Evaluation Resources

Intel® Teach Essentials Course

End of Training Evaluation Summary

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The Intel® Teach Program Essentials Course

With more than 4 million teachers trained in 40 countries, the Intel Teach Program offers professional development worldwide designed to promote 21st century teaching and learning. Intel Teach inspires teachers to shift their practice to prepare the next generation with 21st century skills.

In the Essentials Course, as one of the core components of the program, teachers learn to incorporate technology into their teaching as they engage in the central organizing activity, which is the creation of a Unit Plan. The Unit Plan includes student work models, other supporting materials, and an implementation plan. As teachers create their Unit Plans, they also learn to use Essential Questions to frame their lessons within the context of student-centered inquiry, and to employ project-based and collaborative learning strategies in their plans.

End of Training Survey

As part of the evaluation of the course, EDC/CCT collects and analyzes data from a global End of Training Survey. The global End of Training Survey for the Essentials Course is designed to reveal needed changes in the localization or implementation of the course for each country. The survey captures the immediate reactions of teachers to course training activities.

Administered in all countries, schools, and districts during the first two years of program implementation and in areas with more mature programs on a voluntary basis, the survey is part of Intel's strategy to ensure consistently high levels of program quality around the world. Education Managers can review their own results in relation to the global data set compiled from this survey to help understand where to make adjustments in their localization strategies.

Participating Countries

The data compiled and analyzed by EDC/CCT about the Intel® Teach Essentials Course comes from participant responses collected over five years from the following countries:

APAC
- Australia
- China
- India
- Japan
- Korea
- Malaysia
- Pakistan
- Philippines
- Taiwan
- Thailand
- Vietnam

EMEA
- Czech Republic
- Egypt
- France
- Germany
- Ireland
- Israel
- Italy
- Jordan
- Kingdom of Saudi Arabia
- Lebanon
- Morocco
- Poland
- Russia
- South Africa
- Turkey
- Ukraine
- United Arab Emirates

LAR
- Argentina
- Brazil
- Chile
- Costa Rica
- Mexico

USA
- United States

Participating Teachers: Background

Participants in the course represent a wide range of experience levels. The End of Training Survey reveals that nearly 20 percent are new teachers with less than 3 years of experience, and just under 50 percent are experienced educators who have been practicing in the classroom for more than 10 years. Regardless of their classroom experience, a large portion of the educators (about 40 percent) actually describe themselves as new or novice technology users.

Significant regional variations occur within this global result, however. For example, a large percentage of respondents from the Northern Asian region were at the intermediate (42 percent) or advanced (32 percent) levels of prior experience with technology. In the EMEA (Europe, Mid-East, Africa) region, 27 percent actually indicated that they had no prior experience using technology. In the LAR (Latin American Region) region, a plurality (40 percent) of the respondents were at the intermediate level with a full 44 percent reporting they had no familiarity (12 percent) or were new users (32 percent).

Teachers Feel Prepared

A central focus of the End of Training Survey is to determine the perceived competence of the teachers at the end of the training with both new technology ideas and new pedagogical strategies. Do the teachers feel that the training effectively prepares them to implement the new technology-assisted pedagogical strategies?

According to the most recent quarterly data available, most teachers feel they are better prepared to integrate technology as well as support more student-centered learning strategies after they have participated in the course. However, the teachers also report that they are more confident in their gains in technology integration competency than they are in their understanding of new pedagogical approaches. The data show that teachers are making gains in learning new pedagogical strategies, but this area continues to be the central focus for their professional development needs, which reinforces the foundational course design emphasizing pedagogy over basic interactive technology skills.

Teachers Are Pleased with Program Quality

The quality of training is the other main focus of the survey. Participant perceptions of training quality have remained consistently high across course implementation over the three-year span of data collected. For example, a majority of teachers in every region reported that their course trainers were very successful both in guiding them through the creation of their Unit Plans and in engaging them in group discussions about teaching. In addition to a valid course design, the emphasis on classroom-based peer trainers helps build connections between the course materials and classroom practice.

Further Reading

Intel® Teach Master and Participant Teacher Essentials Course End of Training Survey summary January 15th—quarter 2, 2005. New York: EDC/CCT.