

Intel® Education Demonstrating the *Evidence of Impact*



Intel has dedicated sizeable resources to rigorous program evaluation by independent research firms. This research comprises a rich body of evidence that leaders implementing the Intel® Teach Program can use to demonstrate program impact and gain program support.

All reports referenced, and many more, are available at
www.intel.com/education/evidenceofimpact

In its Intel Teach Program offerings, Intel targets two aspects of teacher quality that are core to twenty-first century educational reform: (1) adoption of student-centered pedagogical practices; and (2) integration of pedagogically sound use of ICT into those practices.

The Intel Teach Program is designed to help bring schools into the twenty-first century by providing teachers and administrators with the skills and resources they need to effect change. *Evaluation Summary: Intel® Teach and Intel® Learn, EDC/CCT and SRI International, June 2007*

The mix of pedagogy and technology is seen as a key differentiator of Intel Teach from other educational technology programs, which contributes to its longevity.

- Intel Teach programs are perceived as being high-quality and research-based.
- Educators that EDC/CCT spoke with see Intel Teach courses as being aligned with states' standards and goals in terms of teacher professional development and of academic preparation for students.
- The Intel Teach program thrives where people and policies value technology integration as part of an overall strategy to improve instruction and to emphasize instructional goals over technology skills training.

Intel Teach Affiliate Case Study, EDC/CCT January 2008

Train-the Trainer Implementation Model: Teachers use technology more if they have an MT on staff

The Intel Teach Program is designed to build school and district capacity by training Master Teachers (MTs) within districts who can provide professional development and on-going support for all teachers in the use of technology. The survey data indicate that teachers' responses differ if they have MTs working in their schools, whether or not the teachers themselves participated in the program.

- A higher percentage of teachers who had MTs in their schools reported using technology in their practices (93.4 percent) and with their students (88.2 percent) than those who did not have a Master Teacher in their building (86.9 percent and 79.7 percent, respectively)
- Respondents were more likely to report working with their colleagues on technology-integrated lessons (29.3 percent) than respondents without MTs in their schools (20.3 percent).
- Respondents who had an MT in their school were significantly less likely than those who did not to say that they lacked administrative, technical, and instructional support in their school.

Impact of Intel Teach Essentials on Teachers' Instructional Practices and Uses of Technology (Abridged Version), EDC/CCT, January 2007

Intel Teach Program Offerings

The Intel Teach courses are strategically designed to meet the needs of all teachers, regardless of their content specialization, and to introduce teachers to technology tools that can enhance teaching in any content area. Courses are designed to encourage teachers to dig into and explore their own content area. By offering a uniform professional development experience to teachers across all grades and content areas, the courses are designed to be a powerful lever for broad improvement of ICT use within schools and school districts.

Intel® Teach Essentials Course

The Intel Teach Essentials Course trains teachers to integrate information and communications technology (ICT) across the curricula as a tool for learning, and to design and implement inquiry-driven, project-based learning activities.

The Essentials Course includes many techniques that research suggests are necessary for professional development programs to have an impact on teacher behavior. These techniques include:

- Focusing on issues that are directly relevant to teachers' every day work
- Offering a well-defined concept of effective learning
- Offering opportunities for teachers to develop knowledge and skills that broaden their repertoires of teaching approaches.¹

Research has also demonstrated that professional development programs which, like the Essentials Course, offer teachers time to explore new content and actively engage with the ideas presented to them are more successful than programs that present prescriptive approaches to teaching.²

Intel Teach works in the classroom:

- 91% of teachers said students were "motivated and involved in the lesson"
- 81% of teachers stated that "student projects showed more in-depth understanding" than other, comparable work.

Evaluation Summary: Intel® Teach and Intel® Learn, EDC/CCT and SRI International, June 2007

Intel® Teach Thinking with Technology Course

Intel Teach Thinking with Technology teaches instructional strategies for addressing and assessing thinking skills using technology to increase opportunities for effective student collaboration, student teacher interactions, and the inquiry process. This evaluation shows:

- Participants and students find the online thinking tools engaging, innovative, easy to learn and technically simple to navigate.
- Participants leave the course focused on using the tools in a project-based context, and the unit plans they develop are consistent with this approach.
- Many participants report using the tools in their classrooms
- Participants are most interested in using the tools to make student thinking visible and to promote comparison and discussion of student ideas, two activities that they value and believe to be stimulating for their students.
- A large majority of MTs and PTs reported that they felt they were well prepared or very well prepared (88.3% for PTs, 92.6% for MTs) to "engage students in critical thinking about complex issues."

Formative Evaluation of the Intel® Teach to the Future Workshop on Teaching Thinking with Technology (U.S.), EDC/CCT, January 2006

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¹ Garef, M., Porter, A. C., Desimone, L., Birman, B., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945; Kennedy, M. (1999). Form and substance in mathematics and science professional development. *NISE Brief*, 3(2), 7; Loucks-Horsley, S., Stiles, K., & Hewson, P. (1996). Principles of effective professional development for mathematics and science education: A synthesis of standards. *NISE Brief*, 1(1), 7.

² Kennedy, M. (1998). *Form and substance in in-service teacher education*. Madison: National Institute for Science Education, University of Wisconsin-Madison; Kennedy, M. (1999). Form and substance in mathematics and science professional development. *NISE Brief*, 3(2), 7.