Intel Education Initiatives
Goals, Standards & Benchmarks

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Evaluation Overview
Evaluation Goals

➢ To collect data on, and to observe the extent and quality of teacher implementation of new techniques in the classroom.

➢ To determine the effectiveness and impact of K-12 programs on teachers classroom performance.

➢ To learn how to improve the effectiveness of the program

➢ To communicate effectiveness, thus encourage participating teachers to continue learning and implementing new techniques and encouraging nonparticipating teachers to participate.

➢ To provide evidence for an effective curriculum, pedagogy and processes of classroom interaction that directly influence learning.

Evaluation Design

Cost (vertical axis, left)

Eval Design	Pre-Test	Intervention	Observations	Post-Test	Impact Eval
1. Longitudinal (evidence-based)	Participants & Control	Program	Participants & Control	Participants & Control	Participants & Control
2. Comparison	Participants & Control			Participants & Control	
3. Truncated Longitudinal		Program	Participants & Control	Participants & Control	
4. Truncated Comparison	Participants	Program		Participants & Control	
5. Pre-Test / Post-Test	Participants	Program		Participants	
6. Post-Test Comparison		Program		Participants & Control	
7. Post-Test Analysis		Program		Participants	
*Intel Education Eval Model	*Participants	Program	Participants	Participants	Participants

Time (horizontal axis) + *localization

* Quasi-experimental design lacks randomization of groups.

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Evaluation Standards

Intel's international program evaluation teams adhere to a set of evaluation standards to ensure consistent quality and integrity in their research designs. These standards state that effective evaluation efforts must:

1. Recognize and follow established ethical protocols.

2. Have systematic data collection processes to identify the extent and quality of participant implementation of new techniques in the classroom.

3. Provide concrete analysis of programs to enable the detailed investigation of the effectiveness and impact of the program on:
   – Participants' classroom motivation, engagement, and application;
   – Technology skills, higher order thinking skills, and critical thinking; and
   – Testing of new roles/interactions in an environment that encourages risk-taking and rewards competence.

4. Provide data to learn how to improve the effectiveness of the program.

5. Include analysis, synthesis, and reports that communicate effectiveness and therefore encourage participating teachers to continue learning and implementing new techniques and encourage nonparticipating teachers to participate.

6. Provide data to that may be used as evidence for an effective curriculum, pedagogy, and processes of classroom interaction that directly influence learning.

7. Include key stakeholders in planning and identification of desired outcomes.

8. Integrate systematic formative and summative evaluation that include adequate research base and quality assurance.

9. Be understood and supported as an integral element in the project life cycle.

10. Include skilled guidance and collaboration essential to the success of the design, synthesis, and communication of findings.

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Benchmarks

- To identify Intel Teach Essentials End of Training and Impact Evaluation benchmarks that will enable immediate measurement of local evaluation data when compared to established indicators.

End of Training Benchmarks

1. 89% of teacher respondents indicate the training focused on integration of technology into their curriculum.

2. 81% of teacher respondents indicate the training provided teaching strategies to apply with their students.

3. 86% of teacher respondents indicate the training illustrated effective uses of technology with students.

4. 80% of teacher respondents indicate they are prepared to implement teachings that emphasize independent work by students.

5. 85% of teacher respondents indicate they are prepared to Integrate educational technology into the grade or subject they teach.

6. 82% of teacher respondents indicate they are prepared to support their students in using technology in their schoolwork.

Impact Benchmarks

1. 75% of teacher respondents indicate increased use of technology activities with their students

2. 80% of teachers increase use of technology for lesson planning and prep

3. 60% of teachers increase use of project-based approaches in their teaching

4. 75% of teachers use the unit/lesson they developed in training back in their schools

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