SEED Evaluation – Principle Findings

#1: The use of SEED Packets within a focused and structured process of teacher-to-teacher collaboration impacts student achievement.

A quasi-experimental design study was used to assess student impact. The study found that Developers/Adoptors who collaborated to implement a validated SEED Packet were significantly more likely to effect the student achievement of the identified performance indicators of the Maine Learning Results than those Developers who implemented the SEED Packets in isolation. Specifically, the treatment group had fewer students who did not meet and more students who exceeded the specified performance indicators.

When the integrity of the teaching unit is assured, a process is in place for collaboration, and a clear expectation for reporting student performance results, teacher-to-teacher collaboration on practice is more likely to yield student achievement of the intended outcomes than is teachers working in isolation. A higher percentage of students from the treatment group achieved the standards than did students from the control group, as displayed below:

Assessment / 4-Point Rubric Category	SAS Control Group	SAS Treatment Group
Does Not Meet/Partially Meets the Standard	**33.8%**	**27.9%**
Meets/Exceeds the Standard	**66.2%**	**72.0%**

#2: SEED had a profound influence on many of those Maine educators who were involved as Technology Learning Leaders and Developers.

Technology Learning Leaders (peer professional developers) and Developers reported that SEED:

- Increased their technology skills and capacities.
- Informed their professional practices in their schools and classrooms.
- Improved their confidence and increased their skills in working with other adults and in designing and leading learning experiences for colleagues and peers.
- Generated energy and motivation for taking on new roles in education, from classroom-based positions to supervisory, professional development and/or leadership roles.
- Stimulated them to write about their practice, to seek out awards, grants and recognition beyond SEED.
- Provided them with new options for serving education beyond the classroom and school (e.g. regional and statewide opportunities).
- Made available a network of professionals that created for them a community of practice that they could draw on for learning and support, and to which they could respond and contribute – thereby decreasing the isolation so common in teaching.

#3: Technology Learning Leaders (TLLs), Developers, and Adaptors all made significant gains in meeting all six International Society for Technology Education (ISTE) Technology Standards for Teachers.

- Technology Operations And Concepts (Significant Pre-Post difference for TLLs, Developers and Adaptors)
- Productivity & Professional Practice (Significant Pre-Post difference for TLLs, Developers and Adaptors)
- Planning & Designing Learning Environments And Experiences (Significant Pre-Post difference for TLLs, Developers and Adaptors)
- Teaching, Learning, And The Curriculum (Significant Pre-Post difference for TLLs, Developers and Adaptors)
- Assessment And Evaluation (Significant Pre-Post difference for TLLs, Developers and Adaptors)
- Social, Ethical, Legal And Human Issues (Significant Pre-Post difference for Developers)