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Appendix

Appendix A Intel® Teach Program

This section contains information about the Intel® Teach Education Initiative, how to get involved, and programs available to support technology integration.

How to Get Involved

This section contains information about the Intel® Teach Program and Intel® Education Initiative, how to get involved, and programs available to support technology integration.

The Intel Teach Program is a free, proven professional development program for K-12 educators.

Intel Teach, part of the Intel Education Initiative, is the most successful teacher professional development program of its kind. Working with local governments, Intel Teach builds teachers' and students' 21st century skills—such as digital literacy, critical thinking, problem solving, and collaboration—through quality teaching and learning. More than 6 million teachers in more than 50 countries have participated in Intel Teach—learning how, when, and where to incorporate technology tools and resources into curriculum.

Intel Teach is a program designed to improve the effective use of technology in classroom teaching, with Intel providing all training and curriculum materials free of charge. Intel Teach is not a sales or marketing program.

In-Service Program

Available to K-12 teachers, schools, and districts, the Intel Teach In-Service Program is a suite of professional development offerings. This program is about pedagogy and integration of technology to help students build higher-order thinking skills and attain standards. The In-Service Program is not about software.

Based on a peer-to-peer model, Local Education Agencies (LEAs)—such as schools, districts, or state agencies—select experienced teachers to serve as Master Teachers (MTs). The MTs receive professional development from certified Senior Trainers (STs), enabling MTs to return to their area schools or districts and lead sessions for their colleagues.

The In-Service Program has three free professional development offerings for K-12 teachers—Essentials, Essentials Online, and Thinking with Technology.

Intel® Teach Essentials Course

The Intel® Teach Essentials Course has been engaging educators around the world since 2000, with face-to-face, hands-on instruction on the essentials of effective technology integration. Teachers learn from other teachers to incorporate technology into their teaching to enhance student learning. They also learn how to create assessment tools and complete unit plans aligned with state and national standards.

Intel® Teach Essentials Online Course

The goal of the Intel® Teach Essentials Online Course is to help classroom teachers develop student-centered learning experiences through technology integration and project-based approaches. This course delivers the Essentials Course curriculum through a combination of face-to-face and flexible online delivery.

The International Society for Technology in Education (www.iste.org) completed review of the **Intel Teach Essentials Course** on March 6, 2009. ISTE determined that the program clearly supports implementation of the ISTE National Educational Technology Standards for Teachers (NETS•T 2008) in a specific, carefully reviewed and documented manner and prepares participants to substantially meet the following standards:



NETS•T ALIGNMENT

- Meets: I.A., I.D., II.A., II.D., III.A., V.A.
- Supports significant growth: I.B., I.C., II.B., II.C., III.B., III.C., III.D., IV.A., IV.C., V.C.

Intel® Teach Thinking with Technology Course

Ideally suited for teachers who have taken the Essentials Course (or a comparable technology integration program), this modular course builds on the ideas of effective technology integration and student inquiry to focus on how technology can enhance higher-order thinking skills. A set of free online thinking tools—available at the Intel® Education Web site—offers educators a structured way to help students think critically.

The International Society for Technology in Education (ISTE) completed its initial review of the Intel® Teach Thinking with Technology Course on October 20, 2005, and has determined that it clearly supports implementation of the ISTE National Educational Technology Standards (NETS) for Teachers in specific, carefully reviewed and documented ways and substantially prepares participants in the following manner:



NETS•T ALIGNMENT

- Meets: I.A., II.A., II.B., II.D., II.E., III.A., III.C.
- Supports significant growth: II.C., III.B., III.D., IV.A., IV.C., V.B., V.C., V.D.



For more information and to complete the online Local Education Agency application, visit www.intel.com/education/teach.

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Appendix B K-12 Tools and Resources

The following free online K-12 tools and resources support 21st century teaching and collaborative student-centered learning. These tools and resources help teachers play a critical role in facilitating learning activities and posing questions that promote and develop higher-order thinking among students. The online thinking tools are interactive learning places where students engage in robust discussions, pursue investigations, analyze complex information, and solve problems.

Overview of K-12 Teaching Resources

The *Designing Effective Projects* resource provides a foundation for good planning and supports teachers in adapting a collection of exemplary project-based unit plans or developing their own from scratch. Most of the Designing Effective Projects units were developed by teachers participating in the Intel Teach professional development program.

An Innovation Odyssey is a collection of innovative uses of technology from teachers around the world. Teachers can find ideas for projects they may want to do with their own students. School leaders can find convincing examples that show teachers and parents how technology supports learning. Ideas can be shown by grade level, subject area, or type of technology used.

Overview of K-12 Productivity Tools

Free K-12 teaching tools and resources for educators support collaborative, student-centered learning.

Assessing Projects helps teachers create assessments that address 21st century skills. *Assessing Projects* also provides strategies to make assessment an integral part of teaching and help students understand content more deeply, think at higher levels, and become self-directed learners.

The Intel® Education *Help Guide* provides step-by-step instructions for hundreds of technical skills commonly used in software applications.

Overview of Online Thinking Tools

Thinking tools are based on research that demonstrates the value of visual representation in constructing and retaining new information. Thinking tools take advantage of technology to allow students to convey and exchange ideas, actively construct knowledge, solve problems, and create nonlinguistic representations of what they have learned.

The ***Seeing Reason Tool*** helps students investigate cause-and-effect relationships. Students use this tool to discuss, represent, and defend their interpretations through mathematical and scientific reasoning across the curriculum.

The ***Showing Evidence Tool*** helps students build well-structured arguments. Students use this tool to make claims, support positions with evidence, debate differences, and reach conclusions.

The ***Visual Ranking Tool*** helps students prioritize and compare lists. Students use this tool to evaluate and prioritize information, collaborate with peers, study multiple perspectives, and make decisions through consensus or negotiation.

No special software is needed to use these tools—just the Internet and a free plug-in. Teachers can set up online accounts and create unlimited numbers of student projects and teams. All student work is stored on Intel’s servers. Best of all, the tools and related resources are provided free of charge.



You can learn more about the free online thinking tools at www.intel.com/education/tools.

Professional Development Using K-12 Tools and Resources

If you are interested in helping your teachers learn to integrate the free K-12 tools and resources into curriculum, free professional development is available for K-12 teachers. The Intel Teach Essentials Course and Essentials Online Course incorporate *Assessing Projects*, *Designing Effective Projects*, and the *Help Guide*. The Essentials 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 strategies and teamwork

The Intel Teach Thinking with Technology Course helps teachers develop K-12 students' critical thinking—a vital 21st century skill—while using existing curriculum and aligning to state and national standards. During the face-to-face, hands-on Thinking with Technology Course, teachers:

- Develop strategies and project ideas for using online thinking tools to target higher-order thinking skills
- Create a complete unit plan that is aligned to standards and includes:
 - Curriculum-Framing Questions
 - Detailed instructional strategies
 - Integration of an online thinking tool
 - Assessment plan and tools



You can learn more about these courses at www.intel.com/education/teach.

Appendix C Action Plan Resources

This section contains resources that will assist you in completing your Action Plan.

Action Plan Standards

I. VISIONARY LEADERSHIP—Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.**

II. DIGITAL AGE LEARNING CULTURE—Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.**

III. EXCELLENCE IN PROFESSIONAL PRACTICE—Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.**

IV. SYSTEMIC IMPROVEMENT—Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources.**

V. DIGITAL CITIZENSHIP—Educational Administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture.**

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Action Plan Template

Standard	Short Range	Medium Range	Long Range
I. Visionary Leadership			
II. Digital Age Learning Culture			
III. Excellence in Professional Practice			
IV. Systemic Improvement			
V. Digital Citizenship			

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Principal Action Plan Example

Standard	Short Range	Medium Range	Long Range
I. Visionary Leadership	Share with staff members the district's vision for maximizing purposeful change as it relates to digital information and technology integration	Develop school-wide plan which aligns to district vision and goals in order to maximize student learning and teacher performance	Support effective instructional practice in the classroom through observations, professional development, and peer-mentor relations
II. Digital Age Learning Culture	Model and promote effective use of technology to further enhance the school culture and grade level learning communities	Identify and encourage staff to attend and provide professional development opportunities based on needs of school/grade level, (such as the Intel Teach Program)	Budget and allocate funds to support teachers attending professional development as it relates to grade level curricular standards
III. Excellence in Professional Practice	Develop a team to research emerging technologies and trends to improve the overall performance of student learning	Empower staff and encourage sharing at grade level, staff, and vertical team meetings to enhance the overall performance of teacher and student productivity using digital tools	Communicate and collaborate with the learning community (staff, parents, community) the effective uses of digital-age tools that enhance student learning (such as the school blog, and so forth)
IV. Systemic Improvement	Review District Technology Strategic Plan with staff and create an awareness for systemic change	Develop a school-wide plan which includes necessary digital tools for staff to use when carrying out goals/objectives of strategic plan	Implement a school-wide technology strategic plan to include emerging digital tools/technology, wireless connectivity, labs, wireless laptops, peripherals, and so forth
V. Digital Citizenship	Develop schedule and communicate the plan to staff the plan; observe lessons that include technology integration	Observe classrooms, provide follow-up and feedback to staff regarding overall performance, effective use of digital tools, and technology integration across the curriculum	Communicate next steps for staff needs based on observations, such as professional development, peer-mentor, classroom visits, and so forth

Superintendent Action Plan Example

Standard	Short Range	Medium Range	Long Range
I. Visionary Leadership	Share with key stakeholders a vision of purposeful change to maximize all resources	Develop Strategic Plan aligned to shared vision and goals	Support effective instructional practice to maximize performance of district leaders
II. Digital Age Learning Culture	Model and promote effective use of technology to further enhance the district culture and individual learning communities established in the district	Identify and provide professional development opportunities based on needs of staff (such as the Intel Teach Program)	Budget and allocate funds to support sustainable professional development and instructional tools as they relate to curricular standards for implementation of teaching strategies obtained by staff during professional development
III. Excellence in Professional Practice	Research emerging technologies and trends to improve the overall performance of student learning; develop tools; collect and analyze data to improve staff performance and student learning as it relates to effective technology integration across curricula	Empower educators, which will result in enhanced student learning through seamless integration of technology-rich environments	Communicate and collaborate with key stakeholders the effective use of digital-age tools to enhance student learning
IV. Systemic Improvement	Human Resources: Recruit and retain highly skilled personnel who are proficient and creative users of digital technology	Establish and maintain a robust infrastructure which includes systems to support integration technological operations for the district	Establish and leverage strategic partnerships to support systemic change and improvement of the district overall
V. Digital Citizenship	Ensure equitable access to appropriate tools and resources to meet the needs of all learners	Establish policies and procedures to ensure safe, legal, and ethical use of digital information and technology	Provide ongoing communication that includes understanding of social, ethical, and legal issues related to evolving digital culture

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