Evaluation Resources

Intel® Teach Essentials Course

Training Observation

Revision 1.0
May, 2007

Observation Protocol

This protocol is to be used during observations of an Intel® Teach Essentials Course training. The purpose of the protocol is to document what activities the participants are doing, who is using the technology, and how the technology is being used.

This guide describes the type of information that should be gathered in each section of the protocol. The protocol starts by recording basic information including date, time of the day when training starts, observer name, trainer name, location of training, and number of participants.

Brief description of the room:

This information can help to explain logistical or technical obstacles that may arise during the training, or choices the Master Teacher might make to modify the sequence or focus of the training.

Brief description of the training:

This entire section is to be filled in after the observation session. This section asks the observer to note which modules were taught, the trainer's level of comfort conducting the training, and the participants' reactions to the experience. There is also a section to note challenges and difficulties that emerged during the training period observed.

Snapshot observations:

This section structures a process that should be completed every ten minutes for the duration of the observation period. The observer writes down brief notes in response to the questions contained in this section, describing what is happening in the classroom at that moment. Guidelines for what to document for each sub-question in this section are included below.

Time started: The observer records the time of every snapshot observation

Module: Include the module name and number here.

What is the training activity? Some things to look for here are:

1. Unit Plan Creation. Participants work on computers to create their unit plans or student samples.

2. Pair and Share. Participants discuss their work with peers.

3. Participant Presentation. Participants present work.

4. Whole Group Discussion. Trainer is leader but there is interaction between trainer and participants.

5. Lecture. Trainer is talking or presenting material and participants are listening.

6. Skill Practice. Participants practice using the computer.

7. Other. Please describe in detail.

What technology is being used? Some examples to look for are:

1. Computer

2. Printer

3. Scanner

4. Digital Camera

5. Projector

6. Other

7. NA (no technology used)

What software applications are being used? Possibilities are:

1. Word processor (such as Microsoft Word*)

2. Presentation (such as Microsoft PowerPoint*)

3. Desktop publishing (such as Microsoft Word* or Publisher*)

4. Web development (such as Microsoft Word* or Publisher*)

5. Internet/WWW

6. Intel® Teach Essentials Course CD-ROM

7. Intel® Education online thinking tools

8. Other CD-ROM reference

9. E-mail

10. Other

11. NA (no technology used)

What is the trainer doing? The trainer could be in any of these roles.

1. Leader. Trainer directs the course with or without participant interaction/participation.

2. Facilitator. Trainer assists and engages participants as they work independently or in groups.

3. Observer/Monitor. Trainer watches participants but does not engage in content-related discussion unless approached by participant.

4. Other. Please describe.

What are the participants doing? Possible descriptions of what they are doing are:

1. Independent Work. Participants work on activities by themselves.

2. Group Work. Participants work in groups doing a collaborative activity.

3. Interacting with Trainer. Participants respond to trainer questions.

4. Passive Listening: Participants listen to trainer, TV, or other media.

5. Other. Please describe.

Who is using technology?

1. All Participants (includes all participants working in groups at computers, even if only a few per group actually touch the machine)

2. Some Participants (includes group of participants working on one computer, even if only one participant is actually touching the machine)

3. Trainer and Participants

4. One Participant

5. Trainer

6. Other

7. NA (no technology used)

How is technology being used? Ways of summarizing technology use are:

1. As part of a unit planning activity done by participants

2. By participants to present information

3. By trainer to present subject matter

4. To teach technology skills (i.e. teaching a specific application or how to use computer)

5. Other

6. NA (no technology used)

What project-based teaching strategies are being used? Key workshop strategies to look for are:

1. Participants develop or reflect on Essential Questions.

2. Participants develop or use rubrics to assess work products.

3. Participants use unit plan template to create unit materials.

4. Participants work in collaborative groups on projects.

5. Participants present work to peers.

6. Participants conduct independent research.

Date: _____ Time of day: _____ Observer: _____

Trainer name: _____ Location: _____

Module name and number _____

Total number of participants _____ Females _____ Males _____

Brief description of room

Number of computers _____

Condition of computers:

_____

Other hardware (projectors, printers, scanners, and so on):

_____

_____

Internet access (number of computers with access, quality of access):

_____

Infrastructure issues:

_____

Brief description of the training

Trainer comfort with topic/activities:

_____

_____

Participant response to the module:

_____

_____

Challenges:

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Any additional information:

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Snapshot Observations

Every 10 minutes, please give brief answers to each question below based on what you observe at that moment. Conduct the descriptions in 10-minute intervals.

Time started: _____

Module: _____

What is the training activity? _____

What technology is being used? _____

What software applications are being used? _____

What is the trainer doing? _____

_____

What are the participants doing? _____

_____

Who is using technology? _____

_____

How is technology being used? _____

_____

What project-based teaching strategies are being used? _____

_____

Did the trainers model the teaching practices? _____

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Additional Observations:

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NOTE: Add snapshot observation pages as needed for each module observed.