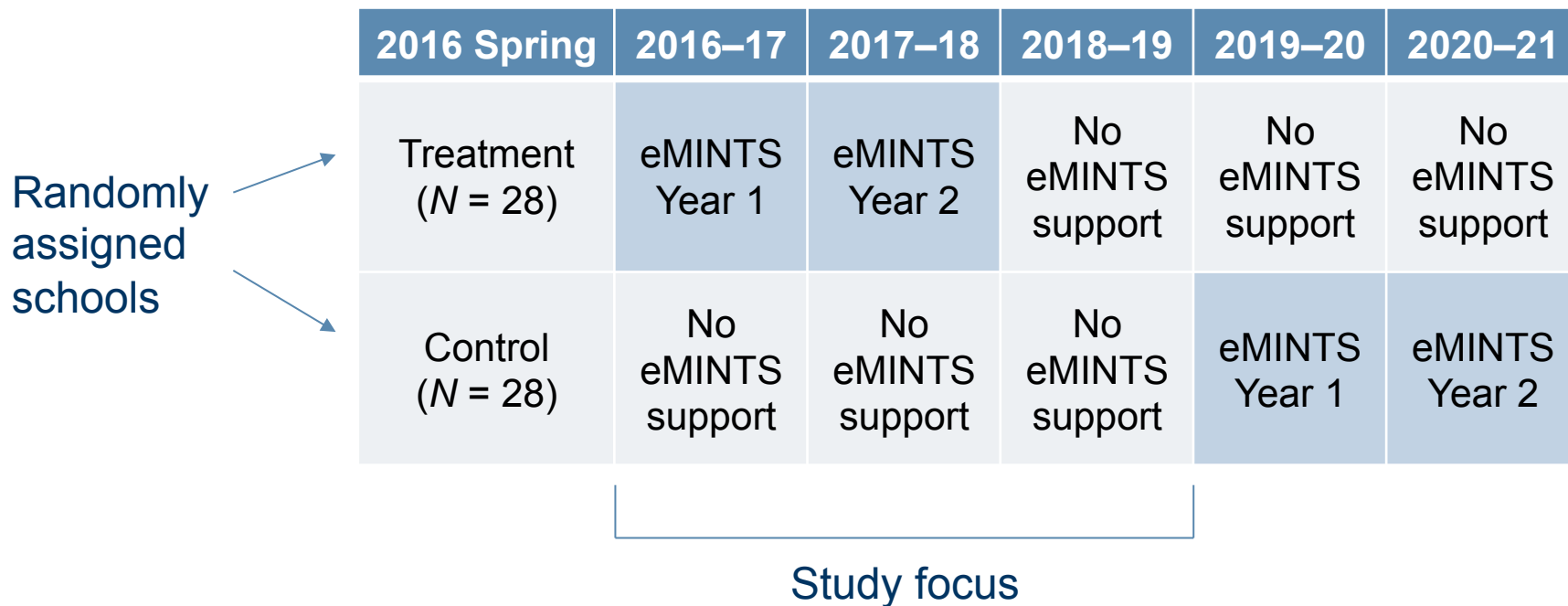
Within each district, participating schools randomly assigned to one of two conditions

- **Treatment:** eMINTS model in 2016–17 and 2017–18
- **Control:** “business-as-usual,” then eMINTS model in 2019–20 and 2020–21 following completion of the study



Random assignment designs are considered a “gold standard” for evaluating interventions.

Evaluation Timeline



Planned Data Collection

	2016		2017		2018		2019	
	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
<i>From both eMINTS and control schools (impact evaluation)</i>								
Student								
Assessment data from districts		X		X		X		X
Student survey			X		X		X	
Teacher								
Teacher survey		X	X		X		X	
Classroom observations			X		X		X	
<i>From eMINTS schools only (implementation evaluation)</i>								
Teachers								
Teacher PD attendance records		X	X	X	X	X	X	
Teacher satisfaction surveys		X	X	X	X	X	X	
Teacher unit plans					X		X	
Administrators								
Administrator survey			X		X		X	
District affiliate trainers								
Affiliate coaching logs		X	X	X	X	X	X	
Professional development session schedules		X	X	X	X	X	X	
Technology audit		X						

Expectations for Districts and Schools

Districts

- Provide data contact for the project
- Provide necessary approvals for research activities and data sharing
- Support and guide plans for recruitment and data collection processes
- Provide student assessment data for evaluation

Schools

- Provide project contact
- Support recruitment and data collection processes

Expectations for Individual Participants

Teachers → Grade 7 core subject teachers invited to participate

- Complete a survey twice in Year 1 and once per year in Years 2 and 3
- Participate in classroom observation once per year
- Support the administration of annual student surveys
- Provide unit plans, portfolios

Students → Grade 7 students in each study year invited to participate

- Complete a survey once per year

Approach to Conducting the Research

- Oversight of an institutional review board
- Data collection by eMINTS staff, AIR staff, or consultants
- Training of all individuals collecting data
- Compliance with district requirements
- Use of a data security plan and security protocol
- Reporting of findings that do not identify individuals

Questions?

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