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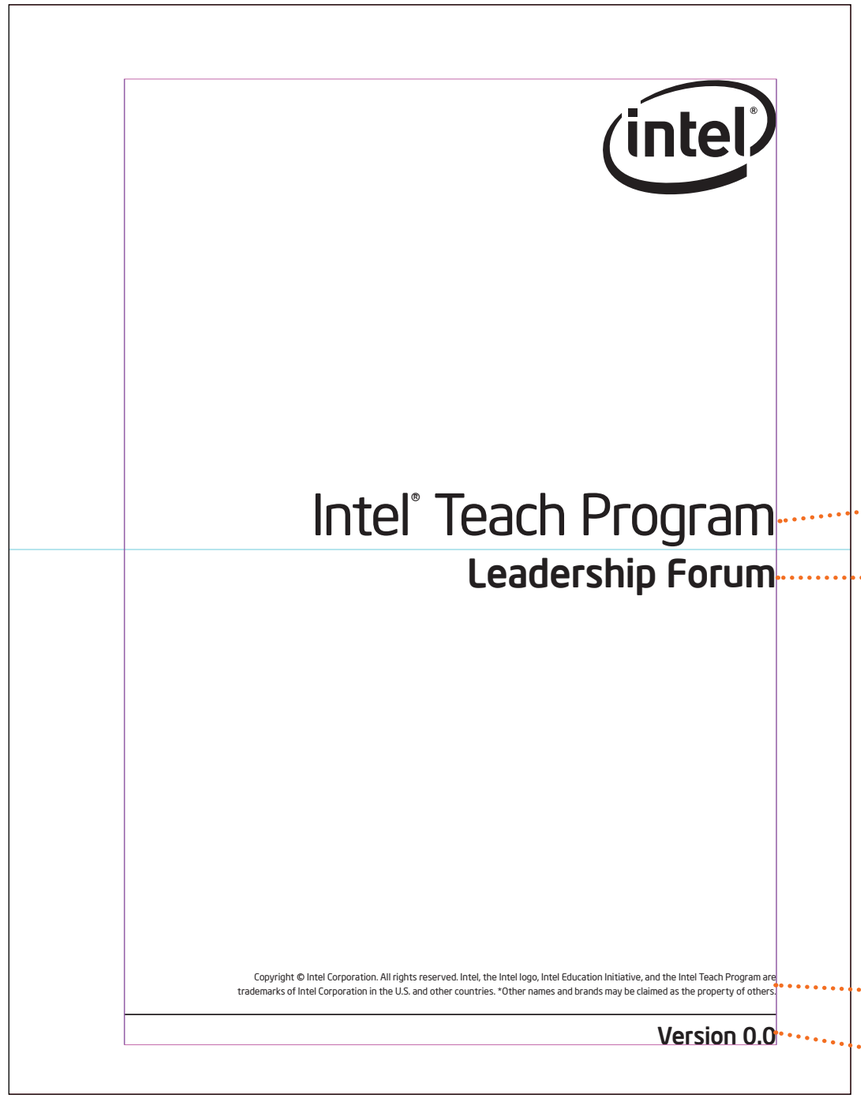

Welcome to the Intel® Teach Program Leadership Forum.

Intro_Letter_Head

From innovative approaches and pedagogy to integrating new technologies, school leaders like yourself are a critical component of educational improvement, preparing the next generation to succeed in today's knowledge economy. Research underscores the important role leadership plays in the successful integration of technology into teaching and learning. Therefore, on behalf of Intel, I thank you for taking part in the Intel® Teach Leadership Forum.

Intro_Letter_Body Text

Since 1999, the Intel® Teach Program has helped over 5 million educators in more than 40 countries gain essential skills in using technology to enhance student learning and higher-order thinking skills. Designed by educators and offered in collaboration with governments, our programs give you critical tools for teaching 21st century skills.

As a fellow leader, I know that innovation involves taking calculated risks but yields big rewards. Your participation in the Intel Teach Program brings that same spirit to your schools, where I know your teachers and students will be the true winners.

Best regards,

Paul Otellini
Chief Executive Officer
Intel Corporation

An equal opportunity employer.

Intro_Head 1

Overview

Master Page Styles > Module Number

Introduction

Welcome to the Intel® Teach Leadership Forum

Like you, Intel is passionate about education; we know education is the foundation for innovation and opportunity. On behalf of Intel, we appreciate your commitment to the future of your teachers, students, and profession as an educational leader.

Districts and schools today, more than ever, need to use technology as a tool to enhance teaching and learning. This forum helps you plan, promote, model, and support the effective integration of technology as a learning tool. We thank you for investing your time and energy into this forum, and for your commitment to preparing your teachers and students to be successful in today's world.

Head 2

Body Text

Intel® Education Initiative

Working with educators from around the world, Intel is preparing today's young peopleto flourish in the knowledge-based economy of the 21st century. Dedicated teachers nurture the innovative potential in students—preparing young people to step into a world where understanding technology can help shape success. Young people today are entering a global economy where they will be challenged to analyze information, collaborate, and communicate ideas using an ever-changing array of technology. Our goal at Intel is to help K–12 teachers be more effective educators by training them to integrate technology into instructional planning and teaching.

As part of our network of educational leaders, your involvement and support of teachers play an integral role in helping teachers prepare students to succeed in today's global community. The Intel Education Initiative consists of several programs that serve teachers in elementary and secondary education, higher education, and community education:

- Intel® Education Web site
- Intel® Teach Program
- Intel® Learn Program
- Intel Computer Clubhouse Network
- Intel Sponsored Science Competitions:
  - Intel Science Talent Search (Intel STS)
  - Intel International Science and Engineering Fair (Intel ISEF)

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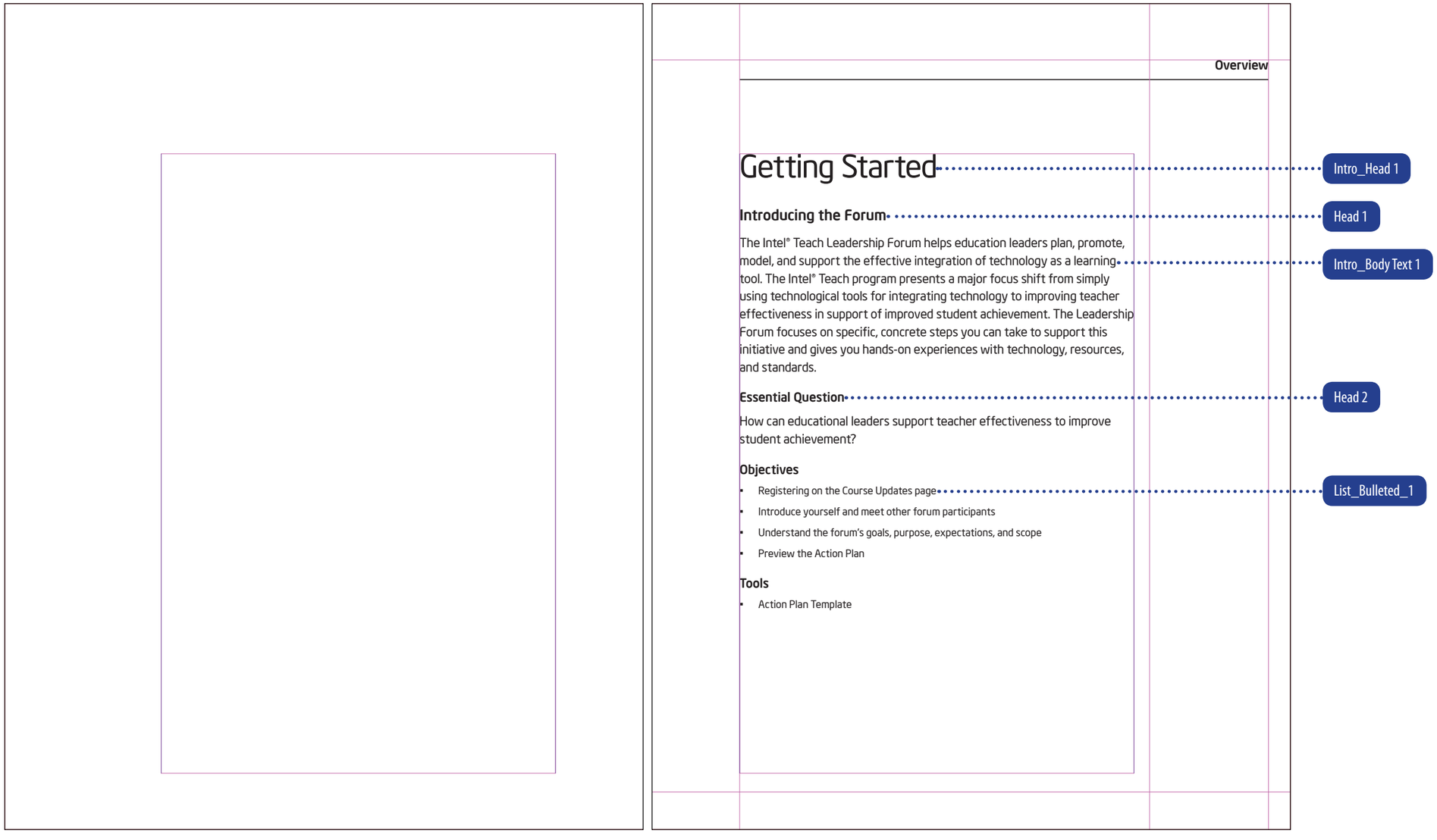
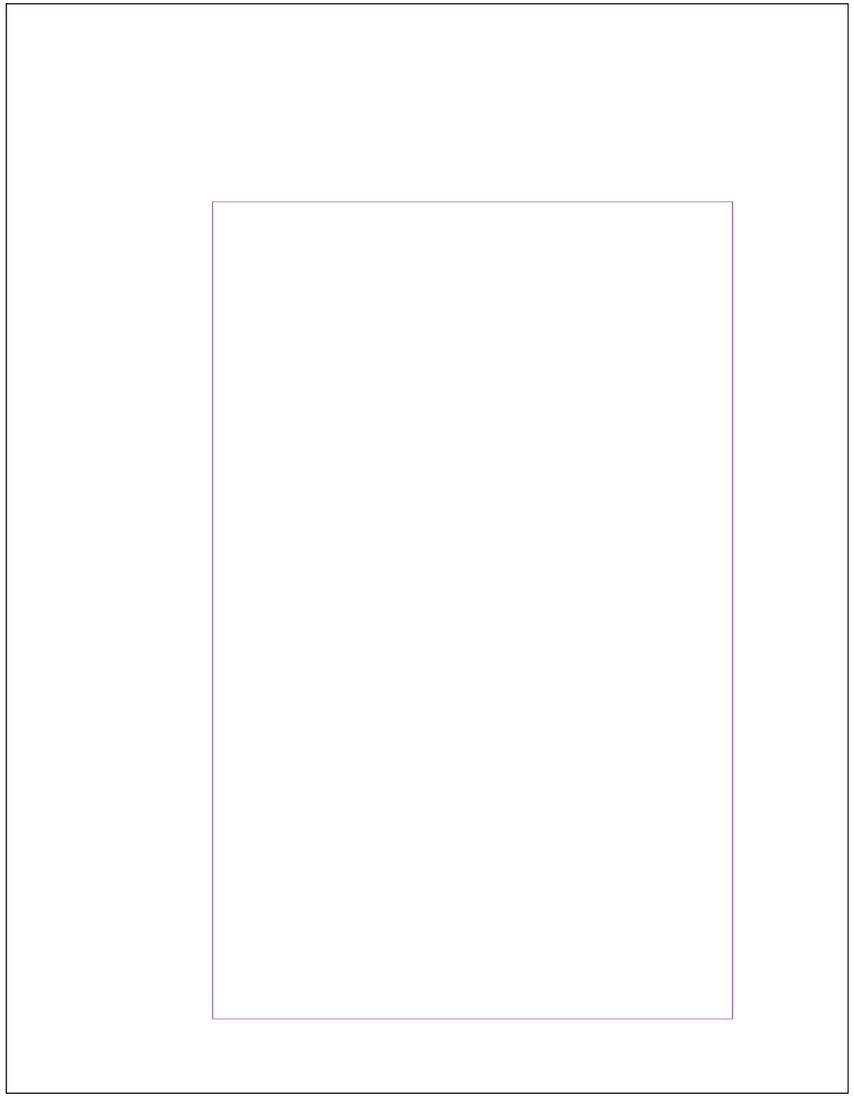
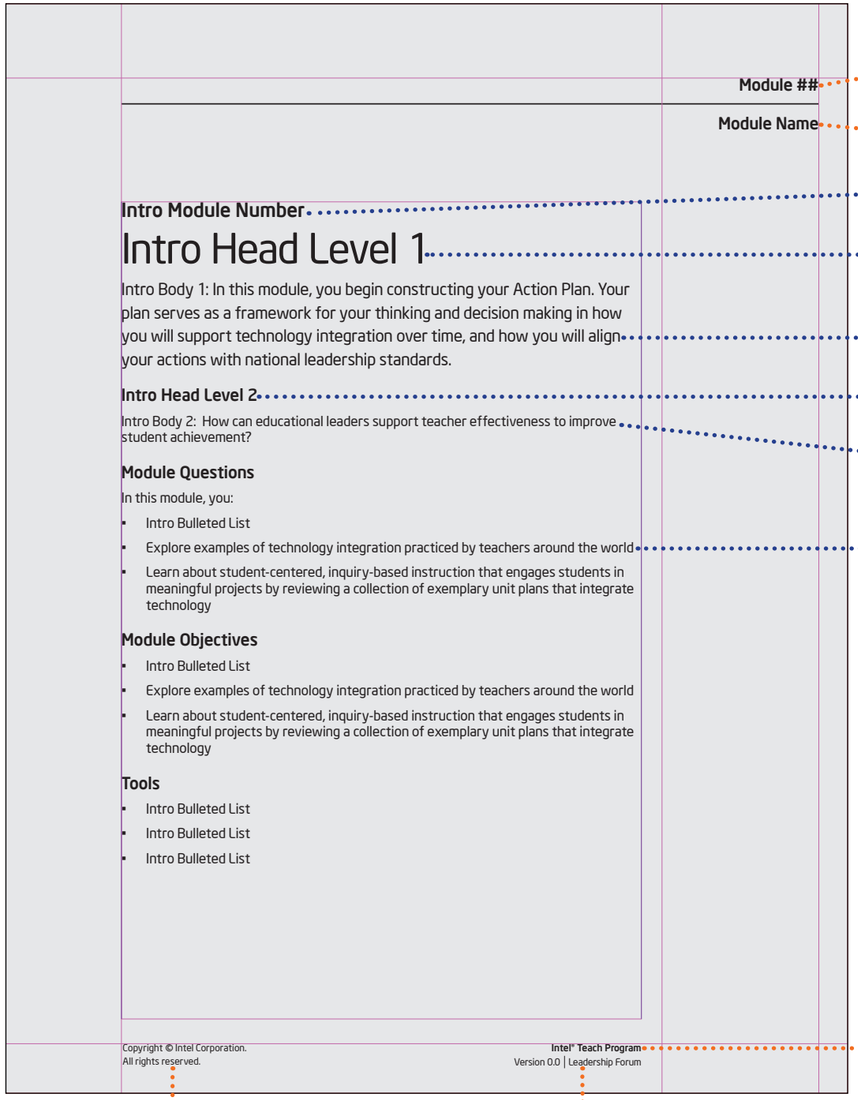

Overview
Getting Started
Introducing the Forum
The Intel® Teach Leadership Forum helps education leaders plan, promote, model, and support the effective integration of technology as a learning tool. The Intel® Teach program presents a major focus shift from simply using technological tools for integrating technology to improving teacher effectiveness in support of improved student achievement. The Leadership Forum focuses on specific, concrete steps you can take to support this initiative and gives you hands-on experiences with technology, resources, and standards.
Essential Question
How can educational leaders support teacher effectiveness to improve student achievement?
Objectives
Registering on the Course Updates page
Introduce yourself and meet other forum participants
Understand the forum's goals, purpose, expectations, and scope
Preview the Action Plan
Tools
Action Plan Template
Intro_Head 1
Head 1
Intro_Body Text 1
Head 2
List_Bulleted_1




Module ##
Module Name
Intro Module Number
Intro Head Level 1
Intro Body 1: In this module, you begin constructing your Action Plan. Your plan serves as a framework for your thinking and decision making in how you will support technology integration over time, and how you will align your actions with national leadership standards.
Intro Head Level 2
Intro Body 2: How can educational leaders support teacher effectiveness to improve student achievement?
Module Questions
In this module, you:
Intro Bulleted List
Explore examples of technology integration practiced by teachers around the world
Learn about student-centered, inquiry-based instruction that engages students in meaningful projects by reviewing a collection of exemplary unit plans that integrate technology
Module Objectives
Intro Bulleted List
Explore examples of technology integration practiced by teachers around the world
Learn about student-centered, inquiry-based instruction that engages students in meaningful projects by reviewing a collection of exemplary unit plans that integrate technology
Tools
Intro Bulleted List
Intro Bulleted List
Intro Bulleted List
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Intel® Teach Program
Version 0.0 | Leadership Forum
Master Page Styles > Module Number
Master Page Styles > Module Name
Intro_Module Number
Intro_Head 1
Intro_Body Text 1
Intro_Head 2
Intro_Body Text 2
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Master Page Styles > Copyright Text
Master Page Styles > Program/Version Info_Line 2

Head 1

Head Level 1

Head 2

Head Level 2

Head 3

Head Level 3

Body Text

Body Text: In this activity, you create an Action Plan that helps you to proactively plan specific actions you can take to promote and encourage technology integration that will improve teaching and learning. The Action Plan Template serves as a framework for your thinking and decision making. Sample Action Plan Ideas and Sample Action Plans are based on your specific needs.

Body Text_Run-in Head

I. Body Text with Run-in Head: Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.

Note/Tip

Note: To view completed Action Plans, see Appendix C.03 and Appendix C.04.

List_Bulleted_1

- Use web-based task tracking to support school or district improvement and accreditation efforts.
- Work with the technical support team to determine technical needs for implementing Web 2.0 tools into the classroom. Get suggestions on which tools are appropriate for teachers and students based on security, purpose, accessibility, and ease of use.

List_Bulleted_Run-in Head

- **Intentionality:** Are the action items possible and can you carry out the plan based on the identified needs?
- **Resources needed:** Considering the available resources in your school or district, are the action items realistically achievable?

List_Numbered_1

1. View the An Innovation Odyssey Web site (if necessary) : www.intel.com/education/odyssey
2. Click **Strategies for School Leaders**.

List_Numbered_2

   a. In what subject areas would you like to see teachers using more technology?

   b. What technology tools do you think your teachers could use?

Note/Tip_Indented

Note: Indented note. You might want to write down your Teacher ID, Team ID, and Password on Overview vi so you can revisit your ranking later.

Body Text_Indent

Indented body text. Share some of the reasons that impacted how you ranked the behaviors. Write down any ideas you may want to share with the entire group.

List_Lettered_1

A. Facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision

B. Maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision

Body Text

Body Text: In this activity, you create an Action Plan that helps you to proactively plan specific actions you can take to promote and encourage technology integration that will improve teaching and learning. The Action Plan Template serves as a framework for your thinking and decision making. Sample Action Plan Ideas and Sample Action Plans are available to assist you in generating ideas and steps you will take to begin developing your plan based on your specific needs.

Body Text_Rule_1

List_Numbered_1

1. What challenges might you face when you implement your plan?
2. How do you plan to involve key stakeholders and bring them on board?
3. What are the immediate actions you will take toward implementing your plan?
4. What will you do personally to advance effective technology integration in your school or district?

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Medium

Note/Tip_Indented

Body Text_Indent

List_Numbered_1

List_Numbered_2

List_Numbered_4

5. In small groups, discuss the following questions:
   - What kind of information do you need to gather from your students to better understand their learning needs? How will you collect it?
   - In what ways can you gather information about your students' higher-order thinking and 21st century skills related to this unit?
     - Address standards and objectives
       - Are student-centered
       - Are varied and ongoing
     - How will you use the information you collect?
6. Think about how you might collect and use this kind of information. Possible methods include:
   - Questioning
   - Survey
   - Graphic Organizer
7. Click **Strategies for School Leaders**.
   a. In what subject areas would you like to see teachers using more technology?
   b. What technology tools do you think your teachers could use?

Note: Indented note. You might want to write down your Teacher ID, Team ID, and Password on Overview vi so you can revisit your ranking later.

Indented body text. Share some of the reasons that impacted how you ranked the behaviors. Write down any ideas you may want to share with the entire group.

1. Open the Intel Education Web site for Designing Effective Projects from your tagged or bookmarked sites.
   a. Click **Thinking Skills**.
   b. Click **Higher-Order Thinking**.
      - For Critical Thinking:
        i. Click **Analysis**.
        ii. Click **Critical Thinking** in the Resources box and review.
      - For Problem Solving:
        i. Click **Using Knowledge**.
        ii. Click **Problem Solving** in the Resources box and review.

Body Text

List_Checklist

Head 1

Body Text

Head 2

Considering who would benefit, what would you like to include in your publication?

- ☐ How projects are used in my classroom
- ☐ Various student roles in a project and the tasks students may complete
- ☐ Benefits of projects
- ☐ How projects address standards
- ☐ What students can expect once a project is underway
- ☐ How a project is assessed

Activity 1: Previewing ISTE Standards

As an educational leader, your role in promoting, modeling, and supporting effective practices for technology integration practices is essential to the overall success of teacher practice and student achievement. To gain a better understanding of ISTE NETS-A and Essential Conditions, preview the standards prior to the Visual Ranking activity.

In this activity, you preview the standards as a whole group. Later in this module, you have time to access and preview the standards on your own. To access the standards, use your Resource CD or the Course Updates site. The ISTE NETS-A standards are located in the Forum Tools folder.

Activity 2: Learning through Ranking

This activity provides a framework for examining leadership behaviors that promote, model, and support effective technology integration. In the upcoming steps, you use an online ranking tool to sort specific administrator behaviors in order of importance to you in your current leadership role.

Step 1: Introducing the Visual Ranking Tool

The Visual Ranking Tool is a free online thinking tool from Intel® Education designed for ranking and comparing lists. The interactive tool facilitates discussion and fosters the development of 21st century skills, such as collaboration and critical thinking, as lists are created and evaluated. Visual Ranking can be used in a variety of ways—to make a simple list of ordered events: to create an evaluated list to aid in decision making; or to analyze, compare, and discuss complex lists with others.

Head 1

Body Text

Body Text_Rule_1

Head 3

Summary Box

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Head 2

Module 4 Summary

Develop an Action Plan as a framework for supporting technology integration. Review your short-, medium-, and long-range goals, and reflect on the critical roles you play in supporting effective technology integration into instruction.

Example text on a rule: Students group and compare critical environment concerns.

Essential Question:

- How can educational leaders support teacher effectiveness to improve student achievement?

Key Points:

- An Action Plan includes short-, medium-, and long-range goals that are realistic and achievable.
- An Action Plan includes short-, medium-, and long-range goals that are realistic and achievable.
- Assessments for project-based units should:
  - Be embedded throughout the learning cycle
    - Assess the important objectives of the unit
    - Engage students in assessment processes
    - Use a variety of assessment strategies that:
      - Gauge student needs
      - Encourage self-direction and collaboration

Notes:

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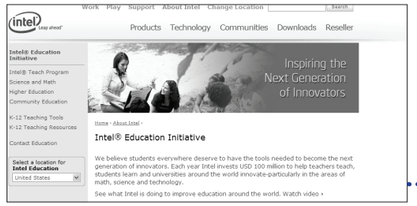
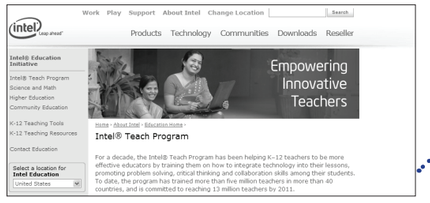
1. Open the Intel Education Web site: **www.intel.com/education**.



2. Click links on the left navigation bar to access information about the Intel® Education Initiative and the many resources available to support and promote technology integration.
3. Click **Intel® Teach Program**.



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Module 4 Summary

Develop an Action Plan as a framework for supporting technology integration. Review your short-, medium-, and long-range goals, and reflect on the critical roles you play in supporting effective technology integration into instruction.

Graphic Callout

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Body Text_Rule_1

Head 2

Body Text

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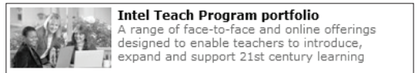
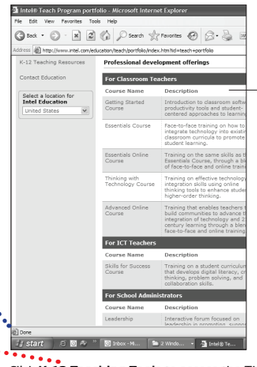
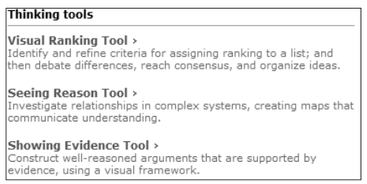
4. Click Learn more in the Intel Teach Program portfolio area to view available program offerings and resources to support effective uses of technology.





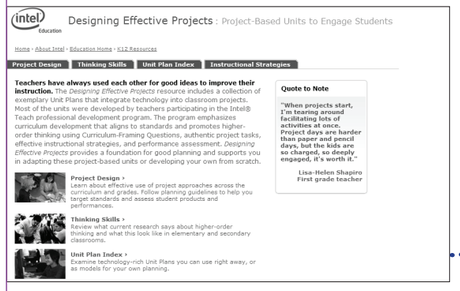
Click **Find Ideas**.

5. Click **K-12 Teaching Tool**s to access the Thinking tools section, which provides interactive tools for teachers and students.



Step 3: Introducing Designing Effective Projects

Designing Effective Projects **(www.intel.com/education/designprojects)** provides a foundation for good planning and supports educators in adapting or creating original project-based units. The Designing Effective Projects resource includes a collection of exemplary unit plans that integrate technology into classroom projects. Most of the units were developed by teachers participating in the Intel® Teach Program.



The Designing Effective Projects resource can help educators:

- Learn how project-based units engage students in meaningful work and promote 21st century skills, such as critical thinking, collaboration, and self-direction
- See how questions and ongoing assessment keep project work focused on important learning goals
- Gather ideas from a collection of exemplary unit plans
- Design technology-rich teaching plans

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Note/Tip
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Sidebar Box
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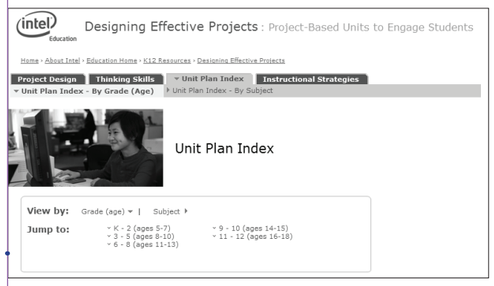
Sidebar Box
Note/Tip
List_Numbered_1

Step 1: Focusing on Next Steps

As you continue to work on your Action Plan, consider your goals that are immediately attainable and how you can achieve them. Remember that your Action Plan must be based on the realistic expectations of what can be accomplished in the short-, medium-, and long-range time frames. When your Action Plan is complete, you are ready to implement your plan school- or district-wide.

While implementing your plan, continuously evaluate your progress and adjust your plan accordingly. Use the resources provided in this forum, such as the Visual Ranking Tool, NETS-A, Essential Conditions Checklist, Course Updates site, Resource CD, and your peers to monitor your progress and adapt your plan.



As you continue to work on your Action Plan, consider your goals that are immediately attainable and how you can achieve them. Remember that your Action Plan must be based on the realistic expectations of what can be accomplished in the short-, medium-, and long-range time frames. When your Action Plan is complete, you are ready to implement your plan school- or district-wide.

Goal: Faccab id magnihilicim doloreic to dolupta tiberibusdae con expero et es dicto inctatiste voluptatest, sapitius. Haruptation porem erias nobis etur, odi unt aut esciet, optatquam veliqui acit.

While implementing your plan, continuously evaluate your progress and adjust your plan accordingly. Use the resources provided in this forum, such as the Visual Ranking Tool, NETS-A, Essential Conditions Checklist, Course Updates site, Resource CD, and your peers to monitor your progress and adapt your plan.

Activity 5 (Optional): Revisiting Your Ranking

Once you have reviewed the ISTE Essential Conditions and the NETS-A standards, revisit your original leadership behaviors ranking. Open your Visual Ranking project and think through any changes you may want to make. If you closed the Internet browser that you used for your original ranking, follow the steps below to log on to Visual Ranking and revisit your ranking. If you are already logged on, begin at step 7 below.

1. Go to the Visual Ranking Tool: **www.intel.com/education/visualranking**
2. In the Sign-In box, click **Student Log-In**.
3. Type your Teacher ID, Team ID, and Password.

Note: You may have recorded your login information on Overview vi.

4. Click **Sign In**.
5. On the Student Workspace page, click **Leadership Behaviors for Effective Technology Integration** in the Visual Ranking Projects table.
6. View the Visual Ranking project, which contains the list of 10 leader behaviors that you ranked in Activity 1.
7. Click and drag items to move them to new locations.
8. To modify any of your previous ranking rationale, double-click an item, edit the text in the Comments box, and click **OK**.
9. When you finish revising, click **Save**.

You can use the lines below to make notes before you modify your ranking online.

Step 3: Adding the Basics to My Presentation

After your outline is complete, embed your assessment and design your slides to help support your content. Use the Help Guide if you need assistance in completing any technology skills identified below.

Note: You need to embed your unit plan and the gauging student needs assessment and set the documents to open from the presentation. The documents will not open when in slideshow mode if you fail to take this extra step.

1. The right side of the multimedia application window includes a task pane where you can access various tools to change the look of your presentation. You can change the task pane for various purposes, such as changing the design, text layout, adding animation, adding slide transitions, and more. (See Multimedia Skill 1.7.)

Follow your facilitator's demonstration of the key components of the Unit Portfolio Presentation.

The purpose of this activity is twofold:

- To understand the benefits of using presentation software so that you can choose the most appropriate tool when you create the student sample.
- To create a presentation that provides a thoughtful overview of the unit and what you hope to accomplish through its development.

You work with the same group of teachers who teach a similar subject or grade level in all the Pair and Share discussions throughout the course.

The selected standards should include only prioritized, targeted standards that students are expected to meet (not just lightly address) and that will be assessed by the end of the unit.

Discuss Icon

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Sidebar Box

Table_Head_Left

Body Text

Single Column Table

Refer to the following skills in the Help Guide for this section:

- Web Technologies Skill 2.1, 4.1, or 6.1: To download a document from a Web site
- Word Processing Skill 2.6: To copy words or text
- Word Processing Skill 2.8: To paste words or text in a new place

1:1 Tip: Collecting detailed information about prior knowledge from individual students is often easier in a one-to-one computing classroom. Students can answer questions electronically and submit them to the teacher or respond to online surveys. This information can provide the teacher with an overall picture of the students' knowledge. Think about how you might collect and use this kind of information.

2. Discuss your rankings. Review and reflect on the following questions:

   a. What factors did you consider when evaluating the behaviors?

   b. Why might others rank the behaviors differently?

Identifying Available Resources

The Resource CD is arranged categorically by resource type (as shown in the image). With an understanding of the CD organization, you can quickly locate what you need. The CD contains the following sections:

Leaders Behaviors Supporting Effective Technology Integration

The following leader behaviors have been selected from the NETS-A standards as they relate specifically to technology integration. In this activity, you use Visual Ranking to categorize and compare leader behaviors used to support effective technology integration. Review the following table before moving on to Step 2.

Leader Behaviors Supporting Effective Technology Integration
Facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision (Ia)
Advocate for research-based effective practices in use of technology (Ie)
Facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning (IIb)
Facilitate the use of technologies to support and enhance instructional methods that develop higher-order thinking, decision making, and problem solving skills (IId)
Provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology (IIe)
Model the routine, intentional, and effective use of technology (IIIa)
Allocate financial and human resources to ensure complete and sustained implementation of the technology plan (IVc)

Single Column Table

List_Bulleted_1

List_Bulleted_Run-in Head

The term, 21st century skills, is frequently used to describe a variety of abilities that are increasingly essential for success in the modern world but are often not taught in traditional educational settings.
These skills include: ▪ Exercising personal responsibility and flexibility in personal, workplace, and community contexts; setting and meeting high standards and goals for one's self and others; tolerating ambiguity ▪ Understanding, managing, and creating effective oral written, and multimedia communication in a variety of forms and contexts ▪ Developing, implementing, and communicating new ideas to others; staying open and responsive to new and diverse perspectives ▪ Exercising sound reasoning in understanding and making complex choices; understanding the interconnections among systems ▪ **Information and Media Literacy Skills:** Analyzing, accessing, managing, integrating, evaluating, and creating information in a variety of forms and media ▪ **Interpersonal and Collaborative Skills:** Demonstrating teamwork and leadership; adapting to varied roles and responsibilities; working productively with others; exercising empathy; respecting diverse perspectives ▪ **Problem Identification, Formulation, and Solution:** Ability to frame, analyze, and solve problems ▪ **Self-Direction:** Monitoring one's own understanding and learning needs, locating appropriate resources, transferring learning from one domain to another ▪ **Social Responsibility:** Acting responsibly with the interests of the larger community in mind; demonstrating ethical behavior in personal, workplace, and community contexts

Table_Body Text_Bold

Multiple Column Table

Quote Text

Quote Reference

Multiple Column Table

Table_Head_Center

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Source Reference

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Head 2

Body Text

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Aristotle

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Collaborative Web Sites	
Examples of Instructional Uses	Collaborative writing, revisions, feedback from one or multiple writers, tracked author contributions
Drawbacks	• Usually, files created online require special software to be viewed offline. Content can be lost if you revert to a previous version. • Other authors could make unwanted changes to your work.
Blogging Sites	A list of Web sites where you can set up your own online collaborative site is available in the Web Resources, Collaboration folder on the Resource CD.
More Information	**Blogging: It's Elementary, My Dear Watson www.educationworld.com/a_tech/tech/tech217.shtml** Presents an article about using blogs in elementary classrooms **Blogging Basics: Creating Student Journals on the Web www.educationworld.com/a_tech/techtorial/techtorial037print.shtml** Provides a quick introduction to getting your students to write their own blogs

Source: Partnership for 21st Century Skills (www.21stcenturyskills.org)*. Used with permission.

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Description	Wikis are collaborative Web sites that can be set up to be edited by anyone or only designated users. The creator of a wiki can receive notice of all changes and can track and monitor the development of the site content.
Example Instructional Uses	Group writing, collaborative Web development, share research findings, project planning, information collection, and so forth.
Drawbacks	• Other authors could make unwanted changes to your work. • Content must be edited online. • People may contribute inflammatory or inappropriate content.
Wiki Sites	A list of Web sites where you can set up your own wiki is available in the Collaboration folder on the Curriculum Resource CD.
More Information about Wikis	**For Teachers New to Wikis** http://writingwiki.org/default.aspx/WritingWiki/For%20Teachers%20New%20to%20Wikis.html Presents an overview of wikis–what they are and how they can be used **Using wiki in education** www.scienceofspectroscopy.info/edit/index.php?title=Using_wiki_in_education Defines wikis and suggests ways students can use them

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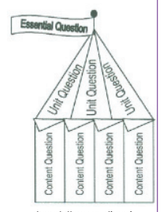
Step 2: Blogging My Journey

Reflect on the activities, skills, and approaches addressed in this module in your personal blog. Remember that in Module 7, you will share one of your blog entries with a colleague and discuss how your understanding and knowledge have changed over time.

1. Go to your personal blog, create an entry entitled Module 3 Reflection, paste the following prompt into your entry, and write your response:

   This module has helped me think about the impact of the Internet on my students' learning in the following ways

2. Write about any other insights, questions, or concerns you want to address in your reflection.



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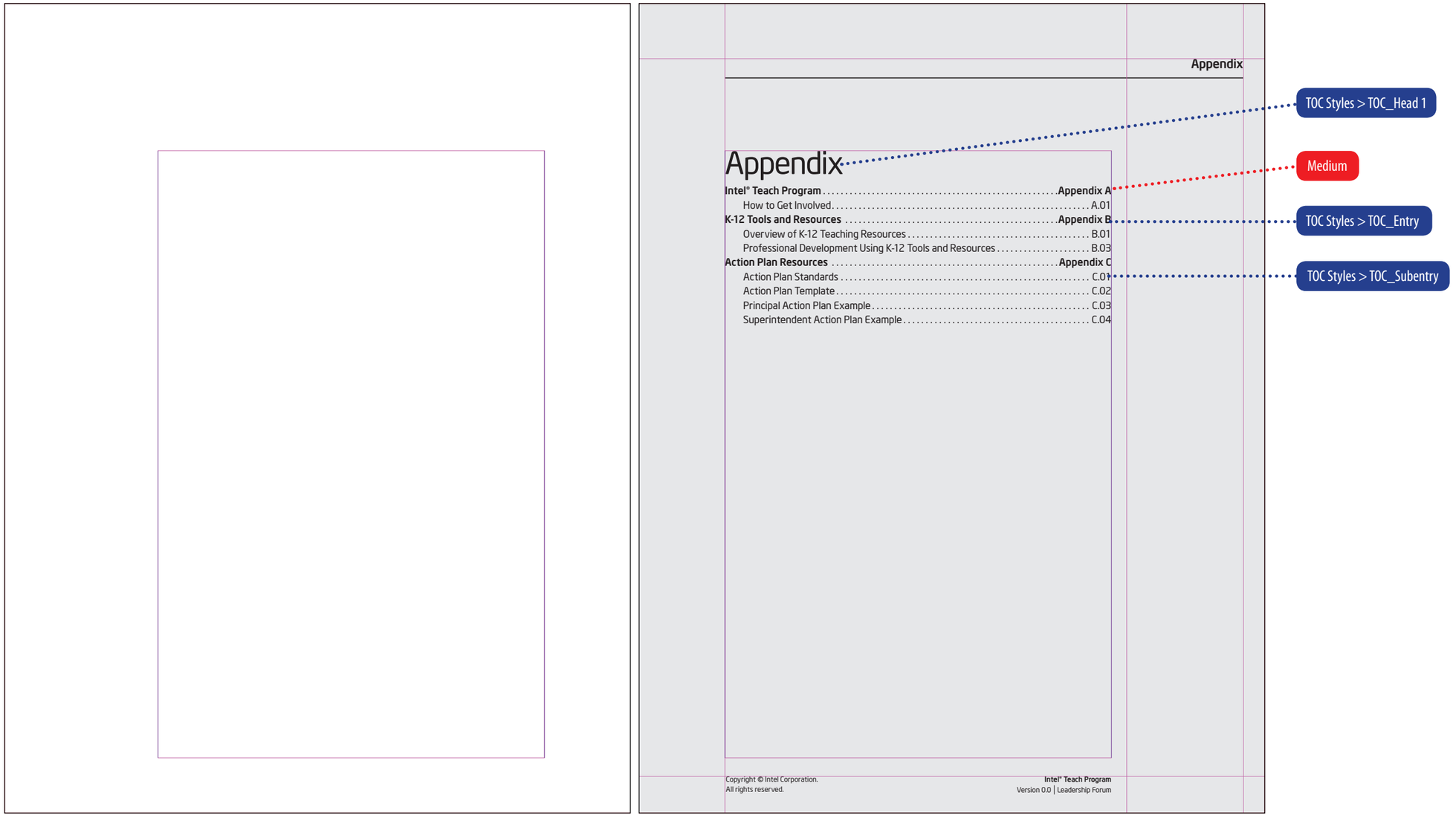
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Intel® Teach Program
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Appendix A

Assessment Plan Checklist

I have considered:

- ☐ The strategies I will use to gauge student readiness for the unit.
- ☐ The product or performance that will engage my students and best demonstrate my intended learning goals and targeted thinking skills.
- ☐ What quality work will look like and how I will involve students in understanding the project expectations, learning goals, and criteria.
- ☐ How I will address and assess higher-order thinking and 21st Century skills in this unit.
- ☐ The reporting and monitoring strategies that will encourage student self-management and progress during independent and group work and the monitoring and reporting instruments I will need to create.
- ☐ How I will monitor student understanding, identify misconceptions, and adjust if necessary.
- ☐ How I will determine if knowledge is being applied in new situations.
- ☐ How I will foster peer feedback.
- ☐ How I will check for student understanding throughout the unit.
- ☐ The methods of assessment that will help students reflect on the strategies they are using to learn (metacognition) and what assessments I will need to create.
- ☐ How my students and I will know they have met the learning goals.
- ☐ How I will use the assessment data to plan for future instruction and help my students self-assess and set new goals.

Unit Plan Checklist

Use this checklist to monitor the quality of your Unit Plan.

Essential Question	Notes
☐ Is an open-ended, thought-provoking question with more than a single right answer ☐ Covers an important, enduring learning for my curriculum ☐ Crosses disciplines/topics ☐ Requires higher-order thinking, cannot be answered by simply recalling facts ☐ Is written in student-friendly language ☐ Engages students and addresses their needs/ interests	
Unit Question(s)	**Notes**
☐ Are open-ended questions with more than a single right answer ☐ Require higher-order thinking, cannot be answered by simply recalling facts ☐ Address standards ☐ Encompass the major themes in the unit	
Content Questions	**Notes**
☐ Have undisputable correct answers ☐ Support EQ and UQs ☐ Directly address objectives and standards	