

Michigan Transition to Independence (MITTIN) Logic Model Special Education Module Development and Dissemination

Situation Statement: The development and dissemination of educational modules in a dynamic virtual library, thus enabling special education students, individually and with adult facilitation, to learn and practice life-skill tasks in an interactive and engaging way while also in a safe and controlled environment.

INPUTS <i>What resources will be invested in activities</i>	ACTIVITIES <i>What will be done with invested resources</i>	OUTPUTS <i>What activities will directly produce</i>	OUTCOMES <i>What will result in the short to medium term</i>	IMPACTS <i>What will be the longer-term effects</i>
<p>MITTIN partners (MAASE, MCEC, GLRL, PPA) individual and collective experience, expertise, and other staff and leadership capabilities</p> <p>Successful collaboration and communication within and between MITTIN partners, coordinating structures and processes</p> <p>Leadership and support of executive committee</p> <p>Learning and knowledge acquired through collaborative development and implementation</p> <p>Multi-faceted implementation planning, which incorporates technological, facilitator, educator, student, and legal clarifications</p> <p>Ongoing direct funding as well as legislative and political support</p> <p>Special capabilities of contracted entities (e.g., for Phase 3, research teams, PLC facilitation, marketing firm)</p> <p>Participation from teachers (individually and collectively)</p> <p>Ongoing internal or external evaluation capacity building</p> <p>Modules and library users such as educators, parents, guardians, students, and caregivers</p>	<p>Ongoing engagement in iterative module and support development, improvement, and work, including:</p> <ul style="list-style-type: none"> • Design, prototype, piloting, and testing-feedback-improvement and expansion of functionality, including on multiple devices (e.g., Macs) • Improve and build supporting materials such as demos and teacher and student guides, (e.g., FAQs) • Training, professional development, and PLC work elements <p>Ongoing engagement in dissemination, availability, and accessibility, including:</p> <ul style="list-style-type: none"> • Marketing and branding campaign components • Outreach to school/district/ISD, organizations, transition coordinators, technical personnel and key administrators who can authorize module use and firewall resolution • Presentations at conferences and vendor booth support • Further development of website and work with platforms to provide support through FAQ, help tickets, and demos • User training and professional development and connection to educator learning labs and instructional design and collaboration • Conduct implementation and outcome research and evaluation at all levels 	<p>At least 10 complete modules, with plans for expansion, including supports, available and accessible to a range of users on designated platforms</p> <p>Plans and instruments to collect and analyze data</p> <p>Participating teachers and PLC feedback and related research data collected, analyzed, and shared with MITTIN partners and teacher participants</p> <p>Availability of online access by reliable means through and to designated networks, platforms, and devices</p> <p>Increased awareness, knowledge, and interest among special educators and other interested parties (e.g., special education teachers, ISD, district and school departments and programs, parents and/or guardians, caregivers, students, and professional organizations)</p>	<p>Expanding the library of modules with greater availability and access; broader range of life skills and content; and suitability for varying levels and kinds of disability</p> <p>Increased home-based use of modules by parents/guardians and students, with user feedback provided for iterative improvements allowing for generalization of skills and consistency of resources within and across multiple settings</p> <p>Improved professional learning to support module use in classroom teacher practice</p> <p>Expansion of districts, schools, ISDs, and PLCs regularly accessing and using modules</p> <p>Scaling up of module integration in support of transition goals to provide online special education accommodations and expand available resources, and instructional measurement and supports</p> <p>Rigorous analyses and reporting of module implementation and impact; implications for improvement and sustainability</p>	<p>Full range of modules available and easily accessible in Michigan to schools, districts, special education teachers, parents and guardians, students, and caregivers</p> <p>Full range of modules available to other states and/or organizations at a reasonable cost to sustain module development and online support</p> <p>Improved effectiveness and sustainability; in transitional planning, IEP processes and results; in teacher practice, professional knowledge, and performance; and in special education, instruction, and access</p> <p>Products of the project will be used with greater effectiveness and sustainability in educational practices, processes, and contexts</p> <p>Improved student success, greater student self-esteem and wellness, individual efficacy and autonomy consistent with students' individualized goals</p>