

What is the teacher doing? (How are they Teaching?)	What are students doing? (How are they learning?)
<p>Teachers are monitoring students who are completing either day-to day or long term projects</p> <p>Besides the core class of History, teachers were not lecturing, speaking, but having students experience different tasks/projects and cirulating to support their completion of the task/project</p> <p>Auto-Motive/Culinary/Masonry classes simulated the actual environment of the career fair—masonry in a garage with real bricks and “pseudo” mortar, auto-motive class in a garage with real cars, and culinary class in a real kitchen</p>	<p>Students were learning in the history “core” class in the more traditional HS experience style. The teacher lectured and posed questions to the class based on their readings, and then gave them a task to complete on their computers. Students then independently worked on their computers—sat row by row</p> <p>Students in the elective courses were completing very hands on/realistic tasks pertinent to the career field. Students in automotive were changing oil on cars, students in masonry were building a brick wall, and students in culinary were baking muffins and creating meals (chicken tacos).</p>
Physical Development	Language and Literacy Development
<p>In elective classes, students were moving quite a bit, and 0% of students in elective classes sat in desks</p> <p>In traditional core class, students were doing minimal physical movement and were sitting row by row for the duration of class</p>	<p>Literacy development was most apparent in the history ‘core’ class, where students were expected to answer the posed “Essential Question” of the day through independent research of the topic, through literary text on their online computer hub.</p>
Cognitive Development	Self-Concept, Identity, and Motivation
<p><u>Teacher Actions:</u> <i>Teachers provided tasks/objectives/projects for students to complete that day and allowing the learning to come through their experience of the project/activity.</i></p> <p><u>Student Actions:</u> <i>Students were using “hands on” methods to understand the concepts/objectives of the day</i></p>	<p><u>Teacher Actions:</u> <i>Teachers were very invested in the purpose of their class, and therefore projected that to their students.</i></p> <p><u>Student Actions:</u> Students were able to say why they chose the elective classes they did and how they planned to use that knowledge/skill in the real world after high school. Students were mostly motivated by the skill the class would provide after High School when they join the workforce.</p>

Peer Relations and Moral Development	
<p><u>Teacher Actions:</u> Teachers allowed students to work with one another and interact with one another There was minimal to no student corrections because teachers were providing experiences that students were genuinely interested and invested in.</p> <p><u>Student Actions:</u> <i>Students were completing tasks with very minimal supervision with “high stakes” materials like cars, oil, welding tools, bricks and mortar, and ovens/cooking utensils. No students were abusing the privilege to work with these items and instead looked like professionals working with the tools. They had maturity and looked like experienced professionals.</i></p>	