



Evaluation Resources

Intel® Teach Skills for Success

Evaluation Manual



IN COOPERATION WITH

SRI International



Developed by SRI International
in collaboration with Intel Corporation
for the Intel Education Initiative

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Table of Contents

I. Introduction	1
Why Evaluate the Intel® Teach Skills for Success Course?	1
Important Evaluation Tips	2
1. Evaluator training	2
2. Data collection	2
3. Data analysis and reporting	3
Using this Manual	3
II. Evaluator Training	4
Preparation for Training	4
Your Tasks during Training	4
Your Own Observations and Questions	5
Meetings	5
Essential Questions for Evaluators and Practice Evaluation Activities	6
Module 1: 21 st Century Skills	7
Exercise 1: Essential Skills	7
Exercise 2: Classrooms of Today versus Classrooms of Tomorrow	7
Module 2: 21 st Century Approaches	7
Exercise 4: Critical Thinking	7
Exercise 5: Collaboration	7
Module 2 Summary	8
Module 3: The Student Curriculum	8
Exercise 1: Thematic Instruction	8
Exercise 4: Graphics Demonstration Lesson	8
Module 4: The Teaching Methodology	8
Exercise 3: Practice Session Preparation	8
Module 5: Word Processing	9
Exercise 1: Practice Session	9
Exercise 2: Feedback Session	9
Exercise 3: Assessing Student Work	9
Module 6: Spreadsheets	9
Exercise 1: Practice Session	9
Exercise 2: Feedback Session	10
Module 7: Facilitating Learning	10
Exercise 1: Facilitation Skills	10
Module 8: Project Planning	10
Exercise 2: Project Planning	10
Module 9: Project Doing	10
Exercise 1: Project Doing	10
Module 10: Project Reviewing	10
Module 11: Project Sharing	11
Exercise 1: Project Sharing	11
Module 12: Technology at Work and Beyond	11

Exercise 3: Support and Next Steps	11
Exercise 4: Teacher Training Survey	12
III. Evaluation Tools and Guidelines	13
Form 1: Teacher Training Survey	13
Form 2: Student Work Sample Collection Form	13
Form 3: Teacher Final Survey	14
Form 4: Observation Logs	14
Cover Sheet	15
Observation Notes	15
Note-taking	17
Additional notes for new observers	17
Reminders:	18
Form 5: Evaluator's Version of the Student Work Rubric	18
Tips for Using the Scoring Rubric	20
Technical Issues	20
IV. Data Analysis and Reporting	21
Evaluation Reporting Schedule	21
Statistical Data Template	21
Comprehensive Report Template	21
1. Summary Analysis Across Field Notes	21
2. Anecdotes	23
3. Quotes	24
4. Data Update	25
V. Concluding Notes	26
VI. Appendix: Intel® Teach Skills for Success Course Evaluation Forms	27
Form 1: Teacher Training Survey	28
Form 2: Student Work Sample Collection Form	31
Form 3: Teacher Final Survey	33
Form 4: Observation Logs	41
Form 5: Evaluators' Version of the Student Work Rubric	45

I. Introduction

Why Evaluate the Intel® Teach Skills for Success Course?

Why is it important to evaluate the Intel® Teach Skills for Success Course in your country? In general, program evaluation serves three purposes:

1. To see if a program is meeting its goals
2. To reshape the program to better meet its goals
3. To show program effectiveness to outside audiences

Evaluation data allow educational programs to demonstrate their effectiveness to existing partners and funding agencies, take appropriate steps towards improving processes and outcomes, and provide evidence to policy-makers and other stakeholders about the value of the program. For the Skills for Success Course, each country undertakes evaluation to help Intel and its educational partners to get information about the program's successes and challenges. Based on your evaluation, strong aspects of the curriculum, training, and implementation can be maintained and further developed and weaker aspects can be changed. Ultimately, the evaluation should help each country's implementation team to answer important questions about the program and help Intel understand the development of the program from a worldwide perspective. This understanding then becomes the basis for expanding the program to new regions and countries.

The primary goal of the Skills for Success Course is to support students' learning of technology skills, collaboration, and higher-order thinking. In the program, students learn mainly by: 1) exploring computer applications through hands-on activities, and 2) engaging in projects that require them to apply technology and design skills to create products that are interesting and meaningful to them. The data that you and the other country evaluation teams collect help program stakeholders understand if the program is reaching its main goal of helping students learn, as well as the supporting goal of creating a strong program that supports their learning. To better understand the effectiveness of the program, your evaluation team will want to gather information about the following:

- **Student learning.** Evidence about student learning in Skills for Success comes primarily from examples of work products created during sessions, teacher reports, and observations of students in which the evaluation team notes levels of student engagement and interaction with peers. In some countries, data on student grades may also be used to evaluate student learning.
- **Teacher training and support.** Feedback from teachers, observations by the evaluation team's visits to schools, and observations at trainings provide data regarding teacher training and support.
- **Program curriculum.** Feedback from teachers provides information on how well the various parts of the curriculum are working. Your observations of the schools also help to understand how the curriculum is being used.

SRI has developed a core set of evaluation forms for gathering the basic evaluation information described above. SRI expects each country to have additional evaluation concerns and needs, and will work with your evaluation team to tailor the evaluation to your country's specific program implementation and evaluation requirements.

Important Evaluation Tips

This section highlights some ways that the evaluation team can prepare for the evaluation. These tips are organized in the same way the manual is organized, beginning with issues to consider during evaluator training, then looking at tips that can help during data collection, and finally providing suggestions that you can use as you write up your data and reports.

1. Evaluator training

Prior to program implementation, everyone on the evaluation team should be very familiar with the curriculum, pedagogical approaches, and program goals. Members of the team should read through the program curricular materials and Teacher Book so that each evaluator:

- Knows how the program designers intend the program to be implemented.
- Recognizes which features of the curriculum and teacher facilitation are most critical for achieving the program goals.
- Knows how and where they might find *indicators* that important features of the curriculum and requirements for teacher facilitation are being implemented effectively.

2. Data collection

During program implementation, the evaluation team will continue to study and discuss the curriculum and program goals, and should pay attention to potential problem areas.

- One key problem area might be with translation and localization. Watch out for words that were specific or technical in the original English version—are they translated and localized well?
- Another important area is teacher training and pedagogical support. Evaluators should identify indicators that teachers are receiving sufficient training and support, and look at such issues as teacher motivation, satisfaction with the curriculum, and teachers' professional growth.

Think of all your evaluation findings as something you would ideally share with the program developers as soon as possible to help improve the program.

- Do not feel that you have to wait for a formal report to talk with program developers or the pedagogical support team about your findings. Talking with these stakeholders will get them interested in the evaluation and involve them in finding appropriate evidence about implementation and outcomes.
- Keep in mind that members of the evaluation team will be evaluating regional trainings, administering teacher surveys, and collecting information on teacher understanding. Findings from regional training evaluations should also be communicated to program developers to help the program expand in your country while remaining faithful to the model developed by Intel.

3. Data analysis and reporting

At designated times during the schoolyear, the evaluation team will be analyzing and preparing data to send to the evaluators at SRI so that they can report on your country's results in the worldwide evaluation report. The data you provide will include findings from all the data sources you collect, including surveys, observations, and student work. In order to meet worldwide reporting requirements for Intel, we request that you submit both data updates and a final comprehensive report.

Although the themes explored worldwide will likely comprise your main findings, there may be additional topics that are important for you to address in your country. Please remember that as the program grows and changes in your country, so will the evaluation. Should the evaluation team wish to further modify the evaluation to answer questions that arise in your country's context, the worldwide evaluation team at SRI is available to support your efforts.

Using this Manual

In addition to introducing the Skills for Success Course evaluation, this manual serves three purposes.

- First, the manual is designed for the evaluation team to use during the initial teacher training in preparation for conducting the evaluation (see Section II, *Evaluator Training*). The questions and activities provided for use during the teacher training can help the team deepen their understanding of the Skills for Success Course goals and the role of evaluation in program development.
- Second, the manual provides guidance on using the tools that SRI has designed for the Skills for Success evaluation, including information on the purpose of each tool, the sample size for data collection, and special considerations (see Section III, *Evaluation Tools and Guidelines*).
- Finally, the manual contains information about reporting your findings, including a report schedule, a template explaining each section of the report you will submit to SRI. All evaluation forms can be found at the end of this manual (in English) and are also available from the lead evaluator in your country or from SRI.

II. Evaluator Training

All evaluators on the evaluation team should go through the complete initial Skills for Success teacher training with the teachers and pedagogical support team in your country. Although evaluators will not be training to facilitate the course themselves, it is imperative that all members of the evaluation team attend the training in order to fully understand what teachers are learning to do as facilitators in the program. In addition, the evaluation team should be prepared to attend subsequent trainings at the regional level to monitor and analyze the quality of those trainings and further develop understanding of the program.

Preparation for Training

Prior to Day 1 of the training, all members of the evaluation team should review program curriculum materials, including the *Teacher Book*, to get a feel for the program goals and what teachers will be doing during the training. Team members should review the evaluation forms provided by the team leader (and available at the end of this manual), and, if possible, review the other sections of this *Evaluation Manual* to become familiar with the goals and procedures for the evaluation.

Your Tasks during Training

If you are the evaluation team leader, your first task will be to make sure that your evaluation team is introduced at the beginning of the training, and that the teachers know you will be involved in evaluation activities during the training. Teachers should know from the beginning what the purpose of evaluation in the Skills for Success Course is, and what your evaluation team will be doing during the training. You should emphasize as often as necessary that evaluators are not present to assess the teachers, but rather to gauge whether or not the training is effectively communicating program goals, approaches, and strategies.

During the training, the evaluation team will follow along with teachers and familiarize themselves with the training activities to understand how these activities will help the teachers facilitate the course. Expect to talk a lot with teachers, since these discussions will help you understand what teachers are experiencing and learning during the training. Additionally, evaluators will have three distinct tasks each day. These tasks will help prepare you individually and as a team to evaluate the Skills for Success Course.

1. **Observations and questions:** Evaluators should be observing the teachers and asking their own questions during training. These questions might include: Is there evidence that teachers understand the main ideas? How are teachers responding to the idea of *facilitation* as a pedagogical approach? What might be particular issues for your country's evaluation? As part of asking your own questions, the evaluation team should be informally interviewing teachers about what they are learning about the Skills for Success Course.
2. **Daily meetings:** In addition to meeting briefly with the training team in the morning and afternoon each day, the entire evaluation team should schedule time to meet each day. These meetings will normally take place during breaks and after training. The meetings will allow you to share your assumptions, observations, and interpretations about the training. With the team leader's help, the team members should establish an agenda of discussion points for each day and note any concerns that come up during your discussions. Any questions that arise during your meetings—or at any other time—can be addressed to the SRI staff (vera.michalchik@sri.com) or other Skills for Success personnel for discussion.

3. **Essential questions for evaluators and practice evaluation activities:** For each teacher training module, there will be questions related to the module's activities that are essential for gaining a solid understanding of the Skills for Success Course and its implementation in your country. As evaluators, you will be concerned that teachers are benefiting from key opportunities to learn. You will also have practice evaluation activities during the teacher activities, marked "*Practice evaluation.*" The practice evaluation is a chance for you to try out the Skills for Success evaluation forms and to further your own understanding of what classes should look like.

Your Own Observations and Questions

Since the first modules of the training provide the conceptual basis for understanding the program goals and approach, your early observations should focus on any indicators regarding teacher understanding of the key ideas—especially the types of questions and comments teachers make during training. It is appropriate and important for you as evaluators to conduct informal interviews with teachers during breaks about what they understand from the training.

Write down your comments and questions as they arise during the training. These notes will be very helpful to trainers and curriculum writers as the program develops.

Meetings

After teacher training ends each day, you should meet with the whole training team to provide your quick feedback on the day's activities and then meet with the evaluation team. During the evaluation team meeting, you should discuss your notes, as well as begin to look at the evaluation forms and plan for the training.

The following are topics you will want to discuss in during the training in evaluation meetings:

- **Schedule for the training:** On the first day of the training, make a schedule for when evaluators can meet during the rest of the training. We suggest meeting for about 45 minutes after each training day.
- **Skills for Success evaluation forms:** On the first day of the training, review all the evaluation forms, in particular *Form 4: Observation Log*.
- **The purpose of the Skills for Success Course evaluation.** Discuss what evaluation means in your country. What is the purpose of the evaluation for you, your country, and Intel? What is your role as evaluators in program development? How does your work help the program improve? Make a list of key issues for the evaluation in your country or region. Are there modifications to the evaluation plan or instrumentation that you feel are needed? Discuss these questions on the first day and return to them on subsequent days as your ideas develop.
- **Your observations and questions.** Discuss what you saw each day. How do you think the goals of the program will be achieved in implementation? What will successful implementation look like, based on your understanding of the program?
- **Practice evaluations.** Discuss the practice evaluation exercises after Modules 4, 5 and 6. We suggest going through *Form 4* item by item and comparing your answers with those of the rest of your evaluation team. Discuss how each of you interpreted the questions and decide on a common understanding of problematic items. You may want to look at the tips for using *Form 4* found in *Section III* of this evaluation manual.

- **Planning for the final evaluation presentation:** On the last day of training, the evaluation team will likely be giving a brief presentation on evaluation to teachers. You will also be administering the *Teacher Training Survey* during *Exercise 4*. Use your meeting time to plan this presentation and assign tasks. **Make sure you coordinate with the program trainer(s) to identify the appropriate time to do the evaluation presentation and teacher training survey. Also, make sure you have copies of the survey.** Resources for planning the evaluation presentation can be found in the Essential Questions for Evaluators for Module 12 in this manual.
- **Practice Project Assessment.** Discuss the practice assessment exercise from the project presentations. Compare how you rated the projects with the *Student Work Rubric*. Discuss how each of you interpreted the questions and decide on a common understanding of problematic areas. You may want to look at the tips for using *Form 5* again, found in *Section III* of this evaluation manual.
- **Planning for evaluation presentations during the regional trainings.** Your last evaluation meeting during the training would be a good time to discuss who will do the evaluation presentations during subsequent trainings in your country. You will need to coordinate with your country administrators to identify who will have the capacity and availability to administer the Staff Training Survey and present evaluation goals and requirements to new teachers.
- **Next Steps:** The final evaluation team meeting during training would also be a good time to identify action items for your evaluation and assign tasks and roles.
 - Who will summarize the results of the teacher training survey?
 - When will you meet again?
 - How will you keep in contact?
 - Who will be visiting schools?
 - When will visits start happening?
 - Who will participate in regional trainings and present on evaluation requirements for teacher?
 - What issues will be important in your country's implementation?
 - How will you communicate with pedagogical support and program planners?

Be sure to provide SRI with a summary statement including questions and concerns you have.

Essential Questions for Evaluators and Practice Evaluation Activities

These questions highlight teacher understanding of program goals and approaches. The questions correspond to the numbered exercises in the *Teacher Book*. Not all exercises have questions—during some exercises, the evaluation team may be participating directly in the exercise, or may develop their own questions.

Remember that you will also be talking with teachers during the training. Questions marked “Possible teacher training interview question” are questions that you can adapt and use in your informal interviews with teachers during training (e.g., during breaks). The information you glean from these informal teacher interviews should be noted and communicated to program trainers to help them better meet teacher needs and aid teacher understanding during training.

Throughout the modules, you will be conducting practice evaluations. Remind teachers that you are not evaluating them personally but rather observing the sessions and practicing using your evaluation tools. Also, remind teachers that the purpose of the evaluation is to understand whether the program is meeting its goals and identify ways it can better meet its goals. Reminding teachers that the evaluation team is not personally evaluating them is important, because teachers are often nervous during the role plays.

Module 1: 21st Century Skills

Exercise 1: Essential Skills

- How clearly do the 21st century skills stand out in the essential skills questioning?
- Do teachers' comments and questions reflect an understanding of the nature of these skills?
- Do teachers feel that the essential skills discussion is relevant to their community? Is this discussion relevant to the school curricula? **(Possible teacher training interview question.)**

Exercise 2: Classrooms of Today versus Classrooms of Tomorrow

- Are the teachers able to relate this exercise to the main goals of the program?
- Are these points well-translated and localized?
- Which teacher experiences in the training provide the basis for a continuing discussion with teachers about issues related to the project approach? **(Possible teacher training interview question.)**

Module 2: 21st Century Approaches

Exercise 4: Critical Thinking

- What is the importance of this activity in the training? How does it help teachers build their understanding of the goal of critical thinking?
- Do teachers have experience with questioning techniques like those used in the "Top Discoveries and Inventions" activity? When you go to schools, you may want to pay attention to how teachers question students about their learning since this can be an important indicator of critical thinking. **(Possible teacher training interview question.)**

Exercise 5: Collaboration

- What is teacher experience with collaboration? Are teachers comfortable with the idea of facilitating collaboration? In particular, do those teachers with less experience feel they have developed a range of strategies to use in promoting collaboration? **(Possible teacher training interview question.)**
- Do teachers understand that students should stay in the same groups or pairs, to the extent possible, for the duration of the course?
- Are teachers themselves collaborating effectively? How do the teachers decide who does what when they collaborate? Do the teachers assign one another roles on the teams? If so, how do they do so? **(Possible teacher training interview question.)**

Module 2 Summary

- What do teachers understand from the three key program goals of technology literacy, critical thinking, and collaboration? (**Possible teacher training interview question.**)
- Do teachers understand the connections between the theory and the three program goals? (**Possible teacher training interview question.**)
- It would be very useful for evaluators to write down teachers' comments during these discussions to be able to further discuss these ideas with teachers during break times in the training.

Module 3: The Student Curriculum

Exercise 1: Thematic Instruction

- How is achievement of the three program goals supported in the activities in the student curriculum?
- Do teachers understand the structure of the student curriculum?
- Do you understand the structure of the student curriculum? This activity is a good chance for evaluators to get an overview of what the student curriculum looks like.

Exercise 4: Graphics Demonstration Lesson

Practice Evaluation

- Teachers will now participate in a role play to learn more about the sequence of learning that occurs in a typical session, while the evaluation team makes observations like the ones they will make during site visits to schools. There are no questions for this activity, since evaluators will use the time to practice using *Form 4: Observation Log* (found at the back of this manual). If you have not already done so, remind teachers of your role as evaluators and let them know you will be observing the session. It is important that teachers know they themselves are not being evaluated, and that the purpose of the exercise is for evaluators to practice doing the observations that they will later do in schools.
- Working independently, all evaluators should observe the whole class. Walk around the room, take down your notes and observations, and fill out *Form 4*. Observe the whole lesson. You will have a chance to compare your answers later during the evaluator meeting, so be sure to work independently during this exercise.

Note: During your observation, keep in mind that the session is a shortened version intended to show teachers the sequence of activities and does not have all the elements of a normal session with students.

Module 4: The Teaching Methodology

Exercise 3: Practice Session Preparation

- Generally, the main points of the program need to be translated into the learning activities that the teachers prepare. Do teachers understand the importance of planning and preparation?

Module 5: Word Processing

Exercise 1: Practice Session

Practice Evaluation

- During this exercise, you will be practicing again using *Form 4: Observation Log* (found at the back of this manual). Remember you can also refer to *Section III* of this manual, where observation tips are provided in *Form 4: Observation Logs*. Class participants will now act as facilitators and students, and you will be observing them as if they were real facilitator(s) and students.
- All evaluators should independently observe the whole class for the duration of the role play. Walk around the room, take down your notes and observations, and fill out *Form 4*. You may want to refer to the student book to follow along with the lesson.
- Do teachers show signs during the role play that they have planned and prepared adequately? If not, what could be done in the training to help them better prepare for facilitating the sessions?
- Are teachers following the model? Are program goals being achieved? How could teachers better facilitate the lesson? **Watch to see that teachers use the student curriculum as specified.**

Exercise 2: Feedback Session

- Do the teachers' comments during the feedback sessions reflect understanding of the program approaches and goals?

Exercise 3: Assessing Student Work

Evaluators should first follow along with this activity with teachers. During implementation of the program, teachers will send you samples of student work, and you will evaluate them using the criteria provided on the Evaluator's Version of the Student Work Rubric. This rubric is based on the categories and levels provided in the Student Work Rubric that students and teachers will use in the classroom. An additional resource for evaluators for evaluating student work is found in *Section III* of this manual, in the section entitled *Form 5: Student Work Rubric*.

- What questions do teachers have about evaluating student work?
- How would you, as evaluators, handle the scoring of the practice pieces in this activity? Evaluate the sample pieces of student work along with teachers. You will discuss your ratings during your evaluation meeting, so please complete the ratings independently.
- Do the comments that teachers make during conversations about student work reflect understanding of the purpose and process of evaluating student work?

Module 6: Spreadsheets

Exercise 1: Practice Session

Practice Evaluation

- As with previous practice sessions, use *Form 4: Observation Log* and take your own notes and observations.
- Remember, all evaluators should independently observe the whole class for the duration of the role play. Walk around the room, take down your notes and observations, and fill out *Form 4*. Observe

the role play as if the teachers were facilitators and students in a real session. You may want to refer to the student book to follow along with the lesson.

- Are teachers following the model? Are program goals being achieved? How could teachers better facilitate the lesson?

Exercise 2: Feedback Session

- Do the teachers' comments during the feedback sessions reflect understanding of the program approaches and goals?

Module 7: Facilitating Learning

Exercise 1: Facilitation Skills

- What concerns do teachers raise about facilitating the course? How are these concerns addressed, especially in connection to the program goals? Do teachers still have concerns about facilitating the course? (**Possible teacher training interview question.**)
- How will you identify challenges with facilitation when you visit schools? What will a problem with or breakdown in facilitation look like? Remember that by understanding what teachers know and what challenges them, you can help the pedagogical support team work with teachers to improve their facilitation skills. Always let the pedagogical support team know if you observe a problem at a school so that they can intervene to help.
- Based on what you have seen in the training, are there particular types of challenges that you expect many teachers will face? Now is a good time to consider whether the difficulties you see might be unique to a particular school or teacher, or whether these challenges might be systemic for the program in your country.

Module 8: Project Planning

Exercise 2: Project Planning

- Is it clear to teachers how they will be introducing project ideas to students? (**Possible teacher training interview question.**)

Module 9: Project Doing

Exercise 1: Project Doing

- How well do the teachers organize themselves for doing their projects? This is a good time to observe collaboration among the teachers and note any difficulties they might be having.

Module 10: Project Reviewing

- Do teachers understand the purpose of reviewing projects prior to presentation?
- Observe teachers' rehearsals. You will use these observations in completing the practice evaluation in the next module.

Module 11: Project Sharing

Exercise 1: Project Sharing

Practice Evaluation

- During this exercise, you will be using several sources from the student curriculum, in conjunction with the *Student Work Rubric* (found at the back of this manual) to evaluate the projects. It will be important for you to understand and observe many features of the project reviewing and sharing exercises, including rehearsals, timing, responses to questions, and the facilitator role. The training is the time during which many of the appropriate ways of handling these issues are modeled. These models serve as a future reference for teachers, evaluators, regional trainers, and pedagogical support team members.
- For tips on using the *Student Work Rubric*, refer to Section III of this manual, where guidance on evaluating student work is provided in *Form 5: Student Work Rubric*.
- Find a place to sit where you can see the presentations well and where you can independently evaluate the projects. As teachers present their projects look at the following three sources to decide whether the projects “approach expectations”, “meet expectations” or “exceed expectations”:
 1. The five project topics in *Unit 1: Technology and Community* are found in the student book.
 - Which topic did this team choose? Does the team fulfill the project requirements (e.g., Project 2 should provide recommendations about where to build the park and what facilities to build)?
 2. *Project Reviewing*, on page 128 of the student book. Use the points provided for reviewing the projects, starting with those bullet points at the end of the page, following the sentence “*Before the class session ends, discuss your answers to the following questions.*”
 3. The *Student Work Rubric*, found at the end of this manual. Decide whether, based on the above criteria, the project is “**exceeding expectations**”, “**meeting expectations**”, “**approaching expectations**” or “**needing improvement**”. Note: the purpose of this exercise is not to personally evaluate teachers, so you will not be sharing your assessments with the groups. However, you may wish to comment during the sharing time after each presentation. This is appropriate, but you will want to remember to emphasize the positive as well as what needs improvement.
 - Keep in mind that this session is a critical time for you to observe deepening understanding of the project goals and approaches on the part of teachers.

Module 12: Technology at Work and Beyond

Exercise 3: Support and Next Steps

- The evaluation team should understand how the logistical partners are organizing the implementation of the program.
- This point in the training is one where you will want to note if teachers still have key concerns and questions. Do the teachers feel like their concerns have been addressed, or are there larger worries?

Exercise 4: Teacher Training Survey

- Administer the Teacher Training Survey as planned. Tell the teachers that this is an opportunity to confidentially share their thoughts on how valuable they feel the Skills for Success training will be in their teaching and any ideas they have for improving the training.

Evaluation Presentation

- Before the Teacher Training Survey, your team may be conducting a brief presentation on the evaluation. Your resources for planning the evaluation presentation are this evaluation manual, including *Section III: Evaluation Tools and Guidelines* and *Section VI: Appendix: Intel Teach Skills for Success Course Evaluation Forms*, as well as your notes from the training. The following is a suggested outline for the evaluation presentation, which you should feel free to adapt or modify as appropriate for your country's context.
 - Introduction to the Skills for Success Course evaluation.
 - Why evaluate the program?
 - What are the goals of the program evaluation?
 - Use your notes from discussions during training as well as sections of this manual to prepare this (the *Introduction* will be especially useful). Be sure to stress that program evaluation is designed to help determine whether the program is working overall and that this is quite different from assessing or evaluating any individual student's progress.
- **Evaluation forms and the roles and responsibilities of teachers.** Let teachers know that some of them will be asked to participate in the larger evaluation beyond the training survey. Explain the evaluation process. Stress that those teachers selected to participate in the evaluation have the ability to impact the program through their input; they are a key partner in improving the program design. To help with your preparation, refer to the *Appendix* in this manual, as well as *Section III: Evaluation Tools and Guidelines*.
- **Questions about the evaluation.** Give teachers a chance to ask questions and voice their concerns about the evaluation. It may be important to emphasize here that the evaluation is not personal but rather an effort to understand what's working and what's not working in the program implementation. The goal of the evaluation is to build a strong program, not single out teachers or students.

III. Evaluation Tools and Guidelines

This section provides some tips and guidelines for using the evaluation tools. These guidelines are designed especially for evaluators who are new to the Skills for Success Course, but the suggestions can be useful for others as well. The purposes, the sample sizes, some tips for preparing to use the tools, and special considerations are listed for each of the five tools currently in use with the Skills for Success Course.

All current tools can be found at the end of this document as well as from your country's lead evaluator or SRI. As you collect data, remember that evaluation is a dynamic process, and the types of questions, data needed, and tools will change over time as programs grow and change. We always welcome your input on these matters and will work continuously with you to update the evaluation tools and process.

Form 1: Teacher Training Survey

Purpose. The purpose of this form is to find out how well prepared teachers feel to facilitate the program in their classrooms now that they have completed the training.

Size of data collection. All teachers must complete the survey once they have completed the initial training.

Preparation. Evaluation teams might want to add a short list of additional questions to ask teachers pre- and post-training that focus on beliefs about teaching and learning or other issues such as ones related to the quality and organization of the training.

Special considerations. With the train-the-trainer model for the program, the quality of training is a focus of the evaluation. This instrument could be modified to better capture the concerns that arise in your country or worldwide. We will continue to discuss possible additional questions that could and should be added (in paper and pencil or other forms) and administered to a sample or targeted training groups to answer evaluators' questions about training. Please share any ideas you have about this with the SRI team.

Form 2: Student Work Sample Collection Form

Purpose. The purpose of this form is to collect student work to see if the program is meeting student outcome goals.

Size of data collection. The student work will be collected from a sample of the schools. These schools will include a variety of representative schools, and *all* the schools where the evaluation team conducts site visits. This is a *purposive sample*, designed to analyze data from schools for which evaluators are especially interested in student outcomes. The more schools the better, but the total number depends on your capacity. At a minimum, we ask that you collect 105 samples of student work.

Preparation. Teachers need to be well informed of the sample collection criteria.

Special considerations:

- Samples will be collected from 2 or 3 groups of students (2 for small schools and 3 for larger schools)
- Teachers will select a diverse sample of work that is approaching, meeting, and exceeding expectations, as well as work that is needing improvement. Of course, groups that seem to perform at one level (for example, meets expectations) at the beginning of the course might perform at a different level during later activities.

- You should instruct teachers to select the Scrapbook (Unit 1: Technology and Community) or Portfolio (Unit 2: Technology at Work) for one of their submissions. By having a sample of scrapbooks or portfolios, evaluators will be able to read students' own comments regarding the work.
- Evaluators would benefit from seeing teachers' comments, for example: "I'm sending this because..."
- Questions regarding how the samples are to be collected should be decided on a country-by-country basis, in consultation with SRI.

Form 3: Teacher Final Survey

Purpose. To get a comprehensive and cross-country view from all teachers at the end of implementation of the student curriculum. By filling out this survey, teachers serve as one "instrument" by which implementation and outcome variables are assessed.

Size of data collection. A selection of teachers will complete the survey once per year, based on the following sampling guidelines.

Total Number of Teachers	Sample Size for Final Survey
0-99	90%
100-199	70%
200-399	60%
400-599	45%
600-799	40%
800-999	35%
1000+	30%

Preparation. Selected teachers should be informed of the need to complete the survey.

Special considerations:

- Teachers will complete the survey towards the end of the schoolyear.
- Do not wait until the very end of the schoolyear, as teachers are always busier at the end of the year. Choose a time towards the end of the year to send out the survey, and allow enough time for teachers to complete and return before they finish the schoolyear.
- It will be important to modify the survey as teachers become more experienced, especially probing for teacher experience with effectively facilitating collaboration and problem solving. You may also have questions specific to your country that you will want to add to the survey.

Form 4: Observation Logs

Purpose. Observations help evaluators see how the program is working for the students in accomplishing its goals (promoting technology skills, higher-order thinking, collaborative capabilities). Observations should be focused on and help us gather information about such program issues as:

1. use of curriculum materials,
2. teacher-student interactions,
3. student-student interactions, and

4. learning outcomes.

During their site visits, observers will take free-form notes regarding these issues in addition to completing *Form 4*.

Size of Data Collection. Purposive sample to as many sites as possible, at least 6-8.

Observation foci. The following questions show the types of questions that can help to guide your observations and discussions with teachers and students. These questions are designed to help you focus your observations, but they are not a complete list of interesting things you might observe.

Cover Sheet

For each site visit you make, you will fill out the Observation Notes Cover Sheet, which will provide the necessary background information. You will provide your free-form notes with your Cover Sheet for analysis by your evaluation team.

Observation Notes

- **How are teachers and students using the curriculum?**
- Are teachers and students using the materials as planned?
- Do teachers provide students with choices while staying within the bounds of the curriculum?
- Are students following the guidelines in the activities closely?
- Do we see students planning, doing, reviewing, and sharing?
- Are they coming up with their own ideas for the products they design?
- How are other curriculum resources such as the Help Guide being used?
- What types of resources do the students draw on during project time?
- Are students sufficiently prepared for and supported in successfully completing the projects?
- Is there evidence for ways in which the curriculum could be improved?
- **How does the teacher know what the students are learning or how they are doing?**
- Does the teacher have the opportunity to observe the students closely as they work?
- Do the students ask the teacher questions?
- How else does the teacher come to know about the students' capabilities and thinking in order to support their learning?
- Does the teacher have opportunities to comment on the student work and make suggestions?
- How does she or he help students to go beyond their current level to develop even further?
- Are teachers too focused on classroom management to directly support learning?
- **Do students work collaboratively and support one another as peers?**
- Are students sharing ideas about their work?

- Are students showing each other things that they have learned how to do?
- Are students sharing the workload, and are all contributing?
- Do students turn to one another and ask each other questions when they have difficulties?
- Do students freely move around the room to learn and share with others?
- **How does student problem solving and creativity come into the sessions?**
- Are the students coming up with interesting, novel ideas for their projects?
- Are students choosing project topics that are meaningful and relevant in their lives?
- Are they researching community or work-related issues to enhance their products?
- Do peers and teachers notice products that are original and reveal students' distinct ideas and style?
- **Does the teacher have adequate training and support?**
- What resources for training and support do teachers have available?
- Do teachers have the resources they need to teach the program in their classrooms?
- Do they have resources to turn to when they have difficulties?
- Do levels of training and support for teachers help the program match the expectations of the program developers and teachers?
- In what ways could additional training and support improve the program?
- **Other questions about the program that arise during your observations?** No list of observation foci is comprehensive, because many of the most important observations are unexpected by the program designers and evaluators. Therefore, you should note down other issues or questions that come up when you visit schools.

Note-taking

The free-form notes you take will include two separate types of information. First, what are the exact behaviors you are observing and conversations you are having (described as accurately and objectively as possible)? Second, what are your thoughts about what you are seeing and hearing? Most of your notes will belong to the first category, but the ideas you generate about what you actually see and hear will be very important, too. The first column can be thought of as the evidence you are collecting, and the second column ends up with your hypotheses about the Skills for Success Course. The following table provides an example of how you can record your notes in two columns.

Observations	Reflections
15:00 (45 mins. after class began). Class being held at technology teachers. Students (10-12 age group) are working on an activity designing postcards that they had begun earlier. They are talking about their designs with one another, sharing interesting ideas they have and giving each other suggestions. The teacher is circulating around the class, looking at what the students are doing.	<i>How much is the teacher giving students feedback on their efforts as she walks around looking at what they are doing? Are they using her as a resource?</i>
One student raises his hand to ask the teacher a question about using WordArt. The teacher spends some time with the student at his computer.	
After a few minutes, several other students come and listen to what the teacher is saying.	<i>When do the students ask the teacher questions—in contrast to asking their peers or looking at their cards? What made this group come to the teacher right now?</i>
The teacher addresses the whole class and reminds them that the WordArt toolbar appears (to let them edit their WordArt) when they double click on the WordArt text.	
Another student raises his hand and the teacher leaves the small group to talk to this new student.	<i>Did the students in the small group have their questions answered? What did they say to each other afterwards?</i>

As soon as possible after your observations, it is important to expand your notes, writing down as many additional details and ideas as you can.

Additional notes for new observers

Practice. Being a site visitor is different than just being observant. If you haven't conducted site visits or observations previously, consider doing some practice observations before going on your site visit. Go to a café or a nearby park, and do an observation. Getting the most out of your limited time at a site means being as prepared as possible. Even if you have done site visits previously, practicing with the given data capture form is probably a good idea.

Better to find out than to assume. Our everyday experience demands of us that we make numerous assumptions. Most of the time our assumptions are probably well-founded, but other times we are probably not quite right. For example, as site observers, it is our job to find out why teachers at a particular site

aren't looking at the curriculum materials. One possible explanation is that the teachers already know the materials quite well. Another explanation could be that they have made a choice that they want to spend as much time as possible with the students, and this means they only refer to their materials during their preparation times. Until we make an effort to find out why the materials aren't being used, we really don't know.

It's all about them. The site visit is all about students' and teachers' experiences. We have provided some guiding questions in this portion of the guide, but the students and teachers may raise other issues. Don't be afraid to follow their lead. If they think that something is important, it is important for us to understand the issue.

Reminders:

- Knowing the student curriculum materials well will help your observations.
- Take notes about the important learning behaviors and interactions among the teacher and students. (For example, at this moment, is the teacher engaged in appropriate management approaches? Is the student asking questions that the teacher answers? Is the teacher giving the students choices? Are students working together on a problem? What do they say?)
- All your notes should let the reader know *who*, *what*, *when* and *where*. What people are involved, what tasks are they are engaged in, and at what time and in what place do the activities you are describing take place?
- Keep track of the conversations you have with teachers and students by noting who you spoke with and recording direct quotes when possible.

Form 5: Evaluator's Version of the Student Work Rubric

Purpose. Evaluation *Form 5* will be used by *evaluators* to assess the quality of student work. Evaluation teams will use it to assess student work that has been provided by teachers.

Size of data collection. The student work will be collected from a sample of schools, representing completed student work (not partly completed work) at varied levels of achievement (see guidelines for *Form 2*). In sampling the schools, include a variety of representative schools, and all the schools to which you will conduct site visits. This is a *purposive sample*, designed to analyze data from schools where you are especially interested in student outcomes. At a minimum, we are looking for 105 samples, but the more the better; the total number depends on your capacity.

Preparation. Paper and pencil distribution and collection of these forms is cumbersome. You will want to plan and coordinate and plan to have teachers submit work electronically.

Special considerations for Using Form 5. This rubric is designed to provide evaluators with a means for assessing technical skills and critical thinking quickly and consistently across student work. As you apply the rubric, keep in mind the age of the children producing the student work. What may be a reasonable expectation for an older child may be very difficult to accomplish for a younger one. It is important that, in general, you base your judgments on the curriculum. The curriculum that the children use represents the opportunity that they have to learn.

Levels and categories. This scoring rubric contains four levels of accomplishment: Exceeding Expectations, Meeting Expectations, Approaching Expectations, and Needing Improvement. Each of these levels addresses

several categories of qualities in the student work that will be assessed. These categories address the work's overall quality, originality, inclusion of required elements, demonstration of technical skills, and communication to an audience.

Overall Quality

- Overall quality refers to the degree to which the work product serves as an example of its type of artifact (stamp, survey, advertisement, etc.).
- Overall quality can be thought of loosely as reflecting how well this artifact might be put to use in the local environment.
- Overall quality judgments should be based on the curriculum, but variations in local culture might make some work that differs from the curriculum exemplary.

Originality

- Originality addresses the source of the students' work.
- Originality refers to the extent to which students have created their own designs based on their own unique ideas.
- The most original images are those creatively produced by the students themselves.
- Work that includes clip art, templates, or other borrowed images can be considered original. In particular, if the students alter the image, or use the image in a novel way, the work can be considered original.
- Work that students have simply copied from another source will not be considered original.

Required Elements

- This category measures the extent to which the students have incorporated the required elements of the lesson into their work product.
- The "Review It" section of each activity or project lists the required elements for that lesson.
- This category also considers whether or not the students have attempted the "challenge" components of an activity or project.
- The focus of this category is the required elements. Work that includes completed "Review It" elements and no challenges attempted is therefore scored higher than work with completed challenges but incomplete "Review It" elements.

Technical Skills

- This category addresses the degree to which the students can use the technical skills introduced thus far to complete the activity or project.
- This category also considers how well the students use the technical skills and whether they need help to improve their use of needed technology tools.

Communication to Audience

- This category considers the extent to which the students have created a product that communicates a message about their community or other program topics.

- This category specifically addresses the design elements (colors, sizes and words) students have used to convey their intended meaning to their audience.

Tips for Using the Scoring Rubric

Matching a level. It is not expected that all aspects of a particular piece of student work will fall within just one level. You must rely on the preponderance of evidence to decide which level to assign to the student work. In some cases, the work may seem to fall in between levels. In this case, you must use your best judgment about the work as a whole in terms of how effectively and creatively it could serve its purpose (stamp, survey, budget sheet, etc.).

Other Resources. Reference to the classroom rubric that is part of the student curriculum, which breaks the categories down analytically for teachers and students, may be helpful to you in getting started with scoring work using the evaluators' rubric. We ask, however, that you use the evaluators' rubric to assign an overall score to each piece of work, making a final decision about which level best captures the quality of the work.

Technical Issues

- For some activities or projects it will be necessary to view student work on the computer, rather than on paper, in order to determine whether or not the students have used certain formulas and other required elements and technical skills. For example, activities and projects that involve a spreadsheet should be viewed on a computer.
- It is important to be aware of the fact that some formats for saving student work, such as jpegs, may change the output, causing images to look different from how the students originally produced them.

IV. Data Analysis and Reporting

Once data has been collected, it is time for analysis and reporting. In general, analysis and reporting happens 3 times per year, in the form of a data update (June and January of the following year) and a comprehensive report (November). This section includes guidelines on analyzing your data and preparing reports for submission to SRI.

Evaluation Reporting Schedule

The following is a schedule for data submission, which has been designed for ease of reporting purposes at the worldwide level. We ask that all countries use this reporting schedule; in cases where this is not possible, please let the SRI team know ahead of time so adjustments can be made.

Table 1. Reporting Schedule

Report	Period covered	Report due to SRI
A. Mid-year Statistical Data Update	Jan. 1-May 30	Jun. 15
B. Comprehensive Report	Jan. 1-Oct. 30	Nov. 15
C. End-of-year Statistical Data Update	Jan. 1-Dec. 31	Jan. 30

Both the *Mid-year Statistical Data Update* and the *End-of-year Statistical Data Update* are submissions requiring summaries of quantitative data from surveys. A template, described in the next section, will be provided for submission of statistical data. Qualitative data, such as observation notes, comments from open-ended questions, and any interviews with program staff or teachers should be reported in the *Comprehensive Report*.

Statistical Data Template

Accurate, consistent and complete statistical data is important because it helps Intel see the basic metrics that track program success on a worldwide level. In order to obtain data from all countries in the same format that can then be summarized worldwide, a statistical data template is provided to evaluators. This template should be used when submitting both the mid-year and end-of-year data updates, as well as the data portion of the comprehensive report.

The statistical data template is provided as an Excel document, and will be sent to all country-level evaluation teams. Please contact willow.sussex@sri.com or vera.michalchik@sri.com if you do not have a copy and we will send it to you right away. Please also note that if you have suggestions or improvements for the statistical data update, we are always happy to hear them.

Comprehensive Report Template

The purpose of the *Comprehensive Report* is to provide information on the successes and challenges of the program in your country each year. The comprehensive report has four parts, as described below.

1. Summary Analysis Across Field Notes

This section of the report should include a summary analysis of all field note data from the year, including (but not limited to) observation notes from visits to schools, notes from any informal

discussions with teachers or children, e-mails regarding the program, and interviews with program stakeholders.

As you analyze your data, remember that good data analysis requires, first and foremost, being open to what the *data* are trying to “tell” you. It will be useful for you, in the beginning stages, to (1) examine the data you have collected with each evaluation tool, (2) continue this process until you have reviewed all your data, and (3) then begin to *categorize* what you think are the important findings from *each* source. Repeat this process for each data source until you have evidence from multiple sources for each of the categories that you have identified (e.g., learner outcomes, teacher preparation, curriculum fit, etc.). Keep track of the source of each of your findings so that you can go back and look at the data source later to confirm your thinking. This process is *iterative*. You will move back and forth between your data and your findings, refining your thinking and ideas about program implementation and outcomes as you move through, and often reconsider, the data. Some of the evidence you find will confirm your current thinking, and some will challenge or contradict it. You will be developing an analysis that accounts for all the evidence you find.

Your analysis will, of course, address questions we all share about the program and its effectiveness. You will be finding evidence that can provide answers to these questions. We are all, together, refining our thinking about the program and how to improve it. You will contribute greatly to this process for your own country and for the program worldwide. For every evaluation team, the nature of your reports will differ somewhat, at least in part because the issues and priorities in each country differ. But there are certain key elements that should be included in each report. For this section of the comprehensive report, we ask that, at a minimum, you include data in the following categories:

- *Introduction*: Provide basic information on the program implementation in your country, including participating partners, regions and neighborhoods impacted, and the general growth of the implementation this year.
- *Data and Analysis*: Brief information about the data you have used in your report, as well as the analysis performed. Information will likely include: the names of people and organizations participating in the evaluation, the types of data collected and analyzed for the evaluation, the dates of program implementation and data collection that the report represents, and the geographical regions and number of schools from which data was collected, including a statement regarding the representativeness of the data (i.e., does the report include data from all the schools in your country, or a particular subset?)
- *Learning Outcomes*: This is where you talk about what students were able to achieve in the program. What will students take with them from the program? It is helpful to talk about the goals of the program (technology literacy, critical thinking, and collaboration) and how students met those goals. Findings on how the program is impacting children’s lives more generally should be included here as well.
- *Teacher-Learner Interactions*: This is where you will talk about both positive interactions between teachers and students and what could be improved. Some positive examples include observations of teachers encouraging students to ask questions and work together. An issue to be improved might be teachers reverting to more traditional teaching methods and not allowing for learner exploration and discovery with the computers. A description of teachers’ backgrounds and learner backgrounds could be helpful in this section.

Additional possible categories for your report are provided below. Please feel free to use any of these that make sense for your report, and to expand beyond these categories if you find other issues emerging in your country's context.

- *Program participation*
- *Learner collaboration and teamwork*
- *Teacher training and support*
- *Course material*
- *Final project work*
- *Program structure and organization*
- *Scale up and future of the program*
- *Recommendations for improving the program*
- *Evaluation tools*
- *Other findings*

2. Anecdotes

Anecdotes or stories can powerfully illustrate how the Intel Learn Program leads to the kinds of outcomes that you are documenting through other means in your evaluation. An anecdote can show the way in which teachers are responsive to the challenges students face in working with technology, the clever ways students overcome difficulties to become better collaborators, or the way that students think critically about what community means in their lives and translate that into the products they create. A lovely anecdote from Dr. Qiong Wang in China from the Intel Learn Program shows that students in the rural, Western part of the country were true to the program's intent that they represent their community in original ways. Even though the staff felt somewhat disappointed that students did not take on global or sophisticated topics, the students themselves beautifully represented the features of their community that they knew—the grasslands, the flowers, the valleys, the mountains, the rivers, by day and by night—and they all did so in original ways.

Another compelling anecdote comes from the early days of the Intel Learn Program in India. After describing features of the program and the locality in which it was implemented, Dr. Anjee Prakash describes outcomes for one particular group of students:

Pulvetta is a small village in the beautiful locale near Silent Valley in Malappuram district. The Pulvetta Akshaya Centre is a recent addition to the Intel® Learn Program with their staff being trained recently and three batches being conducted. The community faced various problems like scarcity of water and the lack of a playground for the children of the locality. The learners of the second batch rose up to the needs of their community by selecting "Problems of Pulvetta" as their project. Through this project, they shared the immediate requirements of the community and also came up with possible solutions.

During the showcasing, among those present were the Panchayat President of the locality and parents of the learners. They learners presented their projects, which were highly appreciated by the audience.

The Panchayat President was very impressed with the clarity that the learners had about their community. While addressing the gathering, he remarked, "This is unbelievable! The projects of

the learners remind me of my responsibility to the locality. I feel bad for not being able to address these needs earlier, but am happy to sanction Rupees 3 Lakh (\$ 6893 approx.) for a playground and a water tank in the village”.

The work for building a water tank and renovating the existing playground were taken up soon after the showcasing. The whole community cooperated resulting in the renovation work for the playground being completed in a record time. The inauguration of the playground took place on the 6th of June 2005 during the showcasing session for the third batch of learners.

Today the centre and the learners of the program are proud and happy over the fact that they were instrumental in bringing about these changes in their village, which was the need of the hour. This really built faith in the people towards the “pure community development program” which they often refer to the Intel® Learn Program. The community has also decided that all eligible learners from the village will participate in the program.

When presenting anecdotes, your jobs as an evaluator is to show the features of the program design and implementation that made the outcomes likely or possible. In the anecdote from China, the child-centeredness of the program, the emphasis on identifying and interpreting meaningful aspects of the students’ community, and the role of the teacher as a guide rather than an authority all made for the possibility of the children producing work that was both representative of their lives and revealed their original interpretations. The anecdote from India illustrates that the children thought critically about the problems in their village, possible solutions, and convincing ways to present their ideas using technology. The anecdote also illustrates the potential impact of community showcase events.

Anecdotes can come from your own observations, from email exchanges among team members, from your conversations with teachers, trainers, or parents, or even from discussions with students themselves. The most important aspect of any stories you tell are that (1) to the extent possible, they have sufficient detail to be rich, vivid, and compelling (including descriptions of time, place, events, activities, products, words, and symbols, in addition to people) and that (2) they show how the environment created through the implementation of Intel Learn Program supports the programs’ goals and outcomes. They do not have to be long or in some way complete, but they do need to help audiences around the world understand the actual ways in which the program has impact on the experiences and lives of real people.

3. Quotes

This is the part of the report where your best quotes from students, teachers, parents and other program stakeholders can be included. Quotes are an important part of the report, and all descriptive or otherwise significant quotes should be included here. The length of the quotes will likely vary, from a short comment made by a child in a class, to a longer quote made in an interview with a parent or facilitator. Where possible, please include the age of the child if the quote comes from a learner, and any other information about the speaker that provides context, such as location in the country, or profession in the case of parents. Names are not necessary. If you have many quotes, it may be helpful to categorize them, for example:

Students:

- "I want to use what I learned in the course to improve my community."
- "The way we learn on our own is more meaningful than the ordinary method."

Teachers:

- "I have never seen such a bright look in my students' eyes before..."
- "Many learners taught what they had learned during the program to their parents."

Parents:

- "I am glad that in the end my son has seen that he can do better things with computers than playing games, chatting, and surfing harmful sites on the internet."
- "My daughter cancelled our vacation because she was more keen on completing the program."

4. Data Update

Use the statistical data template provided by SRI to update basic statistical information for the comprehensive, year-end report.

V. Concluding Notes

As a final note, we would like to emphasize that the evaluation manual will be most useful to you and the whole international Skills for Success Team if you think of it as a part of the dialogue between you, SRI, and other program staff in your country and around the world. The manual might generate many questions for you—please ask them, since this will help you, the program in your country, and everyone working to support the program internationally. Also, please offer us your candid comments and criticisms. We assure you that the manual will be revised based on your feedback and will therefore become a more useful document for everyone.

All program development and research (including evaluation research) proceeds by trial and error—we are in this learning process together, doing what we can to bring useful programming to underserved students and support to those who are working to provide meaningful educational experiences to these students throughout the world.

VI. Appendix: Intel[®] Teach Skills for Success Course Evaluation Forms

From Teachers

- **Form 1:** Teacher Training Survey
Time: Once
Details: Completed at conclusion of teacher training
Sample Size: All teachers
- **Form 2:** *Student Work Sample Collection Form*
Time: Once
Details: Teacher submits student products at the end of the semester or schoolyear that represent work across levels of achievement from three points in the program
Sample Size: Total of 105 samples; 6-8 teachers each submit approximately 15 student work samples
- **Form 3:** *Teacher Final Survey*
Time: Once
Details: Teacher completes towards the end of the semester or schoolyear
Sample Size: 20-30% of teachers, depending on feasibility and statistical considerations, matched to the Teacher Training Survey (Form 1) if possible

From Evaluators

- **Form 4:** Observation Logs
Time: During site visits
Details: Evaluator completes Cover Page and collaboration checklist, attaching electronic field notes
Sample size: Approximately two site visits to 5-8 schools, as feasible
- **Form 5:** *Student Work Evaluation Rubric*
Time: At end of semester or schoolyear
Details: Designed to give evaluators consistent criteria for evaluating student work
Sample Size: All 105 or more samples of student work collected

Form 1: Teacher Training Survey

We are interested in learning about your perspective on the Intel® Teach Skills for Success Course and would like you to answer the following questions about it.

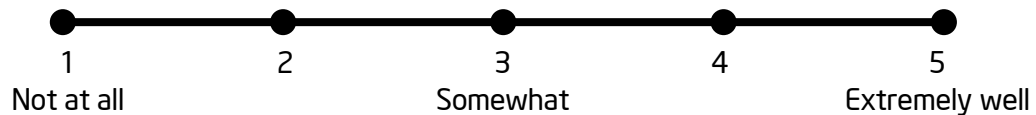
1. Having completed your training, how well-prepared do you feel to do the following activities with your students? For each item that follows, select the choice that best represents your experience.

I. Technology Skills	Not at all prepared 1	Moderately prepared 2	Prepared 3	Well prepared 4	Very well prepared 5
a. Facilitate students' open exploration of new technology tools.					
b. Support students' use of varied resources (e.g., peers, <i>Help Guide</i>) to learn new skills.					
c. Encourage students in trying new skills for each activity and new activities for each technology area.					

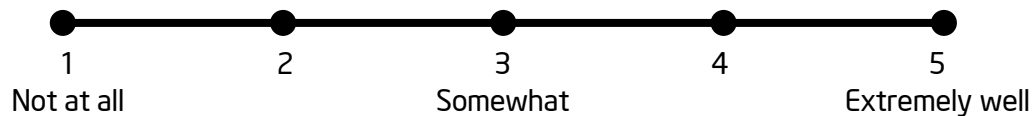
II. Critical Thinking	Not at all prepared 1	Moderately prepared 2	Prepared 3	Well prepared 4	Very well prepared 5
d. Help students follow the process of planning, doing, reviewing, and sharing their work.					
e. Support students in creating original work products that reflect their own unique ideas.					
f. Help students create products that communicate clear messages and match intended purposes.					
g. Facilitate groups of students in managing open-ended, complex projects.					

III. Collaboration	Not at all prepared 1	Moderately prepared 2	Prepared 3	Well prepared 4	Very well prepared 5
h. Help students ensure that all members are active participants in group activities (e.g., project work, presentations).					
i. Support students in sharing goals, strategies, and ideas.					
j. Support students in asking one another questions and helping one another as they work on their product.					
k. Promote peer-to-peer review and constructive feedback for improvements and further development.					

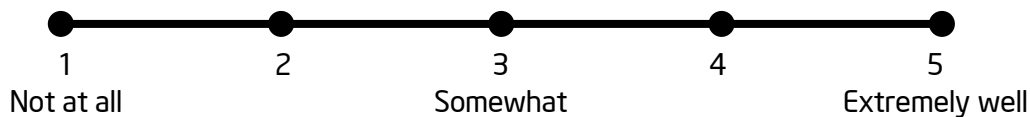
2. To what extent do you feel the training has prepared you to teach according to a method different from more traditional methods? Circle one number:



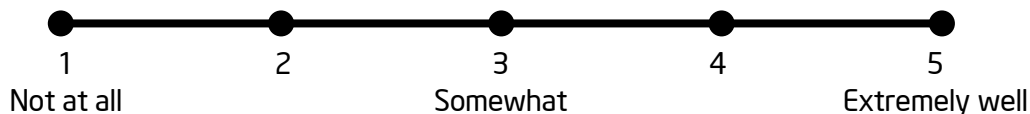
3. To what extent do you feel the training has prepared you to assess student learning using rubrics and collaboration checklists? Circle one number:



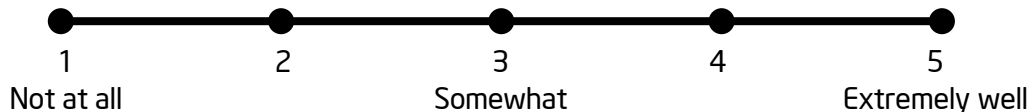
4. To what extent do the Teacher Book and related materials provide you with the resources you need to facilitate the course with students? Circle one number:



5. To what extent do you feel you will need additional training or support to be able to address challenges that arise while you are teaching the course? Circle one number:



6. Overall, how well do you think the teacher training has prepared you to teach the course? Circle one number:



7. How many years of teaching experience do you have?

- Less than 3
- 3 to 9
- 10 to 20
- Over 20

8. How could the teacher training be improved? Please explain:

Form 2: Student Work Sample Collection Form

If asked by your Intel® Teach Skills for Success Course evaluation team, you will select a number of samples of student work to submit. You will be asked to select approximately five samples from three points in the program—in the early, middle, and later parts of each unit—for a total of 15 samples. The work you select should include products that you think are at a lower level of achievement and work at a high level of achievement, with some in between. Try, as much as possible, to collect samples from the same groups of students for the early, middle, and later activities. If asked by your evaluation team, please also provide a rationale for why you chose to submit each piece of work.

Name: _____

School Name: _____

a. Early Activities

Please write the number of products submitted next to the activity name.

Unit 1: Graphics

_____ Postage Stamp

_____ Desktop Display

_____ Postcard

_____ Signs

_____ Map

Unit 2: Teacher

_____ Certificate

_____ Grade Book

_____ Schedule

_____ Newsletter

b. Middle Activities

Please write the number of products submitted next to the activity name.

Unit 1: Word Processing and Spreadsheets

_____ Flyer

_____ Business Cards

_____ Reference Guide

_____ Calendar

_____ Article

_____ Survey

_____ Transportation

_____ Statistics

_____ Budget

Unit 2: Healthcare Worker and Engineer

_____ Survey Form

_____ Pictograph

_____ Interactive Design

_____ Public Service Announcement

_____ Floor Plans

_____ Illustration

_____ Project Management Plan

_____ Proposal

c. Later Activities

Please write the number of products submitted next to the activity name.

Unit 1: Multimedia and Project

_____ Advertisement

_____ Timeline

_____ Role Model

_____ News Program

_____ Talents

_____ Scrapbook

_____ Project

Unit 2: Entrepreneur and Project

_____ Logo and Letterhead

_____ Financial Plan

_____ Brochure

_____ Web Site

_____ Portfolio

_____ Project

Form 3: Teacher Final Survey

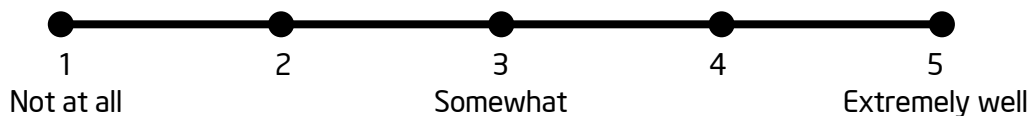
We are interested in learning about your perspective on the strengths and weaknesses of the Intel® Teach Skills for Success Course and would like you to answer the following questions about it. Please complete each section according to the instructions provided. Thank you!

COURSE MATERIAL

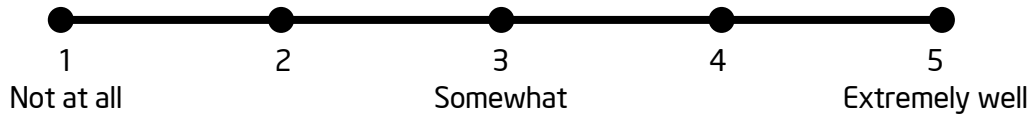
1. Please check the activities that many or most of your students completed this year.

Unit 1	Unit 2
Activity	Activity
Postage Stamp	Certificate
Desktop Display	Grade Book
Postcard	Schedule
Signs	Newsletter
Map	Survey Form
Flyer	Pictograph
Business Cards	Interactive Design
Reference Guide	Public Service Announcement
Calendar	Floor Plans
Article	Illustration
Address Book	Project Management Plan
Survey	Proposal
Transportation	Logo and Letterhead
Statistics	Financial Plan
Budget	Brochure
Advertisement	Web Site
Timeline	Portfolio
Role Model	Project
News Program	
Talents	
Scrapbook	
Project	

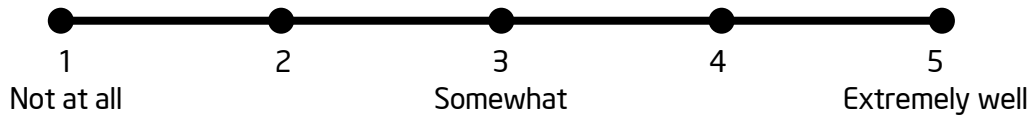
2. To what extent were the course activities appropriate to your students' culture and interests? Circle one number:



3. To what extent were the Project topics appropriate to your students' culture and interests? Circle one number:



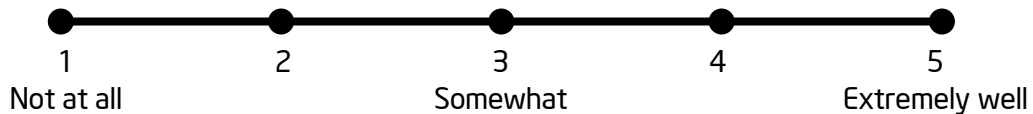
4. How useful was the Help Guide in helping the students learn new technical skills? Circle one number:



5. Have you used the CD version of the curriculum with your students?

- a. Yes (ANSWER questions 5a and 5b)
- b. No (SKIP TO question 6)

5a. How well were your students able to use the CD version of the curriculum? Circle one number:



5b. If your students encountered challenges using the CD version of the curriculum, what were the most typical challenges?

- a. Switching between windows on the computer
- b. Finding activities in the CD
- c. Getting distracted with other programs or applications (e.g., the Internet)
- d. No challenges encountered
- e. Other (describe):

LEARNING PROCESSES AND OUTCOMES FOR STUDENTS

1. By the time the students began their Project, how well-prepared were they to undertake the project with regard to each of the following:

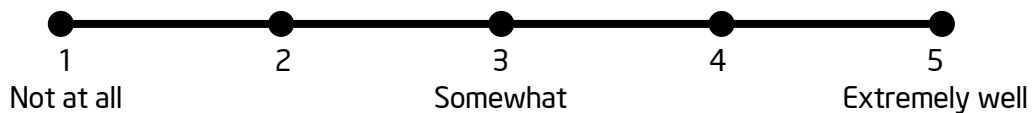
I. Technology Skills	Not at all prepared 1	Moderately prepared 2	Prepared 3	Well prepared 4	Very well prepared 5
a. Exploring new technology tools.					
b. Using varied resources (e.g., peers, <i>Help Guide</i>) to learn new skills.					
c. Applying multiple skills to complete an activity or project.					

II. Critical Thinking	Not at all prepared 1	Moderately prepared 2	Prepared 3	Well prepared 4	Very well prepared 5
d. Following the process of planning, doing, reviewing, and sharing their work.					
e. Creating original work products that reflect their own unique ideas.					
f. Creating products that communicate clear messages and match intended purposes.					
g. Managing open-ended, complex projects.					

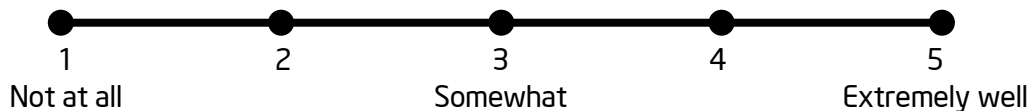
III. Collaboration	Not at all prepared 1	Moderately prepared 2	Prepared 3	Well prepared 4	Very well prepared 5
h. Ensuring that all members were active participants in group activities (e.g., project work, presentations).					
i. Sharing goals, strategies, and ideas.					
j. Asking one another questions and helping one another while working on their project.					
k. Reviewing peers' work and giving constructive feedback for improvements and further development.					

2. In general, by the end of the course how much change in students' abilities would you say occurred in each of the following areas:

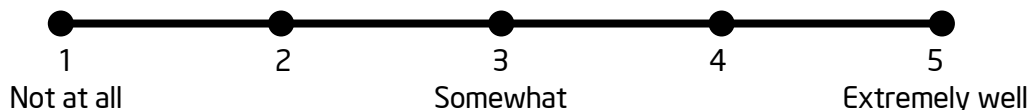
a. Technical skills? Circle one number:



b. Critical thinking and problem solving? Circle one number:



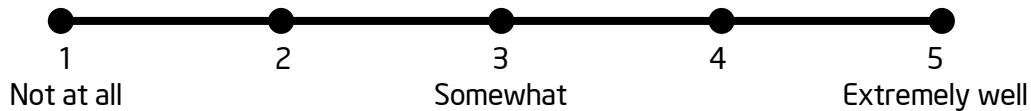
c. Collaborative work with peers? Circle one number:



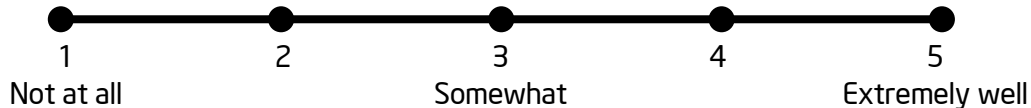
3. For each of the following, please identify the resource that students used most often when they had questions about:
- Technical Skills (e.g., how to insert WordArt, save a document or highlight a word)? Circle one number:
 - Other Students
 - Teacher
 - Written Course Materials
 - Course assignments (e.g., what they were expected to do for activities and projects)? Circle one number:
 - Other Students
 - Teacher
 - Written Course Materials
 - Planning or design issues (e.g., what would be a nice style or good way to present an idea)? Circle one number:
 - Other Students
 - Teacher
 - Written Course Materials

TEACHER TRAINING, MATERIALS AND SUPPORT

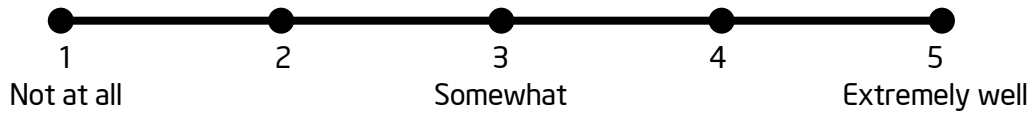
1. How well did the training that you received for this course prepare you to help students improve in the following areas:
- Technical skills? Circle one number:



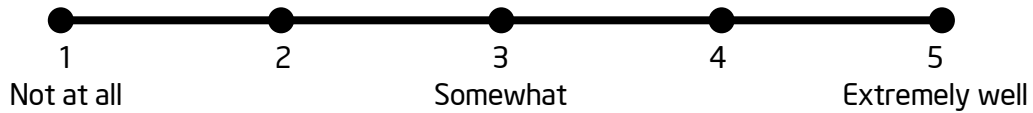
- Critical thinking and problem solving? Circle one number:



c. Collaborative work with peers? Circle one number:



2. As you taught the course, to what extent did you find the Teacher Book and related materials to be useful? Circle one number:



3. Were there times during the course when you taught differently from the way suggested in the training or teacher materials? Circle one answer:
a. Yes, often
b. Yes, only on occasion
c. No

4. If you taught differently from the way suggested in the training, how was it different? Circle the two most significant changes you made:
a. Modified the curriculum to suit local culture
b. Changed the time allocation for certain parts
c. Individualized for different students
d. Demonstrated or lectured more
e. Other:

5. Did you use the rubrics and collaboration checklists in the way suggested in training?
a. No
b. Yes

If no, how did you assess student learning? Please describe.

6. Did you use supplemental materials, in addition to the Skills for Success curriculum books?
- a. No
 - b. Yes

If yes, what materials did you use, and how often? Please describe.

7. Were there particular difficulties or challenges to you in implementing the course? Circle one answer:
- a. Yes, the course was very difficult to teach
 - b. Yes, but I was able to overcome most difficulties
 - c. No

8. If you did face challenges, what was the nature of the challenges? Circle the two most difficult challenges you faced:
- a. Using the curriculum with the students as shown during training
 - b. Helping students use the technology
 - c. Helping students with critical thinking, such as planning, problem-solving, and decision-making
 - d. Helping students collaborate with peers
 - e. Using the assessment approaches effectively
 - f. Helping motivate students to engage actively in the program
 - g. Managing the classroom and the students' behavior
 - h. Other:

9. If you did face challenges, did you receive the ongoing support you needed to address or solve the problem? Circle one answer:
- a. Yes, the support was sufficient
 - b. Yes, but would like more
 - c. No

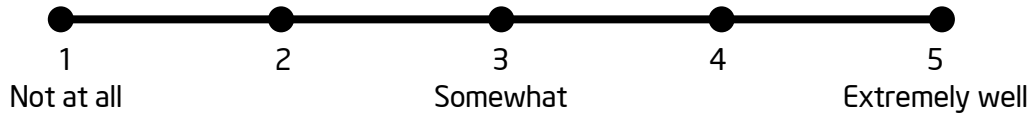
10. Would you recommend changes to the teacher training, training materials, and teacher on-going support? Circle one answer:

- a. Yes
- b. No

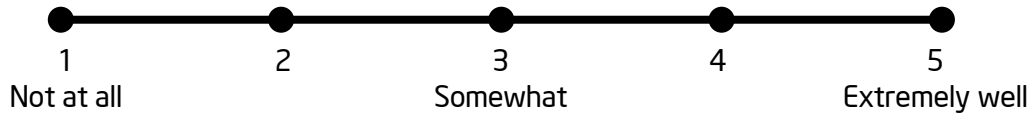
If "Yes" please explain:

FUTURE EFFORTS

11. In general, how interested do you think other school children would be in taking a course like the one you have just taught? Circle one number:



12. How much have you changed as a teacher because of your participation in this program? Circle one number:



13. If you have additional comments about any aspect of the program, please add them here:

Form 4: Observation Logs

Please fill out this Cover Sheet to accompany your notes and the collaboration checklist for each site visit you make.

BACKGROUND INFORMATION

School Name and Location: _____

Date: _____

Observation Start Time: _____

Observation End Time: _____

Number of class sessions over time in which course is being taught (e.g., 135 sessions a year): _____

Class Session Topic (e.g., spreadsheets): _____

Grade of Students:

5th year

7th year

Other:

6th year

8th year

Number of Students in Class: _____

Typical Number of Students per Computer:

Please check the most common number of students per computer:

1

3

5 or more

2

4

Number of Teachers and Assistants: _____

Others Present: _____

Number of Computers in Room: _____

Spatial Arrangement of Room:

Desks/computers in rows

U-shape

Other (specify)

Tables with computers

Clusters of desks/computers

Version of Curriculum in Use:

Printed Books

Combination of books and

CDs

CDs

Background the teacher has shared with you before the session (e.g., previous day's activities, today's plans):

Background information on students that you feel is particularly helpful (e.g., students are working in a second-language, students have previous computer experience):

Overall Notes from Observation

During the site visits, observers will take field notes that then can be typed and given to the lead evaluators for analysis. Ideally, the free-form notes should include two separate types of information.

- The exact behaviors you are observing and conversations you are having (described as accurately and objectively as possible). This column can be thought of as the evidence you are collecting.
- Your thoughts about what you are seeing and hearing. This column can be thought of as your hypotheses about the Intel® Teach Skills for Success Course.

Sample Notes Table

OBSERVATIONS (sequence and times of activities in the class, teacher-student interactions, quotes from teachers and students, etc.)	REFLECTIONS (questions, thoughts, ideas, etc. about what you are observing in the class)

Student Collaboration Checklist

The following questions pertain to aspects of student collaboration. For each question, mark the choice that best corresponds to the behavior of student groups during your observation.

1. How many students were part of a group while working on their activities or projects during the class session that you observed?

None or almost none	Some	About half	Most	All or almost all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. How many groups that you observed included every member in completing their activities or project?

None or almost none	Some	About half	Most	All or almost all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How many groups that you observed discussed their goals and strategies as part of working on their activities or project?

None or almost none	Some	About half	Most	All or almost all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. In how many groups that you observed did members regularly ask one another questions about problems or issues that arose when working on their activities or project?

None or almost none	Some	About half	Most	All or almost all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How many groups that you observed consistently showed respect for members' contributions and perspectives?

None or almost none	Some	About half	Most	All or almost all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How many groups that you observed had difficulty resolving disagreements that arose among group members during the class session?

None or almost none	Some	About half	Most	All or almost all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Form 5: Evaluators' Version of the Student Work Rubric

This rubric is designed to help evaluators assess students' work products and process. The "Required Elements" category refers to the "Review It" section at the end of each activity or project. Note that it is not expected that all aspects of a piece of student work will fall within just one level. You must assign a level by determining which category has the most evidence that applies to the product, meaning that if the product meets *most* of the requirements of "exceeding expectations," it should be marked "exceeding expectations," even if it is "meeting expectations" in one or two ways. For further information, including guidance on how to summarize your results, please see the Evaluation Manual.

Description	
Exceeding Expectations	Overall, the students' work goes beyond the requirements of the task and stands out as an excellent example of this kind of product (stamp, survey, advertisement, etc.). Skills were used to make a <i>highly original</i> product that reflects the students' unique and creative ideas. All the "Review It" elements were completed, and one or more of the challenges was also attempted. There is evidence that the students are very good at using the technology skills needed to make the product, and the choices for colors, sizes, words, and other details clearly communicate the students' message.
Meeting Expectations	Overall, the students' work meets the requirements of the task and is a good example of this kind of product (stamp, survey, advertisement, etc.). Skills were used to make an <i>original</i> product that reflects the students' own ideas, and all the "Review It" elements were completed. There is evidence that the students are able to use the technology skills needed to make the product, and the choices for colors, sizes, words, and other details communicate the students' message.
Approaching Expectations	Overall, the students' work approaches the requirements of the task and includes some but not all elements of a good example of this kind of product (stamp, survey, advertisement, etc.). Skills were used to make a <i>partially original</i> product that reflects some of the students' own ideas, and most of the "Review It" elements were completed. There is evidence that the students could improve their use of the technology skills needed to make the product, and the choices for colors, sizes, words, and other details only partly communicate the students' message.
Needing Improvement	Overall, the students' work is below expectations and needs improvement to be a satisfactory example of this type of product. The work was mostly copied from an example or someone else's work, and few, if any, of the "Review It" elements were completed. The work also shows that the students need help with the technology skills needed to make the product, and the choices for colors, sizes, words, and other details distract from the students' message.