INTEL® TEACH ESSENTIALS ONLINE

EVALUATION TOOLKIT

Version 1. 0
12/14/07

Introduction

Evaluation Design Overview **3**

Key Evaluation Steps **4**

List of Resources **5**

Course Surveys
- Pre-Training Survey
- End of Module Surveys
- End-of-Training Survey
- Facilitator Surveys

Evaluator Course Site Map

Optional Protocols
- Face-to-Face Observation Tool
- Participant Mid-Course Interview
- Facilitator Mid-Course Interview
- Participant End-of-Course Interview
- Facilitator End-of-Course Interview
- RTA Interview
- Online Discussion Rubric
- Unit Plan Rubric
- Impact Survey

Example Report Outline

Copyright © 2007, Intel Corporation. All rights reserved.

Introduction

This document provides a toolkit of the key instruments developed for evaluation of the Intel® Teach Essentials Online Course. The document represents an intermediate stage in designing and developing a complete system for local teams to conduct evaluations of the course within their country. The full process for developing the system includes the following steps:

(1) Designing and developing the overall evaluation approach and specific instruments.

(2) Integrating the instruments, basic instructions for their use, and means for data retrieval into the online system.

(3) Creating support processes to ensure that the instrumentation and online resources as well as any supplemental resources that are needed are available and useful for country-level evaluators.

At this stage, step 1 is nearly complete, step 2 is underway, and step 3 has been begun through the means of piloting existing instruments with some initial country-level teams. We are continuing to work closely with Intel to develop the full system to ensure its maximum utility for Intel TEO evaluators worldwide.

Important Evaluator Tips:
Confidentiality: It is essential to keep the identity of respondents confidential. No course participant's, facilitator's or individual RTA's names may be used anywhere during reporting. No information that may identify the respondents should be reported.

Sample size: The sample sizes for your evaluation effort will be dependent on the number of courses available in the region/country and the evaluation resources you have available to study those courses.

Copyright © 2007, Intel Corporation. All rights reserved.

Evaluation Design Overview

Intel Reporting Requirements	Purpose of data collection	Data Source(s)	Examples of data collected	Suggested Data Collection Method				
				Online surveys	Facilitator and/or participant interviews	Face-to-Face training observation	Online data (e.g., online discussions, course schedule, unit plans)	Impact survey
Required	Global benchmarking	Course surveys[1]	- 6 benchmark items in post-training survey	✓				
Required	Impact measurement	Impact survey, course site	- Changes in teaching practice					✓
Recommended	Collection of stories & quotes	Open ended comments on surveys, online discussions, interviews	- Course challenges - Course successes	✓	✓	✓	✓	
Optional	Feedback regarding online delivery method	Course surveys, online discussions, interviews	- Content of posts - Technology challenges - Development of community among participants	✓	✓	✓	✓	
Optional	Descriptive information about course offerings	RTA, course site, or facilitator	- Length of course - Number of courses taught by facilitator - Number of participants in class		✓		✓	

[1] The online surveys are dynamic in nature and therefore the survey questions within the online system should be considered the most up-to-date versions. Although they may not be the most recent, copies of versions of the online surveys are included here as a courtesy to provide a basic feel of the structural and substantive material of these surveys.

Copyright © 2007, Intel Corporation. All rights reserved.

Key Evaluation Steps

Evaluation Steps	Required?
Prior to country launch	
Translation and localization of course, including participant and facilitator surveys	**Required**
RTA briefs evaluator on course and required evaluation process	**Required**
Review Intel evaluation guidelines and Terms of Use	**Required**
Develop detailed evaluation plan to meet country standards	**Required**
Add or adapt optional evaluation materials	Optional
Prior to course launch	
Get wiki and blog locations and passwords from course facilitators	Optional
Observe in ST, MT, PT face-to-face trainings	Optional
Observe online course activities	Optional
Conduct mid-course interviews of participants, facilitators	Optional
After course completion	
Download survey data from course surveys	**Required**
Download and analyze other course data (course calendar, course discussions, unit plans)	Optional
Conduct post-course interviews of participants, facilitators	Optional
Complete course evaluation report and submit report to SRI twice a year (end of June and November)	**Required**

Copyright © 2007, Intel Corporation. All rights reserved.

List of Resources

1. Course Surveys
    a. Pre-Training Survey
    b. End of Module Surveys
    c. End-of-Training Survey
    d. Facilitator Surveys

2. Evaluator Course Site Map

3. Optional Protocols
    a. Face-to-Face Observation Tool
    b. Participant Mid-Course Interview
    c. Facilitator Mid-Course Interview
    d. Participant End-of -Course Interview
    e. Facilitator End-of -Course Interview
    f. RTA Interview
    g. Online Discussion Rubric
    h. Unit Plan Rubric *
    i. Impact Survey *

4. Example Report Outline

* To be completed by SRI

Copyright © 2007, Intel Corporation. All rights reserved.

Evaluation Resources

Intel® Teach Program Essentials Online Course

Pre-Training Survey

IN COOPERATION WITH

SRI International

Developed by SRI International
in collaboration with Intel Corporation
for the Intel Education Initiative

Copyright © 2007 Intel Corporation. All rights reserved. Intel, the Intel logo, Intel Education Initiative, and Intel Teach Program are trademarks of Intel Corporation in the U.S. and other countries.
*Other names and brands may be claimed as the property of others.

Revision 1.0
May, 2007

Pre-Training Survey

Participant Background

1. **How many years of teaching experience do you have?** ***Please mark one response box.***
   - ☐ Less than 3
   - ☐ 3 to 9
   - ☐ 10 to 20
   - ☐ Over 20

2. **Which of the following best describes the professional role you play in your school district?** ***Please mark one response box.***
   - ☐ Classroom teacher
   - ☐ Enrichment or resource teacher (such as Title I, gifted ed., reading specialist)
   - ☐ Technology coordinator, media specialist or librarian
   - ☐ Other professional staff (such as staff developer, instructional coach, curriculum coordinator)
   - ☐ Administrator
   - ☐ Other

3. **What subject(s) are you teaching this year?** ***Check all that apply***
   - ☐ General Education
   - ☐ Math
   - ☐ Language Arts
   - ☐ Science
   - ☐ Social studies/history
   - ☐ Foreign Language
   - ☐ Computer Science
   - ☐ Physical Education/Health
   - ☐ Art/Music
   - ☐ Special Education
   - ☐ Vocation/Technical Training
   - ☐ Other
   - ☐ Do not work directly with students

Copyright © 2007, Intel Corporation. All rights reserved.

4. **What grade level(s) are you teaching this year?**
   Check all that apply
   - ☐ Lower Elementary K-3
   - ☐ Middle Elementary 4-5
   - ☐ Middle/Junior High 6-8
   - ☐ High 9-12
   - ☐ Do not work directly with students

5. **Have you participated previously in another Intel® Teach course?**
   - ☐ Yes, as a Participant Teacher
   - ☐ Yes, as a Master Teacher
   - ☐ Yes, as a Senior Trainer
   - ☐ No

6. **What is your prior experience with online courses?**
   Please select one that best matches your experience.
   - ☐ I have no prior experience with online courses.
   - ☐ I have previewed online courses as a guest but never completed one.
   - ☐ I have completed at least one online course.
   - ☐ I have facilitated at least one online course.

Technological Infrastructure

7. **From what location do you use a computer?**
   Check all that apply.
   - ☐ At home
   - ☐ At a local library
   - ☐ At a friend's or neighbor's house
   - ☐ At a community technology center
   - ☐ At an Internet cafe
   - ☐ At a church, temple, mosque or other house of worship or religious organization
   - ☐ Other

8. **In your school, where do you have access to computers?**
   - ☐ No access to computers in my school
   - ☐ Only in the classroom
   - ☐ Only in a computer lab or media center
   - ☐ Classroom *and* in the computer lab or media center

9. **In your school, where do you have access to the Internet?**
   - ☐ No access to computers in my school
   - ☐ Only in the classroom
   - ☐ Only in a computer lab or media center
   - ☐ Classroom and in the computer lab or media center

Copyright © 2007, Intel Corporation. All rights reserved.

10. Do you have a computer dedicated for your use in your classroom or office?

☐ Yes
☐ No

11. Are there computers in your school that students can access for learning activities?

☐ Yes
☐ No

If yes:

a. Which of the following can they access?

Check all that apply.

☐ Computers in my classroom
☐ Computers from a laptop cart
☐ Computers in a lab or media center
☐ Other

b. On average across your classes, how many students are there per computer?

_____ students per computer

12. How easy or difficult is it to schedule time for your class to use the computer lab/media center or the laptop cart?

☐ No access to computers in my school
☐ Very difficult
☐ Difficult
☐ Easy
☐ Very easy
☐ Do not know

13. How reliable are each of the following in your school or classroom?

Please check the appropriate response for each row.

	None Available	Not At All Reliable	Somewhat Reliable	Reliable	Very Reliable
a. Internet access in the classroom					
b. Internet access in the computer lab or media center					
c. Technology support from the school					
d. Technology support from the district					

Copyright © 2007, Intel Corporation. All rights reserved.

Teaching Practice

14. Please select the term that best describes your level of experience integrating technology into your teaching.

- ☐ Never used before with students
- ☐ New user (for example, you have tried a few times to have your students use technology during your classes)
- ☐ Intermediate user (for example, you have a few lessons involving technology that you feel comfortable having your students do during your classes)
- ☐ Advanced user (for example, you regularly have your students use technology to engage in school work)
- ☐ Expert user (for example, you are a technology leader in your school, or you train others in the use of technology)

15. With my class(es), I am currently using technology during instruction as much as I would like.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree

16. How often do you use the Internet or e-mail for each of the following reasons?
Please check the appropriate response for each row.

	Not Applicable	Never	1-2 Times Per Year	Monthly	Weekly	Daily
a. To get information and content to use in my lessons						
b. To communicate with teachers outside my school						
c. To communicate with administrators inside my school						
d. To communicate with students						
e. To communicate with parents						
f. To do curriculum planning and preparation work						
g. To do research on teaching and teaching methods						
h. For personal or family reasons						

Copyright © 2007, Intel Corporation. All rights reserved.

17. How well prepared do you feel right now to do the following activities with your students? ***Please check the appropriate response for each row.***

	Not Applicable	Not At All Prepared	Somewhat Prepared	Moderately Prepared	Very Well Prepared
a. Implement methods of teaching that emphasize independent projects by students					
b. Integrate technology into your teaching					
c. Support your students in using technology in their schoolwork					
d. Assess technology-based work your students produce					
e. Align your teaching and assessments with required standards or curriculum content					

18. About how often do you have students take part in the following activities? ***Please check the appropriate response for each row.***

	Not Applicable	Never	1-2 Times Per Year	Monthly	Weekly	Daily
a. Work in small groups to come up with a joint solution or task						
b. Work on projects that take a week or more						
c. Decide on their own procedures for solving problems, with some advice on key issues from you						
d. Work on problems for which there is no obvious method of solution						
e. Suggest or help plan classroom activities or topics or come up with their own problems to solve						

Copyright © 2007, Intel Corporation. All rights reserved.

19. To what extent are the following elements incorporated into lesson plans you use with your students? ***Please check the appropriate response for each row.***

	Not Applicable	Not At All	A Little	Somewhat	Very Much
a. Curriculum-Framing Questions					
b. Assessments that help plan how to proceed in the unit					
c. Rubrics for student use					
d. Supports for student self-direction					
e. Supports for student success					
f. Accommodations for all learners					
g. Activities that promote higher-order and critical thinking					
h. Activities that help students engage in understanding concepts					
i. Activities that help students be more productive and creative					
j. Activities that promote effective collaboration and communication					
k. Activities that are authentic and meaningful in their social context					
l. Activities that help students identify and solve problems					
m. Activities involving wikis, blogs, and other Web-based tools					

Copyright © 2007, Intel Corporation. All rights reserved.

Experience with the Intel Teach Essentials Online Course Orientation

20. To what extent do the following statements describe your experience in this orientation? *Please check the appropriate response for each row.*

	Not At All	A Little	Somewhat	Very Much
a. It was easy for me to use the online Web site to enroll in the program.				
b. It was easy for me to use the online Web site to answer the profile questions about myself.				
c. The sample lesson plans I reviewed were good models of activities I could do with my students.				
d. It was easy for me to post to the discussion board and browse others' entries.				
e. I had no problems with my computer and Internet access during this time.				
f. It was easy for me to find help if I had questions.				

21. What do you hope to gain from this Intel® Teach Essentials Online Course training?

22. Please add any additional comments you have about your background or expectations for the training.

23. Please add any comments you have about this survey.

Copyright © 2007, Intel Corporation. All rights reserved. Intel, the Intel logo, Intel Education Initiative, and Intel Teach Program are trademarks of Intel Corporation in the U.S. and other countries.
*Other names and brands may be claimed as the property of others.

Evaluation Resources

Intel® Teach Program Essentials Online Course

End-Of-Module Survey

IN COOPERATION WITH

SRI International

Developed by SRI International
in collaboration with Intel Corporation
for the Intel Education Initiative

Copyright © 2007 Intel Corporation. All rights reserved. Intel, the Intel logo, Intel Education Initiative, and Intel Teach Program are trademarks of Intel Corporation in the U.S. and other countries.
*Other names and brands may be claimed as the property of others.

Revision 1.0
May, 2007

End-Of-Module Survey

1. **Please indicate the extent to which you agree or disagree with each statement.**

	Strongly Agree [4]	Somewhat Agree [3]	Somewhat Disagree [2]	Strongly Disagree [1]
a. See list at end for module items				
b. See list at end for module items				
c. See list at end for module items				
d. See list at end for module items				
e. See list at end for module items				
f. The activities in this module supported the development of my Unit Plan.				
g. I had ample opportunities during this module to collaborate with other participants.				
h. I find the technologies learned during this module easy to use and trouble-free.				
i. The content in this module will be useful in my classroom.				
j. I have learned new skills that I will use as a teacher.				
k. The online discussions were useful during this module.				
1. I feel prepared to train other teachers on the material in this module.				

2. **How many hours did you take to complete this module?**
   - ☐ 3 or less
   - ☐ 4-5
   - ☐ 5-6
   - ☐ 6-7
   - ☐ 7-8
   - ☐ 9 or more

Copyright © 2007, Intel Corporation. All rights reserved.

3. **How many times did you log in to complete this module? _____**

   If you logged in more than once, what was your main reason?
   a. Chose to work on the module material in multiple sessions
   b. Limited time available on a computer
   b. Difficulty with Internet connection
   c. Difficulty with availability of online tools
   d. Need to manage course participation and other work or personal responsibilities
   e. Other (Please explain) _____

4. **Did you participate in the Teachers' Lounge during this module?**
   ☐ Yes ☐ No

   If yes, how valuable was this activity for you?
   a. Not at all valuable
   b. Somewhat valuable
   c. Moderately valuable
   d. Highly valuable

5. **Did you communicate with your Facilitator using e-mail, messaging, or Facilitator's office hours (chat) during this module?**
   ☐ Yes ☐ No

   If yes, how valuable was this activity for you?
   a. Not at all valuable
   b. Somewhat valuable
   c. Moderately valuable
   d. Highly valuable

   If yes, what your main reason you communicated with the Facilitator?
   a. Questions regarding module content
   b. Administrative issues (such as course requirements or schedule)
   c. Technical questions (such as online access or using software)
   d. Collaborations or relationships with other training participants
   e. Other (Please explain) _____

6. **Please add any further comments you have about this module.**

Copyright © 2007, Intel Corporation. All rights reserved.

Specific Module Questions

Modules 1 & 2

a. I have learned how project approaches can help my students meet standards.
b. I have learned how project approaches can help my students develop 21st century skills.
c. I will be able to use project approaches to enhance my students learning.

Module 2

a. I have learned how to create Curriculum-Framing Questions to support a unit.
b. The plan I created for ongoing student-centered assessment will help me and my students meet the expectations of the unit.

Module 3

a. I have learned how to ensure responsible and appropriate use of the Internet.
b. I will be able to use the Internet to support my teaching and my students' learning.

Module 4

a. The creation of a student sample has helped me clarify my unit expectations and improve my instructional design.
b. I have learned how to integrate targeted standards into my curriculum design.
c. I have learned how to integrate 21st century skills into my curriculum design.

Module 5

a. I have learned how to assess students through formative and summative assessment strategies.
b. I have learned how to involve my students in the assessment process.

Module 6

a. I have learned how to use assessments to support my student's self-direction skills.
b. The student support materials I created will support the diverse needs of my students throughout this unit.

Module 7

a. The facilitation materials I created will help me facilitate a student-centered classroom.
b. I have learned how to use technology to support my instructional practice.

Module 8

a. I can prepare for and facilitate an effective showcase.
b. I have learned to provide constructive feedback.

Copyright © 2007, Intel Corporation. All rights reserved. Intel, the Intel logo, Intel Education Initiative, and Intel Teach Program are trademarks of Intel Corporation in the U.S. and other countries.
*Other names and brands may be claimed as the property of others.

Evaluation Resources

Intel® Teach Program Essentials Online Course

End-Of-Training Survey

IN COOPERATION WITH

SRI International

Developed by SRI International
in collaboration with Intel Corporation
for the Intel Education Initiative

Copyright © 2007 Intel Corporation. All rights reserved. Intel, the Intel logo, Intel Education Initiative, and Intel Teach Program are trademarks of Intel Corporation in the U.S. and other countries.
*Other names and brands may be claimed as the property of others.

Revision 1.0
May, 2007

End-of-Training Survey

1. **To what extent do the following statements describe the Intel® Teach training in which you participated?** ***Please check the appropriate response for each row.***

	Not Applicable	Not At All	Small Extent	Moderate Extent	Great Extent
a. Focused on integration of technology into your teaching.					
b. Provided useful teaching strategies to use with your students.					
c. Illustrated effective uses of technology with students.					
d. Prepared you to use project-based approaches in your teaching.					
e. Prepared you to use web-based tools in your classroom.					
f. Prepared you to promote the development of 21st century skills in your students.					
g. Provided useful assessment strategies to use with your students.					
h. Provided opportunities to collaborate online with other educators during training.					
i. Provided opportunities to collaborate face to face with other educators during training.					
j. MTs only: Prepared you to train other teachers on this material.					

Copyright © 2007, Intel Corporation. All rights reserved.

2. **How well prepared do you now feel to do the following activities with your students?** ***Please check the appropriate response for each row.***

	Not Applicable	Not At All Prepared	Somewhat Prepared	Moderately Prepared	Very Well Prepared
a. Implement methods of teaching that emphasize independent projects by students.					
b. Integrate technology into your teaching.					
c. Support your students in using technology in their schoolwork.					
d. Implement some or all of the unit you created.					
e. Assess technology-based work your students produce.					
f. Align your teaching and assessments with required standards or curriculum content.					
g. Facilitators only: Train other teachers in this material.					

Copyright © 2007, Intel Corporation. All rights reserved.

3. **How useful was each of the following components of the training?** ***Please check the appropriate response for each row.***

	Not Applicable	Not Useful	A Little Useful	Somewhat Useful	Very Useful
a. Creating a publication to explain projects in your classroom.					
b. Creating and exploring the uses of Curriculum-Framing Questions.					
c. Creating a "gauging student needs" presentation.					
d. Discussing and thinking through the pedagogical topics.					
e. Locating and evaluating resources for your unit.					
f. Using communication tools, blogs, wikis, and online collaborative resources.					
g. Creating a formative assessment that helps plan how to proceed in the unit.					
h. Creating a summative assessment to measure student learning at the end of the unit.					
i. Creating an assessment to support student self-direction.					
j. Creating student support materials.					
k. Creating materials to help you facilitate your unit, such as an implementation plan.					
l. Using the online posts and discussions to collaborate with other teachers.					
m. Using the Help Guide.					

Copyright © 2007, Intel Corporation. All rights reserved.

4. **How successful was your trainer in the following activities?** ***Please check the appropriate response for each row.***

	Not Applicable	Not At All Successful	A Little Successful	Moderately Successful	Very Successful
a. Leading participants through the process of creating unit plans.					
b. Facilitating discussions face-to-face that addressed pedagogical and classroom management issues.					
c. Facilitating discussions online that addressed pedagogical and classroom management issues.					
d. Differentiating instruction to suit the variety of participants.					
e. Responding to my unique needs in the course.					
f. MT only: Providing guidance on training others on this material.					

Copyright © 2007, Intel Corporation. All rights reserved.

5. **About how often do you currently have students take part in the following activities?** ***Please check the appropriate response for each row.***

	Not Applicable	Never	1-2 times per year	Monthly	Weekly	Daily
a. Work in small groups to come up with a joint solution or task.						
b. Work on projects that take a week or more.						
c. Decide on their own procedures for solving problems, with some advice on key issues from you.						
d. Work on problems for which there is no obvious method of solution.						
e. Suggest or help plan classroom activities or topics or come up with their own problems to solve.						

Copyright © 2007, Intel Corporation. All rights reserved.

6. **To what extent are the following elements incorporated into the unit you created?** ***Please check the appropriate response for each row.***

	Not Applicable	Not At All	A Little	Somewhat	Very Much
a. Curriculum-Framing Questions.					
b. Assessments that help plan how to proceed in the unit.					
c. Rubrics for student use.					
d. Supports for student self-direction.					
e. Supports for student success.					
f. Accommodations for all learners.					
g. Activities that promote higher-order and critical thinking.					
h. Activities that help students engage in understanding concepts.					
i. Activities that help students be more productive and creative.					
j. Activities that promote effective collaboration and communication.					
k. Activities that are authentic and meaningful in their social context.					
l. Activities that help students identify and solve problems.					
m. Activities involving wikis, blogs, and other web-based tools.					

7. **Will the ideas and skills you learned from the Intel Teach training help you successfully integrate technology into your students' activities?**
   - ☐ Definitely Not
   - ☐ Probably Not
   - ☐ Probably Yes
   - ☐ Definitely Yes
   - ☐ Not Applicable (I don't teach a class of students)

8. **How did you feel about the pace of the course?**
   - ☐ Too fast
   - ☐ A bit too fast
   - ☐ About right
   - ☐ A bit too slow
   - ☐ Too slow

Copyright © 2007, Intel Corporation. All rights reserved.

9. How did you feel about the amount of content in the course?

☐ Too much
☐ A bit too much
☐ About right
☐ A bit too little
☐ Too little

10. How did you feel about the length of the course?

☐ Much too short
☐ Somewhat short
☐ Just right
☐ Somewhat long
☐ Much too long

11. How easy was it for you to fit the course into your existing workload?

☐ Very easy
☐ Moderately easy
☐ Somewhat easy
☐ Not at all easy

12. Did you encounter any technical difficulties with following tools while participating in the course?
Please check the appropriate response for each row.

	Large problems that affected my participation in the course	Moderate problems that I was able to fix (with or without help)	Small, insignificant problems	No technical difficulties
a. Wikis				
b. Blogs				
c. Online collaborative documents				
d. Other online tools				

Copyright © 2007, Intel Corporation. All rights reserved.

13. Overall, how comfortable were you using the technology included in the course?

- ☐ Very comfortable
- ☐ Moderately comfortable
- ☐ Somewhat comfortable
- ☐ Not at all comfortable

14. Would you recommend this course to other teachers?

- ☐ Definitely Not
- ☐ Probably Not
- ☐ Probably Yes
- ☐ Definitely Yes

15. Please add any remaining comments you have about the Intel Teach Essentials Online Course training.

Copyright © 2007, Intel Corporation. All rights reserved. Intel, the Intel logo, Intel Education Initiative, and Intel Teach Program are trademarks of Intel Corporation in the U.S. and other countries.
*Other names and brands may be claimed as the property of others.

Evaluation Resources

Intel® Teach Program Essentials Online Course

Facilitator Survey 1: End of Face-to-Face Segment

IN COOPERATION WITH

SRI International

Developed by SRI International
in collaboration with Intel Corporation
for the Intel Education Initiative

Copyright © 2007 Intel Corporation. All rights reserved. Intel, the Intel logo, Intel Education Initiative, and Intel Teach Program are trademarks of Intel Corporation in the U.S. and other countries.
*Other names and brands may be claimed as the property of others.

Revision 1.0
May, 2007

Facilitator Survey 1: End of Face-to-Face Segment

1. **Which of the following best describes the professional role you play in your school district? Please select one that best matches your role.**
   - ☐ Classroom teacher
   - ☐ Enrichment or resource teacher (such as Title I, gifted ed., reading specialist)
   - ☐ Technology coordinator, media specialist or librarian
   - ☐ Other professional staff (such as staff developer, instructional coach, curriculum coordinator)
   - ☐ Administrator
   - ☐ Other

2. **What is your prior experience with facilitating online courses? Please select one that best matches your experience.**
   - ☐ I had no prior experience with facilitating online courses.
   - ☐ I have facilitated at least one online course.
   - ☐ I have facilitated more than one online course.

3. As a result of your training to facilitate this course, how prepared did you feel when you started this course to:

	Not at all prepared	Somewhat prepared	Prepared	Highly prepared
Helping participants develop a quality unit plan				
Helping participants understand the essential ideas of the course				
Helping participants develop the capacity to change their instructional approach				
Providing supportive feedback to participants				
Helping participants enhance their technology skill and comfort				

Comments on your training:

Copyright © 2007, Intel Corporation. All rights reserved.

4. Reflecting on the outcome goals for the Modules 1 & 2, please indicate the extent to which you feel the course was effective for the participants in the following areas.

	Not at all Effective [4]	**Somewhat Effective [3]**	**Effective [2]**	**Very Effective [1]**
a. Learning how projects can help students meet standards.				
b. Learning how projects can help students develop 21st century skills				
c. Understanding the reasons to use project approaches in their teaching				
d. Learning how to create Curriculum-Framing Questions to support a unit				
e. Learning how to create ongoing student-centered assessments				

5. For each of the following areas, please briefly describe the most commonly experienced participant challenges of the **face-to-face** portion of the course so far, how widespread that challenge was among the course participants, and the degree to which the challenge was satisfactorily resolved.

a. Most challenging step, activity or module	Briefly describe:				
How widespread?	*All of the participants*	*Most of the participants*	*About half of the participants*	*Some of the participants*	*One or a few of participant(s)*
Degree of resolution?	*Fully resolved*	*Mostly resolved*	*Halfway resolved*	*Partially resolved*	*Not at all resolved*

b. Most challenging technological skill	Briefly describe:				
How widespread?	*All of the participants*	*Most of the participants*	*About half of the participants*	*Some of the participants*	*One or a few of participant(s)*
Degree of resolution?	*Fully resolved*	*Mostly resolved*	*Halfway resolved*	*Partially resolved*	*Not at all resolved*

Copyright © 2007, Intel Corporation. All rights reserved.

c. Most challenging concept or idea to learn	Briefly describe:				
How widespread?	*All of the participants*	*Most of the participants*	*About half of the participants*	*Some of the participants*	*One or a few of participant(s)*
Degree of resolution?	*Fully resolved*	*Mostly resolved*	*Halfway resolved*	*Partially resolved*	*Not at all resolved*

d. Other main challenge	Briefly describe:				
How widespread?	*All of the participants*	*Most of the participants*	*About half of the participants*	*Some of the participants*	*One or a few of participant(s)*
Degree of resolution?	*Fully resolved*	*Mostly resolved*	*Halfway resolved*	*Partially resolved*	*Not at all resolved*

e. Other main challenge	Briefly describe:				
How widespread?	*All of the participants*	*Most of the participants*	*About half of the participants*	*Some of the participants*	*One or a few of participant(s)*
Degree of resolution?	*Fully resolved*	*Mostly resolved*	*Halfway resolved*	*Partially resolved*	*Not at all resolved*

6. Please add any additional comments you have about the course so far.

Copyright © 2007, Intel Corporation. All rights reserved. Intel, the Intel logo, Intel Education Initiative, and Intel Teach Program are trademarks of Intel Corporation in the U.S. and other countries.
*Other names and brands may be claimed as the property of others.

Evaluation Resources

Intel® Teach Program Essentials Online Course

Facilitator Survey 2: End of Online Segment

IN COOPERATION WITH

SRI International

Developed by SRI International
in collaboration with Intel Corporation
for the Intel Education Initiative

Copyright © 2007 Intel Corporation. All rights reserved. Intel, the Intel logo, Intel Education Initiative, and Intel Teach Program are trademarks of Intel Corporation in the U.S. and other countries.
*Other names and brands may be claimed as the property of others.

Revision 1.0
May, 2007

Facilitator Survey 2: End of Online Segment

1. On average, how many hours per week did you spend **facilitating the online portion** of the course? Enter a number _____

2. For each of the following areas, please briefly describe the most commonly experienced challenges of the course **during the online portion**, how widespread that challenge was among the course participants, and the degree to which the challenge was satisfactorily resolved.

a. Most challenging step, activity or module	Briefly describe:				
How widespread?	*All of the participants*	*Most of the participants*	*About half of the participants*	*Some of the participants*	*One or a few of participant(s)*
Degree of resolution?	*Fully resolved*	*Mostly resolved*	*Halfway resolved*	*Partially resolved*	*Not at all resolved*

b. Most challenging technological skill	Briefly describe:				
How widespread?	*All of the participants*	*Most of the participants*	*About half of the participants*	*Some of the participants*	*One or a few of participant(s)*
Degree of resolution?	*Fully resolved*	*Mostly resolved*	*Halfway resolved*	*Partially resolved*	*Not at all resolved*

c. Most challenging concept or idea to learn	Briefly describe:				
How widespread?	*All of the participants*	*Most of the participants*	*About half of the participants*	*Some of the participants*	*One or a few of participant(s)*
Degree of resolution?	*Fully resolved*	*Mostly resolved*	*Halfway resolved*	*Partially resolved*	*Not at all resolved*

Copyright © 2007, Intel Corporation. All rights reserved.

d. Other main challenge	Briefly describe:				
How widespread?	*All of the participants*	*Most of the participants*	*About half of the participants*	*Some of the participants*	*One or a few of participant(s)*
Degree of resolution?	*Fully resolved*	*Mostly resolved*	*Halfway resolved*	*Partially resolved*	*Not at all resolved*

e. Other main challenge	Briefly describe:				
How widespread?	*All of the participants*	*Most of the participants*	*About half of the participants*	*Some of the participants*	*One or a few of participant(s)*
Degree of resolution?	*Fully resolved*	*Mostly resolved*	*Halfway resolved*	*Partially resolved*	*Not at all resolved*

3. Reflecting on the outcome goals for the Modules 3-8, please indicate the extent to which you feel the course was effective for the participants in the following areas.

	Not at all Effective [4]	**Somewhat Effective [3]**	**Effective [2]**	**Very Effective [1]**
a. Learning how to ensure responsible and appropriate use of the Internet				
b. Learning how to use the Internet to support their teaching and their students' learning				
c. Learning to create student samples to clarify unit expectations and improve instructional design				
d. Learning to integrate targeted standards into curriculum design				
e. Learning to integrate 21st century skills into curriculum design				
f. Learning to assess students through formative and summative assessment strategies				
g. Learning to involve students in the assessment process				
h. Learning how to use assessments to support the self-direction skills of students				

Copyright © 2007, Intel Corporation. All rights reserved.

i. Creating student support materials to support the diverse needs of students				
j. Creating facilitation materials to help facilitate a student-centered classroom				
k. Learning how to use technology to support their instructional practice				
l. Learning to prepare for and facilitate an effective showcase				
m. Learning to provide constructive feedback to their students				

4. How effective do you feel you have been as a facilitator in:

	Not at all effective	**Somewhat effective**	**Effective**	**Highly effective**
Helping participants develop a quality unit plan				
Helping participants understand the essential ideas of the course				
Helping participants develop the capacity to change their instructional approach				
Providing supportive feedback to participants				
Helping participants enhance their technology skill and comfort				

5. What suggestions would you offer to other facilitators who will be leading this course?
   _____ (open text)

6. How would you describe participants' success in collaborating with others in the course?
   a. Extremely successful
   b. Very successful
   c. Somewhat successful
   d. Not at all successful

7. How did you feel about the pace of the course?
   a. Too fast
   b. A bit too fast
   c. About right
   d. A bit too slow
   e. Too slow

Copyright © 2007, Intel Corporation. All rights reserved.

8. How did you feel about the length of the course?
   a. Much too short
   b. Somewhat short
   c. Just right
   d. Somewhat long
   e. Much too long

9. Please add any additional comments you have about this course.

Copyright © 2007, Intel Corporation. All rights reserved. Intel, the Intel logo, Intel Education Initiative, and Intel Teach Program are trademarks of Intel Corporation in the U.S. and other countries.
*Other names and brands may be claimed as the property of others.

Intel® Teach Essentials Online

Site Map for Evaluators

Copyright © 2007, Intel Corporation.
All rights reserved.

Introduction

The site map provides evaluators a guide for accessing evaluation data for the Intel Teach Essentials Online course.

- It presents selected online locations of interest to evaluators that will allow them to meet some of the Intel reporting requirements (see orange highlighted sections in the Evaluation Design Overview on slide 3 of this map).
- A Table of Key Features for each location indicates how to navigate to the location, what information is available on that page, whether it can be downloaded, and how it can be used by evaluators.
- Following the Table of Key Features are screen-shots of the TEO course site for that specific page, mapping how to navigate to the page.

Copyright © 2007, Intel Corporation.
All rights reserved.

Evaluation Design Overview

Intel Reporting Requirements	Purpose of data collection	Data Source(s)	Examples of data collected	Suggested Data Collection Method				
				Online surveys	Facilitator and/or participant interviews	Face-to-Face training observation	**Online data** (e.g., online discussions, course schedule, unit plans)	Impact survey
Required	Global benchmarking	Course surveys	- 6 benchmark items in post-training survey	✓				
Required	Impact measurement	Impact survey, course site	- Changes in teaching practice					✓
Recommended	Collection of stories & quotes	Open ended comments on surveys, online discussions, interviews	- Course challenges - Course successes	✓	✓	✓	✓	
Optional	Feedback regarding online delivery method	Class surveys, online discussions, interviews	- Content of posts - Technology challenges - Development of community among participants	✓	✓	✓	✓	
Optional	Descriptive information about course offerings	RTA, course site, or facilitator	- Length of course - Number of courses taught by facilitator - Number of participants in class		✓		✓	

Copyright © 2007, Intel Corporation.
All rights reserved.

Table of Key Features

No.	Sections	Page
1.	Class List	5
2.	Class Schedule	7
3.	Class Surveys	11
4.	Class Online Discussions	15
5.	Course Progress Checklist	20
6.	Portfolio Checklist	24
7.	Participant Unit Plan	27

Copyright © 2007, Intel Corporation.
All rights reserved.

Class List

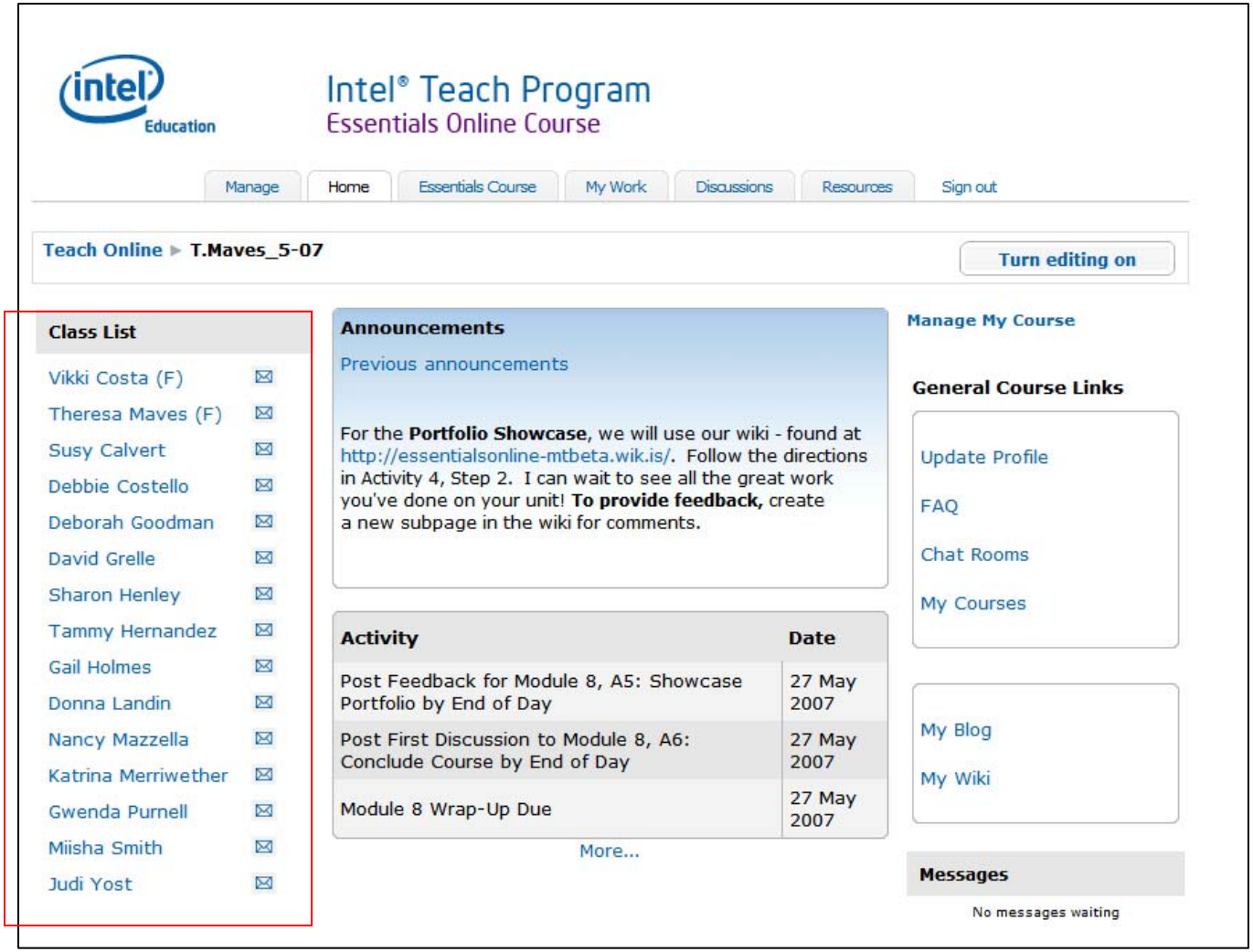
- The Class List can be used by evaluators to obtain the number of course participants enrolled in the course.

- Download available: No

Copyright © 2007, Intel Corporation.
All rights reserved.

Class List

On the main course home page, you can view the Class List of participants enrolled within the course.



Copyright © 2007, Intel Corporation.
All rights reserved.

Class Schedule

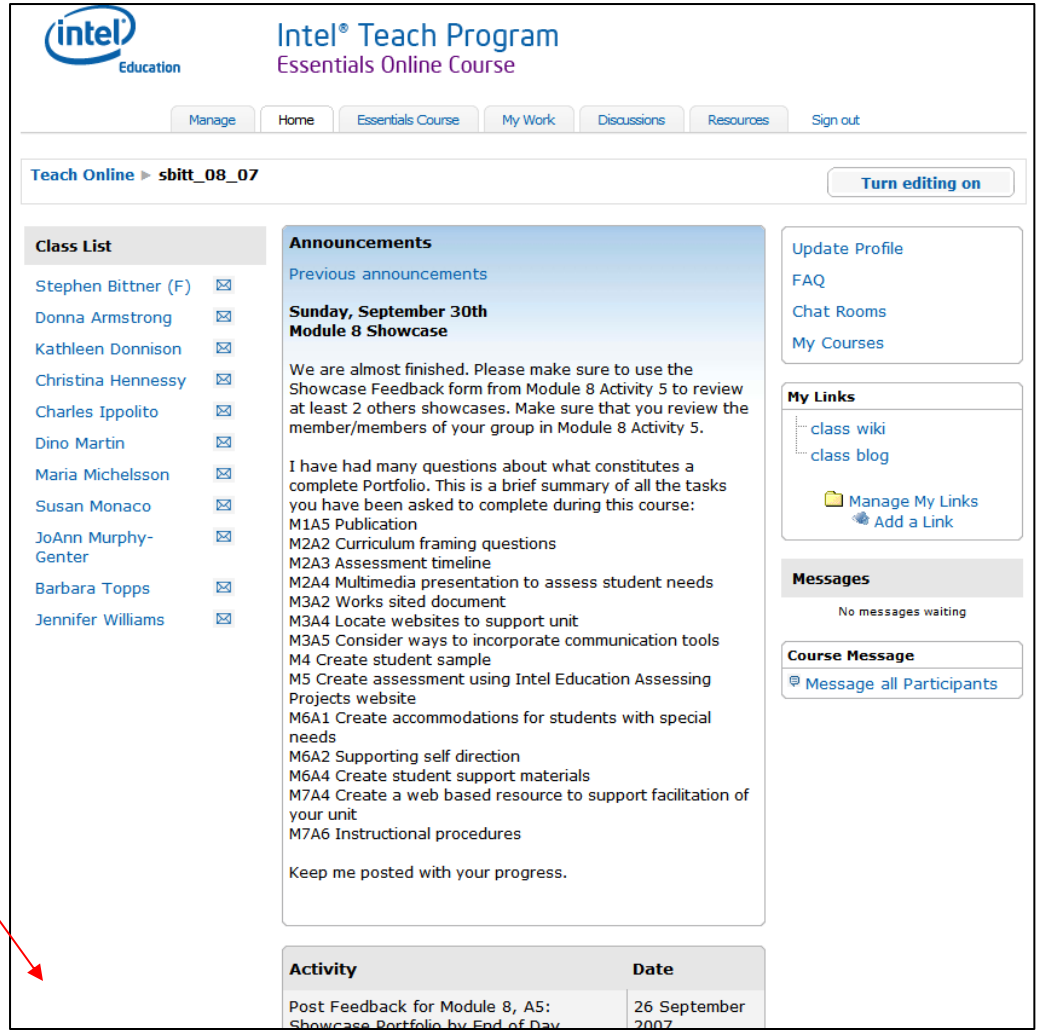
- The Class Schedule can be used by evaluators to identify the agenda and duration of the course. It also provides information on whether the course had a compressed, normal or expanded schedule. This is helpful for providing descriptive information about the course.

- Download available: No

Copyright © 2007, Intel Corporation.
All rights reserved.

Class Schedule

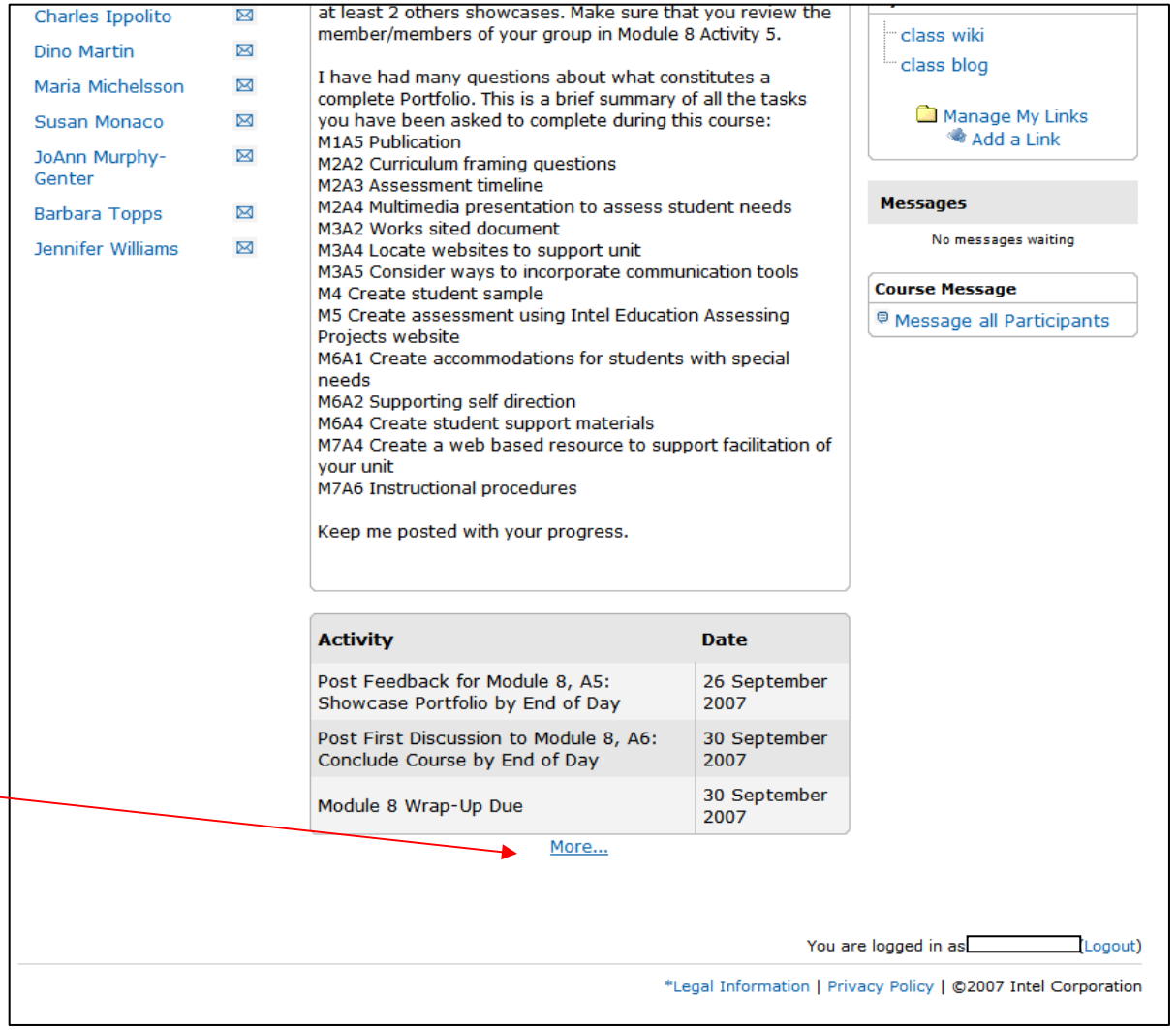
The class schedule can be viewed from the main course page. It is available at the bottom of the page.



Copyright © 2007, Intel Corporation.
All rights reserved.

Class Schedule

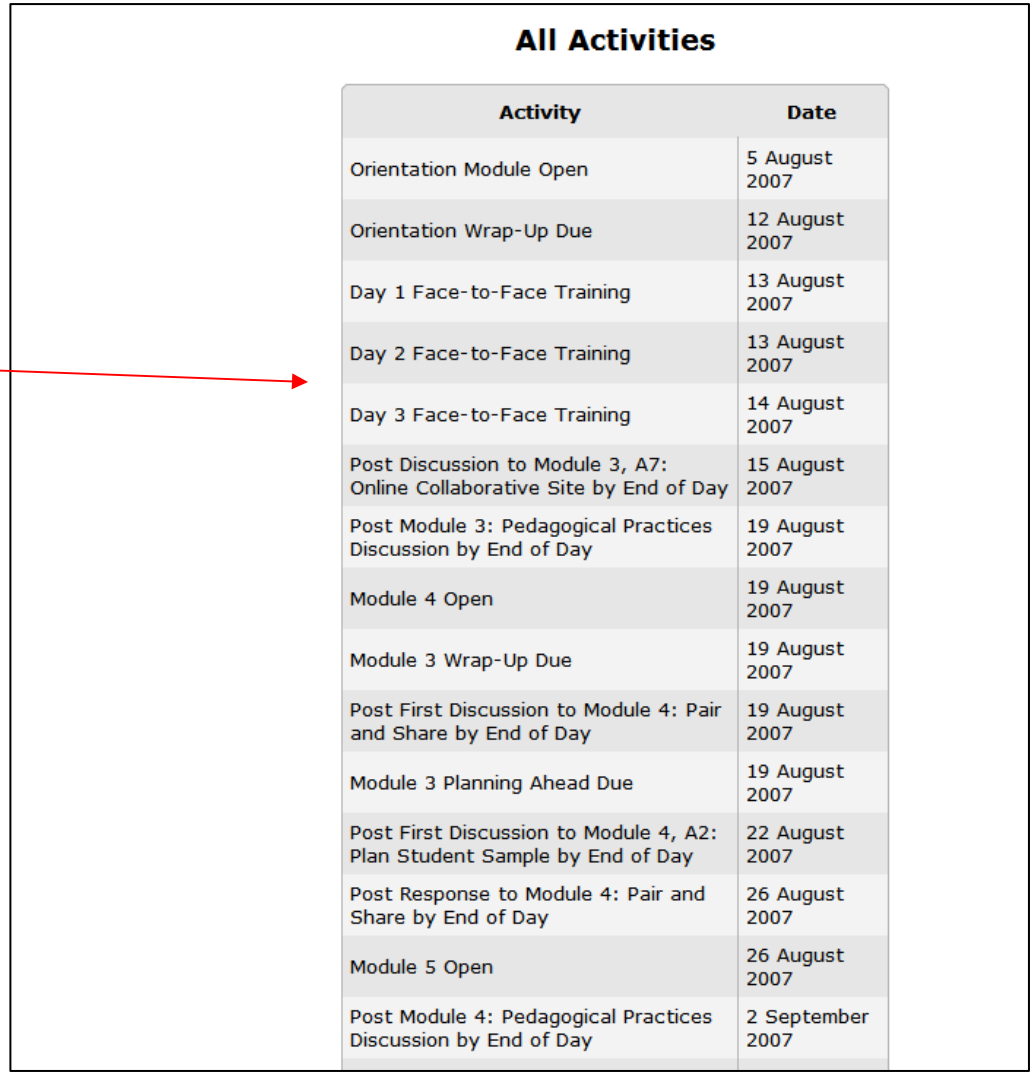
Scroll down to the bottom of the main course page. Click on the “More…” link at the bottom to view the complete Class Schedule.



Copyright © 2007, Intel Corporation.
All rights reserved.

Class Schedule

The complete Class Schedule provides the dates on which a face-to-face training took place, and when modules and activities were opened and due for completion.



All Activities

Activity	Date
Orientation Module Open	5 August 2007
Orientation Wrap-Up Due	12 August 2007
Day 1 Face-to-Face Training	13 August 2007
Day 2 Face-to-Face Training	13 August 2007
Day 3 Face-to-Face Training	14 August 2007
Post Discussion to Module 3, A7: Online Collaborative Site by End of Day	15 August 2007
Post Module 3: Pedagogical Practices Discussion by End of Day	19 August 2007
Module 4 Open	19 August 2007
Module 3 Wrap-Up Due	19 August 2007
Post First Discussion to Module 4: Pair and Share by End of Day	19 August 2007
Module 3 Planning Ahead Due	19 August 2007
Post First Discussion to Module 4, A2: Plan Student Sample by End of Day	22 August 2007
Post Response to Module 4: Pair and Share by End of Day	26 August 2007
Module 5 Open	26 August 2007
Post Module 4: Pedagogical Practices Discussion by End of Day	2 September 2007

Copyright © 2007, Intel Corporation.
All rights reserved.

Class Surveys

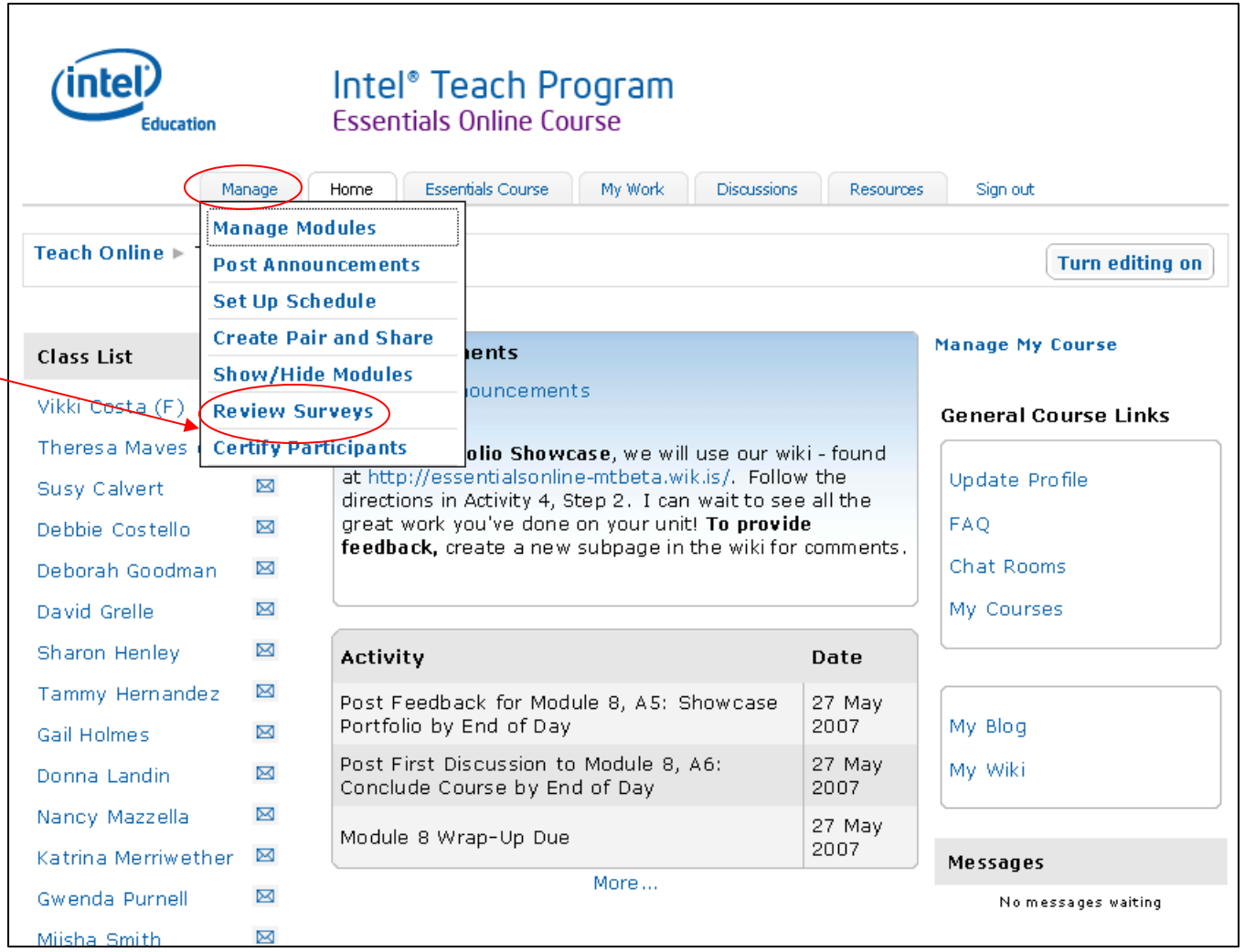
- The 12 Class Surveys can be used by evaluators to obtain baseline measure for participants' understanding of program concepts and skills for promoting 21st-century skills.
  - Pre Survey (1) provides a baseline measure for benchmark goals, as well as participants' teaching practices, their pedagogical beliefs, and the technology available to them.
  - End of Module Surveys (8) provide intermediate measures of knowledge gain and level of participation in activities.
  - Final Course Evaluation Survey (1) provides a post-training measure of knowledge gain for the benchmark goals.
  - Facilitator Surveys (2) provide assessments of the facilitator's experience and perception of participants' learning.

- Download available: Yes (both numerical and text data)

Copyright © 2007, Intel Corporation.
All rights reserved.

Class Surveys

Click on the Manage tab, and select Review Surveys in the drop-down menu.



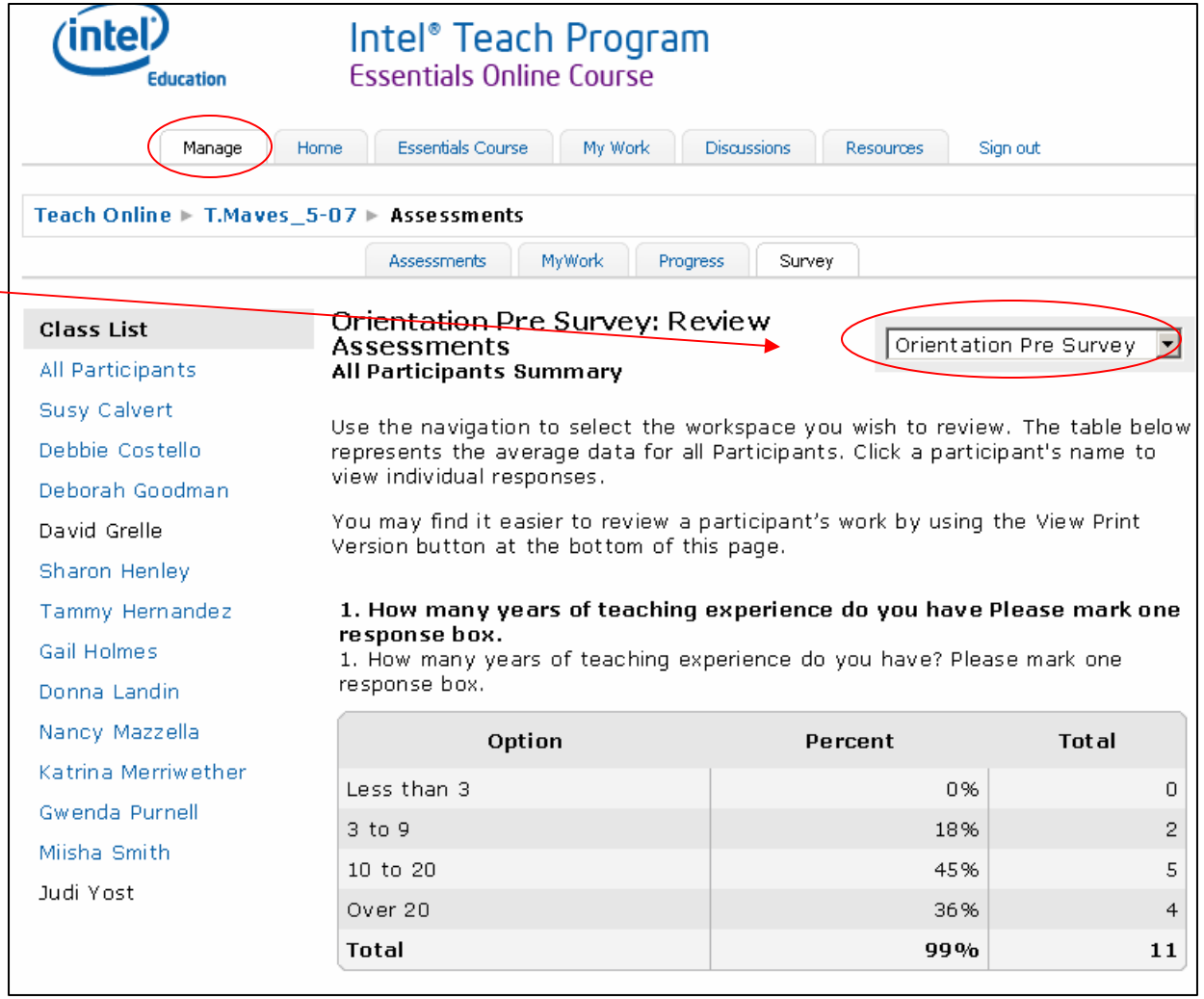
Copyright © 2007, Intel Corporation.
All rights reserved.

Class Surveys

Select a survey from the drop-down list.

Aggregated data are displayed for all course participants in the All Participants Summary.

Participants' individual responses are displayed for open-ended questions.

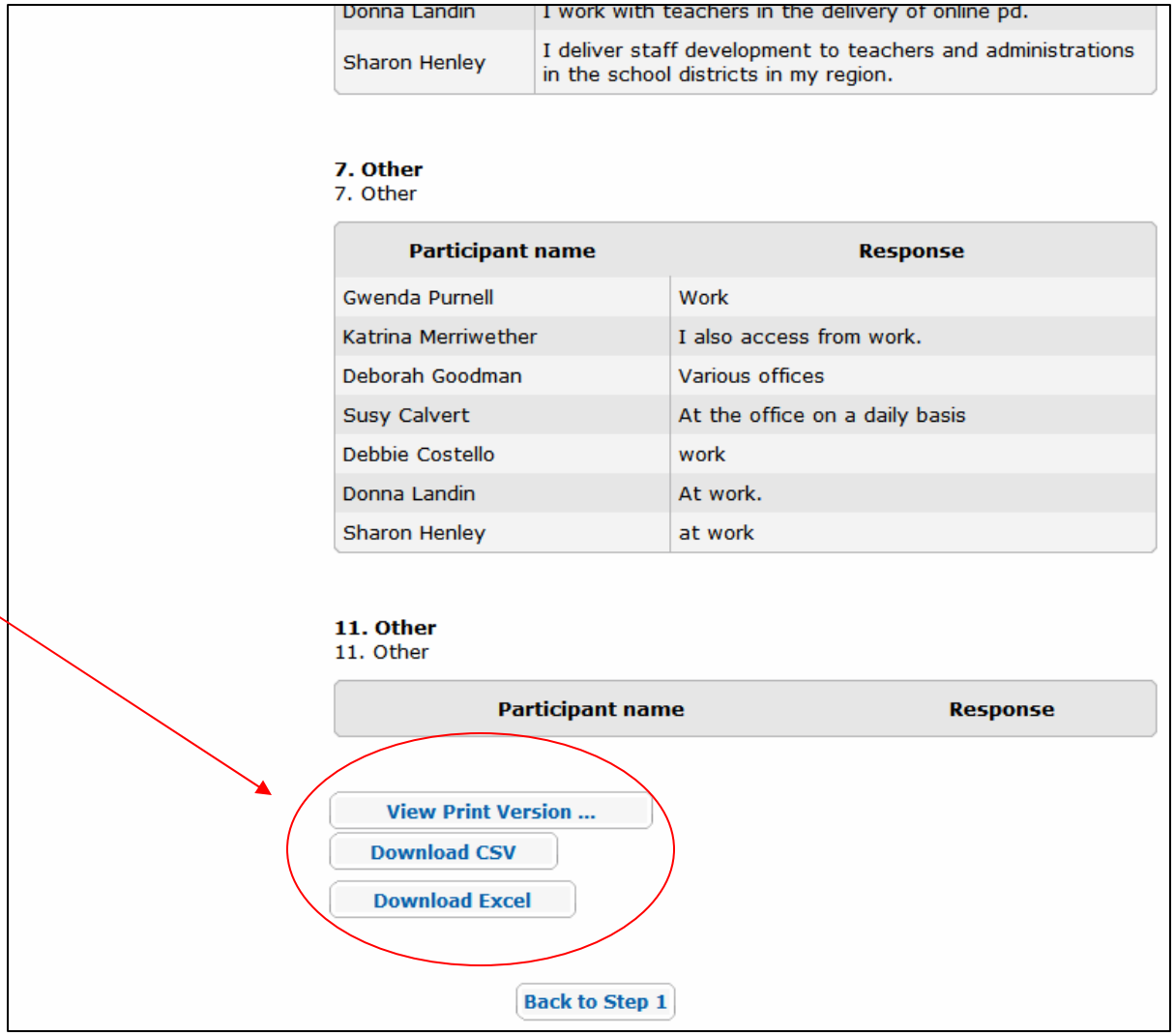


Copyright © 2007, Intel Corporation.
All rights reserved.

Class Surveys

Scroll down to the bottom of the page to download the survey data.

You can download the data in CSV or EXCEL format.



Donna Landin	I work with teachers in the delivery of online pd.
Sharon Henley	I deliver staff development to teachers and administrations in the school districts in my region.

7. Other
7. Other

Participant name	Response
Gwenda Purnell	Work
Katrina Merriwether	I also access from work.
Deborah Goodman	Various offices
Susy Calvert	At the office on a daily basis
Debbie Costello	work
Donna Landin	At work.
Sharon Henley	at work

11. Other
11. Other

Participant name	Response

View Print Version ...
Download CSV
Download Excel

Back to Step 1

Copyright © 2007, Intel Corporation.
All rights reserved.

Class Online Discussions

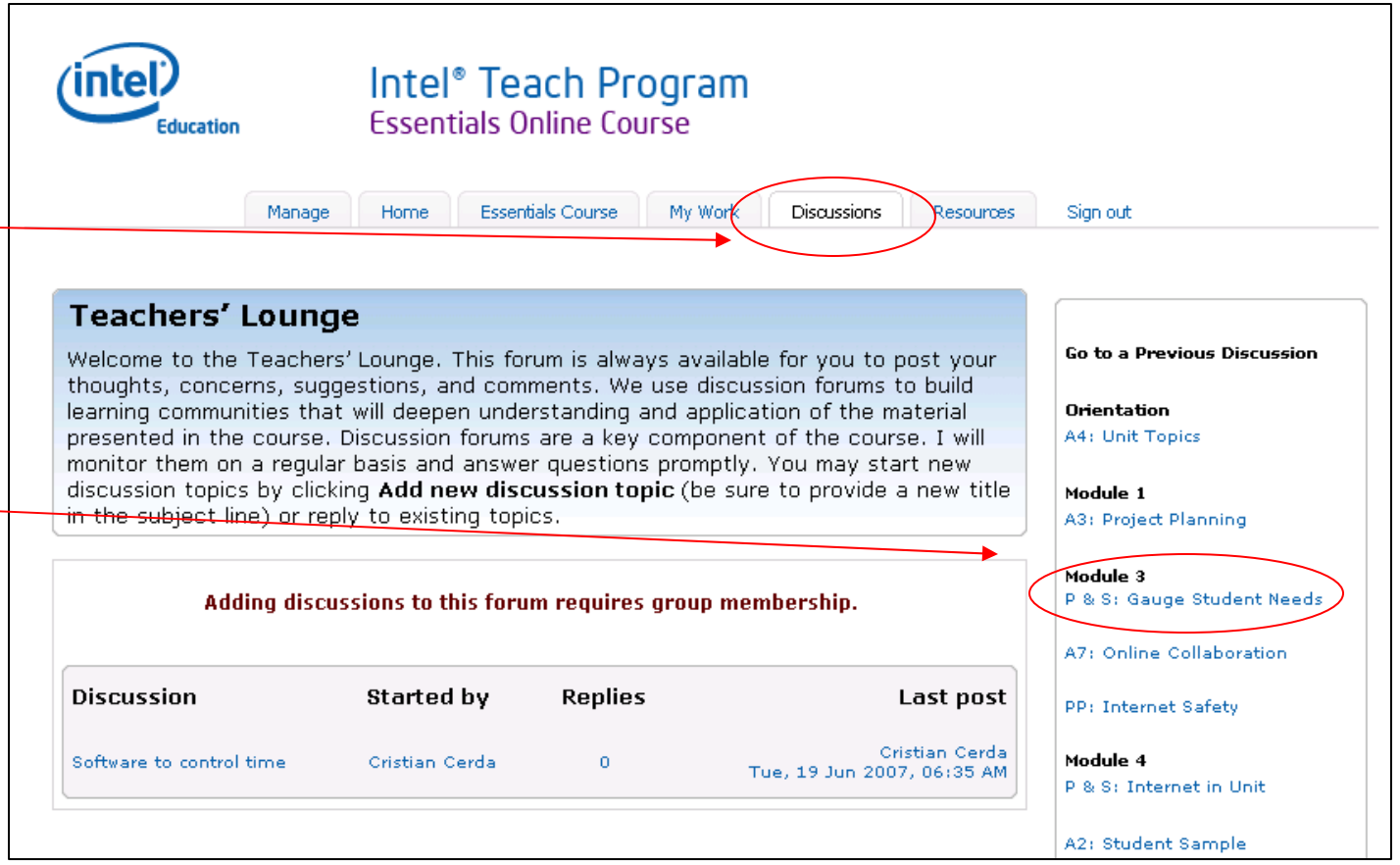
- The online Discussions can be used by evaluators to look for the engagement of both participants and facilitators in the discussions. The discussions are in a nested form, such that the reply post is indented below the post it is replying to.
  - Discussions within the assignments involve all participants as they engage in discussions as part of Pair & Share (P&S), Pedagogical practice (PP), or Activity (A) assignments. Clicking on the link takes you to the specific assignment within a particular module.
  - Level of involvement and depth of discussion can be assessed using the Online Discussion Rubric.
- Download available: No

Copyright © 2007, Intel Corporation.
All rights reserved.

Class Online Discussions

To view class discussions, click on the Discussions Tab.

Select any discussion from any module by clicking on the topic in the right-hand column.

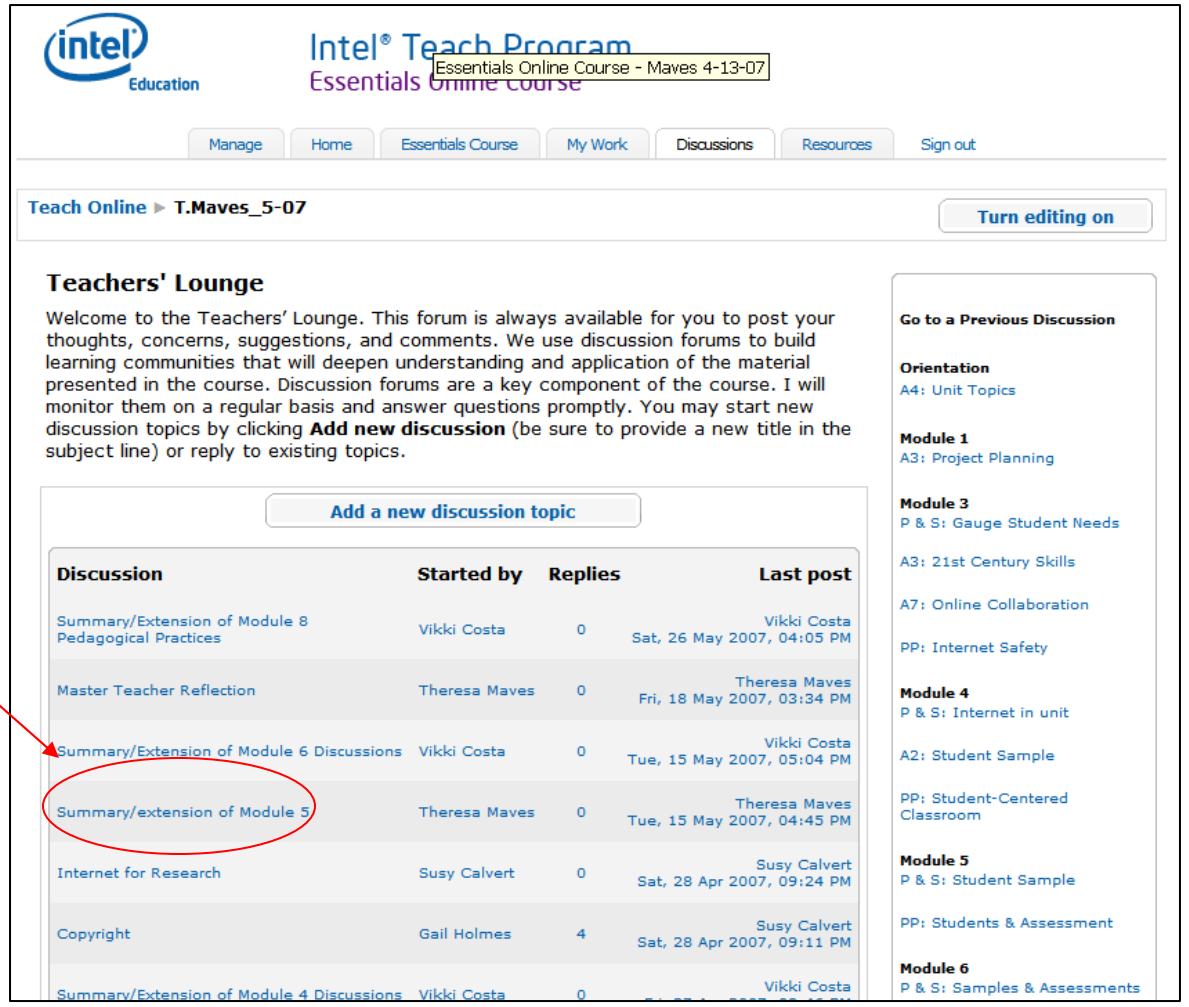


Copyright © 2007, Intel Corporation.
All rights reserved.

Class Online Discussions

You can also view the open discussion forum available to participants.

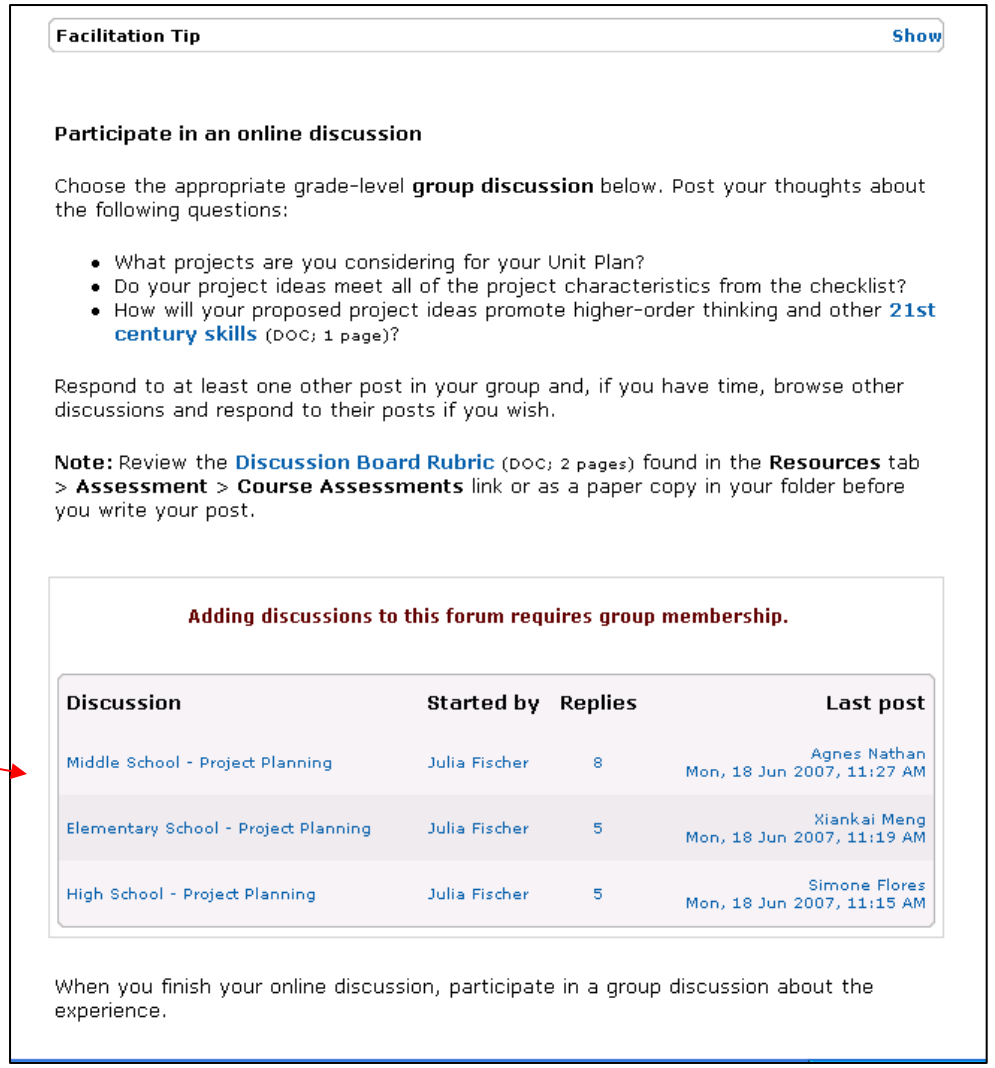
Click on any topic to view the discussion thread.



Copyright © 2007, Intel Corporation.
All rights reserved.

Class Online Discussions

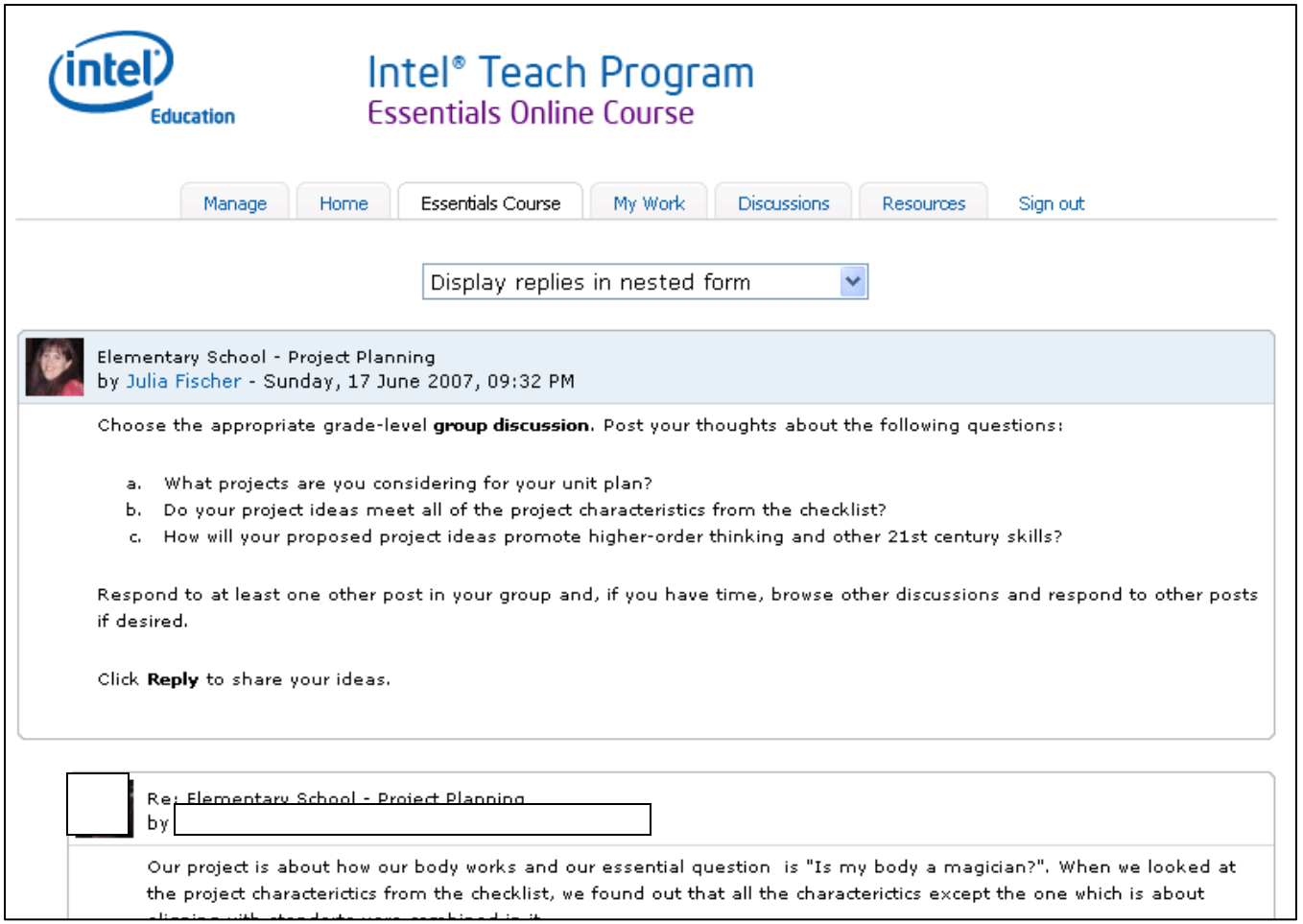
Click on the discussion topic to view the discussion thread.



Copyright © 2007, Intel Corporation.
All rights reserved.

Class Online Discussions

Replies are shown in nested form. That is, the reply post is indented below the post it is replying to.



Copyright © 2007, Intel Corporation.
All rights reserved.

Course Progress Checklist

- The Course Progress Checklist can be used by evaluators to obtain the number of participants who have completed each of the components of each module.

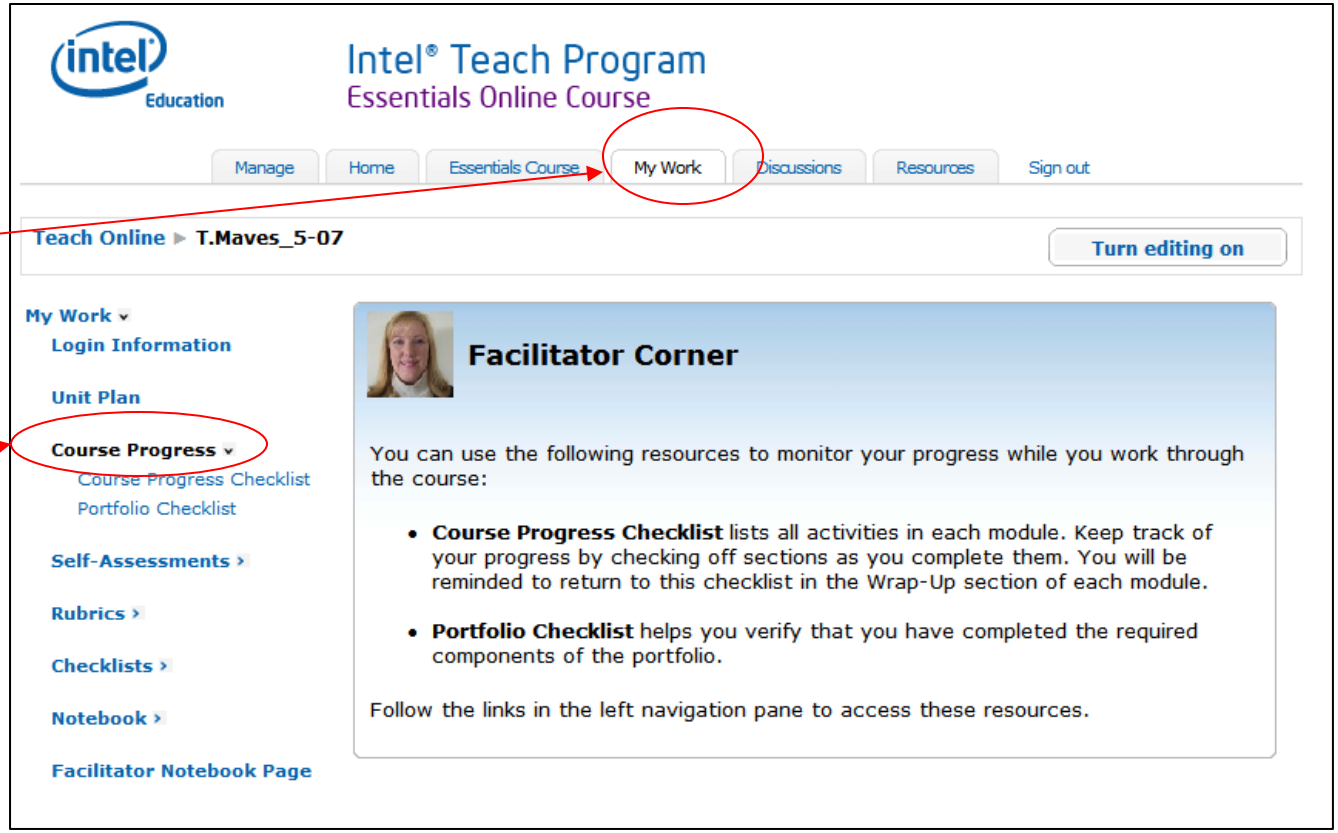
- Download available: No

Copyright © 2007, Intel Corporation.
All rights reserved.

Course Progress Checklist

Click on the tab for My Work.

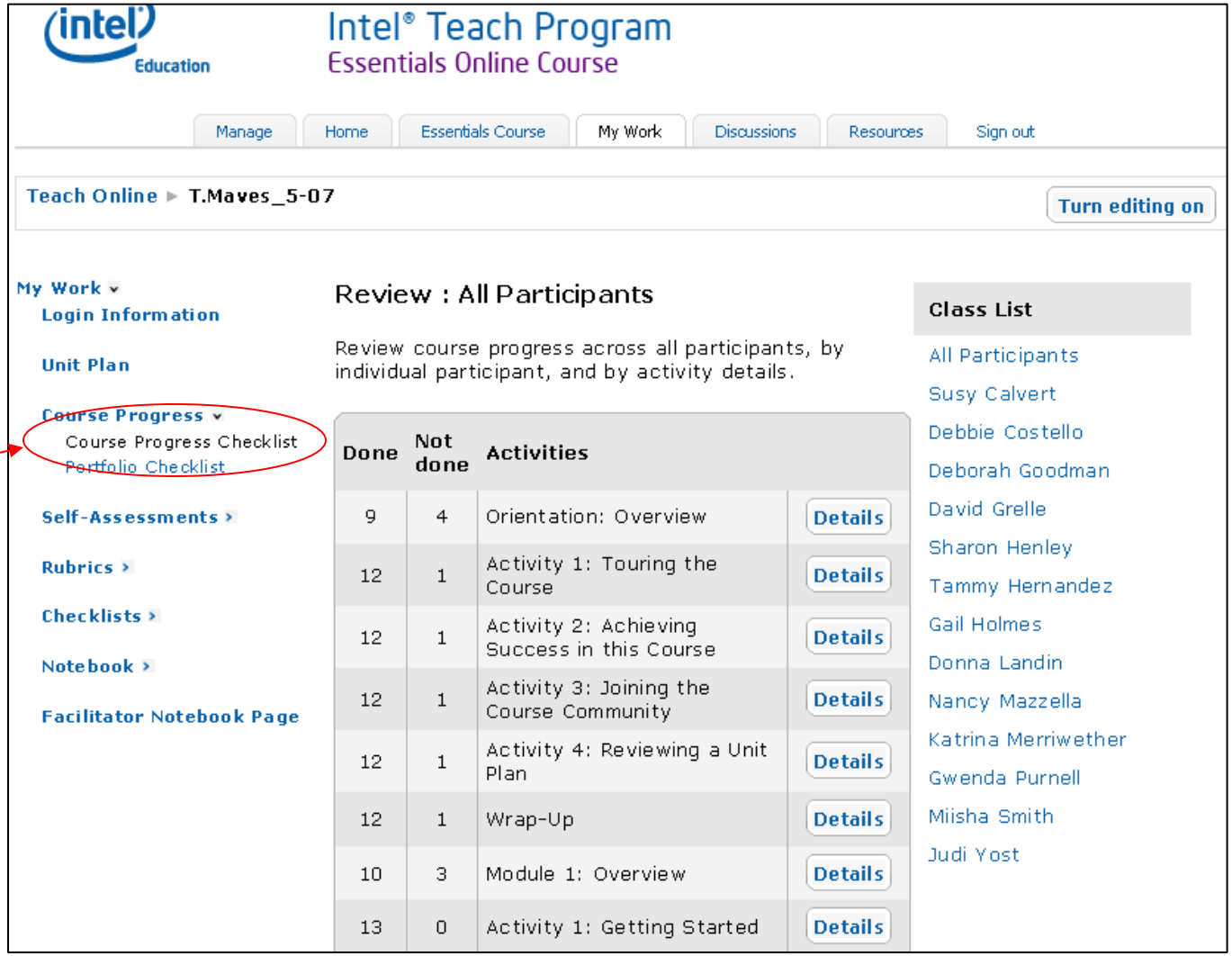
Then click on Course Progress.



Copyright © 2007, Intel Corporation.
All rights reserved.

Course Progress Checklist

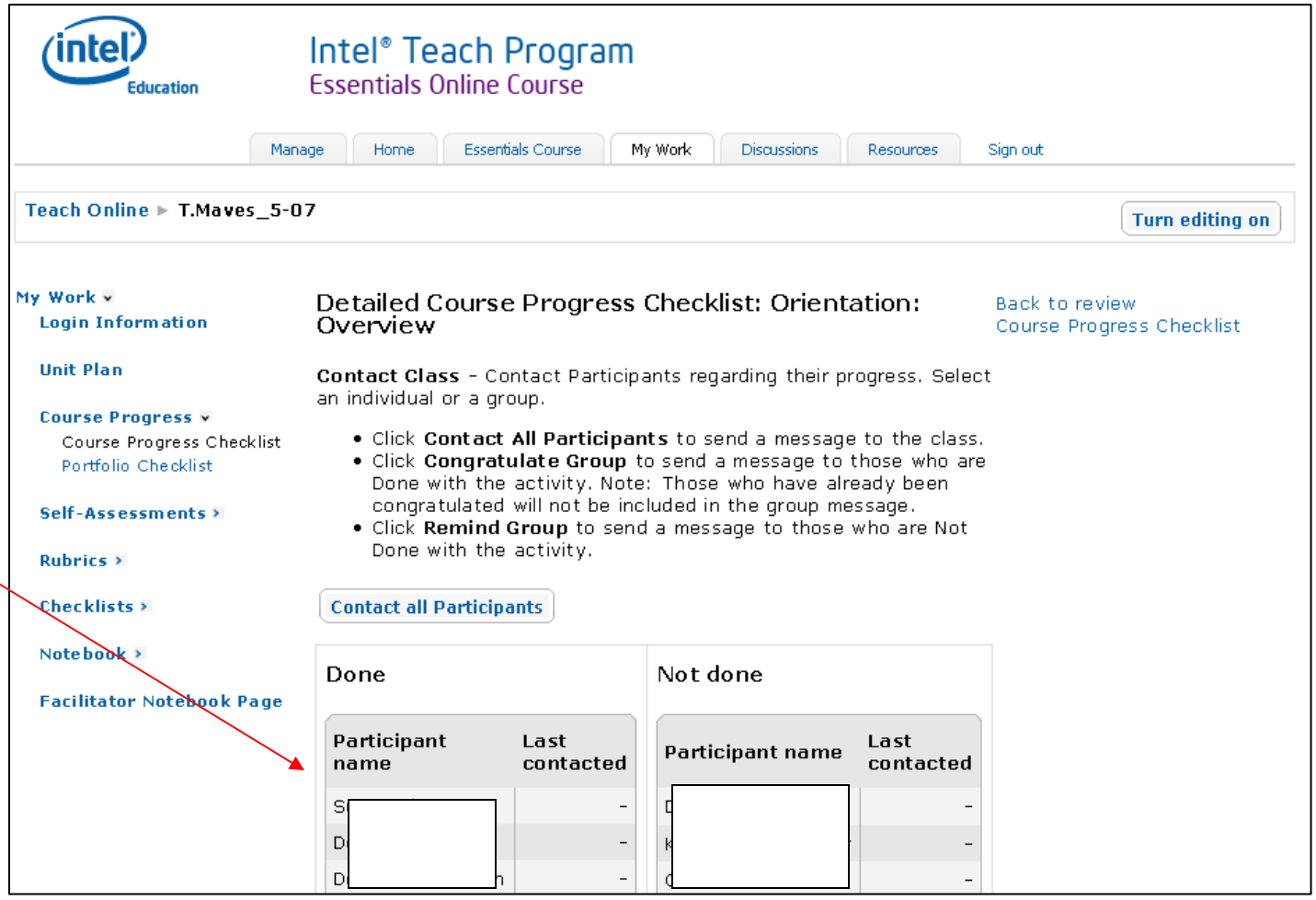
Click on Course Progress Checklist. This lists all activities in each module.



Copyright © 2007, Intel Corporation.
All rights reserved.

Course Progress Checklist

The Details page can be used to identify the participants completing each task.



Copyright © 2007, Intel Corporation.
All rights reserved.

Portfolio Checklist

- The Portfolio Checklist can be used by evaluators to chart out participants' progress through the Portfolio development module.

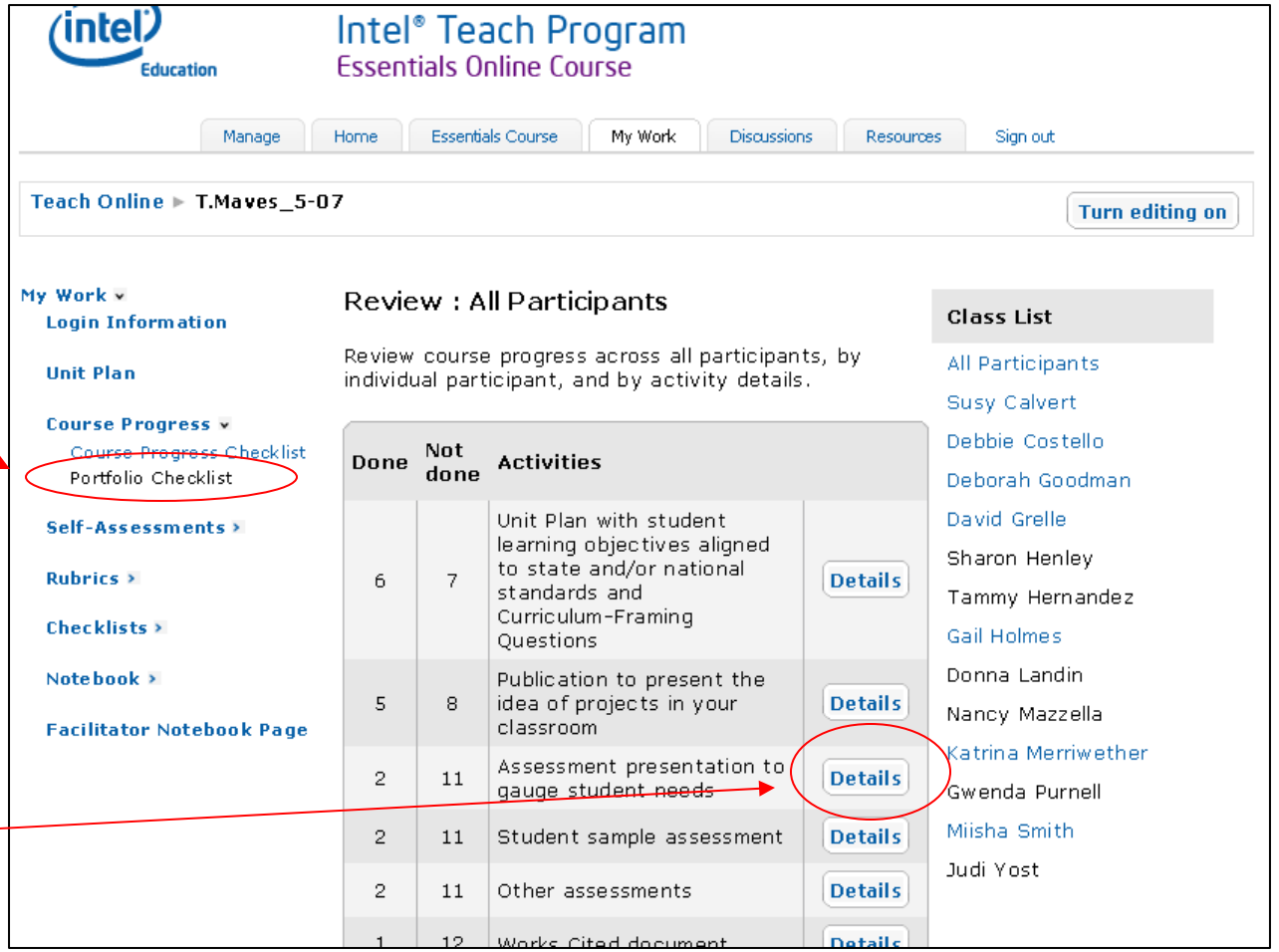
- Download available: No

Copyright © 2007, Intel Corporation.
All rights reserved.

Portfolio Checklist

To view the number of participants who completed each task on the Portfolio Checklist, click on Portfolio Checklist under Course Progress.

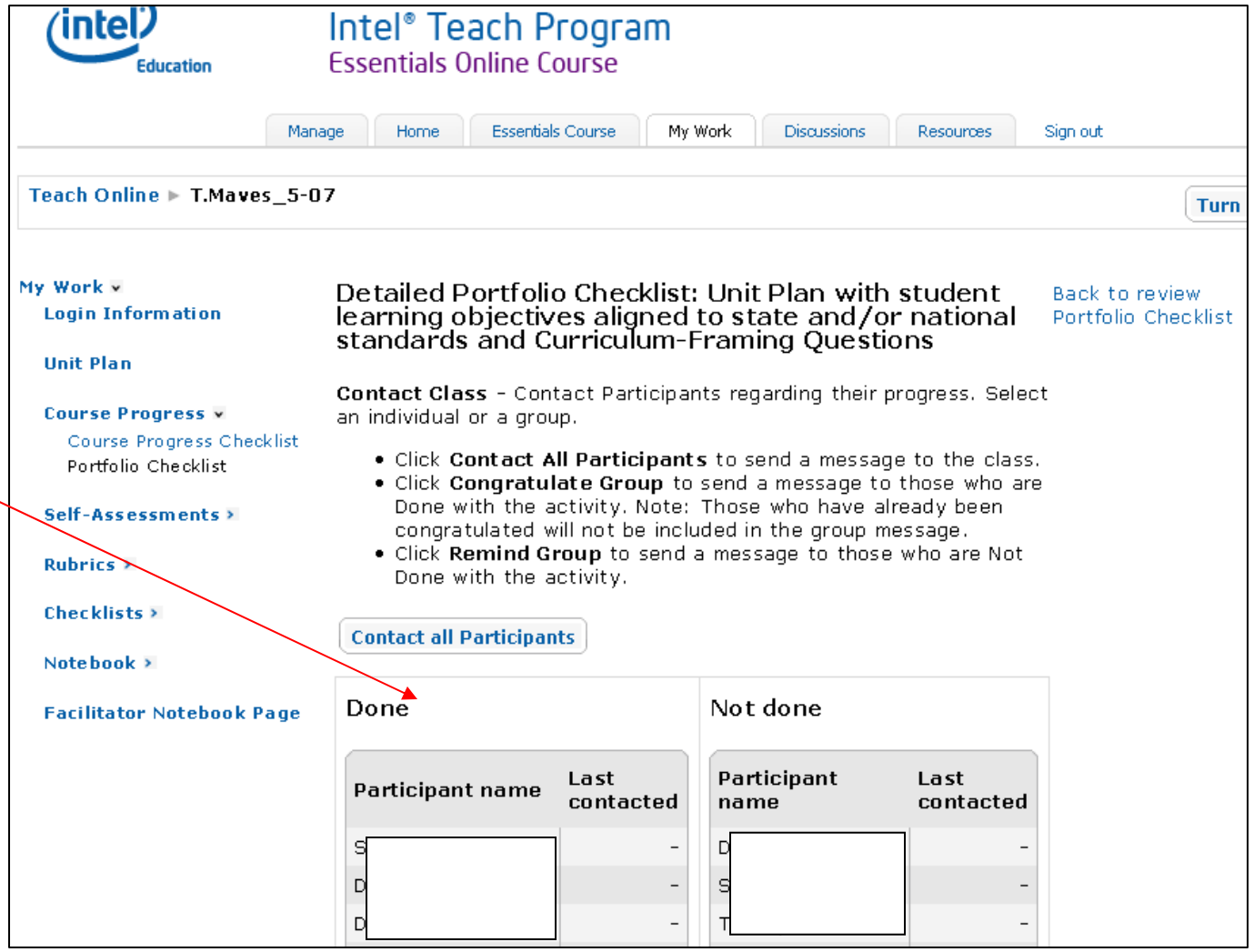
You can see the list of participants who completed each of the components by clicking on Details.



Copyright © 2007, Intel Corporation.
All rights reserved.

Portfolio Checklist

The Details page can be used to identify the participants completing the task within the Portfolio Checklist.



Copyright © 2007, Intel Corporation.
All rights reserved.

Participant Unit Plan

- The participant Unit Plans can be used by evaluators to assess how TEO developed the participant teachers' skills, curriculum design strategies, teaching practice, and pedagogical beliefs. Each assignment within the individual modules can be examined for this purpose.

- Download available: Yes (text and numerical data)

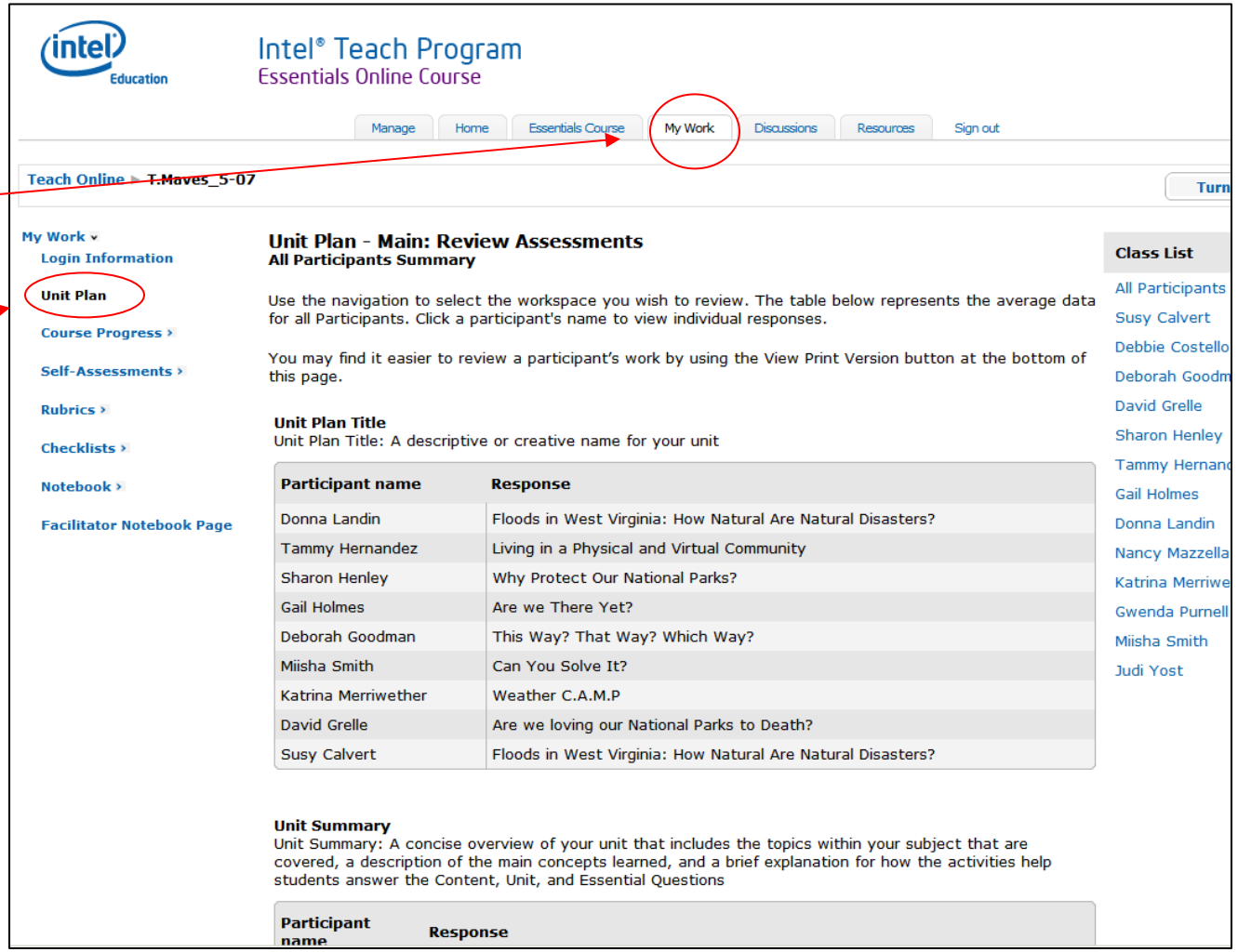
Copyright © 2007, Intel Corporation.
All rights reserved.

Participant Unit Plan

Click on the tab for My Work

Then click on Unit Plan

This page displays the Unit Plans for the whole class.



Copyright © 2007, Intel Corporation.
All rights reserved.

Intel® Teach Essentials Online

2-DAY FACE-TO-FACE TRAINING

OBSERVATION TOOL

For all observations, be sure to collect an agenda and all handouts.

Observer:_____

Location of Training:_____

Dates of Training:_____

Schedule of Face-to-Face training session:
☐ Two back to back day-long sessions ☐ Other (describe): _____

Modules and activities covered during the Face-to-Face training:

_____

Number of participants in session:

_____

Others present:

_____

Brief description of the room: (e.g., computers available, visibility of overhead projection)

Background information on individual participants (e.g., participants are working in a second language, extent of participants' previous computer experience).

Background information of this particular cohort and course: (e.g., this training is for the staff of one school, the training was delayed from fall to spring semester).

Copyright © 2007, Intel Corporation. All rights reserved.

Observation Guide

Legend for observational categories

Technology (e.g., participants quickly and easily navigate through the site, slow Internet connection causing delays)
Participants (e.g., participants are actively involved and engaged in the course, participants not able to keep up with the facilitator)
Facilitator (e.g., facilitator takes the time to address almost all questions, facilitator sets the pace too fast)
Content (e.g., participants do not need additional instruction during an online task, participants ask for more time to finish an activity)
Other (please describe)

Row #	**During which Module, Activity & Step?**	**Observation** (e.g., course content is interesting and useful)	**Evidence** (e.g., participants engaged in active discussions about PBL and frequently offer examples)	**Observa-tional category**

Copyright © 2007, Intel Corporation. All rights reserved.

Insights and Learning

Use this section to note your reflections or conclusions based upon on your observations about the face-to-face training and the participants' experience. It is helpful to indicate the corresponding row, i.e., observation, from which you draw your insight.

Corresponding Row #s	Insight and Learning

Copyright © 2007, Intel Corporation. All rights reserved.

To what extent did participants have opportunities during the face-to-face training to collaborate with other participants?

☐ *Great extent* ☐ *A lot* ☐ *About right* ☐ *Not quite enough* ☐ *Not at all*

Describe:

What was your impression of the participants' feelings about the intensity of the training experience?

☐ *Too much* ☐ *A bit too much* ☐ *About right* ☐ *A bit too little* ☐ *Too little*

Describe:

What would you say was the participants' impression of the quality of the content?

☐ *Too much* ☐ *A bit too much* ☐ *About right* ☐ *A bit too little* ☐ *Too little*

Describe:

What was your impression of the participants' experience with the facilitation during the face-to-face training?

☐ *Too much* ☐ *A bit too much* ☐ *About right* ☐ *A bit too little* ☐ *Too little*

Describe:

Copyright © 2007, Intel Corporation. All rights reserved.

How successful were the participants using the technology during the face-to-face training?

☐ *Very comfortable* ☐ *Moderately comfortable* ☐ *Somewhat comfortable* ☐ *Not at all comfortable*

Describe:

What was your impression of the participants' satisfaction with the training experience?

☐ *Too much* ☐ *A bit too much* ☐ *About right* ☐ *A bit too little* ☐ *Too little*

Describe:

What were the most successful aspects of the face-to-face training session?

What were the most challenging aspects of the face-to-face training session?

Copyright © 2007, Intel Corporation. All rights reserved.

Intel® Teach Essentials Online

PARTICIPANT MID-COURSE TRAINING

INTERVIEW PROTOCOL

Instructions:
In this interview, I will be asking you about your experience with the Teach Essentials Course thus far. These questions are designed to help us understand how participants think and feel about different aspects of the course.

1. Where are you in the course right now? (e.g., module, activity, progress on unit plan)

2. Have you ever taken an online course before?

3. Why did you choose to take this course?
    a. How supportive /involved is your school in your participation in this course? Is your enrollment in this course voluntary? Why or why not?
    b. What is the overall level of resources and interest in technology at your school?
    c. Prior to enrolling in the course, did you feel prepared for it? Was the information you received prior to enrollment helpful in preparing you for this course?

4. What is your impression of the content covered so far during this course?

5. What is your impression of the intensity/timeframe of the course covered during the face-to-face training? During the online portion?
    a. Have you been able to complete the module activities within the suggested timeframe?
    b. What has helped/hindered that experience?

6. How has the facilitation by [trainer] influenced your learning experience during the training?

7. To what degree has the feedback from your Pair & Share and Discussion partners been valuable in developing you with your unit plan?

8. What has been your experience with the technology used in the course so far? (e.g., resources, site navigation, understanding the steps involved/requirements)

9. Based on experience with the course thus far, what are your feelings about finishing the rest of the course? (e.g., do you feel confident, excited or nervous)

10. What possible challenges do you foresee as you complete assignments and prepare your unit plan during the remaining modules?

11. Do you anticipate using the unit plan you are building in this course in your classroom teaching? Why or why not?

12. Do you anticipate this course will provide you with new ideas to try out in your teaching? (for e.g., using technology to develop assessments and lesson plans, using project-based learning methods in your curriculum)? Why or why not?

13. Is there anything else that you would like to add?

14. To what extent does the program align with the curriculum requirements within your school?

15. **If an MT** – How prepared do you feel for delivering this course and training PTs?

    Thank you for taking the time to answer my questions. Enjoy the remainder of the course.

Copyright © 2007, Intel Corporation. All rights reserved.

Intel® Teach Essentials Online

FACILITATOR MID-COURSE TRAINING

INTERVIEW PROTOCOL

Instructions:
In this interview, I will be asking you about your experience with your Teach Essentials Course thus far. These questions are designed to help us understand how the course is working for trainers and participants.

1. Where are you in the course right now? (e.g., module, activity, progress on unit plan)

2. Have you ever taught an online course before this one?

3. What supports have you received in facilitating this course? (e.g., training community, supporting ST, your school leaders, ITA, MoE etc.)

4. To what extent did the MT course you completed prepare you to facilitate this course?

5. What major challenges have you faced during the face-to-face portion of the course? During the online portion? (e.g., technology, skill levels, pace, etc.)

6. What have been the major successes during your course so far? (e.g., quality unit plans, aha moments, etc.)

7. How would you describe your participants' collaboration with others in the course so far?

8. How effective do you feel this course has been for your participants so far?

9. Are most of the participants keeping up with the course?

10. Based on your experience with the course thus far, do you anticipate anyone to not finish the course? How many? Do you know why?

11. What suggestions would you offer to other facilitators who will be leading this course?
    a. What would you do differently next time?

12. Is there anything else that you would like to add?

13. Was the time spent on facilitation consistent with your expectations?

14. What are your perceptions of participants' online discussions? (e.g., quality, depth, learning)

Thank you for taking the time to answer my questions. Enjoy the remainder of the course.

Copyright © 2007, Intel Corporation. All rights reserved.

Intel® Teach Essentials Online

PARTICIPANT END-OF-TRAINING

INTERVIEW PROTOCOL

Instructions:
In this interview, I will be asking you about your experience with the Teach Essentials Online Course. These questions are designed to help us understand how participants thought and felt about different aspects of the course.

1. What was your opinion of the content covered during the course?
   a. What was most relevant or helpful to you?
   b. What was less relevant or helpful to you?
   c. To what extent does the course content link to or align with the curriculum requirements within your school?

2. What was your opinion of the technology tools covered during the course?
   a. What was most relevant or helpful to you?
   b. What was less relevant or helpful to you?
   c. What is the overall level of resourcing and interest in technology at your school?

3. What challenges did you experience as you completed assignments and prepared your unit plan? (e.g., challenges related to technology, course pace, course content)

4. Were you able to complete the module activities within the suggested timeframe?
   a. What helped or hindered your progress?

5. How did the facilitation by [trainer] influence your learning experience during the training?

6. How did the interaction with and feedback from others in the course influence your learning experience during the training?

7. Have you used the unit plan (or parts of the unit plan) you built in the course in your classroom teaching? Why or why not?
   a. Have you used anything else from the course (e.g., rubrics, example units, student projects)? Why or why not?

8. Looking back on the course, do you feel you the course timeline and format were an effective way for you to learn?
   a. Do you feel you had the appropriate level of technology skills for the course?

9. **If an MT:** How prepared do you feel to deliver this course to PTs?
   a. Do you plan to offer the course in a face-to-face format or online? Why?

10. Is there anything else that you would like to add?

Thank you for taking the time to answer my questions.

Copyright © 2007, Intel Corporation. All rights reserved.

Intel® Teach Essentials Online

FACILITATOR END-OF-TRAINING

INTERVIEW PROTOCOL

Instructions:
In this interview, I will be asking you about your experience with the Teach Essentials Online Course. These questions are designed to help us understand how the course worked for trainers and participants.

1. What was your opinion of the content covered during the course?
    a. What do you feel was the most valuable content for your participants?
    b. What do you feel was less necessary to cover?
    c. Were there any important concepts that you feel your participants (all or some) didn't (fully) understand?

2. What was your opinion of the technology tools covered during the course?
    a. What do you feel was the most valuable tool for your participants?
    b. What do you feel was less necessary to include?
    c. Did your participants have the appropriate technical skills for this course?

3. What were the major challenges you faced in facilitating this course? (e.g., challenges related to technology, course pace, course content, course workload)

4. How many participants in your course worked within the suggested timeframe?
    a. How many worked faster or slower than this?
    b. What helped or hindered their progress?

5. How many people posted portfolios and successfully completed the course?
    a. How many dropped during the online portion of the course?
    b. How many dropped during the face-to-face, orientation, or earlier?
    c. Do you know why?

6. How effective do you feel this course was for your participants?
    a. How effective was this face-to-face training?
    b. How effective was the online portion?
    c. How would you describe the quality of the online participant exchanges (during discussions, pair and shares, and other exchanges) during the course?

7. How would you describe the work you experienced in facilitating this course?
    a. How many hours did it take?
    b. Was it significantly different from what you anticipated?

8. Have you ever taught an online course before this one?
    a. How did you come to be a facilitator of this online course? What were your reasons for taking this role?
    b. How does teaching this Intel course compare to teaching your other online course(s)?

9. To what extent did the MT course you completed prepare you to facilitate this course?
    a. What other supports did you receive in facilitating this course? (e.g., training community, supporting ST, your school leaders, RTA, MoE.)
    b. What suggestions would you offer to other facilitators who will be leading this course?
    c. What would you do differently next time?

10. Is there anything else that you would like to add?

Thank you for taking the time to answer my questions.

Copyright © 2007, Intel Corporation. All rights reserved.

Intel® Teach Essentials Online

RTA

INTERVIEW PROTOCOL

Instructions:
In this interview, I will be asking you about the experience with the hybrid Teach Essentials Online course in your region. We are exploring how the course is being experienced by participants and facilitators, and how it fits into the training plans of your area.

1. I observed *[trainer's]* face-to-face training recently.
   How many other courses of TEO have you offered before this one?
   What are your plans for offering it in the future?
   How do your plans for TEO relate to your plans for offering Essentials face-to-face?
   What is the role of TEO in the portfolio of Intel courses you plan to offer in your area?
   From an administrative point of view, what are the benefits and challenges of the TEO course versus the Essentials face-to-face course?

2. What types of supports have you provided to *[trainer's]* course? (technical, communication material, helping with social events, incentives for enrollment, etc.)
   Has this been different than what you provide for other courses?

3. To what extent has there been support from the MoE/ schools for the TEO course compared to the Essentials face-to-face course?

4. How were participants for *[trainer's]* course selected?
   Was there any difficulty identifying who would be taking the course (e.g., technical skill level)?
   Was there any difficulty in establishing their expectations regarding what the course would involve?

5. How many STs do you have to support TEO? How many MTs?
   What plans do you have to develop this staffing?
   Have you had any difficulty or concern getting STs and MTs involved in teaching TEO?

6. Have you or your STs / MTs made any alterations to the TEO course (e.g., scheduling, content)?
   What? Why?

7. What major challenges have you heard about the TEO courses offered in your area?
   Major successes? (e.g., technology, skill levels, quality unit plans, pace)

8. Is there anything else that you would helpful for us to know about this course?

Thank you for taking the time to answer my questions, and for your support of the Intel programs.

Copyright © 2007, Intel Corporation. All rights reserved.

Intel® Teach Essentials Online

ONLINE DISCUSSION RUBRIC

Dimensions	Exceeds TEO targeted goals	Demonstrates meeting TEO targeted goals	Requires additional support to achieve TEO goals
Content	**3**	**2**	**1**
Content knowledge	• Discussion promotes sophisticated use of content (Pedagogical & Web 2.0 tools). Example: o Posts demonstrate participants' *mastery of content knowledge*. This is evidenced by *extensive use* of concepts and terminology across *most or all* posts/threads. o Examples depict understanding of concepts and are *clear and accurate*. Posts engage concepts critically.	• Discussion promotes basic use of content (Pedagogical & Web 2.0 tools). Example: o Posts demonstrate participants' *adequate understanding of content knowledge*. This is evidenced by use of concepts and terminology across *some* posts/threads. o Examples depict understanding of concepts and are *clear and accurate*.	• Discussion promotes uncertain or misguided use of concepts (Pedagogical & Web 2.0 tools). Example: o Posts demonstrate participants have *not fully grasped content knowledge*. This is evidenced with *little or no* use of concepts and terminology across threads. • Examples are correct with *some details*.
Connection	• Posts connect to the assignment/ previous posts by addressing *most or all* its components, and linking to *course material* or topics learned. • Posts draw *insightful links* between course content and teaching practice, with a *detailed explanation* of participants' *own teaching practice*.	• Posts connect to the assignment/previous posts by addressing *some* of its components. Relevant course topics are mentioned with connections to course material or topics learned with *some details/ elaboration*. • Posts draw *links* between course content and participants' own teaching practice, with *some elaboration still needed*.	• Posts do not connect to the assignment/previous posts and address *few or no* components of the assignment/previous post. Relevant *course topics* are mentioned with very few connections to course material or topics learned, or with no details or elaboration. • The participants *rarely or never* mention *own teaching practice*.

Copyright © 2007, Intel Corporation. All rights reserved.

Dimensions	Exceeds TEO targeted goals	Demonstrates meeting TEO targeted goals	Requires additional support to achieve TEO goals
Content (cont.)	**3**	**2**	**1**
Collaboration	• Discussion across the posts serves to build new ideas or stimulate further insight.	• Posts mostly point to areas of agreement or disagreement and asking clarification questions about previous posts.	• Posts are disjointed.
Procedural			
Timeliness	• Participants show high initiative by posting replies or comments *within 2-3 days*. • Participants invite responses from colleagues, and engage in meaningful interaction in the discussions. • Discussion comes to a close by a deadline (e.g., discussion finished by end of that Module).	• Participants show some initiative by posting replies or comments *within 1 week*. • Participants invite responses from colleagues. • Discussion comes to a close by deadline.	• Participants show little or no initiative by posting replies or comments after *more than 1 week.* • Participants suggest *few or no* ideas that encourage responses. • Discussion among participants begins late or not at all (e.g., only facilitator's prompt present at the time the module is over).
Social			
Conventions	• Overall participants *follow online conventions*, extend courtesy towards fellow participants by being respectful, polite and adopting a positive tone in posts. • Participants compliment and provide *constructive feedback* to previous posts.	• Overall participants *follow online conventions*, extend courtesy towards fellow participants by being respectful, polite and adopting a positive tone in posts.	• Overall, participants do not always follow *online conventions*, do not extend courtesy towards fellow participants, make curt responses or use overly critical tone in posts. • Participants often *do not acknowledge* previous posts.

Copyright © 2007, Intel Corporation. All rights reserved.

Dimensions	Exceeds TEO targeted goals	Demonstrates meeting TEO targeted goals	Requires additional support to achieve TEO goals
Social (contd.)	**3**	**2**	**1**
Clarity	• Stylistically the posts are easy to understand, engage the reader, use *vivid examples* and *fully express* the participant's ideas. • Posts have *depth and nuance* that build on previous posts, and generate further engaging discussions.	• Stylistically the posts are easy to understand, engage the reader, use *good examples* and *effectively express* the participants' ideas.	• The posts are difficult to understand, *lack clarity*, and use *insufficient examples.*
Building Professional Community	• Participants are *creating personal connections* (e.g., posts pictures, personal anecdotes) among themselves. • Participants are *creating professional community* **beyond** TEO related curriculum (e.g., **sharing both TEO and non-TEO** *professional development resources*, PBL knowledge and project resources, suggestions for unit plans or software for lesson planning and assessment).	• Participants are *creating professional community* relating to TEO curriculum (e.g., sharing PBL knowledge and project resources, or shares suggestions for unit, lesson and assessment plans).	Participants do *not engage* in any personal or professional community building efforts.

Copyright © 2007, Intel Corporation. All rights reserved.

Intel® Teach Essentials Online

EXAMPLE REPORT OUTLINE

Executive Summary of Key Findings

Outlined Contents of the Report

Introduction

1) Description of country's and/or region's plans for TEO and how these courses fit in this plan

2) Country- or region-specific research questions for evaluation efforts

Method

1) Sample
   a) Descriptive information about courses
      Examples:
      - Number of courses (including # MT and PT courses)
      - Course agendas
      - Number of participants per course
      - Regional locations of courses
      - Types of trainings – e.g., pilot trainings, screening trainings to select MTs or STs

   b) Background information for participants per course
      Examples:
      - Grade level of teaching (e.g., elementary, middle or high school) in PT courses
      - Number of technology instructional support staff in MT courses
      - Years of teaching experience among participants
      - Prior experience with online courses
      - Level of experience integrating technology into teaching

2) Data sources summarized in the report
   Examples: course surveys, interviews of facilitators or participants, observations of face-to-face meetings

Findings

1) Frequencies and means on *global benchmark questions* (included in participant online post-training course survey). **[Required]**

   B1) Focused on integration of technology into your teaching.
   B2) Provided useful teaching strategies to use with your students.
   B3) Illustrated effective uses of technology with students.
   B4) Implemented methods of teaching that emphasize independent work by students.
   B5) Integrated technology into your teaching.
   B6) Supported your students in using technology in their schoolwork.

2) Survey data (frequencies and means) and qualitative data (comments and quotes from interviews, observations, and online discussions) can be used to provide *thematic findings* of participants' overall experience with the TEO course, for instance: **[Optional]**

Copyright © 2007, Intel Corporation. All rights reserved.

T1) Course design and intensity
(e.g., hours it took to complete each module, perception of ease to fit course into existing workload, opportunities for participant collaboration)
T2) Course length and content
(e.g., perception of course pace, perception of course content)
T3) Course website design and user interface
(e.g., technical difficulties encountered with online tools, participation in Teachers' Lounge discussions and its usefulness)
T4) Available technology infrastructure
(e.g., students' access to computers in school, teachers' ease of scheduling computer labs/carts)
T5) Course successes and challenges

Please feel free to use any of the above themes, and to develop more themes when you find other issues emerging from your country/region-specific data.

3) Analyses of posted unit plans as a reflection of *participant learning* **[Optional]**

Recommendations for program improvement

Copyright © 2007, Intel Corporation. All rights reserved.