

Intel® Teach Program

Intel Teach engages both teachers and students in the development of 21st century skills and the integration of technology for teaching and learning. Curriculum is provided free, and Master Teachers commit to training a minimum of 10 Participant Teachers.

Course	Intel® Teach Essentials Course	Intel® Teach Essentials Online Course	Intel® Teach Thinking with Technology Course
Focus	This course provides teachers with a foundation of skills to fully integrate technology into existing classroom curricula and promote student-centered learning. Delivery options are fully face-to-face or hybrid online and face-to-face.		This course builds on effective technology integration skills. Teachers use free online <i>thinking tools</i> to sharpen students' higher-order skills.
Hours (Times are minimum hours recommended, based on input from participants, to include in-class hours and homework or practice time)	Master Teachers: (8 modules): <ul style="list-style-type: none"> 32 hours face-to-face 20 hours "homework"¹ Participant Teachers: (8 modules): <ul style="list-style-type: none"> 32 hours face-to-face 20 hours "homework"¹ 	Master Teachers: (8 modules): <ul style="list-style-type: none"> 14 hours face-to-face 46 hours online, facilitated¹ Training Community to refine facilitation skills Participant Teachers: (8 modules): <ul style="list-style-type: none"> 12 hours face-to-face 44 hours online, facilitated¹ 	Master Teachers: (10 modules) <ul style="list-style-type: none"> 40 hours face-to-face 20 hours "homework" ¹ <i>MTs select modules to offer to PTs, based on their assessment of needs:</i> Participant Teachers: (6 to 10 modules, 4 hours each): <ul style="list-style-type: none"> 24 to 40 hours face-to-face 12 to 20 hours "homework" ¹
	¹ This is the minimum amount of time the users will spend to successfully complete the course. You will find it rich with resources and opportunities for further reflection and exploration.		
Course Schedule	May be consecutive for Master Teachers. Participant Teacher training is non-consecutive, and sample agendas are provided.	May be consecutive for Master Teachers. Recommendation is a minimum 9-weeks (5 to 7 hours per week) or 7 weeks in the summer (7 – 9 hours per week).	May be consecutive for Master Teachers. Participant Teacher training is nonconsecutive, and sample agendas are provided.
Attendees	K-12 classroom teachers, all subjects, with intermediate technology skills in computer applications and basic knowledge of project-based approaches <ul style="list-style-type: none"> Master Teachers should also be experienced in unit and lesson plan design and have strong computer and technology integration skills. 		K-12 classroom teachers, all subjects, with basic technology skills and basic knowledge of project-based approaches <ul style="list-style-type: none"> Master Teachers should also be experienced in unit and lesson plan design and have strong computer and technology integration skills.
Outcome	A fully-developed, standards-based unit plan with assessment embedded throughout, for a curricular unit in the subject they teach. The result is students engaged in standards-aligned, technology-supported projects that promote the use of 21st century skills.		A unit plan, ready for use in the classroom, that promotes higher-order thinking skills, is student-centered, with an online thinking tools project ready for use in the classroom.
Choosing a Course	Review the Decision Tree on page 3 to determine whether the face-to-face or online-hybrid delivery option is more optimal. NOTE: Master Teachers certified in <i>Essentials Online</i> may choose to deliver online or face-to-face to Participant Teachers.		<i>Thinking with Technology</i> may be attended before or after attending an <i>Essentials Course</i> .

Learn more about the [Intel Teach Program](#)

Find the free online *thinking tools* and K-12 resources for 21st century teaching and learning at www.intel.com/teachers

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Course Curriculum Comparison

Course Components	Intel® Teach Essentials Course	Intel® Teach Essentials Online Course	Intel® Teach Thinking with Technology Course
Effective Technology Use	Web 2.0, productivity software, <i>Assessing Projects</i> application, and the Digital Help Guide.		Three free, web based <i>thinking tools</i> that foster higher-order thinking.
Project-based learning	Design a project-based unit integrating a variety of technology strategies for both student and teacher productivity. Exposure to more pedagogy and activities on PBL.		Design a project-based unit emphasizing thinking strategies using a <i>thinking tool</i> .
Assessment	Assessment strategies are embedded throughout the curriculum. More exposure to assessment pedagogy.		Assessment is addressed as it pertains to the project using the <i>thinking tool</i> .
Assessing 21st Century Skills	Addressed and practiced throughout 8 modules.		Introduction / refresher (1 module)
Meeting standards	Addressed and included in Unit Plan development.		Addressed and included in Unit Plan development.
Differentiation	One complete module on differentiation and support for differentiation in the classroom.		Prompt to include differentiation in the Unit Plan. No activities.
Collaboration with facilitator and participants	Practice creating a unit plan, some time in class for reflection, reviewing, and sharing.	Practice creating a unit plan, more time for reflection, reviewing, and sharing using online features.	Practice working with the tools and creating projects—some time spent on reflection, reviewing, sharing.
Facilitation	Facilitation tips are included in the curriculum and modeled by the trainer.	Resource-rich online community for facilitators, to improve training. Facilitation tips are also included in the curriculum.	Facilitation tips are included in the curriculum.
One to One Computing	Tips are embedded throughout the course for participants to reference.		Thinking tools are well-suited for use in a 1:1 computing environment.
NETS T Alignment http://cnets.iste.org	Meets: IA, IIA, IIB, IIC, IID, IIE, VC, VIA Supports growth for: IIIC, IIID, VIE		Meets: IA, IIA, IIB, IID, IIE, IIIA, IIIC Supports growth for: IIC IIIB, IIID, IVA, IVC, VB, VC, VD

Learn more about the courses >



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Selecting the *Intel® Teach Essentials Course* or the *Intel® Teach Essentials Online Course*

- Master Teachers certified in *Essentials Online* may deliver either the *Essentials Course* or *Essentials Online Course* to Participant Teachers.
- Master Teachers certified in the face-to-face *Essentials Course* may deliver only face-to-face to Participant Teachers.

Consider the Following	Priority	Points
Your teachers have uninterrupted study time to devote – weekly – to an online course. <i>(note: participants typically devote more time to the online version than they spend in the face-to-face course)</i>	Essential	2 for yes
Your participants believe face-to-face communication is important, but not essential to quality learning.	Essential	2 for yes
Your teachers are comfortable using e-mail, Web browsers, search engines, and word processing software. They can create attachments in e-mail and download files from the Internet. Technology does not frustrate them easily and they are able to troubleshoot minor technology problems.	Essential	2 for yes
You consider your teachers to be self-disciplined, self-motivated, and organized: capable of managing schedules well, meeting deadlines without procrastinating.	Important	1 for yes
Your teachers can effectively communicate online: they are comfortable asking questions, collaborating, and asking for clarification when they don't understand someone's comments. They ask for help and provide opinions.	Important	1 for yes
If you agree with most of the statements above, <i>Essentials Online</i> may be a perfect fit for your teachers. If they have the ability to work independently, set their own schedules, and feel comfortable with technology, consider offering the <i>Essentials Online Course</i> .		Total: 6 to 8 points
If you agree with some of the statements above, <i>Essentials Online</i> may be a good option for your teachers; however, you should carefully consider what obstacles they may face in the online learning environment. Even if they attend online, you may recommend they deliver the course to their Participant Teachers entirely face-to-face.		Total: 4 to 6 points
If you agree with few of the statements above, the face-to-face <i>Essentials Course</i> may be the perfect fit for your teachers. They may be most successful attending the face-to-face <i>Essentials Course</i> first, and you may consider <i>Essentials Online</i> in the future.		Total: 0 to 4 points