

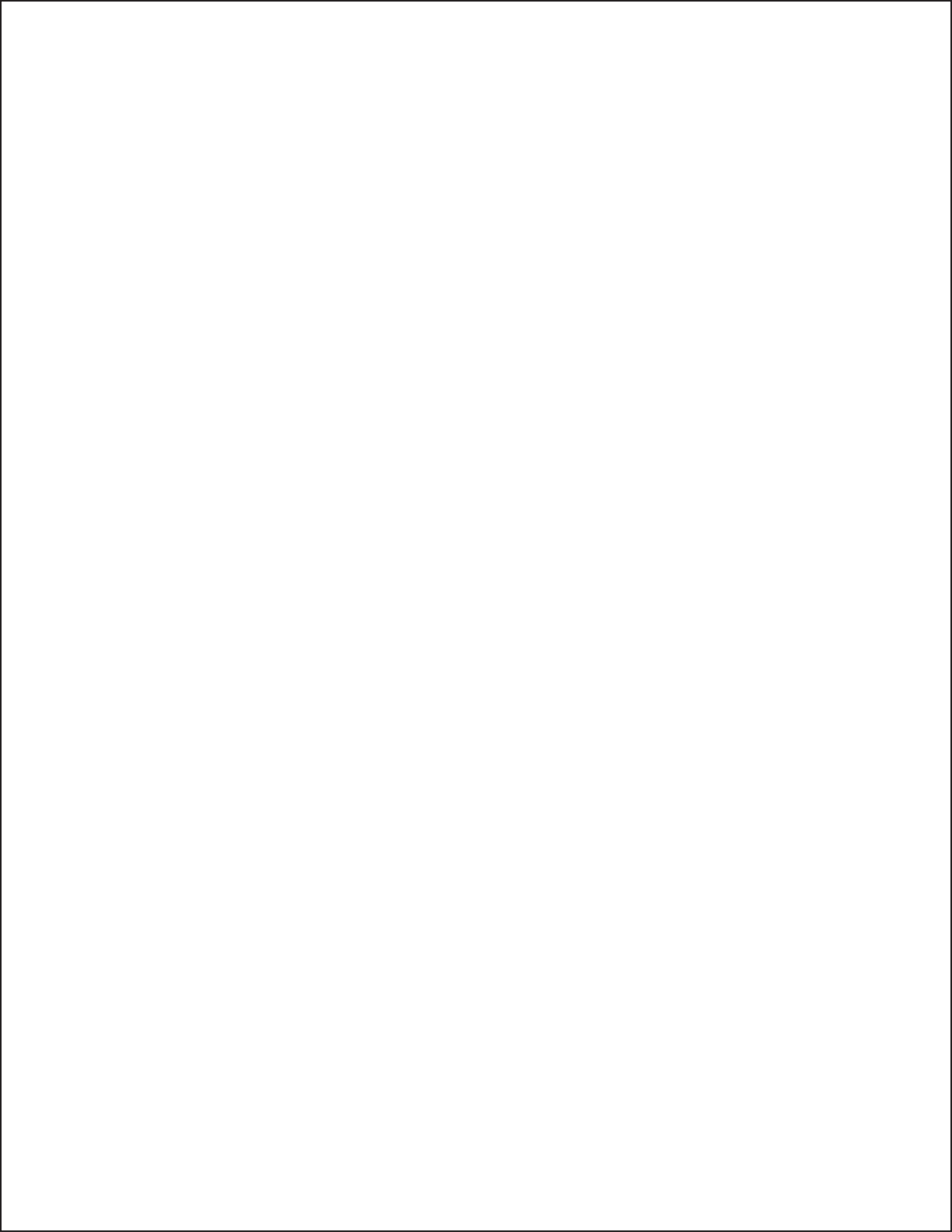
Intel[®] Teach Program

Title of Book Goes Here

The <Program Name> curriculum materials were developed
by Intel Corporation in cooperation with the Institute
of Computer Technology (ICT), a nonprofit organization.

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For Microsoft Office*



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Best regards,

Craig R. Barrett

Chairman of the Board

Intel Corporation



Welcome

We welcome you to the Intel® Teach Thinking with Technology course, and appreciate your commitment to the future of your students and to your profession as an educator. Students today, more than ever, need the ability to understand and deal with complex issues and problems. This workshop has been created to help you develop your students' critical thinking and collaborative skills. Thank you for investing your time and energy into this workshop and for your commitment to preparing your students to be successful in tomorrow's world.

Intel® Education Programs

Working with educators from around the world, Intel is preparing today's young people to flourish in the knowledge-based economy of the 21st century. Our goal is to help students develop the higher-order thinking skills they need to realize their full potential. The Intel Education Initiative consists of several programs that serve teaching in elementary and secondary education, higher education, and community education:

- Intel® Teach Program
- Intel® Learn Program
- Intel Computer Clubhouse Network
- Intel sponsored science competitions
 - Intel Science Talent Search (STS)
 - Intel International Science and Engineering Fair (ISEF)

Workshop Goal

The Intel Teach Thinking with Technology course builds on effective technology integration skills where teachers use free online tools to support the development of their students' higher-order thinking skills.

Goal: Participants will leave the workshop with strategies and project plans to improve students' higher-order thinking with the use of free online tools.



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Use of this Curriculum and Companion CD-ROM

In the Intel® Teach Essentials course curriculum manual, icons help to guide you throughout the activities:

-  Save your work
-  View resources on the Course CD-ROM
-  View resources on the Web
-  Note helpful hint, idea, or warning
-  Discuss or share with your colleagues

Activities

Activity 1: Introducing Intel® Teach (20 minutes) 1.02

View: Course presentation.

Discuss: The goals and expectations of the course.

Activity 2: Getting Acquainted (15 minutes) 1.05

Introduce: Yourself.

Complete: Participant scavenger hunt.

Activity 3: Getting Started (1 hour, 20 minutes) 1.07

Create: Portfolio folder for saving all documents.

View: Unit Plan template.

View: Unit Portfolio Rubric.

View: Sample Unit Portfolios on the Course CD-ROM.

Search: Unit and lesson plan resources.

Activity 4: Beginning the Planning Process (1 hour, 55 minutes) 1.20

Create: Essential, Unit, and Content Questions.

Plan: Your Unit.

Take-Home Activities

Activity 1: Exploring Essential and Unit Questions 1.31

Read: Selection on Essential and Unit Questions.

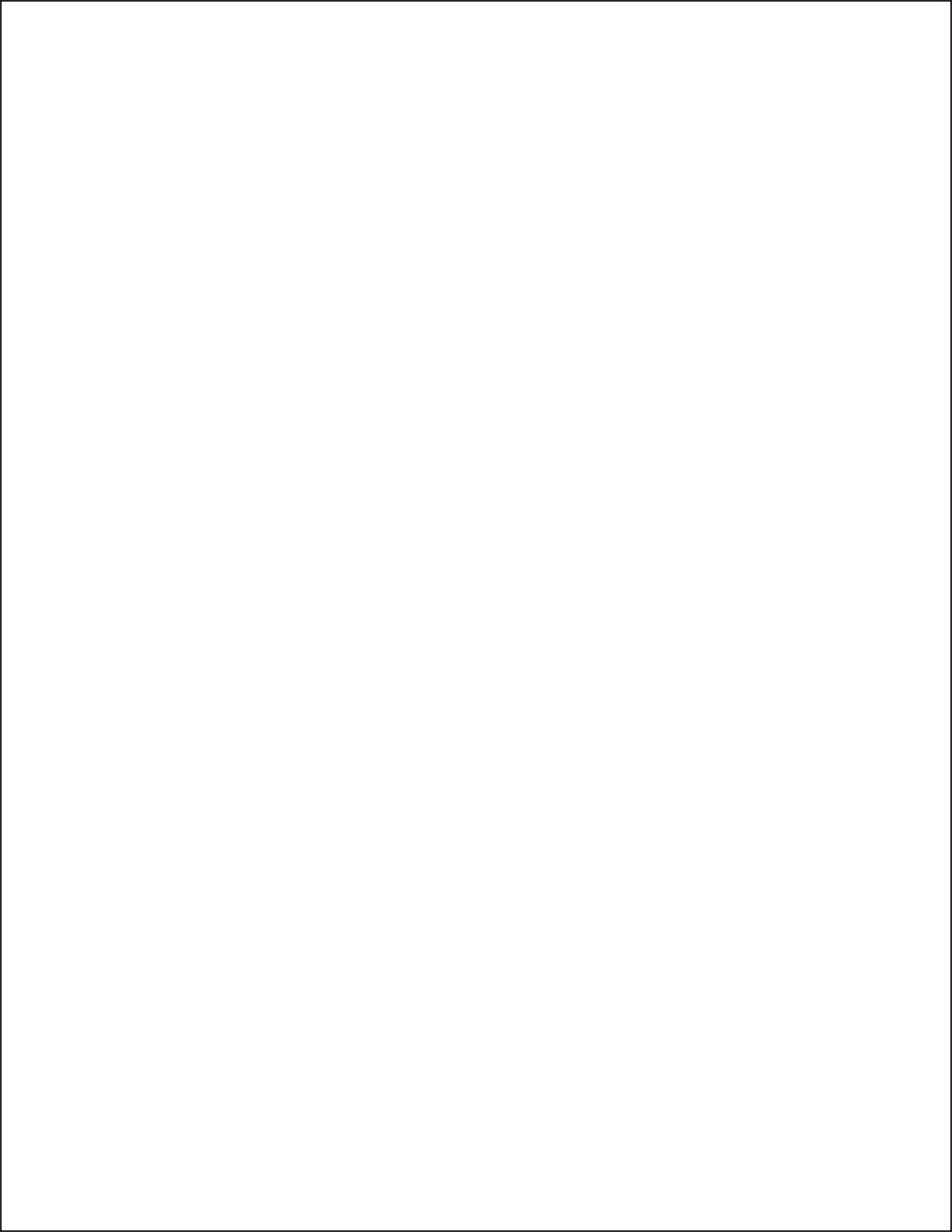
Revise: Essential, Unit, and Content Questions.

Activity 2: Thinking About Your Unit Portfolio 1.37

Brainstorm: Ways to incorporate technology in your Unit.

Activity 3: Locating Curricular Resource Materials 1.42

Locate: Textbooks, samples of your student work, and other curricular resource materials to assist in unit development.

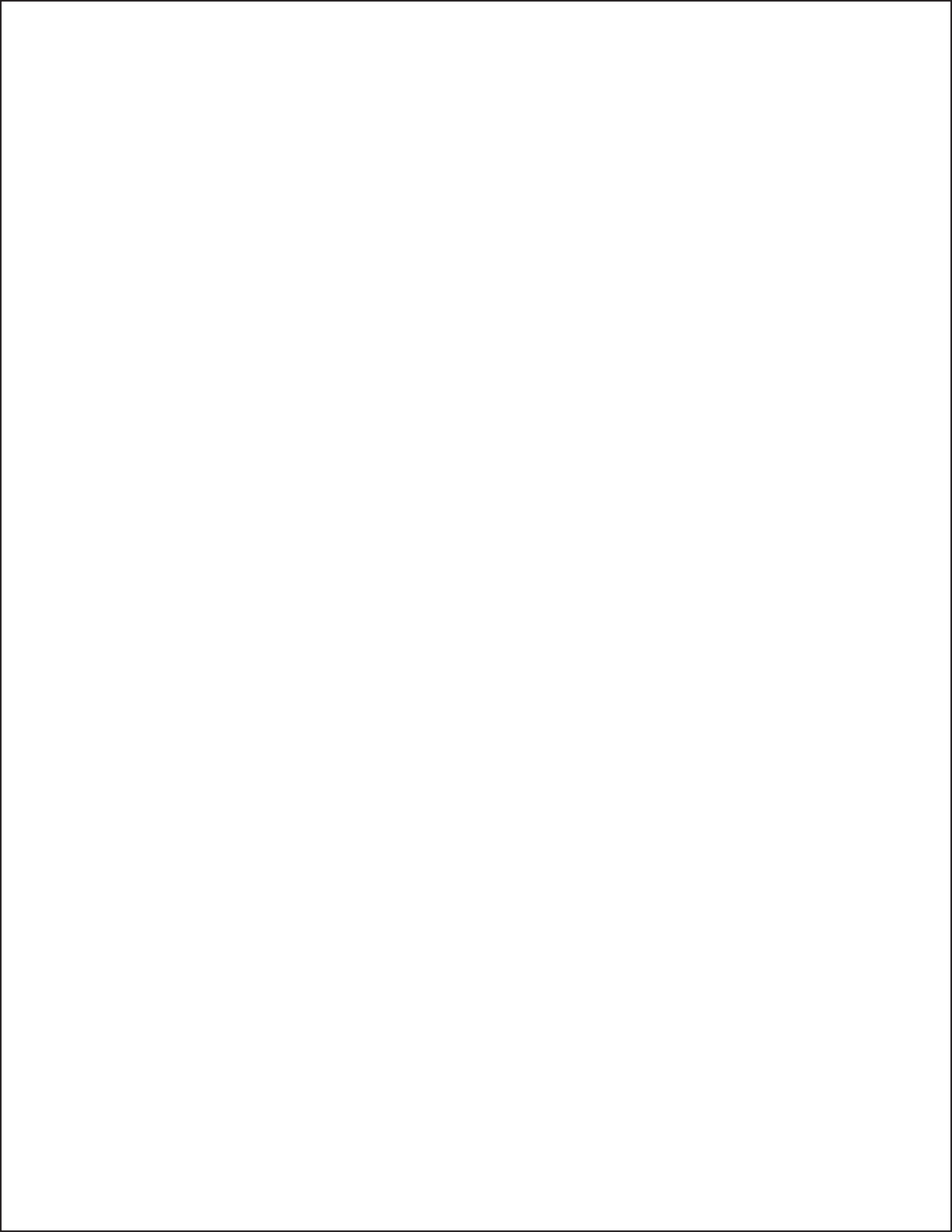


Module 1

Thinking in the Classroom

Required:

- Be sure that you have ordered your materials online at least 2 weeks prior to the start of your class, preferably 30 days prior. Directions are in Master Teacher Appendix J.
- Keep track of the number of Participant Teachers who have signed up for your workshop. If you need additional manuals and Certificates of Completion from your original order, contact **teacher.training@intel.com**
- Check the lab computers to test the Try the Tool page on the Visual Ranking Tool Web site (**www.intel.com/education/visualranking**) to ensure the required, free plug-ins are installed and working. **Do not skip this test!**
- Review the current version of the curriculum and download the most current files on the Master Teacher File Download site:
www.inteleducation.com/teachingthinking/mtfiles
- Critical:** Copy (or print from the download site), cut, and put into sets the paper strips used for Determining Essential Skills that your Participant Teachers will be completing in Module 1, Activity 3 (See MT Appendix L.11).
- Critical:** Set up a *Seeing Reason project on Supporting Deeper Levels of Thinking* that your Participant Teachers will be completing in Module 1, Activity 5. (See MT Appendix L.03.) You may want to affix a sticky note to every other computer prior to class with the log-in information. If not, have Teacher ID, Team ID, and passwords ready to distribute.
- Critical:** Set up two *Visual Ranking* projects: *Ranking Project Characteristics* and *Grow a Business* that your Participant Teachers will be completing in Modules 3 and 4. (See MT Appendix L.05 and L.08.)
- Review Module 1 in the curriculum, the associated Microsoft PowerPoint* presentation, and the agenda.
- Ensure the curriculum manuals are available to pass out to Participant Teachers during the first session.
- Print the Workshop Attendance Sheet from the Master Teacher File Download site (**www.inteleducation.com/teachingthinking/mtfiles**) and post it in a central location for Participant Teachers to sign in.



Module 1

Thinking in the Classroom

Description: Effective integration of technology cannot occur without important instructional components in place. Technology best supports and enhances learning when higher-order thinking skills are required.

In this module, you will discuss essential skills for your students' future, review different models of thinking in order to apply key ideas to your own classroom, and look at how different thinking skills are employed in various classroom scenarios. You will also reflect on your own classroom and build upon your knowledge of what affects and supports deeper levels of thinking.

Activity 1: Introducing Yourself



During this time, you will have the opportunity to introduce yourself and meet all of the workshop participants. On the lines below, you may want to list the key points you want to share about yourself, such as the grade level and subject you teach.

Key points to share:



These tools are not designed to be productivity tools, but thinking tools. Mastering the use of these tools technically is not difficult, but working to ensure that they are used to enhance higher-order thinking skills and support student learning will take time and practice. Therefore, this workshop is not just about learning new tools, but also about supporting good teaching practices.

Activity 1: Practicing with Questions

Different types of questions elicit different types of answers. As you negotiate answers with your group to the following questions, pay attention to the types of questions you are answering.



1. Working in groups of three to four people, spend the next three minutes brainstorming answers to the following question, "What five to ten scientific discoveries or technological inventions of the last 100 years do you think have had the most impact (positive and negative) on people and history?" Write your answers below and be prepared to share them with the large group.



2. Choose the assessment tool you want to create. (Refer to your list on page 10.03.)

- a. Building a Rubric: If you want to build a rubric to assess a product or performance, think through and decide the following:

- Choose the criteria or traits to be assessed.

- Define 6-8 traits or aspects of the product or performance that need clear definition of quality.

- For content-related traits, incorporate higher-order thinking skills words in your descriptors (view your "Habits of Learning Taxonomy" for ideas).

- Decide how many scoring levels:

- Choose the number of levels of quality you want to define for your students:

Activity 4: Considering Different Models of Thinking

Thinking beyond the level of knowledge acquisition is considered complex thinking — that which requires effort and produces outcomes that may differ from one student to another. These outcomes are not predictable because the process of higher-order thinking is not mechanical. Central to higher-order thinking is the ability to work through new challenges with understanding and empathy and rise to meet those challenges.

Step 1: Exploring Deeper Levels of Thinking with the Seeing Reason Tool



1. Go to www.intel.com/education/tools
2. Add this page to your Favorites for easy access in the future.
 - a. On the **Favorites** menu, select **Add to Favorites**.
 - b. Click the **New Folder** button.
 - c. Type Intel sites, and then click **OK**.
 - d. Click **OK**.



3. Consider this plan again, but this time in light of Marzano's Dimensions of Learning. Pick a few of the thinking skills below from Marzano's Dimensions 3 and 4 that students would employ during this unit. How would that thinking process be carried out?
 - a. **Comparing:** "How are these things alike?"

- b. **Inductive reasoning:** "Based on these facts, what is your conclusion?"

4. Click Grow a Business.



5. Share your thoughts with a partner about whether the different categorization shed a different light on the same plan as you reviewed before. Discuss the higher-order thinking skills that would be utilized in this plan.

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Section Title Goes Here

The questions in the left column below are a mix of Essential, Unit, and Content Questions. Determine which questions are Essential, Unit, and Content. Place a checkmark in the column that best identifies each question: "EQ" for Essential, "UQ" for Unit, or "CQ" for Content. Discuss your answers with your small group.

Mixed Questions	EQ	UQ	CQ
Where did early explorers go?			
How did early explorers change the world?			
Who are some of the early explorers?			
What does it take to change the world?			
What impact do explorers have on their home country?			

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Mixed Questions	EQ	UQ	CQ
How do the endings of Cinderella differ across cultures?			
Are we really so different from our neighbors?			
What are common themes of fairytales?			
What can we learn about ourselves and other people by reading fairytales?			
How do fairytales reflect one's culture?			
What is the basic plot of almost all Cinderella stories?			
What are the definitions of plot, conflict, climax, and resolution?			

Notes:

Activity 3: Designing Good Projects

To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now so that the steps you take are always in the right direction.

— Stephen R. Covey, *The 7 Habits of Highly Effective People*

Step 1: Considering the Steps for Project Planning

In order to be successful, projects need to be designed with the end in mind. Without closely focused learning goals, the purpose of the project can become unclear and expectations for student learning outcomes can be miscommunicated. When designing projects, it is important to ensure that the activities planned will help your students meet the intended learning objectives.

	Checklist	Comments
Overall Project	<ul style="list-style-type: none"> <input type="checkbox"/> The project, as a whole, investigates an open-ended, complex problem, system, or idea. <input type="checkbox"/> The project contains authentic applications outside of the classroom. <input type="checkbox"/> Project goals are in alignment with and support curricular standards and the Curriculum-Framing Questions. <input type="checkbox"/> From the knowledge gained from developing their ideas with the online thinking tools, students conduct additional research to make further plans of action, decisions, or conclusions in order to answer the larger questions of the project. <input type="checkbox"/> Activities within the project require students to use higher-order thinking skills-apply, analyze, synthesize, and/or evaluate information. <input type="checkbox"/> Multiple authentic assessment strategies are incorporated into the project. 	

References

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Costa, A., & Kallick, B. (2000-2001). *Describing 16 habits of mind*. Retrieved from www.habits-of-mind.net/pdf/16HOM2.pdf

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Partnership for 21st Century Skills. (2003). *Learning for the 21st century*. Washington, DC: Author. Retrieved from www.21stcenturyskills.org/downloads/P21_Report.pdf

Public Schools of North Carolina. (1999, Summer). Understanding North Carolina Tests: Thinking Skill Level. *Assessment Brief*, 6(4).

Summary

Review the central ideas of this module and the materials or ideas that you have created that can be used in your classroom, instruction, or planning to help improve student learning.

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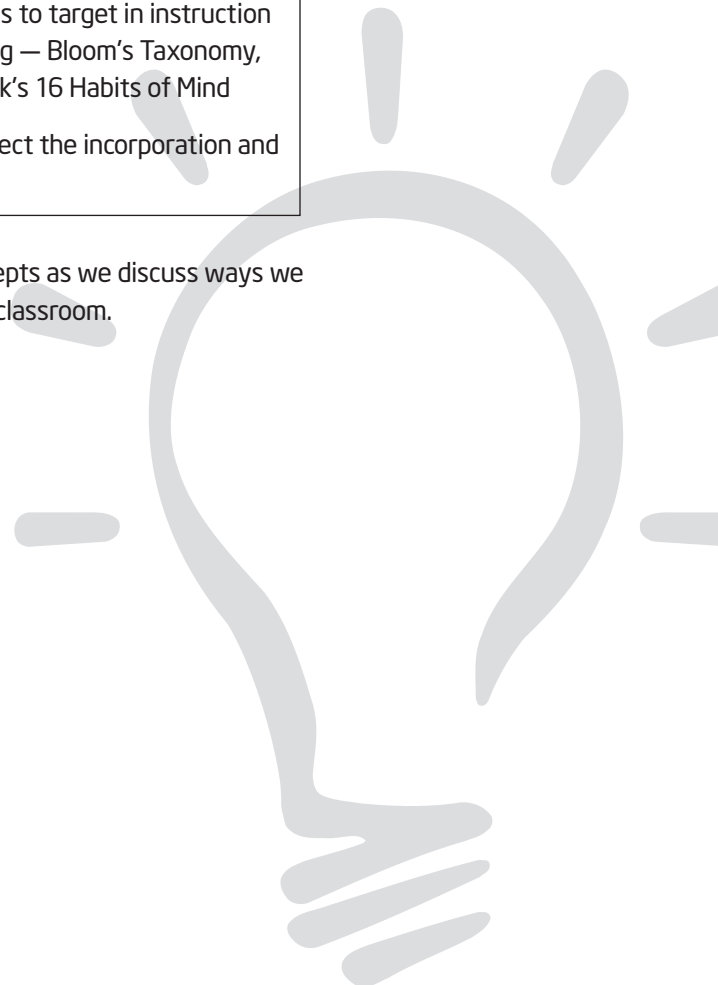
Module 1 Key Points:

- The essential skills needed to be successful in the future go beyond basic literacy — this workshop specifically focuses on thinking, collaboration, and communication skills.
- Research is clear that instruction that builds upon and encourages higher-order thinking skills results in greater levels of student learning.

Accomplishments:

- Created a personalized list of higher-order thinking skills to target in instruction using three models of defining and categorizing thinking — Bloom’s Taxonomy, Marzano’s Dimensions of Learning, and Costa and Kallick’s 16 Habits of Mind
- Identified positive and negative influences that can affect the incorporation and use of higher-order thinking skills in the classroom

In the following modules, we will be building upon these concepts as we discuss ways we can support and encourage higher-order thinking skills in the classroom.



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


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Identify Assessment Methods

1. Scan through the tables of assessment methods, purposes, and instruments on pages 4.03-4.08.
2. As you review the methods in each category, indicate your interest in or experiences with each using the following symbols:
 - ✓ I already use this method
 - + I am interested in this method and want to try or use this more
 - I am not interested in this method
 - ? I do not understand this method

Assessment Methods and Instruments

Strategies for Gauging Student Needs

Assessment Method	Purpose	When Used	Instrument
Examining Student Work 	Examining student work reveals the nature and extent of student understanding, clarifies learning expectations for students, and provides opportunities to assess the quality of a previously taught task or plan and the implications for instructional practice.	Before planning the project, look at student work and ask, What skills, knowledge, and understandings do the students demonstrate? What is the evidence? What are the misconceptions? Are there any patterns or trends to focus on?	Samples of work and assessments from different students Samples of one student over time Data from tests
Graphic Organizers 	Graphic organizers provide a visual representation of students' current conceptual understanding and thinking processes and illuminate preconceptions.	At the beginning of a project elicit information from students by creating a graphic organizer on a chart to get an accurate idea of students' prior knowledge. Provide organizers for individual student use throughout the project.	Concept Maps Sequencing Activities Classification Charts Prioritized Lists
Know-Wonder-Learn (K-W-L) Charts 	K-W-L charts provide a structure for students to think about what they know about a topic, note what they want to know, and finally record what has been learned and is yet to be learned.	Use at the beginning of a project, during a class discussion, or individually in journals.	Topic on chart paper or electronic whiteboard Journal

Step 1: Using the Showing Evidence Tool to Make a Case

The case that you are about to open has been pre-populated with pieces of evidence that can be used with a variety of claims. Select one or more of the assessment methods you identified in the previous activity as your claim(s) and use the evidence provided (and any additional evidence you choose to create) to support or oppose your claim. You can work individually or with a partner on this activity.




1. Go to a *Showing Evidence* project set up for you to explore assessment methods for your unit: www.intel.com/education/showingevidence
2. Click **Enter**. Then, click **Student Log-In**. A new window will open.
3. Enter your log-in information. Your facilitator will give your team the teacher ID, team ID, and password. Write them on the lines below.

Teacher ID: _____

Team ID: _____


Password: _____

Note: Your login information may be located on page 1.27 or Overview xiii.

4. Add this page to your Favorites, in the Intel sites subfolder.
5. The student homepage will open. Under *Project Name*, click the project **Assessment Methods**.
6. Click the **Create New Claim** button. 
7. In the **Your Claim** area, type the claim you will try to support (from page 4.13). You can leave the other areas of the claim blank until after you have reviewed the evidence.
8. Use the Your Explanation area to provide specific examples of the type or method of assessment or how it would specifically look in your classroom. (See page 4.13.)

Click in the claim area and type the claim that you will be trying to prove.

Use the explanation area to explain what it would look like in your classroom.

9. You can review all the evidence at one time by clicking the **Show Report** button. 

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Step 3: Enhancing a Document

Decide which additional features you want to add to your document. Each feature should enhance the content. Too many colors, images, or font styles can be distracting. Remember to follow copyright laws, include source citations when appropriate, and save your work frequently.


Inserting WordArt

To add emphasis to your documents, add WordArt to your titles or special comments.

1. If the Drawing toolbar is not displayed, on the **View** menu, point to Toolbars and then click **Drawing**.
2. On the Drawing toolbar, click the **Insert WordArt**  button. The toolbar is usually located at the bottom of your screen.
3. Select a WordArt style, and then click **OK**.

Inserting a Table

The easiest way to add a table is to use the *Insert Table* button on the Standard toolbar.

1. In your document, click where you want to create the table.
2. Click the **Insert Table** button  on the Standard toolbar and drag your mouse to select the number of rows and columns you want to make. Click when the correct number of rows and columns are selected.
3. If you want more than four rows or five columns (a 4x5 table), on the **Table** menu, point to **Insert**, then click **Table**. Enter the desired number of rows and columns by entering the numbers directly or by clicking the up and down arrows. Click **OK**.

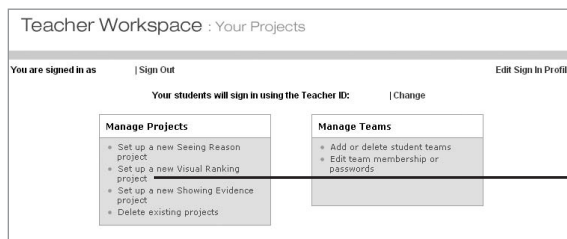


In the Insert Table menu, you can select how many columns and rows you would like your table to have.

Step 4: Creating a New Visual Ranking Project

Use the directions in this step to create a new *Visual Ranking* project from scratch.

1. From within the *Teacher Workspace: Your Projects* page, under Manage Projects, click **Set up a new Visual Ranking project**.



Click **Set up a new Visual Ranking project**.

2. Type the **Project Name**. This name could specifically reference the purpose or use of the *Visual Ranking* Tool in your overall unit. This title will appear in the *Student Workspace* and above your students' *Visual Ranking* lists. You can change the name of the project later if you wish.
3. Under **Project Description**, type the project description that you created on page 5.08 (or copy and paste the description from your Unit Plan Template). This description will appear in the *Student Workspace*.
4. Type a statement or question for the project in the **Prompt for Students** box. This prompt will also be displayed on the top of the students' list to rank. (See page 5.08 or copy and paste the statement from your Unit Plan Template.)
5. Add your practice **List to Sort** from page 5.10 by pressing the **Enter** key after each item. (Or copy and paste the list from your Unit Plan Template).

Note: Do not leave any blank rows when typing your list. If you plan on brainstorming the list with your students, you can edit your project later. (See page 5.23.) You will need to delete this practice list and add at least two placeholder items. You will not be able to save the project without at least two items entered in the *List to Sort* section.

6. **Show correlation when students compare lists** is automatically selected for you. If you do not want the correlation to appear when students compare their list with other teams, uncheck the box.

Section Type/Number Goes Here

Section Title Goes Here

Look over the Unit Plan template below. Note the explanations in the fields that you will be required to complete.

Unit Plan Template

Unit Author

First and Last Name: _____

School District: _____

School Name: _____

School City, State: _____

Unit Overview

Unit Plan Title: A descriptive or creative name for your Unit.

Curriculum-Framing Questions

- **Essential Question:** A broad, overarching question that can bridge several units or subject areas. See the *Essential Questions* folder on the Course CD-ROM.
- **Unit Questions:** Guiding questions for your Unit. See the *Essential Questions* folder on the Course CD-ROM.
- **Content Questions:** Content area or definitional questions.

Unit Summary: A concise overview of your Unit that includes: the topics within your subject that will be covered, a description of the main concepts learned, and a brief explanation of how the activities help students answer the Essential and Unit Questions.

Subject Area(s): Click box(es) of all subject(s) that your Unit targets

- | | | |
|---|--|---------------------------------|
| <input type="checkbox"/> Business Education | <input type="checkbox"/> Drama | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Engineering | <input type="checkbox"/> Foreign Language | |
| <input type="checkbox"/> Home Economics | <input type="checkbox"/> Industrial Technology | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Language Arts | <input type="checkbox"/> Math | |
| <input type="checkbox"/> Music | <input type="checkbox"/> Physical Education | <input type="checkbox"/> Other: |
| <input type="checkbox"/> School to Career | <input type="checkbox"/> Science | |
| <input type="checkbox"/> Social Studies | <input type="checkbox"/> Technology | |

Grade Level: Click box(es) of all grade level(s) that your Unit targets

- | | | |
|--|--------------------------------|-----------------------------------|
| <input type="checkbox"/> K-2 | <input type="checkbox"/> 3-5 | <input type="checkbox"/> 6-8 |
| <input type="checkbox"/> 9-12 | <input type="checkbox"/> ESL | <input type="checkbox"/> Resource |
| <input type="checkbox"/> Gifted and Talented | <input type="checkbox"/> Other | |

Targeted State Frameworks/Content Standards/Benchmarks

A prioritized list of standards that are addressed in your Unit.

Student Objectives/Learning Outcomes:

A prioritized list of content objectives that students will master by the end of your Unit.

Procedures:

A clear picture of the instructional cycle. A description of the scope and sequence of student activities and an explanation of how these activities will engage the students in planning for their own learning.

Approximate Time Needed:

Example: Eight 50-minute class periods, 6 weeks, 3 months, etc.

Prerequisite Skills:

Conceptual knowledge and technological skills that students must have to begin this Unit.

Materials and Resources

Technology — Hardware: (Click boxes of all equipment needed.)

- | | | |
|--|--|---|
| <input type="checkbox"/> Camera | <input type="checkbox"/> Laser Disk | <input type="checkbox"/> VCR |
| <input type="checkbox"/> Computer(s) | <input type="checkbox"/> Printer | <input type="checkbox"/> Video Camera |
| <input type="checkbox"/> Digital Camera | <input type="checkbox"/> Projection System | <input type="checkbox"/> Video Conferencing |
| <input type="checkbox"/> DVD Player | <input type="checkbox"/> Scanner | Equipment |
| <input type="checkbox"/> Internet Connection | <input type="checkbox"/> Television | <input type="checkbox"/> Other: |

Technology — Software: (Click boxes of all software needed.)

- | | | |
|---|---|---|
| <input type="checkbox"/> Database/Spreadsheet | <input type="checkbox"/> Image Processing | <input type="checkbox"/> Web Page Development |
| <input type="checkbox"/> Desktop Publishing | <input type="checkbox"/> Internet Web Browser | <input type="checkbox"/> Word Processing |
| <input type="checkbox"/> Email Software | <input type="checkbox"/> Multimedia | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Encyclopedia on CD-ROM | | |

Printed Materials: Textbooks, story books, lab manuals, reference materials, etc.

Supplies: Things that have to be ordered or gathered to implement your Unit.

Internet Resources: Web addresses (URLs) that support the implementation of your Unit.

Others: Guest speakers, mentors, field trips, etc.

Accommodations for Differentiated Instruction

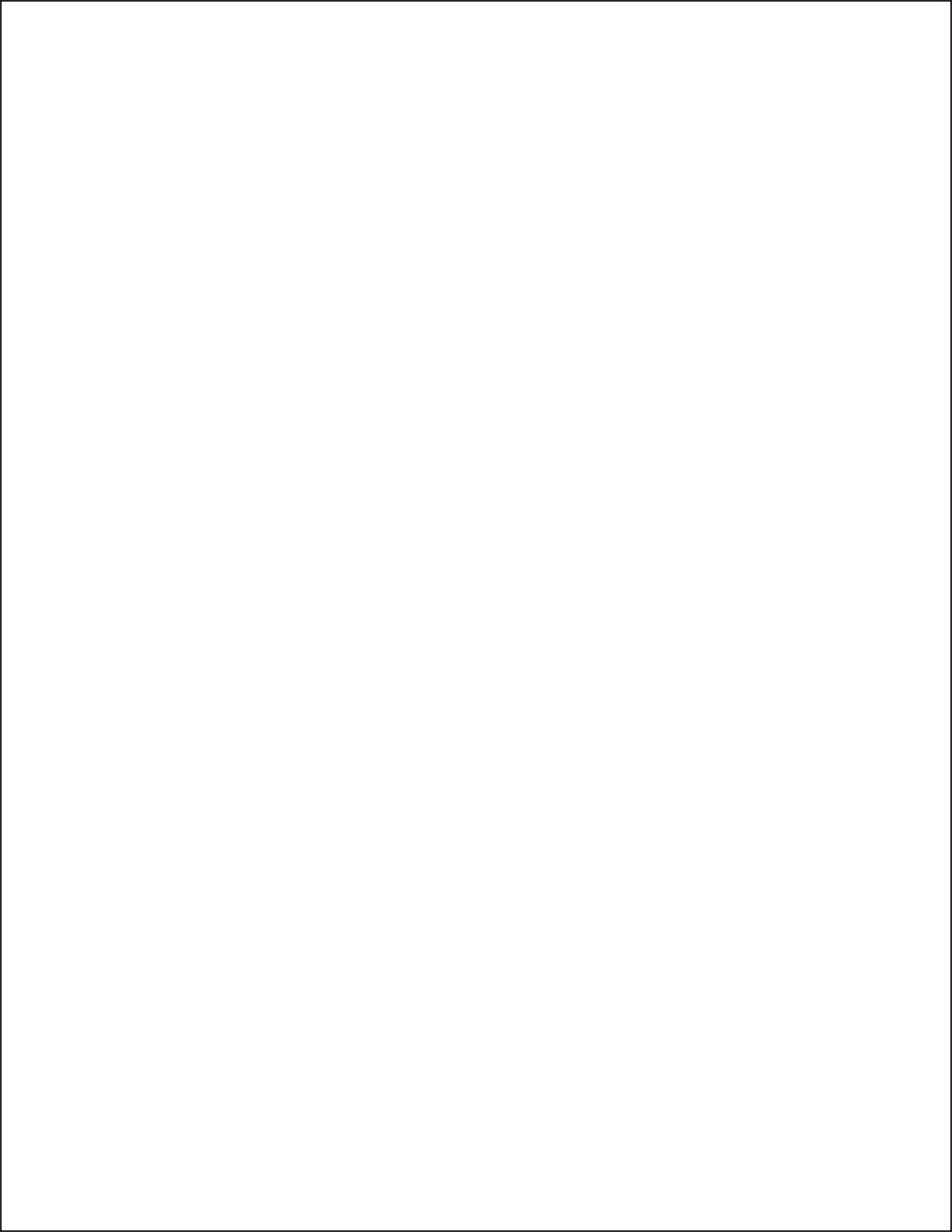
Resource Student: Modified requirements, differentiated instruction and assessment, extended work time, guiding templates, support structures, and personnel.

Non-native English Speaker: Internet sites and other resources in their native language, a variety of ways available to demonstrate their learning, support personnel, help of peers.

Gifted Student: More challenging tasks, extensions that require in-depth uncoverage, extended investigation in related topics of the learner's choice, open-ended tasks or projects.

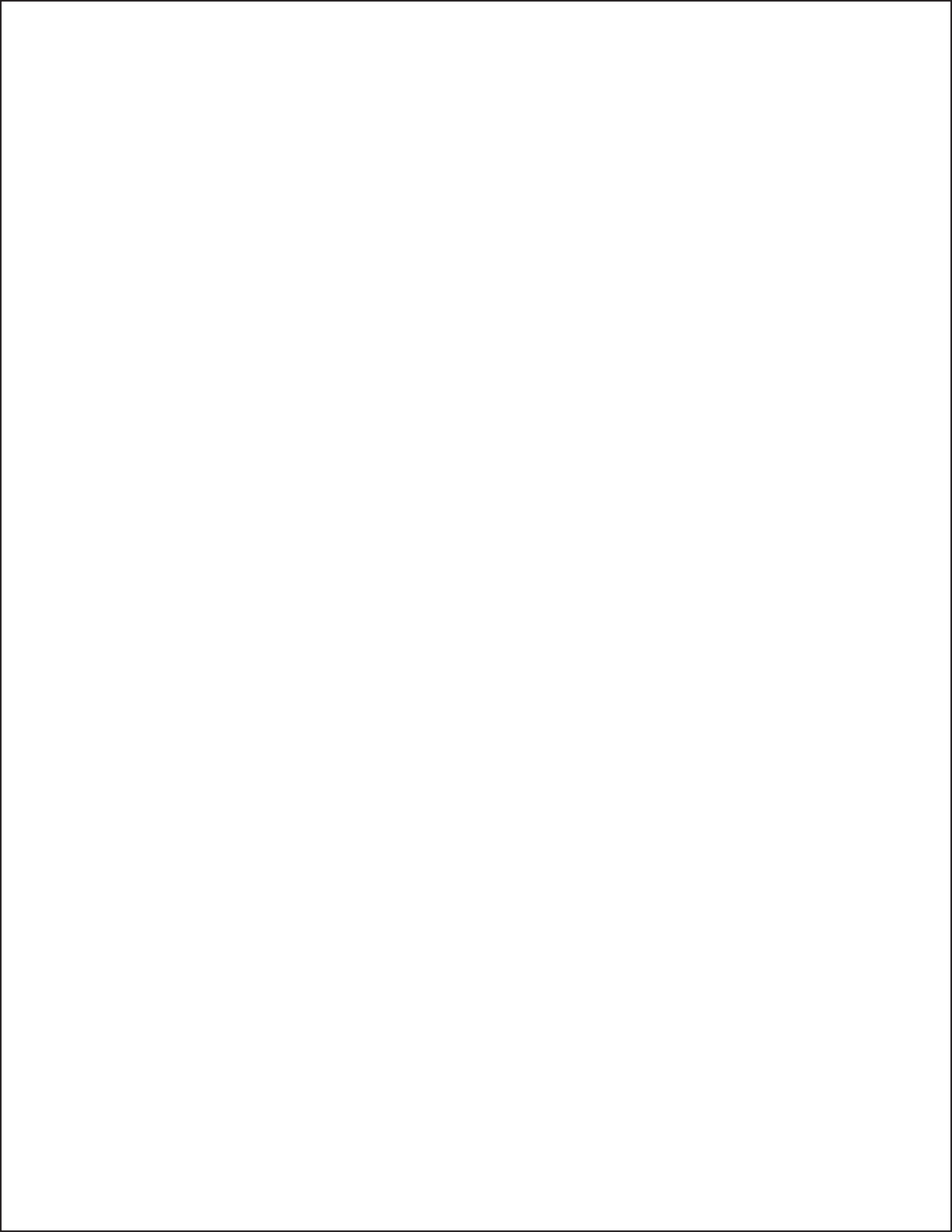
Student Assessment:

A description about how the assessments are conducted. The context and specific procedures for evaluating student learning. Assessment could occur through interview, observation, journals, essays, quizzes, tests, and final products. Assessments can be conducted by the teacher, peers, and/or the students themselves.



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Appendix X

A Project Approach to Learning

Sample Topic Ideas

Discipline	Subject	Content Topic that Could Benefit from Online Thinking Tools
The Arts	Art	Inspiration of artists Art and culture Political artwork Fashion and culture
	Film	Movies' effect on culture Reality TV shows
	Music	Influence of protest songs Inspiration of musicians Importance of folk music Bootleg music
Health	Health	Substance abuse Vaccines (e.g., Smallpox) Herbal remedies Diet aids / Eating disorders Cosmetic practices Accidents
Language Arts	Reading	Plot development Character development Biographies — evolution of human knowledge Mysteries An author's influence (e.g., Shakespeare)
	Writing	Commonalities of languages & their people Piracy and counterfeiting Phenomena
Math	Economics	Stock market trends Economic cooperation Entrepreneurship Budgeting and expenses Marketing
	Analysis	Attitudinal differences Population trends

(Continued)

Language Arts

Learning Objectives

- Analyze human nature in light of fictional literature
- Compare and analyze the roots of violence in literature with that found in history and modern day

Project Description

The incomprehensible brutality in WWII, the bombing of Japan, and the following Cold War made many people wonder about the true nature of humankind. In *Lord of the Flies*, William Golding paints a bleak representation of the world. Over fifty years later, similar atrocities continue. Are we destined to live in a world of violence? Do the characters in *Lord of the Flies* represent us?

Possible Question or Prompts

Visual Ranking Prompt: List the events in order of their impact on the boys' descent into savagery.

Seeing Reason Question: What causes the breakdown of civilized behavior in *Lord of the Flies* and what are the consequences?

Showing Evidence Prompt: Do the characters in *Lord of the Flies* represent us?



Learning Objectives

- Analyze the impact of a character's actions on the story
- Explain how the actions of one character affect another
- Predict how character actions could alter the outcome of the story

Project Description

Characters in [book title] make decisions throughout the course of the story. These decisions can have negative, positive, or no affect on other characters in the story. Select a main character from the book and write a letter to this character describing how his/her actions affected someone else in the story.

Possible Question or Prompts

Visual Ranking Prompt: Rank the actions that made the most impact in the story.

Seeing Reason Question: How does a character's words or actions impact others?

Showing Evidence Prompt: Would the world [community, family] be different today had the character made the opposite choice?

Appendix X

Glossary

Icon Definitions

In the Intel® Teach Essentials course curriculum manual, there are icons to guide you throughout the activities:



Save your work



View resources on the Course CD-ROM



View resources on the Web



Note helpful hint, idea, or warning



Discuss or share with your colleagues

Dictionary of Educational Terms

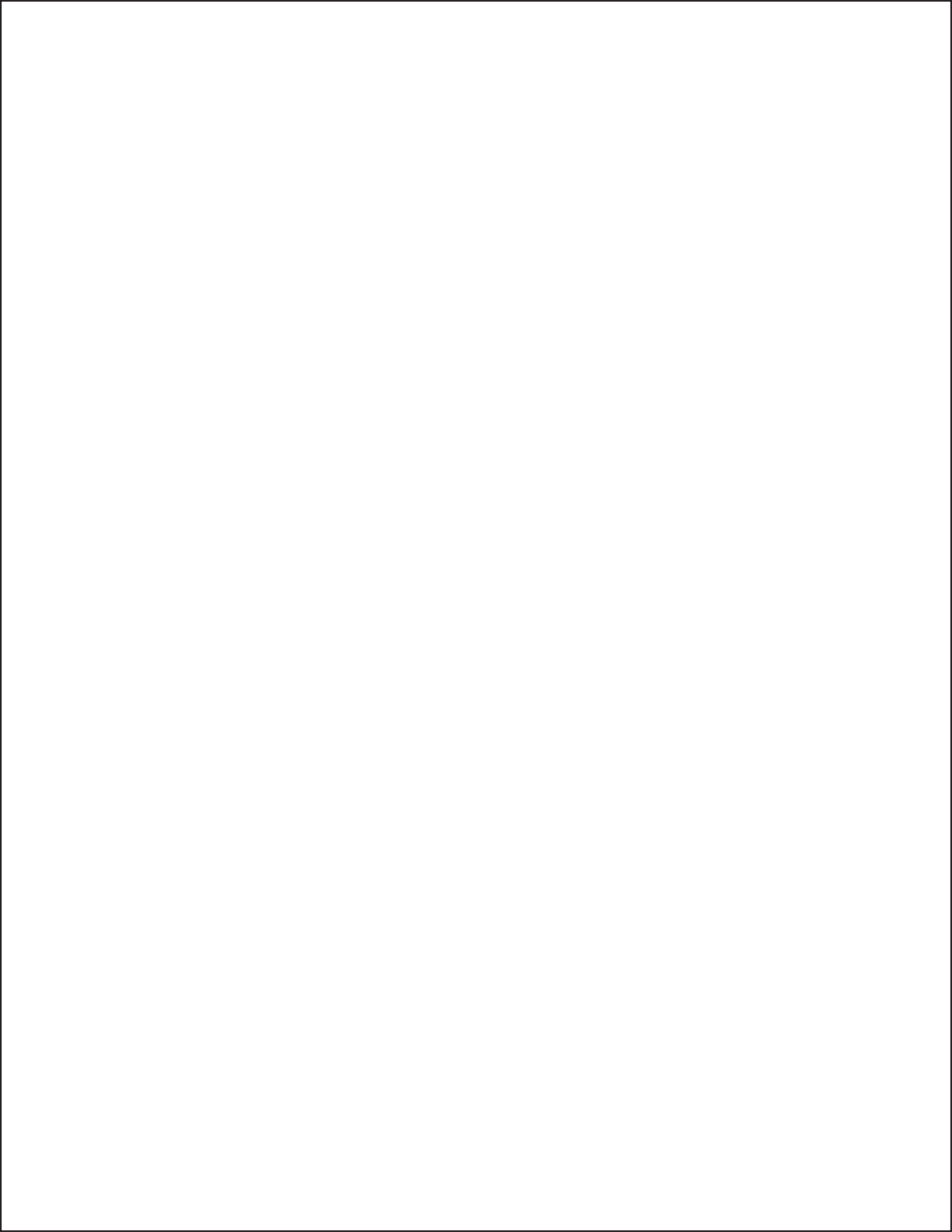
A Lexicon of Learning: What Educators Mean When They Say...
<http://www.ascd.org/cms/index.cfm?TheViewID=1112>

Glossary

Acrobat Reader* Document exchange software from Adobe Systems, Inc. Adobe Acrobat* provides a platform-independent means of creating, viewing, and printing documents. Acrobat can convert a DOS, Windows*, UNIX* or Macintosh* document into a Portable Document Format (PDF), which can be displayed on any computer with Acrobat Reader*. Acrobat Reader can be downloaded free from the Internet.

address book, email A small database in which you store email addresses for the individuals and groups that you correspond with, each labeled with an easy to remember nickname that you assign.

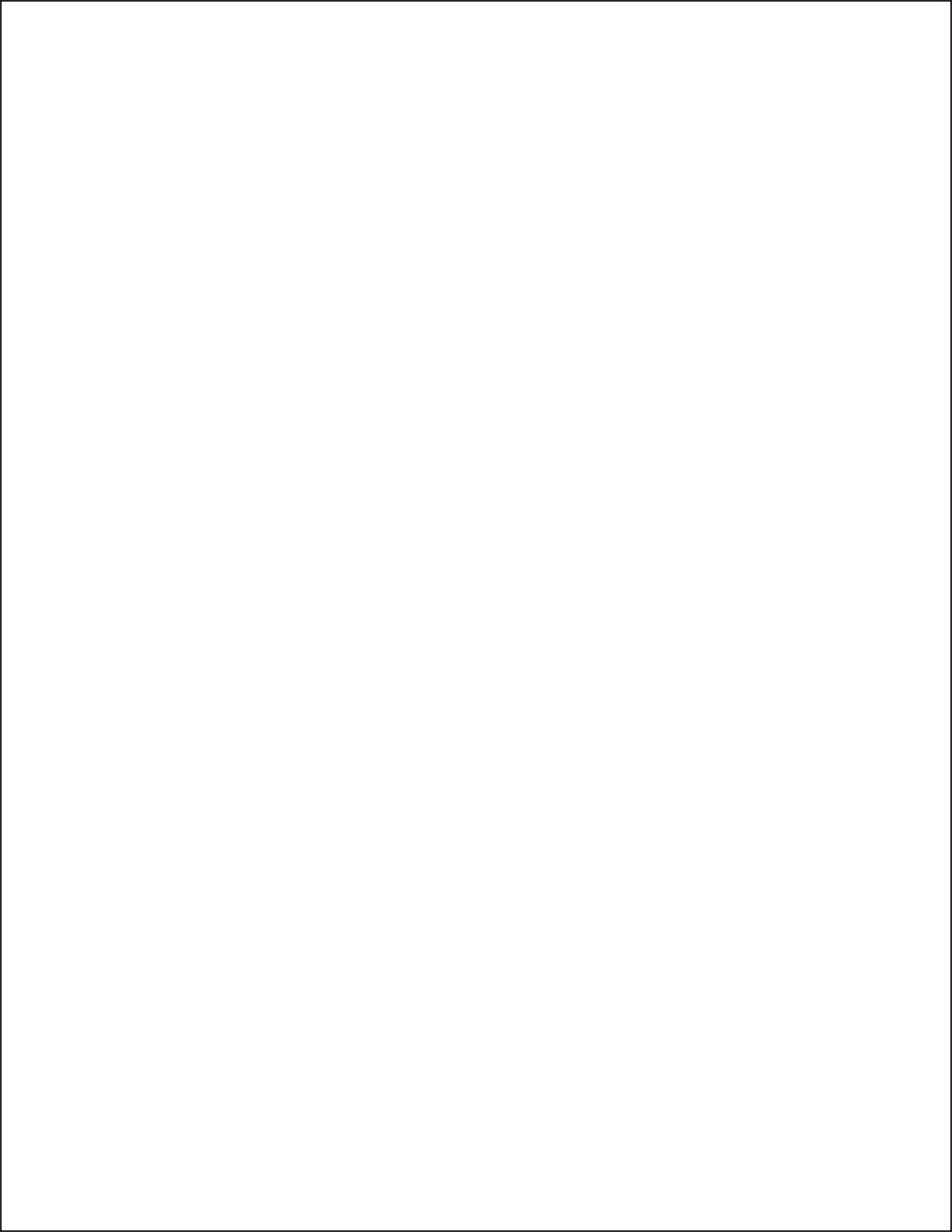
address, Internet See *Internet IP address*.



Appendix X

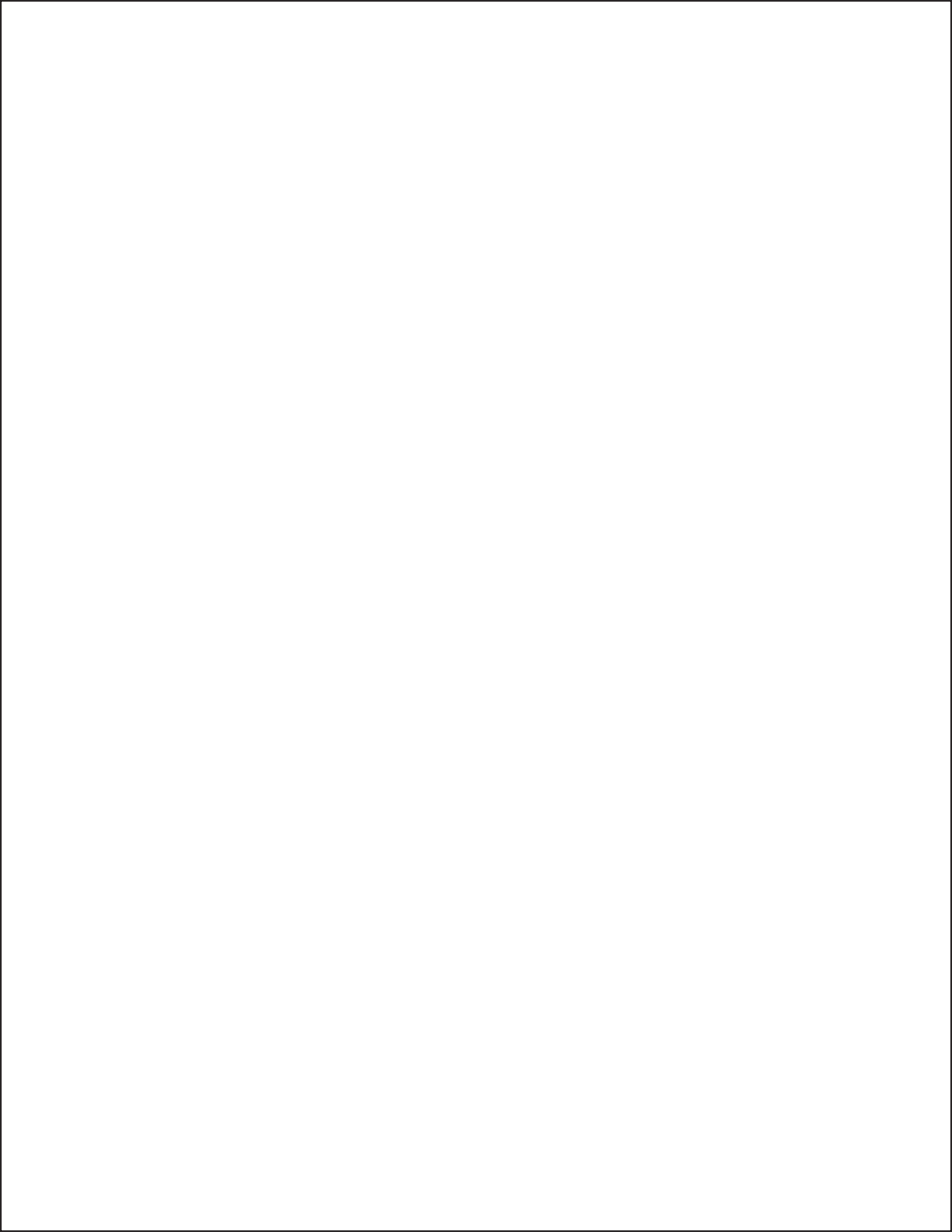
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MT Appendix X Training Overview

Master Teacher Training Agenda

Day 1:

Course Overview (20 minutes)

- Welcome and Introductions
- Discuss Intel® Teach Essentials course
- View and discuss Master Teacher training expectations
- Discuss roles of Master Teacher and Local Education Agency (LEA)
- Discuss additional questions related to the Intel Teach Future Essentials course.

Module 1: (4 hours, 10 minutes)

- Copy presentations folder to desktop and view Module 1 presentation
- Review: The Tab, Course Preparation Checklist, the Overview page, and curriculum introduction
- Participate in Scavenger Hunt
- Create a Portfolio folder, view Portfolio elements/ checklist, and create a shortcut to the CD Index
- Discuss and save Unit Plan Template
- Discuss Portfolio Rubric and view Bloom's Taxonomy presentation & checklist
- View and discuss Unit Portfolios
- View demonstration of how to unzip files and search the Unit Plan Database
- View and discuss presentation on Essential, Unit, and Content Questions
- Create and share Essential, Unit, and Content Questions
- Begin planning Units
- View Take Home Activity and CD resources for Essential and Unit Questions and brainstorm the purpose and possible content for your student projects

Module 2: (1 hours, 20 minutes)

- View Module 2 presentation and review tab, checklist
- Participate in Group Share
- Explore copyright laws related to computer and software use and discuss how to apply guidelines

Day 2:

Module 2: (2 hours)

- Create Works Cited documents
- Use search engines and directories
- Locate Internet resources
- Install and explore Microsoft Encarta* (if available)
- Discuss Take-Home Activity

Module 3: (5 hours)

- View Module 3 presentation
- Review: the Tab, Course Preparation Checklist, and the Overview page
- Discuss how to facilitate Pedagogical discussions
- Participate in Pedagogical discussion
- View and discuss sample student presentations
- Plan and develop storyboards for student presentations
- Create student sample presentations
- Discuss how to facilitate Self-evaluations
- Self-evaluate student sample presentations
- Revisit Unit Plans
- View and discuss sample presentation evaluation tools
- Create evaluation tools

Day 3:

Module 4: (4 hours)

- View Module 4 presentation
- Review: the Tab, Course Preparation Checklist, and the Overview page
- Discuss how to facilitate Pair and Share
- Pair and Share student presentations and evaluation tools
- Participate in Pedagogical discussion
- View and discuss student sample publications
- Create student publications
- Self-evaluate student publications
- Revisit Unit Plans
- Create student publication evaluation tools or modify the presentation evaluation tools to fit the student publications

Master Teacher Milestones

All Master Teachers must complete the items below. Each item is listed in chronological order.

Milestone 1:

Completing the Intel® Teach Essentials Course for Master Teachers and Course Paperwork

- Successfully complete the Intel Teach Essentials course for Master Teachers.
- Submit the online course evaluation.

Milestone 2:

Setting Up Your Intel Teach Essentials course for Participant Teachers

- Set up course online no later than 60 days after completion of Master Teacher training.
- Order course materials online at least 2 weeks prior to course start, preferably 30 days prior.
- Recruit Participant Teachers from your district/consortium to participate in the course. (K-12 classroom teachers only)
- Keep track of the number of Participant Teachers who have signed up for your course. If you need additional manuals and completion certificates from your original order, contact teacher.training@intel.com
- Visit assigned PC lab prior to the course to ensure everything is set up correctly.

