

Intel[®] Teach Program Getting Started Course

Evaluation Training Manual

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I. Introduction

Why Evaluate the Intel® Teach Program Getting Started Course?

What is the importance of evaluating the Getting Started Course in your country? In general, program evaluation is needed for three purposes:

- 1) To see if a program is meeting its goals
- 2) To reshape the program to better meet its goals
- 3) To generate interest in the program

Evaluation data are needed when educational programs want to demonstrate their effectiveness to existing partners and funders, take appropriate steps towards improving processes and outcomes, and provide evidence to policy-makers and other potential stakeholders regarding the value of the program.

For Getting Started, evaluation is undertaken in each country to help Intel and its educational partners get information about the course's successes and challenges. Based on your evaluation, strong aspects of the curriculum, training, and implementation can be maintained and further developed; weaker aspects can be changed. Ultimately, the Getting Started evaluation should help implementation teams in each country answer important questions about the course and help Intel understand the development of the course from a worldwide perspective. This understanding becomes the basis for expanding the course to new regions and countries.

The primary goal of Getting Started is to support teachers' learning of technology skills, and introduce them to new teaching and learning strategies like collaboration and critical thinking. In the course, teachers learn mainly by: 1) exploring computer applications through hands-on activities, and 2) engaging in activities that require them to apply technology and design skills to create products that support their teaching. In completing their projects, participant teachers practice and acquire new capabilities in the context of creating a variety of new teaching tools and aids. What teachers learn in this course cannot be measured in tests that require them to provide information; rather, their learning shows in how they participate in the course, in the quality of the products they create and, eventually, how they follow up in the classroom. Much of what teachers learn comes from their discussions and collaborative work with their peers as they create their technology products.

The data that you and other country evaluation teams collect for this evaluation help program stakeholders understand if the program is reaching its main goal (helping teachers develop Information and Communication Technology skills) and supporting goals (introducing teachers to new educational concepts). To better understand the effectiveness of the course, your evaluation team will want to gather information about the following:

- **Teachers' learning and thinking.** Evidence about teachers' learning in Getting Started comes from observations, surveys, and interviews that focus on changes in teachers' beliefs, attitudes, and classroom practices.
- **Course curriculum.** Feedback from teachers provides information on how well the various parts of the curriculum are working. Your observations of the trainings also help to understand how the curriculum is being used.
- **Teacher training and support.** Feedback from teachers, observations by your evaluation team's visits to schools, and observations at trainings provide data regarding teacher training.

EDC and SRI have developed a core set of evaluation forms for gathering the basic evaluation information described above. EDC and SRI expect each country to have additional evaluation concerns and needs, and will work with your evaluation team to appropriately tailor the evaluation to your country's specific course implementation and evaluation requirements.

The Role of SRI and EDC

SRI and EDC are organizing and coordinating the world wide evaluation of Getting Started across all participating countries. Together, the evaluation teams from EDC and SRI developed the evaluation design and the basic research protocols that you will use throughout the evaluation. EDC and SRI hope to collaborate closely with the evaluation teams in each country to ensure that the evaluation design and protocols suit the needs of each country. Your feedback is important to this process.

SRI and EDC staff will participate in the initial trainings in each country and continue to serve as a partner in your country's evaluation efforts. During the pilot, the evaluation teams in each country will establish a calendar of monthly progress meetings with SRI and EDC to share findings, provide feedback to the global evaluation, discuss challenges, and solve problems that might arise. Any questions that arise while reading this Manual, or at any other time during the evaluation, can be addressed to the EDC staff - Daniel Light and Roshni Menon (dlight@edc.org or rmenon@edc.org); or SRI staff - Vera Michalchik and Willow Sussex (vera.michalchik@sri.com or willow.sussex@sri.com) or other Getting Started personnel for discussion.

Brief Description of the Evaluation Design

The evaluation will include both quantitative and qualitative methods for collecting data and developing analyses. The evaluation will use many sources of data. The *Data Collection Chart* at the end of this Manual provides a good overview of these sources.

The core of the evaluation will be in-depth case studies of a small sub-set of participating schools. The in-depth case studies will help provide an understanding of the processes

and outcomes of the course through interviews with and observations of Participating Teachers. Master Teachers will also be observed and interviewed during and after trainings for Participating Teachers in the case study schools. Administrators at the case study schools will be interviewed as well.

In addition to the case studies, a larger sample of teachers in the course will be surveyed. This sample will be drawn from schools beyond the smaller sub-set of case study schools.

Senior Trainers will be interviewed during the initial training in each country. Observations of the initial training and other trainings will be valuable as checks on the quality of the trainings and the usefulness of the train-the-trainer model.

Important Evaluation Tips

This section highlights some useful ways that your evaluation team can prepare for the evaluation.

- Prior to course implementation, everyone on your evaluation team should be very familiar with the curriculum, pedagogical approaches covered in the curriculum, and the course goals. Members of your evaluation team should read through the Getting Started curriculum so that each evaluator:
 - Knows how the program designers intend the course to be implemented.
 - Recognizes which features of the curriculum and MT facilitation are most critical for achieving the course goals.
 - For example, do the MTs introduce and facilitate each of the activities by helping the PTs understand how products they design, such as newsletters or student certificates, can be useful and important for their teaching?
 - Knows how and where they might find *indicators* that important features of the curriculum and requirements for teacher facilitation are being implemented effectively.
 - For example, are PTs given opportunities to ask questions, share ideas, and make choices that reflect the intent of the course?
- Your evaluation team should meet with your entire country team (Intel program managers, training and support staff, etc.) to discuss course goals and issues prior to implementation of the training, and, preferably, prior to the initial country training.
- During the training, your evaluation team will continue to study and discuss the curriculum and course goals, and should pay attention to potential problem areas for the implementation.

- One key problem area might be with translation and localization. Watch out for words that were specific or technical in the original English version—are they translated and localized well?
- Think of all your evaluation findings as something you would ideally share with the course developers as soon as possible to help improve the course.

You do not have to wait for a formal report to talk with course developers or the training team about your findings. Talking with these stakeholders will get them interested in the evaluation and involve them in finding appropriate evidence about implementation and outcomes.

- Talk to trainers and other program staff about any difficulties you see among teachers during the training period. Although you will not be facilitating the course or intervening, if you observe that teachers are having difficulties, your observations can still have an impact when you communicate with the training team.
- Finally, keep in mind that members of your evaluation team will be evaluating several trainings, administering teacher surveys, visiting schools and collecting information on teachers' understanding. Findings from training evaluations should also be communicated to course developers to help the course expand in your country while remaining faithful to the model developed by Intel.
- After the training, your evaluation team will be preparing data to send to the evaluators at SRI and EDC so that they can report on your country's results in the worldwide evaluation report. The analysis you provide should include findings from all the data sources, including surveys, interviews, observations, and teachers' artifacts. Once the data from each source have been analyzed, your evaluation team should aggregate findings, and prepare data updates reporting preliminary results (one on the training survey and one on the follow up interviews) and a comprehensive report at the end of your school year. Further details about reporting data, including a data template and report outline, will be established in collaboration with EDC, SRI and Intel.

Using this Manual

In addition to introducing the Intel Teach Getting Started Course evaluation, this manual serves two main purposes.

- First, the manual is designed for your evaluation team to use during the 3-day initial teacher training in preparation for conducting the evaluation (see Section II, *Evaluator Training*). The questions and activities provided for use during the

teacher training can help your evaluation team deepen their understanding of the Getting Started Course goals and the role of evaluation in course development.

- Second, the manual is also intended to serve as a resource for the evaluation team for later use. In addition to the guiding questions in Section II, Section III outlines the evaluation plan which includes the evaluation questions and evaluation design.

Ethical Research Practices

One important point to stress at the outset of this evaluation is that all research, including evaluation research, that involves human participants must be performed in an ethical manner. Research ethics require giving prospective participants the freedom to choose to not participate in the research at any time, as well as giving them the assurance that any information collected from them will be kept confidential. It is very important to maintain confidentiality of participant responses at all times. These guidelines protect the welfare and rights of participants involved in research, in addition to ensuring better quality of data collected. All individuals and organizations involved with research and/or evaluation have a role to play in facilitating and making sure that research is conducted ethically. Further information on ethical research practices to be followed when collecting evaluation data from teachers participating in Getting Started is included on pp. 22-23.

II. Evaluator Training

All evaluators on your evaluation team should try to go through the initial Intel Teach Program Getting Started Course training with the Senior Trainer or Master Teacher in your country. Participating in the initial training serves as a foundation and is an essential step in the evaluation process. The training will provide members of the evaluation team with a deeper understanding of the course design and, very importantly, critical knowledge about the preparation and resources MTs have for facilitating the course with PTs. Although evaluators will not be training to facilitate the course themselves, it is imperative that all members of your evaluation team understand the training in order to fully understand what MTs are learning to do as facilitators of the course.

Your Tasks during Training

Your first task will be to make sure that your evaluation team is introduced at the beginning of the training, and that the teachers know you will be involved in evaluation activities during the training. Teachers should know from the beginning what the purpose of evaluation is in Getting Started, and what your evaluation team will be doing while they are there. You should emphasize as often as necessary that evaluators are not present to assess the teachers, but rather to gauge whether or not the training is effectively communicating course goals, approaches, and strategies.

During the training, evaluators will have their own distinct tasks. These tasks will help prepare you individually and as a team in your efforts to evaluate Getting Started. You will be following along with the MTs during the training and familiarizing yourself with the training activities to understand how these activities will help the MTs facilitate the course. Expect to talk a lot with teachers, since these discussions will help you determine what they are experiencing and learning during the training. Additionally, there are three distinct tasks for you as evaluators to do each day to better understand the training.

1. ***Guiding questions for evaluators:*** This manual contains guiding questions related to each module that are essential for gaining a solid understanding of Getting Started and its implementation in your country. As evaluators, you will be concerned that teachers are benefiting from key opportunities to learn how to achieve course goals during the training. The questions also help you focus on issues to discuss with teachers during breaks to help assess teachers' understanding.
2. ***Your own observations and questions:*** Evaluators should be observing the teachers and asking their own questions during training. These questions can include: Is there evidence that teachers understand the main ideas? What is challenging for teachers? How are teachers responding to the idea of *facilitation* as a pedagogical approach? How well are key concepts adapted to your country's context? What might be particular issues for your own country's evaluation?
3. ***Daily meetings:*** In addition to meeting briefly with the training team, the entire evaluation team should meet each day of the training. These meetings will normally take place before or after the training, and if needed during breaks too.

The meetings will allow you to share your assumptions, observations, and interpretations about what is happening in training. This sharing is very important for you to build a shared understanding of the course and work well as a team. With the team leader's help, the team members should establish an agenda of discussion points for each day and note any concerns that come up during your discussions. Any questions that arise during your meetings—or at any other time—can be addressed to the EDC staff – Daniel Light or Roshni Menon (dlight@edc.org or rmenon@edc.org) or SRI staff – Willow Sussex or Vera Michalchik (willow.sussex@sri.com or vera.michalchik@sri.com) or other Getting Started personnel for discussion.

Preparation before Training

Prior to Day 1 of the training, all members of the evaluation team should review course curriculum materials, especially the *Intel® Teach Program Getting Started Course* curriculum, to get a feel for the course goals and what teachers will be doing during the training. Evaluation team members should review this *Evaluation Training Manual* to become familiar with what evaluators will be doing during training, and the main goals and procedures for the evaluation.

At the Training

When observing the Getting Started Course training, you have three main tasks to do as evaluators, in addition to participating in the teacher training:

1. Note your own *observations and questions* about the training and your informal interviews with teachers, particularly as they pertain to teacher understanding of the material. Some of your questions will be answered among your team, some by the lead trainer, and some by EDC/SRI or other affiliated personnel.
2. *Meet with your evaluation team* to review what you have experienced, discuss the progress of the training.
3. Focus on the set of specific *guiding questions for evaluators* that are linked to the exercises teachers will do during the training.

1. Your Own Observations and Questions

Since the first modules of the training provide an introduction to the conceptual basis for understanding the course goals and approach, your early observations should focus on any early indicators regarding teacher understanding of the key ideas—especially the types of questions and comments teachers make during training. It is appropriate and important for you as evaluators to conduct informal interviews with teachers during breaks about what they understand from the training.

Write down your comments and questions as they arise during the training. These notes will be very helpful to trainers and curriculum writers as the course develops.

2. Meetings

This section outlines things to keep in mind for every training or part of training you are able to observe. After teacher training ends each day, you should meet with the whole training team to provide your quick feedback on the day's activities and then meet with the evaluation team.

The following are some key areas you will want to cover in evaluation meetings throughout the training:

- **Schedule for the training:** On the first day of the training, make a schedule for when evaluators can meet during the rest of the training. We suggest meeting for about 45 minutes after each training day.
- **The purpose of the Getting Started Course evaluation.** Discuss what evaluation means in your country. What is the purpose of the evaluation for you, your country, and Intel? What is your role as evaluators in course development? How does your work help the course improve? Make a list of key issues for the evaluation in your country or region. Are there modifications to the evaluation plan or instrumentation that you feel are needed? Discuss these questions on the first day and return to them on subsequent days as your ideas develop.
- **Your observations and questions.** Discuss what you saw each day. How do you think the goals of the course will be achieved in implementation by teachers? What will successful implementation by teachers look like, based on your understanding of the course?
- **Next Steps:** The final evaluation team meeting during training would also be a good time to identify action items for your evaluation and assign tasks and roles.
 - Who will summarize the results of the teacher training survey?
 - When will you meet again?
 - How will you keep in contact?
 - Who will be visiting schools?
 - When will visits start happening?
 - Who will participate in regional trainings?
 - What issues will be important in your country's implementation?
 - How will you communicate with trainers and course planners?

Be sure to provide EDC/SRI with a summary statement including questions and concerns you have.

3. *Guiding Questions for Evaluators*

The guiding questions highlight what to focus on when observing a Getting Started training, to get a better idea of teacher understanding of course goals and approaches. Guiding questions are included for each module of the training curriculum, and are detailed in the section that follows.

Guiding Questions

The Getting Started Course curriculum has 12 modules, and each module contains several exercises. The guiding questions given in this manual correspond to the numbered exercises in the curriculum. Not all exercises have questions—during some exercises, the evaluation team may be participating directly in the exercise, or may develop their own questions.

Remember that you will also be talking with teachers during the training. Questions marked “**Good training-interview question for teachers**” are questions that you can adapt and use in your informal interviews with teachers during training (e.g., during breaks). The information you glean from these informal teacher interviews should be noted and communicated to course trainers and EDC/SRI to help them better meet teacher needs and aid teacher understanding during training.

Remind teachers that you are not evaluating them personally but rather observing the sessions and practicing using your evaluation tools. Also, remind teachers that the purpose of the evaluation is to understand whether the course is meeting its goals and identify ways it can better meet its goals.

Module 1: Developing 21st Century Skills

Exercise 1: Identifying Essential Skills

- How clearly do the 21st century skills stand out in the essential skills questioning?
- Do teachers’ comments and questions reflect an understanding of the nature of these skills? Why or why not?
- Do teachers feel that the essential skills discussion is relevant to their community? Why or why not?
- (*Good training-interview question for teachers.*)
- How is this discussion relevant to the school curricula? (*Good training-interview question for teachers.*)

Exercise 2: Comparing Classrooms of Today with Classrooms of Tomorrow

- How are the teachers able to relate this exercise to the main goals of the course?
- Are these points well-translated and localized? Identify any issues with the localization.
- Do participating teachers have experience with a student-centered approach? (*Good training-interview question for teachers.*)

Exercise 3: Learning About the Course

- How is the trainer presenting the 21st century skills?
- What are the questions teachers have about the contents of the course?
- Do they connect the course contents to the earlier discussions about essential skills?

Exercise 4: Introducing Yourself

- Evaluators should introduce themselves, and use this opportunity to say why they are here and what they will be doing during training.

Module 1 Summary

[It would be very useful for evaluators to write down teachers' comments during discussions to be able to further discuss these ideas with teachers during break times in the training.]

Module 2: Learning Computer Basics and the Internet

Pair and Share: Reflecting on Module 1

- What were the 21st century student-centered approaches that teachers found most interesting? Why?

Exercises 1 & 2: Naming the Parts and Moving the Mouse; and Working with Windows

- What are the areas teachers have difficulty with?
- Are teachers getting help if they need it, either from each other or the trainer?
- How are the teachers beginning to use the tools? What challenges are they encountering? ***[Remember, their skills will develop during the rest of the training and we want to watch that process develop.]***

Exercise 3: Searching the Internet

- What internet sites are they shown? Do they go to any on their own? How is this information presented to them?
- What are teacher reactions to the information found on the Internet? Have they ever seen sites like this? How do they think it might be useful for their teaching and their students? ***(Good training-interview question for teachers.)***
- What are the areas teachers have difficulty with?

Exercise 4: Using the Help Guide

- Do the explanations in the Help Guide make sense to teachers? Do they have experience using manuals like this?
[Throughout the training, notice whether teachers are using the Help Guide, and how the trainer is encouraging them to do so.]

Module 2 Summary

[It would be very useful for evaluators to write down teachers' comments during discussions to be able to further discuss these ideas with teachers during break times in the training.]

Module 3: Fostering Critical Thinking and CollaborationPair and Share: Reflecting on Module 2

- What are the possible applications of ICT to teaching that teachers talk about?
- Did the teachers mention any specific Internet resources and what use did they see in the resource?

Exercise 1: Engaging in Higher-Order Thinking

- Do teachers have experience with questioning techniques like those used in the “Top Discoveries and Inventions” activity? What are those experiences?

Exercise 2: Promoting Collaboration

- What are the teachers' experiences with collaboration? To what extent are teachers comfortable with the idea of facilitating collaboration? Are they raising any objections? Do they see the value in promoting collaboration? (***Good training-interview question for teachers.***)
- How are the teachers themselves collaborating? Is it an effective collaboration? How do the teachers decide who does what when they collaborate? Do the teachers assign one another roles on the teams? If so, how do they do so? (***Good training-interview question for teachers.***)

Exercise 3: Planning, Doing, Reviewing and Sharing

- What are teachers' reactions to the four-step iterative cycle of planning, doing, reviewing and sharing? Do they see the value in using the four-step iterative cycle? (***Good training-interview question for teachers.***)
- Do teachers receive any one step more enthusiastically over the others? Do they raise issues with any of the steps?

Module 3 Summary

[It would be very useful for evaluators to write down teachers' comments during these discussions to be able to further discuss these ideas with teachers during break times in the training.]

- What do teachers understand about the two behaviors of critical thinking, and collaboration? (***Good training-interview question for teachers.***)
- What are the connections teachers make between the theory and the three course goals? (***Good training-interview question for teachers.***)

Module 4: Discovering Word Processing

Pair and Share: Reflecting on Module 3

- What ideas did teachers come up with to promote higher-order analysis, synthesis, and evaluation in their classrooms?
- What opportunities did they outline for students to collaborate with one another?

Exercise 1: Exploring Word Processing Software

- What are the areas teachers have difficulty with?
- How are the teachers' technical skills developing in relation to the activities they are doing in the training?

Exercise 2: Discussing Word Processing Skills

- What activities or projects do the teachers come up with for students to use word processing software?

Exercise 3: Identifying Word Processing Resources

- Which word processing skills from the 9 listed are the teachers interested in learning? Why? (***Good training-interview question for teachers.***)

Exercise 4: Using Word Processing Skills

- What are the teachers' reactions to the required activity: "Assessment Handout"? Is this the best choice? (***Good training-interview question for teachers.***)
- What are the different ways of assessing students that teachers talk about?

Module 4 Summary

- What challenges are the teachers having following the exercises or completing the activity? What successes?

Module 5: Applying Word Processing

Pair and Share: Reflecting on Module 4

- Are the teachers saying that the 4-step iterative cycle helped them think critically and collaborate meaningfully? How are they talking about using this approach with their students after having used it themselves?
- Which of the 4 elective activities do teachers prefer, and why?
- What extra resources do teachers mention needing to be able to complete the activities?

Exercise 1: Creating Word Processing Productivity Tools

- Do teachers prefer to work alone on the elective word processing activities or in groups? What are their reasons for deciding whether to work alone or in a group?
- What are the products they are making, and why? (*Good training-interview question for teachers.*)

Exercise 2: Being a Critical Friend

- Are teachers successfully being critical friends to one another? What kind of feedback are they providing each other?
- Are teachers' comments substantive comments on specific issues or are they more general comments?
- Do the teachers' comments during the feedback sessions reflect understanding of the course approaches and goals?

Exercise 3: Showcasing Word Processing Productivity Tools

- What word processing productivity tools are being showcased? How do teachers think it will increase their productivity in their classrooms? (*Good training-interview question for teachers.*)
- What are some of the teacher comments during the feedback session?

Module 5 Summary

- What challenges are the teachers having following the exercises or completing the activity? What successes?
- What new ideas do teachers have about how word processing software can help in their teaching?

Module 6: Discovering Multimedia

Pair and Share: Reflecting on Module 5

- What word processing productivity tools did teachers show interest in? Why?
- Do teachers think that having their students be critical friends and participate in showcases will improve their critical thinking and collaboration? Why or why not? (*Good training-interview question for teachers.*)

Exercise 1: Exploring Multimedia Software

- What are the areas teachers have difficulty with?
- How are the teachers' technical skills developing in relation to do the activities in the training?

Exercise 2: Discussing Multimedia Skills

- How do teachers discuss multimedia software? What do they like or dislike about it?

Exercise 3: Identifying Multimedia Resources

- Which multimedia skills from the 9 listed are the teachers interested in learning? Why?

Exercise 4: Using Multimedia Skills

- How is this tool received by teachers? Do they find that creating a curriculum preview presentation is a useful exercise?
- Do teachers consider it important to inform students and parents of the content they will be teaching in the year ahead?

Module 6 Summary

- What challenges are the teachers having following the exercises or completing the activity? What successes?

Module 7: Applying Multimedia

Pair and Share: Reflecting on Module 6

- Which of the 4 elective activities do teachers prefer, and why?
- What extra resources do teachers mention needing to be able to complete the activities?

Exercise 1: Creating Multimedia Productivity Tools

- Do teachers prefer to work alone on the elective multimedia activities or in groups? What are their reasons for deciding whether to work alone or in a group?
- What are the products they are making, and why? (*Good training-interview question for teachers.*)

Exercise 2: Showcasing Multimedia Productivity Tools

- What multimedia productivity tools are being showcased? How do teachers think it will increase their productivity in their classrooms? (*Good training-interview question for teachers.*)

- What are some of the teacher comments during the feedback session? Are they being good critical friends?

Module 7 Summary

- What challenges are the teachers having following the exercises or completing the activity? What successes?

Module 8: Discovering Spreadsheets

Pair and Share: Reflecting on Module 7

- What multimedia productivity tools did teachers show interest in? Why?
- How do teachers plan to use the Internet, word processing software, multimedia software, and other technology to communicate and collaborate with others? Do they think doing so will help their students learn better? (*Good training-interview question for teachers.*)

Exercise 1: Exploring Spreadsheets Software

- What are the areas teachers have difficulty with?
- How are the teachers' technical skills developing in relation to do the activities in the training?

Exercise 2: Discussing Spreadsheet Skills

- How do teachers discuss spreadsheets software? What do they like about it?

Exercise 3: Identifying Spreadsheets Resources

- Which spreadsheets skills from the 9 listed are the teachers interested in learning? Why?

Exercise 4: Using Spreadsheets Skills

- Do teachers view creating a grade book as useful to them? How is this tool received?

Module 8 Summary

- What challenges are the teachers having following the exercises or completing the activity? What successes?
- Are spreadsheets more difficult for this group of teachers than word processing and multimedia software?

Module 9: Applying Spreadsheets

Pair and Share: Reflecting on Module 8

- Which of the 4 elective spreadsheets activities do teachers prefer, and why?
- What extra resources do teachers mention needing to be able to complete the activities?

Exercise 1: Creating Spreadsheets Productivity Tools

- Do teachers prefer to work alone on the elective spreadsheets activities or in groups? What are their reasons for deciding whether to work alone or in a group?
- What are the products they are making, and why?

Exercise 2: Showcasing Spreadsheets Productivity Tools

- What spreadsheets productivity tools are being showcased? How do teachers think it will increase their productivity in their classrooms? (*Good training-interview question for teachers.*)
- What are some of the teacher comments during the feedback session?

Module 9 Summary

- What challenges are the teachers having following the exercises or completing the activity? What successes?

Module 10: Developing 21st Century Approaches

Pair and Share: Reflecting on Module 9

- What spreadsheets productivity tools did teachers show interest in? Why?
- How do teachers plan to use the Internet, word processing software, multimedia software, spreadsheets software, and other technology to collect and analyze data, interpret results, and communicate their findings? Do they think doing so will improve their instructional practices and maximize student learning?

Exercise 1: Facilitating Learning

- How are the skills for facilitating learning presented to the teachers? How are they received?
- What concerns do teachers raise about facilitating learning? How are these concerns addressed, especially in connection to the course goals? Do teachers still have concerns about facilitating the course? (*Good training-interview question for teachers.*)

- What are some of the questions that teachers developed? Do they meet the criteria of 21st century questions?
- What are some intervention strategies that teachers develop?

Exercise 2: Accepting Change

- What are the teachers saying about accepting change?

Exercise 3: Promoting Key Skills

- What are the teachers saying about the key skills?
- Do teachers recognize the characteristics of 21st century learning environments as relevant and valuable for their own students? (*Good training-interview question for teachers.*)
- Do they prefer any one element of effective learning environments outlined in the training over the others? (*Good training-interview question for teachers.*)

Module 10 Summary

- What challenges are the teachers having following the exercises or completing the activity? What successes?

Module 11: Planning and Doing your Action Plan

Pair and Share: Reflecting on Module 10

- What facilitation skills did teachers show interest in? Why?
- Which 21st century student-centered approaches did teachers like or dislike?

Exercise 1: Understanding Action Plans

- How do teachers react to the idea of action plans? Is it familiar to them or is it a new concept? (*Good training-interview question for teachers.*)

Exercise 2: Planning Your Action Plan

- Do teachers prefer to work alone on planning their action plans or in groups?
- What are the aspects of their instruction that teachers want to change? (*Good training-interview question for teachers.*)

Exercise 3: Doing Your Action Plan

[*This is a good opportunity to walk around and talk to teachers informally.*]

- How are the teachers planning to accomplish the changes they are proposing in their action plans? What resources or support do they envision needing?

Module 11 Summary

- Do teachers think creating action plans are useful to them? How is it received?

Module 12: Reviewing and Sharing Your Action Plan

Exercise 1: Reviewing Your Action Plan

[This is a good opportunity to continue talking to teachers informally.]

- How are the teachers planning to accomplish the changes proposed in their action plans? What resources or support do they envision needing?

Exercise 2: Sharing Your Action Plan

- How specific or general are the actions plans being shared? How do teachers think it will increase their productivity in their classrooms? (*Good training-interview question for teachers.*)
- What are some of the teacher comments during the feedback session?

Exercise 3: Developing Collaborative Work Groups

- Are the teachers interested in developing collaborative work groups? What are the benefits and challenges they see?

Exercise 4: Evaluating the Course

[There is no participant-wide course evaluation form in this study. Only teachers from the select representative sample will be receiving the evaluation protocols. However, the course staff may have included a participant feedback form for their purposes, if so, that is not part of this evaluation study.]

Exercise 5: Concluding the Course

Module 12 Summary

- What did teachers find most valuable about the course? Is the focus mostly on the technology tools, or are teachers excited about the 21st Century skills of collaboration and critical thinking?
- How do teachers envision the course might impact their teaching practice?

III. Evaluation Plan

In this section, we provide a more detailed version of the evaluation plan outlined earlier in this document.

Evaluation Questions

The evaluation of the Intel Teach Getting Started Course will focus on five questions:

1. What knowledge do teachers take away from the Getting Started training about two key topics: (1) using the tools to support their teaching practice, and (2) exposing the teachers to new ways of teaching (student-centered approaches).
2. How do the pedagogical approaches and other features of the training influence the impact of the Getting Started course?
3. How do contextual (i.e. school level, ICT resources, leadership) and individual factors (i.e. pedagogical beliefs, content area) interact with teachers' understanding of the core concepts from Getting Started to influence whether and how teachers implement what they have learned from their participation in the trainings?
4. When teachers who participated in the Getting Started course implement what they learnt at the training, to what extent do they use technology to support their teaching?
5. Do teachers who follow up on their Getting Started experience show evidence of growth over time in their understanding of and ability to act on the knowledge gained from the training?

Evaluation Design

The evaluation design contains both quantitative and qualitative methods to provide a fuller understanding of how the course is developing and impacting teachers. However, the evaluation will not cover all teachers being trained by Getting Started. The evaluation focuses on a sub-population of the Getting Started participants.

The focus of the evaluation plan is the in-depth case studies of participating schools. The actual sample size will be different for each country, but the number of schools in the case study will be between 8 and 12. The in-depth case studies will include observations and interviews during the training and a set of follow-up visits later in the school year to learn about the issues for teachers in following up on the course. Four PTs from each case study school will be interviewed twice after their training: the first interview about two months after the training and the second interview towards the end of the school year to document course impact over time. In some situations, it will make sense to conduct interviews by phone.

It will be useful if the selected schools represent the larger population of schools in your country. For the final selection of schools, EDC and SRI will look to the local evaluation team to help select the schools, taking into account both practical and research

considerations. The number of teachers included in the case studies will be determined by the size of each school.

Beyond the case studies, the evaluation will include surveys administered to a large number of PTs. PTs will be surveyed three times: before the training (pre-training survey), right after the training (post-training survey), and towards the end of the school year (impact survey). The size of the sample will vary for each country. SRI, EDC and the local evaluation team will work together to decide on the best sample size and to develop a strategy to distribute the surveys. Care should be taken to ensure that the sample selected for evaluation is representative of the teachers trained.

Data will also be collected from STs, MTs, and school leadership. Training data from the STs will be collected through interviews, observations, and surveys at the initial ST trainings in each country (EDC/SRI representatives will be present for this training). MTs from the case study schools will also be interviewed during the training they receive from their STs. As the MTs start conducting their own trainings, they will be surveyed along with PTs in schools that are selected to be part of the main evaluation survey sample.

Please see the *Data Collection Chart* at the end of this Manual for a quick overview and guide.

Protecting Participant Privacy

As mentioned earlier in this manual, it is very important to follow ethical research practices when collecting evaluation data from teachers participating in the Getting Started Course. The following paragraph outlines some measures to be considered to maintain confidentiality of participant responses.

Since data will be collected from the same teachers at multiple time points, it will not be possible to make the survey/interview anonymous. However, a system can be formulated to give each respondent a unique ID to be able to go back to the same teachers for post-training and impact survey data. All surveys should have a cover sheet which asks for their name and any other identifying information, and once the surveys are collected, their unique ID number will be put on the survey and the coversheet will be stored separately in a safe and secure place. Only the lead evaluator from the evaluation team will have access to this information. If the evaluation team members will not be collecting the surveys in person (because of difficulties involved in getting to schools), then the respondents should be provided with envelopes within which they can insert their filled-in surveys, and the sealed envelopes can then be returned to whomever is coordinating the data collection in each school.

Survey Administration

The surveys will be administered to only a select sample of all teachers being trained, and the local evaluation team will need to develop a strategy to determine a representative sample of teachers to be surveyed. Additionally, a strategy of how the data will be collected, including distributing the right surveys (pre-, post-, and follow-up surveys) to

the correct number of trainings as well as to the correct schools at the appropriate times, will also need to be determined. EDC and SRI staff will be available to answer any questions the local evaluation team may have on this process.

Ongoing Collaboration

The evaluation teams from EDC and SRI hope to collaborate closely with the evaluation teams in each country to ensure that the evaluation design and the protocols are meaningful to the needs of each country. Your feedback is crucial and important to this process. SRI and EDC staff will help prepare the local evaluation teams to implement the evaluation and will support you throughout the evaluation.

IV. Data Reporting

Deliverables and Deadlines

Updates on data that report preliminary results (one on the training surveys and one on the follow up survey and interviews) and a comprehensive report at the end of your school year are the major deliverables for the local evaluation teams. The data update on the preliminary results does not have to be a formal report; it can be in the form of a memo, but needs to be in English.

The evaluation teams in each participating country will also establish a calendar of monthly progress meetings with SRI and EDC to share findings, provide feedback to the global evaluation, discuss challenges, and solve problems that might arise.

Some general guidelines on the structure of the final report are in the following subsection. Your program is part of an international effort, and it is helpful if your reports are comprehensive and representative of your local context, while also following a common format across countries. The following is a suggested format for reports that Intel and the global evaluation team have found to be effective.

Suggested Format for Reports

Title Page

Every evaluation report should have a title page, including the following details:

- Clear reference to program being evaluated and the country
- Date of report
- Note if Interim or Preliminary
- Identify Author(s) of report
- Identify Evaluation Agency(ies)
- Logos, emblems, or graphics and photos can be included.

Audience

It is important to tailor a report for a specific audience, whether the audience is Intel corporate staff, the program manager, the MOE or practitioners. Evaluators need to think through who the audience, or audiences, will be *before* the evaluation is conducted, so that the relevant data will be collected and meaningful analyses can be done. Once data have been collected, evaluators should determine who the audience(s) of the report will be. The kind of audience a report is written for will influence:

- the content of the report,
 - key findings
 - items noted in the proposal
- the length of the report,
- the language of the report,
- the level of detail,

- the kind of conclusions drawn,
- the kind of recommendations presented.

Structure

There is no recommended template for the report, but some suggestions for what should be included in the report are:

- Introduction
 - Brief history of the program
 - Description of Evaluating Agency
- Executive summary that provides a short (2-3pages) review of the report and highlights key findings and challenges.
 - Key points should be prioritized by importance
 - Successes
 - Limitations/Challenges
 - Often, MOE officials may only have time to look over the first page of even an executive summary. Bulleted highlights allow the key points to be easily identified.
- Methodology
 - Evaluation approach or model being used, as well as rationale for the approach or model
 - Design of the evaluation, including sample sizes and timing of data collection and description of the sample
 - Methods of data collection, including description of data collection instruments
 - Sources of information and data
- Description of the context
 - Include only recent and/or relevant education initiatives, policies and reforms that relate to issues the program is designed to address. This section is not meant to be an exhaustive description of the history of education in the country.
- Analysis
 - Program highlights
 - This should not just be a text narrative of the numbers. Some interpretation of the data, to the extent possible, from your observations, interviews with the participants, knowledge of the local context, etc. would be immensely helpful to the reader.
- Challenges and limitations - identifying perhaps where the program could improve and what issues emerge from the context.
- Conclusions and recommendations

- Appendix
 - Reference qualitative data (if applicable).
 - Include rich, meaningful descriptions of how programs work.
 - Additional tables or data analysis, if they do not fit in the main text of the report.
 - Include the actual instruments used.

Things to Pay Attention to Before Sharing the Final Version of the Report

- Evaluation reports should be treated like any other piece of writing. They need to be copy-edited and, if they are being submitted to English speakers, they need to be read through by an English speaker.
- Evaluation reports might include graphics, such as graphs and charts, to help represent the data in a compelling way. However, they will not rely entirely on graphics.
- Evaluation reports do not need to report everything the data identifies. Instead, the best reports elaborate on what findings are important and determine what findings are irrelevant. The evaluator should be empowered to use their judgment to identify the most important findings and describe what the data means in their country.

Things to Remember

- All reports will not be the same. An effective evaluation report is NOT identical to model or sample report formats provided as reference material.
- An effective evaluation report is NOT a market research report. The report does not need to sell the Intel Teach product or provide Intel with marketing slogans or selling points. They should be as *objective* as possible, providing positive, negative and neutral results and conclusions.
- An effective evaluation report should be useful to the audience for whom the report is produced. If the audience is the Intel staff or program manager, it should provide information that helps them better understand how the program is functioning in the particular contexts that the evaluator is studying. If it is for an MOE, it should help them understand whether to support the program, or help them understand how to best leverage the program to be effective within the educational system in which it is being integrated.

Appendix 1: Data Collection Plan

Survey Data

	Pre-Training Survey	Post-Training Survey	Impact Survey
Senior Trainers	No	Yes	No
Master Teachers	Yes	Yes	Yes
Participant Teachers	Yes	Yes	Yes

In-depth Case Study

	Training Observation	Training Interview	First Interview	Second Interview
Senior Trainers	Yes	Yes <i>(Optional)</i>	No	No
Master Teachers	Yes	Yes	Yes	No
Participant Teachers	Yes	Yes	Yes	Yes
School Leadership	No	No	1 interview	

Appendix 2: Data Collection Instruments

**Intel® Teach Program Getting Started Course
Senior Trainer Pre-Training Survey**

I. To what extent do the following statements describe the Getting Started Course in which you participated? For each item that follows, select the choice that best represents your experience.

	Not at all	Small extent	Moderate extent	Good extent	Great extent
	1	2	3	4	5
a) The training focused on how to use computer technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The training showed how teachers can use computers to create productivity tools and products (for example, newsletters or grade sheets).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The training showed how teachers can use technology to make teaching more efficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) The training focused on providing teachers with 21st century teaching methods and approaches to use with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The training focused on action planning as a means to improve teaching practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Please indicate how much you agree or disagree with the following statements on teaching and learning. For each item that follows, select the choice that best represents your position.

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
	1	2	3	4	5
a) Student-centered instruction helps students prepare for the 21 st century workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The most important goal of instruction is to encourage critical thinking among students. Learning facts is secondary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Student learning can be promoted through collaboration with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Students learn to think critically by reviewing and revising their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Student learning is best promoted through active exploration of ideas and materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Student activities should be connected to long-term goals to build understanding and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Teachers need to build on students' existing strengths to enhance their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) The content of students' learning should be at least partly based on student interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. How helpful was each aspect of the training in preparing you to lead this training yourself? For each item that follows, select the choice that best represents your experience.

	Not helpful	Slightly helpful	Moderately helpful	Very helpful	Extremely helpful
	1	2	3	4	5
a) Observing my trainers' own techniques for guiding us through the training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Tips on leading the training provided by my trainers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The notes on leading the training included in each module.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Talking with other senior trainers about the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The process of creating technology products myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) The process of creating an action plan myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. How valuable do you think the Getting Started Course and materials are for helping teachers learn to do each of the following? For each item, select the choice that best represents your opinion.

	Not at all valuable 1	Slightly valuable 2	Moderately valuable 3	Very valuable 4	Extremely valuable 5
a) To make teaching more efficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) To use the Internet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) To use computer technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) To create technology productivity tools and products (for example, newsletters or grade sheets)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) To use 21st century teaching and learning approaches with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) To learn about student-centered instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) To promote higher order thinking in students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) To learn in collaboration with other teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) To use facilitation skills with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) To create action plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

V. Which of the following elective activities did you choose to do in the training? For each technology area, check the activity you completed.

Word Processing		Multimedia		Spreadsheets	
Weekly Lesson Planner	<input type="checkbox"/>	Student of the Week	<input type="checkbox"/>	Classroom Inventory	<input type="checkbox"/>
Newsletter	<input type="checkbox"/>	Instructional Lesson	<input type="checkbox"/>	Seating Chart	<input type="checkbox"/>
Diagram	<input type="checkbox"/>	Classroom Rules and Expectations	<input type="checkbox"/>	Pictograph	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	Yearbook	<input type="checkbox"/>	Roll Book	<input type="checkbox"/>

VI. The following questions ask about the productivity tools you created in the Getting Started Course. For each product you created, select the choice that best represents your experience.

1. How useful do you think each of the Word Processing products would be in your classroom?

	Not at all useful 1	Somewhat useful 2	Moderately useful 3	Very useful 4	Extremely useful 5
a) Assessment handout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Weekly Lesson Planner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Newsletter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Diagram	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How useful do you think each of the Multimedia products would be in your classroom?

	Not at all useful 1	Somewhat useful 2	Moderately useful 3	Very useful 4	Extremely useful 5
a) Curriculum Preview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Student of the Week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Instructional Lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Classroom Rules and Expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Yearbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. How useful do you think each of the Spreadsheets products would be in your classroom?

	Not at all useful 1	Somewhat useful 2	Moderately useful 3	Very useful 4	Extremely useful 5
a) Grade Book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Classroom Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Seating Chart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Pictograph	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Roll Book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VI. From the options below, please select the one that best describes your level of experience using technology in your teaching BEFORE the Getting Started Course.

- a) Expert User: You depend on technology daily for many important aspects of your work as a teacher.
- b) Advanced User: You frequently use technology in your work as a teacher.
- c) Intermediate User: You have used technology some in your work as a teacher.
- d) Novice User: You have used technology a few times, but not in your work as a teacher.
- e) Never Used: You had never used computer technology before this course.

VII. How many years of teaching experience do you have? *Please select the choice that best represents your experience.*

- a) Less than 3
- b) 3 to 9
- c) 10 to 20
- d) Over 20

VIII. How could the Intel Getting Started Senior Trainer training be improved? Please explain:

Intel® Teach Program Getting Started Course Master Teacher Pre-Training Survey

I. Please indicate how much you agree or disagree with the following statements on teaching and learning. For each item that follows, select the choice that best represents your position.

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
	1	2	3	4	5
a) Student-centered instruction helps students prepare for the 21 st century workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The most important goal of instruction is to encourage critical thinking among students. Learning facts is secondary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Student learning can be promoted through collaboration with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Students learn to think critically by reviewing and revising their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Student learning is best promoted through active exploration of ideas and materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Student activities should be connected to long-term goals to build understanding and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Teachers need to build on students' existing strengths to enhance their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) The content of students' learning should be at least partly based on student interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. In your school where do you have access to computers? *Please select the choice that best represents your response.*

Note to evaluation team: Please add more response options as necessary to questions II and IV. You may need to talk to teachers to find out the typical places in schools that they may have access to computers. For example, the Vietnam version of this survey has "Function Room" and "Principal's Office" and "Library" among the response options.

No access to computers in my school
Classrooms
Computer lab
Other

III. How many computers are in your classroom? *Please select the choice that best represents your response.*

0 computers
1 computer
2-4 computers
5-7 computers
More than 7 computers

IV. In your school where do you have access to the Internet? *Please select the choice that best represents your response.*

No access to Internet in my school
Classrooms
Computer lab
Other

V. How easy or difficult is it to schedule time in the computer lab/media center? *Please select the choice that best represents your response.*

Very difficult
Difficult
Easy
Very easy
Do not know

VI. How many years of teaching experience do you have? *Please select the choice that best represents your experience.*

- a) Less than 3
- b) 3 to 9
- c) 10 to 20
- d) Over 20

VII. From the options below, please select the one that best describes your level of experience using technology in your teaching **BEFORE the Getting Started Course.**

- a) Expert User: You depend on technology daily for many important aspects of your work as a teacher.
- b) Advanced User: You frequently use technology in your work as a teacher.
- c) Intermediate User: You have used technology some in your work as a teacher.
- d) Novice User: You have used technology a few times, but not in your work as a teacher.
- e) Never Used: You had never used computer technology before this course.

Note to evaluation team: It is recommended to add other demographic questions as needed. "What subject do you teach?" and "What grade level do you teach?" are two demographic questions that can be included.

Intel® Teach Program Getting Started Course Master Teacher Post-Training Survey

I. To what extent do the following statements describe the Getting Started Course in which you participated? For each item that follows, select the choice that best represents your experience.

	Not at all	Small extent	Moderate extent	Good extent	Great extent
	1	2	3	4	5
a) The training focused on how to use computer technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The training showed how teachers can use computers to create productivity tools and products (for example, newsletters or grade sheets).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The training showed how teachers can use technology to make teaching more efficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) The training focused on providing teachers with 21st century teaching methods and approaches to use with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The training focused on action planning as a means to improve teaching practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Please indicate how much you agree or disagree with the following statements on teaching and learning. For each item that follows, select the choice that best represents your position.

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
	1	2	3	4	5
a) Student-centered instruction helps students prepare for the 21 st century workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The most important goal of instruction is to encourage critical thinking among students. Learning facts is secondary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Student learning can be promoted through collaboration with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Students learn to think critically by reviewing and revising their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Student learning is best promoted through active exploration of ideas and materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Student activities should be connected to long-term goals to build understanding and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Teachers need to build on students' existing strengths to enhance their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) The content of students' learning should be at least partly based on student interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. How helpful was each aspect of the training in preparing you to lead this training yourself? For each item that follows, select the choice that best represents your experience.

	Not helpful	Slightly helpful	Moderately helpful	Very helpful	Extremely helpful
	1	2	3	4	5
a) Observing my trainers' own techniques for guiding us through the training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Tips on leading the training provided by my trainers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The notes on leading the training included in each module.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Talking with other master teachers about the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The process of creating technology products myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) The process of creating an action plan myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. How valuable do you think the Getting Started Course and materials are for helping teachers learn to do each of the following? For each item, select the choice that best represents your opinion.

	Not at all valuable 1	Slightly valuable 2	Moderately valuable 3	Very valuable 4	Extremely valuable 5
a) To make teaching more efficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) To use the Internet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) To use computer technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) To create technology productivity tools and products (for example, newsletters or grade sheets)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) To use 21st century teaching and learning approaches with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) To learn about student-centered instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) To promote higher order thinking in students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) To learn in collaboration with other teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) To use facilitation skills with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) To create action plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

V. Which of the following elective activities did you choose to do in the training? For each technology area, check the activity you completed.

Word Processing		Multimedia		Spreadsheets	
Weekly Lesson Planner	<input type="checkbox"/>	Student of the Week	<input type="checkbox"/>	Classroom Inventory	<input type="checkbox"/>
Newsletter	<input type="checkbox"/>	Instructional Lesson	<input type="checkbox"/>	Seating Chart	<input type="checkbox"/>
Diagram	<input type="checkbox"/>	Classroom Rules and Expectations	<input type="checkbox"/>	Pictograph	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	Yearbook	<input type="checkbox"/>	Roll Book	<input type="checkbox"/>

VI. The following questions ask about the productivity tools you created in the Getting Started Course. For each product you created, select the choice that best represents your experience.

1. How useful do you think each of the Word Processing products would be in your classroom?

	Not at all useful 1	Somewhat useful 2	Moderately useful 3	Very useful 4	Extremely useful 5
a) Assessment handout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Weekly Lesson Planner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Newsletter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Diagram	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How useful do you think each of the Multimedia products would be in your classroom?

	Not at all useful 1	Somewhat useful 2	Moderately useful 3	Very useful 4	Extremely useful 5
a) Curriculum Preview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Student of the Week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Instructional Lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Classroom Rules and Expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Yearbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. How useful do you think each of the Spreadsheets products would be in your classroom?

	Not at all useful 1	Somewhat useful 2	Moderately useful 3	Very useful 4	Extremely useful 5
a) Grade Book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Classroom Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Seating Chart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Pictograph	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Roll Book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VII. From the options below, please select the one that best describes your level of experience using technology in your teaching BEFORE the Getting Started Course.

- a) Expert User: You depend on technology daily for many important aspects of your work as a teacher.
- b) Advanced User: You frequently use technology in your work as a teacher.
- c) Intermediate User: You have used technology some in your work as a teacher.
- d) Novice User: You have used technology a few times, but not in your work as a teacher.
- e) Never Used: You had never used computer technology before this course.

VIII. How many years of teaching experience do you have? *Please select the choice that best represents your experience.*

- a) Less than 3
- b) 3 to 9
- c) 10 to 20
- d) Over 20

IX. How could the Intel Getting Started Master Teacher training be improved? Please explain:

Intel® Teach Program Getting Started Course Master Teacher Impact Survey

I. Please indicate how much you agree or disagree with the following statements on teaching and learning. For each item that follows, select the choice that best represents your position.

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
	1	2	3	4	5
a) Student-centered instruction helps students prepare for the 21 st century workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The most important goal of instruction is to encourage critical thinking among students. Learning facts is secondary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Student learning can be promoted through collaboration with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Students learn to think critically by reviewing and revising their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Student learning is best promoted through active exploration of ideas and materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Student activities should be connected to long-term goals to build understanding and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Teachers need to build on students' existing strengths to enhance their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) The content of students' learning should be at least partly based on student interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Since completing the Getting Started Course has there been a change in how frequently you do the following? For each item, select the choice that best represents your opinion.

	Do not do this	Do this less than I used to	About the same (No change)	Do this more than I used to	Not Applicable to me
a) Use technology to make your teaching more efficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Use the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Use computer technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Create technology productivity tools and products (for example, newsletters or grade sheets)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Use 21st century teaching and learning approaches with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Use student-centered instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Promote higher order thinking in students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Collaborate with other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Use facilitation skills with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Create action plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. The following statements are about challenges you may have faced when trying to integrate technology into your teaching since completing the Getting Started Course. For each item, select the choice that best represents your position.

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
a) You did not have adequate access to computing resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) You did not have adequate access to the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) You did not get adequate planning and preparation time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) You did not have strong enough computer skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) You did not have adequate administrative support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) You did not have adequate technical support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) You did not have adequate instructional support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. The following questions ask about any Getting Started trainings you may have conducted for participant teachers. For each question, select the choice that best represents your position.

1. Have you been training:

- Teachers from your school
- Teachers from other schools in the district

2. Number of teachers trained:

- 1 – 10
- 11 – 20
- 21 – 30
- 31 – 40
- More than 40

V. Since completing the training, have you used any of the productivity tools introduced in the Getting Started Course?

If you did not use a product please check the "Did not Use" box for that product and skip to the next product.

For each product that you used, select the choice that best represents your experience.

1. How useful have the following Word Processing products been in your classroom?

	Did not Use	Not at all useful 1	Somewhat useful 2	Moderately useful 3	Very useful 4	Extremely useful 5
a) Assessment handout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Weekly Lesson Planner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Newsletter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Diagram	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How useful have the following Multimedia products been in your classroom?

	Did not Use	Not at all useful 1	Somewhat useful 2	Moderately useful 3	Very useful 4	Extremely useful 5
a) Curriculum Preview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Student of the Week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Instructional Lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Classroom Rules and Expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Yearbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. How useful have the following Spreadsheets products been in your classroom?

	Did not Use	Not at all useful 1	Somewhat useful 2	Moderately useful 3	Very useful 4	Extremely useful 5
a) Grade Book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Classroom Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Seating Chart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Pictograph	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Roll Book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VI. Where in your school do you have access to computers? Please select all the options that apply.

Note to evaluation team: Please add more response options as necessary. You may need to talk to teachers to find out the typical places in schools that they may have access to computers. For example, the Vietnam version of this survey has "Function Room" and "Principal's Office" and "Library" among the response options.

No access to computers in my school
Classrooms
Computer lab
Other

VII. How many computers are in your classroom? Please select the choice that best represents your response.

0 computers
1 computer
2-4 computers
5-7 computers
More than 7 computers

VIII. In your school where do you have access to the Internet? Please select all the options that apply.

No access to Internet in my school
Classrooms
Computer lab
Other

IX. How easy or difficult is it to schedule time in the computer lab/media center? *Please select the choice that best represents your response.*

- Very difficult*
- Difficult*
- Easy*
- Very easy*
- Do not know*

X. How many years of teaching experience do you have? *Please select the choice that best represents your experience.*

- a) Less than 3
- b) 3 to 9
- c) 10 to 20
- d) Over 20

XI. From the options below, please select the one that best describes your level of experience using technology in your teaching BEFORE the Getting Started Course.

- a) Expert User: You depend on technology daily for many important aspects of your work as a teacher.
- b) Advanced User: You frequently use technology in your work as a teacher.
- c) Intermediate User: You have used technology some in your work as a teacher.
- d) Novice User: You have used technology a few times, but not in your work as a teacher.
- e) Never Used: You had never used computer technology before this course.

Note to evaluation team: It is recommended to add other demographic questions as needed. "What subject do you teach?" and "What grade level do you teach?" are two demographic questions that can be included.

Intel® Teach Program Getting Started Course Participant Teacher Pre-Training Survey

I. Please indicate how much you agree or disagree with the following statements on teaching and learning. For each item that follows, select the choice that best represents your position.

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
	1	2	3	4	5
a) Student-centered instruction helps students prepare for the 21 st century workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The most important goal of instruction is to encourage critical thinking among students. Learning facts is secondary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Student learning can be promoted through collaboration with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Students learn to think critically by reviewing and revising their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Student learning is best promoted through active exploration of ideas and materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Student activities should be connected to long-term goals to build understanding and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Teachers need to build on students' existing strengths to enhance their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) The content of students' learning should be at least partly based on student interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Where in your school do you have access to computers? *Please select all the options that apply.*

Note to evaluation team: Please add more response options as necessary to question II and IV. You may need to talk to teachers to find out the typical places in schools that they may have access to computers. For example, the Vietnam version of this survey has "Function Room" and "Principal's Office" and "Library" among the response options.

No access to computers in my school
Classrooms
Computer lab
Other

III. How many computers are in your classroom? *Please select the choice that best represents your response.*

0 computers
1 computer
2-4 computers
5-7 computers
More than 7 computers

IV. In your school where do you have access to the Internet? *Please select all the options that apply.*

No access to Internet in my school
Classrooms
Computer lab
Other

V. How easy or difficult is it to schedule time in the computer lab/media center? *Please select the choice that best represents your response.*

Very difficult
Difficult
Easy
Very easy
Do not know

VI. How many years of teaching experience do you have? *Please select the choice that best represents your experience.*

- a) Less than 3
- b) 3 to 9
- c) 10 to 20
- d) Over 20

VII. From the options below, please select the one that best describes your level of experience using technology in your teaching BEFORE the Getting Started Course.

- a) Expert User: You depend on technology daily for many important aspects of your work as a teacher.
- b) Advanced User: You frequently use technology in your work as a teacher.
- c) Intermediate User: You have used technology some in your work as a teacher.
- d) Novice User: You have used technology a few times, but not in your work as a teacher.
- e) Never Used: You had never used computer technology before this course.

IX. Have you previously taken Intel Teach Essentials Course?

- Yes
- No

Note to evaluation team: It is recommended to add other demographic questions as needed. "What subject do you teach?" and "What grade level do you teach?" are two demographic questions that can be included.

Intel® Teach Program Getting Started Course Participant Teacher Post-Training Survey

I. To what extent do the following statements describe the Getting Started Course in which you participated? For each item that follows, select the choice that best represents your experience.

	Not at all	Small extent	Moderate extent	Good extent	Great extent
	1	2	3	4	5
a) The training focused on how to use computer technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The training showed how teachers can use computers to create productivity tools and products (for example, newsletters or grade sheets).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The training showed how teachers can use technology to make teaching more efficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) The training focused on providing teachers with 21st century teaching methods and approaches to use with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The training focused on action planning as a means to improve teaching practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Please indicate how much you agree or disagree with the following statements on teaching and learning. For each item that follows, select the choice that best represents your position.

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
	1	2	3	4	5
a) Student-centered instruction helps students prepare for the 21 st century workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The most important goal of instruction is to encourage critical thinking among students. Learning facts is secondary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Student learning can be promoted through collaboration with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Students learn to think critically by reviewing and revising their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Student learning is best promoted through active exploration of ideas and materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Student activities should be connected to long-term goals to build understanding and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Teachers need to build on students' existing strengths to enhance their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) The content of students' learning should be at least partly based on student interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. How valuable do you think the Getting Started Course and materials are for helping teachers learn to do each of the following? For each item, select the choice that best represents your opinion.

	Not at all valuable 1	Slightly valuable 2	Moderately valuable 3	Very valuable 4	Extremely valuable 5
a) To make teaching more efficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) To use the Internet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) To use computer technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) To create technology productivity tools and products (for example, newsletters or grade sheets)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) To use 21st century teaching and learning approaches with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) To learn about student-centered instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) To promote higher order thinking in students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) To learn in collaboration with other teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) To use facilitation skills with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) To create action plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. Which of the following elective activities did you choose to do in the training? For each technology area, check the activity you completed.

Word Processing	Multimedia	Spreadsheets
Weekly Lesson Planner <input type="checkbox"/>	Student of the Week <input type="checkbox"/>	Classroom Inventory <input type="checkbox"/>
Newsletter <input type="checkbox"/>	Instructional Lesson <input type="checkbox"/>	Seating Chart <input type="checkbox"/>
Diagram <input type="checkbox"/>	Classroom Rules and Expectations <input type="checkbox"/>	Pictograph <input type="checkbox"/>
Certificate <input type="checkbox"/>	Yearbook <input type="checkbox"/>	Roll Book <input type="checkbox"/>

V. The following questions ask about the productivity tools you created in the Getting Started Course. For each product you created, select the choice that best represents your experience.

1. How useful do you think each of the Word Processing products would be in your classroom?

	Not at all useful 1	Somewhat useful 2	Moderately useful 3	Very useful 4	Extremely useful 5
a) Assessment handout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Weekly Lesson Planner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Newsletter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Diagram	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How useful do you think each of the Multimedia products would be in your classroom?

	Not at all useful 1	Somewhat useful 2	Moderately useful 3	Very useful 4	Extremely useful 5
a) Curriculum Preview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Student of the Week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Instructional Lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Classroom Rules and Expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Yearbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. How useful do you think each of the Spreadsheets products would be in your classroom?

	Not at all useful 1	Somewhat useful 2	Moderately useful 3	Very useful 4	Extremely useful 5
a) Grade Book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Classroom Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Seating Chart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Pictograph	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Roll Book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VI. From the options below, please select the one that best describes your level of experience using technology in your teaching BEFORE the Getting Started Course.

- a) Expert User: You depend on technology daily for many important aspects of your work as a teacher.
- b) Advanced User: You frequently use technology in your work as a teacher.
- c) Intermediate User: You have used technology some in your work as a teacher.
- d) Novice User: You have used technology a few times, but not in your work as a teacher.
- e) Never Used: You had never used computer technology before this course.

VII. How many years of teaching experience do you have? *Please select the choice that best represents your experience.*

- a) Less than 3
- b) 3 to 9
- c) 10 to 20
- d) Over 20

VIII. How could the Intel Getting Started Participant Teacher training be improved? Please explain:

Intel® Teach Program Getting Started Course Participant Teacher Impact Survey

I. Please indicate how much you agree or disagree with the following statements on teaching and learning. For each item that follows, select the choice that best represents your position.

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
	1	2	3	4	5
a) Student-centered instruction helps students prepare for the 21 st century workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The most important goal of instruction is to encourage critical thinking among students. Learning facts is secondary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Student learning can be promoted through collaboration with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Students learn to think critically by reviewing and revising their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Student learning is best promoted through active exploration of ideas and materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Student activities should be connected to long-term goals to build understanding and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Teachers need to build on students' existing strengths to enhance their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) The content of students' learning should be at least partly based on student interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Since completing the Getting Started Course has there been a change in how frequently you do the following? For each item, select the choice that best represents your opinion.

	Do not do this	Do this less than I used to	About the same (No change)	Do this more than I used to	Not Applicable to me
a) Use technology to make your teaching more efficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Use the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Use computer technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Create technology productivity tools and products (for example, newsletters or grade sheets)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Use 21st century teaching and learning approaches with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Use student-centered instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Promote higher order thinking in students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Collaborate with other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Use facilitation skills with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Create action plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. The following statements are about challenges you may have faced when trying to integrate technology into your teaching since completing the Getting Started Course. For each item, select the choice that best represents your position.

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
a) You did not have adequate access to computing resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) You did not have adequate access to the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) You did not get adequate planning and preparation time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) You did not have strong enough computer skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) You did not have adequate administrative support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) You did not have adequate technical support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) You did not have adequate instructional support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. Since completing the training, have you used/created any of the productivity tools introduced in the Getting Started Course?

If you did not use a product please check the "Did not Use" box for that product and skip to the next product.

For each product that you used, select the choice that best represents your experience.

1. How useful have the Word Processing products been in your classroom?

	Did not Use	Not at all useful 1	Somewhat useful 2	Moderately useful 3	Very useful 4	Extremely useful 5
a) Assessment handout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Weekly Lesson Planner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Newsletter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Diagram	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How useful have the Multimedia products been in your classroom?

	Did not Use	Not at all useful 1	Somewhat useful 2	Moderately useful 3	Very useful 4	Extremely useful 5
a) Curriculum Preview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Student of the Week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Instructional Lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Classroom Rules and Expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Yearbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. How useful have the Spreadsheets products been in your classroom?

	Did not Use	Not at all useful 1	Somewhat useful 2	Moderately useful 3	Very useful 4	Extremely useful 5
a) Grade Book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Classroom Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Seating Chart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Pictograph	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Roll Book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

V. Where in your school do you have access to computers? Please select all the options that apply.

Note to evaluation team: Please add more response options as necessary. You may need to talk to teachers to find out the typical places in schools that they may have access to computers. For example, the Vietnam version of this survey has "Function Room" and "Principal's Office" and "Library" among the response options.

No access to computers in my school
Classrooms
Computer lab
Other

VI. How many computers are in your classroom? Please select the choice that best represents your response.

0 computers
1 computer
2-4 computers
5-7 computers
More than 7 computers

VII. In your school where do you have access to the Internet? Please select all the options that apply.

No access to Internet in my school
Classrooms
Computer lab
Other

VIII. How easy or difficult is it to schedule time in the computer lab/media center? Please select the choice that best represents your response.

- Very difficult*
- Difficult*
- Easy*
- Very easy*
- Do not know*

IX. How many years of teaching experience do you have? Please select the choice that best represents your experience.

- a) Less than 3
- b) 3 to 9
- c) 10 to 20
- d) Over 20

X. From the options below, please select the one that best describes your level of experience using technology in your teaching BEFORE the Getting Started Course.

- a) Expert User: You depend on technology daily for many important aspects of your work as a teacher.
- b) Advanced User: You frequently use technology in your work as a teacher.
- c) Intermediate User: You have used technology some in your work as a teacher.
- d) Novice User: You have used technology a few times, but not in your work as a teacher.
- e) Never Used: You had never used computer technology before this course.

Note to evaluation team: It is recommended to add other demographic questions as needed. "What subject do you teach?" and "What grade level do you teach?" are two demographic questions that can be included.

Intel® Teach Program Getting Started Course EDC/SRI Observation Protocol

This protocol guide is to be used during observations of the Getting Started Course. The goal of the observation is to understand the course as a teacher's learning experience and to be able to identify what teachers are taking away from the course.

Preparing your own Observation Protocol prior to conducting a Site Visit

This guide describes the type of information that should be gathered in each section of the observation protocol. The categories are recommended topics to cover, and are not all required. We expect that each evaluation team will want to create their own form that includes a subset of these categories, customized to fit their individual country's evaluation needs and notetaking styles.

Typically, a protocol will include the standard background questions, a brief description of the room, notes about the participants, and a description of the training process that is informed by the guiding questions provided in this document. The following sections contain the basic categories and questions you will want to use to prepare your observation protocol.

Background Information

The observation notes should start by recording basic information about the observation, for example:

- Observer name
- Date of observation
- Scheduled time for training
- Location of training
- Agenda times
- Actual start and end times
- Number of participants present at scheduled start time
- Number of participants registered for the Workshop (check with Trainer)
- Names of trainer and participants
- If appropriate, gather any handouts

Brief description of the room

Provide a description of the training environment. This information can help to explain logistical or technical obstacles that may arise during the training, or choices the trainer might make to modify the sequence or focus of the training.

- Description of training facility
- Layout of the room
- Technology resources available (number of computers, LCD projector, etc.)

Participants

Description of who is attending - trainers and participants. Examples of what we might want to find out about participants include:

- Type of school where the training is held
- Role of participants in school or district
- Participants' gender, race, etc.
- Level of trainer experience
- Level of participants' familiarity with Intel Teach programs
- How participants were recruited

Training Process

During the training, things to note are which modules were taught, the trainer's level of comfort conducting the training, and the participants' reactions to the experience.

- Listen for the questions asked by teachers - this is an indication of what they are learning from the training.
- Describe any dilemmas, obstacles, problems, or breakthroughs that the trainer experienced while teaching. How did he/she respond and what were participants' reactions to these responses? What types of discussions and challenges emerged from this process?
- Describe interactions between the trainers and participants, and between the participants themselves (e.g. note when teamwork, collaboration, independent work, or lecturing occurs).

Guiding Questions

This section is taken from the Getting Started Course Evaluation Manual, and outlines questions to keep in mind while observing the training. The Getting Started Course curriculum has 12 modules, and each module contains several exercises. The guiding questions given in this manual correspond to the numbered exercises in the curriculum. Not all exercises have questions—during some exercises, the evaluation team may develop their own questions, or use the time to observe other aspects of the training.

Module 1: Developing 21st Century Skills

Exercise 1: Identifying Essential Skills

- How clearly do the 21st century skills stand out in the essential skills questioning?
- Do teachers' comments and questions reflect an understanding of the nature of these skills? Why or why not?
- Do teachers feel that the essential skills discussion is relevant to their community? Why or why not?
- How is this discussion relevant to the school curricula?

Exercise 2: Comparing Classrooms of Today with Classrooms of Tomorrow

- How are the teachers able to relate this exercise to the main goals of the course?

- Are these points well-translated and localized? Identify any issues with the localization.
- Do participating teachers have experience with a student-centered approach?

Exercise 3: Learning About the Course

- How is the trainer presenting the 21st century skills?
- What are the questions teachers have about the contents of the course?
- Do they connect the course contents to the earlier discussions about essential skills?

Exercise 4: Introducing Yourself

- Evaluators should introduce themselves, and use this opportunity to say why they are here and what they will be doing during training.

Module 1 Summary

[It would be very useful for evaluators to write down teachers' comments during discussions.]

Module 2: Learning Computer Basics and the Internet

Pair and Share: Reflecting on Module 1

- What were the 21st century student-centered approaches that teachers found most interesting? Why?

Exercises 1 & 2: Naming the Parts and Moving the Mouse; and Working with Windows

- What are the areas teachers have difficulty with?
- Are teachers getting help if they need it, either from each other or the trainer?
- How are the teachers beginning to use the tools? What challenges are they encountering?

Exercise 3: Searching the Internet

- What internet sites are they shown? Do they go to any on their own? How is this information presented to them?
- What are teacher reactions to the information found on the Internet? Have they ever seen sites like this? How do they think it might be useful for their teaching and their students?
- What are the areas teachers have difficulty with?

Exercise 4: Using the Help Guide

- Do the explanations in the Help Guide make sense to teachers? Do they have experience using manuals like this?

[Throughout the training, notice whether teachers are using the Help Guide, and how the trainer is encouraging them to do so.]

Module 2 Summary

[It would be very useful for evaluators to write down teachers' comments during discussions.]

Module 3: Fostering Critical Thinking and Collaboration

Pair and Share: Reflecting on Module 2

- What are the possible applications of ICT to teaching that teachers talk about?
- Did the teachers mention any specific Internet resources and what use did they see in the resource?

Exercise 1: Engaging in Higher-Order Thinking

- Do teachers have experience with questioning techniques like those used in the “Top Discoveries and Inventions” activity? What are those experiences?

Exercise 2: Promoting Collaboration

- What are the teachers' experiences with collaboration? To what extent are teachers comfortable with the idea of facilitating collaboration? Are they raising any objections? Do they see the value in promoting collaboration?
- How are the teachers themselves collaborating? Is it an effective collaboration? How do the teachers decide who does what when they collaborate? Do the teachers assign one another roles on the teams? If so, how do they do so?

Exercise 3: Planning, Doing, Reviewing and Sharing

- What are teachers' reactions to the four-step iterative cycle of planning, doing, reviewing and sharing? Do they see the value in using the four-step iterative cycle?
- Do teachers receive any one step more enthusiastically over the others? Do they raise issues with any of the steps?

Module 3 Summary

[It would be very useful for evaluators to write down teachers' comments during these discussions.]

- What do teachers understand about the two behaviors of critical thinking, and collaboration?
- What are the connections teachers make between the theory and the three course goals?

Module 4: Discovering Word Processing

Pair and Share: Reflecting on Module 3

- What ideas did teachers come up with to promote higher-order analysis, synthesis, and evaluation in their classrooms?
- What opportunities did they outline for students to collaborate with one another?

Exercise 1: Exploring Word Processing Software

- What are the areas teachers have difficulty with?
- How are the teachers' technical skills developing in relation to the activities they are doing in the training?

Exercise 2: Discussing Word Processing Skills

- What activities or projects do the teachers come up with for students to use word processing software?

Exercise 3: Identifying Word Processing Resources

- Which word processing skills from the 9 listed are the teachers interested in learning? Why?

Exercise 4: Using Word Processing Skills

- What are the teachers' reactions to the required activity: "Assessment Handout"? Is this the best choice?
- What are the different ways of assessing students that teachers talk about?

Module 4 Summary

- What challenges are the teachers having following the exercises or completing the activity? What successes?

Module 5: Applying Word ProcessingPair and Share: Reflecting on Module 4

- Are the teachers saying that the 4-step iterative cycle helped them think critically and collaborate meaningfully? How are they talking about using this approach with their students after having used it themselves?
- Which of the 4 elective activities do teachers prefer, and why?
- What extra resources do teachers mention needing to be able to complete the activities?

Exercise 1: Creating Word Processing Productivity Tools

- Do teachers prefer to work alone on the elective word processing activities or in groups? What are their reasons for deciding whether to work alone or in a group?
- What are the products they are making, and why?

Exercise 2: Being a Critical Friend

- Are teachers successfully being critical friends to one another? What kind of feedback are they providing each other?
- Are teachers' comments substantive comments on specific issues or are they more general comments?
- Do the teachers' comments during the feedback sessions reflect understanding of the course approaches and goals?

Exercise 3: Showcasing Word Processing Productivity Tools

- What word processing productivity tools are being showcased? How do teachers think it will increase their productivity in their classrooms?
- What are some of the teacher comments during the feedback session?

Module 5 Summary

- What challenges are the teachers having following the exercises or completing the activity? What successes?
- What new ideas do teachers have about how word processing software can help in their teaching?

Module 6: Discovering MultimediaPair and Share: Reflecting on Module 5

- What word processing productivity tools did teachers show interest in? Why?
- Do teachers think that having their students be critical friends and participate in showcases will improve their critical thinking and collaboration? Why or why not?

Exercise 1: Exploring Multimedia Software

- What are the areas teachers have difficulty with?
- How are the teachers' technical skills developing in relation to do the activities in the training?

Exercise 2: Discussing Multimedia Skills

- How do teachers discuss multimedia software? What do they like or dislike about it?

Exercise 3: Identifying Multimedia Resources

- Which multimedia skills from the 9 listed are the teachers interested in learning? Why?

Exercise 4: Using Multimedia Skills

- How is this tool received by teachers? Do they find that creating a curriculum preview presentation is a useful exercise?
- Do teachers consider it important to inform students and parents of the content they will be teaching in the year ahead?

Module 6 Summary

- What challenges are the teachers having following the exercises or completing the activity? What successes?

Module 7: Applying Multimedia

Pair and Share: Reflecting on Module 6

- Which of the 4 elective activities do teachers prefer, and why?
- What extra resources do teachers mention needing to be able to complete the activities?

Exercise 1: Creating Multimedia Productivity Tools

- Do teachers prefer to work alone on the elective multimedia activities or in groups? What are their reasons for deciding whether to work alone or in a group?
- What are the products they are making, and why?

Exercise 2: Showcasing Multimedia Productivity Tools

- What multimedia productivity tools are being showcased? How do teachers think it will increase their productivity in their classrooms?
- What are some of the teacher comments during the feedback session? Are they being good critical friends?

Module 7 Summary

- What challenges are the teachers having following the exercises or completing the activity? What successes?

Module 8: Discovering Spreadsheets

Pair and Share: Reflecting on Module 7

- What multimedia productivity tools did teachers show interest in? Why?
- How do teachers plan to use the Internet, word processing software, multimedia software, and other technology to communicate and collaborate with others? Do they think doing so will help their students learn better?

Exercise 1: Exploring Spreadsheets Software

- What are the areas teachers have difficulty with?
- How are the teachers' technical skills developing in relation to do the activities in the training?

Exercise 2: Discussing Spreadsheet Skills

- How do teachers discuss spreadsheets software? What do they like about it?

Exercise 3: Identifying Spreadsheets Resources

- Which spreadsheets skills from the 9 listed are the teachers interested in learning? Why?

Exercise 4: Using Spreadsheets Skills

- Do teachers view creating a grade book as useful to them? How is this tool received?

Module 8 Summary

- What challenges are the teachers having following the exercises or completing the activity? What successes?
- Are spreadsheets more difficult for this group of teachers than word processing and multimedia software?

Module 9: Applying Spreadsheets

Pair and Share: Reflecting on Module 8

- Which of the 4 elective spreadsheets activities do teachers prefer, and why?
- What extra resources do teachers mention needing to be able to complete the activities?

Exercise 1: Creating Spreadsheets Productivity Tools

- Do teachers prefer to work alone on the elective spreadsheets activities or in groups? What are their reasons for deciding whether to work alone or in a group?
- What are the products they are making, and why?

Exercise 2: Showcasing Spreadsheets Productivity Tools

- What spreadsheets productivity tools are being showcased? How do teachers think it will increase their productivity in their classrooms?
- What are some of the teacher comments during the feedback session?

Module 9 Summary

- What challenges are the teachers having following the exercises or completing the activity? What successes?

Module 10: Developing 21st Century Approaches

Pair and Share: Reflecting on Module 9

- What spreadsheets productivity tools did teachers show interest in? Why?
- How do teachers plan to use the Internet, word processing software, multimedia software, spreadsheets software, and other technology to collect and analyze data, interpret results, and communicate their findings? Do they think doing so will improve their instructional practices and maximize student learning?

Exercise 1: Facilitating Learning

- How are the skills for facilitating learning presented to the teachers? How are they received?
- What concerns do teachers raise about facilitating learning? How are these concerns addressed, especially in connection to the course goals? Do teachers still have concerns about facilitating the course?

- What are some of the questions that teachers developed? Do they meet the criteria of 21st century questions?
- What are some intervention strategies that teachers develop?

Exercise 2: Accepting Change

- What are the teachers saying about accepting change?

Exercise 3: Promoting Key Skills

- What are the teachers saying about the key skills?
- Do teachers recognize the characteristics of 21st century learning environments as relevant and valuable for their own students?
- Do they prefer any one element of effective learning environments outlined in the training over the others?

Module 10 Summary

- What challenges are the teachers having following the exercises or completing the activity? What successes?

Module 11: Planning and Doing your Action Plan

Pair and Share: Reflecting on Module 10

- What facilitation skills did teachers show interest in? Why?
- Which 21st century student-centered approaches did teachers like or dislike?

Exercise 1: Understanding Action Plans

- How do teachers react to the idea of action plans? Is it familiar to them or is it a new concept?

Exercise 2: Planning Your Action Plan

- Do teachers prefer to work alone on planning their action plans or in groups?
- What are the aspects of their instruction that teachers want to change?

Exercise 3: Doing Your Action Plan

- How are the teachers planning to accomplish the changes they are proposing in their action plans? What resources or support do they envision needing?

Module 11 Summary

- Do teachers think creating action plans are useful to them? How is it received?

Module 12: Reviewing and Sharing Your Action Plan

Exercise 1: Reviewing Your Action Plan

- How are the teachers planning to accomplish the changes proposed in their action plans? What resources or support do they envision needing?

Exercise 2: Sharing Your Action Plan

- How specific or general are the actions plans being shared? How do teachers think it will increase their productivity in their classrooms?
- What are some of the teacher comments during the feedback session?

Exercise 3: Developing Collaborative Work Groups

- Are the teachers interested in developing collaborative work groups? What are the benefits and challenges they see?

Exercise 4: Evaluating the Course

[There is no participant-wide course evaluation form in this study. Only teachers from the select representative sample will be receiving the evaluation protocols. However, the course staff may have included a participant feedback form for their purposes, if so, that is not part of this evaluation study.]

Exercise 5: Concluding the Course

Module 12 Summary

- What did teachers find most valuable about the course? Is the focus mostly on the technology tools, or are teachers excited about the 21st Century skills of collaboration and critical thinking?
- How do teachers envision the course might impact their teaching practice?

Intel® Teach Program Getting Started Course Master Teacher Interview (After MT's own training and/or Trainings with PTs)

Introduction: Thank you for taking the time to talk with me today. The purpose of this interview is for us to learn more about how you view the Intel Getting Started Course on the impact you think it will have on teachers in your school. Your answers to these questions will be used in a larger case study of the Getting Started program to identifying areas for improving the program. This interview is not used to judge you, the training you deliver to teachers in your school, or your teaching.

We will be asking you some questions about your background, your experience with the Getting Started Course, and the value you believe it will have to teachers in your school.

We want to assure you that this project does not evaluate you or your school; we're looking to learn from your experiences to get a better understanding of how the Intel Getting Started Course is working for you, your school, and your country.

BACKGROUND

1. Can you tell me a little about your background as a teacher? (How long? What age levels? Where? How you became an ICT teacher?)
2. What kinds of experiences have you had with training teachers to use technology in the past? (*Note to evaluator/interviewer: Make sure they understand we're asking about before the GS course.*)
3. What kinds of experiences have you had with 21st century teaching and learning approaches before the Getting Started Course?

[IF APPLICABLE] Can you tell me when you first learned about or started thinking about some of these ideas? Can you tell me what you thought?

EXPERIENCE WITH THE GETTING STARTED COURSE

4. When did you take the Getting Started Course? Please describe a little about your experience in the course. (Was the course what you expected?)
5. What were some of the main things that were taught in the Getting Started Course? Were any of these things new to you?

Note to evaluator: Ask further questions on:

- a) Particular features of the technology, such as the Help Guide, or particular kinds of products, such as classroom assessment, curriculum preview, or grade book;
- b) Elements of 21st c. learning, including hands-on experience with teacher facilitation, collaboration, cycles of production, and representing ideas or information;
- c) Action planning.

6. What did you feel was most interesting or valuable to you in the course? (What aspects of the course did you like the best? What aspects weren't as useful?)
7. Did your training include guidance on how you would yourself train teachers at your school? How so? How much do you feel prepared to conduct a training yourself? What else might help you in your preparation?

EXPERIENCE IN CONDUCTING PT TRAININGS (MAY NOT YET BE APPLICABLE)

8. Have you conducted any trainings yet with teachers at your school? (At other schools?) How many so far? When? (*Note to evaluator: Ask further questions on the approximate time frame, e.g., "started one in January that I completed last week."*)
9. How do you feel the training went (or, how has it been going?)? Can you say what has gone well? What hasn't gone well?
10. How much have your teachers been learning about technology in the course? About 21c. pedagogy?

Note to evaluator: Ask further questions on:

- a) Technology skills, including the four technology areas and the Internet, resources for learning such as the Help Guide or peers, and creating products such as newsletters or curriculum overviews;
 - b) Elements of 21st c. learning, including hands-on experience with teacher facilitation, collaboration, cycles of production, and representing ideas or information; and
 - c) Action planning.
11. [IF APPLICABLE] Thinking about the challenges in conducting the training that you've mentioned, what could make it go better? Are there additional resources or supports that you need? What else might help you in your preparation to conduct trainings in the future?

IMPACT ON MASTER TEACHERS' OWN CLASSROOM PRACTICE

12. Have you been able to apply what you have learned in the Getting Started course in your own classroom teaching? What have you applied or used? Where and when? Have you been able to create anything new using technology since taking the course?
13. Has the course had any impact on your teaching? On your classroom practice? On your planning and preparation? (*Note to evaluator: Ask further questions on same specifics as in Q4, as needed, with attention to the applicability of the Action Plan they created in the course.*)
14. Have you wanted to apply things you learned in the course that you haven't been able to apply yet? Can you say more about this? Have there been any particular barriers, such as technology access, curriculum requirements,

preparation time, or school policies, that have affected you in applying what you've learned in your own teaching?

LOOKING FORWARD

15. Looking ahead, do you think that your teaching practices and approaches might change, especially with respect to use of technology or supporting students for learning 21st century skills? If so, how?

16. What kinds of changes in instruction or reform efforts are underway in your school, as far as you know? Do you feel the course aligns or supports those reform efforts? How so?

17. Do you think the skills, approaches, or ideas in the Getting Started Course can, over time have more of an impact on your teaching? On how others teach in your school? On teaching or learning generally in your region?

18. Based on your experiences, do you think most classroom subject matter teachers would be interested in (or benefit from) taking the Getting Started Course? Why or why not?

19. Is there anything else about the Getting Started Course and your experiences since taking the course that you would like to comment on?

[IF APPLICABLE] Anything else about your experiences in conducting the course training yourself that you'd like to comment on?

Thank you for taking the time to talk with us today! Your feedback helps the Intel Getting Started Course improve and grow.

Intel® Teach Program Getting Started Course Participant Teacher Training Interview

Introduction: Thank you for taking the time to talk with me today. The purpose of this interview is for us to learn more about your experience in the Intel Getting Started Course. Your answers to these questions will be used in a larger case study of the Getting Started program to identify areas for improving the course. This interview is not used to judge you or your teaching.

We will be asking you some questions about your background, your experience with the Getting Started Course and its value to you in your teaching.

We want to assure you that this project does not evaluate you or your school; we're looking to learn from your experiences to get a better understanding of how the Intel Getting Started Course is working for you, your school, and your country.

BACKGROUND

1. Can you tell me a little about your background as a teacher? (How long? What age levels? Where? Where trained?)
2. What kinds of experiences had you had with technology before you took the Getting Started Course? (Had you taken computer classes? Used computers? How much? For what purposes?)

EXPERIENCE WITH THE GETTING STARTED COURSE

3. Please describe a little about your experience in the Getting Started Course. Is the course what you expected? If not currently in the course, when did you take the Getting Started Course?
4. What are some of the main things that you are learning in the Getting Started Course? Are these things new to you?

Note to evaluator: Ask further questions on:

- a) Technology skills, including technology areas and the Internet, resources for learning such as the Help Guide or peers, and creating products such as newsletters or curriculum overviews;
- b) Elements of 21st c. learning, including hands-on experience with teacher facilitation, collaboration, cycles of production, and representing ideas or information;
- c) Action planning.

5. What do you feel has been the most interesting or valuable to you in the course so far? What aspects of the course have you liked the best? What aspects haven't been as useful?
6. Do you expect you will be able to apply what you have learned in the course? (What do you think you will be able to apply or use? Where and when might it fit in with your teaching practice?)
7. Do you expect the course will have any impact on your teaching? (On your classroom practice? On your planning and preparation?)
8. Tell us about your Action Plan. What are you hoping to do with it, and how useful do you expect it to be in your teaching?

YOUR SCHOOL

9. What type of computers and Internet access do you have in your school? How do you expect this to impact your ability to implement what you learn in the course?
10. What kinds of changes in instruction or reform efforts are currently underway in your school, as far as you know? (*Note to evaluator: Ask further questions on reforms related to technology, pedagogy, or curriculum; and also whether the reform is initiated at the local, regional or country level.*)

LOOKING FORWARD

11. Looking ahead, do you think that your teaching practices and approaches might change, especially with respect to use of technology or supporting students for learning 21st century skills? (If so, how?)
12. Do you think the skills, approaches, or ideas Getting Started Course can, over time have more of an impact on your teaching?
13. Based on your experiences, do you think *other* teachers that you know would be interested in taking the Getting Started Course? Why or why not?
14. Is there anything else about the Getting Started Course and your experiences since taking the course that you would like to comment on?

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Intel® Teach Program Getting Started Course Participant Teacher Follow-Up Interview (About 6-12 months following Training)

Introduction: Thank you for taking the time to talk with me today. The purpose of this interview is for us to learn more about how the Intel Getting Started Course has affected your teaching practice. Your answers to these questions will be used in a larger case study of the Getting Started program to identify areas for improving the program. This interview is not used to judge you or your teaching.

We will be asking you some questions about your background, your experience with the Getting Started Course and its value to you in your teaching.

We want to assure you that this project does not evaluate you or your school; we're looking to learn from your experiences to get a better understanding of how the Intel Getting Started Course is working for you, your school, and your country.

BACKGROUND

1. Can you tell me a little about your background as a teacher? (How long? What age levels? Where? Where trained?)
2. What kinds of experiences had you had with technology before you took the Getting Started Course? (Had you taken computer classes? Used computers? How much? For what purposes?)

EXPERIENCE WITH THE GETTING STARTED COURSE

3. When did you take the Getting Started Course? Please describe a little about your experience in the course. (Was the course what you expected?)
4. What were some of the main things that were taught in the Getting Started Course? Were these things new to you?

Note to evaluator: Ask further questions on:

- a) Technology skills, including technology areas and the Internet, resources for learning such as the Help Guide or peers, and creating products such as newsletters or curriculum overviews;
 - b) Elements of 21st c. learning, including hands-on experience with teacher facilitation, collaboration, cycles of production, and representing ideas or information;
 - c) Action planning.
5. What did you feel was most interesting or valuable to you in the course? (What aspects of the course did you like the best? What aspects weren't as useful?)

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IMPACT ON PARTICIPATING TEACHERS

6. Have you been able to apply what you have learned in the course? (What have you applied or used? Where and when? Have you been able to create anything using technology in your school?)
7. Has the course had any impact on your teaching? (On your classroom practice? On your planning and preparation?)

Note to evaluator: Ask further questions on:

- a) Technology use in teaching?
- b) Elements of 21st c. learning (teacher facilitation, collaboration, cycles of production, and representing ideas or information using alternative means)?
- c) Action planning? Did you use your action plan after the course?

YOUR SCHOOL

8. What type of computers and Internet access have you had since taking the Getting Started Course? (***Note to evaluator: Ask further questions on how this has affected the possible application of aspects of the course.***)
9. What kinds of changes in instruction or reform efforts are currently underway in your school, as far as you know? (***Note to evaluator: Ask further questions on reforms related to technology, pedagogy, or curriculum; and also whether the reform is initiated at the local, regional or country level.***)

LOOKING FORWARD

10. Looking ahead, do you think that your teaching practices and approaches might change, especially with respect to use of technology or supporting students for learning 21st century skills? (If so, how?)
11. Do you think the skills, approaches, or ideas Getting Started Course can, over time have more of an impact on your teaching?
12. Based on your experiences, do you think *other* teachers that you know would be interested in taking the Getting Started Course? Why or why not?
13. Is there anything else about the Getting Started Course and your experiences since taking the course that you would like to comment on?

Thank you for taking the time to talk with us today! Your feedback helps the Intel Getting Started Course improve and grow.

Intel® Teach Program Getting Started Course School Leader Interview

Introduction: Thank you for taking the time to talk with me today. The purpose of this interview is to hear about your perspective on the impact of the Intel Getting Started Course in your school. Your answers to these questions will be used in a larger case study examining the impact of Getting Started and identifying areas for improvement of the program. We will be asking you some questions about your background, your experience with the Getting Started Course and its implementation in your school, and the larger reform goals that the program is a part of in your region or country.

We want you to know that this project does not evaluate you or your school; we're looking to learn from your experiences to get a better understanding of how the Intel Getting Started Course is working in your school and in your country more broadly.

BACKGROUND

1. What is your background in education? (Years as a school leader? Teaching experience? Professional training?)
2. Please tell me about your history here at this school. How long have you been here, and what roles have you had?
3. What has been your involvement with bringing the Intel Getting Started Course to your school?

IMPLEMENTATION OF THE GETTING STARTED COURSE

4. How many teachers in your school are involved with the Getting Started Course? Are there plans to train more teachers?
5. How does the Getting Started Course fit with larger reform goals in your school?
6. What, if any, infrastructural challenges (computers, internet access) have teachers faced during the Getting Started Course?
7. What kinds of technology infrastructure challenges do you face in your school in general?

IMPACT ON PARTICIPATING TEACHERS

8. What is your experience with the Intel Getting Started Course? Have you had an opportunity to observe a training?
 - a) If YES, what were your impressions?
 - b) If NO, what, if anything, have you heard from participating teachers?
9. In what ways do you think the training is preparing teachers to use technology in their work as teachers?

10. What have you seen or heard about teachers doing with technology as a result of the training?
11. In what ways, if any, have you seen that the training is introducing teachers to new pedagogies or ways of teaching?
12. Have you seen an impact on teachers' work with students as a result of their participation in the Getting Started Course? If yes, please describe.
13. What other impact on participating teachers, if any, have you seen or heard about in your school as a result of the Getting Started Course?

REFORM CONTEXT AND FUTURE PLANS

14. What are your school's long-term goals for using technology to support teaching and learning?
15. How does implementation of the Getting Started Course fit with larger reform goals in your school? (e.g. goals related to teachers' use of technology and student-centered pedagogy)
16. How does implementation of the Getting Started Course fit with larger educational reform goals in your region or country?
17. Based on what you have observed in your school and among your teachers, how interested do you think *other* school leaders would be in having the Getting Started Course at their school? Why or why not?
18. Is there anything else about the Getting Started Course and the experiences of Participant Teachers that you would like to comment on?

Thank you for taking the time to talk with us today! Your feedback helps the Intel Getting Started Course improve and grow.