

Sample Project – Evaluation Question 1

Evaluation Question

Has the project developed technology-enhanced science learning experiences that have been instrumental in improving student mastery of the Skills of Inquiry, understanding of the history/geology/ecology of the Connecticut River, and of the 5-8 science curriculum in general?

Indicator Rubric

Basic Indicator	Teachers from grades five through eight will collaborate to develop and independently implement authentic, inquiry-based, technology-enhanced, math/science learning activities into a unit of study based on the Connecticut River.
Level 4 (Year 1)	Two teachers from each of the three participating districts have collaboratively developed similar and common curriculum activities that seamlessly integrate technology and are mapped to the grade appropriate science and technology and mathematics framework standards identified in the project proposal. Teachers can clearly articulate the links between framework standards and student activity throughout the developed instructional unit(s).
Level 3 (Year 1)	Two teachers from each of the three participating districts have collaboratively developed similar and common curriculum activities that in some way integrate technology and are mapped to most of the grade appropriate science and technology and mathematics framework standards identified in the project proposal. The majority of the project's teacher participants can clearly articulate the links between framework standards and student activity throughout the instructional unit(s).
Level 2 (Year 1)	Teachers from each of the three participating districts have developed curriculum activities that in some way integrate technology and are mapped to some of the grade appropriate science and technology and mathematics framework standards identified in the project proposal. While there has been some degree of teacher collaboration in this development work, several of the activities have been developed by individual teachers or outside of the project's group/collaborative process. Some of the project's teacher participants can articulate the links between framework standards and student activity throughout the instructional unit(s).
Level 1 (Year 1)	Teachers have developed curriculum activities that are mapped to some of the grade appropriate science and technology and mathematics framework standards identified in the project proposal. Technology integration is inconsistent and is not found in all areas where it might otherwise be appropriate. Much of the project's work has been conducted by individual teachers or outside of the project's group/collaborative process. Some of the project's teacher participants can articulate the links between framework standards and student activity throughout the instructional unit(s).

Evidence

Evidence	Data Collection Method
Participating teacher awareness of the project, its purpose, and its implications for their work	<input type="checkbox"/> Interview of teacher participants
Participation in, and satisfaction with the professional development component of the project	<input type="checkbox"/> Observation of PD sessions (sample) <input type="checkbox"/> Participants' session evaluations
Clear documentation of the connection between curriculum objectives and the instructional strategies in the developed curriculum activities	<input type="checkbox"/> Reflection (Interviews) on the design process by teacher and administrator participants <input type="checkbox"/> Artifact analysis of the developed units
Teachers implement portions of the units (year 1) and find that the embedded curriculum strategies improve student understanding and learning of relevant content	<input type="checkbox"/> Classroom observation <input type="checkbox"/> Teacher interviews
Teachers identify specific areas where integrated technology aids in student understanding and mastery of content	<input type="checkbox"/> Classroom observation <input type="checkbox"/> Teacher interviews
Students report enhanced/improved understanding of curriculum content via their work in the implemented parts (year 1) of developed units	<input type="checkbox"/> Classroom observation <input type="checkbox"/> Student interviews

Sample Project – Evaluation Question 2

Evaluation Question

Has the project offered teacher professional development that has resulted in improved teacher understanding of universal design principles and technology integration strategies?

Indicator Rubric

Basic Indicator	Through the project’s professional development, teachers have acquired advanced knowledge and skills in addressing the Science and Technology and Math framework standards. Teachers have improved their technology skills and have demonstrated enhanced ability to use technology in support of teaching and learning. Teachers are familiar with the principles of Universal Design for Learning and have created instructional activities that adhere to these principles.
Level 4 (Year 1)	At least 6 teachers (two from each district) have participated in all aspects of the project’s professional development. The professional development – in both its design and implementation -- has included direct participation from content, technology, special needs, and other experts. Participants report that the professional development was consistently well designed, beneficial, and that it has fulfilled their needs. Pathways for collaboration between local environmental groups and district teachers have been established, and such collaboration is actively occurring by the end of the project year. Participating teachers have shown improvement in their mastery of the Standard 1, 2, and 3 teacher technology skills identified by the project.
Level 3	At least 6 teachers (two from each district) participated in all aspects of the project’s professional development. The professional development – in both its design and implementation -- has included frequent participation from content, technology, special needs, and other experts. Participants report that the professional development was mostly well designed, beneficial, and that it has fulfilled their needs. Pathways for collaboration between local environmental groups and district teachers have been established by the end of the project year. Participating teachers have shown improvement in their mastery of the Standard 1, 2, and 3 teacher technology skills identified by the project.
Level 2	Teachers from all three districts participated in most aspects of the project’s professional development. The professional development – in both its design and implementation -- has included some infrequent participation from content, technology, special needs, and other experts. Participants report that some elements of the professional development were well designed, beneficial, and that it has fulfilled their needs. Some participants report that some parts of the professional development could have been significantly redesigned or improved to enhance their value to the project. Some pathways for collaboration between local environmental groups and district teachers have been established by the end of the project year. Many, but not all of the participating teachers have shown improvement in their mastery of the Standard 1, 2, and 3 teacher technology skills identified by the project.

Level 1	The project has offered professional development. This professional development has included some infrequent participation from content, technology, special needs, or other experts. Participants are mostly neutral in their assessment of the value of the professional development and many report that some parts of the professional development could have been significantly redesigned or improved to enhance their value to the project. Few pathways for collaboration between local environmental groups and district teachers have been established by the end of the project year. A minority of participating teachers have shown improvement in their mastery of the Standard 1, 2, and 3 teacher technology skills identified by the project.
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Evidence

Evidence	Data Collection Method
Participation in, and satisfaction with the professional development component of the project	<input type="checkbox"/> Observation of PD sessions (sample) <input type="checkbox"/> Participants' session evaluations
Teacher participants advance in levels of technology proficiency (in the identified skills areas)	<input type="checkbox"/> MA Teacher Technology Self-Assessment (administered twice during each project year)
There is collaboration between local environmental groups, district teachers, and students	<input type="checkbox"/> Interviews with participating teachers, administrators, and partner organization staff