

Alignment to NCLB

[Meeting the Challenge of No Child Left Behind](#) (PDF 2.41MB)

The No Child Left Behind Act (NCLB) of 2001 challenges the nation's schools to increase student achievement and teacher quality and holds them accountable for results. NCLB places an increased emphasis on the integration of technology into the standards-based curriculum and mandates "ongoing, sustained, and intensive high quality professional development in technology that is based on relevant research."

A comprehensive high quality professional development program in technology is a key component of a successful district-level NCLB strategy. According to recent research and evaluation by the Center for Children and Technology at the Education Development Center ([CCT/EDC](#))*, the Intel® Teach Program is closely aligned with NCLB's exacting criteria for high quality professional development.

EDC has found that Intel Teach¹:

●Focuses on the integration of technology into a standards-based curriculum

Substantial research shows that technology, when linked with effective instruction, can be a powerful tool to support student achievement. Technology can help students collect, analyze, reflect on, and communicate information and ideas while exposing them to a broader universe of resources. Throughout the intensive, 40-hour Intel® Teach Essentials Course, teachers are trained to incorporate technology use into student-centered, project-based learning.

●Is based on research on effective instructional strategies

As NCLB makes clear, quality professional development must "advance teacher understanding of effective instructional strategies." Teachers participating in the Intel Teach Program learn the pedagogy that supports effective integration of technology into the classroom and then learn how to develop materials and teaching strategies that translate those principles into effective learning opportunities. Each participant in the program draws on his or her own existing curriculum to develop a technology-rich unit plan over the course of the training.

●Is designed to help teachers act on what they learn when they return to the classroom

NCLB specifically identifies classroom management skills as an essential component of quality professional development. The emphasis on the teacher's own classroom is the center of the Intel Teach Essentials Course experience, and mirrors research recommendations that call for strong, clear connections between teachers' particular classroom experiences and the concepts addressed in professional development settings.

●Aligns with both technology and instructional standards

NCLB's exacting criteria for professional development requires that professional development programs themselves be aligned with state standards and assessments. The Intel Teach Essentials Course and Thinking with Technology Course [are aligned with the ISTE National Educational Technology Standards \(NETS\) for teachers](#), a comprehensive set of performance-based standards reflecting fundamental concepts and skills for using technology to support teaching and learning. ISTE NETS have been adopted, or adapted for use, in 32 states.

●Sustains intensive professional development as NCLB requires

The Intel Teach Essentials Course, which provides 40 hours of instruction delivered in 10 modules over one to ten weeks, is consistent with NCLB's call for sustained, intensive and classroom-focused professional development. Additionally, teachers have the opportunity to participate in follow-up professional development through the Intel® Teach Thinking with Technology Course.

●Is continuously evaluated to ensure the quality of professional development

NCLB states a firm preference for professional development offerings which "as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development." Intel Teach has been rigorously evaluated by the Center for Children and Technology for the past three years. CCT uses surveys, site visits, classroom observations, and phone interviews with program participants and administrators to determine whether and how this program is reaching its core goal of improving the integration of technology into K-12 classrooms.

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1 This information is based on a report written by EDC/CCT; all material was used with permission.