

eMINTS Expansion Project Abstract

The proposed Validation project confirms the effectiveness of eMINTS professional development (PD) in other states and contexts when scaled via district staff prepared in a blended train-the-trainer program. The project will help schools implement standards-based reform to improve student academic achievement and prepare them for the realities of a technology-rich workplace. The project aligns with Absolute Priority 2 and Competitive Preferences 1 and 2. The project serves 56 high-needs schools (40% or more students in poverty) in 56 districts reaching about 448 teachers and 25,500 students over 5 years in Alabama, Arkansas and Utah. Project partners include Granite Public Schools (partner LEA and Utah mentor school), American Institutes for Research (evaluator), Springdale Public Schools (Arkansas mentor school), and Baldwin County Public Schools (Alabama mentor school).

eMINTS is one of few PD programs with data to support a chain of evidence from delivery of a specific PD program to changes in teacher practice and positive impact on student achievement. eMINTS is research-based, interactive PD with in-class coaching guiding teachers through implementation of Common Core State Standards in a way that transforms classrooms into highly engaging, student-centered learning communities. eMINTS classrooms are tech-rich environments where students tackle real-world problems, collaborate on projects, are savvy consumers of information and producers of new knowledge.

By expanding eMINTS PD via a train-the-trainer model to the district level in other states and contexts, this randomized controlled trial evaluation will provide evidence for the broad adoption of eMINTS' effective PD practices. The study addresses confirmatory questions about teacher instructional practices and student achievement in math and language arts, a primary question on cost effectiveness, exploratory questions on student achievement in science and non-cognitive factors, and fidelity questions to check whether the trainer program is implemented as planned and to what extent district trainers are prepared to lead district-wide implementation.