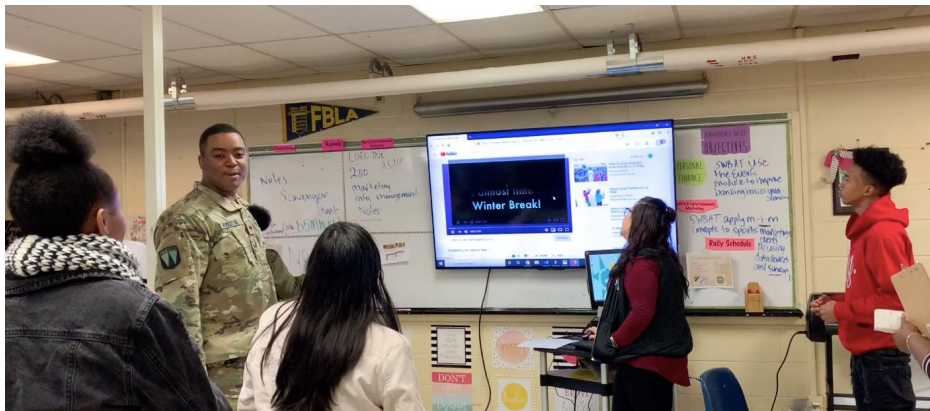
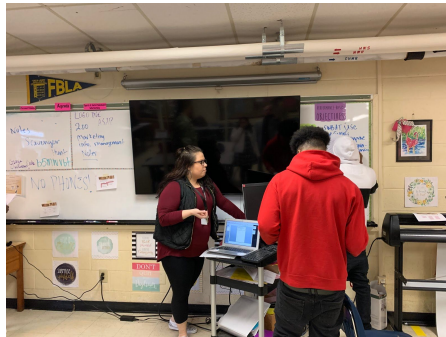


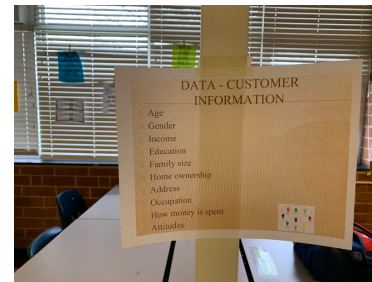
What is the teacher doing (How are they teaching)?

- Teacher initially was sitting at the desk. When we entered, the teacher recognized Melanie and she got up and they spoke.
- Next the teacher showed us videos of her students showcasing Webb HS. A student helped her set up the video on the LCD projector. One of the videos featured a student that we interviewed later in the visit.

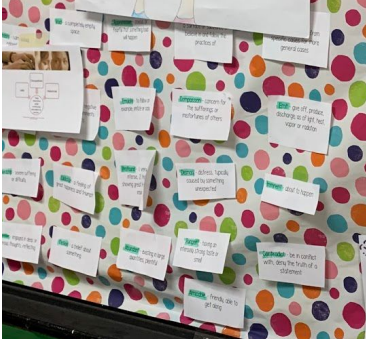


What are the students doing (How are they learning)?

- Students were working on a vocabulary assignment, moving around the room to stations to learn more about the vocabulary words. For example, Data-Consumer Education station had examples of the type of consumer data collected (e.g. gender, race, etc)
- Most students working in pairs or groups of three. About 90% were on task. One group of boys was sitting at their group of desks and talking about sports.
- Some students were discussing the vocabulary words and the information about them. Some also related what they read to their own lives (e.g. "I filled out a survey for ESPN about what sports I like to watch.")
- When the videos started playing, approximately 5% of the students stopped working on the vocabulary and watched



Examples showing how the teacher/school ensures that learning is happening by meeting the various developmental needs of students.

Physical Development	Language and Literacy Development
<ul style="list-style-type: none"> • Having students moving to stations to learn about vocabulary words instead of just sitting at the desks, helps increase engagement and allows them to release some energy during long 90-minute classes • Marketing videos produced by the class involve a lot of movement around the school and often involve dancing helping students use pent up energy from sitting in other classes. 	<ul style="list-style-type: none"> • Visual vocabulary throughout the class and walls outside of the classroom. Students see vocabulary words and simple definitions posted on the walls increasing familiarity using locale memory • Teacher also has students do visual vocabulary charts and drawings which helps students connect words with picture examples improving word recognition and recall. 
Cognitive Development	Self-Concept, Identity, and Motivation
<ul style="list-style-type: none"> • Daily emphasis on marketing vocabulary • Connections between vocabulary words, definitions, and real-life marketing examples • Students engaged in taking marketing concepts and making their own sports & entertainment marketing videos, posters, and t-shirts helping students make connections between curriculum and careers and learning valuable skills transferable to real-life. Most videos and projects are shared with the rest of the school through the WEBBsite. 	<ul style="list-style-type: none"> • Helpings get over the fear of being videod and performing through many ongoing marketing projects. • Students encourage each other and get lots of praise from other students and staff when the videos are posted. • Students take a lot of pride and ownership in their projects • This is one of the most popular classes due to the engaging projects that motivate students to produce quality projects since they have lot of choice in what topics they focus on (e.g. favorite brand) and because the projects are shown to the public.
Peer Relations and Moral Development	
<ul style="list-style-type: none"> • Students are encouraged to collaborate on class assignments (although not required) • Few conflicts occur in this class as students have a lot of choice of who they can partner with • <i>How do students learn how to work with others not of their choosing?</i> • <i>Do groups use norms or contracts (another key concept in marketing)</i> 	