

**Intel® Teach Elements:  
Educational Leadership in the 21st Century**

# Facilitation Guide

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**Intel® Teach Elements**

# **Educational Leadership in the 21st Century**

## **Facilitation Guide**

### **Contents**

Educational Leadership in the 21st Century.....	3
Overview of Educational Leadership in the 21st Century .....	4
Course Description.....	4
E-learning.....	4
Discussions.....	5
Extensions.....	6
Action Notebooks.....	6
Course Delivery and Facilitation Options .....	6
Sample Schedules.....	8
Schedule Example 1: Face-to-Face 4–5 hour Course.....	8
Schedule Example 2: Face-to-Face 6–7 hour Course (with Extensions).....	9
Schedule Example 3: Face-to-Face and Online Hybrid, 4 Weeks .....	9
Facilitated Discussions.....	13
Course Completion.....	13
The Facilitator .....	14
Course Facilitation.....	15
Course Orientation.....	15
Orientation Discussion.....	15
Orientation Lesson 4, Activity 1: Your Turn .....	15
Module 1: Technology Leadership.....	15
Module 2: Collaboration and Technology .....	17
Module 3: Technology Trends (Extension).....	19
Appendix .....	21
Leadership Timing.....	21
Discussion Suggestions.....	22
Discussion Checklist.....	23
Setting Up the Visual Ranking Tool Activity Using the Project Wizard .....	24
Setting Up the Visual Ranking Tool Activity without the Wizard.....	26

# Overview of Educational Leadership in the 21st Century

## Course Description

*Educational Leadership in the 21st Century* is intended for school and district leaders at all levels, including superintendents, administrators, department heads, technology leaders, and teachers moving into a leadership position. In this course, they explore and discuss concepts of school leadership in our students' technological 21st century world. Leaders see examples of best practices, examine leadership behaviors, and develop strategies to better support teachers. They follow two leaders who work together to better use technology to support teachers and improve student achievement.

Participants discuss ideas and strategies with other leaders in the course and apply new ideas to their own practice. Extension activities provide opportunities to explore topics of interest in more depth. The course includes three modules. The third module, *Technology Trends*, is an Extension module, with three optional lessons.

Using this facilitation guide, facilitators design course formats and agendas to suit the interests and availability of the participants.

## E-learning

*Educational Leadership in the 21st Century* includes interactive e-learning to present and explore concepts. The short, just-in-time modules include animated tutorials and audio dialogs as well as interactive knowledge checking exercises. The e-learning may be done individually, in pairs, or small groups in a face-to-face setting.

### Module 1: Technology Leadership

In Module 1, participants consider their own strengths and challenges as a leader. They explore strategies for fostering a learning environment that leverages technology to help develop students' 21st century skills.

Lesson 1: Visionary Leadership

Lesson 2: Professional Practice

Lesson 3: Digital Age Teaching and Learning

Lesson 4: Module Review

Suggested e-learning time: 45 minutes

## **Module 2: Collaboration with Technology**

Module 2 explores how web-based tools enable administrators, teachers, and students to collaborate and communicate with each other and the world. Participants consider how online communities bring educators together to support change, discuss and learn best practices to protect against online threats and misuse, and explore how technology and policy can work together.

Lesson 1: New Tools for Collaboration

Lesson 2: Online Safety and Ethics

Lesson 3: Online Communities

Lesson 4: Module Review

Suggested e-learning time: 30 minutes

## **Module 3: Technology Trends (Extension)**

Module 3 provides optional extension activities to explore topics that are expected to transform teaching and learning in the near future. Facilitators can design agendas for completing selected lessons and activities on the topics of evolving and more mobile online technologies, online learning, and electronic textbooks.

Lesson 1: Evolving Technology Access

Lesson 2: Online Learning

Lesson 3: E-books and E-readers

Lesson 4: Summary

Suggested e-learning time: 30 minutes

## **Discussions**

Facilitated discussions provide opportunities for leaders to explore ideas and strategies with colleagues, consider how to apply them with their own practices, or share them with their teachers. Discussion prompts are indicated on the Discussion and Notes screens. Discussions can be face-to-face, online, or a combination of both. Whether they are face-to-face or online, they are an important part of the course. Discussions topics and suggestions are described in detail later in this guide.

In some cases, a discussion will lend itself better to pairs, small groups, or a whole group. A suggested format is provided for each discussion.

Minimum suggested discussion time per module: 40 minutes

## Extensions

Optional Extension exercises are offered throughout the course to provide additional learning opportunities. Some activities in Modules 1 and 2, and all of Module 3 lessons are Extensions. Extensions add more depth to a concept or an additional topic to explore.

## Action Notebooks

The Action Notebook supports reflection and application of leadership concepts. Action Notebooks usually follow discussions and offer leaders a place to record ideas, note resources, or outline how they will apply the concepts from the course. Action Notebook prompts are indicated on the Discussion and Notes screens as well as the Reflection screens at the end of each module. The Action Notebooks of the two leaders featured in the course are included throughout the course as examples.

## Course Delivery and Facilitation Options

*Educational Leadership in the 21st Century* can be delivered face-to-face, online, or a combination of both (hybrid). At least some of the course should be done face-to-face to maximize the value of getting leaders together to discuss concepts. The Course can be completely or partially facilitated, with participants guided through the e-learning portion of the course or self-directed. Sample schedules are included in this Facilitation Guide.

**Face-to-Face:** Participants take the course from a CD or online on their own time or in a class setting. Discussions take place in a face-to-face setting. The discussions are flexible—choose some or all or create your own questions and format. Face-to-face discussions could be done in a number of ways. For example, they could be scheduled at the beginning or end of each module—meeting three times. Or, they could be done all at once in an extended session.

Advantages of Face-to-Face	Disadvantages of Face-to-Face
<p>Conversations are immediate in a face-to-face setting.</p> <p>Collegial relationships develop more easily.</p> <p>Leaders can immerse themselves and focus full attention on the course.</p>	<p>Less flexibility in scheduling because of the need to find a common meeting time and location.</p> <p>Less time for processing, reflecting, and trying out new ideas between meetings.</p>

**Face-to-Face and Online Hybrid:** A combination of face-to-face and online facilitation is possible. For example, the discussions may begin with a face-to-face meeting, then the leaders complete the course online while participating in online discussions, and meet again at the end for a face-to-face session.

Advantages of Hybrid	Disadvantages of Hybrid
<p>Face-to-face meetings allow for rich conversations.</p> <p>Different schedules can be accommodated.</p> <p>Online discussions can be very thoughtful with extra time for reflection.</p>	<p>A learning management system (LMS) for online discussions needs to be set up and maintained.</p> <p>Successful course experience depends on active participation in online discussions and requires routine monitoring and encouragement.</p>

**Fully Online:** Participants take the course online and engage in online facilitated discussions. The discussions may be posted on a Web site or embedded in a learning management system (LMS). Facilitators may also choose to use other online tools to support learning and synchronous discussion, such as webinars or online conferencing. While the course is designed to be a collaborative facilitated course, it may be taken online and done as a self-study with a peer or mentor colleague in a professional learning community.

Advantages of Fully Online	Disadvantages of Fully Online
<p>Leaders work at their own pace and on their own time.</p> <p>Leaders' use of technology is promoted.</p> <p>An understanding of online learning is fostered.</p> <p>Online discussions can be very thoughtful with extra time for reflection.</p>	<p>A learning management system (LMS) for online discussions needs to be set up and maintained.</p> <p>Successful course experience depends on active participation in online discussions and requires routine monitoring and encouragement.</p> <p>Collegial relationships are less likely to form.</p>

**Join a Group in the Intel® Education Online Community:** An option for any of the facilitation formats is to create a group to support your training in the Intel® Education Online Community. Facilitators can create a group to support participants with online discussions. If you have not already, join the community by registering at: <http://engage.intel.com>. Review tips on creating a group in **Teachers Engage > Intel® Teach Professional Development > Facilitate**.

## Sample Schedules

The length of *Educational Leadership in the 21st Century* can vary from 4 to 8 hours, using the e-learning and discussion content provided. The actual course length is determined by local program needs. A course agenda is designed locally through the selection of suggested and extension activities as well as the number and length of discussions. A face-to-face course may be completed in a single-day event, or in multiple sessions, such as four weekly one-hour meetings. A hybrid or online course can be completed in a 2 to 6 week course. Leadership Timing in the Appendix provides time estimates for course planning. Continuing education credit and/or certificates of completion may be given based on length of course and acceptable participation levels, determined by the local program and/or the facilitator.

### Schedule Example 1: Face-to-Face 4–5 hour Course

A 4 to 5 hour course of Modules 1 and 2 could be completed in one 4 to 5 hour session or divided into two or three shorter sessions. For example, the first session could cover Orientation and Module 1, while the second session could cover Module 2 and Wrap-Up. If adding the Extension exercises, allow for an additional 45 minutes.

Module	E-learning	Discussion	Action Notebook	Total	Extension Activities
Orientation	5	15	5	25 mins.	
Module 1	45	40	40	2 hrs. 5 mins.	30
Module 2	30	40	40	1 hr. 50 mins.	15
Wrap-Up	5		5	10 mins.	
<b>TOTAL</b>	<b>1 hr. 25 mins.</b>	<b>1 hr. 35 mins.</b>	<b>1 hr. 30 mins.</b>	<b>4 hrs. 30 mins.</b>	<b>5 hrs. 15 mins.</b>



### Schedule Example 2: Face-to-Face 6–7 hour Course (with Extensions)

A 6 to 7 hour face-to-face course would include all three modules and may include Extensions for Modules 1 and 2. This could be broken into several sessions. For example, the first session could cover Orientation and Module 1, the second session could cover Module 2, and the third session could cover Module 3.

Module	E-learning	Discussion	Action Notebook	Total	Extension Activities
Orientation	5	15	5	25 mins.	
Module 1	45	40	40	2 hrs. 5 mins.	30
Module 2	30	40	40	1 hr. 50 mins.	15
M3	30	40	20	1 hr. 30 mins.	
Wrap-Up	5		5	10 mins	
<b>TOTAL</b>	<b>1 hr 55 mins</b>	<b>2 hrs. 15 mins.</b>	<b>1 hr. 50 mins.</b>	<b>6 hrs.</b>	<b>6 hrs. 45 mins.</b>

### Schedule Example 3: Face-to-Face and Online Hybrid, 4 Weeks

A face-to-face and online hybrid course could take place over three to four weeks. It could include all three modules and may include Extensions for Modules 1 and 2. It could also include Modules 1, 2, and some or no lessons from Module 3. The face-to-face meetings could occur at the beginning, middle, and end of the course, with the participants completing the e-learning modules prior to the face-to-face meetings. Or, some of the e-learning could be done together at the face-to-face meetings. The following two sample schedules show the flexibility of a hybrid course and the facilitator's notes in organizing the schedule.

**Sample Schedule 1.**

<b>Week</b>	<b>Plan</b>	<b>Notes</b>
<b>Week 1</b>	<p><b>Day 1: Face-to-Face 60 mins.</b></p> <ul style="list-style-type: none"> <li>–Group Orientation—10 mins.</li> <li>–Group Discussion: Orientation Lesson 4, Activity 1—15 mins.</li> <li>–Individual: Action Notebook—5 mins.</li> <li>–Pairs: Module 1 Lesson 1, Activities 1 and 2—15 mins.</li> <li>–Pairs Discussion: Module 1 Lesson 1 Activity 2—10 mins.</li> <li>–Individual: Action Notebook—5 mins.</li> </ul> <p><b>Day 2: Online</b></p> <ul style="list-style-type: none"> <li>–M1 Lesson 1 Activity 3 (stop after Meeting Challenges)</li> </ul>	<p>The group meets at the beginning of the course so they can get to know each other and become familiar with the course features and navigation.</p> <p>For the e-learning, the day numbers are guidelines to ensure that e-learning activities are completed sometime during the week.</p>
<b>Week 2</b>	<p><b>Day 3: Face-to-Face 50 mins.</b></p> <ul style="list-style-type: none"> <li>–Group: Check-in—5 mins.</li> <li>–Small Groups: M1 Lesson 1 Activity 3—15 mins.</li> <li>–Small Group Discussion: M1 Lesson 1 Activity 3—10 mins.</li> <li>–Individual: Action Notebook—5 mins.</li> <li>–Individual/Pairs: M1 Lesson 1 Activity 3 Extension—10 mins.</li> <li>–Questions—5 mins.</li> </ul> <p><b>Day 4: Online</b></p> <ul style="list-style-type: none"> <li>–Module 1 Lessons 2 and 3</li> <li>–Online Discussion: M1 Lesson 3 Activity 2</li> <li>–Action Notebook</li> </ul> <p><b>Day 5: Online</b></p> <ul style="list-style-type: none"> <li>–M1 Lesson 3 Activity 3</li> <li>–Online Discussion: Module 1 Lesson 3 Activity 3 Extension</li> <li>–Action Notebook</li> <li>–Module 1 Lesson 4</li> </ul>	<p>During the face-to-face, check for questions or challenges. Complete the <i>Visual Ranking</i> activity in small groups and discuss with another group. For the Essentials Conditions Progress, leaders can work independently and then share in pairs.</p> <p>For the e-learning, set up online discussions and send reminders to participants.</p>
<b>Week 3</b>	<p><b>Day 6: Online</b></p> <ul style="list-style-type: none"> <li>–E-learning M2 Lesson 1 Activity 1</li> </ul> <p><b>Day 7: Face-to-Face 60 mins.</b></p>	<p>During the face-to-face, Lesson 1 Activity 2, look at e-learning and discuss types of</p>

	<ul style="list-style-type: none"> <li>–Group: M2 Lesson 1 Activity 2–10 mins.</li> <li>–Small Group Discussion M2 Lesson 1 Activity 2–15 mins.</li> <li>–Individual: Action Notebook—5 mins.</li> <li>–Pairs: M2 Lesson 1 Activity 3–10 mins.</li> <li>–Small Group: M2 Lesson 1 Activity 3–15 mins.</li> <li>–Individual: Action Notebook—5 mins.</li> <li>–Questions—5 mins.</li> </ul> <p><b>Day 8: Online</b></p> <ul style="list-style-type: none"> <li>–M2 Lesson 2 Activity 1 and 2</li> <li>–M2 Lesson 3 Activity 1 and 2</li> <li>–Online Discussion: M2 Lesson 3, Activity 2</li> <li>–Lesson 4</li> </ul>	<p>collaborative tools.</p> <p>Lesson 1 Activity 3, participants work in pairs to discuss and complete the drag and drop.</p> <p>Complete Lesson 1 together then have participants do the other lessons during the week as e-learning.</p>
<p><b>Week 4</b></p>	<p><b>Day 9: Online</b></p> <ul style="list-style-type: none"> <li>–M3 Lesson 2</li> <li>–Online Discussion: M3 Lesson 2 Activity 3</li> <li>–Day 10: Online</li> <li>–M3 Lesson 3</li> <li>–Online Discussion: M3 Lesson 3 Activity 2</li> </ul> <p><b>Day 10: Face-to-Face 30 mins.</b></p> <ul style="list-style-type: none"> <li>–M3 Lesson 1—15 mins.</li> <li>–Group Discussion: M 3 Lesson 1 Activity 2—10 mins.</li> <li>–Wrap Up—5 mins.</li> </ul>	<p>During the face-to-face Wrap-Up, discuss participants’ learning, take the survey, and finish up the Action Notebooks.</p>

**Sample Schedule 2.**

<b>Week</b>	<b>Plan</b>	<b>Notes</b>
<b>Week 1</b>	<p><b>Online</b></p> <ul style="list-style-type: none"> <li>– Orientation</li> <li>– Online Discussion: Orientation</li> <li>– M1 Lesson 1</li> <li>– Online Discussion: Lesson 1 Activity 2</li> </ul> <p><b>Face-to-Face</b></p> <ul style="list-style-type: none"> <li>– Module 1 Lesson 1 Activity 3 E-learning plus Discussion</li> <li>– Online</li> <li>– M1 Lesson 2</li> </ul>	Have participants begin the course online independently; set up online discussions.
<b>Week 2</b>	<p><b>Face-to-Face</b></p> <ul style="list-style-type: none"> <li>– M1 Lesson 3 Activity 2</li> <li>– Discussion: M1 Lesson 3 Activity 2</li> <li>– M1 Lesson 3 Activity 3</li> <li>– Discussion: M1 Lesson 3 Activity 3</li> </ul> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>– M1 Lesson 4</li> <li>– M2 Lesson 1 (Activity 1, 2, and 3)</li> </ul>	Ideally, Lesson 3 is face-to-face for a thorough hands-on orientation to the Intel tools and resources, or alternatively, it could be done as e-learning with the participants meeting face-to-face for the discussions.
<b>Week 3</b>	<p><b>Face-to-Face</b></p> <ul style="list-style-type: none"> <li>– Discussion M2 Lesson 1 Activity 2</li> <li>– Discussion M2 Lesson 1 Activity 3</li> </ul> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>– M2 Lesson 2 Activity 1</li> <li>– M2 Lesson 2 Activity 2</li> <li>– M2 Lesson 3 Activity 1</li> <li>– M2 Lesson 3 Activity 2</li> <li>– Online Discussion: M2 Lesson 2 Activity 2</li> <li>– M2 Lesson 4</li> </ul>	Participants could complete M2 Lesson 1 e-learning independently and then meet face-to-face for the two discussions.
<b>Week 4</b>	<p><b>Online</b></p> <ul style="list-style-type: none"> <li>– M 3 Lesson 1</li> </ul> <p><b>Face-to-Face</b></p> <ul style="list-style-type: none"> <li>– Wrap-Up</li> </ul>	<p>Added Lesson 1 of M3 because district is planning a one-to-one e-learning initiative.</p> <p>The course can end with a face-to-face</p>

		Wrap-Up discussion.
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## Facilitated Discussions

Once course format and schedule have been determined, and participants have been invited, consider group organization. Discussion formats of whole group, small groups, or pairs are recommended in the Course Facilitation section of this Facilitation Guide. Discussions help leaders exchange ideas, process information, develop new ideas, and refine thinking.

For online discussions, you may want to set up your discussions by modules, with a separate discussion for each activity. You can create different discussion strands based on whether the discussions are whole group or small group.

**Whole group discussions:** The intent of whole group discussions is to foster a learning community to exchange ideas to benefit from others' ideas. When conducting a whole group discussion:

- Establish ground rules so all participants feel safe to share their ideas
- Encourage everyone to participate
- Start with a "getting to know each other" activity at the first meeting or as a first online activity
- Acknowledge and respect all ideas, even if you do not agree with them

**Small group discussions:** Small group discussions provide a more intimate way for participants to delve deeper into topics and get crucial feedback. The ideal size for small groups is four participants. Groups can be organized by similar roles and responsibilities. For some discussions, remaining with the same group may be advantageous as participants become familiar with each other. For others, mixing groups may be advantageous to get different perspectives.

- For some feedback sessions, pairs of participants in the small groups may be more productive. Working in pairs provides more time for review and peer feedback.

To aid discussions, the Appendix includes:

- **Discussion Suggestions:** Tips for engaging in group work
- **Discussion Checklist:** Tips on creating constructive discussions during face-to-face and online discussions

## Course Completion

Course completion is based on the hours spent on e-learning, the Action Notebook, and facilitated discussions. The combined time for these three components will vary depending on the delivery format, depth and length of discussions, and completion of optional exercises. These timings are defined based on local training needs and context.

Continuing education credits and course completion certificates are arranged by the facilitator, based on school or district guidelines. You are encouraged to issue continuing education credit and course completion certificates, according to local needs and expectations.

When your course is completed, please report the number of participants who completed at <http://teachonline.intel.com/elements>.

## The Facilitator

Facilitators provide rich, meaningful course experiences for participants by guiding individual work and group discussions. In addition, they set the tone for the course. Successful facilitators should meet specific requirements and responsibilities.

### Facilitator Requirements

Before facilitating the course, facilitators should meet the following requirements:

- Familiarity with NETS-A, project-based learning, and technology integration
- Prior experience with facilitating technology integration courses for teachers
- Online facilitation experience (if facilitating online, or co-facilitating with an experienced online facilitator)
- Thorough experience with the e-learning course, including:
  - Review all supporting resource files
  - Do the e-learning, intentionally trying to get correct and incorrect answers on checks for understanding
  - Complete the Action Notebook from your own perspective, considering modifications to customize for local context of participants
  - Review Frank's and Gloria's Action Notebooks, available in the course Resources

### Facilitator Responsibilities

Facilitators can create a rewarding experience for participants by fulfilling the following responsibilities:

- Set up the Visual Ranking Activity for Module 1
  - Prior to the course, set up the *Visual Ranking* activity with the **Setting Up the Visual Ranking Activity** directions in the Appendix.
- Engage all participants in discussions
- Encourage participants to think critically and deeply about their own practices
- Provide and promote thoughtful and constructive feedback
- Clarify concepts and answer questions

- Promote reflection
- Create a supportive learning community

## Course Facilitation

Each discussion includes an estimated minimum time for face-to-face discussions. The discussion questions included in the activities are suggestions. Whole group, small group, and peer discussion questions are included. Please feel free to modify or supplement the suggested discussions. Peer Feedback indicates prompts for participants to use in giving feedback for discussions that take place online. Consider having the items listed in the Appendix printed for participants' reference during face-to-face facilitation.

## Course Orientation

Regardless of the format of your course, you will want to begin with activities for participants to get acquainted with each other and use the Orientation e-learning module to introduce the course itself.

Orientation has five short lessons that introduce the course objectives and the navigation of the e-learning modules and Action Notebook. In a face-to-face session, you can walk through these lessons, and the tabs and buttons in the user interface as a group to ensure everyone is familiar with the course features. If your course is online, you will want to encourage sharing any questions about the e-learning features or action planning in an introductory discussion. In either course format, this is also a good time to review technical requirements for the course found in the Resources tab and the FAQ document found online at the Elements site at [www.intel.com/education/elements](http://www.intel.com/education/elements).

**Facilitation Tip:** You may want to call attention to the sample leader Action Notebooks when explaining the Action Notebooks. Frank's and Gloria's Action Notebooks are located in the Resources tab.

## Orientation Discussion

### Orientation Lesson 4, Activity 1: Your Turn

Introduce yourself and briefly share your experiences with technology integration.

**Face-to-Face Discussion Time:** 15 minutes

**Format:** Whole group

**Facilitation Tip:** Set the tone by introducing yourself first and sharing relevant technology integration experience and expertise. Be brief and concise.

## Module 1: Technology Leadership

In Module 1, participants get better acquainted with the example leaders in the

course, Frank and Gloria. Throughout Module 1, Frank, a District Technology Coordinator, and Gloria, a Middle School Principal, discuss their efforts with technology integration. In Module 1, leaders see examples of 21st century learning and explore the benefits of technology integration. They become familiar with the NETS-A as they examine their own leadership qualities, their professional development plans, technology integration strategies, and set goals.

**Facilitation Tips:**

- Audio accompanies Frank and Gloria’s dialogues, but it can be turned off and followed with the text.
- For the Ranking Leader Behaviors (Lesson 1, Activity 3), participants use the *Visual Ranking Tool*. You will need to set up the *Visual Ranking Tool* activity before you begin *Leadership in the 21st Century*. This activity requires more time than the other screens and can be done individually or in pairs. Allow 15 to 20 minutes for ranking. See the Appendix for instructions on how to set up this activity.
- In advance, choose which teams will compare their lists. Consider comparisons between teams with very different lists to promote discussion.
- Module 1 provides an overview of the ISTE NETS-A. Be sure to familiarize yourself with the NETS-A standards, particularly the Digital-Age Learning Culture and Excellence in Professional Practice.
- Module 1 explores the Intel® Education tools and resources. Plan to spend some of your own time becoming familiar with these at <http://intel.com/education/teachers>.

**Module 1 Discussions****Module 1 Lesson 1, Activity 2: Leadership Roles**

Consider your role and discuss the new expectations placed on you in recent years. Are any new expectations related to technology integration efforts? What leadership characteristics do you consider most essential in our changing world?

**Face-to-Face Discussion Time:** 10 minutes

**Format:** Pairs or small groups

**Facilitation Tip:** If leaders are struggling to come up with leadership characteristics, remind them of some characteristics referred to in the course: collaborator, problem-solver, facilitator, visionary, networker, decision-maker, and so forth.

**Module 1 Lesson 1, Activity 3: The NETS-A Standards**

After completing the *Visual Ranking* activity and comparing lists with your colleagues, discuss the rankings and reasons that impacted how behaviors were ranked. Discuss the differences between your list and your colleagues’ lists. How have your ideas changed based on your conversations?

**Face-to-Face Discussion Time:** 10 minutes



**Format:** Small groups

**Facilitation Tip:** Ideally, you will have paired groups with very different lists. Leaders can change their rankings based on their conversations or even come up with a new ranking with their group.

### **Module 1 Lesson 3, Activity 2: Intel Teach Portfolio**

Share your ideas for improving professional growth in your district or school. Consider new ways of delivering teacher training, such as online courses, webinars, mentoring, online communities, and so forth. Discuss ways to improve and sustain change and improvement.

**Face-to-Face Discussion Time:** 10 minutes

**Format:** Pairs, small groups, or whole group

**Facilitation Tip:** Although this lesson is focused on the Intel® Education professional development opportunities, these are meant as examples. Encourage leaders to think broadly and realistically in terms of what their school or district needs are and what would work.

### **Module 1 Lesson 3, Activity 3: Teaching and Learning Resources (Extension)**

Based on the tools and resources, discuss your ideas about promoting a digital age learning culture. What actions will you take?

**Face-to-Face Discussion Time:** 10 minutes

**Format:** Pairs or small groups

**Facilitation Tip:** Remember to refer to the NETS-A file in the Resources tab, and in this case, the NETS-A standard, *Digital Age Learning Culture*.

## **Module 2: Collaboration and Technology**

In Module 2, participants learn how web-based collaborative tools can enhance communication and collaboration for administrators, teachers, and students. They have an opportunity to discuss barriers to using social media in schools and ensure safe and ethical use of the Internet. Online communities are also introduced as a way for educational leaders to foster their own development.

### **Facilitation Tips:**

- Module 2 explores many Web 2.0 tools. Be sure to familiarize yourself with some of these prior to facilitating the module. Review some of the tools in the Resource document, *Online Collaborative Tools*. Perhaps select a few of your favorites to model.
- Consider using some collaboration tools during the course to enhance the course delivery and experience for participants. You could, for example, set up an online collaborative document or a course wiki for participants to share other Web resources that they use.

- Try to get a sense of where your group is at with Web 2.0. You may have a group who has not done much with it, who use social media all the time, or a combination. Tap into the experts in the group to share their experiences and encourage others. This module lends itself to sharing and branching out beyond our comfort zones.
- Encourage participants to join the Teachers Engage Community, <http://engage.intel.com>.

## **Module 2 Discussions**

### **Module 2 Lesson 1, Activity 2: Collaborative Tool Features and Uses**

Share the tool(s) you have used or are interested in trying. How can you see the tool(s) supporting collaboration? What difficulties did you have or do you foresee in using the tool(s) in your school district? Discuss possible workarounds or solutions that may help.

**Face-to-Face Discussion Time:** 15 minutes

**Format:** Pairs or small groups

**Facilitation Tip:** You may want to have a projector set up so each group can share one tool with the larger group.

### **Module 2 Lesson 1, Activity 3: Collaborative Tool Solutions**

What types of tools are in use you in your school or district? How are they used? What safeguards or policies could you put in place so that additional collaborative tools could be used in schools by educators and students alike?

**Face-to-Face Discussion Time:** 15 minutes

**Format:** Pairs or small groups

**Facilitation Tip:** You may want to share the AUP Samples (located in Resources) during this discussion session.

### **Module 2 Lesson 3, Activity 2: Online Communities Meeting the Needs of Educators**

How can online communities support systemic change in your school(s)? What online communities are you currently involved in?

**Face-to-Face Discussion Time:** 10 minutes

**Format:** Small groups

**Facilitation Tip:** This is a good time to encourage participants to join the Teachers Engage Community, <http://engage.intel.com>. You can walk them through the sign-up process.

## Module 3: Technology Trends (Extension)

Module 3 includes three lessons. Each lesson is an Extension, so you can choose to do all, some, or none of the three lessons, depending on your time. Lesson 1 gives an overview of the types of technology trends and how trends, particularly mobile technologies, influence students' lives. Lesson 2 provides an overview of online and e-learning, and examines the benefits and challenges for schools. Lesson 3 explores the role of electronic book (e-books) in education.

### Facilitation Tips:

- Consider inviting students to share ways that they use technology on a daily basis and engage in a discussion of technology trends in education.
- Try to bring in any of the devices mentioned in Module 3 so participants can try them out. For example, different smartphones or e-readers.

### Module 3 Discussions

#### Module 3 Lesson 1, Activity 2: One-to-One E-learning

Discuss the one-to-one scenarios and your thoughts about one-to-one e-learning.

**Face-to-Face Discussion Time:** 10 minutes

**Format:** Small groups or whole group

**Facilitation Tip:** Identify any participants who have had experience with one-to-one e-learning and have them share their first-hand experiences.

#### Module 3 Lesson 1, Activity 4: Smartphones

Discuss the Smartphone scenarios and your thoughts about mobile learning.

**Face-to-Face Discussion Time:** 10 minutes

**Format:** Small groups or pairs

**Facilitation Tip:** Identify any participants who have had experience with mobile learning and have them share their first-hand experiences.

#### Module 3 Lesson 2, Activity 3: Online Learning Providers

Discuss your thoughts about online learning. What are your experiences with online learning, as a learner and as a leader? What needs could online learning meet in your school or district?

**Face-to-Face Discussion Time:** 10 minutes

**Format:** Small groups or pairs

**Facilitation Tip:** Identify any participants who have had experience with online learning and have them share their first-hand experiences.

### **Module 3 Lesson 3, Activity 2: Benefits and Drawbacks**

Discuss your thoughts about e-books or e-readers in the classroom. What experiences have you had with e-books and e-readers? What possibilities do you see for e-books in your school or district?

**Face-to-Face Discussion Time:** 10 minutes

**Format:** Small groups or pairs

**Facilitation Tip:** Identify any participants who have had experience with e-books and e-readers in the classroom and ask them to share their first-hand experiences.

## Appendix

### Leadership Timing

The chart below provides estimated minimum timing for face-to-face sessions of the Leadership course.

Module	E-learning	Discussions	Action Notebook	Total	Activity Extensions	Discussion Extensions	Action Notebook Extensions	Total with Extensions
Orientation	5	15	5	25 mins.				25 mins.
Module 1	45	40	40	2 hrs. 5 mins.	5	15	10	2 hrs. 35 mins.
Module 2	30	40	40	1 hr. 50 mins.	15			2 hrs. 5 mins.
Wrap-Up	5		5	10 mins.				10 mins.
M1/M2 Total	85	95	90	4 hrs. 30 mins.	20	15		5 hrs. 5 mins.
Module 3 Extension	30	40	20	1 hr. 30 mins.	N/A	N/A	N/A	1 hr. 30 mins.
M1/M2/M3 Total	115	135	110	6 hrs.				6 hr. 35 mins.

## Discussion Suggestions

### Online Group Discussions

Consider the following suggestions when engaging in an online group discussion:

- Ensure posts are substantive and advance or reframe a discussion
- Support comments with examples, experiences, or references
- To encourage responses to your entry, ask participants a question about the material you have posted or ask whether others agree or disagree with your thoughts and why
- Revisit the discussion regularly to review your entries and respond to other participants

### Providing Constructive Feedback

Consider the following tips when providing feedback in an online discussion or face-to-face:

- Begin by giving positive feedback to establish a supportive tone
- Be clear and specific when providing suggestions
- Provide constructive feedback that is descriptive, rather than evaluative
- Provide examples and tips
- In an online environment, read posts out loud to make sure they are complete
- Ask for clarification to ensure that you understand what is being said
- Make neutral statements
- Focus on elements that the individual can change and that are relevant to the topic
- Provide feedback in a timely manner
- Limit feedback to two or three key comments
- For facilitators, remind participants that you are available to help them
- End with a motivational statement

## Discussion Checklist

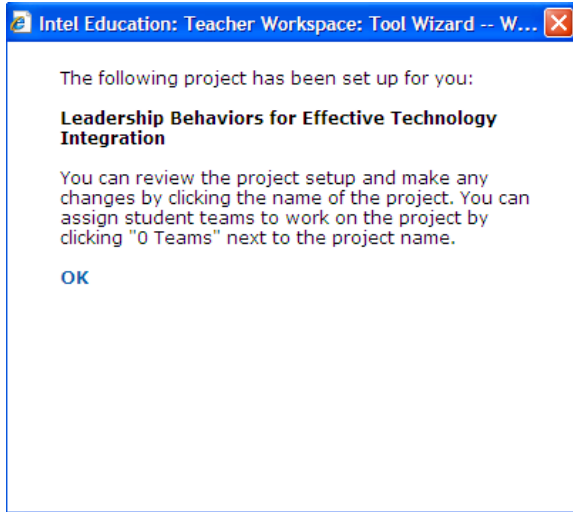
The Discussion Checklist can enhance participants' conversations. Tips for improving online interactions are included.

- My discussions reflect a deep understanding of the content through the use of detailed examples and comparisons.
- I make meaningful connections between the course content and classroom practice.
- I connect the topics I am learning about to broader issues and ideas.
- I take risks by sharing areas of confusion and concern.
- I respond to colleagues' comments and entries by asking questions, elaborating, paraphrasing, and extending their ideas.
- My writing is easy to understand.
- I follow online conventions for creating a positive and productive discussion environment.
- I respond to discussions early to encourage meaningful interaction.

## Setting Up the Visual Ranking Tool Activity Using the Project Wizard

You will need to set up the *Visual Ranking Tool* activity before you begin *Educational Leadership in the 21st Century*. Participants complete this activity during Lesson 1, Activity 3.

1. Go to the forum setup page: [www.intel.com/education/forumsetup](http://www.intel.com/education/forumsetup)
2. Click the **Leadership Behaviors for Effective Technology Integration** link.
3. If you are not already logged on, you will be directed to a page that request that you log on. Click **Log In**.
4. On the login page, enter your login ID and password, and click **Login**.
5. The *Teacher Workspace, Your Projects* will open. A separate window will open as well, indicating that the project has been set up. Click **OK**.



6. In the *Visual Ranking Projects* section, click the **0 Teams** link in the Student Teams column next to the project name, *Leadership Behaviors for Effective Technology Integration*.

Visual Ranking Projects		<a href="#">Create A New Project</a>
Student Teams <small>(Click to Review)</small>	Project Name <small>(Click to Edit)</small>	Description
0 Teams	<a href="#">Leadership Behaviors for Effective Technology Integration</a>	Instructional leaders rank the leadership behaviors they feel are most important to effect change in their classrooms surrounding technology integration.



7. Click **Add New Student Teams**.

**Project Name:** Leadership Behaviors for Effective Technology Integration [Done](#)

<b>Teams currently assigned to this project:</b>	<a href="#">Add New Student Teams</a>
No teams	

8. In the *Add New Student Teams* section, click **Create a set of new teams**. If you get a warning screen, click **Yes**.

**Add New Student Teams** [Create a set of new teams](#)

**Team ID:**

**Team Members:**

**Team Password:**

[Submit](#) [Cancel](#)

9. Enter the number of teams you need for your forum, plus two more in case you have some last-minute sign-ups. Type **User** as the base word for the team IDs.

Intel Education: Teacher Workspace: Tool Wizard -- W...

How many teams would you like to create for the project?

Each team will be given a team id. The team id will be a word followed by a number starting with 01. The default word is "Team" and the first team will be called Team01 and the second team will be called Team02.

If you would like to use a different word enter it below.

The password for each team will be the same as the Team ID. You can change the passwords later if you like.

[Submit](#) [Cancel](#)

10. Click **Submit**.11. Click **Done** at the top of the page. If you get a warning screen, click **Yes**.12. The project is now set up and ready to be used. The default password for each user is the same as the login name. Leaders will need your login ID (Teacher ID) and their login ID (Team ID) and password (which is the same as the Team ID) to log in to their project at <https://educate.intel.com/workspace/student/loginpage.aspx?&LID=en>.

**Note:** If you have difficulties using the wizard, use the instructions on the next page to create a new project without the wizard.

## Setting Up the Visual Ranking Tool Activity without the Wizard

If you have difficulty with the project wizard when you set up the *Visual Ranking Tool* activity, copy and paste the Project Name, Project Description, and List to Sort into a new project using the content below.

1. Go to: <http://educate.intel.com/en/ThinkingTools/VisualRanking>
2. Click **Teacher Workspace** to log in to your thinking tool account.
3. Set up a new *Visual Ranking Tool* project.
4. Copy and paste the information below into a new *Visual Ranking Tool* project.

**Project Name:** Leadership Behaviors for Effective Technology Integration

**Project Description:** Instructional leaders rank the leadership behaviors they feel are most important to effect change in their classrooms surrounding technology integration.

**Prompt for Students:** Rank the following leadership behaviors in order of importance to facilitate integration of technology for student learning in your classrooms.

### **List to Sort:**

Inspire and facilitate among all stakeholders a shared vision (Ia)

Advocate for policies, programs, funding to support implementation (Ic)

Model and promote the use of technology for learning (IIb)

Provide learner-centered environments equipped with technology (IIc)

Promote and participate in learning communities (IIe)

Allocate time, resources, access to ensure ongoing professional growth (IIIa)

Lead change to maximize the achievement of learning goals (IVa)

Recruit and retain highly competent personnel (IVc)

Ensure equitable access to appropriate digital tools and resources (Va)

Promote, model, establish policies for safe, legal, ethical use (Vb)