

INSTRUCTIONAL TECH NEWSLETTER

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THE WEATHER IS COLDER SO COME VISIT!

We think you ought to come visit us!

Every Tuesday we are at Harriet Gibbons to offer whatever help you need.

During the summer we are limited as to the types of projects you can work on. However, on Tuesdays you can work on whatever you would like.

Would you like to build a webpage for your

classroom? How about working on a project to use in your classroom? Would you like to learn what Google docs are?

You can decide what you need. The only thing we ask is that if it is something out of the ordinary you let us know so we make sure we have the resources you need.

In addition, please just send us an email letting us know you are

coming. Every now and then we have a meeting and can't make it. However, it is very infrequently.

So, please think about joining us and working on what you want. You can stay as long as you want. Come for an hour or only a half hour. We work with your schedule.

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TESSELLATION CREATOR

A tessellation is a repeating pattern of polygons that cover a plane with no gaps or overlaps. Well, if only it were that simple! This creator is addic-

tive! You can re-color and replace shapes as you go. It's a great way for the students to learn about polygons and have fun at the same time!

<http://illuminations.nctm.org/ActivityDetail.aspx?ID=202>

TEACHING JOURNALISM

This month's sites on teaching journalism was precipitated by a conversation I had with folks about the difference between teaching for traditional print sources and digital media. It sent me looking online to see if in fact there is a difference. I will let you look at the sites and decide for yourself.

<http://www.boingboing.net/2009/04/06/teaching-journalism.html>

http://teacher.scholastic.com/lessonplans/unit_mytharticle_books.htm

Teaching journalism as decision making
<https://courses.worldcampus.psu.edu/welcome/bestpractices/burns.htm>

A reflective method for teaching journalism
http://portal.unesco.org/ci/en/ev.php-URL_ID=19075&URL_DO=DO_TOPIC&URL_SECTION=201.html

Teaching journalism as persuasion
http://www.allacademic.com//meta/p_mla_apa_research_citation/3/7/5/9/5/pages375952/p375952-2.php

THE Site for teaching journalism
<http://www.jprof.com/>

Teaching journalism with virtual worlds

Ideas for teaching journalism



LIVING ENVIRONMENT

There are so many more great resources available now than when I was teaching. Check out the animations, they are exceptionally cool!

Cell Biology Animations
<http://www.johnkyrk.com/index.html>

Human Impact-Oil Spill Activities
<http://www.gma.org/surfing/human/>

Human Impact-On the Environment

<http://www.nationalgeographic.com/eye/impact.html>

Science Review Games
<http://sciencereviewgames.com/srg/>

Mr. Lewis' LE Page
<http://www.southlewis.org/education/staff/staff.php?sectionid=216>

Mr. Mirigan's Page
http://qp.clovisusd.k12.ca.us/QuickPlace/cw_mirigian/Main.nsf/h_Toc/223170101FEDA22D88256EF5007C0493/?OpenDocument

Monroe BOCES LE Page
<http://www.sciencesupport.net/livingenvironment2.html>

What I must know for the Regents Review Sheet
<http://www.newyorkscienceteacher.com/sci/files/user-submitted/>

Duncan: NCLB Overhaul Needs To Begin Now

By [David Nagel](#)

<http://thejournal.com/articles/2009/09/25/duncan-nclb-overhaul-needs-to-begin-now.aspx>

In this video, Education Secretary Arne Duncan issues his call to action on ESEA's reauthorization. For those whose Internet providers block YouTube, the text of the speech can be found [here](#).

The No Child Left Behind Act has not only failed to improve student outcomes, it's actually contributing to a decline in academic standards in the United States--this according to United States Secretary of Education Arne Duncan, who has issued a call for the immediate overhaul of NCLB.

In making his appeal to educators and lawmakers to take immediate action on reauthorization of the Elementary and Secondary Education Act of 1965 in a radically modified form, Duncan went so far as to say that the effect of NCLB has been to turn education leaders into liars by making it appear that students are improving academically when, in fact, they are worse off than when the 2002 reauthorization went into effect under President George W. Bush.

"... [T]he biggest problem with NCLB is that it doesn't encourage high learning standards," Duncan said. "In fact, it inadvertently encourages states to lower them. The net effect is that we are lying to children and parents by telling kids they are succeeding when they are not."

However, NCLB has been effective in a couple areas, Duncan noted. It has helped bring to light the achievement gap that exists between various ethnic and economic groups in the country; and it has emphasized accountability for student outcomes, he said.

Duncan issued his call to action Thursday,

urging a number of reforms to help transform ESEA into a force that will drive academic success and prepare students for higher education or the workforce. Highlights from the proposed changes to the law included:

- A decreased reliance on bubble tests;
- A greater emphasis on student academic growth or improvement within an institution so that schools and teachers receive proper credit for improving outcomes for under-achieving students;
- New means of assessing the effectiveness of educators and education leaders;
- Programs to couple the highest-performing teachers with the students who need their help most; and

Stepped-up efforts to recruit highly effective teachers and administrators

Today, I am calling on all of you to join with us to build a transformative education law that guarantees every child the education they want and need--a law that recognizes and reinforces the proper role of the federal government to support and drive reform at the state and local level," Duncan said in a speech Thursday. "Our role in Washington is to support reform by encouraging bold, creative approaches to addressing underperforming schools, closing the achievement gap, strengthening the field of education, reducing the dropout rate and boosting college access."

The call to action took place during a meeting with education stakeholders this week, a video of which can be accessed on the United States Department of Education's YouTube channel [here](#).

CITY SCHOOL DISTRICT OF ALBANY



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SUMMER PROJECTS

This past summer there was great projects created. They spanned many content areas and grade levels. They are readily accessible from the Internet and can be used in your classroom. For those who have worked with us you know the mantra: Do not reinvent the wheel. There are resources your colleagues have designed. Use them! They are great and free! Each title below is a link and will take you right to the project. Topics covered this summer included:

- [Elementary](#)
- [Animal Projects](#)
- [Branches of Government](#)
- [Character Ed](#)
- [Circulatory System](#)
- [Healthy Choices](#)
- [Native American Technology](#)
- [Weather](#)



- [Recycling](#)
- [Articulation](#)
- [Black History and Music](#)
- [Scientific Method](#)
- [ELA Grammar](#)
- [Making Art](#)
- [Middle and High School](#)
- [Know your Nano](#)
- [Geography](#)
- [ELA Testing](#)

- [DBQ Writing](#)
- [Famous Monuments](#)
- [Recycling](#)

A screenshot of a web page titled "Know your Nano" from the Office of Instructional Technology. The page has a blue header with the Albany City School District logo and the text "Office Of Instructional Technology Working to integrate technology into teaching, learning, and life...". Below the header, there are navigation tabs for "Web Projects", "PowerPoint", and "About ACEPlan". The main content area features a circular graphic with various colored dots and lines, representing nanotechnology. Below the graphic, it lists the developers: Ryan England, Kara Ford, Melissa Hirt, and Terrance McNally. It also specifies the curriculum area (Technology, Science, and limited Math), grade level (7th and 8th), and time needed (3 days for basic activities; up to 10 days with extension activities). A brief description of the activity follows, stating that students will be introduced to nanotechnology, learn basic vocabulary, and explore current uses in food and medical industries. The page concludes with the statement: "As a result of this lesson, the student will know and be able to:".