

MHCRC TechSmart Initiative Evaluation Logic Model

The following logic model has been designed to align with the MHCRC Framework for Successful Technology Implementation as described below. The goal of utilizing this logic model is to provide consistency in the evaluation of projects across the TechSmart Initiative.

MHCRC Framework for Successful Technology Implementation: The framework includes seven factors that have been identified as essential to effective transformations to technology rich teaching and learning environments. As you can see, the components do not stand in isolation from each other; many components are linked and substantially overlap.

- **Teaching Effectiveness:** District supports regular, inclusive and shared professional development among teachers.
- **Digital Age Learning Culture:** District embraces cultural shift and views technology as positive.
- **Visible Leadership:** District leadership actively involved and working with key communities to accomplish change.
- **Data Driven Improvement:** Current, relevant and high quality data from multiple sources are used to improve schools, instruction, professional development and other systems.
- **Funding & Budget:** District's budget repurposes resources and seeks outside funding to focus on promising practices and technology supports.
- **Strategic Planning:** District strategic plan reflects shared commitment to improving outcomes for students.
- **Engaged Communities & Partners:** Parents, stakeholders, community groups and others are actively and systemically involved in helping students develop, learn and achieve.

MHCRC TechSmart Initiative Evaluation Logic Model

GOAL 1: School districts funded by MHCRC grant investments will understand and implement effective instructional strategies and practices that use technology to foster improvement in academic outcomes for all students.

GOAL 2: The MHCRC and school districts will validate and disseminate effective instructional strategies and practices that use technology to foster improvement in academic outcomes for all students.

ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES – Y1-2 (TEACHING OUTCOMES)	INTERMEDIATE OUTCOMES – Y3-5 (STUDENT OUTCOMES)	LONG TERM OUTCOMES –Y6+
<i>What are the key elements of the districts' project plans?</i>	<i>What are the direct results of our activities?</i>	<i>What changes do we <u>expect</u> to occur within the short term?</i>	<i>What changes do we <u>want</u> to occur within the scope of the project?</i>	<i>What changes do we <u>hope</u> will occur over time?</i>
<p><u>Teaching Effectiveness</u></p> <ul style="list-style-type: none"> • Districts create a systemic PD plan, which includes technological, content and pedagogical knowledge. • Districts offer relationship based PD that includes the following components: a) Using technology effectively, b) implementing evidence-based instructional strategies. • Teacher PD familiarize teachers with the MHCRC Common Criteria*. • Districts provide technology support on-site for teachers. 	<ul style="list-style-type: none"> • Number of teachers who participate in PD annually. • Number and type of shared learning opportunities for teachers and administrators. • Number and type of project-related district learning cohorts (horizontal and vertical). • Number of students in student cohorts. • Number of cohort students representing targeted student subgroups (i.e., ethnic 	<ul style="list-style-type: none"> • PD has helped teachers increase the use of technology for evidence-based instructional practices. • PD has helped teachers use technology to analyze and use data about student learning. • PD has helped teachers use technology to differentiate instruction. • The use of technology has increased teachers' ability to engage students and improve teaching of Common Core standards. 	<ul style="list-style-type: none"> • Student achievement has increased in one or more AHR outcome, as measured by student growth over time. • The rate of student growth in one or more AHR outcome is greatest for at-risk student subgroups (i.e., ethnic minorities, low SES, ELL's, SWD's, and those not on track to meet academic standards). • There is a positive correlation between teacher implementation of instructional practices and student AHR academic outcomes. 	<ul style="list-style-type: none"> • Instructional practices are transferable to varied classrooms or academic settings. • Longitudinal data show sustained and/or ongoing progress in relevant AHR outcomes.

MHCRC TechSmart Initiative Evaluation Logic Model

<ul style="list-style-type: none"> MHCRC and districts identify and evaluate effective instructional practices using the Common Criteria*. 	<p>minorities, low SES, ELL's and SWD's).</p>	<ul style="list-style-type: none"> Instructional practices show promise for improving student academic outcomes. Instructional practices show promise for improving student academic outcomes with at-risk student subgroups (i.e., ethnic minorities, low SES, ELL's, SWD's, and those not on track to meet academic standards). 	<ul style="list-style-type: none"> The positive correlation between teacher implementation of instructional practices and improvement in AHR academic outcomes has been replicated in multiple academic settings. 	
<p><u>Digital Age Learning Culture</u></p> <ul style="list-style-type: none"> Districts conduct an assessment of physical technology assets and how assets are being used. Districts use a learning management system to provide data about student achievement. Districts use learning management systems to identify and validate effective practices. Districts have a system to provide digital content and resources across a district. Districts provide trainings for parents to understand technology integration. 	<ul style="list-style-type: none"> Number of technology assets being used. Number of teachers and administrators using the learning management system. Number of parent trainings offered. Number and percentage of parents attending training. 	<ul style="list-style-type: none"> The use of technology to support instructional practices has increased. The learning management system is useful for identifying effective instructional practices (more efficient, easier, data driven). Teachers have increased access to and use of digital content and resources. There is district wide support for technology integration/innovation. Parents increase understanding and utilization of districts' technology assets. 	<ul style="list-style-type: none"> An increased number of students are utilizing and engaging with new technology. 	<ul style="list-style-type: none"> Technology integration is seen as a shared responsibility among teachers, district leaders, and parents.

MHCRC TechSmart Initiative Evaluation Logic Model

<p><u>Visible Leadership</u></p> <ul style="list-style-type: none"> • Districts participate in cross-project networking to share effective instructional practices. • Leaders provide clear communication about the district’s vision for instructional technology. 		<ul style="list-style-type: none"> • Each district identifies one or more effective instructional practices and disseminates information and results to other districts. • Teachers feel increased support from district leaders regarding technology integration. 		<ul style="list-style-type: none"> • Districts actively exchange data and information about effective instructional practices, so that those practices can be implemented and validated in new settings.
<p><u>Data Driven Improvement</u></p> <ul style="list-style-type: none"> • Districts use formative assessments for studying the effectiveness of instructional practices. • Teacher PD includes techniques to use student learning data and differentiate instruction. • Districts evaluate projects in relationship to their project-specific logic models and continuously adjust project activities based on evaluation data. 	<ul style="list-style-type: none"> • Percentage of teachers using formative assessments. 	<ul style="list-style-type: none"> • Teachers increase their use of formative assessments to identify effective instructional practices. • Teachers have increased ability to assess students’ progress and provide feedback. • Teachers have increased ability to differentiate instruction using student data. 	<ul style="list-style-type: none"> • Differentiated instruction improves student learning outcomes. 	
<p><u>Funding and Budget</u></p> <ul style="list-style-type: none"> • Districts allocate adequate funding for technology transitions. • Districts seek funding for sustaining technology integration. 	<ul style="list-style-type: none"> • Number and percentage of students with access to technology. 	<ul style="list-style-type: none"> • Districts have identified at least one opportunity for repurposing resources to support technology integration. 	<ul style="list-style-type: none"> • Student learning outcomes provide evidence to support continued funding in order to sustain technology integration. 	<ul style="list-style-type: none"> • District resources sustain and enhance technology based instructional practices.

MHCRC TechSmart Initiative Evaluation Logic Model

<p><u>Strategic Planning</u></p> <ul style="list-style-type: none"> • Districts' strategic plans prominently include technology as well as mechanisms for scaling programs. • Districts identify long range plans to fund technology and PD supports. 		<ul style="list-style-type: none"> • Diverse stakeholders are involved in developing the technology components of strategic plans. 	<ul style="list-style-type: none"> • Evaluation data inform active strategic planning over time. 	
<p><u>Engaged Communities & Partners</u></p> <ul style="list-style-type: none"> • District leaders maintain effective communication with outside stakeholders regarding technology integration. • Districts create structures to support communication among stakeholders (e.g. website, community meetings). 		<ul style="list-style-type: none"> • District leaders demonstrate increased communication with and among outside stakeholders regarding technology integration. 		

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***MHCRC TECHSMART INITIATIVE - COMMON CRITERIA FOR IDENTIFYING EFFECTIVE PRACTICES:** As the MHCRC TechSmart Initiative Goals indicate, funded projects need to focus on effective instructional practices and strategies that use technology to foster Improvement in academic outcomes as identified and measured by the All Hands Raised Partnership.

Through project evaluation, the MHCRC and the school districts will identify instructional practices and strategies that are initially “promising” and eventually “effective.” In order to do so, the MHCRC and partner school districts have developed a common set of criteria by which to determine the effectiveness of a practice or strategy deployed by a funded school district. The MHCRC’s TechSmart Initiative Logic Model refers to the agreed upon criteria as “Common Criteria.”

To be considered promising, an instructional practice should:

- Integrate technology to directly support classroom instruction and student learning.
- Be supported by technology in ways that can be sustained and scaled over time.
- Be connected to educational research or learning theory related to “best practices.”
- Engage students actively in meaningful learning.
- Be endorsed by teachers who report positive classroom implementation and results.
- Provide informative feedback to students and teachers about learning progress.
- Promote progress for all student subgroups in achieving outcomes.
- Support differentiated strategies for delivering instruction.
- Be potentially transferable and scalable to varied classrooms or academic settings.
- Indicate promise as a means of improving student achievement in one or more academic outcome.
- Indicate promise as a means of closing the achievement gap.

To be considered effective over time, an instructional practice should also:

- Correlate with measurable improvement for a student cohort in an AHR academic outcome area.
- Be validated in multiple settings and with additional student cohorts.
- Indicate evidence of reducing the achievement gap among student subgroups.