

# Overview

This appendix is designed to support Master Teachers as they plan and conduct their Intel® Teach Essentials Courses for Participant Teachers. It provides recruiting and course setup guidelines, checklists, milestones, and technical instructions necessary for successful completion of course requirements.

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# Master Teacher Training Overview

Master Teachers experience the curriculum as if they are Participant Teachers, as well as participate in discussions and activities that support their Master Teacher roles.

## Expectations

- Attend all assigned days of class
- Attend all assigned hours each day
- Develop a Unit Plan, student sample, assessments, and support materials for one curricular unit
- Discuss and participate in all pedagogical discussions located throughout the curriculum
- Understand Master Teacher requirements and expectations
- Discuss strategies for conducting a successful course
- Use the Intel® Teach Program Extranet
- Complete an evaluation of the Intel® Teach Essentials Course for Master Teachers

# Master Teacher Self-Reflection

Master Teacher Name \_\_\_\_\_

Senior Trainer Name \_\_\_\_\_

Date \_\_\_\_\_

**Description:** This self-assessment should be completed midway through Master Teacher training. Use this form to focus on your strengths and to target areas where you want to improve. Ask your Senior Trainer or fellow Master Teachers for ideas on how to address your concerns so that you will be prepared to deliver the best training possible to your Participant Teachers.

	Exceptional	Good	Needs Improvement	Comments
<b>Unit Design and Technology Integration</b>				
I understand how technology could be integrated into a variety of content areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I write effective learning objectives that are aligned to standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I am in the process of developing a Unit Plan that incorporates effective Curriculum-Framing Questions, ongoing assessment, and project approaches to learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The elements in my Unit Portfolio support 21st century and higher-order thinking skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Technology Skills</b>				
I am proficient in using the applications required in the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I am proficient in using the hardware available in the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I demonstrate troubleshooting skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

(Continued)

	Exceptional	Good	Needs Improvement	Comments
<b>Attendance</b>				
I arrive on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I attend all sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Attitude</b>				
I maintain a positive attitude.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I demonstrate enthusiasm for the program and curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Organization</b>				
I come to class prepared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I stay on task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I complete assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Leadership</b>				
I participate in discussions and take notes on how to facilitate my own training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I ask for help when needed and I am open to others' ideas and suggestions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I assist my colleagues with brainstorming unit ideas, technology integration, Curriculum-Framing Questions, and so on during class activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

# Master Teacher Milestones

All Master Teachers must complete the following Milestones. Each Milestone list is organized in chronological order.

## Milestone 1:

### Completing the Intel® Teach Essentials Course for Master Teachers

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

## Milestone 2:

### Setting Up Your Intel Teach Essentials Course for Participant Teachers

- Use the Intel® Teach Extranet to set up the course you will teach no later than 60 days after completing Master Teacher training.
- Schedule the first class meeting to begin no more than eight months after completing Master Teacher training.
- Order course materials online at least three weeks prior to course start date.
- Recruit Participant Teachers from your district/consortium to participate in the course (K-12 classroom teachers only).
- Keep track of the number of Participant Teachers who have signed up for your course and collect their e-mail addresses. If you need additional manuals from your original order, send an e-mail message to **teacher.training@intel.com**.
- Visit the computer lab where you will be conducting your training prior to the start date of the course to ensure everything is set up correctly.
- Complete all items on the Course Preparation Checklist a minimum of one week prior to the start of the course.

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### Milestone 3:

#### Training Participant Teachers

- Within 12 months from Master Teacher training, conduct the complete Intel Teach Essentials Course for at least 10 Participant Teachers in accordance with course guidelines.
- Inform all Participant Teachers about the options for university and professional development credit on the first day of the course, if applicable.
- Track participant attendance at each class session.

### Milestone 4:

#### Concluding the Course for Participant Teachers

- Ensure all participants have completed all eight modules of the course.
- Ensure all participants have completed the online course evaluation.
- Close your class online in the Intel Teach Extranet at the Module 8 date and report the actual number of teachers trained. **(IMPORTANT!)**
- Check class status online to ensure the PT class is closed.
- Within 10 days of completing your course for Participant Teachers, submit the following to your LEA Coordinator:
  - Completed university and professional development credit forms, if applicable
  - Course Attendance Sheet
  - Any curriculum materials left over from the course

# Guidelines for Recruiting Participant Teachers

## Participant Teachers must:

- Be current K-12 classroom teachers in a participating district or consortium
- Possess intermediate-level computer skills; teachers should be able to:
  - Format and edit text
  - Copy, cut, and paste text and graphics
  - Save documents
  - Use e-mail
  - Navigate and perform a search on the Internet
  - Use a word processing application

**Note:** Teachers who do not possess these skills prior to Intel® Teach Essentials Course should successfully complete pretraining workshops or classes. Pretraining workshops are not provided by the Intel® Teach Program.

- Commit to completing 32 hours of in-class training as well as the 16-plus hours of required take-home Planning Ahead activities

## Participant Teacher benefits include:

- Free, practical, standards-based, hands-on training on integrating technology into the classroom curriculum
- Creation of a Unit Portfolio that integrates technology into the teacher's existing curriculum
- Opportunity to purchase university/continuing education credits, based on availability (to be established by the LEA)

# Guidelines for Training Participant Teachers

The Intel® Teach Essentials Course curriculum was developed in a modular format to allow for a flexible delivery schedule. To maintain high quality, the following guidelines have been set for scheduling the 32-hour Intel Teach Essentials Course.

## Guidelines

- Begin the course for Participant Teachers within eight months of Master Teacher training.
- Complete all eight modules in order.
- Complete all eight modules of the course within four months of the starting date.
- Complete the course within 12 months of Master Teacher training.
- Schedule modules according to guidelines:
  - The preferred schedule consists of 4-hour sessions (one full module per session) with time between modules for take-home Planning Ahead activities.
  - Two modules may be covered in one day if days or open lab times are scheduled between modules to allow participants to practice and complete Planning Ahead activities.
  - The course may not be delivered in less than six consecutive days.
  - The curriculum may be broken up into fewer than eight 4-hour blocks only if the following conditions are met:
    - The course blocks are scheduled at least one hour in length.
    - Each module is completed within the same workweek. Examples:
      - Monday, September 18th from 3:00 to 5:00 p.m. and Wednesday, September 20th from 3:00 to 5:00 p.m.
      - Monday through Thursday, September 18th through 21st, 3:00 to 4:00 p.m.
    - The entire class (all participants) meets during the specified times as a whole group.

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## Master Teacher Appendix

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### Example Schedules

Example of a recommended schedule for after-school hours (four hours per week for eight weeks—most preferred):

	Wednesdays After School	
Week 1	Module 1	(4 hrs)
Week 2	Module 2	(4 hrs)
Week 3	Module 3	(4 hrs)
Week 4	Module 4	(4 hrs)
Week 5	Module 5	(4 hrs)
Week 6	Module 6	(4 hrs)
Week 7	Module 7	(4 hrs)
Week 8	Module 8	(4 hrs)

Example of a recommended schedule for after-school hours (four hours per week for eight weeks):

	Tuesday After School		Thursday After School	
Week 1	Module 1	(2 hrs)	Module 1 continued	(2 hrs)
Week 2	Module 2	(2 hrs)	Module 2 continued	(2 hrs)
Week 3	Module 3	(2 hrs)	Module 3 continued	(2 hrs)
Week 4	Module 4	(2 hrs)	Module 4 continued	(2 hrs)
Week 5	Module 5	(2 hrs)	Module 5 continued	(2 hrs)
Week 6	Module 6	(2 hrs)	Module 6 continued	(2 hrs)
Week 7	Module 7	(2 hrs)	Module 7 continued	(2 hrs)
Week 8	Module 8	(2 hrs)	Module 8 continued	(2 hrs)

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Example of a recommended 2-week schedule:

Mon: 6 hrs Mod 1 (4) Open Lab (2)	Tue: 6 hrs Mod 2 (4) Open Lab (2)	Wed: 6 hrs Mod 3 (4) Open Lab (2)	Thu: 6 hrs Mod 4 (4) Open Lab (2)
Mon: 6 hrs Mod 5 (4) Open Lab (2)	Tue: 6 hrs Mod 6 (4) Open Lab (2)	Wed: 6 hrs Mod 7 (4) Open Lab (2)	Thu: 6 hrs Mod 8 (4) Open Lab (2)

Suggested course schedule for delivery in the shortest amount of days (not recommended):

Mon: 6 hrs Mod 1 (4) Open Lab (2)	Tue: 6 hrs Mod 2 (4) Open Lab (2)	Wed: 8 hrs Mod 3 (4) Mod 4 (4)	Thu: 6 hrs Mod 5 (4) Open Lab (2)	Fri: 8 hrs Mod 6 (4) Mod 7 (4)	Sat: 6 hrs Open Lab (2) Mod 8 (4)
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# Planning My Course

Using the previous section, "Guidelines for Training Participant Teachers," create a plan for your 32-hour Intel® Teach Essentials Course for Participant Teachers. Use this plan to set up your class online and to transfer key tasks and dates to your personal planning calendar.

1. Set up class online (see [www.intel.com/education/teach/in-service.htm](http://www.intel.com/education/teach/in-service.htm)) by (date): \_\_\_\_\_

**Note:** Class setup should be completed no later than 60 days after completion of Master Teacher training. Details of the class can be edited any time prior to the date that is entered for the start date of the class.

2. The course lab location is (address): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. The first class (Module 1) will be held on (date): \_\_\_\_\_

**Note:** The first class should start no later than eight months after completion of Master Teacher training.

4. Class will begin at (hour of day): \_\_\_\_\_

5. Class will end at (hour of day): \_\_\_\_\_

6. I will order course materials online by (date): \_\_\_\_\_

**Note:** Materials should be ordered no later than three weeks prior to the start of the Participant Teacher course.

7. I will close my class online at the eighth module, which will be held on (date): \_\_\_\_\_

**Note:** Module 8 should begin no later than 12 months after completion of Master Teacher training.

**Notes:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Course Preparation Checklist

## Required

The following tasks are required for making your course run smoothly:

- Keep track of the number of Participant Teachers who have signed up for your course, along with their e-mail addresses. In addition to using e-mail for general communication, you will need Participant Teacher e-mail addresses to set up web-based resources (blogs, wikis, and collaborative files) for your course. You may want to use the Sign Up List document available in the *PT Forms* folder in the Master Teacher Resources. (See MT Appendix C.33.)
- Be sure that you have ordered your PT materials online at least three weeks prior to the start of your course. See information on Master Teacher Online Resources beginning on page C.33. If you need additional manuals from your original order, send an e-mail message to [teacher.training@intel.com](mailto:teacher.training@intel.com).
- Check the setup, hardware, and software of lab computers using the Computer Lab Checklist on page C.13.
- Choose and set up the online resources (tagging/bookmarking, blog, wiki, and online collaborative resources). Send sign-up instructions to your participants prior to the course. A sample e-mail is available in the *Templates* folder in the Master Teacher Resources. See instructions starting on page C.27. You may also want to e-mail the Login Information form as an attachment so that teachers can easily keep track of their login and password information.
  - Choose a tagging/bookmarking resource to demonstrate during Module 1. See Online Tagging and Bookmarking Sites in the *Collaboration* folder on the Curriculum Resource CD. You may want to select a resource that does not require the installation of a toolbar since you will be using computers in a lab. See page C.27 for setup instructions.
  - Choose a blogging site for your Participants to use for the reflection activities at the end of each module. See Blog Sites in the *Collaboration* folder on the Curriculum Resource CD. See page C.27 for setup instructions.
  - Choose a wiki site for your course. The wiki site is required in Module 3 for the Pedagogical Practices. It is optional for use during Pair and Share activities, other Pedagogical Practices, and the Showcase. See Wiki Sites in the *Collaboration* folder on the Curriculum Resource CD.
  - Create the starting page of a wiki and appropriate subpages. See page C.29 for setup instructions.
  - Choose an online collaborative resource. See Online Collaborative Editing Resources and Web-based Spreadsheets in the *Collaboration* folder on the Curriculum Resource CD.
  - Set up the online collaborative spreadsheet for Module 2, Activity 2. See page C.32 for setup instructions.
  - Review the Module 1 Checklist (page C.17) at least one week prior to your first class.
  - Have all contact numbers with you (District/LEA coordinator, Technology contact, and so forth).

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- Ensure that a working phone (with an outside line) is available in the lab and/or bring a cell phone; find out if any access numbers are required when using the lab phone.
- Review the current version of the Intel® Teach Essentials Course manual and Curriculum Resource CD.

### Optional

The following suggestions will help your course run as smoothly as possible:

- Set up a premeeting to make sure all participants understand the course expectations.
- Verify the availability of a printer. If a printer is available, bring a ream of paper.
- Check on the availability of a break out room that you can use for discussions.
- Provide red cups or a flag system so participants can let you know when they need help.
- Create name tags and name tents. (A name tent template is located in the *Templates* folder in the Master Teacher Resources.)
- Pass out 3 x 5 cards to elicit feedback from participants. Collect the cards at the end of each session or break, and address questions, concerns, and so forth at the end of the day or at the beginning of the next session.
- Create a food sign-up sheet. On the first day of class, have participants sign up to bring snacks for one of the sessions. Have coffee available.
- Pass out a map and/or list with local places to eat if you will be breaking for lunch or dinner.
- Have extra pens, pencils, highlighters, and sticky notes available.
- Ensure supplies are available, such as white board markers, printer paper, poster paper, and so forth.
- Have contingency plans prepared to counter unexpected technical problems or outages.
- If you are training at a school other than your own, talk to the custodian and secretary, introduce yourself, and confirm course dates and times.
- Call participants to ensure they know class details.

# Computer Lab Checklist

Master Teachers are responsible for visiting and checking the lab prior to teaching the course. Check the following:

- All software and system recommendations are met. (See the following table.)
- The Intel® Teach Essentials Course Curriculum Resource CD has been tested on the lab computers to be sure the CD Index runs properly. If you have problems, refer to the Intel® Education *Help Guide*. (See Intel Teach Courses Group 1.)
- Prepare and test the *Help Guide* application.
- If the Curriculum Resource CD, *Help Guide*, or both will be placed on a shared drive for participant access, arrange to have the files copied and tested prior to the first session of the course.
- If you are planning to create CDs with the teachers' completed Unit Portfolios, a server or network may need to be available to access all teacher files. A CD burner would also be required.

## Recommended Software and System Settings for Lab Computers

The following software and system settings are recommended for satisfactory participant experience and the performance of Essentials Course resources, such as the *Help Guide*. Variations from the recommended software or settings may offer adequate experience and performance with modifications.

Apple Macintosh*	Microsoft Windows*
<p><b>Operating System</b></p> <ul style="list-style-type: none"> <li>▪ Apple System Software version OS X v.10.4* or later</li> </ul> <p><b>Hardware</b></p> <ul style="list-style-type: none"> <li>▪ PowerPC* based or Intel based Macintosh for each participant</li> <li>▪ 256 MB or higher of RAM</li> <li>▪ 100 MB free hard disk space</li> <li>▪ Audio system with speakers or headphones</li> <li>▪ CD-ROM drives on all systems or access to a server where CDs can be loaded</li> <li>▪ Internet access on every system</li> <li>▪ Access to a printer for course</li> <li>▪ One computer in the course lab for each Participant Teacher</li> <li>▪ One computer in the course lab for Master Teacher</li> <li>▪ Projection system available for Master Teacher's computer</li> </ul>	<p><b>Operating System</b></p> <ul style="list-style-type: none"> <li>▪ Microsoft Windows 2000* or XP*</li> </ul> <p><b>Hardware</b></p> <ul style="list-style-type: none"> <li>▪ Intel® Pentium® processor 200 MHz (performance level or better) or compatible processor</li> <li>▪ 256 MB or higher of RAM</li> <li>▪ 100 MB free hard disk space</li> <li>▪ Audio system with speakers or headphones</li> <li>▪ CD-ROM drives on all systems or access to a server where CDs can be loaded</li> <li>▪ Internet access on every system</li> <li>▪ Access to a printer for course</li> <li>▪ One computer in the course lab for each Participant Teacher</li> <li>▪ One computer in the course lab for Master Teacher</li> <li>▪ Projection system available for Master Teacher's computer</li> </ul>

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Apple Macintosh*	Microsoft Windows*
<p><b>Internet Browser</b></p> <ul style="list-style-type: none"><li>▪ Mozilla Firefox 1.5 * or later version, OR</li><li>▪ Microsoft Internet Explorer 5.2.3* or later version, OR</li><li>▪ Safari*</li></ul> <p><b>Software</b></p> <ul style="list-style-type: none"><li>▪ Word processing software (Microsoft Word 2004 for Mac* or later version, or OpenOffice.org 2.0 Write* or later version)</li><li>▪ Spreadsheet software (Microsoft Excel 2004 for Mac* or later version, or OpenOffice.org 2.0 Calc* or later version)</li><li>▪ Presentation software (Microsoft PowerPoint 2004 for Mac* or later version, or OpenOffice.org 2.0 Impress* or later version)</li><li>▪ Adobe Reader 7.0* or above</li><li>▪ Archive or file compression software</li></ul>	<p><b>Internet Browser</b></p> <ul style="list-style-type: none"><li>▪ Microsoft Internet Explorer 6.0* or later version (download from: <a href="http://windowsupdate.microsoft.com">http://windowsupdate.microsoft.com</a>), OR</li><li>▪ Mozilla Firefox 1.5* or later version</li></ul> <p><b>Software</b></p> <ul style="list-style-type: none"><li>▪ Word processing software (Microsoft Word 2000* or later version, or OpenOffice.org 2.0 Write or later version)</li><li>▪ Spreadsheet software (Microsoft Excel 2000* or later version, or OpenOffice.org 2.0 Calc or later version)</li><li>▪ Presentation software (Microsoft PowerPoint 2000* or later version, or OpenOffice.org 2.0 Impress or later version)</li><li>▪ Adobe Reader 7.0 or above</li><li>▪ Archive or file compression software</li></ul>

When checking the lab, be sure to ask the following questions:

1. If the recommended software and system settings cannot be met, are satisfactory modifications or workarounds available?

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2. What are the lab rules and regulations?

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3. What are the lab hours? \_\_\_\_\_

4. What, if any, passwords are needed?

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5. Where can Participant Teachers save their files? Will PTs be able to store their files somewhere on a server or hard drive to be accessed for subsequent sessions?

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6. Are peripherals available or can they be installed (scanner, camera, printer, and so forth)?

\_\_\_\_\_

\_\_\_\_\_

7. Can files be uploaded to and downloaded from the Internet? \_\_\_\_\_

8. Can teachers install any plug-ins or file compression software (if needed)? \_\_\_\_\_

**Course Location Information**

Location Name \_\_\_\_\_

Address \_\_\_\_\_

Parking or Location Instructions \_\_\_\_\_

Phone Number \_\_\_\_\_

Course Dates \_\_\_\_\_

Start Date \_\_\_\_\_

End Date \_\_\_\_\_

Hours \_\_\_\_\_

**Lab Technician Contact Information**

Name \_\_\_\_\_

E-mail \_\_\_\_\_

Phone Number \_\_\_\_\_

Fax \_\_\_\_\_

Hours Available \_\_\_\_\_

**Other Contact Information** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Module 1

# Teaching with Projects Checklist

## Required

- Check with your Participant Teachers to ensure you have their current e-mail addresses. If you used the Sign Up List document from the *PT Forms* in Master Teacher Resources to keep track of your enrollment, update that document. Be sure your Participants received instructions on how to sign up on a blogging, wiki, and online collaborative site. They will need to register on these Web sites before they can collaborate or use these resources in the course.
- E-mail your Participant Teachers prior to Module 1, asking them to bring curricular materials that could assist them in the planning of their Unit Portfolio. A sample e-mail is available in the *Templates* folder in the Master Teacher Resources.
- Print the Course Attendance Sheet from the *PT Forms* folder in the Master Teacher Resources. Post it in a central location or include it on an online collaborative Web site for Participant Teachers to sign in.
- Check the tagging/bookmarking and blogging sites you have chosen for your participants to make sure they are active and not blocked from the computers in the lab.
- Choose a blogging site for your Participants to use for the reflection activities at the end of each module. See Blog Sites in the *Collaboration* folder on the Curriculum Resource CD. Have the URL and sign-up instructions available for your participants. See instructions on page C.28.
- Review Module 1, the associated presentations, and the resources for selecting online tagging/bookmarking and blogging sites in *Internet Tools Support* in the Master Teacher Resources.
- Add the URLs for the tagging/bookmarking and blogging sites to the Module 1 presentation in the PT Presentations folder in Master Teacher Resources.
- Add Local Education Agency (LEA) incentives, university and professional development options and requirements, and any other localization information to the Course Overview Presentation embedded in the Module 1 Presentation located in the *PT Presentations* folder in the Master Teacher Resources.
- Ensure the curriculum manuals are available to pass out to Participant Teachers during the first session.
- Ensure all university and/or professional development credit forms and information are ready to pass out to Participant Teachers.

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### Module 1 Preparation Checklist

#### Optional

- If you scheduled a course that will occur during a standard mealtime, you may want to lengthen your session by 30 minutes to accommodate a meal break.
- Call Participant Teachers a few days prior to the first session to remind them what to bring and to answer any questions they may have. If any Participant Teachers cancel, you should invite teachers on the waiting list to attend.
- Create a flag system so participants can indicate they need help.
- Create name tags and name tents. (A name tent template is available in the *Templates* folder in the Master Teacher Resources.)
- Ensure extra pens, pencils, highlighters, and sticky notes are available.
- Provide coffee and/or treats.
- Ask Participant Teachers to sign up to bring snacks for one of the sessions.
- Pass out a map and/or list of local restaurants, if there is time to go out for lunch or dinner.
- Send invitations to district/LEA representatives and principals inviting them to the Portfolio Showcase (Module 8).

## Module 2

# Planning Your Unit Checklist

## Required

- Review Module 2, the associated presentations, and the following resources for Module 2 on the Curriculum Resource CD.

### **Assessment Folder**

- Standards and Objectives Rubric
- Curriculum-Framing Questions Rubric
- Unit Plan Checklist
- Assessment for Project-Based Learning
- Sample assessments to gauge student needs

### **CFQs Folder**

- CFQ Presentations
- Brainstorming Questions
- Writing Curriculum-Framing Questions
- Tips for Writing Curriculum -Framing Questions
- Sample CFQs
- Big Idea Words

### **Thinking Folder**

- 21st Century Skills
- Revised Bloom's Taxonomy

### **Unit Portfolios Folder**

- Sample Portfolio Presentations
- Update the Module 2 presentation in the *PT Presentations* folder in Master Teacher Resources with the URL of the blogging site.
- Choose an online collaborative Web site for Activity 2 . Follow the instructions in Setting Up a Collaborative Editing Web site in the *Internet Tools Support* folder in Master Teachers Resources to set up the spreadsheet.

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### Module 2 Preparation Checklist

- Post the Course Attendance Sheet for Participant Teachers to sign in or direct teachers to access it on an online collaborative Web site that you have set up.
- Have the Curriculum-Framing Questions presentations available and ready for Activity 2.
- Check the wiki you set up to be sure it is still accessible and is not blocked from your lab computers.
- Ensure a contingency plan is in place to counter technical problems or outages.

### Optional

- E-mail or call Participant Teachers to remind them of the location and time of the next session of the course. If anyone drops out of the course, invite teachers on the waiting list to attend.
- Ensure name tags and name tents are still available.
- Ensure extra pens, pencils, highlighters, and sticky notes are available.

## Module 3

# Making Connections Checklist

## Required

- Check the wiki and the online collaborative Web site you set up to be sure they are still accessible and are not blocked from your lab computers.
- Review Module 3, the associated presentations, and the following resources for Module 3 on the Curriculum Resource CD.
  - Copyright* folder
  - Search Resources* folder
  - Evaluating the Web* folder
  - Communication* folder
  - Collaboration* folder

### **Thinking Folder**

- 21st Century Skills
- Update the Module 3 presentation with the URLs of the wiki, collaborative editing, and blogging sites.
- Post the Course Attendance Sheet for Participant Teachers to sign in or direct teachers to access it on an online collaborative Web site that you have set up.
- Review ideas in the Activities for Pairing Participants located in the *Facilitating Discussions* folder in the Master Teacher Resources and decide on which method(s) you will use.
- Be ready to show Copyright Chaos from the *Copyright* folder on the Curriculum Resource CD.
- Ensure a contingency plan is in place to counter technical problems or outages.

## Optional

- Ensure name tags and name tents are still available.
- Ensure extra pens, pencils, highlighters, and sticky notes are available.

## Module 4 Preparation Checklist

### Module 4

# Creating Samples of Learning Checklist

## Required

- Review Module 4, the associated presentations, and the resources for Module 4 on the Curriculum Resource CD.
  - Responsible Use* folder
  - Student Samples* folder
- If using a wiki to capture Participant Teachers' ideas, add the starting page for the discussion to the existing wiki. The text is available from the Module 4 Pedagogical Practices document in the *Pedagogical Practices* folder in the Master Teacher Resources.
- Update the Module 4 presentation with the URL of the blogging site. If you are using a wiki for the Pedagogical Practices discussion, add the URL to the presentation.
- Post the Course Attendance Sheet for Participant Teachers to sign in or direct teachers to access it on an online collaborative Web site that you have set up.
- Ensure a contingency plan is in place to counter technical problems or outages.

## Optional

- Ensure name tags and name tents are still available.
- Ensure extra pens, pencils, highlighters, and sticky notes are available.

## Module 5

# Assessing Student Projects Checklist

## Required

- Review the use of the Intel® Education Assessing Projects application by clicking **Try It** at:  
**<http://educate.intel.com/en/AssessingProjects>**
- Be sure that the lab computers have Adobe Reader 7.0\* or above so that participants can add comments to the PDF files downloaded in this module.
- If you are using a wiki to capture Participant Teachers' ideas, add the starting page for the discussion to the existing wiki. The text is available from the Module 5 Pedagogical Practices document in the *Pedagogical Practices* folder in the Master Teacher Resources.
- Update the Module 5 presentation with the URL of the blogging site. If you are using a wiki for the Pedagogical Practices discussion, add the URL to the presentation.
- Review Module 5, the associated presentation, and the resources for Module 5 on the Curriculum Resource CD.  
**Assessment Folder**
  - Assessment Plan Checklist
  - Student Samples* folder
- Post the Course Attendance Sheet for Participant Teachers to sign in or direct teachers to access it on an online collaborative Web site that you have set up.
- Ensure a contingency plan is in place to counter technical problems or outages.

## Optional

- Ensure name tags and name tents are still available.
- Ensure extra pens, pencils, highlighters, and sticky notes are available.

## Module 6 Preparation Checklist

### Module 6

# Planning for Student Success Checklist

## Required

- Review Module 6, the associated presentations, and the resources for Module 6 on the Curriculum Resource CD.
  - Differentiation* folder
  - Student Support* folder
- If using a blog to capture Participant Teachers' ideas, copy the Module 6 Pedagogical Practices prompt into a blog so that it is ready for teachers' responses. If using a wiki, add the starting page for the discussion to the existing wiki. The text is available from the Module 6 Pedagogical Practices document in the *Pedagogical Practices* folder in Master Teacher Resources.
- Update the Module 6 presentation with the URL of the blogging site. If you are using a blog or a wiki for the Pedagogical Practices discussion, add the URL to the presentation.
- Review the Spreadsheets section of the Intel® Education *Help Guide*. (You do not need to teach any of the content, but you should be familiar with the skill groups included in the Spreadsheets section.)
- Check to see if an equation builder is available on your lab computers. OpenOffice.org 2.0\* includes an equation builder by default; some versions of Microsoft Office\* require you to install an equation builder add-on. Refer to the *Help Guide*, if needed (see Word Processing Skill 10.13).
- Post the Course Attendance Sheet for Participant Teachers to sign in or direct teachers to access it on an online collaborative Web site that you have set up.
- Ensure a contingency plan for technical problems/outages is in place.

## Optional

- Ensure name tags and name tents are still available.
- Ensure extra pens, pencils, highlighters, and sticky notes are available.

## Module 7

# Facilitating with Technology Checklist

## Required

- Review Module 7, the associated presentations, and the following resources for Module 7 on the Curriculum Resource CD.
  - Facilitation* folder
  - Collaboration Folder**
    - Wiki Sites
    - Blogging Sites
  - About this Course Folder**
    - Thinking about My Future Development
- If using a wiki to capture Participant Teachers' ideas, add the starting page for the discussion to the existing wiki. The text is available from the Module 7 Pedagogical Practices document in the Pedagogical Practices folder in the Master Teacher Resources.
- Update the Module 7 presentation with the URL of the blogging site. If you are using a wiki for the Pedagogical Practices discussion, add the starting page for the discussion to the wiki and add the URL to the presentation.
- If your participants are using different hosts for their blogging sites, check to be sure non-members can post comments to their blogs.
- Post the Course Attendance Sheet for Participant Teachers to sign in or direct teachers to access it on an online collaborative Web site that you have set up.
- Ensure a contingency plan for technical problems/outages is in place.

## Optional

- Participant Teachers will be sharing their blogs during this module. For easy access to all blogs, create a new page on the previously created wiki that provides links to all the blogs, unless you are using a blogging site that is specifically set up for your course "community" and easy access is already available. URLs for all the blogs should be available in the online collaborative spreadsheet that was created in Module 3.
  - Send reminders to district/Local Education Agency representatives, principals, and other teachers about the Portfolio Showcase that will occur during Module 8.
  - Ensure name tags, name tents, extra pens/pencils/highlighters, and sticky notes are available.

### Module 8 Preparation Checklist

#### Module 8

# Showcasing Unit Portfolios Checklist

## Required

- Review Module 8, the associated presentation, and the resources for Module 8 in the *Showcase* folder on the Curriculum Resource CD.
- Review Facilitating the Portfolio Showcase on how to manage the Portfolio Showcase. Decide on how you will have participants provide feedback. You may also want to review the Activities for Pairing Participants document for ideas on how to group participants for the showcase. Both are located in the *Facilitating Discussions* folder in Master Teacher Resources.
- If teachers will be using a wiki to showcase their work, set up the starting page of a wiki, if you have not already done so.
- Print one Certificate of Completion for every participant from the *Templates* folder in the Master Teacher Resources. Complete each certificate with the participant's name, your signature, and the date.
- Post the Course Attendance Sheet for Participant Teachers to sign in or direct teachers to access it on an online collaborative Web site that you have set up.
- Have your user name and class ID available for participants to complete the online evaluation and put that information on the Module 8 presentation. Directions for obtaining your class ID are in the Extranet Instructions in the Master Teacher Resources.
- IMPORTANT: At the completion of Module 8, report the actual number of teachers trained and close your class online. Directions are in the Extranet Instructions in the Master Teacher Resources.
- Review the Master Teacher Milestones starting on page C.04 and complete the remaining requirements.
- Ensure a contingency plan is in place to counter technical problems or outages.

## Optional

- Send reminders to district/Local Education Agency representatives, principals, and other teachers about the Portfolio Showcase.
- Print extra copies of the Showcase Feedback Form located in the *Showcase* folder on the Curriculum Resource CD.
- If you are planning to create CDs of the Participant Teachers' Unit Portfolios, ensure the CD writer is set up. Begin writing the CDs at the beginning of Module 8.
- Ensure name tags and name tents are still available.
- Ensure extra pens, pencils, highlighters, and sticky notes are available.

# Selecting an Online Tagging/Bookmarking Site for Your Course

You will need to have a tagging/bookmarking site identified before conducting Module 1 with your participants. Use the following instructions to identify the tagging/bookmarking site your participants will use:

1. Review and choose a Web site for your participants' use from Online Tagging and Bookmarking Sites in the *Collaboration* folder on the Curriculum Resource CD.

**Note:** Diigo ([www.diigo.com](http://www.diigo.com)) is a recommended site due to its set of features; however, you can choose any of the sites provided on the list or one of your own recommendations. If you select a different site, be sure to edit the Module 1 presentation to provide the correct information.

2. Check the lab where your training will be held to be sure you can access the site and use the bookmarking.
3. If you choose the same tagging/bookmarking site that you used in the Intel® Teach Essentials Course for Master Teachers, skip to Step 5 unless you would like additional practice in creating and using bookmarks/tags.
4. If you choose a new site, register and practice using the site so you can demonstrate how to bookmark and tag Web sites during Module 1:
  - a. Register for an account.

**Note:** Notice whether you have to activate the account by responding to an e-mail. If you do, have participants register for an account before the first class. Include this registration information in the e-mail you send out prior to the beginning of the course.
  - b. Review any how-to resources of the bookmarking/tagging Web site.
  - c. Using some project-based learning resources, bookmark and tag a Web site.
  - d. Use any additional features, such as highlighting, sticky notes, sorting by clouds, and so on.
  - e. Access and sort your favorites in various ways.
  - f. Share your favorites with someone else.
5. Record the URL of the tagging/bookmarking site on the Login Information page (see page vii) of the curriculum introduction or in Login Information in the *About this Course* folder of the Curriculum Resource CD. Enter the URL on the Module 1 presentation.

# Selecting a Blog Site for Your Course

You will need to identify and become familiar with one or two blogging sites before conducting the course with your participants. Use the following instructions to identify the blogging site your participants will use. Participants will need to sign up for a blogging site before coming to the Module 1 session.

1. Review and choose a Web site for your participants' use from Blogging Sites in the *Collaboration* folder on the Curriculum Resource CD.
2. Check the lab where your training will be held to be sure the blogging site is not blocked.
3. If you choose the same blogging site that you used in the Intel® Teach Essentials Course for Master Teachers, skip to Step 5 unless you would like additional practice in creating and editing a blog.
4. If you choose a new blogging site, register and practice using the site so you can demonstrate how to create blog entries when conducting Module 1:
  - a. Register for an account.
  - b. Create a blog space.
  - c. Create a new entry.
  - d. Modify text.
  - e. Insert a picture.
  - f. Change the theme of the page (if applicable).
  - g. Post comments to an entry.
5. Record the URL of the blog site on the Login information page of the curriculum introduction (page vii) or the Login Information document in the *Internet Tools Support* folder in the Master Teacher Resources. Enter the URL on the Module 1 presentation.

# Setting Up a Wiki for Your Course

You will need to have a wiki site set up and collaborators identified before conducting Module 3 with your participants. A wiki is also an optional tool for use in Pair and Share activities, Activity 5 of Module 2, the Portfolio Showcase in Module 8, and additional Pedagogical Practices. Use the instructions below to set up your wiki.

1. Review and choose a Web site for your wiki from Wiki Sites in the *Collaboration* folder on the Curriculum Resource CD.
2. Create a new wiki site for your course. Give the wiki a name (with no spaces or special characters) that will address all possible uses from pedagogical discussions to the final showcase, for example, *your\_name\_Essentials*, *school\_name\_EssentialsCourse*.
3. Choose whether you want the site to be editable by anyone without a password (easiest to manage) or editable by designated users (requires extra setup time, but provides greater control).
  - a. If you allow the wiki to be a public site (no pre-approved collaborators), you simply need to provide the Web site address (URL) to your Participant Teachers.
  - b. If you require editors of the page to log in with a password, either provide participants with your username and password or go to your wiki page's settings to enter participants' e-mail addresses as members of your wiki.
    - Use the Sign Up List document or other resource that contains the Participant Teachers' e-mail addresses and copy them into the section for authorized users/editors.
    - Direct your Participant Teachers to check their e-mail prior to Module 3 so they can obtain instructions on how to access the wiki.
4. Set up the first page of the wiki with a welcome and some basic instructions, such as the following.

**Note:** The following sample text is available in Wiki Sample Text in the *Templates* folder in the Master Teacher Resources. Think about how you will use the wiki in the course and customize the text to meet your needs.

## **Home Page**

Welcome to the wiki for our Intel® Teach Essentials Course!

We will use this wiki to share ideas and share our finished products. Use this home page to: [create bulleted list]

- Go to our blogging community: [create link to blogging site]
- Participate in Pair and Share activities.
- Contribute to the Module 3 Pedagogical Practices discussion. [create link after subpage is created]
- Collaborate on the online spreadsheet and documents for this course: [create link to online collaborative editing site]
- Participate in the Portfolio Showcase. [create link after subpage is created]

Click here [create link to login page] to create an account if you have not done so already in order to contribute to this wiki. A password will be e-mailed to the address you specify.

5. Create a subpage for the Module 3 Pedagogical Practices discussion. Choose a name with no spaces or special characters, such as `Module_3_Pedagogical_Practices`. If you choose to provide detailed instructions, such as the following content, be sure that the directions match the tools and setup instructions specific to the wiki site you are using.

**Note:** Additional Pedagogical Practices discussions can be included on your course wiki. Text for the discussion prompts are included in the Pedagogical Practices documents available in the *Pedagogical Practices* folder in the Master Teacher Resources.

### ***Module\_3\_Pedagogical\_Practices***

With your group, create a new wiki page as you discuss concerns and possible solutions for one of the following questions:

- *How do I ensure that students meet standards—and meet enough of them to make the effort worthwhile—in open-ended activities and projects?*
- *If students are in charge of their own learning, how will we be sure they learn what is important?*
- *How do I ensure accountability when students are working in groups?*

#### **Directions:**

1. Copy the question for your group's discussion.
2. Create a **New subpage**.
3. Replace the title with your own. (It will become part of the URL and left navigation.)
4. **Save** the page using the top left save button. Use the Save button on the second row to save intermittently as you work.
5. Paste your group's question under the page title.
6. Create a 2-column, 8-row table with "Concerns" in the left column and "Solutions" in the right column.
7. Discuss and enter your concerns and possible solutions in the table.
8. If you know of any online resources for your topic, **Insert a link (L)**.
9. When your discussion and wiki entry are finished, click **Save**.
10. Review the other groups' pages and add to their list of solutions by clicking **Edit page**.

**Note:** The preceding text is an example only. The setup for each wiki site is different. Be sure to include appropriate instructions for the wiki site you use.

6. Allow your participants to set up their own page so that they gain some experience in creating wikis.
7. Record the URL of the wiki site and any access information (such as login and password) on page 3.03 of the curriculum manual to provide to your Participant Teachers. Record your login information on the Login Information page (see page vii) of the curriculum introduction as well as on the Module 3 presentation.

# Setting Up a Wiki for the Portfolio Showcase

Use the same wiki space for the Unit Portfolio Showcase as you used in Module 3. Complete the following instructions:

1. Create a new subpage of your wiki. Create a name with no spaces or special characters, such as `Module_8_Showcase`. If you choose to provide detailed instructions, such as the following content, be sure that the directions match the tools and setup instructions specific to the wiki site you are using.

**Note:** This text is available in Wiki Sample Text in the *Templates* folder in the Master Teacher Resources.

## **Module 8 Portfolio Showcase**

### **Directions:**

**Note:** You may want to copy this entire page and temporarily paste it into your own subpage while you add the details about and links to your Unit Portfolio.

1. Create a **New subpage**.
  2. Add a title for your page starting with your first name (for example, *Claire's Showcase*). By adding the title to your page, it will automatically make the page link that same name.
  3. **Save** the page and then go back to **Edit page**.
  4. Upload your Unit Portfolio Presentation.
2. Record the URL of the wiki site and any access information (such as login and password) on the Login Information page of the curriculum introduction (page vii) or on Login Information in the *Course\_Resources* folder of your Unit Portfolio folder.
  3. Add the URL for the wiki to the Module 8 presentation.
  4. Decide on the best method for providing feedback depending on how the showcase will be conducted and the set up of your lab. See feedback options in Facilitating the Portfolio Showcase in the *Facilitating Discussions* folder in the Master Teacher Resources.

# Setting Up a Collaborative Editing Web Site for Your Course

Participants use online collaborative spreadsheets to share ideas in Module 2, Activity 2, and in Module 3, Activity 6. Refer to Setting Up a Collaborative Web Site for Your Course in the *Internet Tools Support* folder in the Master Teacher Resources for information about specific activities.

1. Review and choose a collaborative Web site from Online Collaborative Editing Web Sites in the *Collaboration* folder on the Curriculum Resource CD. Be sure to select a Web site that supports the creation of both spreadsheets and documents.
2. Download the Curriculum-Framing Questions Practice Template in the *Templates* folder of MT Resources.
3. Make any desired modifications and then upload the spreadsheet to the online collaborative site.

**Note:** On some collaborative Web sites, you access or insert special elements, such as tables, from a separate tab or link on the main editing window.

4. Create a new spreadsheet to use in Module 3, Activity 6. See Setting Up a Collaborative Web Site for Your Course in the *Internet Tools Support* folder in the Master Teacher Resources for details.
5. Invite collaborators to both files. Usually, you will need to enter e-mail addresses for all participants to invite them to collaborate on the file. If you used the Sign Up List document to collect information about the teachers signed up for your course, open and copy the e-mail addresses from the document.
6. Check with your Participant Teachers to make sure that they received the system-generated e-mail prior to the module for instructions on how to access the file. Most sites require users to register before they can collaborate on a document.
7. Add the URL of the collaborative editing site to the module presentation.

# Master Teacher Online Resources

The Intel® Teach Program Course Overview Site hosts online training environments that support the training initiatives of the Intel® Teach Program. Resources needed to conduct an Essentials Course for Participant Teachers—such as presentations, agendas, Intel Teach Extranet instructions, and other resources—reside at the Intel® Teach Essentials Course v10.1 Overview site.

This overview site is also a self-guided online course environment designed to provide Master Teachers who have been trained on a previous version of the curriculum with an overview of the enhancements for the Intel Teach Essentials Course v10.1. The overview site provides a module walk-through of the current version of the course and access to all Master Teacher resources.

## Registration and Enrollment

1. Go to: <http://teachonline.intel.com/courseupdates>
2. Click the button **Create New Account**, on the right side of the landing page.
3. Complete the New Account form with your personal information.
4. Click **Create My New Account**.
5. An e-mail will be immediately sent to confirm your registration.
6. Open the e-mail, and click the web link in the message. This will confirm your account and log you into the site.
7. In the list of courses, select the course link for **Essentials Course v 10.1 Overview**. Follow the prompts to enroll in the course.
8. Write down your login information on page vii or type it in the Login Information document, which you can download from this site.

For each subsequent visit, you will only need to enter your Login ID and Password to enter the Essentials Course v 10.1 Overview.

### Accessing MT Resources

1. Go to: <http://teachonline.intel.com/courseupdates> and log in.
2. Enter the **Essentials Course v 10.1 Overview**.
3. Click the **MT Resources** tab.
4. Use the navigation to find the desired resources, such as:
  - News and review of any course changes
  - Intel® Teach Program Extranet instructions
  - Agenda, recruiting resources, and presentations for Participant Teacher training
  - Blog and wiki site recommendations and setup instructions
  - Other resources to support your Participant Teacher training