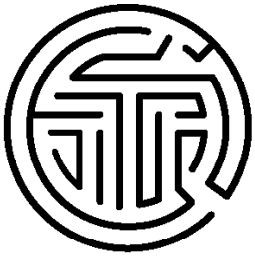

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INTEL TEACH TO THE FUTURE® U.S. CLASSIC PROGRAM AND U.S. EXPANSION PROGRAM MASTER TEACHER END OF TRAINING SURVEY

SUMMARY REPORT

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INTRODUCTION

This report compares findings from application data the End of Training surveys administered to Master Teachers (MTs) participating in the Classic version of Intel Teach to the Future and those who took part in the Expansion version of Intel Teach to the Future. Classic survey data were collected between March 2001 and July 2002. Expansion survey data were collected between April 2002 and March 2004. The comparison of data from these two surveys shows many strong commonalities as well as some interesting differences between these two groups of Master Teachers. In many cases the two groups were so similar that any differences were found to be not statistically significant. Unless otherwise noted, all of the findings presented in this report are statistically significant. It is important to bear in mind, however, that the formula for determining statistical significance is based in part on the size of the sample. Because the sample sizes for the data reported here are rather large, the reader should use caution when interpreting the meaning of statistically significant but otherwise small differences between the two groups. The frequencies for the Classic and Expansion MT End of Training survey data can be found in Appendix A. The frequencies for the Classic and Expansion MT application data can be found in Appendix B.

Overall, the data indicate that teachers participating in the Intel Teach to the Future Expansion Master Teacher program are very satisfied with the training they receive, and give very positive feedback about all aspects of the training covered in the survey. The most notable differences between the Classic and Expansion groups are in their demographics. The Expansion Master Teachers work in schools that serve more affluent populations than those of their counterparts in the Classic program. In addition, although there are not enough data to make firm conclusions, some data suggest that a large number of Expansion program Master Teachers are not classroom teachers, but rather work in some other capacity in their schools or districts.

METHODS

Subjects

All Master Teachers who participated in the Classic or Expansion training were expected to complete the End of Training survey at the end of their training. In addition, all Master Teachers were required to complete an application prior to the training experience. The total number of valid Classic and Expansion survey responses was 4,137, with 1,702 participants included in the Classic training and 2,435 participants included in the Expansion training, unless otherwise indicated within a table. Pearson Chi-Square tests were used to determine the statistical significance of findings across both Master Teacher groups.

Instruments

The survey was developed by CCT in consultation with ICT and Intel staff who had been involved in the development of the curriculum. Minor revisions were made to the survey in Spring 2001.

Procedures

This survey was administered via the World Wide Web. Specifically, the survey was mounted within an extranet maintained by Intel for Intel Teach to the Future participants. All Master Teachers were asked to complete the survey at the conclusion of their training. The data reported here from the Classic Intel Teach to the Future training were collected between March 2001 and July 2002. The data reported here from the Expansion Intel Teach to the Future training were collected between April 2002 and March 2004.

FINDINGS

Participant demographics

Respondents to both surveys were generally representative of the national teaching population, with the Classic Master Teachers including slightly fewer female teachers (71.2%) than the national average (74.8) and Expansion Master Teachers including slightly more (77.6.%). Both Master Teacher training groups included slightly fewer white teachers (83.9% for Classic, and 81.7% for Expansion) than the national average of 84.3%, and both groups hovered within one or two percentage points of national averages for participation among Asian, American Indian or Alaskan Native, and Native Hawaiian or other Pacific Islander. However, Classic participants included a much higher percentage of Hispanic teachers (11.5%) than did the Expansion group (3.7), or the national average (5.6). This difference may be explained by the regions participating in Intel Teach to the Future Classic trainings, which included several states with large Hispanic populations. By contrast, the Expansion participants included a higher percentage of Black or African American teachers (12.7%) than did either the Classic group (6.7%) or the national average (7.7%). Table 1 provides details on gender and ethnicity for Classic and Expansion Master Teachers.

TABLE 1: SEX AND RACE/ETHNICITY OF CLASSIC AND EXPANSION SURVEY RESPONDENTS AND OF NATIONAL TEACHING POPULATION (CLASSIC: N=1,702, EXPANSION: N=2,435).

		Intel Teach to the Future %		National Teaching Population* %
		Classic	Exp.	
Sex	Female	71.2	77.6	74.8
	Male	28.8	22.4	25.2
Race/Ethnicity	White	83.9	81.9	84.3
	Hispanic**	11.5	3.7	5.6
	Other	7.6	3.8	-
	Black or African American	6.7	12.7	7.7
	Asian	1.0	1.4	1.6
	American Indian or Alaskan Native	0.6	0.2	0.9
	Native Hawaiian or other Pacific Islander	0.1	0.0	1.6

* NCES, (2000). U.S. Department of Education, National Center for Education Statistics. Schools and Staffing Survey "Public Teacher Questionnaire." 1999-2000.

** The Intel Teach to the Future Application form asked teachers to indicate their race in one question, and then indicate if they were Hispanic or not Hispanic in a separate question. This is why the total percentage for Race/Ethnicity is greater than 100%.

Subject and grade levels taught.

Teachers who took part in the Classic Master Teacher training varied substantially from those participating in the Expansion training in terms of primary subjects and grade levels taught. While roughly a fourth to a third of all Classic participants reported teaching in one of the core subject areas, such as English, Science or Math, only between 10% and 7% of the Expansion participants reported teaching in these areas. In addition, 39.3% of Classic participants reported working in self-contained classrooms while only 16.4% of Expansion participants reported working in such classrooms. In all subject areas listed, Classic participants had far more representation than did their Expansion counterparts (see Table 2).

Differences persist with the reporting on grade levels taught by both groups of Master Teachers. Again, Classic participants are roughly evenly spread across all grade levels from Elementary classrooms through high school. Expansion participants indicate a slightly larger representation in the early grades than they do at other grade levels. However, based on the data available in Tables 2 and 3, it appears that a substantial number of Expansion Master Teachers may not be classroom teachers at all. This may explain the dearth of responses in categories of subject taught and grade level taught for Expansion Master Teachers.

TABLE 2: SUBJECT TAUGHT* (CLASSIC: N=1,702, EXPANSION: N=2,435)

Subject	Classic %	Expansion %
Self-Contained	39.3	16.4
English	29.2	10.2
Science	27.4	7.4
Math	25.9	7.8
Special Population	21.1	5.5
Social Studies/History	21.0	6.5
Computer Science	20.0	12.8
Nonacademic	17.2	7.1
Other Humanities	11.0	6.0

*Because teachers could submit more than one subject, responses can total to more than 100%, For example, if teacher listed science and math as subjects taught, the teacher's responses are counted for both science and math.

TABLE 3: GRADE LEVELS TAUGHT*(CLASSIC: N=1,702, EXPANSION: N=2,435)

Grade level taught	Classic %	Expansion %
Lower Elementary (K-3)	28.2	21.1
Middle Elementary (4-5)	29.6	18.6
Middle/Junior High (6-8)	35.6	18.7
High (9-12)	35.1	14.6

* Because teachers could submit more than one grade level, responses can total to more than 100%, For example, if teacher listed both Lower and Middle elementary as grades taught, teachers' responses are counted for both, or if a teacher did not have primary responsibility for a particular grade, then no grade level would have been indicated.

Socio-economic status of students served by Intel Master Teachers.

A striking difference between teachers participating in Classic training and Expansion training is the socio-economic status of the students their schools serve. Master Teachers in the Expansion training were less likely to work with disadvantaged student populations than their Classic counterparts. More Expansion Master Teachers reported working in schools serving between 0 and 25% of students eligible for free or reduced lunch (a common indicator of need among student populations) than did Classic Master Teachers (see Table 4).

TABLE 4: PERCENT OF STUDENTS WHO RECEIVE FREE OR REDUCED LUNCH IN PARTICIPATING TEACHERS' SCHOOLS (CLASSIC: N=1,702, EXPANSION: N=2,435)

% of students at schools with free or reduced lunch	Intel Teach to the Future	
	Classic	Expansion
0 – 25%	26.0%	42.1%
26 – 50%	28.5%	20.4%
51 – 75%	20.6%	17.3%
76 – 100%	24.9%	20.0%

Description of the training experience

Master Teachers who participated in the Classic and the Expansion training both indicated that their experiences in these training sessions focused to a great extent on aspects that are core to the Intel Teach to the Future program, such as focusing on integration of technology into the curriculum or on illustrating effective uses of technology with students. In two of the four areas identified in the survey there were no significant differences between Classic and Expansion Master Teachers: providing useful new ideas for teaching strategies and providing opportunities to collaborate. In the two areas where significance existed between Classic and Expansion responses, Master Teachers in the Classic training generally had a slightly lower rating than those participating in the Expansion training. See Table 5 for specific response rates to these questions (only significant data are included in the table).

TABLE 5: TO WHAT EXTENT DO THE FOLLOWING STATEMENTS DESCRIBE THE INTEL TEACH TO THE FUTURE TRAINING YOU PARTICIPATED IN?

	Not At All %		Small Extent %		Moderate Extent %		Great Extent %	
	Classic	Exp.	Classic	Exp.	Classic	Exp.	Classic	Exp.
The training focused on integration of technology into the curriculum (Classic: N=1,702, Expansion: N=2,433)	0.5	0.1	0.6	0.4	7.4	6.2	91.5	92.6
The training illustrated effective uses of technology with students (Classic: N=1,702, Expansion: N=2,435)	0.1	0.0	0.2	0.5	11.3	8.6	88.4	90.9

Teachers' expectations for classroom use of technology

When asked whether information presented at the Intel Teach to the Future training helped them integrate technology into student activities, Classic Master Teachers were more likely to indicate that the training "definitely" helped them than Expansion teachers, though nearly all participants in both groups (98.9% for Classic and 99.3% for Expansion) indicated that they were either "probably" helped or "definitely" helped as a result of the training.

TABLE 6: WILL THE IDEAS AND SKILLS YOU LEARNED FROM THE INTEL TEACH TO THE FUTURE TRAINING HELP YOU SUCCESSFULLY INTEGRATE TECHNOLOGY INTO YOUR STUDENTS' ACTIVITIES? (CLASSIC N=1,693, EXPANSION N=2,434)

	Definitely Not		Probably Not		Probably Yes		Definitely Yes	
	Classic	Exp.	Classic	Exp.	Classic	Exp.	Classic	Exp.
Will ideas and skills learned help with technology integration?	1.0%	0.3%	0.6%	0.4%	7.6%	12.8%	91.3%	86.5%

Teacher practice

Master Teachers responded to a range of questions about their own classroom practice. While there were differences in the two groups of teachers, overall, both Classic and Expansion MTs engaged in similar activities with similar frequency. Close to two-thirds of these teachers generally used a textbook as their primary guide through a unit either "often" or "sometimes." These two groups of teachers did show some differences, however, with regard to classroom activities, such as having multiple activities going on simultaneously, having students answer textbook or worksheet questions or having students conduct peer reviews of work. In these areas the data suggest that Classic Master Teachers are using project-based teaching strategies slightly more often than Expansion Master Teachers. Classic Master Teachers indicated that they were engaging students in multiple activities more often within their classrooms, were more likely to have their students engage in peer reviewing of their work, and were less likely to have students complete worksheets or text book questions (see Table 7).

TABLE 7: IN THE PAST YEAR, HOW OFTEN HAVE YOU DONE THE FOLLOWING IN YOUR OWN CLASSROOM? (CLASSIC: N=1,702, EXPANSION: N=2,435)

	Never %		Rarely %		Sometimes %		Often %		Very Often %	
	Classic	Exp.	Classic	Exp.	Classic	Exp.	Classic	Exp.	Classic	Exp.
Used a textbook as your primary guide through units	10.1	11.7	21.2	18.2	27.7	26.7	27.8	27.1	13.2	16.2
Had many activities going on in the room at the same time	0.6	1.2	6.7	10.1	28.1	31.3	35.0	31.5	29.6	26.0
Had students individually answer textbook or worksheet questions	5.2	7.8	24.3	20.5	37.5	34.7	22.7	24.9	10.3	12.2
Had students peer-review each other's work	2.0	3.7	12.4	14.5	33.0	33.4	35.5	32.5	17.1	15.8

When asked about how often their students use computers to accomplish a range of tasks, such learn subject matter, practice skills, solve problems, work collaboratively, produce multimedia projects or correspond with others such as authors or other students, the Classic and Expansion Master Teachers showed no differences in their responses.

Obstacles to technology integration

When asked about various obstacles to the integration of technology into teaching, there were some differences in reported responses between groups, though the differences were not large.

For example, Table 8 shows that Master Teachers in the Classic training indicated that lack of access to technology in their classrooms was the greatest obstacle, with a total of 46.9% respondents selecting this as either a "moderate" or "major" obstacle to technology integration. Master Teachers in the Expansion training indicated that lack of flexible classroom time was their greatest obstacle, with 47.3% indicating that this was either a "moderate" or "major" obstacle. Of the seven obstacles included in this question, lack of planning time and lack of administrative support showed no difference in reported responses between Classic and Expansion Master Teachers.

TTABLE 8: HOW MUCH OF AN OBSTACLE TO THE INTEGRATION OF TECHNOLOGY INTO YOUR TEACHING IS EACH OF THE FOLLOWING?

	Not An Obstatcle %		Small Obstatcle %		Moderate Obstatcle %		Major Obstatcle %	
	Classic	Exp.	Classic	Exp.	Classic	Exp.	Classic	Exp.
Lack of technology access in my school (Classic: N=1,647, Expansion: N=2,435)	35.5	39.3	26.7	24.7	25.6	24.7	12.3	11.3
Lack of technology access in my classroom (Classic: N=1,702, Expansion: N=2,435)	30.5	35.2	22.6	19.7	24.6	25.1	22.3	20.0
Lack of flexible classroom time (Classic: N=1,702, Expansion: N=2,435)	25.7	22.5	35.1	30.2	26.2	31.5	12.9	15.8
Lack of technical support (Classic: N=1,702, Expansion: N=2,435)	32.0	37.4	36.7	33.5	22.7	19.3	9.6	9.8
Lack of instructional support (Classic: N=1,702, Expansion: N=2,435)	32.0	37.4	36.7	33.5	22.7	19.3	9.6	9.8

Feelings of preparedness after the training

The majority of both Classic and Expansion Master Teachers indicated that the training left them feeling "very well prepared" to use technology in their classrooms, though some differences between preparedness did emerge. Classic Master Teachers were more likely than their Expansion counterparts to feel "very well prepared" in all areas listed including implementing methods that emphasize student work, integrating technology into subject areas, supporting students' use of technology, evaluating technology-based student work, and aligning teaching with standards (see Table 9).

TABLE 9: HAVING COMPLETED YOUR TRAINING, HOW WELL PREPARED DO YOU FEEL TO DO THE FOLLOWING ACTIVITIES WITH YOUR STUDENTS? (CLASSIC: N=1,702, EXPANSION: N=2,435)

	Not at all prepared %		Somewhat prepared %		Moderately prepared %		Very well prepared %	
	Classic	Exp.	Classic	Exp.	Classic	Exp.	Classic	Exp.
Implement methods of teaching that emphasize independent work by students	1.5	0.3	4.5	4.8	28.3	32.9	65.7	61.9
Intergrate educational technology into the grade or subject I teach	0.1	0.0	1.1	2.9	18.5	22.3	80.3	74.7
Support my students in using technology in their schoolwork	0.1	0.1	1.1	2.8	15.5	20.5	83.4	76.6
Evaluate technology-based work my students produce	0.1	0.1	1.7	3.4	21.9	24.9	76.3	71.6
Align my teaching and assessment with state learning standards	0.2	0.3	3.6	4.6	24.2	27.3	72.0	67.8

Usefulness of training components

When asked how useful various component of the training were in helping Master Teachers learn to integrate technology (Table 10), responses from Classic and Expansion Master Teachers showed no significant differences for all but two questions. These addressed the creation and exploration of Essential and Unit Questions, and the discussion and thinking through of pedagogical topics. Expansion Master Teachers (64.6%) were more likely to find creating and exploring Essential and Unit questions "very useful", compared with only 59.1% of Classic Master Teachers, while a slightly greater percentage of Classic Master Teachers (55.4%) found that discussing and thinking through pedagogical topics was "very useful" as compared with 52.5% of Expansion Master Teachers.

TABLE 10: HOW USEFUL WAS EACH OF THE FOLLOWING COMPONENTS OF THE TRAINING IN HELPING YOU LEARN HOW TO INTEGRATE TECHNOLOGY INTO YOUR TEACHING PRACTICES? (CLASSIC: N=1,702, EXPANSION: N=2,435)

	Not useful %		Somewhat useful %		Moderately useful %		Very useful %	
	Classic	Exp.	Classic	Exp.	Classic	Exp.	Classic	Exp.
Creating, and exploring the uses of, Essential Questions and Unit Questions	0.6	0.3	7.8	7.4	32.5	27.6	59.1	64.6
Discussing and thinking through the pedagogical topics	0.9	0.7	7.6	10.3	36.1	36.6	55.4	52.5
Creating student websites	0.6	1.0	2.9	4.8	18.1	20.2	78.4	73.9
Evaluate technology-based work my students produce	0.1	0.1	1.7	3.4	21.9	24.9	76.3	71.6
Peer-reviewing unit plans	0.6	0.7	6.2	8.6	29.9	32.2	63.3	58.5

Responses to Senior Trainer

Master Teachers from the Classic and Expansion trainings again showed similarity when asked to give their opinions about their workshop trainers. Of the four areas identified on the survey, the MT groups showed a difference in their responses to only one. This question asked how successful the trainer was in exposing participants to the overall scope and sequence of the curriculum. More Expansion MTs (85.2%) indicated that their trainer was "very successful" at this than Classic MTs (81.7%), (see Table 11). Areas where respondents showed no difference in ratings include: how successful was the trainer at leading participants through creating unit plans, how successful was the trainer at engaging the group in discussion, and how prepared was the trainer for each day's activities. Responses for these questions were generally very positive.

TABLE 11: THINK ABOUT THE TRAINER WHO LED YOUR WORKSHOP AND HIS OR HER LEADERSHIP OF THE TRAINING AS A WHOLE. RATE YOUR OPINION ABOUT YOUR TRAINER IN THE AREAS LISTED BELOW. (CLASSIC: N=17,02, EXPANSION: N=2,435)

	Not at all %		Somewhat %		Adequately %		Very %	
	Classic	Exp.	Classic	Exp.	Classic	Exp.	Classic	Exp.
How successful was he/she at exposing participants to the overall scope and sequence of the curriculum?	0.4	0.1	3.3	1.8	14.7	12.9	81.7	85.2

Though Master Teachers in the two groups had few differences in responses to questions about their trainer's leadership skills in areas of content and pedagogy, differences existed regarding their trainers' interactions with other teachers. Generally, Expansion Master Teachers rated their trainers more highly in terms of interaction with other teachers than did Classic Master Teachers, and Expansion Master Teachers also reported higher rates of satisfaction with their trainers' ability to facilitate their workshop experience than did their Classic training counterparts. These differences can be seen in Tables 12 and 13. These findings indicate that the Master Teacher Expansion program has succeeded in maintaining the high quality of the professional development offered to teachers. These Expansion Master Teachers are being trained by a group of Senior Trainers who by now are very experienced and highly skilled at presenting the Intel Teach to the Future curriculum.

TABLE 12: THINK ABOUT THE TRAINER WHO LED YOUR WORKSHOP AND HIS OR HER INTERACTIONS WITH INDIVIDUAL TEACHERS, INCLUDING YOURSELF. IN YOUR OPINION. (CLASSIC: N=1,702, EXPANSION: N=2,435)

	Not at all %		Somewhat %		Moderately %		Very well %	
	Classic	Exp.	Classic	Exp.	Classic	Exp.	Classic	Exp.
How responsive was your trainer to teachers' questions about how to use the technology?	1.5	0.3	4.5	4.8	28.3	32.9	65.7	61.9
How skilled was your trainer at helping teachers develop ideas for their unit plan?	0.1	0.0	1.1	2.9	18.5	22.3	80.3	74.7
How effective was your trainer at working teachers develop ideas for their unit plan?	0.1	0.1	1.1	2.8	15.5	20.5	83.4	76.6
How skilled was your trainer at helping teachers find resources to use in their unit plan?	0.1	0.1	1.7	3.4	21.9	24.9	76.3	71.6

TABLE 13: OVERALL, HOW EFFECTIVE WAS YOUR TRAINER IN FACILITATING YOUR EXPERIENCE OF THIS TRAINING? (CLASSIC: N=1,702, EXPANSION: N=2,435)

	Not at all %		Somewhat %		Adequately %		Very %	
	Classic	Exp.	Classic	Exp.	Classic	Exp.	Classic	Exp.
Trainer as effective facillitator	0.2	0.1	2.6	1.6	13.5	9.9	83.6	88.4

Master Teacher preparedness to present workshop to others

Both Classic and Expansion Master Teachers indicated similar responses when asked how well prepared they feel to present this workshop to other teachers. However, when asked which aspects of the training were most helpful as preparation for leading a training, some differences did emerge (see Table 14). More Classic Master Teachers than Expansion Master Teachers reported that both "notes on leading the training in each module" and "talking with other Master Teachers" were "very helpful" in preparing them to lead trainings. However, a larger number of Expansion Master Teachers found "the process of creating a unit portfolio" "very helpful" as compared to Classic Master Teachers.

TABLE 14: WHAT ASPECT OF THE TRAINING WAS THE MOST HELPFUL IN PREPARING YOU TO LEAD THE TRAINING YOURSELF? (CLASSIC: N=1,702, EXPANSION: N=2,435)

	Not helpful		Somewhat helpful		Very helpful	
	Classic	Exp.	Classic	Exp.	Classic	Exp.
The notes on leading the training including in each module.	0.7	0.5	19.3	22.7	80.0	76.9
Talking with other Master Teachers about the curriculum.	1.8	3.8	23.2	30.4	75.0	65.7
The process of creating a unit portfolio myself.	5.6	1.8	12.2	13.7	82.2	84.6

In-service activities of Master Teachers

When asked how much time Master Teachers currently spend leading in-service trainings for colleagues compared with 8.2% of Expansion MTs, suggesting that Expansion MTs are somewhat more likely to come to this training with prior experience delivering formal in-service training. It is important to note here that the term "in-service" can mean a very specific district-wide or school-wide forms of professional development for teachers, and does not address the broad range of professional development activities that may be provided by educators in schools, such as demonstration or team teaching, push-in resource room teaching, grade-level meeting activities, curriculum development or alignment activities, or coaching. While the findings reported in Table 15 are valuable, they may not provide a complete picture of the professional development activities in which Master Teachers may be engaged.

TABLE 15: ABOUT HOW MUCH OF YOUR WORK TIME DO YOU SPEND LEADING IN-SERVICE TRAINING FOR YOUR COLLEAGUES IN YOUR CURRENT PROFESSIONAL LIFE? (CLASSIC: N=1,702, EXPANSION: N=2,435)

	0-5 %		6-25 %		26-50 %		51-75%		76-100 %	
	Classic	Exp.	Classic	Exp.	Classic	Exp.	Classic	Exp.	Classic	Exp.
Observing my senior trainer's own techniques for guiding us through the training	35.6	35.9	38.2	32.4	9.5	12.6	14.2	10.8	2.5	8.2

Recommend training

The large majority of both Expansion and Classic Master Teachers indicated that they would either "definitely" or "probably" recommend this training to a friend or colleague, and very few in either group indicated that they would "not" recommend this training (see Table 16). Overall, this indicates that the training was received positively by nearly everyone who took part.

TABLE 16: WOULD YOU RECOMMEND THIS TRAINING TO A FRIEND OR COLLEAGUE? (CLASSIC: N=1,702, EXPANSION: N=2,435)

	Definitely Not		Probably Not		Probably Yes		Definitely Yes	
	Classic	Exp.	Classic	Exp.	Classic	Exp.	Classic	Exp.
Would you reccommend this training to a friend or colleague?	0.8	0.1	1.7	1.2	15.9	19.9	81.7	78.8

CONCLUSION

Teachers who participated in the Classic Master Teacher training and the Expansion Master Teacher training report similar responses to many questions about their experiences with the training and their preparedness to present that training to other teachers. In general, Master Teachers who participated in both kinds of trainings gave consistently positive feedback regarding the quality of their trainers, the training content, the training experience, and their feelings of preparedness to integrated technology into their teaching. Expansion Master Teachers gave particularly high ratings to their trainers, which suggests that over the years the Senior Trainers in the program have become increasingly skillful in presenting the curriculum and facilitating a high-quality training experience.

However, some interesting variations between the two groups do exist, most notably in the make-up of these teacher populations. In particular, differences in the roles that these educators play in schools is suggested, though exactly what these differences are is not clear. First, while Classic Master Teachers report that they generally work with all grade levels of the K-12 spectrum in a broad range of subject areas, Expansion Master Teachers do not report a high representation in all K-12 grades or subject areas. Because options for non-classroom educators were not explicitly offered in these surveys, we can only hypothesize that the Expansion training may be drawing on a group of educators who are not necessarily classroom-based, but rather are working in roles that are semi-administrative, such as on-site staff instructional coaches, district-wide professional developers, or school/district technology coordinators. If further investigation bears this out, the Intel Teach to the Future program may wish to re-focus its recruitment to reach a greater percentage of classroom-based teachers who can act as Master Teachers, or it may choose to adjust the contents of the Expansion Master Teacher training to better address the strengths and needs of non-classroom-based educators in providing Intel Teach to the Future trainings to others.

Another way in which the Expansion Master Teachers differ from the Classic Master Teachers is in the socio-economic status of the students served by the schools in which they work. As we noted above, while only a quarter of the Classic Master Teachers work in schools that serve the most affluent communities, over 40% of the Expansion Master Teachers work in these schools. We learned from our evaluation of the Classic Intel Teach to the Future program that Master Teachers tend to first recruit teachers from their own schools before looking further a field for participants. If this is the case for Expansion Master Teachers as well, this would suggest that more teachers from the wealthiest schools will go through the Participant Teacher training as well. If one of the goals of the Intel Teach to the Future Expansion program is to reach teachers who work in a broad array of socio-economic contexts, increased recruitment of teachers from high-need schools will need to emphasized.

Data from these two populations suggest that the Expansion program is highly successful in meeting the needs and expectations of Master Teachers, preparing them to integrate technology into their teaching and to deliver high quality training. However, additional research may be needed to fully understand who these Master Teachers are, and what kind of teacher populations they, in turn, are serving.

APPENDIX A:

End of Training Survey Frequencies for Classic and Expansion Master Teachers

1) To what extent do the following statements describe the Intel Teach to the Future training in which you participated?

a) Focused on integration of technology into the curriculum

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not at All	8	0.5	3	0.1
Small extent	11	0.6	10	0.4
Moderate extent	126	7.4	150	6.2
Great Extent	1557	91.5	2270	93.3
Total	1702	100	2433	100

b) Provided useful new ideas for teaching strategies to apply with your students

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not at All	2	0.1	1	0.0
Small extent	17	1.0	27	1.1
Moderate extent	272	16.0	353	14.5
Great Extent	1411	82.9	2054	84.4
Total	1702	100	2435	100

c) Illustrated effective uses of technology with students

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not at All	2	0.1	0	0.0
Small extent	3	.02	12	0.5
Moderate extent	193	11.3	210	8.6
Great Extent	1504	88.4	2213	90.9
Total	1702	100	2435	100

d) Provided opportunities to collaborate with other teachers during training?

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not at All	1	.01	0	0.0
Small extent	24	1.4	3.3	1.4
Moderate extent	222	13.0	270	11.1
Great Extent	1455	85.5	2132	87.6
Total	1702	100	2435	100

2) Will the ideas and skills you learned from the Intel Teach to the Future training help you successfully integrate technology into your students' activities?

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not at All	17	1.0	7	0.3
Small extent	10	0.6	9	0.4
Moderate extent	113	6.7	312	12.8
Great Extent	1553	91.7	2106	86.5
Total	1693	100	2434	100

3) In the past year, how often have you done the following in your own classroom?

a) Used a textbook as your primary guide through units.

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Never	172	10.1	286	11.7
Rarely	360	21.2	442	18.2
Sometimes	472	27.7	651	26.7
Often	473	27.8	661	27.1
Very Often	225	13.2	395	16.2
Total	1702	100	2435	100

b) Used other project-based or teacher-developed curricula.

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Never	10	0.6	22	0.9
Rarely	53	3.1	93	3.8
Sometimes	376	22.1	591	24.3
Often	739	43.4	1044	42.9
Very Often	524	30.8	685	28.1
Total	1702	100	2435	100

C) Had many activities going on in the room at the same time.

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Never	11	0.6	30	1.2
Rarely	114	6.7	245	10.1
Sometimes	479	28.1	762	31.3
Often	595	35.0	766	31.5
Very Often	503	29.6	632	26.0
Total	1702	100	2435	100

d) Had students individually answer textbook or worksheet questions.

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Never	89	5.2	190	7.8
Rarely	413	24.3	499	20.5
Sometimes	638	37.5	844	34.7
Often	387	22.7	606	24.9
Very Often	175	10.3	296	12.2
Total	1702	100	2435	100

e) Had students review and revise their own work.

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Never	13	0.8	40	1.6
Rarely	87	5.1	121	5.0
Sometimes	442	26.0	656	26.9
Often	716	42.1	1014	41.6
Very Often	444	26.1	604	24.8
Total	1702	100	2435	100

f) Had students peer-review each other's work.

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Never	34	2.0	91	3.7
Rarely	211	12.4	353	14.5
Sometimes	562	33.0	814	33.4
Often	604	35.5	792	32.5
Very Often	291	17.1	385	15.8
Total	1702	100	2435	100

g) Had students engage in independent/group research activities.

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Never	32	1.9	50	2.1
Rarely	124	7.3	191	7.9
Sometimes	467	27.5	676	27.9
Often	604	35.6	854	35.3
Very Often	469	27.7	650	26.8
Total	1696	100	2421	100

4) During a typical two week period of teaching a class, in how many of the class meeting times did your students use computers to do each of the following:

RESPONSES	CLASSIC		EXPANSION	
	Mean	SD	Mean	SD
a) Learn about subject matter.	5.08	6.64	5.74	23.1
b) Practice and master skills.	5.02	6.56	5.80	23.1
c) Solve problems.	4.54	7.40	5.05	23.0
d) Work collaboratively with other students in the same classroom.	4.78	5.90	5.34	22.9
e) Product multimedia porducts, Web pages, or video reports/projects.	2.79	5.16	3.63	23.9
f) Do word processing.	4.26	5.55	5.25	22.7
g) Correspond with experts, authors, or students from other schools via email or the Internet.	1.25	2.63	1.80	21.1

*SD = standard deviation

5) How much of an obstacle to the integration of technology into your teaching is each of the following?

a) Lack of technology access in my school

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not an obstacle	585	35.5	957	39.3
Small obstacle	439	26.7	602	24.7
Moderate obstacle	421	25.6	601	24.7
Major obstacle	202	12.3	275	11.3
Total	1647	100	2435	100

b) Lack of technology access in my classroom

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not an obstacle	519	30.5	856	35.2
Small obstacle	385	22.6	479	19.7
Moderate obstacle	418	24.6	612	25.1
Major obstacle	380	22.3	488	20.0
Total	1702	100	2435	100

c) Lack of planning time

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not an obstacle	257	15.1	379	15.6
Small obstacle	468	27.5	691	28.4
Moderate obstacle	608	35.7	843	34.6
Major obstacle	369	21.7	522	21.4
Total	1702	100	2435	100

d) Lack of flexible classroom time

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not an obstacle	438	25.7	549	22.5
Small obstacle	598	35.1	735	30.2
Moderate obstacle	446	26.2	766	31.5
Major obstacle	220	12.9	385	15.8
Total	1702	100	2435	100

e) Lack of administrative support

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not an obstacle	832	48.9	1284	52.7
Small obstacle	515	30.3	671	27.6
Moderate obstacle	273	16.0	366	15.0
Major obstacle	82	4.8	114	4.7
Total	1702	100	2435	100

Lack of technical support

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not an obstacle	544	32.0	910	37.4
Small obstacle	608	35.7	816	33.5
Moderate obstacle	386	22.7	470	19.3
Major obstacle	164	9.6	239	9.8
Total	1702	100	2435	100

g) Lack of instructional support

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not an obstacle	613	36.0	988	40.6
Small obstacle	595	35.0	865	35.5
Moderate obstacle	356	20.9	440	18.1
Major obstacle	138	8.1	142	5.8
Total	1702	100	2435	100

6) Having completed your training, how well prepared do you feel to do the following activities with your students?

A series of paired t-tests indicated that teachers felt significantly more prepared to do some of the activities listed AFTER training (the last 4). The differences for each question are listed below.

6.1 Independent work by students: Mpost-pre = -.032 SD= .88 (N = 1693) NOT SIG!
6.2 Integrate ed tech into grade: Mpost-pre = .21 SD= .77 (N = 1692)
6.3 Support students in tech: Mpost-pre = .19 SD= .75 (N= 1693)
6.4 Evaluate tech-based work: Mpost-pre = .30 SD= .84 (N = 1691)
6.5 Align teaching w/ learning standards: Mpost-pre = .08 SD= .81 (N= 1527)

None of these differences are large enough to be meaningful (although the last 4 are statistically significant).

a) Implement methods of teaching that emphasize independent work by students.

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not at all prepared	25	1.5	8	0.3
Somewhat	77	4.5	118	4.8
Moderate well	481	28.3	801	32.9
Very well	1119	65.7	1508	61.9
Total	1702	100	2435	100

b) Integrate educational technology into the grade or subject that I teach.

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not at all prepared	1	0.1	1	0.0
Somewhat	19	1.1	71	2.9
Moderately well	315	18.5	544	22.3
Very well	1367	80.3	1819	74.7
Total	1702	100	2435	100

c) Support my students in using technology in their schoolwork.

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not at all prepared	832	48.9	1284	52.7
Somewhat	515	30.3	671	27.6
Moderately well	273	16.0	366	15.0
Very well	82	4.8	114	4.7
Total	1702	100	2435	100

d) Evaluate technology-based work my students produce.

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not at all prepared	1	0.1	2	0.1
Somewhat	29	1.7	82	3.4
Moderate well	373	21.9	607	24.9
Very well	1299	76.3	1744	71.6
Total	1702	100	2435	100

e) Align my teaching and assessment with state learning standards.

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not at all prepared	4	0.2	7	0..3
Somewhat	61	3.6	112	
Moderate well	481	28.3	801	32.9
Very well	1119	65.7	1508	61.9
Total	1702	100	2435	100

7) How useful was each of the following components of the training in helping you learn how to integrate technology into your teaching practices?

a) Understanding and applying Fair Use and copyright law

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not useful	9	0.5	7	0.3
Somewhat useful	112	6.6	163	6.7
Moderately useful	426	25.0	560	23.0
Very useful	115	67.9	1705	70.0
Total	1702	100	2435	100

b) Creating, and exploring the uses of, Essential Questions and Unit Questions

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not useful	10	10	8	0.3
Somewhat useful	132	132	180	7.4
Moderately useful	554	554	673	27.6
Very useful	1006	1006	1574	64.6
Total	1702	1702	2435	100

c) Discussing and thinking through the pedagogical topics

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not useful	15	0.9	17	0.7
Somewhat useful	130	7.6	250	10.3
Moderately useful	614	36.1	890	36.6
Very useful	943	55.4	1278	52.5
Total	1702	100	2435	100

d) Locating and evaluating resources for my unit

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not useful	7	0.4	6	0.2
Somewhat useful	76	4.5	112	4.6
Moderately useful	449	26.4	587	24.1
Very useful	1170	68.7	1730	71.0
Total	1702	100	2435	100

f) Creating student multimedia presentations

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not useful	2	0.1	6	0.2
Somewhat useful	50	2.9	83	3.4
Moderately useful	281	16.5	409	16.8
Very useful	1369	80.4	1937	79.5
Total	1702	100	2435	100

g) Creating student publications

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not useful	4	0.2	7	0.3
Somewhat useful	43	2.5	78	3.2
Moderately useful	266	15.6	405	16.6
Very useful	1389	81.6	1945	79.9
Total	1702	100	2435	100

h) Creating teacher support materials

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not useful	3	0.2	4	0.2
Somewhat useful	47	2.8	74	3.0
Moderately useful	287	16.9	434	17.8
Very useful	1365	80.2	1923	79.00
Total	1702	100	2435	100

i) Creating student web sites

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not useful	10	0.6	25	1.0
Somewhat useful	49	2.9	116	4.8
Moderately useful	308	18.1	494	20.3
Very useful	1335	78.4	1800	73.9
Total	1702	100	2435	100

j) Creating unit plan support materials

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not useful	5	0.3	7	0.3
Somewhat useful	43	2.5	90	3.7
Moderately useful	354	20.8	521	21.4
Very useful	1300	76.4	1817	74.6
Total	1702	100	2435	100

k) Peer-reviewing unit plans

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not useful	11	0.6	18	0.7
Somewhat useful	105	6.2	209	8.6
Moderately useful	509	29.9	783	32.2
Very useful	1077	63.3	1425	58.5
Total	1702	100	2435	100

l) Creating an implementation plan

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not useful	30	1.8	36	1.5
Somewhat useful	157	9.2	216	8.9
Moderately useful	560	32.9	774	31.8
Very useful	955	56.1	1409	57.9
Total	1702	100	2435	100

8) Think about the trainer who led your workshop and his or her leadership of the training as a whole. In your opinion:

a) How successful was he/she at exposing participants to the overall scope and sequence of the curriculum?

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not at all	6	0.4	2	0.1
Somewhat	56	3.3	45	1.8
Adequately	250	14.7	314	12.9
Very	1390	81.7	2074	85.2
Total	1702	100	2435	100

b) How successful was he/she at leading participants through the process of creating unit plans?

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not at all	1	0.1	2	0.1
Somewhat	47	2.8	56	2.3
Adequately	303	17.8	385	15.8
Very	1351	79.4	1992	81.8
Total	1702	100	2435	100

c) How successful was he/she at engaging the group in discussions of pedagogical and classroom management issues?

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not at all	5	0.3	5	0.2
Somewhat	29	1.7	57	2.3
Adequately	193	11.3	326	13.4
Very	1475	86.7	2047	84.1
Total	1702	100	2435	100

d) How well prepared was he/she for each day's activities, on average?

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not at all	4	0.2	4	0.2
Somewhat	13	0.8	13	0.5
Adequately	121	7.1	191	7.8
Very	1564	91.9	2227	91.5
Total	1702	100	2435	100

9) Think about the trainer who led your workshop and his or her interactions with individual teachers, including yourself. In your opinion:

a) How responsive was your trainer to teachers' questions about how to use the technology?

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not at all	0	0.0	2	0.1
Somewhat	36	2.1	25	1.0
Adequately	199	11.7	197	8.1
Very	1467	86.2	2211	90.8
Total	1702	100	2435	100

b) How skilled was your trainer at helping teachers develop ideas for their unit plan?

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not at all	5	0.3	2	0.1
Somewhat	55	3.2	61	2.5
Adequately	354	20.8	394	16.2
Very	1288	75.7	1978	81.2
Total	1702	100	2435	100

c) How effective was your trainer at working with teachers who were having trouble with portions of the curriculum?

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not at all	6	0.4	6	0.2
Somewhat	56	3.3	51	2.1
Adequately	270	15.9	294	12.1
Very	1370	80.5	2084	85.6
Total	1702	100	2435	100

d) How skilled was your trainer at helping teachers find resources to use in their unit plan?

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not at all	7	0.4	6	0.2
Somewhat	59	3.5	56	2.3
Adequately	330	19.4	388	15.9
Very	1305	76.7	1985	81.5
Total	1701	100	2435	100

10) Overall, how effective was your trainer in facilitating your experience of this training?

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not at all	4	0.2	2	0.1
Somewhat	45	2.6	38	1.6
Adequately	230	13.5	242	9.9
Very	1423	83.6	2153	88.4
Total	1702	100	2435	100

11) How well prepared do you feel to present this workshop to the teachers in your LEA?

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not at all	8	0.5	10	0.4
Somewhat	144	8.5	262	10.8
Adequately	902	53.0	1276	52.4
Very	648	38.1	887	36.4
Total	1702	100	2435	100

12) What aspect of the training was the most helpful in preparing you to lead this training yourself?

a) Observing my senior trainer's own techniques for guiding us through the training.

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not helpful	39	2.3	40	1.6
Somewhat helpful	406	23.9	624	25.6
Very helpful	1256	73.8	1771	72.7
Total	1701	100	2435	100

b) Tips on leading the training provided by my senior trainer.

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not helpful	25	1.5	26	1.1
Somewhat helpful	316	18.6	502	20.6
Very helpful	1361	80.0	1907	78.3
Total	1702	100	2435	100

c) The notes on leading the training included in each module.

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not helpful	12	0.7	11	0.5
Somewhat helpful	328	19.3	552	22.7
Very helpful	1362	80.0	1872	76.9
Total	1702	100	2435	100

d) Reviewing the Master Teacher resources in the curriculum binder and CD-ROM.

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not helpful	6	0.4	7	0.3
Somewhat helpful	232	13.6	377	15.5
Very helpful	1464	86.0	2051	84.2
Total	1702	100	2435	100

e) Talking with other Master Teachers about the curriculum.

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not helpful	30	1.8	93	3.8
Somewhat helpful	395	23.2	741	30.4
Very helpful	1277	75.0	1601	65.7
Total	1702	100	2435	100

f) The process of creating a unit portfolio myself.

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Not helpful	95	5.6	43	1.8
Somewhat helpful	208	12.2	333	13.7
Very helpful	1399	82.2	2059	84.6
Total	1702	100	2435	100

13) About how much of your work time do you spend leading in-service training for your colleagues in your current professional life?

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
0-5%	606	35.6	875	35.9
6-25%	650	38.2	790	32.4
26-50%	162	9.5	306	12.6
51-75%	241	14.2	264	10.8
76-100%	43	2.5	200	8.2

14) Would you recommend this training to a friend or a colleague?

RESPONSES	CLASSIC		EXPANSION	
	N	%	N	%
Definitely not	14	0.8	3	0.1
Probably not	28	1.7	28	1.2
Probably yes	269	15.9	485	19.9
Definitely yes	1384	81.7	1918	78.8
Total	1695	100	2434	100

APPENDIX B:

Application Data for Classic and Expansion Master Teachers

	CLASSIC		EXPANSION	
SEX	N	%	N	%
Female	1211	71.2	1889	77.6
Male	491	28.8	546	22.4
Total	1702	100	2435	100

	CLASSIC		EXPANSION	
RACE	N	%	N	%
American Indian or Alaskan Native	11	0.6	4	0.2
Asian	17	1.0	34	1.4
Black or African American	114	6.7	309	12,7
Native Hawaiian or other Pacific Islander	2	0.1	0	0.0
Other	130	7.6	93	3.8
White	1428	83.9	1988	81.9
Total	1702	100	2428	100

	CLASSIC		EXPANSION	
HISPANIC	N		%	N %
No	1506	88.5	2295	96.3
Yes	196	11.5	88	3.7
Total	1702	100	2435	100

	CLASSIC		EXPANSION	
FREE LUNCH	N	%	N	%
0-25	443	26.0	1024	42.1
26-50	485	28.5	497	20.4
51-75	351	20.6	422	17.3
76-100	423	24.9	487	20.0
Total	1702	100	2435	100

Subject Taught

	CLASSIC		EXPANSION	
Computer Science	N	%	N	%
No	1362	80.0	2123	87.2
Yes	340	20.0	312	12.8
Total	1702	100	2435	100

	CLASSIC		EXPANSION	
English	N	%	N	%
No	1205	70.8	2186	89.8
Yes	497	29.2	249	10.2
Total	1702	100	2435	100

	CLASSIC		EXPANSION	
Science	N	%	N	%
No	1235	72.6	2255	92.6
Yes	467	27.4	180	7.4
Total	1702	100	2435	100

	CLASSIC		EXPANSION	
Social Studies	N	%	N	%
No	1345	79.0	2277	93.5
Yes	357	21.0	158	6.5
Total	1702	100	2435	100

	CLASSIC		EXPANSION	
Humanitites	N	%	N	%
No	1514	89.0	2290	94.0
Yes	188	11.0	145	6.0
Total	1702	100	2435	100

	CLASSIC		EXPANSION	
Non-academic	N	%	N	%
No	1410	82.8	2262	92.9
Yes	292	17.2	173	7.1
Total	1702	100	2435	100

	CLASSIC		EXPANSION	
Special	N	%	N	%
No	1343	78.9	2300	94.5
Yes	359	21.1	135	5.5
Total	1702	100	2435	100

	CLASSIC		EXPANSION	
Math	N	%	N	%
No	1262	74.1	2244	92.2
Yes	440	25.9	191	7.8
Total	1702	100	2435	100

	CLASSIC		EXPANSION	
Self-contained	N	%	N	%
No	1033	60.7	2035	83.6
Yes	669	39.3	400	16.4
Total	1702	100	2435	100

Grade Taught

	CLASSIC		EXPANSION	
Grade K-3	N	%	N	%
No	1222	71.8	1922	78.9
Yes	480	28.2	513	21.1
Total	1702	100	2435	100

	CLASSIC		EXPANSION	
Grade 4-5	N	%	N	%
No	1198	70.4	1981	81..4
Yes	504	29.6	454	18.6
Total	1702	100	2435	100

	CLASSIC		EXPANSION	
Grade 6-8	N	%	N	%
No	1096	64.4	1979	81.3
Yes	606	35.6	456	18.7
Total	1702	100	2435	100

	CLASSIC		EXPANSION	
Grade 9-12	N	%	N	%
No	1104	64.9	2079	85.4
Yes	598	35.1	356	14.6
Total	1702	100	2435	100