

eMINTS = enhancing Missouri's Instructional Networked Teaching Strategies

- Provides professional development services to educators PreK-20 nationwide
- 90 - 200 contact hours of professional development training for teachers depending on program
- Strong program evaluation and research component
- Grew from a small pilot project (MINTs) in 6 St. Louis, MO, area districts in 1997
- Partners: Missouri Department of Elementary and Secondary Education (MO DESE), Missouri Department of Higher Education (MO DHE) and the University of Missouri

eMINTS classrooms include high levels of technology for students and teachers

- Computers (at least one computer for every two students at grades 3-12)
- Teacher laptop computer
- SMART Board (interactive whiteboard) and projector
- Peripherals: printer, camera, scanner
- Software limited to productivity and multimedia project software

Average cost per classroom: \$9,000 - \$30,000 depending on grade level

eMINTS instructional strategies focus on

- Inquiry-based teaching that engages students in real-world projects and research
- Higher order thinking skills
- Cooperative learning and building a community of learners

eMINTS in Missouri

- eMINTS classrooms are present in 260 of Missouri's 524 school districts
- More than 400 schools across Missouri have eMINTS classrooms
 - 3,500 eMINTS teachers and classrooms grades 3-12
 - Approximately 50,000 Missouri students learn the eMINTS way each day
- 35% of Missouri eMINTS classrooms are district-funded
- 185 certified eMINTS Instructional Specialists deliver eMINTS professional development
- Lincoln University and Missouri State University are incorporating eMINTS into pre-service teacher education

eMINTS across the United States and the world

- More than 250 eMINTS classrooms are present in 80 districts in 8 states (Alabama, Arkansas, Delaware, Illinois, Maine, Nevada, New Jersey and Utah) as well as in 4 regions in New South Wales, Australia

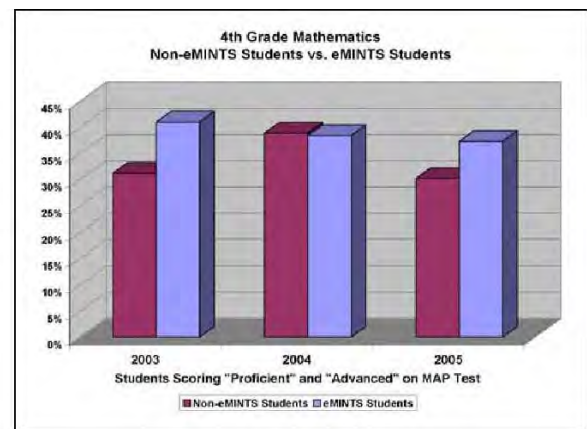
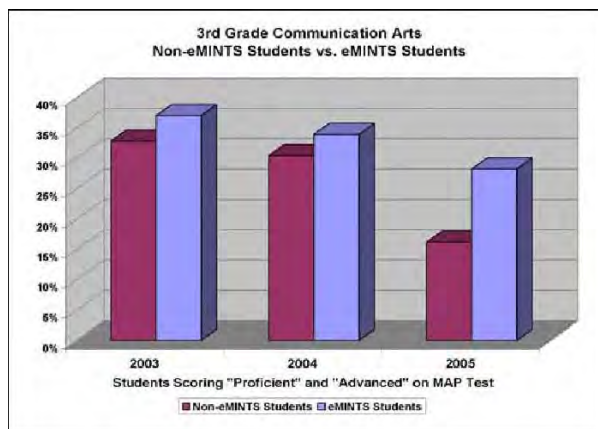


eMINTS program evaluation

- See all eMINTS program evaluation information at www.emints.org/evaluation
- Education Development Center/Center for Children and Technology (EDC/CCT) 2008 evaluation examined
 - whether eMINTS program was delivered in ways that faithfully reflected core program goals,
 - if higher program fidelity was associated with greater mastery of professional development content and concepts by teachers and
 - if program fidelity and teacher mastery were associated with higher levels of student achievement

- Results of the analyses suggest relationships do exist:
 - the more consistently the eMINTS program was implemented, the higher the likelihood of positive results for teachers and students
- EDC/CCT 2009 evaluation further examined program impact on student achievement one year beyond teacher completion of eMINTS PD program. Analyses of Missouri Assessment Program (MAP) data in relation to 2008 program fidelity and teacher mastery data revealed striking results:
 - continued positive relationships among program fidelity, teacher mastery and student achievement
 - consistency of findings provides greater evidence that associations identified in 2008 evaluation were not random but showed actual program effects

Historical eMINTS program evaluation research results in **Missouri** are based on data analyses of the Missouri MAP tests in 3rd grade communication arts and 4th grade mathematics. Comparisons between test scores of students enrolled in eMINTS classrooms and students who were not enrolled in eMINTS classrooms in the same schools consistently showed that eMINTS students outperformed their non-eMINTS peers. Results provided reasonable assurance that differences in student performance were due to changes in instruction created by eMINTS professional development and technology rather than to other factors such as socioeconomic status or student placement.



eMINTS program evaluation research results in Utah are based on years of data collection and analysis on the **Utah** Performance and Assessment System for Students (UPASS). In Title I buildings participating in the eMINTS4Utah, a greater percentage of 4th - 6th grade students enrolled in eMINTS classrooms scored at proficient levels on the UPASS CRT tests for language arts, mathematics and science than did 4th - 6th grade students in non-eMINTS classrooms. A significantly greater proportion of 4th grade ethnic minority students enrolled in eMINTS classrooms scored at proficient levels on the math test than did non-eMINTS ethnic minority students; as did a greater proportion of eMINTS students with FRL status and special education status. These findings also applied to 4th grade ethnic minority and FRL eMINTS students on the UPASS science test.

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