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| **Available Courses*** [Oakdale 4900: High Tech Lessons](http://proffranksmith.com/moodle/course/view.php?id=2)
	+ Teacher: [Professor Smith](http://proffranksmith.com/moodle/user/view.php?id=3&course=1)

Research and Development in Instructional Strategies focuses on the nature of instruction in comparative school cultures, reflecting differing notions regarding the meaning of knowledge, work and authority and on the school designs that these differences in values give rise to. In short, teacher-student engagement in instruction is not the result of “objective research”, but rather is the expression of the cultural values in which it is embedded. Consideration is given to the emergence of a digital world and its significance for work in the school and school design. * [Oakdale 5900](http://proffranksmith.com/moodle/course/view.php?id=3)
	+ Teacher: [Angelat Aiello](http://proffranksmith.com/moodle/user/view.php?id=17&course=1)
	+ Teacher: [Anthonyt Banye](http://proffranksmith.com/moodle/user/view.php?id=19&course=1)
	+ Teacher: [Professor Smith](http://proffranksmith.com/moodle/user/view.php?id=3&course=1)
	+ Teacher: [Audreyt Nilsen](http://proffranksmith.com/moodle/user/view.php?id=18&course=1)

This course allows guest users to enter  * [Oakdale 6900](http://proffranksmith.com/moodle/course/view.php?id=4)
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	+ Teacher: [Samanthat Gesuele](http://proffranksmith.com/moodle/user/view.php?id=22&course=1)
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	+ Teacher: [Ritat Mattus](http://proffranksmith.com/moodle/user/view.php?id=21&course=1)
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	+ Teacher: [Omerot Catan](http://proffranksmith.com/moodle/user/view.php?id=25&course=1)
	+ Teacher: [Christophert Okorie](http://proffranksmith.com/moodle/user/view.php?id=24&course=1)
	+ Teacher: [Roryt Manning](http://proffranksmith.com/moodle/user/view.php?id=26&course=1)

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	+ Teacher: [Professor Smith](http://proffranksmith.com/moodle/user/view.php?id=3&course=1)
	+ Teacher: [Anatoryt Agripine](http://proffranksmith.com/moodle/user/view.php?id=28&course=1)
	+ Teacher: [Rosaleet Snuggs](http://proffranksmith.com/moodle/user/view.php?id=27&course=1)

This course allows guest users to enter  * [Theory and Change (SJU5300)](http://proffranksmith.com/moodle/course/view.php?id=7)
	+ Teacher: [Professor Smith](http://proffranksmith.com/moodle/user/view.php?id=3&course=1)

This course requires an enrolment keyThis course builds upon a knowledge of classical and contemporary theories of organizational curriculum, and planned change. Through analytical frames of reference, the major constructs for understanding organizational culture curriculum development and change theory are developed. Major emphasis is placed on improving leadership practice.  | [Skip Calendar](http://www.proffranksmith.com/moodle/#sb-1) **Calendar**[◄ Previous month](http://www.proffranksmith.com/moodle/index.php?cal_m=6&cal_y=2009) | [July 2009](http://proffranksmith.com/moodle/calendar/view.php?view=month&course=1&cal_d=1&cal_m=07&cal_y=2009) | [Next month ►](http://www.proffranksmith.com/moodle/index.php?cal_m=8&cal_y=2009)

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| 26 | 27 | Today Tuesday, 28 July [28](http://www.proffranksmith.com/moodle/) | 29 | 30 | 31 |   |

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Research and Development in Instructional Strategies focuses on the nature of instruction in comparative school cultures, reflecting differing notions regarding the meaning of knowledge, work and authority and on the school designs that these differences in values give rise to. In short, teacher-student engagement in instruction is not the result of “objective research”, but rather is the expression of the cultural values in which it is embedded. Consideration is given to the emergence of a digital world and its significance for work in the school and school design.

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**Oakdale 7900**[**Smith's CMS**](http://proffranksmith.com/moodle/)

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[Settings](http://proffranksmith.com/moodle/course/edit.php?id=5)* http://proffranksmith.com/moodle/pix/i/roles.gif

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[Files](http://proffranksmith.com/moodle/files/index.php?id=5)* http://proffranksmith.com/moodle/pix/i/user.gif

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|   | HURRICANE KATRINA: REBUILDING NEW ORLEANS FOR THE BETTER* [http://proffranksmith.com/moodle/mod/forum/icon.gifLesson Study Feedback Forum](http://proffranksmith.com/moodle/mod/forum/view.php?id=144)
 |   |
|  |
| 1 | Introduction to today's lesson* [http://proffranksmith.com/moodle/mod/resource/icon.gifIntroduction Resource](http://proffranksmith.com/moodle/mod/resource/view.php?id=117)
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| 2 | Presentation of the problem* [http://proffranksmith.com/moodle/mod/resource/icon.gifKatrina Video Resource](http://proffranksmith.com/moodle/mod/resource/view.php?id=118)
* [http://proffranksmith.com/moodle/mod/forum/icon.gifVideo Discussion Forum](http://proffranksmith.com/moodle/mod/forum/view.php?id=126)
* [http://proffranksmith.com/moodle/mod/resource/icon.gifPost Video Instruction Resource](http://proffranksmith.com/moodle/mod/resource/view.php?id=170)
 | Show only topic 2 |
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| 3 | Application of thought* [http://proffranksmith.com/moodle/mod/resource/icon.gifJamestown Simulation Resource](http://proffranksmith.com/moodle/mod/resource/view.php?id=138)
* [http://proffranksmith.com/moodle/pix/f/web.gifJamestown Simulation Website file](http://proffranksmith.com/moodle/mod/resource/view.php?id=134)
* [http://proffranksmith.com/moodle/mod/resource/icon.gifPost Jamestown Reflection Resource](http://proffranksmith.com/moodle/mod/resource/view.php?id=140)
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| 4 | Ask a professional* [http://proffranksmith.com/moodle/mod/resource/icon.gifUsing Skype to speak to a professional Resource](http://proffranksmith.com/moodle/mod/resource/view.php?id=171)
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| 5 | Development of proposal to rebuild New Orleans* [http://proffranksmith.com/moodle/mod/resource/icon.gifPlanning to Rebuild New Orleans Resource](http://proffranksmith.com/moodle/mod/resource/view.php?id=128)
* [http://proffranksmith.com/moodle/pix/f/web.gifNew Orleans Map file](http://proffranksmith.com/moodle/mod/resource/view.php?id=120)
* [http://proffranksmith.com/moodle/pix/f/web.gifSkeletal map of New Orleans file](http://proffranksmith.com/moodle/mod/resource/view.php?id=137)
* [http://proffranksmith.com/moodle/pix/f/image.gifNew Orleans Map file](http://proffranksmith.com/moodle/mod/resource/view.php?id=167)
* [http://proffranksmith.com/moodle/pix/f/image.gifMap of New Orleans file](http://proffranksmith.com/moodle/mod/resource/view.php?id=168)
* [http://proffranksmith.com/moodle/pix/f/image.gifMap of New Orleans file](http://proffranksmith.com/moodle/mod/resource/view.php?id=169)
* [http://proffranksmith.com/moodle/mod/assignment/icon.gifSubmit map here Assignment](http://proffranksmith.com/moodle/mod/assignment/view.php?id=143)
 | Show only topic 5 |
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| 6 | Student Presentation* [http://proffranksmith.com/moodle/mod/resource/icon.gifGroup Presentations Resource](http://proffranksmith.com/moodle/mod/resource/view.php?id=132)
 | Show only topic 6 |
|  |
| 7Yesterday we heard many personal accounts of the horrors of Hurricane Katrina from our classmates at New Orleans High School.  We shared these stories as part of our school's quarterly unit on hurricane awareness.  The goal of this unit is to utilize concepts in all discipline areas to develop strategies to effectively plan for and respond to hurricanes that may impact New Orleans in the future.We are shifting gears today toward rebuilding a New Orleans that will be better prepared for future hurricanes.  In order to accomplish our goal, we will organize the city's infra-structure to provide us the capability to utilize our resources to survive the aftermath.  During this process, we will collaborate in groups to make educated decisions about how to rebuild New Orleans.  Please proceed to Chapter 1 where you will watch a video that underscores the need for better preparedness.  Please discuss your observations in the forum in Chapter 1.  [http://proffranksmith.com/moodle/pix/docs.gifMoodle Docs for this page](http://docs.moodle.org/en/mod/resource/view)You are logged in as [Omerot Catan](http://proffranksmith.com/moodle/user/view.php?id=25&course=5) ([Logout](http://proffranksmith.com/moodle/login/logout.php?sesskey=bC0inpexxv))[Oakdale 7900](http://proffranksmith.com/moodle/course/view.php?id=5) | Summary: Application of new knowledge * [http://proffranksmith.com/moodle/mod/forum/icon.gifChanges to proposals Forum](http://proffranksmith.com/moodle/mod/forum/view.php?id=146)
* [http://proffranksmith.com/moodle/mod/assignment/icon.gifFinal Proposal Assignment](http://proffranksmith.com/moodle/mod/assignment/view.php?id=147)
 | Show only topic 7 |
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 | [Skip New Orleans Top Stories & Topic Feed](http://proffranksmith.com/moodle/course/view.php?id=5#sb-5) **New Orleans Top Stories & Topic Feed**[Add/Edit Feeds](http://proffranksmith.com/moodle/course/view.php?id=5&instanceid=73&sesskey=bC0inpexxv&blockaction=config&currentaction=managefeeds&section=rss)* [New Orleans' Roosevelt Hotel returns to its 1930s heyday](http://www.usatoday.com/travel/hotels/2009-07-27-roosevelt-hotel-reopening_N.htm?csp=34)
* [Several Louisiana hurricane projects lag](http://www.usatoday.com/news/nation/2009-07-20-noprojects_N.htm?csp=34)
* [Saving time, money, Sun Belt holds media day online](http://www.usatoday.com/sports/college/football/sunbelt/2009-07-20-sun-belt-media-day_N.htm?csp=34)
* [North Carolina State - Team Notes](http://www.usatoday.com/sports/college/mensbasketball/acc/ncstate.htm?csp=34)
* [Cosimo Matassa recalls engineering the sound of New Orleans](http://www.usatoday.com/life/music/news/2009-07-15-cosimo-matassa-new-orleans_N.htm?csp=34)

[Skip The Weather Channel: Your Local Weather Outlook--New Orleans,...](http://proffranksmith.com/moodle/course/view.php?id=5#sb-6) **The Weather Channel: Your Local Weather Outlook--New Orleans,...**[Add/Edit Feeds](http://proffranksmith.com/moodle/course/view.php?id=5&instanceid=74&sesskey=bC0inpexxv&blockaction=config&currentaction=managefeeds&section=rss)* [Current Weather Conditions In New Orleans, LA (70119)](http://www.weather.com/weather/local/USLA0338?cm_pla=city_page&cm_ite=cc&site=city_page&cm_ven=LWO&cm_cat=rss&par=LWO_rss)
* [Your Local Doppler Radar](http://www.weather.com/weather/map/USLA0338?cm_ven=LWO&cm_pla=map&site=map&name=dopplerradar100mile_large&cm_ite=doplr_100&cm_cat=rss&par=LWO_rss)
* [Pollen Trend for New Orleans, LA (70119)](http://www.weather.com/outlook/health/allergies/weather/tenday/USLA0338?cm_ven=LWO&cm_pla=city_page&cm_ite=10day_pollen&site=city_page&cm_cat=rss&par=LWO_rss)
* [Video: Your Regional Weather Forecast](http://www.weather.com/multimedia/videoplayer.html?clip=362&collection=regwxforecast&cm_ven=LWO&cm_pla=video&site=video&cm_ite=se&cm_cat=rss&par=LWO_rss)
* [ADV: Upgrade to weather.com Gold!](http://www.weather.com/services/weathergold.html?cm_ven=LWO&cm_pla=ad&cm_ite=gold&site=adv_gold&cm_cat=rss&from=rss&refer=rss&par=LWO_rss)

[Skip Upcoming Events](http://proffranksmith.com/moodle/course/view.php?id=5#sb-7) **Upcoming Events**There are no upcoming events[Go to calendar](http://proffranksmith.com/moodle/calendar/view.php?view=upcoming&course=5)...[New Event](http://proffranksmith.com/moodle/calendar/event.php?action=new&course=5)...[Skip Recent Activity](http://proffranksmith.com/moodle/course/view.php?id=5#sb-8) **Recent Activity**Activity since Sunday, 26 July 2009, 09:20 AM[Full report of recent activity...](http://proffranksmith.com/moodle/course/recent.php?id=5)Nothing new since your last login |

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[Home](http://proffranksmith.com/moodle/)

You will view a video clip which records the extreme conditions during Hurricane Katrina and then you will view a clip of post-Katrina interviews.

<http://www.cnn.com/SPECIALS/2005/katrina/>

<http://www.youtube.com/watch?v=s76Qn7bpCsQ>

<http://www.youtube.com/watch?v=IgEjqg3jde4>

The videos are graphic reminders of the devastating effects of Katrina, as we know all too well the path of destruction it caused. Please discuss your reactions to the horrors that you witnessed in the clips.

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[Oakdale 7900](http://proffranksmith.com/moodle/course/view.php?id=5)

Open and complete the Jamestown simulation.  You are encouraged to complete the simulation as many times as possible in the alloted time.

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[Oakdale 7900](http://proffranksmith.com/moodle/course/view.php?id=5)



POST JAMESTOWN REFLECTION

Now that you have completed the Jamestown activity, complete a five minute written reflection of how you can connect this activty to your proposal to rebuild New Orleans.  Please explain your thoughts in detail and include references in your rebuilding efforts.

[Moodle Docs for this page](http://docs.moodle.org/en/mod/resource/view)

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[Oakdale 7900](http://proffranksmith.com/moodle/course/view.php?id=5)

4: ASK TO SPEAK TO A PROFESSIONAL

5. You and your assigned team will now develop a logistical plan to rebuild New Orleans using the information from the video discussion forum.  Please collaborate with your pre-determined group members and identify your functions according to your assigned leadrship roles in the federal, state, and local government.

Your task is to utilize the maps in this chapter to identify the key elements of the city's infrastructure. Please determine the location of residential, commercial and government institutions within the city of New Orleans so that the buildings will be better protected by natural disasters in the future. You are not limited by the current location of infrastructure or by fiscal constraints.

Please submit your map by uploading it in the "Submit Map Here" section of this chapter when you have completed this task.

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[Oakdale 7900](http://proffranksmith.com/moodle/course/view.php?id=5)

5. 

6. Each group will present their proposals, one at a time.  The two groups who are not presenting will be responsible for completing the evaluation rubric.  Students are also encouraged to ask clarifying questions as these details will be important in future redesign efforts.

[Moodle Docs for this page](http://docs.moodle.org/en/mod/resource/view)

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[Oakdale 7900](http://proffranksmith.com/moodle/course/view.php?id=5)

# Oakdale 7900

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Based on the new knowledge that you have obtained from the peer feedback and your understandings from prior discussions, would you propose any changes to your plan?  You should provide criteria for any changes as well as for your decisions not to change.

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# Oakdale 7900

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# Oakdale 7900

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Please submit your final proposal here.

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| **Available from:** | Sunday, 19 July 2009, 11:50 AM |
| **Due date:** | Sunday, 26 July 2009, 11:50 AM |

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# Oakdale 7900

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[Oakdale 7900](http://proffranksmith.com/moodle/course/view.php?id=5)[All courses](http://proffranksmith.com/moodle/course/index.php) ... | Topic outline

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| 2 | Presentation of the problem* [http://proffranksmith.com/moodle/mod/resource/icon.gifKatrina Video Resource](http://proffranksmith.com/moodle/mod/resource/view.php?id=118)
* [http://proffranksmith.com/moodle/mod/forum/icon.gifVideo Discussion Forum](http://proffranksmith.com/moodle/mod/forum/view.php?id=126)
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| 3 | Application of thought* [http://proffranksmith.com/moodle/mod/resource/icon.gifJamestown Simulation Resource](http://proffranksmith.com/moodle/mod/resource/view.php?id=138)
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| 5 | Development of proposal to rebuild New Orleans* [http://proffranksmith.com/moodle/mod/resource/icon.gifPlanning to Rebuild New Orleans Resource](http://proffranksmith.com/moodle/mod/resource/view.php?id=128)
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| 6 | Student Presentation* [http://proffranksmith.com/moodle/mod/resource/icon.gifGroup Presentations Resource](http://proffranksmith.com/moodle/mod/resource/view.php?id=132)
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| 7 | Summary: Application of new knowledge * [http://proffranksmith.com/moodle/mod/forum/icon.gifChanges to proposals Forum](http://proffranksmith.com/moodle/mod/forum/view.php?id=146)
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 | Show only topic 7 |
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 | [Skip New Orleans Top Stories & Topic Feed](http://proffranksmith.com/moodle/course/view.php?id=5#sb-5) New Orleans Top Stories & Topic Feed* [New Orleans' Roosevelt Hotel returns to its 1930s heyday](http://www.usatoday.com/travel/hotels/2009-07-27-roosevelt-hotel-reopening_N.htm?csp=34)
* [Several Louisiana hurricane projects lag](http://www.usatoday.com/news/nation/2009-07-20-noprojects_N.htm?csp=34)
* [Saving time, money, Sun Belt holds media day online](http://www.usatoday.com/sports/college/football/sunbelt/2009-07-20-sun-belt-media-day_N.htm?csp=34)
* [North Carolina State - Team Notes](http://www.usatoday.com/sports/college/mensbasketball/acc/ncstate.htm?csp=34)
* [Cosimo Matassa recalls engineering the sound of New Orleans](http://www.usatoday.com/life/music/news/2009-07-15-cosimo-matassa-new-orleans_N.htm?csp=34)

[Skip The Weather Channel: Your Local Weather Outlook--New Orleans,...](http://proffranksmith.com/moodle/course/view.php?id=5#sb-6) The Weather Channel: Your Local Weather Outlook--New Orleans,...* [Current Weather Conditions In New Orleans, LA (70119)](http://www.weather.com/weather/local/USLA0338?cm_pla=city_page&cm_ite=cc&site=city_page&cm_ven=LWO&cm_cat=rss&par=LWO_rss)
* [Your Local Doppler Radar](http://www.weather.com/weather/map/USLA0338?cm_ven=LWO&cm_pla=map&site=map&name=dopplerradar100mile_large&cm_ite=doplr_100&cm_cat=rss&par=LWO_rss)
* [Pollen Trend for New Orleans, LA (70119)](http://www.weather.com/outlook/health/allergies/weather/tenday/USLA0338?cm_ven=LWO&cm_pla=city_page&cm_ite=10day_pollen&site=city_page&cm_cat=rss&par=LWO_rss)
* [Video: Your Regional Weather Forecast](http://www.weather.com/multimedia/videoplayer.html?clip=362&collection=regwxforecast&cm_ven=LWO&cm_pla=video&site=video&cm_ite=se&cm_cat=rss&par=LWO_rss)
* [ADV: Upgrade to weather.com Gold!](http://www.weather.com/services/weathergold.html?cm_ven=LWO&cm_pla=ad&cm_ite=gold&site=adv_gold&cm_cat=rss&from=rss&refer=rss&par=LWO_rss)

[Skip Upcoming Events](http://proffranksmith.com/moodle/course/view.php?id=5#sb-7) Upcoming EventsThere are no upcoming events[Go to calendar](http://proffranksmith.com/moodle/calendar/view.php?view=upcoming&course=5)...[New Event](http://proffranksmith.com/moodle/calendar/event.php?action=new&course=5)...[Skip Recent Activity](http://proffranksmith.com/moodle/course/view.php?id=5#sb-8) Recent ActivityActivity since Tuesday, 28 July 2009, 09:37 AM[Full report of recent activity...](http://proffranksmith.com/moodle/course/recent.php?id=5)Nothing new since your last login |

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# Oakdale 4900: High Tech Lessons

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High Tech High is a charter school in California. It has several campuses, including the first campus in LaJolla, near the San Diego airport. Here is the address to High Tech High’s “Digital Commons.”

<http://www.hightechhigh.org/dc/index.php>

There are sections for ”featured student portfolios,” also “featured staff portfolios,” and “featured projects.” “UnBoxed” is their graduate school publication. Check out and study as many of the items as you can.

A main section on the page is “HTH Video” on the left side of the page. Under the title there is “more.” Select “more” and then “all.” The “all” list provides an alphabetic listing of “all” the videos. You will want to select according to your own interests, but be sure to watch the videos noted below.

 Mobile Learning Institute: PBL at HTH

 Edutopia: Team Teaching

#

# Transformed by TechnologyOakdale 4900: High Tech Lessons

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Knowing what you now know about HTH, based upon your study of items in the digital commons, assume you are the principal of High Tech High and you are responsible for the evaluation of teachers in HTH. In your evaluation of a teacher in HTH, what would you consider to be the key elements of teacher work in the context of the HTH model? In other words, what would you be careful to observe and comment about in your evaluation of the teacher, given your responsibility for instructional leadership?

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| [R. Manning HTH Assignment](http://proffranksmith.com/moodle/mod/forum/discuss.php?d=1) | My Two Boys... | [Rorys Manning](http://proffranksmith.com/moodle/user/view.php?id=11&course=2) | [0](http://proffranksmith.com/moodle/mod/forum/discuss.php?d=1) | [Rorys Manning](http://proffranksmith.com/moodle/user/view.php?id=11&course=2)Oakdale 4900: High Tech LessonsTop of Form◄ Previous activityBottom of FormTop of FormBottom of FormTop of FormNext activity ►Bottom of FormYou are here* [**Smith's CMS**](http://proffranksmith.com/moodle/)
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| Picture of Ritas Mattus | HTH - ELEMENTS OF TEACHER WORKby [Ritas Mattus](http://proffranksmith.com/moodle/user/view.php?id=12&course=2) - Wednesday, 15 July 2009, 04:31 PM |
|  | EDU # 7701                                                                       RITA MATTUS         PROF. FRANK SMITH                                                    7/7/09                            **HIGH TECH HIGH - POSSIBILITIES FOR ALL STUDENTS** High Tech High reminds me why I still choose to remain in education, despite my lengthy career. After all, Social Security accurately records that I have worked since I was 14 years of age.  That only depicts the "work" which could be officially recorded.  It does not take not take into account the daily family chores that began in Kindergarten, the babysitting that was required as the eldest of nine children born over a fifteen year span, and the subsequent employment as the neighborhood's "most eligible babysitter." I have had the opportunity to work on many different educational projects and had central leadership roles in a number of school systems. I know that I have made a true difference in many children's lives, and I have helped teachers to grow in their practice and to challenge their professional colleagues.  Yet, I still yearn to do something truly transformational in today's educational milieu. I first had the opportunity to hear Howard Gardner speak about student exhibitions and apprenticeships in 1990, when I was selected as a teacher by Harvard GSE to attend the Principals Center's Institute for New and Aspiring Principals.  I left this 10-day intensive educational journey committed to make a difference...determined to be an instructional leader.  Gardner's work spoke to me then, as it speaks to me now.  In a similar vein, I have championed the constructivist model of teaching.  It has not been easy, however, to move teaching staffs who are entrenched in very traditional, technical practices.   In fact, as life would have it, my own daughter, who scored at the 99th percentile on intellectual scales, found high school tremendously limiting and disappointing.  Thus, when she wanted a meaningful college experience, I agreed to enroll her in Antioch College, where she would find her education and field experience both stimulating and meaningful. As part of her first five college semesters, she had the joy of interning at the Field Museum in Chicago, where she interviewed author Anna Quindlen, literally touched real artifacts from Egypt, and participated in the unveiling of the Dinosaur exhibit named "Sue." She also interned at Sony Wonder, a high-tech adventureland in New York City.  It is only now that I have "lived" in a high school for the past year, that I fully understand the level and degree of her disappointment.  And yet, this high school was what I believe to be among the better -- relatively speaking -- of many high schools across the country.  My recommendation to the Superintendent was precisely that "there needs to be more hands-on, meaningful learning experiences, more opportunities for students to go off campus to learn about the world around them. The high school experience needs to be more actively challenging and more connected to the community.” My recent experiences in New York City have shown me how the Gates Foundation is working to make high school more relevant and more connected for its students.  In addition, I had the wonderful opportunity to design a new community middle school that embedded project-based learning through its community garden and its related culinary focus and theme of eco-literacy. It is clear to me that students today must be connected to the world at large if they are to create meaning and purpose in their learning.     **QUESTION & ANSWER**: The following are the key elements of Teacher Work I would consider most essential in my evaluation of professional staff at High Tech High: 1.  **STUDENT-CENTERED**: First and foremost, teachers in project-based instruction must be student centered; they must be able to *relate well* to students, get to *know them individually*, and *take personal interest in their learning*. They must know about their *students' interests, their skills and their passions*. 2.  **CREATIVITY**:  It takes creativity on the part of the instructional staff to build a *program and a curriculum that raises the stakes* for students beyond the school walls and provides *opportunities for individual choice and authentic learning*.  3.  **RIGOR**: If a project or exhibition is to produce real learning, it must be developed around rigorous standards for student inquiry and learning.  It is the instructional staff, the facilitators or coaches, who set these standards for success.   4.  **RELEVANCE**:  The teacher needs to make the learning tasks relevant to students -- that is, they must enable the students work on projects that relate to their interests. Such relevancy motivates students and increases real-world learning.   Students want to understand the purpose for their learning. 5.  **HIGH STANDARDS AND EXPECTATIONS** THAT INCORPORATE **MULTIPLE MEASURES OF ACHIEVEMENT:**  Despite students' economic, cultural or ethnic backgrounds, the teacher holds high expectations for every student and assists them by providing multiple pathways to learning.  Implicit in this criterion is a... 6.  **RESPECT**: Staff members must respect every student and must also respect each other.  A good deal of collaboration is needed in this type of educational program.  Students reciprocate the respect they are shown. 7.  **COMPLEXITY AND INTEGRATION**:  Project-based learning is not for the simple-minded.  While students may come up with ideas for their personal studies, the teacher, as facilitator, must guide the study so that it has a fruitful purpose and results that are transferrable to other situations and across disciplines.  8.  **PASSION FOR TEACHING AND LEARNING**: Teachers are able to influence students to produce their best work due to their own level of passion and commitment to learning, to their interests, which they share with their students, and to their students' success. 9.  **FLEXIBILITY AND PREPARATION/PLANNING**: Teachers provide many alternatives for students to demonstrate learning and are open to students' ideas.  Extensive planning goes into preparing problem solving activities and projects based on students’ interests and the concepts and understandings that the teacher wishes students to uncover in student work. 10. **HIGHER ORDER THINKING SKILLS / SOPHISTICATED WORK**: Rote learning is not the desired goal here; probing questions of a higher order should lead students to reflect and evaluate, to synthesize and apply their learning to other situations.  Teachers must be skilled in asking essential questions, checking for understanding, and assessing authentically. 11.  **RESOURCEFUL:**  The team leader or coach uncovers every possible connection beyond the school walls to enable students to pursue real world projects and apprenticeships. 12. **BROAD, LIBERAL BACKGROUND**: The teacher understands how the Arts and Humanities, as well as Mathematics, Science and Technology, can be integrated to fully educate students.  13.**EXEMPLARY COMMUNICATION SKILLS**:  Model and teach effective 21st century communication skills which include active listening, critical reading skills, formal speaking, writing for many audiences, as well as all forms of technological communications. 14. **CONSTRUCTIVIST ORIENTATION**: Able to build collaborative teams to meaningfully engage students and colleagues in project-based learning.    15. **COACH/FACILITATOR/MENTOR**: The successful project leader must be able to serve students and other team leaders in whatever capacity is needed for students to achieve success.  S/he is a “guide on the side” of the learner. 16. **COMMUNITY-MINDED**: Since learning projects may be community-based, it is important that teachers actively seek ties to the community and understand the needs of the community as well as it resources -- both utilized and underutilized.  17.  **LIFE-LONG LEARNER:** Participates in on-going and enriching professional and personal learning activities such as professional development, collegial circles, action research, travel, and other training that extends learning and growth both for the professional and ultimately, to his/her students.      [Reply](http://proffranksmith.com/moodle/mod/forum/post.php?reply=273) |

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 HTH Retrospective 2007-08

 Final Group Critique

 Learning to Change, Changing to Learn

When you think you understand the core elements of the HTH school model, based upon the explanations and artifacts presented in the Digital Commons and any other sources you identify, answer the question posted in the Q&A activity. This is an individual task and requires a personal response from each of you.

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| Picture of Rosalees Snuggs | pre-class assignmentby [Rosalees Snuggs](http://proffranksmith.com/moodle/user/view.php?id=16&course=2) - Friday, 10 July 2009, 08:51 PM |
|  | **Rosalee Snuggs** **Dr. Smith** **July 6, 2009**   **What would you consider to be the key elements of teacher work in the context of the HTH model?  What would you be careful to observe and comment about in your evaluation of the teacher, given your responsibility for instructional leadership?** **(a)            The key elements of teacher’s work in the context of the HTH model:** Teachers are using technology in the classrooms to transform education Teaching and learning are continuance and lifelong. The students are always at the core. Students learn best by doing Intertwine subject matter to reflect contemporary knowledge of society All assignments include challenging hands-on approach to learning enabling the student to develop and retain useful, working knowledge of the subject. Technology is the new classroom and is used to connect students to the world. Assignments are done in teams.  (b)              **What would you be careful to observe and comment about in your evaluation of the teacher, given your responsibility for instruct-tional leadership?**  Do students know what is expected of them? How involved are students while the teacher is instructing; are they attentive to what is going on in class? Are they paying attention? Are they sleeping……? Are students motivated to go beyond the classroom in their search for answers? Are students able to relate the subject to real-life situations? Team work: Are students working together? Is there collaboration going on? Are disputes resolved quickly?  Is the teacher readily available to assist or answer questions when needed? Is this class integrated with other classes to enhance the learning process? What is the teacher doing to help students to be responsible for their own learning Does the teacher collaborate with other teacher during planning time? Is there shared teaching with relative classes? Is there high expectation for ALL students? Do students complete a final or capstone project? What media is used to display students’ projects? How is the community utilized in the students’ projects? Are students’ projects required or optional?         [Reply](http://proffranksmith.com/moodle/mod/forum/post.php?reply=82) |

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# Oakdale 4900: High Tech Lessons

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| Picture of Omeros Catan | HTH by [Omeros Catan](http://proffranksmith.com/moodle/user/view.php?id=8&course=2) - Friday, 10 July 2009, 07:02 PM |
|  | Homework assignment for Dr. Smith: Summer 2009: High Tech High By: Omero Catan Comments about the videos are stated below. **Mobile Learning Institute: PBL at HTH** : Larry Rosenstock –Narrator first commented that it is imperative to ignore all the issues that generate segregation and utilize your “will” to create products that are worth doing and have sustaining value. Rosenstock narrates that at HGH they utilize tools to create products according to individual tastes- and instructors are at the Charter school to utilize technology in order to emphasize the humanities. One student presented her artwork about “parabolas.” Another student explained his robotics project. Yet another displayed a bridge which could withhold a substantial amount of weight. The outside of the facility is merely a box, but the inside displayed everything practical from the extensive glassware, which was designed to enable spectators to see their projects. In other words, Mr. Rosenstock explained that it looks like an “incubus.” The students are able to enjoy the fruits of their labor primarily because there are no discipline issues. The students are treated with respect, and respect for their instructors and peers is reciprocated. There seems to be a virtuous cycle in the area of student decorum, with an emphasis upon support and nurturing. Instructors are expected to utilize their interests and embed their passions into their instructional strategies. Rigor is facilitated by utilizing your passion, in the area of inquiry and enables others to create products while s/he coaches about techniques so that a product of worthwhile and sustaining value is created. **Edutopia: Team TeachingTransformed by Technology**: This film is about the team teaching/project based learning. It is narrated by Blair Hatch and Jeffrey Robbins with a guest appearance by the “Emperor of Rigor.” The entire video concerned ways in which the students were able to individually utilize their talents for a group project. The theme seemed to entail how to promote the Blood Drive in San Diego. The advantages of the team approach are manifold: for example; students communicate with the professors using the digital portfolio (Dr. Smith: this is familiar approach), to communicate the progress of each phase of the project where every student must become involved in each of the phases of the project. **HTH Restrospective 2007-2008** : this video began with brief snapshots of all the learning experiences of the aforementioned school year as selected students, parents and teachers commented on the advantages of attending the HTH School. Primarily, the comments were in regard to their appreciation of utilizing technology in creating projects as a group process, which enabled each of the students to utilize his/her individual talents in creating a product that is worthwhile and sustainable. The teachers emphasized an encouragement of individual learning styles (Dr. Rita Dunn) and Multiple Intelligences (Howard Gardner). These episodes of HTH displayed many social, intellectual, physical and emotional scenarios. Also, the video concentrated on projects of the guitar, the medieval fair, the political process as a registered voter, the project of walking on water utilizing “walking shoes,” and a math review board game. The last portion of the program emphasized the importance of the new graduate program where the process of learning is similar and the products were created by adults utilizing similar learning processes. **Final group Critique** : the art class, instructor is Andrea Barrett who led a class period on critiquing an art portrait project. The first step of the class critique entailed enabling students to place one, two, or three stars on their three favorite portraits, which were hung on the wall of the classroom. Students had five minutes to do so. Afterward, the teacher discussed the criteria of the student critique. The features of the portrait of importance included several things. The characteristics of a quality portrait included whether the facial features were balanced and had contrast; other features of a quality portrait were whether the portrait looked like the person, and whether the character had correct proportions. The second step in the critique included a critique sheet where students were encouraged to create a standardized process for their comments and reasons for their critiques. The last step in the critique was a discussion of the student critique. During the discussion, the instructor encouraged her students to give accurate reasons for their comments and gave them praise for their efforts. Also, the instructor was articulate, she circulated around the room to address her students, and she added information to the comments of her students. Toward the end of the video the art instructor gave her students an opportunity to improve their portraits on the next class utilizing the comments of each the students in the critiques of the portraits. **Learning to Change, Changing to Learn** : This video encompassed many of the comments of the students attending the charter school in California. Some of the comments consisted of the following ideas. As one student goes through the process of learning, using technology, Technology is so convenient, reading and writing have been taken over by technology. “It is a trial and error process.” “It makes the ordinary, extraordinary.” “I am a person, I am not a computer.” “Technology paves the way for our society.”It is an extension of who I am as a person.” “I can experiment using technology...it is paving the way for us to move forward as a civilization.” When you have access to everything, you sort of learn to know yourself better because you are forced to decide what to use and what not to use. “It teaches people to think in a different way.” The video of choice for me entailed how the students made use of puppet making in the movie **Casting Shadows**. During this video several students commented on the process of utilizing puppet mastery for the creation of the puppets and how their movements were a peaceful replacement to discuss important current events. The entire process of utilizing puppetry involved a team approach where individual students were encouraged to utilize their individual talents in the creation of a situation where puppets were utilized to carry out scenarios of public importance to an interested audience. **Q &A Question:** Assuming that I am the principal of High Tech High and I am responsible for the evaluation of teachers in HTH, it would seem that the current standards reform movement methods of evaluation of the school and the instructors are inappropriate. The process of learning at HTH school for elementary, secondary as well as for graduate students is similar. Also, the process for learning at HTH is familiar to me in that I believe it encompasses the same process of learning at St. John’s University at the Oakdale campus which, I have been told, is a different process than at the Queens campus. It is rather obvious that at HTH, as well as at St. John’s University there is a tremendous spirit of inquiry which drives learning. Technology is important as a medium for communicating ideas, and group work facilitates the process of sharing knowledge in order to generate new ideas that create alternative answers to age-old problems in our society in general and for educational leaders. Of course, one would have to begin to recognize John Dewey in this process of learning. Models of the school process of learning, contrasting a technical or illusory style; it would seem that a constructivist model of instruction would be present at HTH. Aforementioned, Howard Garner’s multiple intelligences and Rita Dunn’s individual learning styles are encouraged at HTH. If one utilizes the Organizational Climate Description Questionnaire by Andrew W. Halpin and Don B. Croft (OCDQ) it is apparent that the climate of the school seems to be open in that the teachers tend to be energetic, showing concern for their students, and the students seem to know and adhere to the rules. With respect to Rensis LIkert’s four management styles HTH seem to be recognized as a participative model of group interaction, where there is high motivation for learning, information flows freely and accurately in all directions, there is a great deal of cooperative teamwork with respect to student-to-student interaction as well as teacher-to-student interaction, the decision-making process involves all stakeholders in the learning process, the goals for learning are well established and all members of the group feel a strong responsibility to contribute positively toward their learning outputs in creating products that are practical and sustainable. As the principal of the school, it is imperative that I should not “get in the way of learning” by imposing a structure of instructional strategies that require the teachers to fragment their lessons. First, I must earn their trust so that they do not engage in infrequent “performance” in a formal evaluation procedure which justifies the standardized regulations that require me to report to the Board of Education. My method of evaluation would be to be visible and engage in “three minute walkthrough’s” so that I can have enough information of their instructional strategies to give them support in their endeavors to help our students to become productive citizens and lifelong learners. I would engage in frequent contact with all stakeholders and encourage the teachers to include their “passions” to communicate their respective content as they see fit as it relates to utilizing technology as a medium to create wonderful projects that are useful and build the students’ skills in many areas. Finally, I would report to the Board of Education the usefulness of the many skills that are learned by the students as presented by the digital portfolios as a means of sharing with them, the teachers’ skill in preparation of the content, the manner in which they interact with their students, and the skills that are learned in the instructional process. [Reply](http://proffranksmith.com/moodle/mod/forum/post.php?reply=24) |

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|  | http://proffranksmith.com/moodle/pix/f/word.gif[EDU7701excsHTH.doc](http://proffranksmith.com/moodle/file.php?file=%2F2%2Fmoddata%2Fforum%2F5%2F11%2FEDU7701excsHTH.doc)EDU 7701 – Question and Answer on High Tech HighMatthew Obiekezie The question and answer for this exercise is centered on the evaluation of teachers by the principal. We can begin this discussion by asking: what would be the central concerns of a principal in the evaluation of teachers in a school like the HTH?1. The principal is required to know the capability of the teacher to whom he is entrusting the very important business of teaching and learning. In High Tech High, the business of teaching and learning can be challenging because of its characteristic nature of team teaching. It is not just enough for a teacher to show mastery in his/her subject matter, the teacher must be prepared to work with other teachers in order to realize the objectives and goals of the school. A teacher of Arts had to learn his partner’s subject in order to achieve the goal of their common project. The teachers who hold a common project not only meet by themselves to prepare for the day’s work but also meet at a scheduled time with their students once a week during the day. The entire faculty meets on Friday. By these meetings the principal learns more about the capability of the teachers and where individual teachers would need a professional development. 2. The principal has to make sure that the staff and student have the philosophy and the routines of the school very clear in their minds. One thing that is observable in the HTH is the clarity of the program. Mr. Larry Rosenstock, the founding principal of HTH boasts that every student on the campus will be able to give an account of the project he/she is studying at any time. In the various videos and presentations made in the digital commons, the objectives of individual projects and the overall goals of the HTH are very clear to everyone. 3. The principal ought to be able to give the teachers time to make a transition to a new system of learning. The HTH is an unusual type of education system which is breaking several traditional teaching and learning system and making success of new inventions. The principal must be firm in his reforms but has to listen and be persuasive with his teachers. We heard the confession of some of the teachers in “The Mentor Experience” who came in with doubts about the success of their programs, and having left themselves open to the new learning and teaching system rejoice to be rewarded with acquiring a new learning and teaching idea. 4. Mr. Rosenstock talks about teaching and integrating in one’s teaching the great ideas one got from their own high school and teaching what one is passionate about. A principal should look upon his teachers as persons to whom he ought to listen, feel for, and help to maximize their potentials.What are the key elements of teacher work in the context of HTH model?1. The HTH model is a technical pedagogy with content academics. In order words, it is a system of education where theory is brought to bear on “praxis.” It is a hands-on system where specialists in various fields of learning come together to make sense of learning. Students learn the subject matters and work to touch, smell, see, and literally master what they are learning.2. Mr. Rosenstock talks about the elements of the HTH educational system as one of “several integrations.” Therefore, the key elements of teacher work in the context of the HTH model are the following. a) To bring about social integration – to help students of various social classes be able to work together, create and serve the public (according to Thomas Jefferson’s ideal).b) To bring about the integration of the head and the hand. Quoting John Dewey, Mr. Rosenstock says that understanding drives activities. If the students have understanding, they will be creative.c) To ensure the integration of the school and the community. The school is an open system that must allow the life in the community to influence the school productions, and vise versa. The HTH embarks only on the projects that are useful to the community, as the development of the DNA Barcode was to help an African country to combat illegal poaching of wildlife.d) To bring about the integration of secondary and post secondary schools. To ensure that people who graduate from HTH will have the competence and the desire to attend college, to be able to reverse uneducated peer pressure.**What would a principal want to look out for in a model like the HTH school system?**I will give all it takes to make sure that this experiment has every chance to succeed. I find Drake and Roe’s model of teacher evaluation very useful here, and a summary of what I will do to show leadership in instructional leadership. (See figure 1 below)I will make it clear to any person wishing to teach or study in HTH what the school is all about. Hopefully the clarification will be able to put people’s expectation to its proper perspectives. ( *Figure 1,* Teacher Evaluation Model of Thelbert L. Drake and William H. Roe in *The Principalship,* New Jersey: Merrill Prentice Hall, 2003), p.319. [Reply](http://proffranksmith.com/moodle/mod/forum/post.php?reply=11) |

[Re: HTHexc](http://proffranksmith.com/moodle/mod/forum/discuss.php?d=11&parent=12) by Professor Smith - Friday, 10 July 2009, 06:43 PM

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| Picture of Johns Karahalis | High Tech Highby [Johns Karahalis](http://proffranksmith.com/moodle/user/view.php?id=10&course=2) - Friday, 10 July 2009, 06:06 PM |
|  |   **High Tech High**  Q&A Question  John Karahalis                                                             *Cohort 8*                                                                                                                  Dr. Frank Smith                                                                                                                   EDU 7701            In reading the latest “unboxed” edition from HTH and the videos you  suggested,  it became apparent that teachers at HTH must be willing to abandon most of the “*traditional*” training and conventional  ideas they had been told of what makes a superior teacher.  From the principle down, staff at HTH must be willing to step *outside the box* of traditional teaching and explore their creative ideas and talents with their students.  The typical classroom of teacher as front and center and students sitting quietly with hands folded is not what is expected at HTH.  In the article “An Article of Faith” teacher Cindy Jenson- Elliot makes an important observation as she states*: “I learned that nothing could replace careful preparation and planning on my part.  That said, I also knew that the most beneficial learning experiences allowed for active exploration.  My plans needed to be flexible enough to allow for dynamic inquiry, where students could work at different paces”.*  Another teacher, Wendie Ward in the article “Into the World of Projects” states that “*I want my students to feel like our classroom is a haven where they are safe to create and explore.  I want them to know that I value their opinions and ideas.  I want them to be at the center of what we do together.”* From the videos that presented team building projects, their emphasis on the new and latest technology, as well as the HTH Retrospective that discusses “lots of individual attention”; using physics and math skills in making electric guitars and a math review board game among other ideas, it is apparent that as a principle evaluating teachers in such a program I would look to see the following key elements are followed to insure continued success in the program: **1**. The work conducted in classroom must incorporate a **multi-faceted** approach tolearning that can overlap with more that one core subject.  For example : math can be introduced in art lessons or as is presented in the Edutopia: Team Building video,  lessons on “*blood*” can be taught on many different levels from  anatomy exploration  through the use of three dimensional models, mathematical odds for different blood types,  hands on interaction and even conducting  community blood drives.  **2.** **Group projects** are a key element in classroom learning as students need to be able to work in a cooperative atmosphere utilizing skills that will be needed when they graduate to the work force.  **3**. Teachers must use **ongoing assessments** of concrete work students present with both positive and critical feedback from both teachers and peers to evaluate the work created and completed.**4**. **Technology** and the ability to use *tools* must be included in student work completed; the traditional book report is not what is expected from HTH students or from assignments given by teachers. As is presented in the video “Learning to Change, Changing to Learn “technology makes you a better learner”.   **5**. Teachers should be able to **integrate their passion** and interests into the classroom and lessons.  As was stated by Larry Rosenstock, (HTH CEO) in the video “Mobil Learning Institute: PBL at HTH”, “teachers will be evaluated on the sophistication of their students work”.  The more creative and intergraded the lessons learned, the more valuable the teacher.   **6**.  In the article “Keeping it Real” Adria Steinberg (1997) adds additional       excellent suggestions for teacher assessment which includes:“The work has personal and/or social value, beyond the school setting”.  “The work is taken seriously by adults engaged in similar issues or work”.  “Students see a reason for what they are doing beyond getting a grade” and “The work is structured to emulate high performance work environments”.              An evaluation of the teachers of such a program I was responsible for must also encourage teachers to continue to be “life long learners” and support them in new and innovated ideas that they can incorporate within the classroom. In such an innovated program not only are the teachers needed to think “outside the box” but so must the leader of such a program, where the need to lead by example is self-evident.     [Reply](http://proffranksmith.com/moodle/mod/forum/post.php?reply=3) |

# Oakdale 4900: High Tech Lessons

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| Picture of Angelas Aiello | Angela Aielloby [Angelas Aiello](http://proffranksmith.com/moodle/user/view.php?id=5&course=2) - Friday, 10 July 2009, 06:05 PM |
|  | Angela AielloJuly 8, 2009High Tech High When researching High Tech High and viewing the videos on their webpage I couldn’t help but want to pack my bag and join the staff. Seeing education come alive for the students at HTH was amazing, leaving me longing to be part of something so wonderful. Seeing such a free but structured approach to education was interesting. I was unaware (up until now) that school models like this existed. It makes me question, if there is such great success with this type of model, why more schools are not using it?As the principal of High Tech High when evaluating my teachers I would look for meaningful student work. What type of projects are the student in class working on and completing? The work needs to be relevant and meaningful, “work worth doing.” I would expect to see the teachers empowering their students to take an active role in there education and evaluation. A linking between teachers projects to foster a team teaching atmosphere would be essential when educating students at HTH. An emphasis on not only student learning but teacher learning is crucial. At HTH I would expect my staff not only to promote life long learning to their students but be life long learners themselves. A passion for teaching and learning would be quite evident when walking the halls and meeting the students and staff at High Tech High. \*[Reply](http://proffranksmith.com/moodle/mod/forum/post.php?reply=4) |

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| Picture of Janas Antelo | High Tech Highby [Janas Antelo](http://proffranksmith.com/moodle/user/view.php?id=6&course=2) - Friday, 10 July 2009, 06:04 PM |
|  | St. John's University EDU 7701Dr. SmithEDU 7701 High Tech High follows a similar structure as The School of the Future of Philadelphia that was founded by Bill Gates. This school is characterized by the integration of technology into the curriculum and mostly the application of concepts. Similarly, at High Tech High, students are engaged on projects. These projects reflect the application of the learned concepts. As a High Tech High principal, I would make sure that the mission statement of the school is followed. I would make sure that all students are engaged in the lesson and projects. I would read teacher’s projects and see if the projects are following differentiation of instruction, Gardner’s style of learning, and the application of technology. I would be careful to comment on the clarity of each lesson and projects. I would see that each project is a shared project among teachers. Sharing is what is essential in the school culture. Everyone in the school is a learner. Teachers have to be able to work together well. They have to have a sense of acceptance to others and to students, value diversity and each other. [Reply](http://proffranksmith.com/moodle/mod/forum/post.php?reply=10) |

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| Picture of Anthonys Banye | Assignmentby [Anthonys Banye](http://proffranksmith.com/moodle/user/view.php?id=7&course=2) - Friday, 10 July 2009, 06:02 PM |
|  | **Answer**HTH seems to have been designed to support key program elements: team teaching, integrated curriculum, project-based learning, community-based internships, frequent student presentations, and exhibitions. I understand that teachers work in teams to design integrated projects that cut across subject area boundaries and each team shares an office adjacent to the “seminar” rooms in which they teach.What I will consider to be the key elements of teacher work in the context of the HTH Model will be the way and manner a teacher is able to integrate technical and academic education to helping students to be ready for college in high tech fields as well as other liberal arts of study. Since teachers work in teaching teams, grade level teams, and disciplines to align and articulate standards coverage within and across courses and grades. I will be careful to observe and comment about:The teacher’s syllabus showing his/her approach to meeting standards His/Her activities in classrooms, within the context of project-based learning, and how he/she is covering the content specified in his/her syllabus. How his/her student’s work addresses content standards during Presentations of Learning (POLs), Exhibitions and other public displays of student work How the teacher’s works promote learning experiences that involve students in complex, real-world projects through which they develop and apply skills and knowledge. Student’s classroom performance How his/her teaching is helping students to draw from many information sources and disciplines in order to solve problems The way the teacher is preparing students to be productive members and leaders of their community of the society In general, I will comment on the way the teacher is implementing fully the Design Principles of HTH. [Reply](http://proffranksmith.com/moodle/mod/forum/post.php?reply=9) |

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* / **► #7701 HIGH TECH HIGH - POSSIBILITES FOR ALL STUDENTS**

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| Picture of Ritas Mattus | #7701 HIGH TECH HIGH - POSSIBILITES FOR ALL STUDENTSby [Ritas Mattus](http://proffranksmith.com/moodle/user/view.php?id=12&course=2) - Friday, 10 July 2009, 06:02 PM |
|  | RITA MATTUS   7/7/09             EDU # 7701                     HIGH TECH HIGH -  POSSIBILITIES FOR ALL STUDENTSHigh Tech High reminds me why I still choose to remain in education, despte my lengthy career. After all, Social Security accurately records that I have worked since I was 14 years of age.  That only shows the "work" which could be officially recorded.  It does not take not take into account the daily family chores that began in Kindergarten, the babysitting that was required as the eldest of nine children born over a fifteen year span, and the subsequent employment as the neighborhood's "most eligible babysitter." I have had the opportunity to work on many different educational projects and had central leadership roles in a number of school systems. I know that I have made a true difference in many children's lives, and I have helped teachers to grow in their practice and to challenge their professional colleagues.  Yet, I still yearn to do something truly transformational in today's educational milieu.I first had the opportunity to hear Howard Gardner speak about student exhibitions and apprenticeships in 1990, when I was selected as a teacher by Harvard GSE to attend the Principals Center's Institute for New and Aspiring Principals.  I left this 10-day intensive educational journey committed to make a difference...determined to be an instrutional leader, not a mere manager.  Gardner's work spoke to me then, as it speaks to me now.  In a similar vein, I have championed the constructivist model of teaching.  It has not been easy, however, to move teaching staffs who are entrenched in very traditional, tehcnical practices.   In fact, as life would have it, my own daughter, who scored at the 99th percentile on intellectual scales, found high schooltremendously limiting and disappointing.  Thus, when she wanted a meaningful college experience, I agreed to enroll her in Antoch College, where she would find her education and field experience both stimulating and meaningful. As part of her firstfive college semesters, she had the joy of interning at the Field Museum in Chicago, where she interviewed author Anna Quinlan, literally touched real artifacts from Egypt, and participated in the unveling of the Dinosaur exhibit named "Sue." She also interned at Sony Wonder in New York City.  It is only now that I have "lived" in a high school for the past year, that I fully understand the level and degree of her disappointment.  And yet, this high sshool was what I believe to be among the better -- relatively speaking -- of many high schools across the country. My recommendation to the Superintendent was precisely that "there needs to be more hands-on, maningful learning experiences, more opportunities for students to go off campus to learn about the world around them. The high shool experience needs to be more actively challenging and more connected to the community."My recent experiences in New York City have shown me how the Gates Foundation is working to make high school more meaningful and more connected for its students.  In addition, I had the wonderful opportunity to design a new community middle school that embedded project-based learning through its community garden and its related culinary focus. It is clear to me that students today must be connected to the world at large if they are to create meaning and purpose in their learning.    QUESTION & ANSWER: The following are the key elements I would consider most essential in my evaluation of professional staff at High Tech High:1.  STUDENT-CENTERED: First and foremost, teachers in project-based instruction must be student centered; they must be able to relate well to students, get to know them individually, and take personal interest in their learning. They must know about their students' interests, their skills and their passions. 2.  CREATIVITY:  It takes creativity on the part of the instructional staff to build a program and a curriculum that raises the stakes for students beyond the school walls and provides opportunities for individual and authentic learning.  3.  RIGOR: If a project or exhibition is to produce real learning, it must be developed around rigorous standards. It is the instructional staff, who become the facilitators, who set these standards for success.   4.  RELEVANCE:  The teacher needs to make the learning tasks relevant to students -- that is, they must enable the students work on projects that relate to their interests. Such relevancy motivates students and increases learning.   5.  HIGH STANDARDS/EXPCTATIONS THAT INCORPORATE MULTIPLE MEASURES OF ACHIEVEMENT:  Despite students' economic, cultural or ethnic backgrounds, holds high expectations for every student and assists them by providing mutiple pathways to learning.  Implicit in this criterion is a...6.  RESPECT for every student: Staff members must respect every student and must also respect each other.  A good deal of collaboration is needed in this type of educational program.  7.  COMPLEXITY AND INTEGRATION:  Project-based learning is not for the simple-minded.  While students may come up with ideas for their personal studies, the teacher, as facilitator, must guide the study so that it has a fruitful purpose and results that are transferrable to other situations.  8.  PASSION FOR TEACHING AND LEARNING: Teachers are able to influence students to produce their best work due to their own level of passion and commitment to learning and to their students' success.9.  FLEXIBILITY AND PREPARATION: Teachers provide many alternatives for students to demonstrate learning and are open to students' ideas.10. HIGHER ORDER THINKING SKILLS: Rote learning is not the desired goal here;  real questions of a higher order should lead students to reflect and evaluate, to synthesize and apply their learning to other situations.  11. QUESTIONING SKILLS: More importantly, the teacher will be able to elicit deep questions from students, based on his/her modeling of high level questioning.  Teachers must be skilled in aksing essential questions, checking for understanding, and assessing authentically.12. BROAD, LIBERAL BACKGROUND: Understands how the Arts and Humanities as well as Mathematics, Science and Technology can be integrated to fully educate students.13. COMMUNICATION SKILLS:  Model and teach effective 21st century communication skills which include active listening, critical reading skills, formal speaking, writing for many audiences, as well as all forms of technological communications. 14. CONSTRUCTIVIST ORIENTATION: Able to build collaborative teams to meaningfully engage in project-based learning.    15. COACH/FACILITATOR/MENTOR: The successful team leader must be able to serve students and other team leaders in whatever capacity is needed for students to achieve success.16. COMMUNITY-MINDED: Since learning projects may be community-based, it is important that teachers actively seek ties to the community and understand the needs of the community as well as it resources -- both utilized and underutilized. It is likely that some of the most important projects will serve as agendas for social change.  [Reply](http://proffranksmith.com/moodle/mod/forum/post.php?reply=8) |

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| Picture of Christophers Okorie | HIGH TECH HIGH SCHOOLby [Christophers Okorie](http://proffranksmith.com/moodle/user/view.php?id=15&course=2) - Friday, 10 July 2009, 06:01 PM |
|  | CHRISTOPHER OKORIE07/10/09Personal Assessment of Teaching Process at High Tech HighThe High Tech High School model is a very interesting and seemingly complicated model. As a principal, certain features are noticeably very prominent and they seem to account for the success of the program. They emphasize on desegregation in ideas and thoughts in the teaching process. The use of brain and hands should go together. School and community, liberal arts and sciences can still go together. The world can be studied from the lens of everything. Also feature worthy of note is the cooperation between teachers and teachers, students and students and between teachers and students. Teachers have the freedom to come to school with whatever innovation they bring from outside the school building. There is no room for fear as suspicion invite treachery.In the school student should not just learn but should be what they learn. On the other hand, teachers and students become interdisciplinary. For instance in one project of history, science and arts can be learned at the same time.The model emphasizes professional development for teachers. No teacher comes to the school as a finished product. All teachers learn from one another from students and from the subject itself. Learning as a team becomes a great priority. The student learning is also seen as an adult learning. However, with all the above listed advantage of the High Tech High model, there seem to be possible problems of implementation. Funding might create an obstacle as the model can work best when all the equipment and facilities are available. Also supervision and coordination is highly important. If all the different individual talents and skills are not properly harnessed, it could lead to a possible chaos and anarchy.As a Principle of High Tech High, I will make all possible efforts to encourage the merits of the program and watch carefully on the possible difficulties.[Reply](http://proffranksmith.com/moodle/mod/forum/post.php?reply=7) |

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|  |  In my role as principal of High Tech High, I have identified the following key elements in the evaluation of teacher work within the context of our model: Teachers must: 1. Maintain an informative and current digital portfolio
2. Continually view and critique student portfolios
3. Encourage students to use technology as a tool for learning
4. Not segregate students according to anything
5. Encourage students to have a purpose, possibly even emulating what adults do
6. View the school as an equal playing field
	1. Teachers and students share the same bathrooms
7. Strive to integrate both teacher and student interests into school
8. Encourage students to not just study, but to “be”
9. Work together on certain projects, which foster interdisciplinary instruction
10. Review students work to be posted on their digital portfolios
11. Teach students how to cooperatively engage in group work sessions
12. Focus on production of students in an encouraging individualistic way
13. Give students choice where appropriate
14. Present students with opportunities to work on projects which serve the local community
15. Give clear instruction and direction to students so that they are clear on their specific task(s)
16. Give positive feedback on student’s POL (Presentation of Learning)
17. Have conversation with students about college options
18. Provide students with enthusiastic and individual instruction
19. Keep students informed with current events and procedures such as voting
20. Give students opportunity to apply their skills to help other individuals, including adults in the community
21. Foster teamwork amongst teachers and students
22. Promote and provide opportunity for the mentoring of the students toward younger students in other schools
23. Continually learn just as students do
24. Provide students opportunity for peer teaching
25. Foster an environment which is conducive to open and fair discussion
26. Instill a love of technology in students
27. Encourage students to identify who they are as a person, through technology
28. Provide students with opportunity to improve their work as they go along and also edit past work
29. Ensure a multi disciplinary education, working collaboratively to integrate subject areas
30. Encourage students to look toward the future in paving the way for the world and society to move forward, technologically

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* / **►** [**Key Elements of Teacher Work**](http://proffranksmith.com/moodle/mod/forum/view.php?id=6)Top of FormAudry Nielson

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| Picture of Audreys Nilsen | Audrey Nilsenby [Audreys Nilsen](http://proffranksmith.com/moodle/user/view.php?id=13&course=2) - Friday, 10 July 2009, 05:56 PM |
|  | **Audrey Nilsen                                                                                                July 2009** **EDU 7701** **High Tech High** **Q&A Activity** **Question:**  Knowing what you now know abut HTH, based upon your study of items in the digital commons, assume you are the principal of High Tech High and you are responsible for the evaluation of teachers in HTH.  In your evaluation of a teacher in HTH, what would you consider to be the key elements of teacher work in the context of the HTH model?  In other words, what would you be careful to observe and comment about in your evaluation of the teacher, given your responsibility for instructional leadership? **Answer:** The major design principles of HTH are identified as personalization, adult world connections, and a common intellectual mission.  The school and class sizes are small and there is an open atmosphere.  The instructional emphasis at HTH is on integrated, hands-on, project-based learning and student exhibitions, in addition to student internships.  A final design principle is ample collaborative planning time for teachers.  To support the principles of the school through teacher performance evaluations, the principal would need to evaluate the key elements of teacher performance as described below.             **Collaboration:**  The projects and internships at HTH require an integrated cross-discipline approach and seek to solve real-world problems.  Therefore, teachers would need to demonstrate the ability to successfully engage and collaborate with students, parents and communities, including businesses, colleges, and the global community.  Effective communication and interpersonal skills would be essential. **Complex planning and organization:** Projects-based learning across disciplines is complex and requires intensive planning.  Student work at HTH is personalized and students work on different projects at individualized paces.  They also work as partners and in teams.  To ensure that all students are engaged in meaningful work and that all students meet the learning standards, teachers must prepare complicated syllabi with built-in timelines, which may be adjusted and revised throughout the course.  The projects must be inquiry-based and must stimulate critical and creative thinking skills that revolve around identifying and problem-solving real world issues.            **Academic rigor through projects and assessment:**  Student assessments (both project-based and the more traditional tests and quizzes) should reflect the California state standards for learning.  Teachers would need to effectively utilize rubrics and lead class critiques of projects that resulted in modifications and revisions of work.  Teacher comments should be meaningful and individualized.         **Mentoring:**  Personalization is a basic principle at HTH.  Teachers need to effectively engage and guide students through projects, junior year internships, and senior projects in areas of specialization.  They need to be available to them, encourage them and inspire them.                                      **Technology:**  All students use technology to conduct research, to develop their projects, and to present their work.  Therefore, teachers also need to be able to utilize technology for the same purposes.  **Reflection:**  Teacher reflection upon each project and course should be meaningful and critical.  The CEO, Larry Rosenthal, indicated that “students look you in the eye and tell you what they’re working on.”  Were students engaged?  What did they learn?  Did their work reflect critical and creative problem solving techniques?  Did it meet the standards?   Did it cross disciplines?  Were we able to address real-world problems? **Professional development:**  Teachers would need to be involved in ongoing professional development and training across various disciplines, including the use and application of current technology.  It would also be important that teachers stay abreast of current real-world issues. **Passion:**  A final element, though hard to measure, would be a teacher’s continued passion for teaching.  To interest and excite students, a teacher needs to demonstrate his/her own passion, interest, and excitement.[Reply](http://proffranksmith.com/moodle/mod/forum/post.php?reply=5) |

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| My Two Boys... | R. Manning HTH Assignmentby [Rorys Manning](http://proffranksmith.com/moodle/user/view.php?id=11&course=2) - Friday, 10 July 2009, 05:53 PM |
|  | High Tech High Teacher Evaluation AssignmentDIVISION OF ADMINISTRATIVE AND INSTRUCTIONAL LEADERSHIPOFTHE SCHOOL OF EDUCATIONST. JOHN’S UNIVERSITYRory ManningJuly 9, 2009Frank Smith, Ph.D.My review of the HTH website was prolonged by my infinite curiosity about the High Tech High philosophy. I believe that I found some consistent themes and patterns while watching many of the videos and reading material posted on the website. To answer the question, I have decided to use the framework of Charlotte Danielson to organize my thoughts about teacher evaluation at High Tech High. Each of Danielson’s four domains are subdivided into several components. I have organized these components into a table which includes my key elements of teacher evaluation as Principal of High Tech High.Domain 1: Planning and Preparation

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| **Danielson**  | **High Tech High**  |
| Demonstrating Knowledge of Content and Pedagogy  | Teacher demonstrates knowledge of content and how content can be connected to the daily experiences of students including connections to other coursework  |
| Knowledge of Students  | Knowledge of student strengths. Teacher plans lessons that bring out each student’s ability to demonstrate their learning through projects.  |
| Setting Instructional Outcomes  | Setting broad instructional outcomes with the ultimate aspiration of having each student set personal learning goals.  |
| Demonstrating Knowledge of Resources  | Teacher guides students to resources that are purposeful in their learning. These resources can include, but are not limited to, digital media, print media, and human resources.  |
| Designing Coherent Instruction  | Instruction is designed to be purposeful to all students.  |
| Designing Student Assessments  | Assessments, such as *presentations of learning*, are designed as a learning tool for all students. Feedback is immediate.  |

Domain 2: The Classroom Environment

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| **Danielson**  | **High Tech High**  |
| Creating an Environment of Respect and Rapport  | Students are partners in creating an environment that is conducive to the establishment of a learning community. As members of this community, students and teachers are respectful of the learning styles of each person.  |
| Establishing a Culture for Learning  |  |
| Managing Classroom Procedures  | Students are partners in creating classroom procedures and routines that enhance learning and allow for the efficient use of classroom time.  |
| Managing Student Behavior  |  |
| Organizing Physical Space  | The teacher recognizes that the classroom is not the only space where learning can occur.  |

Domain 3: Instruction

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| **Danielson**  | **High Tech High**  |
| Communicating with Students  | Whole class instruction is limited. Teacher uses the majority of classroom time to accompany student learning.  |
| Using Questioning and Discussion Techniques  | Teacher strikes an appropriate balance between presentation and dialogue and between accountability and reflection.  |
| Engaging Students in Learning  | The teacher is *a passionate adult who is rigorously pursuing inquiry in the area of their subject matter and is inviting students along as peers in that discourse*.  |
| Using Assessment in Instruction  | Formative assessments used during instruction take place during teacher-student dialogue. Feedback is immediate and designed to assist the student in achieving personal outcomes.  |
| Demonstrating Flexibility and Responsiveness  |  |

Domain 4: Professional Responsibilities

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| **Danielson**  | **High Tech High**  |
| Reflecting on Teaching  | Teacher demonstrates the desire to reflect on teaching outcomes with the goal of improving student and adult learning. Ideas are shared with HTH staff at improvement meetings.  |
| Maintaining Accurate Records  |  |
| Communicating with Families  | Teacher recognizes that a student’s family has a profound impact on their learning and regularly communicates with the family to provide as well as receive information that will enhance the student’s education.  |
| Participating in a Professional Community  | Teacher collaborates with fellow staff members to share and learn. All collaboration serves to improve the learning experiences of each student. Students are recognized as a vital part of the professional community at HTH.  |
| Growing and Developing Professionally  | Teacher is passionate about learning. Professional development opportunities are recognized as serving the needs of the staff and students of HTH; thus all learning is shared.  |
| Showing Professionalism  | Teacher recognizes that student learning extends beyond the classroom and engages students in other aspects of the HTH community by running a Special Interest Group or teaching during an X-period.  |

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| Picture of Anatorys Agripine | Sr. Agripina HTH Assignment by [Anatorys Agripine](http://proffranksmith.com/moodle/user/view.php?id=4&course=2) - Friday, 10 July 2009, 05:56 PM |
|  | Sr. Agripina Anatory Edu 7701 Research and Development in Instructional Strategies Dr. Frank Smith July 10, 2009 Assignment: EVALUATION OF TEACHERS AT HIGH TECH HIGH AS PRINCIPAL *“The FSA tests are beginning to affect teaching and learning in a bad way. Because those tests are used to evaluate schools, students and classrooms, what’s started to happen is* ***teachers*** *are being forced to teach to the tests.”* *Jinny Sims* TEACHERS EVALUATION AT HIGH TECH HIGH C **(** [**http://www.hightechhigh.org**](http://www.hightechhigh.org/) **)** INTRODUCTION Our High Tech High began in 2000 as a single charter high school launched by a coalition of San Diego business leaders and educators. It combats the twin problems of student disengagement and low academic achievement by creating personalized, project-based learning environments where all students are known well and challenged to meet high expectations. All schools at High tech High attempt to show how education can be redesigned to ensure that all students graduate well prepared for college, work, and citizenship. **High Tech Mission** Our mission is to develop and support innovative public schools where all students develop the academic, workplace, and citizenship skills for postsecondary success.**High Tech Goals** We s erve a student body that mirrors the ethnic and socioeconomic diversity of the local community; integrate technical and academic education to prepare students for post-secondary education in both high tech and liberal arts fields; increase the number of educationally disadvantaged students in math and engineering who succeed in high school and post-secondary education and graduate students who will be thoughtful, engaged citizens. We know that whatever leverage we may have hinges upon High Tech High continuing to be known as an organization that operates only excellent schools. **Teacher Credential** The California Commission on Teacher Credentialing has approved our school to certify teachers in mathematics, science, English, history/social studies, Spanish, Mandarin, and art through its Teacher Intern Program. The goal of the program is to prepare teachers to work in an environment that integrates technical and academic education while creating a sense of community engagement and responsibility . TEACHERS EVALUATION AT HIGH TECH HIGH Teachers at High Tech High are responsible for students learning and higher performance. As many theorists say, developing curriculum ideas is never a problem the problem is to implement those ideas in a way that makes sense for students because students have to be able to use what they have learned when they left school. That is why teachers’ evaluation or assessment is crucial at any school. High Tech High is not different from other schools where principals assess their teachers annually or semiannually. As a principal at High Tech High, I evaluate teachers semiannually consistent with our mission and goals. Teachers’ evaluation at High Tech High emphases the following areas Students’ high performance: Students cannot achieve well if teachers do not have required skills and experience. I assess teachers knowledge of their subjects and they way the convey their knowledge in class and outside the class to help student understands what the subject is about. Some students may get higher grades without having a proper knowledge on the subject. Since every student is gifted differently, I insist teachers to use group teaching so that both teachers and students can discuss some questions which help each student to gain higher performance. Group teaching or collaboration is compulsory when I evaluate teachers. **Using Technology in Teaching:** Since technical and academic education is our major goal, I assess teachers if they are able to use technology to emphasis their subjects and if they provide materials and resources to students so that the students also know how to use technology and learn themselves outside their classes. I understand that in today’s world of technology many colleges and organizations like students who have technology background. **Professional Development** Improving teachers’ skills is one of areas which I evaluate our teachers at High Tech High. I evaluate teacher’s progress in addition to their skills and experiences. Do teachers attend seminars or collaborate with other schools or take some programs in order to improve their professionals. Some teachers may have good skills but do not allow changes like using technology in teaching. **Teacher relationship to administration, teachers, parents, communities, and students** Student’s performance depend also how teacher relates to other members in school and outside school. For instance, if a teacher doesn’t have good relationship to principal and other staff even if he or she has good skills cannot convey that skills in proper way to students. So, I do assess teachers by using other staff, students and sometimes I use communities and parents in this area. **CONCLUSION** Many past theorists assume that evaluating teachers has to base on students grades and how teachers convey their materials in classroom but I believe we need also to evaluate teachers in different areas include those I have mentioned above. So far all our teachers have required skills and knowledge in technology and relate well with people inside and outside the school. They have helped students to use technology and understand what they learn in class and expect to continue in post-secondary education. [Reply](http://proffranksmith.com/moodle/mod/forum/post.php?reply=2) |

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# Oakdale 4900: High Tech Lessons

## General forums

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| **Forum** | **Description** | **Discussions** | **Subscribed** |
| [News forum](http://proffranksmith.com/moodle/mod/forum/view.php?f=1) | General news and announcements | [1](http://proffranksmith.com/moodle/mod/forum/view.php?f=1) | Yes |

## Learning forums

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| **Section** | **Forum** | **Description** | **Discussions** | **Subscribed** |
| 1 | [Key Elements of Teacher Work](http://proffranksmith.com/moodle/mod/forum/view.php?f=5) | Knowing what you now know about HTH, based upon your study of items in the digital commons, assume you are the principal of High Tech High and you are responsible for the evaluation of teachers in HTH. In your evaluation of a teacher in HTH, what would you consider to be the key elements of ... | [14](http://proffranksmith.com/moodle/mod/forum/view.php?f=5) | Top of FormBottom of Form |
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| 2 | [Proposed Action](http://proffranksmith.com/moodle/mod/forum/view.php?f=7) | As a cohort we now have a set of answers to one key question, resulting from your study of the “key elements of teacher work in the context of HTH.” What do you propose to do with this information? | [18](http://proffranksmith.com/moodle/mod/forum/view.php?f=7) | Top of FormBottom of Form |
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| 3 | [Conceptual Work](http://proffranksmith.com/moodle/mod/forum/view.php?f=16) | Here is the next task for your research task.Taking a set of data and searching for themes and patterns to generate more coherent meaning is the process of inquiry and research. We have a standard way to report our research: some version of the 5 chapters of a dissertation.  You should, ... | [16](http://proffranksmith.com/moodle/mod/forum/view.php?f=16) | Top of FormBottom of Form |
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| 4 | [Reference to Scholarly Work](http://proffranksmith.com/moodle/mod/forum/view.php?f=10) | In your chapter II you present your conceptual framework based upon the literature that is most relevant to your study of the cohort's documents that present their ideas regarding the key features of teacher work.  These anticipated key features of teacher work should be incorporated in the ... | [14](http://proffranksmith.com/moodle/mod/forum/view.php?f=10) | Top of FormBottom of Form |
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| 5 | [Content Analysis Bins](http://proffranksmith.com/moodle/mod/forum/view.php?f=9) | Given the fact that you are studying a set of digital documents presented on the HTH site, your method of study is content analysis. You will analyze the content that you hear and see.Who are the most significant speakers for HTH? What are their central ideas?What bins do you need to create in ... | [15](http://proffranksmith.com/moodle/mod/forum/view.php?f=9) | Top of FormBottom of Form |
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| 6 | [Aspirations for Teacher Work](http://proffranksmith.com/moodle/mod/forum/view.php?f=13) | Given the materials you have just studied in “school culture and student work,” with reference to your own set of values and beliefs, what is your aspiration regarding teacher work in a school you might lead? In the spirit of collaboration, each of you needs to read and reply to the ... | [15](http://proffranksmith.com/moodle/mod/forum/view.php?f=13) | Top of FormBottom of Form |
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| 7 | [Classroom Work Comparison](http://proffranksmith.com/moodle/mod/forum/view.php?f=12) | Based upon your readings, how would you summarize the differences between the classroom work of American students and the work of Japanese students? Please,read and reply substantively to the postings of your colleagues. | [14](http://proffranksmith.com/moodle/mod/forum/view.php?f=12) | Top of FormBottom of Form |
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| 8 | [Place for Paragraph](http://proffranksmith.com/moodle/mod/forum/view.php?f=19) | Write a brief paragraph for the section of chapter III that describes what your chapter IV in your research report on the comparison of lessons will look like. Present the format of any visuals that are helpful in explaining your intentions. | [15](http://proffranksmith.com/moodle/mod/forum/view.php?f=19) | Top of FormBottom of Form |
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| 9 | [Debate team selection](http://proffranksmith.com/moodle/mod/forum/view.php?f=17) | Each member of the cohort should  choose a number between 0 and 100. Enter your choice as your response to this forum.  The instructor has already chosen a number. The two cohort members who come closest to the selected number will bring their teams as debate teams. The team with the closest ... | [5](http://proffranksmith.com/moodle/mod/forum/view.php?f=17) | Top of FormBottom of Form |
|  | [The Debate](http://proffranksmith.com/moodle/mod/forum/view.php?f=18) | Debate Topic:Resolved: New York state should require every school to initiate Lesson Study.In order to see the debate, if you are not on a debate team, enter the note "I am not a debater."  This entry will make visible the entries of each debate team.  | [0](http://proffranksmith.com/moodle/mod/forum/view.php?f=18) | Top of FormBottom of Form |
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| 12 | [Submit Jamestown Lesson Plan](http://proffranksmith.com/moodle/mod/forum/view.php?f=23) | In order to upload your lesson planning matrix, first, click "reply" in the lower right corner of this page. When you get the "reply" screen, scroll past the open box and go to the  bottom of that page and look for "attachment."  To the right of the attachment option, there is "browse."  ... | [1](http://proffranksmith.com/moodle/mod/forum/view.php?f=23) | Top of FormBottom of Form |

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Oakdale 4900: High Tech Lessons

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| 6 | Teacher Work in a Cultural Context[http://proffranksmith.com/moodle/mod/resource/icon.gifSchool Culture and Student Work Resource](http://proffranksmith.com/moodle/mod/resource/view.php?id=15) [http://proffranksmith.com/moodle/pix/f/pdf.gifDesign Features of an Exemplary School-to-Work Program PDF document](http://proffranksmith.com/moodle/mod/resource/view.php?id=14) [http://proffranksmith.com/moodle/pix/f/pdf.gif21st Century Learning Environments PDF document](http://proffranksmith.com/moodle/mod/resource/view.php?id=12) [http://proffranksmith.com/moodle/pix/f/pdf.gifp21 PDF document](http://proffranksmith.com/moodle/mod/resource/view.php?id=13) [http://proffranksmith.com/moodle/mod/forum/icon.gifAspirations for Teacher Work Forum](http://proffranksmith.com/moodle/mod/forum/view.php?id=19)  | Show only topic 6 |
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| 7 | Comparing Models of Teacher Classroom Work   [http://proffranksmith.com/moodle/mod/resource/icon.gifTeacher Work Resource](http://proffranksmith.com/moodle/mod/resource/view.php?id=16) [http://proffranksmith.com/moodle/pix/f/pdf.gifPolish document PDF document](http://proffranksmith.com/moodle/mod/resource/view.php?id=41) [http://proffranksmith.com/moodle/pix/f/pdf.gifVideo PDF PDF document](http://proffranksmith.com/moodle/mod/resource/view.php?id=42) [http://proffranksmith.com/moodle/mod/forum/icon.gifClassroom Work Comparison Forum](http://proffranksmith.com/moodle/mod/forum/view.php?id=18)  | Show only topic 7 |
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| Picture of Christophers Okorie | RESPONSE FROM CHRIS OKORIEby [Christophers Okorie](http://proffranksmith.com/moodle/user/view.php?id=15&course=2) - Friday, 10 July 2009, 06:59 PM |
|  | My proposal to this is that as a principal, I will continue to uphold the model of HTH. Teachers will be encouraged to colaborate with one another and with the students. The method is that of team learning where every one is learning and teaching. The curriculum will be advanced to reflect this model and in such a way that it becomes a standard for all.[Reply](http://proffranksmith.com/moodle/mod/forum/post.php?reply=19) |

[Re: RESPONSE FROM CHRIS OKORIE](http://proffranksmith.com/moodle/mod/forum/discuss.php?d=17&parent=54) by Rorys Manning - Friday, 10 July 2009, 07:22 PM

[Re: RESPONSE FROM CHRIS OKORIE](http://proffranksmith.com/moodle/mod/forum/discuss.php?d=17&parent=61) by Christophers Okorie - Friday, 10 July 2009, 08:02 PM

[Re: RESPONSE FROM CHRIS OKORIE](http://proffranksmith.com/moodle/mod/forum/discuss.php?d=17&parent=62) by Christophers Okorie - Friday, 10 July 2009, 08:20 PM

[Re: RESPONSE FROM CHRIS OKORIE](http://proffranksmith.com/moodle/mod/forum/discuss.php?d=17&parent=57) by Omeros Catan - Friday, 10 July 2009, 07:25 PM

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| --- | --- |
| My Two Boys... | R Manning Responseby [Rorys Manning](http://proffranksmith.com/moodle/user/view.php?id=11&course=2) - Friday, 10 July 2009, 06:58 PM |
|  | I would propose that we develop an evaluation rubric that will allow for consistent teacher evaluation methods at all HTH schools.  [Reply](http://proffranksmith.com/moodle/mod/forum/post.php?reply=16) |

[Re: R Manning Response](http://proffranksmith.com/moodle/mod/forum/discuss.php?d=14&parent=32) by Christophers Okorie - Friday, 10 July 2009, 07:07 PM

[Re: R Manning Response](http://proffranksmith.com/moodle/mod/forum/discuss.php?d=14&parent=40) by Rorys Manning - Friday, 10 July 2009, 07:14 PM

[Re: R Manning Response](http://proffranksmith.com/moodle/mod/forum/discuss.php?d=14&parent=59) by Omeros Catan - Friday, 10 July 2009, 07:27 PM

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# [Oakdale 4900](http://proffranksmith.com/moodle/course/view.php?id=2)Oakdale 4900: High Tech Lessons

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* / **►** [**Forums**](http://proffranksmith.com/moodle/mod/forum/index.php?id=2)
* / **►** [**Proposed Action**](http://proffranksmith.com/moodle/mod/forum/view.php?id=8)
* / **► HTH further action with information about Videos**

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| Picture of Omeros Catan | HTH further action with information about Videosby [Omeros Catan](http://proffranksmith.com/moodle/user/view.php?id=8&course=2) - Friday, 10 July 2009, 07:06 PM |
|  | I would set up a committe to analyze important features of each of the videos that comprised the culture of HTH.[Reply](http://proffranksmith.com/moodle/mod/forum/post.php?reply=31) |

[Re: HTH further action with information about Videos](http://proffranksmith.com/moodle/mod/forum/discuss.php?d=24&parent=33) by Christophers Okorie - Friday, 10 July 2009, 07:09 PM

[Re: HTH further action with information about Videos](http://proffranksmith.com/moodle/mod/forum/discuss.php?d=24&parent=42) by Rorys Manning - Friday, 10 July 2009, 07:17 PM

[Re: HTH further action with information about Videos](http://proffranksmith.com/moodle/mod/forum/discuss.php?d=24&parent=53) by Christophers Okorie - Friday, 10 July 2009, 07:24 PM

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[Oakdale 4900](http://proffranksmith.com/moodle/course/view.php?id=2)

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* [**Smith's CMS**](http://proffranksmith.com/moodle/)
* / **►** [**Oakdale 4900**](http://proffranksmith.com/moodle/course/view.php?id=2)
* / **►** [**Wikis**](http://proffranksmith.com/moodle/mod/wiki/index.php?id=2)
* / **► Proposal Wiki**

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Once you have studied the responses of your colleagues, both in your group and in the cohort as a whole, you need to come to some group conclusion about what you propose. Select one member of your group to post the first version of such a conclusion and then other members should edit that statement.

* View

* [Edit](http://proffranksmith.com/moodle/mod/wiki/view.php?id=22&page=edit/Proposal%20Wiki)
* [Links](http://proffranksmith.com/moodle/mod/wiki/view.php?id=22&page=links/Proposal%20Wiki)
* [History](http://proffranksmith.com/moodle/mod/wiki/view.php?id=22&page=info/Proposal%20Wiki)

your idea is interesting, but the data you have for study is the set of papers your collegues submitted, not the HTH site itself.

Our proposal is to look at the content of the documents submitted for this course as data to be used in a qualitative research project. The first task is to look at the cultural aspects and organizational climate that contribute to the success of teachers at high tech high. Once this data is coded and sorted into bins, we will seek to use this information as subject matter for research and to develop an evaluation rubric to be used at all HTH schools.

Wiki test

Omero

Our proposal is to look at the content of the responses of my colleagues as they described HTH videos. The first task is to view the comments of the 12 descriptions of the videos as it relates to the cultural aspects and organizational climate the contributes to the success of teachers at high tech high.  Once this data is coded and sorted into selective bins, information will be utilized in terms of selecting statements as representations of the levels of culture as designated by Schein and Popkewitz. Ultimately selective criteria will be utilized as a means of observing how the descriptive statements are reflections of the technical, illusory or constructivist academic learning environment of HTH. As a result, each of the responses will be utilized to align the culture, climate, and evaluation process that the statements describe in the videos.

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# [Oakdale 4900](http://proffranksmith.com/moodle/course/view.php?id=2)Oakdale 4900: High Tech Lessons

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# Taking a set of data and searching for themes and patterns to generate more coherent meaning is the process of inquiry and research. We have a standard way to report our research: some version of the 5 chapters of a dissertation. You should, therefore, have proposed a research report with its 5 chapters as the most appropriate way to deal with the set of data: the statements about the key features of teacher work at HTH. After chapter I, which presents the problem, your study would present the conceptuaOakdale 4900: High Tech Lessons

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| **Topic** | **Name** | **Summary** |
| 1 | [Teaching at HTH](http://proffranksmith.com/moodle/mod/resource/view.php?id=3) |  |
|  |
| 3 | [Conceptual Framework](http://proffranksmith.com/moodle/mod/resource/view.php?id=26) | Constructing a Framework |
|  |
| 6 | [School Culture and Student Work](http://proffranksmith.com/moodle/mod/resource/view.php?id=15) |  |
|  | [Design Features of an Exemplary School-to-Work Program](http://proffranksmith.com/moodle/mod/resource/view.php?id=14) |  |
|  | [21st Century Learning Environments](http://proffranksmith.com/moodle/mod/resource/view.php?id=12) |  |
|  | [p21](http://proffranksmith.com/moodle/mod/resource/view.php?id=13) |  |
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| 7 | [Teacher Work](http://proffranksmith.com/moodle/mod/resource/view.php?id=16) |  |
|  | [Polish document](http://proffranksmith.com/moodle/mod/resource/view.php?id=41) |  |
|  | [Video PDF](http://proffranksmith.com/moodle/mod/resource/view.php?id=42) |  |
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| 8 | [Classroom Video](http://proffranksmith.com/moodle/mod/resource/view.php?id=31) |  |
|  | [Suggested Discussion Questions](http://proffranksmith.com/moodle/mod/resource/view.php?id=30) |  |
|  | [Data Presentation](http://proffranksmith.com/moodle/mod/resource/view.php?id=60) |  |
|  | [Analytic Matrix from Pfeffer](http://proffranksmith.com/moodle/mod/resource/view.php?id=61) |  |
|  | [U.S. video lesson](http://proffranksmith.com/moodle/mod/resource/view.php?id=53) | This is an edited version of a math lesson taught in the United States.  |
|  | [Japanese video lesson](http://proffranksmith.com/moodle/mod/resource/view.php?id=52) | This is an edited version of a math lesson taught in Japan.  |
|  |
| 9 | [Lesson Study](http://proffranksmith.com/moodle/mod/resource/view.php?id=35) |  |
|  | [Introduction to Lesson Study](http://proffranksmith.com/moodle/mod/resource/view.php?id=36) |  |
|  | [River Document](http://proffranksmith.com/moodle/mod/resource/view.php?id=37) |  |
|  | [Debate Format](http://proffranksmith.com/moodle/mod/resource/view.php?id=95) |  |
|  |
| 10 | [Lesson Planning Format](http://proffranksmith.com/moodle/mod/resource/view.php?id=44) |  |
|  | [Guidelines LS document](http://proffranksmith.com/moodle/mod/resource/view.php?id=54) |  |
|  | [Lesson Planning Matrix](http://proffranksmith.com/moodle/mod/resource/view.php?id=59) |  |
|  | [Jamestown simulation website](http://proffranksmith.com/moodle/mod/resource/view.php?id=58) |  |
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| 11 | [Using Digital Tools for Collaboration](http://proffranksmith.com/moodle/mod/resource/view.php?id=29) |  |
|  | [Use of Moodle Textbook](http://proffranksmith.com/moodle/mod/resource/view.php?id=27) |  |
|  | [Moodle Activities defined](http://proffranksmith.com/moodle/mod/resource/view.php?id=94) |  |
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| 12 | [My Course and Your Course](http://proffranksmith.com/moodle/mod/resource/view.php?id=104) |  |
|  | [Teaching the Lesson](http://proffranksmith.com/moodle/mod/resource/view.php?id=161) |  |

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[Oakdale 4900](http://proffranksmith.com/moodle/course/view.php?id=2)

l framework you used to frame the study and to interpret the findings. To move forward, go now to the next section of this unit:  conceptual work.

Last modified: Sunday, 12 July 2009, 11:41 AM

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| Picture of Omeros Catan | Conceptual Framework of Remarks HTHby [Omeros Catan](http://proffranksmith.com/moodle/user/view.php?id=8&course=2) - Saturday, 11 July 2009, 10:41 AM |
|  | The frame of reference useful in observing and interpreting the twelve comments about the selective videos at HTH is attributed to Edgar Schein's depiction of a culture as it is aligned with Thomas Popkewitz's categories of cultures in educational organizations. The statements of each of the twelve responses will be scrutinized according to three levels; artifacts, espoused values and mores, and basic assumptions.  Also, with respect to these levels, ideas embedded in the responses will identify which of the educational culutres are being described.  These remarks will identify a technical, illusory or contructivist approach in each of the twelve responses.  [Reply](http://proffranksmith.com/moodle/mod/forum/post.php?reply=87) |

[Re: Conceptual Framework of Remarks HTH](http://proffranksmith.com/moodle/mod/forum/discuss.php?d=34&parent=90) by Rorys Manning - Saturday, 11 July 2009, 10:44 AM

[Re: Conceptual Framework of Remarks HTH](http://proffranksmith.com/moodle/mod/forum/discuss.php?d=34&parent=118) by Christophers Okorie - Saturday, 11 July 2009, 11:39 AM

[Re: Conceptual Framework of Remarks HTH](http://proffranksmith.com/moodle/mod/forum/discuss.php?d=34&parent=123) by Christophers Okorie - Saturday, 11 July 2009, 11:43 AM

[Re: Conceptual Framework of Remarks HTH](http://proffranksmith.com/moodle/mod/forum/discuss.php?d=34&parent=143) by Rorys Manning - Saturday, 11 July 2009, 02:11 PM

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After the team members present their individual ideas about a conceptual framework for the interpretation of the key elements of teaching at HTH documents, the team now needs to come to some consensus: what framework willl the team use in its research? You will use this wiki as a tool to come to a consensus. Select one team member to enter the initial entry and then the other members should each edit that entry until the entire team agrees on the substanceof the statement.

## [Consensus on Framework](http://proffranksmith.com/moodle/mod/wiki/view.php?id=25&page=links/Consensus+on+Framework)

**When forming a consensus of opinion on a conceptional framework, it is useful to consider the remarks in the documents prepared by our cohort members. Thus, categories will be determined according to various levels of cultural characteristics as related by the statements in these documents. As we analyze each of the documents, we apply Schein's conceptual framework of artifacts, espoused values and beliefs and basic assumptions, and align the levels of the school organization to Popkewitz's constructivist approach to instruction as compared to the technical and illusory organizational climates. We would use other theorists to collaborate the ideas of Schein and Popkewitz.**

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| Picture of Omeros Catan | Creating Central Ideas and Binsby [Omeros Catan](http://proffranksmith.com/moodle/user/view.php?id=8&course=2) - Sunday, 12 July 2009, 12:22 PM |
|  | Codes include the following concepts: Culture: The ways in which people do things around hereCommunication: The process of conveying ideas in a clear and concise manner (isolation, collaboration, coordination, interdependency)learning climate: the manner of the interaction of stakeholders during the school day.instructional strategies: ways of encouraging students to learn information (lecture, technological, differentiation, cooperative learning, theme-based, content-based, process, integration)leadership: Support:Finance: [Reply](http://proffranksmith.com/moodle/mod/forum/post.php?reply=223) |

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This is a Question and Answer forum. In order to see other responses to these Questions, you must first post your Answer

Given the fact that you are studying a set of digital documents presented on the HTH site, your method of study is content analysis. You will analyze the content that you hear and see.

Who are the most significant speakers for HTH? What are their central ideas?

What bins do you need to create in order to capture these central ideas?

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| **Discussion** | **Started by** | **Group** | **Replies** | **Last post** |
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| [BINS](http://proffranksmith.com/moodle/mod/forum/discuss.php?d=76) | My Two Boys... | [Rorys Manning](http://proffranksmith.com/moodle/user/view.php?id=11&course=2) | [Oakdale 7900](http://proffranksmith.com/moodle/user/index.php?id=2&group=3) | [2](http://proffranksmith.com/moodle/mod/forum/discuss.php?d=76) | [Christophers Okorie](http://proffranksmith.com/moodle/user/view.php?id=15&course=2)[Sun, 12 Jul 2009, 12:48 PM](http://proffranksmith.com/moodle/mod/forum/discuss.php?d=76&parent=249) |
| [creating bins](http://proffranksmith.com/moodle/mod/forum/discuss.php?d=74) | Picture of Christophers Okorie | [Christophers Okorie](http://proffranksmith.com/moodle/user/view.php?id=15&course=2) | [Oakdale 7900](http://proffranksmith.com/moodle/user/index.php?id=2&group=3) | [0](http://proffranksmith.com/moodle/mod/forum/discuss.php?d=74) | [Christophers Okorie](http://proffranksmith.com/moodle/user/view.php?id=15&course=2)[Sun, 12 Jul 2009, 12:29 PM](http://proffranksmith.com/moodle/mod/forum/discuss.php?d=74) |
| [BINS](http://proffranksmith.com/moodle/mod/forum/discuss.php?d=71) | Picture of Christophers Okorie | [Christophers Okorie](http://proffranksmith.com/moodle/user/view.php?id=15&course=2) | [Oakdale 7900](http://proffranksmith.com/moodle/user/index.php?id=2&group=3) | [0](http://proffranksmith.com/moodle/mod/forum/discuss.php?d=71) | [Christophers Okorie](http://proffranksmith.com/moodle/user/view.php?id=15&course=2)[Sun, 12 Jul 2009, 12:23 PM](http://proffranksmith.com/moodle/mod/forum/discuss.php?d=71) |
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[Oakdale 4900](http://proffranksmith.com/moodle/course/view.php?id=2)**Data Presentation**

Think Chapter IV

You have now developed a conceptual framework, summarized as the 6 analytic questions you used while observing the 2 US and the 2 Japanese lessons. Your concepts or bins dealt with the role of the student, the role of the teacher, the content, and what was learned as a result of the lesson.

How will you present these data? In chapter III, you will describe how you will analyze the data and present them. Write a brief paragraph for the section of chapter III that describes what your chapter IV in your research report on the comparison of lessons will look like. Present the format of any visuals that are helpful in explaining your intentions.

When you have written your paragraph and have discussed this matter with your team colleagues, take a look at Analytic Matrix from Pfeffer and compare it with your design.

When you read Pfeffer, note that Pfeffer uses rows in the matrix to identify the major elements of his conceptual framework and uses columns to refer to the three models being compared. In your matrix, you need to determine the concepts that will be the rows for the comparison of the U.S. and Japanese lessons.

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