Code # 38
(for office use only)

NEW JERSEY

1999-2000
Guidelines and
Application

ORIGINAL

BEST PRACTICES

Deadline for Application to County Office:
NOVEMBER 22,1999

Category Health and Physical Education (Application is limited to one category. See page 3 for details.)
Practice Name "Healthy" Connections on the Internet
Number of Schools with Practice 1 (If more than one school or district, read and complete information on page 2.)

County	Bergen
District (Proper Name)	Wyckoff Township Public School District
District Address	street/p. o. box: 241 Morse Avenue
	city: Wyckoff, New Jersey 07481 zip code
District Telephone	(201)848-5700 Fax(201)848-5695 Email wyckoffschools.org
Chief School Administrator	Dr. James Bender
Nominated School #1 (Proper Name)	Dwight D. Eisenhower School
School Address	street/p. o. box: 344 Calvin Court
	city: Wyckoff 07481 zip code
School Telephone	(201)848-5750 Fax(201)848-5682 Email wyckoffschools.org
School Principal	Lawrence V. Hughes
Program Developer(s)	Beverly MacKay
Chief School Administrator's or Charter School Lead Person's Signature	James Bender

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY

Approved: ✓ Yes ___ No **County Superintendent's Signature** Aaron K. Graham

NEW JERSEY STATE DEPARTMENT OF EDUCATION

NEW JERSEY
BEST PRACTICES
1999-2000 APPLICATION

Application Requirements:

- **RESPONSES to the information and the statements below must be ANONYMOUS.** No reference should be made to the names of the district or the school(s). Use the words "the school" or "the schools" in referring to the applicant in responding to the statements.
- **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM on pages 1, 2 (if applicable) and 4 and THE NUMBER OF LINES SPECIFIED FOR RESPONSES to the statements.** Do not include any additional materials, as they will not be reviewed in the selection process.
- Application must be **keyboarded on 8 ½" x 11" white paper, portrait** format. **Ten-point or larger computer font** or **twelve-pitch or larger typewriter font** must be used. (This sentence is in ten-point.)
- **KEYBOARDED RESPONSES** to the statements below must be **no more than a total of three pages. Keyboard the statement followed by the response.** Format your response to the number of lines specified.
- **The information on page 4 and the keyboarded responses** to statements must be printed or copied **on one side of the page. The information on pages 1 and 2 (if applicable)** must be printed or copied **on one side of the page.** Staple pages 1 and 2 (if applicable) and 4 and the keyboarded responses together.
- **The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.**
- **The original and seven copies of the application** must be submitted to the county superintendent of schools by **November 22, 1999**, with the **Itemized List of District Applications** form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.
- **FAILURE TO COMPLY WITH THE PROCEDURES FOR SUBMISSION OF THE APPLICATION MAY RESULT IN THE ELIMINATION OF THE APPLICATION.**

The following data is required to assist the panelists in the evaluation of the application:

Type of School	Grade Levels
___ Elementary School	___
X Middle School	6-8
___ Junior High School	___
___ High School	___
___ Other: ___	___

Practice Name "Healthy" Connections on the Internet

Number of Schools with Practice 1

Number of Districts with Practice 1

Check the ONE CATEGORY into which the practice best fits.

___ Arts (Visual and Performing Arts)	___ Educational Technology	___ Safe Learning Environment
___ Assessment/Evaluation	X Health and Physical Education	___ School-to-Careers/Workplace Readiness
___ Bilingual Education and Diversity	___ Language Arts Literacy	___ Science
___ Citizenship/Character Education	___ Mathematics	___ Social Studies
___ Early Childhood Education Programs	___ Professional Development	___ Special Education
___ Educational Support/Guidance and Counseling Programs (services contributing to high student achievement)	___ Public Engagement (family involvement and partnerships with business, community and/or higher education)	___ World Languages

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated. **(Maximum of 50 lines for response)**

2. Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum including the Cross-Content Workplace Readiness Standards** addressed by the practice and describe how the practice addresses the standard(s). **(Maximum of 50 lines for response)**

3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. **(Maximum of 60 lines for response)**

*The 1996 edition of the ***Core Curriculum Content Standards*** published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's website at http://www.state.nj.us/education.

1. **Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated.**

Response:

Middle school health students are excited to discover the world wide web as a valuable research and information tool as they take part in making **"Healthy Connections"** on the Internet . While investigating selected diseases, students take part in a comprehensive study of web site evaluation techniques. They locate and evaluate "healthy" web sites based on criteria including accuracy, authority, objectivity, currency, and coverage. Using a web site evaluation rubric, students analyze and draw conclusions regarding the credibility and reliability of various web sites related to their disease topic. They complete a web site evaluation checklist after carefully examining the site. The evaluation forms are then logged alphabetically by topic and kept for future reference. Students having health later in the year use the reference log prior to beginning research on a selected disease topic. They may choose an evaluated "healthy" site but must add to the log an evaluation of another site related to the same topic.

Objectives for the **"Healthy Connections"** practice include:

- Improve student understanding of communicable and noncommunicable diseases.
- Create student understanding of the uses of the Internet in accessing health information.
- Analyze Internet health sites for accuracy and reliability and assess effectiveness and limitations.

This innovative approach to the study of diseases allows students the exciting opportunity to use a variety of technology skills including accessing the Internet, using search engines, and analyzing various web sites for accuracy and reliability. This innovation makes exceptional use of an important research tool while at the same time encourages critical thinking on the part of the students. Technology has created a new atmosphere of learning and through appropriate uses , students develop higher level thinking skills. This practice promotes high student achievement by fostering student growth through critical thinking, including synthesis and analysis . It has also given our health classes a more formal research driven knowledge base through which students become self directed learners. The practice also addresses a variety of educational needs and learning styles.

While the **"Healthy Connections"** web site review is currently taking place in health classes, the process may be easily replicated in any content area using the same fifteen cell web site evaluation rubric which includes criteria in categories including, accuracy, authority, objectivity, currency, and coverage. The student friendly rubric would be useful in any content area with a very positive student response.

2. **Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum Content and Cross-Content Workplace Readiness Standards* addressed by the practice and describe how the practice addresses the standard(s).**

Response:

The educational needs this practice addresses include accessing health information and ideas, organizing and evaluating the information for appropriateness and completeness and analyzing the information to draw conclusions about a selected disease. These educational needs of students were identified based on teacher feedback and observation of student Internet use. Through student questions and comments, the need to demonstrate new and exciting ways to access healthy Internet information was determined.

This practice clearly reflects the following *Core Curriculum Content and Workplace Readiness Standards:*

2.2.6 Describe and demonstrate ways to access and present health information and ideas, and analyze the information for accuracy and reliability
2.2 Select appropriate tools and technology for specific activities
3.8 Organize, synthesize, and evaluate information for appropriateness and completeness
3.1.2 Interpret and analyze data to draw conclusions

Standards 2.2.6 and 2.2 are addressed by student use of two classroom Internet computers on which students must search and locate "healthy" sites. All standards, 2.2.6, 2.2, 3.8 , and 3.1.2 are met through the use of the web site evaluation rubric which students use to analyze, evaluate and draw conclusions about the reliability and credibility of the web site. Throughout the practice, students must continually use decision making, critical thinking and problem solving skills.

Reference
The New Jersey State Department of Education Core *Curriculum Content Standards and Workplace Readiness Standards*

3. **Document the assessment measures used to determine the extent to which the objectives of the practice have been met.**

Response:

The "**Healthy Connections**" practice is evaluated through authentic assessment including both product and performance based measures. The students are observed accessing the Internet, using search engines and locating disease related web sites. Students then conduct a comprehensive review of the site examining criteria in the areas of accuracy, authority, objectivity, currency, and coverage. All students are expected to complete a web site evaluation checklist based on a fifteen cell rubric. The rubric clearly guides students and helps them to draw conclusions about the credibility and completeness of the site. The rubric includes a three tier final rating scale; 12-15 points "healthy", 9-11 points "weak", 8 points or less "sick". Students will then use the "healthy" web site to gather information for an oral and written report about their selected disease topic. All site evaluations are logged alphabetically by topic and kept for future reference. The journal of disease related web sites is available to students researching both communicable and noncommunicable diseases. The reference log continues to grow as more sites are evaluated.

This innovative practice has helped students understand the importance of the Internet as a valuable research and information tool in the area of health education. It has also emphasized the importance of analysis and evaluation of information through sorting, synthesizing and drawing conclusions. Middle school health students are realizing the powerful nature of technology of the 21st century and the critical importance of information assessment.