

eMINTS = enhancing Missouri's Instructional Networked Teaching Strategies

- Provides professional development services to educators PreK-20 nationwide
- Contact hours of professional development training for teachers: 80–200 hours over two years 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 software and software that helps students organize notes, writing and multimedia projects

Average cost per classroom: \$9,000 - \$37,000 depending on grade level

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
 - Approximately 50,000 Missouri students learn the eMINTS way each day
 - Grades 3-12; middle and high school implementations since 2003.
- 35% of Missouri eMINTS classrooms are district-funded
- 90 certified eMINTS Instructional Specialists deliver eMINTS professional development
- Missouri universities are incorporating eMINTS into their pre-service teacher education programs (Lincoln University, Missouri State University, Missouri Southern State University)

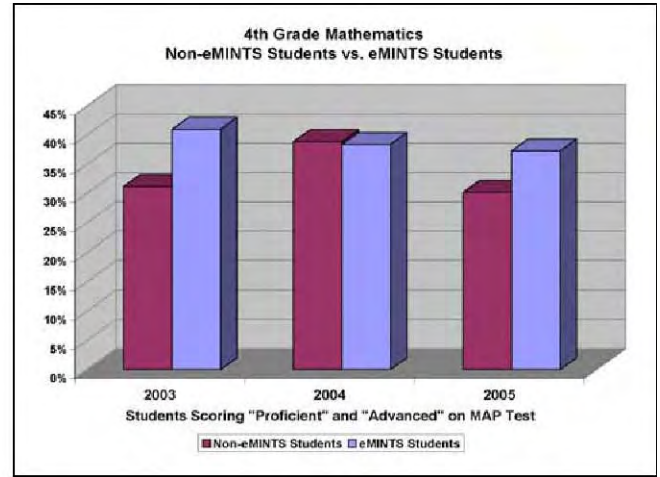
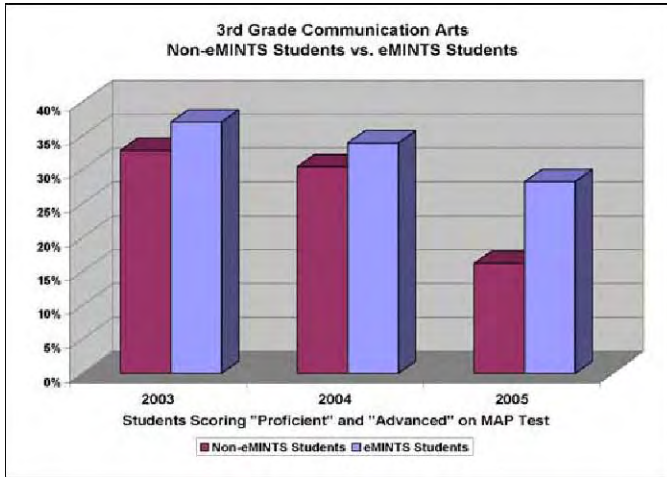
eMINTS across the United States and the World

- 10 Utah districts - more than 200 classrooms supported by 15 eMINTS Instructional Specialists
- 60 Maine districts - more than 80 classrooms supported by 9 eMINTS Instructional Specialists
- 2 Nevada districts - 10 classrooms supported by 2 eMINTS Instructional Specialists
- 1 Illinois district - 8 classrooms supported by an eMINTS Instructional Specialist
- 1 Arkansas district has 6 classrooms
- 1 Alabama district has 13 classrooms
- 1 Delaware district and 2 charter schools – 20 classrooms supported by 4 eMINTS Instructional Specialists
- 1 New Jersey district
- Custom professional development provided to Minnesota (2004-2005), Oklahoma (2005-2006) and Texas (2006-2007)
- 20 educators in New South Wales Australia are completing the eMINTS PD4ETS (train-the-trainer) program and work with teachers across the region through the *e-iteach* program.

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 program evaluation



eMINTS program evaluation research results in **Missouri** are based on five years of data analysis on the Missouri Assessment Program (MAP) tests in communication arts (grade 3) and mathematics (grade 4). Comparisons between the test scores of students enrolled in eMINTS classrooms and students who are not enrolled in eMINTS classrooms in the same schools consistently show that eMINTS students outperform their non-eMINTS peers. The results provide reasonable assurance that the differences in student performance are due to changes in instruction created by eMINTS classrooms rather than due to other factors such as socioeconomic status or student placement.

eMINTS program evaluation research results in **Utah** are based on two years of data collection and analysis on the Utah Performance and Assessment System for Students (UPASS). In Title I buildings participating in the eMINTS4Utah initiative, 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.

When considered by grade level, 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 apply to 4th grade ethnic minority and FRL eMINTS students on the UPASS science test.

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