Evidence of Impact

Intel® Teach Leadership Forum

Formative Evaluation and Preliminary Impact Results

District and school administrators play a key role in technology integration in schools. Without both vision and practical support from these leaders, even the most dedicated and prepared educators are unable to overcome the obstacles to successfully use technology to improve teaching and learning.

The Intel® Teach Leadership Forum brings together K–12 administrators to explore best practices in leading technology integration and discuss key national standards—such as the International Society for Technology in Education (ISTE) National Educational Technology Standards for Administrators (NETS-A). Administrators also apply their growing knowledge to create an action plan for technology integration.

Educational leaders leave the 4-hour forum with an action plan, which they can implement and expand on, and a CD-ROM containing research, case studies, and other resources they can use as they begin their work in their own school or district. The forum is available through Local Education Agencies (LEAs) participating in the Intel Teach Program.

Formative Evaluation

Because the program is still in its initial years, most of the evaluation efforts so far have been formative. That is, evaluation processes have been designed to provide information that can be used to improve the design of the program itself. For example, EDC/CCT has conducted a formative evaluation of the program using multiple research methods, including End-of-Forum surveys and Follow-Up surveys, interviews, e-mail correspondence, and training observations. The data from these measures have so far been used primarily to generate a list of recommendations that have improved the program. In addition, however, these data also begin to describe how the program impacts participants.

Participant Response to the Forum

Overall, participant response to the forum has been strong and positive. For example, during a study conducted between February and August of 2005, 96 percent of participating educational leaders reported that they would definitely or probably recommend the forum to a friend or colleague. Also, 97 percent of these leaders said that the ideas and skills they learned from the program will help them improve teacher effectiveness and student achievement by supporting and promoting the integration of technology.

# Participants Feel Prepared to Build on the Forum Experience

The participants in the 2005 evaluation period reported that they are adequately prepared to continue building on what they learned in the forum in their own school or district. For example, 73 percent felt prepared to continue to expand and refine their action plan, 68 percent felt prepared to implement their personal action plan, and 69 percent felt prepared to share the resources provided with other administrators and teachers in their school or district.

Participants Take Action after the Forum

In follow-up surveys and interviews, researchers were able to determine to what extent the program led to changes in participant behavior. Specifically, among the participants studied in 2005, 43 percent implemented elements of their personal action plan. The key factors identified in the decision regarding whether to implement the plan included:

- Ability to engage with others in their school or district about the importance of implementing technology in the classroom (84 percent)
- Technology resources available in their school or district (80 percent)
- Interests and priorities of teachers in their school or district (75 percent)

Furthermore, 86 percent of participants responding to the follow-up survey reported that they had shared resources from the forum with other administrators, and 64 percent had supported other teachers or administrators with concrete strategies for technology implementation.

Activities Participants Have Done Since Attending an Intel® Teach Leadership Forum
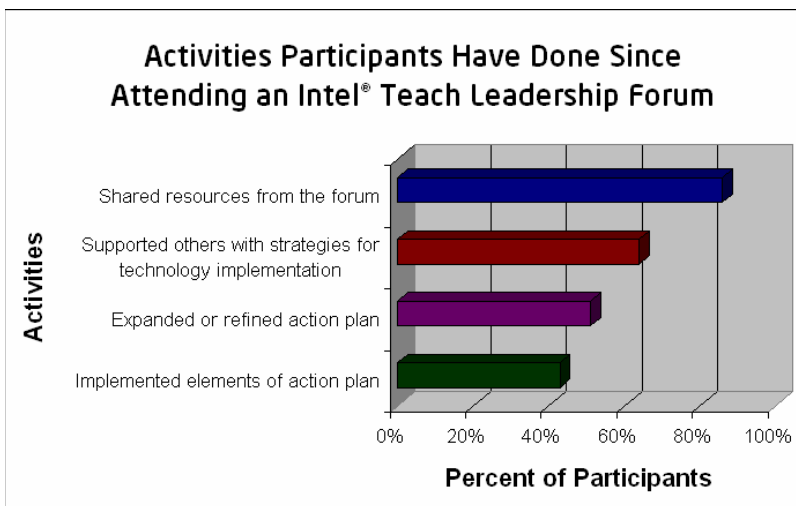
Participants apply resources and plans from the forum

The participant follow-up survey in 2005 (n=192) showed that the forum initiated continued work in technology integration in participants' schools or districts.

Further Reading

Pasnik, S. (2004). *Intel® Teach Leadership Forum: Formative research.* New York: EDC/CCT.

Wexler, D., Pasnik, S., & McMillan Culp, K. (2005). *EDC/CCT formative evaluation of the Intel® Teach Leadership Forum; 2005 final report.* New York: EDC/CCT.