

Project S.T.E.A.M. Project Evaluation Rubric

Evaluation Question

How have Geopolis teachers used technology to improve their understanding of and ability to effectively implement the district's K-5 mathematics curriculum?

Indicator Rubric

Basic Indicator	<i>Within the specific context of the mathematics curriculum, Geopolis' K-5 teachers have developed and demonstrated new and improved skills in addressing curriculum challenges and integrating technology tools.</i>
Level 4	18 teachers per year and 6 teacher-facilitators have been organized into 6 grade-level teams to review curriculum strategies for addressing a clearly defined and data-based curriculum challenge. A key part of this team work is to develop new curriculum-based technology integration skills. All teachers and facilitators participate in the project's professional development, and there is unanimity of opinion that this professional development is of high quality and is suited to the participants' needs. By the end of each project year, all teams have developed one lesson set per (framework) strand. These lesson sets have been peer evaluated using the project's curriculum and technology integration rubric. The overwhelming majority of these units are found to be in the "Advanced" categories of curriculum and technology use. By the conclusion of each project year, each teacher participant has implemented at least one lesson set developed by his/her team.
Level 3	18 teachers per year and 6 teacher-facilitators have been organized into 6 grade-level teams to review curriculum strategies for addressing a clearly defined and data-based curriculum challenge. A key part of this team work is to develop new curriculum-based technology integration skills. There is strong grade-level and building representation by teachers and facilitators in the project's professional development, and the majority of participants find that this professional development is of high quality and is suited to the participants' needs. By the end of each project year, the majority of teams have developed one lesson set per (framework) strand. These lesson sets have been peer evaluated using the project's curriculum and technology integration rubric. The majority of these units are found to be in the "Advanced" categories of curriculum and technology use. By the conclusion of each project year, most (but not all) teacher participants have implemented at least one lesson set developed by his/her team.

Level 2	Teachers and teacher-facilitators have been organized into grade-level teams to review curriculum strategies for addressing a curriculum challenge. Not all team participants have had equal input into defining the challenge. A key part of this team work is to develop new curriculum-based technology integration skills. There is representation by most grade-levels and buildings in the project’s professional development, and half or more of participants find that this professional development is of high quality and is suited to the participants’ needs. By the end of each project year, the majority of teams have developed lesson sets, although not for all (framework) strands. Many of these lesson sets have been peer evaluated using the project’s curriculum and technology integration rubric. The majority of these units are found to be in the “Proficient” categories of curriculum and technology use. By the conclusion of each project year, at least half of the teacher participants have implemented at least one lesson set developed by his/her team.
Level 1	Teachers and teacher-facilitators have been organized into grade-level teams to review curriculum strategies for addressing a curriculum challenge. Curriculum challenges have been largely identified by district staff and the team facilitators with little or no input from team members. There is representation by most grade-levels and buildings in the project’s professional development. Less than half of the participants find that this professional development is of high quality and is suited to the participants’ needs. By the end of each project year, the some teams have developed lesson sets, although most teams have not addressed all (framework) strands. Some of these lesson sets have been peer evaluated using the project’s curriculum and technology integration rubric. The majority of these units are found to be in the “Developing” categories of curriculum and technology use. By the conclusion of each project year, some of the teacher participants have implemented one of the lesson sets developed by his/her team.

Evidence

Evidence	Data Collection Method
Participating teacher awareness of the project, its purpose, and its implications for their work	<input type="checkbox"/> Interview s of project 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 <input type="checkbox"/> Participant focus groups
Documentation (as well as results) of teacher technology assessments	<input type="checkbox"/> Data review (data provided by district/project coordinator)
Clear documentation of the connection between curriculum objectives and the technology skills developed in the project’s professional development	<input type="checkbox"/> Participant interviews <input type="checkbox"/> Artifact analysis (using a project-developed rubric) of the curriculum materials developed by project participants
Teachers identify specific areas where integrated technology aids in student understanding and mastery of content	<input type="checkbox"/> Classroom observation <input type="checkbox"/> Participant interviews

