

## Intel® Teach Essentials Course

The **Intel® Teach Essentials Course** aims to help teachers use the power of computer technology to spark student imagination and ultimately move them to greater learning.

### Goals

Participating teachers develop a project-based unit of instruction based upon material they are teaching, aligned to standards with multiple forms of student assessment.

The goal is for each teacher to gain a foundation of skills to fully integrate technology into existing classroom curricula and promote student-centered learning.

The result is students engaged in standards-aligned, technology-supported projects that promote the use of 21st century skills.

*"The tools I learned from the Essentials Course and have since applied in my daily teaching have made me a more effective teacher. Project based learning is an excellent way to differentiate instruction. Wikis, blogs, and Web 2.0 tools are excellent classroom resources and bring classroom teaching into the 21st century."*

- Claudia Bedoya, teacher at J.J. Pickle Elementary in Austin, Texas

### Research findings

Evaluation findings from U.S. participants include:

- 91% of teachers said students were "motivated and involved in the lesson."
- Most respondents indicated that the course "provided useful new ideas for teaching strategies to apply with their students".
- A higher percentage of teachers who had MTs in their schools reported using technology in their practices (93.4 percent) than those who did not have a Master Teacher in their building (86.9).

[View independent evaluation reports >](#)

Visit [www.intel.com/education/teach/us](http://www.intel.com/education/teach/us) to learn more about the Intel Teach Program.

---

### Course Format

**For:** K-12 teachers of all subjects

### Intel® Teach Essentials Course

32 hours face-to-face with 20 hours of homework.

### Intel® Teach Essentials Online

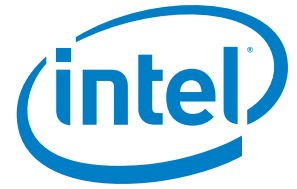
14 hours face-to-face and 46 hours facilitated online

### Curriculum Overview

Course curriculum supports:

- Instructional design, project approaches, multiple methods of assessment, and promotion of 21st century skills
  - Effective use of technology in the classroom
  - Instructional uses of new communication and collaborative learning technologies
  - Research and productivity strategies and tools
  - Problem-solving and working in teams
-

# Intel® Teach Essentials Course Curriculum Overview



In the **Intel® Teach Program Essentials Course**, teachers create a fully-developed, standards-based unit plan and associated resources for a curricular unit they teach. The result is students engaged in standards-aligned, technology-supported projects that promote the use of 21st century skills.

This course consists of 8 curricular modules, delivered face-to-face or as a hybrid face-to-face course. Teachers are provided with all the necessary curriculum materials free of charge.

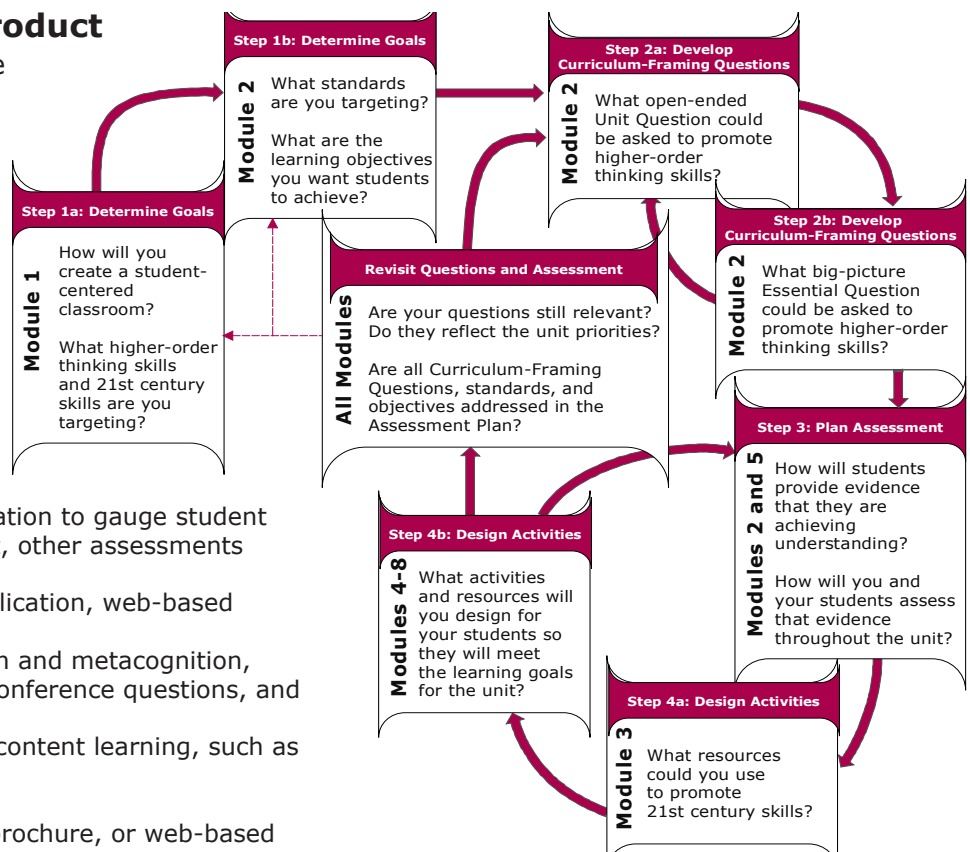
Module	Title	Focus
Module 1	Teaching with Projects	Project-based learning and unit design
Module 2	Planning My Unit	Curriculum-Framing Questions
Module 3	Making Connections	The Internet to support teaching and learning
Module 4	Creating Samples of Learning	Project outcomes from a student perspective
Module 5	Assessing Student Projects	Formative and summative assessment
Module 6	Planning for Student Success	Student support and self-direction
Module 7	Facilitating with Technology	Teacher as facilitator
Module 8	Showcasing Unit Portfolios	Sharing Learning

## Return to School with a Product

The guiding question for the course is: *How can technology be used most effectively to support and assess student learning?*

In the course, you design and develop resources for a unit of study that you teach. Your unit is developed throughout the course's eight modules and consists of:

- A unit plan with student learning objectives aligned to state and/or national standards
- Publication to present the idea of projects in your classroom
- Assessments: assessment presentation to gauge student needs, student sample assessment, other assessments
- Works Cited document
- Student sample (presentation, publication, web-based resource)
- Document(s) to foster self-direction and metacognition, such as project plans, checklists, conference questions, and reflective prompts
- Document(s) to scaffold students' content learning, such as guidelines, forms, and templates
- Implementation Plan
- Teacher presentation, newsletter, brochure, or web-based resource to support the unit
- Management documents



## Intel® Teach Essentials Course: Curriculum Overview, continued...

### Module 1: Teaching with Projects

- Activity 1: Getting Started
- Activity 2: Examining Good Instructional Design
- Activity 3: Looking at Projects
- Activity 4: Planning a Publication to Explain Projects
- Activity 5: Creating My Publication
- Activity 6: Reflecting on My Learning
- Planning Ahead: Beginning the Planning Process

### Module 2: Planning My Unit

- Activity 1: Addressing Standards
- Activity 2: Developing Curriculum-Framing Questions to Engage Students
- Activity 3: Considering Multiple Methods of Assessment
- Activity 4: Creating an Assessment to Gauge Student Needs
- Activity 5: Reflecting on My Learning
- Planning Ahead Activity 1: Broadening My Understanding of Essential Questions
- Planning Ahead Activity 2: Reviewing My Standards and Objectives

### Module 3: Making Connections

*Pair & Share:* Sharing Presentations to Gauge Student Needs

*Pedagogical Practices:* Meeting Standards in a Student-Centered Classroom

- Activity 1: Targeting 21st Century Skills
- Activity 2: Modeling and Teaching Legal and Ethical Practice Related to Technology Use
- Activity 3: Using the Internet for Research
- Activity 4: Communicating with the World through the Internet
- Activity 5: Considering Web-based Collaborative Learning
- Activity 6: Using an Online Collaborative Site to Share Ideas
- Activity 7: Reflecting on My Learning
- Planning Ahead: Incorporating the Internet

### Module 4: Creating Samples of Learning

*Pair & Share:* Using Feedback to Improve My Student Sample

*Pedagogical Practices:* Ensuring Safe and Responsible Use of the Internet

- Activity 1: Examining Student Samples
- Activity 2: Planning My Student Sample
- Activity 3: Looking at Learning from a Student Perspective
- Activity 4: Revisiting My Unit Plan
- Activity 5: Reflecting on My Learning
- Planning Ahead Activity 1: Reflecting on My Student Sample
- Planning Ahead Activity 2: Reviewing My Standards and Objectives

### Module 5: Assessing Student Projects

*Pair & Share:* Using Feedback to Improve My Student Sample

*Pedagogical Practices:* Involving Students in the Assessment Process

- Activity 1: Examining Assessment Strategies
- Activity 2: Creating Student Assessments
- Activity 3: Revisiting My Student Sample
- Activity 4: Revisiting My Unit Plan
- Activity 5: Reflecting on My Learning
- Planning Ahead: Reviewing My Student Sample and Assessment

### Module 6: Planning for Student Success

*Pair & Share:* Sharing Student Samples and Assessments

*Pedagogical Practices:* Helping Students Adapt to a Project-Based, Student-Centered Classroom

- Activity 1: Creating Accommodations for All Learners
- Activity 2: Supporting Student Self-Direction
- Activity 3: Creating Support Materials to Facilitate Student Success
- Activity 4: Revisiting My Unit Plan
- Activity 5: Reflecting on My Learning
- Planning Ahead: Pre-Planning Facilitation Materials

### Module 7: Facilitating with Technology

*Pair & Share:* Sharing Facilitation Resource Ideas

*Pedagogical Practices:* Using Questioning to Promote Higher-Order Thinking and Engage Students

- Activity 1: Using Technology to Support Facilitation
- Activity 2: Designing Facilitation Resources
- Activity 3: Creating Facilitation Materials
- Activity 4: Creating an Implementation Plan
- Activity 5: Revisiting My Unit Plan
- Activity 6: Reflecting on My Unit as a Whole
- Activity 7: Reflecting on My Learning
- Planning Ahead Activity 1: Revising My Unit Portfolio
- Planning Ahead Activity 2: Locating Internet Resources for Educators

### Module 8: Showcasing Unit Portfolios

*Pedagogical Practices:* Teaching and Managing Students in a Technology-Enhanced Environment

- Activity 1: Managing Technology in the Classroom
- Activity 2: Planning a Showcase
- Activity 3: Showcasing My Unit Portfolio
- Activity 4: Evaluating the Course
- Activity 5: Concluding the Course

