



Evaluation Resources

Intel<sup>®</sup> Learn Program

## Staff Training Evaluation Manual



IN COOPERATION WITH

SRI International



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

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Revision 1.0  
May, 2007



# Staff Training Evaluation Manual

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## From Staff

- **Form 1: Staff Training Survey**  
**Time:** Once  
**Details:** Completed at conclusion of Staff Training  
**Sample Size:** All new staff
- **Form 2: Attendance Reporting**  
**Time:** Once at end of Batch  
**Details:** Staff completes and reports according to established criteria  
**Sample Size:** All locations
- **Form 3: Learner Work Sample Collection Forms**  
**Time:** Once  
**Details:** Staff submits learner products that represent work across levels of achievement from three points in the program  
**Sample Size:** Varies by maturity of country implementation.<sup>1</sup> *Pilot:* 105 or more pieces of learner work for each Batch session. *Scale-up:* 105 or more samples, twice a year. *Ongoing:* 105 or more samples, once a year.
- **Form 4: Staff Final Survey**  
**Time:** Once  
**Details:** Staff completes after Batch sessions are completed, providing general evaluation data. Number of questions varies by level of implementation. *Pilot:* All questions. *Scale-up:* Set of core and optional questions. *Ongoing:* Set of core questions.  
**Sample Size:** 20-30% of staff

## From Evaluators

- **Form 5: Observation Logs**  
**Time:** After site visits  
**Details:** Evaluator completes Cover Page and collaboration checklist, attaching an electronic document of field notes  
**Sample size:** Varies by maturity of country implementation. *Pilot:* 6-8 sites during 1<sup>st</sup> and 2<sup>nd</sup> Batch sessions. *Scale-Up:* 6-8 visits to a mix of new and old centers, twice a year. *Ongoing:* 4-6 visits to a mix of new and old centers, once a year.
- **Form 6: Learner Work Evaluation Rubric**  
**Time:** At end of Batch session or year  
**Details:** Designed to give evaluators consistent criteria for evaluating learner work  
**Sample Size:** All learner work collected

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<sup>1</sup> The evaluation varies by maturity of implementation in each country. *Pilot* is approximately the first 1-2 sessions in the country, *Scale-up* is 12-18 months following the pilot, and *Ongoing* is all implementations thereafter. For further details, see Evaluation Manual: Introduction.

# Form 1: Staff Training Survey

We are interested in learning about your perspective on the Intel® Learn Program training and would like you to answer the following questions about it.

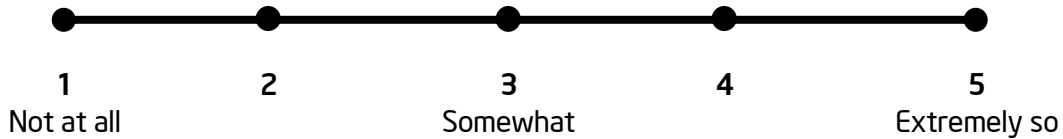
1. **Having completed your training, how well-prepared do you feel to do the following activities with your learners? For each item that follows, select the choice that best represents your experience.**

<b>I. Technology Skills</b>	<b>Not at all prepared</b>	<b>Moderately prepared</b>	<b>Prepared</b>	<b>Well prepared</b>	<b>Very well prepared</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a. Facilitate learners' open exploration of new technology tools.					
b. Support learners' use of varied resources (e.g., peers, <i>Skills Book</i> ) to learn new skills.					
c. Encourage learners in trying new skills for each activity and new activities for each technology area.					

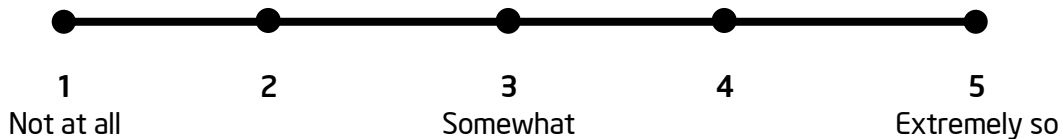
<b>II. Critical Thinking</b>	<b>Not at all prepared</b>	<b>Moderately prepared</b>	<b>Prepared</b>	<b>Well prepared</b>	<b>Very well prepared</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
d. Help learners follow the process of planning, doing, reviewing, and sharing their work.					
e. Support learners in creating original work products that reflect their own unique ideas.					
f. Help learners create products that communicate clear messages and match intended purposes.					
g. Facilitate groups of learners in managing open-ended, complex projects.					

III. Collaboration	Not at all prepared 1	Moderately prepared 2	Prepared 3	Well prepared 4	Very well prepared 5
h. Help learners ensure that all members are active participants in group activities (e.g., project work, presentations).					
i. Support learners in sharing goals, strategies, and ideas.					
j. Support learners in asking one another questions and helping one another as they work on their product.					
k. Promote peer-to-peer review and constructive feedback for improvements and further development.					

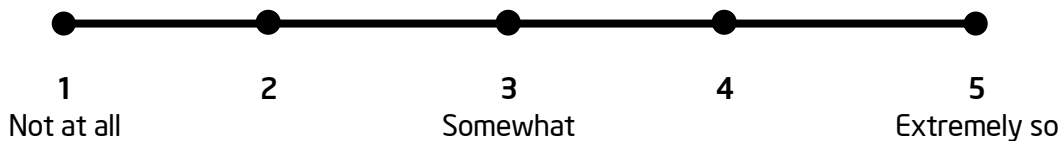
2. To what extent do you feel the Staff Training has prepared you to facilitate according to a method different from more traditional methods? Circle one number:



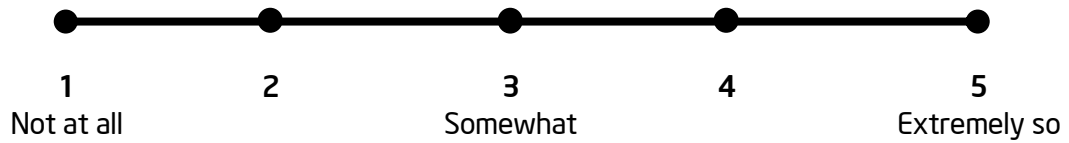
3. To what extent do the Staff Manual and related materials provide you with the resources you need to facilitate the course with learners? Circle one number:



4. To what extent do you feel you will need additional training or support to be able to address challenges that arise while you are facilitating the course? Circle one number:



5. Overall, how well do you think the Staff Training has prepared you to facilitate the course? Circle one number:



6. Are you (or have you ever been) a classroom teacher?

- a. Yes Number of years:\_\_\_\_\_
- b. No

7. How could the Staff Training be improved? Please explain:

## Form 2: Attendance Reporting

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Please report the following types of attendance data for a batch once you have completed that batch. Send the data to your local coordination team, using the Sample Attendance Reporting Table (below). This table helps you report your final numbers for the whole batch at the end of the batch. Note that as you implement the program with learners, you will also keep daily attendance for all batches.

- **Number of Learners that Started**
- **Number of Learners that Completed**

Of those who completed, distribution by:

Gender:

- **Number of Males**
- **Number of Females**

Age:

- **Number of Learners Ages 8-11**
- **Number of Learners Ages 12-13**
- **Number of Learners Ages 14-16**

**Sample Attendance Reporting Table**

Batch # _____ Dates _____	Number
Learners that Started	
Learners that Completed	
<i>Of those learners who completed this batch:</i>	
Number of Males	
Number of Females	
Learners aged 8-11	
Learners aged 12-13	
Learners aged 14-16	

# Form 3: Learner Work Sample Collection Form

If asked by your Intel® Learn evaluation team, you will select a number of samples of learner work to submit. You will be asked to select approximately five samples from three points in the program—the early, middle, and later parts of Technology and Community and Technology at Work—for a total of 15 samples. The work you select should include products that you think are at a lower level of achievement and work at a high level of achievement, with some in between. Try, as much as possible, to collect samples from the same groups of learners for the early, middle, and later activities. If asked by your evaluation team, please also provide a rationale for why you chose to submit each piece of work.

**Name:**

**Center:**

## a) Early Activities

*Please write the number of products submitted next to the activity name.*

<b>Technology and Community: Graphics</b>	
_____ Postage Stamp	_____ Signs
_____ Desktop Display	_____ Map
_____ Postcard	
<b>Technology at Work: Teacher</b>	
_____ Certificate	_____ Schedule
_____ Grade Book	_____ Newsletter

## b) Middle Activities

*Please write the number of products submitted next to the activity name.*

<b>Technology and Community: Word Processing and Spreadsheets</b>	
_____ Flyer	_____ Survey
_____ Business Cards	_____ Transportation
_____ Reference Guide	_____ Statistics
_____ Calendar	_____ Budget
_____ Article	
<b>Technology at Work: Healthcare Worker and Engineer</b>	
_____ Survey Form	_____ Floor Plans
_____ Pictograph	_____ Illustration
_____ Interactive Design	_____ Project Management Plan
_____ Public Service Announcement	_____ Proposal

**c) Later Activities**

*Please write the number of products submitted next to the activity name.*

<b>Technology and Community: Multimedia and Project</b>	
_____ Advertisement	_____ Talents
_____ Timeline	_____ Scrapbook
_____ Role Model	_____ Project
_____ News Program	
<b>Technology at Work: Entrepreneur and Project</b>	
_____ Logo and Letterhead	_____ Web Site
_____ Financial Plan	_____ Portfolio
_____ Brochure	_____ Project



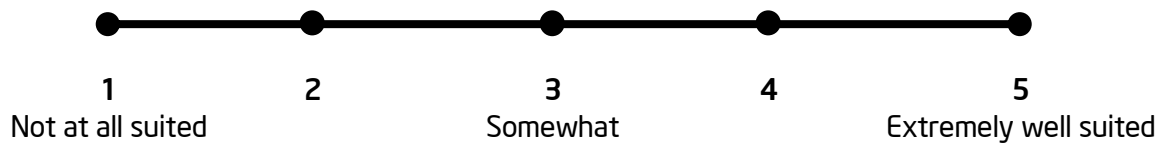
# Form 4: Staff Final Survey

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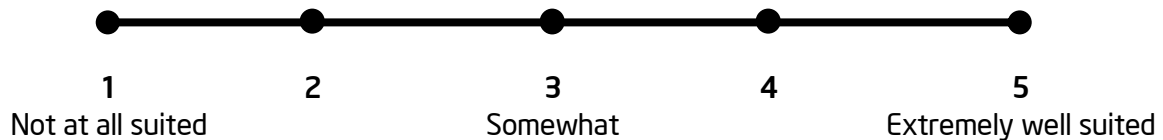
We are interested in learning about your perspective on the Intel® Learn Program and would like you to answer the following questions about it. Please complete each section according to the instructions provided. Thank you!

## COURSE MATERIAL

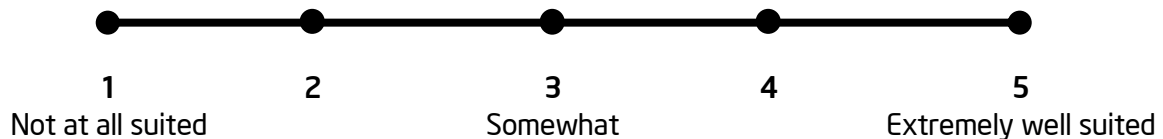
1. To what extent were the course activities appropriate to your learners' culture and interests? Circle one number:



2. To what extent were the Final Project topics appropriate to your learners' culture and interests? Circle one number:



3. How useful was the Skills Book in helping the learners learn new technical skills? Circle one number:

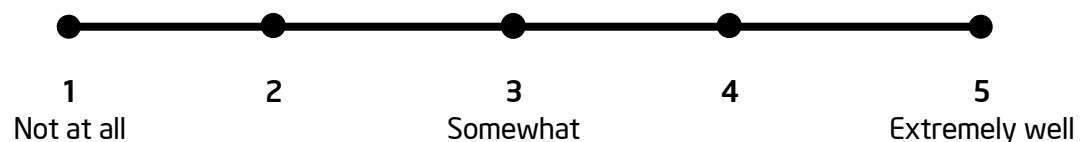


4. Have you used the CD version of the curriculum with your learners?

- a. Yes (ANSWER questions 4a and 4b)
- b. No (SKIP TO question 5)

- 4a. How well were your learners able to use the CD version of the curriculum?

Circle one number:



**4b. If your learners encountered challenges using the CD version of the curriculum, what were the most typical challenges?**

- a. Switching between windows on the computer
- b. Finding activities in the CD
- c. Getting distracted with other programs or applications (e.g., the Internet)
- d. No challenges encountered
- e. Other (describe):

**LEARNING PROCESSES AND OUTCOMES FOR LEARNERS**

**5. By the time the learners began their Final Project, how well-prepared were they to undertake the project with regard to each of the following:**

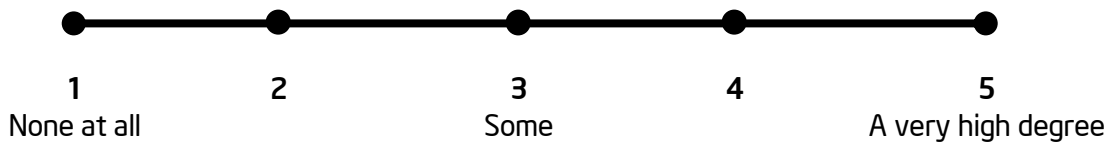
<b>I. Technology Skills</b>	<b>Not at all prepared 1</b>	<b>Moderately prepared 2</b>	<b>Prepared 3</b>	<b>Well prepared 4</b>	<b>Very well prepared 5</b>
a. Exploring new technology tools.					
b. Using varied resources (e.g., peers, <i>Skills Book</i> ) to learn new skills.					
c. Applying multiple skills to complete an activity or project.					

<b>II. Critical Thinking</b>	<b>Not at all prepared 1</b>	<b>Moderately prepared 2</b>	<b>Prepared 3</b>	<b>Well prepared 4</b>	<b>Very well prepared 5</b>
d. Following the process of planning, doing, reviewing, and sharing their work.					
e. Creating original work products that reflect their own unique ideas.					
f. Creating products that communicate clear messages and match intended purposes.					
g. Managing open-ended, complex projects.					

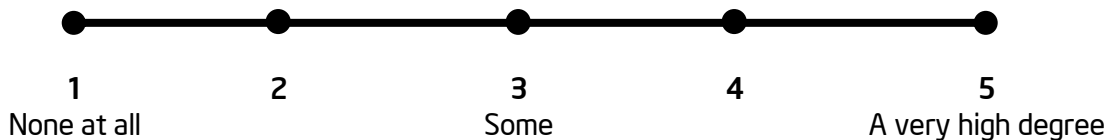
III. Collaboration	Not at all prepared 1	Moderately prepared 2	Prepared 3	Well prepared 4	Very well prepared 5
h. Ensuring that all members were active participants in group activities (e.g., project work, presentations).					
i. Sharing goals, strategies, and ideas.					
j. Asking one another questions and helping one another while working on their project.					
k. Reviewing peers' work and giving constructive feedback for improvements and further development.					

6. In general, during the course how much change in learners' abilities would you say occurred in each of the following areas:

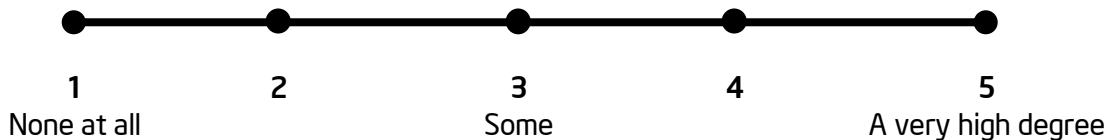
a. Technical skills? Circle one number:



b. Critical thinking and problem solving? Circle one number:



c. Collaborative work with peers? Circle one number:



**7. For each of the following, please identify the resource that learners used most often when they had questions about:**

**a. Technical Skills (e.g., how to insert WordArt, save a document or highlight a word)? Circle one number:**

- i. Other Learners
- ii. Staff
- iii. Written Course Materials

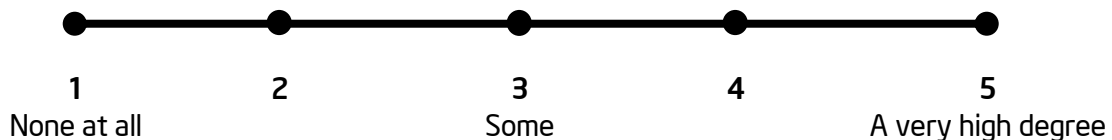
**b. Course assignments (e.g., what they were expected to do for activities and projects)? Circle one number:**

- i. Other Learners
- ii. Staff
- iii. Written Course Materials

**c. Planning or design issues (e.g., what would be a nice style or good way to present an idea)? Circle one number:**

- i. Other Learners
- ii. Staff
- iii. Written Course Materials

**8. In general during the course, to what extent did your learners meaningfully connect their work in Intel Learn with their community or future work possibilities?**



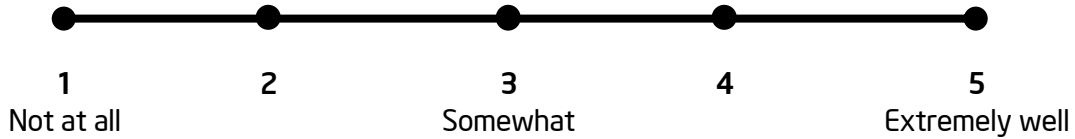
**9. Approximately what percentage of the children you taught in this program were not enrolled in (had dropped out of) the formal school system?**

- a. Less than 10%
- b. 10-25%
- c. 25-50%
- d. 50-75%
- e. More than 75%

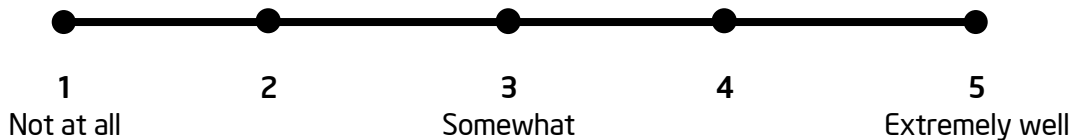
**STAFF TRAINING, MATERIALS AND SUPPORT**

**10. How well did the training that you received for this course prepare you to help learners improve in the following areas:**

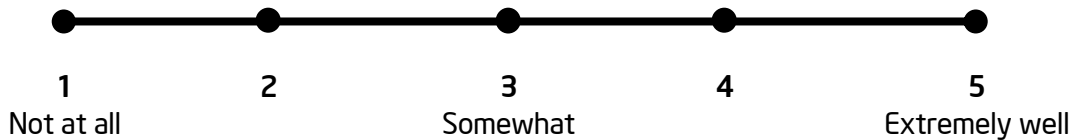
a. **Technical skills? Circle one number:**



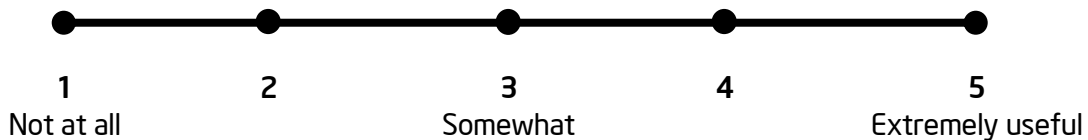
b. **Critical thinking and problem solving? Circle one number:**



c. **Collaborative work with peers? Circle one number:**



**11. As you taught the course, to what extent did you find the Staff Manual and related materials to be useful? Circle one number:**



**12. Were there times during the course when you taught differently from the way suggested in the training or staff materials? Circle one answer:**

- a. Yes, often
- b. Yes, only on occasion
- c. No

**13. If you taught differently from the way suggested in the Staff Training, how was it different? Circle the two most significant changes you made:**

- a. Modified the curriculum to suit local culture
- b. Changed the time allocation for certain parts
- c. Individualized for different learners

- d. Demonstrated or lectured more
- e. Other:

**14. Were there particular difficulties or challenges to you in facilitating the course? Circle one answer:**

- a. Yes, the course was very difficult to facilitate
- b. Yes, but I was able to overcome most difficulties
- c. No

**15. If you did face challenges, what was the nature of the challenges? Circle the two most difficult challenges you faced:**

- a. Using the curriculum with the learners as shown during training
- b. Helping learners use the technology
- c. Helping learners with critical thinking, such as planning, problem-solving, and decision-making
- d. Helping learners collaborate with peers
- e. Helping motivate learners to engage actively in the program
- f. Managing the classroom and the learners' behavior
- g. Other:

**16. If you did face challenges, did you receive the ongoing support you needed to address or solve the problem? Circle one answer:**

- a. Yes, the support was sufficient
- b. Yes, but would like more
- c. No

**17. Would you recommend changes to Staff Training, Staff Manual, and staff on-going support? Circle one answer:**

- a. Yes
- b. No

If "Yes" please explain:

**18. Are you (or have you ever been) a classroom teacher?**

- a. Yes Number of years:\_\_\_\_\_
- b. No

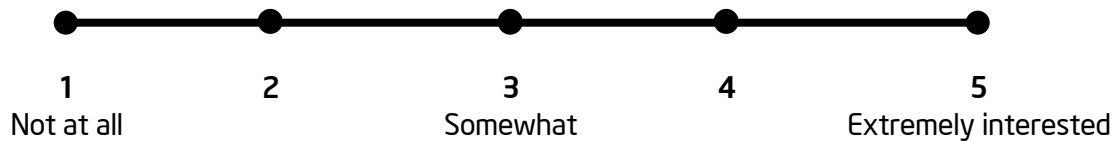
**19. Did you find yourself using techniques learned in Intel Learn in teaching other subjects? If yes, in what ways?**

- a. Yes
- b. No
- c. Not a classroom teacher

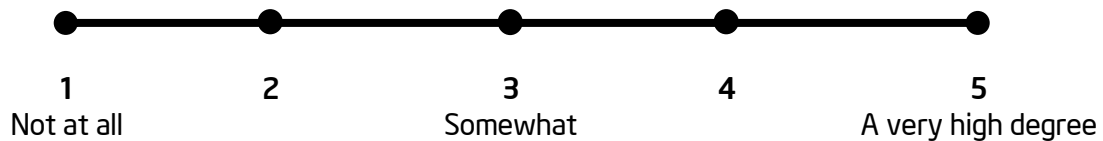
If "Yes" please explain:

### FUTURE EFFORTS

**20. In general, how interested do you think other children in your community would be in taking a course like the one you have just facilitated? Circle one number:**



**21. How much have you changed as a facilitator because of your participation in this program? Circle one number:**



**22. If you have additional comments about any aspect of the program, please add them here:**

# Form 5: Observation Logs

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Please fill out this Cover Sheet to accompany your notes and collaboration checklist for each site visit you make.

## BACKGROUND INFORMATION

**Center Name and Location:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Start time of observation:** \_\_\_\_\_

**End time:** \_\_\_\_\_

### Schedule of course:

- 15 two-hour sessions
- Other (describe)

**Session Number (e.g., 7<sup>th</sup> session):**

**Session Topic (e.g., spreadsheets):**

### Ages of Learners:

- 8-11
- 12-13
- 14-16
- Other

**Number of Learners in Session:**

### Typical Number of Learners per Computer:

**Please check the most common number of learners per computer:**

- 1
- 2
- 3
- 4
- 5 or more

**Number of Staff:**

**Others Present:**

**Number of Computers in Room:**

### Spatial Arrangement of Room:

- Desks/computers in rows
- U-shape
- Other (specify)
- Tables with computers
- Clusters of desks/computers

### Version of Curriculum in Use:

- Printed Books
- Combination of books and CDs.
- CDs



**Background the staff has shared with you before the session (e.g., previous day’s activities, today’s plans):**

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**Background information on learners that you feel is particularly helpful (e.g., learners are working in a second-language, learners have previous computer experience):**

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## Overall Notes from Observation

Upon completing your observation, type up and insert your handwritten notes here. The free-form notes you take will include two separate types of information.

- The exact behaviors you are observing and conversations you are having (described as accurately and objectively as possible). This column can be thought of as the evidence you are collecting.
- Your thoughts about what you are seeing and hearing. This column can be thought of as your hypotheses about the Intel® Learn program.

## Sample Notes Table

<b>OBSERVATIONS</b> (sequence and times of activities in the class, staff-learner interactions, quotes from staff and learners, etc.)	<b>REFLECTIONS</b> ( <i>questions, thoughts, ideas, etc. about what you are observing in the class</i> )

## Learner Collaboration Checklist

The following questions pertain to aspects of learner collaboration. For each question, mark the choice that best corresponds to the behavior of learner groups during your observation.

- 1. How many learners were part of a group while working on their activities or projects during the session that you observed?**

None or almost none	Some	About half	Most	All or almost all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 2. How many groups that you observed included every member in completing their activities or project?**

None or almost none	Some	About half	Most	All or almost all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 3. How many groups that you observed discussed their goals and strategies as part of working on their activities or project?**

None or almost none	Some	About half	Most	All or almost all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 4. In how many groups that you observed did members regularly ask one another questions about problems or issues that arose when working on their activities or project?**

None or almost none	Some	About half	Most	All or almost all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 5. How many groups that you observed consistently showed respect for members' contributions and perspectives?**

None or almost none	Some	About half	Most	All or almost all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 6. How many groups that you observed had difficulty resolving disagreements that arose among group members during the session?**

None or almost none	Some	About half	Most	All or almost all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Form 6: Learner Work Evaluation Rubric

This rubric is designed to help evaluators assess learners' work products and process. The "Required Elements" category refers to the "Review It" section at the end of each activity or project. Note that it is not expected that all aspects of a piece of learner work will fall within just one level. You must assign a level by determining which category has the most evidence that applies to the product, meaning that if the product meets *most* of the requirements of "exceeding expectations," it should be marked "exceeding expectations," even if it is "meeting expectations" in one or two ways. For further information, including guidance on how to summarize your results, please see the Evaluation Manual.

Description	
<b>Exceeding Expectations</b>	Overall, the learners' work goes beyond the requirements of the task and stands out as an excellent example of this kind of product (stamp, survey, advertisement, etc.). Skills were used to make a <i>highly original</i> product that reflects the learners' unique and creative ideas. All the "Review It" elements were completed, and one or more of the challenges was also attempted. There is evidence that the learners are very good at using the technology skills needed to make the product, and the choices for colors, sizes, words, and other details clearly communicate the learners' message.
<b>Meeting Expectations</b>	Overall, the learners' work meets the requirements of the task and is a good example of this kind of product (stamp, survey, advertisement, etc.). Skills were used to make an <i>original</i> product that reflects the learners' own ideas, and all the "Review It" elements were completed. There is evidence that the learners are able to use the technology skills needed to make the product, and the choices for colors, sizes, words, and other details communicate the learners' message.
<b>Approaching Expectations</b>	Overall, the learners' work approaches the requirements of the task and includes some but not all elements of a good example of this kind of product (stamp, survey, advertisement, etc.). Skills were used to make a <i>partially original</i> product that reflects some of the learners' own ideas, and most of the "Review It" elements were completed. There is evidence that the learners could improve their use of the technology skills needed to make the product, and the choices for colors, sizes, words, and other details only partly communicate the learners' message.
<b>Needing Improvement</b>	Overall, the learners' work is below expectations and needs improvement to be a satisfactory example of this type of product. The work was mostly copied from an example or someone else's work, and few, if any, of the "Review It" elements were completed. The work also shows that the learners need help with the technology skills needed to make the product, and the choices for colors, sizes, words, and other details distract from the learners' message.