

Overview of Math4ME Implementation Activities and Results Related to Planned Outcomes

Planned Outcomes	Implementation Activities	Measures
<p>Outcome 1 (short-term) - Increased knowledge of fundamental concepts in math content and pedagogy for coaches.</p>	<p>1) Coaches attend Math4ME training sessions and professional development activities.</p>	<p>Pre-Training/Post-Training Assessment - assesses growth of content knowledge for teaching of mathematics.</p>
		<p>Post-Training Survey - The survey includes questions regarding participants' perceptions of the training, expected impact, views on most and least beneficial aspects of the training, readiness to implement new knowledge from the training.</p>
	<p>2) Coaches meet regularly with Math4ME leads for coaching consultation and advanced training.</p>	<p>Coach Post-School-Year Survey - Questions collect coaches' experiences and perceived impacts of professional development. It include items addressing the usefulness of professional development, feedback on the coaching provided during the year, and areas that coaches perceived making positive changes in instructional practices.</p>

<p>Outcome 2 (short-term) - Increased knowledge of fundamental concepts in math content and pedagogy for teachers.</p>	<p>1) Teachers attend Math4ME training sessions and professional development activities.</p>	<p>Pre-Training/Post-Training assessment to assess growth of content knowledge for teaching of mathematics.</p>
		<p>Post-Training Survey - The survey includes questions regarding participants' perceptions of the training, expected impact, views on most and least beneficial aspects of the training, readiness to implement new knowledge from the training.</p>
	<p>2) Teachers are supported with access to numerous resources on evidence-based practices and teaching strategies via workshops, Math4ME Newsletters and the Math4ME Padlet Website.</p>	<p>Teacher Post-School-Year Survey - Questions collect teachers' experiences and perceived impacts of professional development. It include items addressing the usefulness of professional development, feedback on the coaching provided during the year, and areas that teachers perceived making positive changes in instructional practices.</p>

<p>Outcome 3 (medium-term) - Improved skill of teachers in teaching fundamental concepts in mathematics.</p>	<p>1) Teachers receive coaching visits with embedded fidelity-of-practice assessments.</p>	<p>Teacher Post-School-Year Survey - Questions collect teachers' experiences and perceived impacts of professional development and include items addressing the usefulness of professional development, feedback on the coaching provided during the year, and areas that teachers perceived making positive changes in instructional practices.</p> <p>Teacher Fidelity-of-Practice Assessments - Coaches administer fidelity-of-practice observations embedded in coaching visits. Using a fidelity-of-practice rubric, coaches assesses teachers' progress implementing Math4ME practices and document teachers' growth and challenges.</p>
<p>Outcome 4 (medium-term) - Increased number of students with disabilities exposed to research-based teaching practices in fundamental concepts in math.</p>		<p>Math4ME Student Count - Documents the number of students with disabilities that have received math instruction from Math4ME-trained teachers.</p>

<p>Outcome 5 (long-term) - Increased proficiency in math for students with disabilities in grades 3-8.</p>		<p>Maine's Statewide Math Assessment - The math proficiency of students with disabilities in the Math4ME participating schools will be monitored for growth from the baseline.</p>
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