



Evaluation Resources

Intel® Teach Essentials Course

Training Interview



IN COOPERATION WITH

**EDC | Center for Children &
Technology**



CENTER FOR CHILDREN & TECHNOLOGY

Developed by EDC | Center for Children & Technology
in collaboration with Intel Corporation
for the Intel Education Initiative

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Revision 1.0
May, 2007



Using the Interview Questions

The interview questions ask about teachers' use of key resources, and their response to the messages about teaching practices presented in the training. This introduction reviews the research objective for each section of the interview and is intended to help the local evaluators decide how to structure the interview and when to probe the respondent's answers for more detailed information.

Section SL: Sample lesson plans

The interview questions refer to the sample lesson plans offered in the training that are meant to help teachers create projects relevant to their own classrooms. The sample lesson plans are intended to offer realistic examples that teachers relate to their own classrooms and curricula. The sample lessons are intended to align with national or local curricula and with teachers' available computing infrastructure. The interview questions in this section ask teachers how realistic they think the sample plans are, whether they could be used in classrooms like theirs, and what benefits or challenges they would associate with trying to use these lesson plans themselves.

Section UP: Unit plan and planning process

The interview questions refer to the unit planning template used in the training. The template is intended to guide teachers through the process of creating a project-based, technology-integrated lesson. The first interview questions in this section ask teachers to reflect on the unit plan template and how useful or problematic they found the template to be.

The second set of interview questions in this section asks teachers to select one technology activity they have included in their lesson plan and explain how it meets their classroom goals and objectives. This question offers teachers a chance to explain their use of technology and how they intend this activity to relate to the learning goals they have for their students. The evaluator can use this information to understand how teachers are thinking about the relationship between technology activities and their learning goals.

Section EQ: Essential questions

The interview questions refer to the essential question teaching strategies that are presented in the training. The essential question is central to the model of project-based teaching presented in the training. Creating good essential questions is complex and often very new for the participating teachers. The interview questions in this section invite the teacher to talk about his/her essential question and whether that question aligns with the learning goals s/he has for his/her students.

Section RU: Rubrics

This section is about the assessment strategies presented in the training, which involve the creation of rubrics to help teachers identify and assess multiple dimensions of their students' technology-based work. The questions in this section ask teachers to talk about the rubric they have created as part of the training, and to explain if the rubric would help them to assess any new aspects of student learning compared to their traditional assessment focus. This information can help the evaluators understand if the training is succeeding in helping teachers focus on specific learning goals that they intend to support through the use of technology.

Section MO: Modeling of practices for the Master Teachers

This section is only for Master Teacher trainees, and is about whether future Master Teachers feel prepared to meet the demands of leading the training. The program intends to model specific techniques for leading the training to these future Master Teachers. This section of the interview identifies four key training strategies and asks future Master Teachers if they have seen these strategies modeled in the training and how well prepared they feel to use these strategies themselves when training others. The four key training strategies are: "Pair and Share", "Reflection", "Organize Collaborative Work", and playing the role of "Teacher as Facilitator" of learning.

SL Sample Lessons

READ TO TEACHER BEING INTERVIEWED: This question is about the sample lesson plans in the CD-ROM you looked at during the Intel® Teach Essentials Course training.

SL-1. What is your opinion of the sample lesson plans you looked at during the training?

OPEN ENDED RESPONSE

SL-1a. Could any of them be used in your classroom?

OPEN ENDED RESPONSE

SL-1b. Why or why not?

OPEN ENDED RESPONSE

UP Unit Plan and Planning Process

Unit Plan Template

UP-1. One resource that the Intel Teach Essentials Course training offers is the unit plan template. Did you use the unit plan template in the manual to help you create your unit plan? *IF RESPONDENT ANSWERS "YES" PROCEED TO UP-1a AND IF THE RESPONDENT ANSWERS "NO" PROCEED TO UP-1b.*

OPEN ENDED RESPONSE

UP-1a. What were the good and bad points of the Unit Plan Template?

OPEN ENDED RESPONSE

UP-1b. What template did you use to create your unit plan?

OPEN ENDED RESPONSE

UP-2. Of all the technology activities you put in your unit plan, which is the one you feel meets your classroom needs the best? Why?

OPEN ENDED RESPONSE

EQ Essential Questions

READ TO TEACHER BEING INTERVIEWED: The Intel Teach Essentials Course training encourages teachers to design a unit plan using the idea of Essential Questions. This section is about the use of Essential Questions. Please let me know if you did not learn about Essential Questions during the training.

EQ-1. What is the Essential Question for your unit plan?

OPEN ENDED RESPONSE

EQ-2. What do you hope students will learn in trying to answer your Essential Question?

OPEN ENDED RESPONSE

RU Rubrics

READ TO TEACHER BEING INTERVIEWED: The Intel Teach Essentials Course training also encourages teachers to use a rubric assessment to evaluate student work as part of their unit plan. These questions are about the rubric you created. Please let me know if you did not learn about rubrics during the training.

RU-1. What piece of student work does this rubric assess?

OPEN ENDED RESPONSE

RU-1a. What were the categories included in your rubric?

OPEN ENDED RESPONSE

RU-2. Are any of these categories in your rubric that you do not typically assess?

OPEN ENDED RESPONSE

RU-2a. Why did you include the new categories in this rubric?

OPEN ENDED RESPONSE

MT Modeling of Practices for the Master Teachers (continued)

MT-3. Please tell us how prepared you feel to “Organize Collaborative Work” once you are a trainer on a 5-point scale ranging from Not at all Prepared (1) to Somewhat Prepared (3) to Very Prepared (5)? Did your trainer do anything beyond modeling to help you understand how to lead this activity. (For example, offer suggestions on how to handle questions? Share stories or tips of what works and what does not?)

1 ----- 2 ----- 3 ----- 4 ----- 5
Not prepared Somewhat prepared Very prepared

MT-4. Please tell us how prepared you feel to play the role of “Teacher as Facilitator” once you are a trainer on a 5 point scale ranging from Not at all Prepared (1) to Somewhat Prepared (3) to Very Prepared (5). Did your trainer do anything beyond modeling to help you understand how to lead this activity? (For example, offer suggestions on how to handle questions? Share stories or tips of what works and what does not?)

1 ----- 2 ----- 3 ----- 4 ----- 5
Not prepared Somewhat prepared Very prepared