

TECH TIME TRIBUNE—MAY/JUNE 2009

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HTML CODE—THE BASICS

Many of you will be using the Class Info section of PowerTeacher next year. Maybe you just want to “jazz” up your own web pages for your students. Whatever your need, it helps to know a little HTML coding. This coding is not that hard, it’s a matter of understanding the codes and what is needed.

First, all codes are enclosed in brackets. The brackets that are used for html code are < and >. The code itself is placed in the brackets with no spaces between them.

Here is an easy code - this means you want all of the text typed after this code to be bold. Once you turn something “on” you will also need to turn it “off.” After you type in the text that you want to change with the code, you will add another code - this time with a slash after the opening bracket to signify “turning it off.” To turn this bold code off you would type .

Let’s say I want to bold the diocesan name. Here’s what I would type:

```
<b>Dio of Metuchen</b>
```

When you would see the words “Dio of Metuchen” on a webpage, the print will be bold.

You can also use more than one HTML symbol at a time. Let’s say I want to bold and underline “Dio of Metuchen.” Here’s how I would type it:

```
<b><u>Dio of Metuchen</u></b>
```

Did you notice I “turned them off” last code first? This is the best way to turn off code. Here’s what I would do if I wanted to add italics too:

```
<b><u><i>Dio of Metuchen</i></u></b>
```

Once you know these simple codes and follow the di-

rections, you can add them to your websites and highlight the more important points.

Ready to try it?

Here’s a list of simple codes to get you started:

- Bold
- Underline <u>
- Italic <i>
- Center <center>
- Line break (goes to the next line, like clicking the “Enter” key)

- Heading title (the larger the number, the smaller the font type) <h1> or <h2> or <h3> up to using the number 7
- Paragraph <p>
- Strike through <strike>

Want to learn more? Google “html codes” and you will find plenty of tutorials.

COMING SOON—SIMPLE ASSESSMENT

Simple Assessment is an Internet based technology proficiency program that we will use in the fall to help you as educators evaluate your technology expertise in a variety of software programs and Internet skills.

There are two tests—a pre-

test and a post test. All educators will be asked to take the pre-test in September. The test will take approximately 20 minutes and will give you immediate feedback, just as Writing Roadmap did for the 4th and 7th grade students.

The information will also provide the schools and the Office of Schools the data that will drive technology workshops for the 2009-2010 school year. The post test will be taken in April to determine if the trainings were successful. Details will follow in the August issue.

TEACHING STUDENTS TO SET “SMART” GOALS

Chapter 9 of the new ASCD book, [Changing the Way You Teach, Improving the Way Students Learn](#) (Martin-Kniep, Picone-Zocchia) gets into goal setting and planning as part of growing strategic learners. Here's an excerpt:

“Goal setting requires that students review the choices for learning, make decisions about what is important to learn or accomplish, and set clear goals to pursue them. Many adults and students need support in terms of being able to formulate goals that are specific, relevant, and appropriate to our needs; attainable; results oriented; and measurable or at least observable. When we first ask students to articulate learning goals, their initial goal statements are fuzzy, too general (e.g., "I want to get better in math"; "I want to get do well in writing"), or without any reference to expected results or benefits.

One of the best ways to help students improve their goal-setting capabilities is to embed the articulation, assessment, and rearticulation of goals into the curriculum, providing students with ongoing and explicit opportunities to link their goals to their learning in school. Through explicit instruction in the articulation of goals, either by identifying the characteristics of appropriate goals or by comparing goals with different degrees of ambiguity and specificity, students can quickly become goal-directed individuals. Here's a sequence of goals, goal assessments, revised goals, and revised assessment from a 3rd grader who had several minilessons on goal setting:

November: My goal is to read 20–30 minutes every other day.

January: I met my goal by reading some days I missed some but I still read.

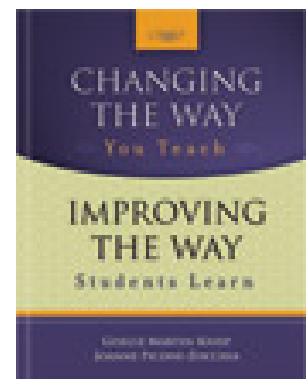
January: My revised goal is to read at least 2 books a week. They will not be picture books they will be chapter books at my level of reading. I will keep track of how many books I read by counting all the books I read a week.

February: I met my goal of reading two chapter books. I had trouble understanding parts of the book and I got bored with one of them but I still finished it.

—

Notice that the February goal relates to improved understanding and not just to reading more books. The student in this example was able to identify specific strategies to improve her comprehension, but this is an area where some students need a lot of help. Questions and statement such as the following can help teachers determine what students know about learning strategies and how they use them:”

- "How do you personally figure out new words?"
- "Some of the clues I use are"
- "I sound out the word by"
- "The best method for learning new vocabulary is Why?"
- "The method that is not working is Why?"



Diocese of Metuchen

Office of Schools
146 Metlars Lane
Piscataway, NJ 08854

v. 732-562-2442
f. 732-562-1016
aellis@diometuchen.org

*Provided by:
Dr. Adele Ellis*

*Assistant Superintendent of
Technology*

Webpages

[Https://powerschool.diometuchen.org/teachers](https://powerschool.diometuchen.org/teachers)

[Http://domps.blogspot.com](http://domps.blogspot.com)

[Http://dompstech.blogspot.com](http://dompstech.blogspot.com)

www.diometuchen.org/schools

www.schoolnet.com-group: Diocese of Metuchen

www.teachersdomain.org - Diocese of Metuchen

User name- diometuchen password-Catholic

TECH TIP—OTHER USES FOR GOOGLE SEARCH

Did you know that Google has many special features that will allow you to easily get information you need right from the search bar? Here a few you might find useful as provided by edtechvision.org.

Weather: Want to know what the weather is in your favorite city? Simply type “weather” followed by the city and state, U.S. zip code, or, for international cities, the city and country.

Example: ***weather los gatos***

Calculator: Don’t reach for a calculator. Just enter the calculation you’d like done into the search box, hit enter, and get your answer!

Example: ***123*12=***

Definitions: Have a word or phrase that you don’t understand? Simply type the word “define” then a space, and then the word(s) you want defined. To see a list of definitions from a number of different online sources, type “define:” followed by a word or phrase.

Example: ***define hibernate***

Local Search: You can find a store, restaurant, or other local business by searching for the category of business and the location (either the city name or U.S. zip code). Along with the results, you’ll get a map, contact information, and reviews from other users.

Example: ***italian food 95032***

Movie Showtimes: Google can help you find reviews and showtimes for movies playing near you. Type “movies” and your zip code or “movies” and the name of a current film into the Google search box. Don’t forget to save your location. Once you’ve done this, the top search result will display movies and showtimes for theaters in your saved location.

Example: ***movies 95032***

Google has “Even More” search features. You can check a flight arrival time, convert gallons to liters, see what time it is in Dubai,... To learn how to use these and find out about other features, use this link:

<http://www.google.com/intl/en/help/features.html>