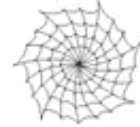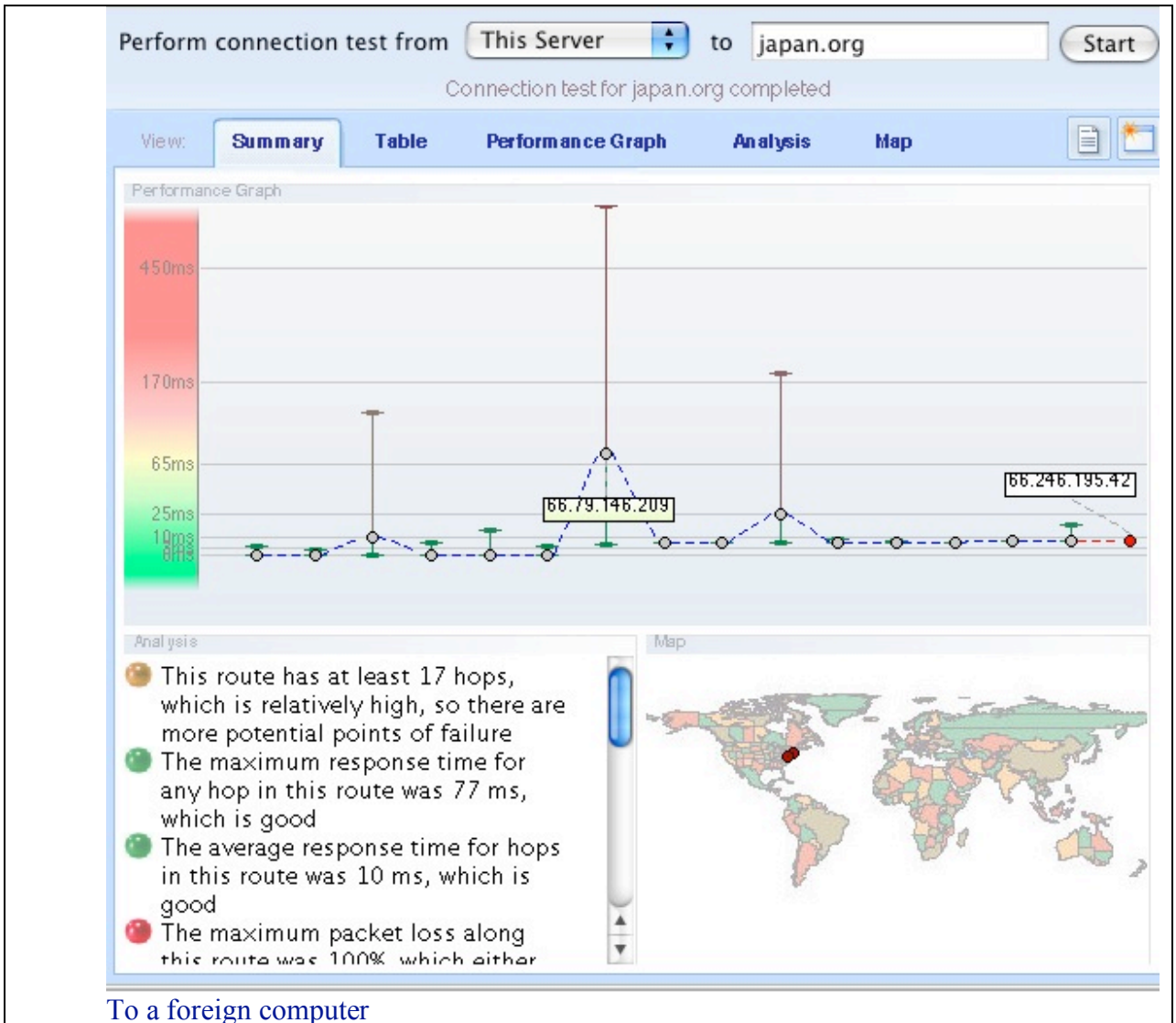Name: Stacy Tanaka

INTERNET AND EDUCATION

(1) Navigating the Internet: A Uniform Resource Locator (URL) is the unique address which identifies a resource on the Internet for routing purposes. Know how to interpret URLs.

- Use a web-based traceroute program or a commercial program such as "WhatRoute" (Mac) or Neotrace (PC) to trace the route between your computer and and a website outside of the United States. Include a screen shot showing a map and the text of the specific route taken when contacting the website. Compare your findings with those of others in the class. Are websites always located in the country in which they are registered? What does this show about the nature of Internet-based business and commerce? Traceroute programs can be used to track and graph web traffic to specific sites. ~~Obtain a map for the traffic (see statcounter) to a specific site such as the Dr. Herr's home page.~~

Test Internet Connectivity & Trace IP Addresses

Perform connection test from [This Server ▼] to [130.166.109.192] [Start]

To begin, enter an address (eg: www.visualware.com) above and click Start

View: | **Summary** | Table | Performance Graph | Analysis | Map

Performance Graph

170ms

65ms

25ms

10ms

3ms
0ms

Analysis

To begin, enter a host name (eg: www.visualware.com or 216.55.183.48)

Map

My IP Address

path
deter
or rc
comp
diffe

NEW
high-
route
easil
that
route
More

NEW
trace
Visua
More

Perform connection test from [This Server] to [japan.org] (Start)

Connection test for japan.org completed

View: **Summary** | Table | **Performance Graph** | **Analysis** | **Map**

Performance Graph

450ms

170ms

65ms

25ms
10ms
0ms

66.79.146.209

66.246.195.42

Analysis

- This route has at least 17 hops, which is relatively high, so there are more potential points of failure
- The maximum response time for any hop in this route was 77 ms, which is good
- The average response time for hops in this route was 10 ms, which is good
- The maximum packet loss along this route was 100% which either

Map

To a foreign computer

Test Internet Connectivity & Trace IP Addresses

Perform connection test from [This Server ⬍] to [japan.org] (Start)

Connection test for japan.org completed

View: **Summary**   **Table**   **Performance Graph**   **Analysis**   **Map**

Hop	%loss	IP Address	Node Name	Location	ms	Graph	Network
0	0	205.234.111.2(	DTG311.visualv	Ashburn, VA, U	–		Defender Techn
1	0	205.234.111.1;	r03-8.iad.defer	Washington, D(	0		Defender Techn
2	0	69.65.112.25	r01.iad.defende	Washington, D(	0		Defender Techn
3	0	69.65.112.77	unknown77.11;	Ashburn, VA, U	10		Defender Techn
4	0	205.234.224.8;	v960.ar1.iad1.u	Washington, D(	0		Server Central N
5	0	216.246.102.1(	54.xe-2-1-0.c	Washington, D(	0		Server Central N
6	0	206.223.115.1;	cr1-eqix-peer.	–	0		Equinix Inc. EC
7	0	66.79.146.209	cr1.nym009.ina	Atlanta, GA, US	77		Internap Netwo
8	0	66.79.152.134	core7.nyc.inap	Atlanta, GA, US	6		Internap Netwo
9	0	209.191.128.1(	border28.po2-l	New York, NY, I	6		InterNAP Netwc
10	0	216.223.55.18(	nac-2.border2{	New York, NY, I	24		Internap Netwo
11	0	209.123.11.91	96.ge7-0-0.gb	New York, NY, I	6		Net Access Cor
12	0	209.123.11.18;	0.ge-2-0-0.gb	Newark, NJ, US,	6		Net Access Cor
13	0	209.123.10.15;	37.e2-14.tbr2.{	–	6		Net Access Cor
14	0	209.123.10.12(	0.e1-4.tbr2.oct	–	7		Net Access Cor
15	0	209.123.10.6	vlan807.esd2.o	–	7		Net Access Cor
16	100	66.246.195.42	hus.parkingspa	–	–		Net Access Cor

The path signal to a foreign computer

Name: Stacy Tanaka
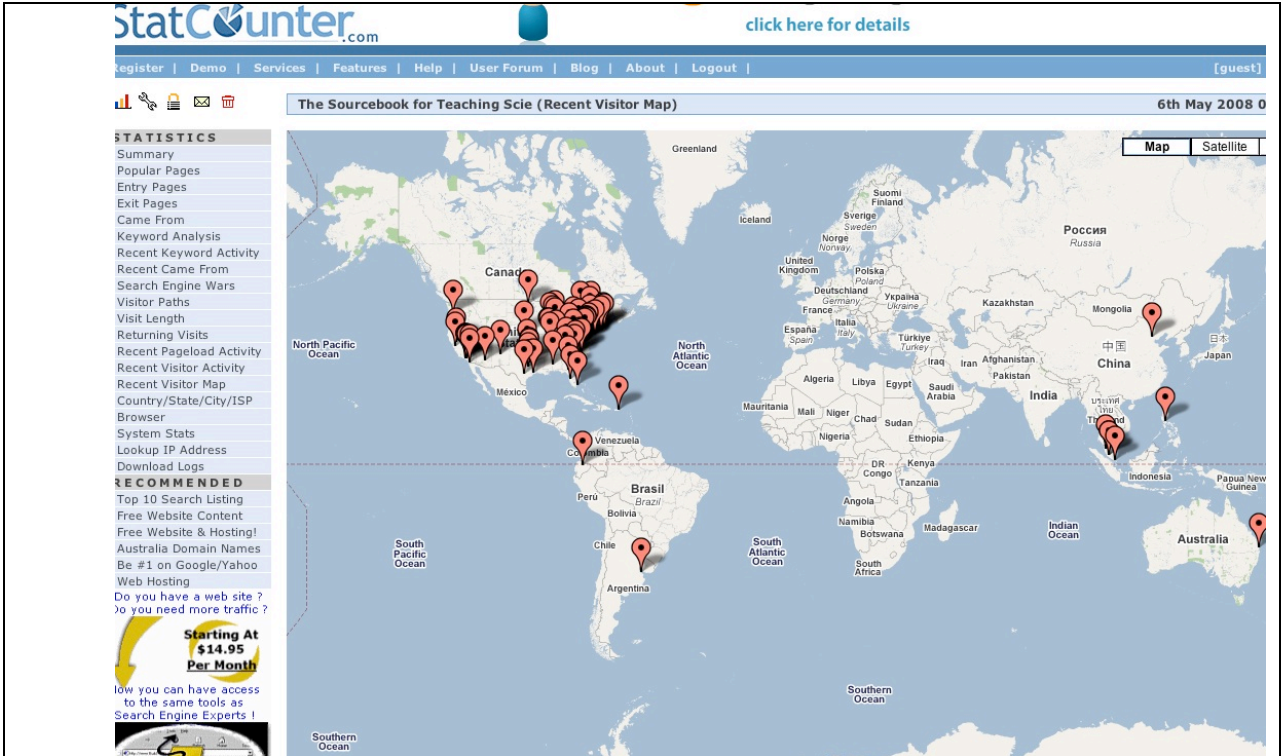
- Compare the connection in the CSUN laboratory with your connection at home or school. What are the IP addresses of the computers you are working with? What kind of connections are your working with (dial-up, DSL, cable, 100-Base TX (twisted-pair LAN), 100-Base FX (fiber LAN), etc.)? Compare are your connection speeds.

Connection speed at CSUN

4

Name: Stacy Tanaka

Connection speed at Home

- Most schools have developed Acceptable Use Policies (AUP) and have installed filters to keep student focused on education. Include text (scan or download is easiest) of your school's AUP and a description of the filters in place. If a school AUP is not available, provide a sample AUP, cite its source, and provide a link. If your are not working in a school, summarize how filters work.

Click here for a Printable Version of the A.U.P.

For Your Information:

Los Angeles Unified School District

Chief Administrative Officer

DISTRIBUTION: All Schools and Offices

ROUTING: Administrators

SUBJECT: BULLETIN NO. K-19 (Rev.)
ACCEPTABLE USE POLICY (AUP) FOR THE INTERNET

DATE: April 20, 1999

DIVISION: Information Technology Division

APPROVED: Chief Technology Officer and Deputy Superintendent Instruction and Curriculum

For further information, please call LAUSDnet Support, at (213) 633-1620.

This revision replaces the bulletin of the same number and subject dated August 31, 1998. The content has been updated to reflect current procedures.

I. BACKGROUND

The Internet, a network of networks, allows people to interact with hundreds of thousands of networks and computers. All connections to the Internet by Los Angeles Unified School District (LAUSD) students or employees are subject to the LAUSD's Acceptable Use Policy (AUP).

Access to the Internet allows connections to computer systems located all over the world. Users (and parents of student users) must understand that neither the District nor any LAUSD employee controls the content of the information found on these systems. Some of the information may be controversial and may even be offensive to some individuals. Teachers or other school personnel should ensure that connections to the Internet are used in a responsible, efficient, ethical, and legal manner, and such use must be in support of education and research consistent with LAUSD's educational objectives.

II. INTERNET ACCESS

The Internet is a public network, and as such, e-mail is not private. LAUSDnet system operators have access to all user account directories and data, e-mail, personal web pages, and any other files stored on system servers. System operators may delete files at any time to conform to system storage needs.

LAUSDnet Internet services must be a free and open forum for expression. Any statement of personal belief in e-mail or other posted material is understood to be the author's individual point of view, and not that of the Los Angeles Unified School District, the administrators of LAUSDnet, or any LAUSD office or school. However, since LAUSDnet access is provided as an instructional tool rather than a personal forum, users will not use LAUSDnet access to demean, defame, or denigrate others for race, religion, creed, color, national origin, ancestry, physical handicap, gender, sexual persuasion, or other reasons.

III. LAUSDnet ACCEPTABLE USE POLICY RULES AND REGULATIONS

Access to the Internet from LAUSDnet and the receipt of an LAUSDnet account is a privilege, not a right. Access to LAUSDnet is free to actively enrolled students, with a Student Identification Number, and to active LAUSD employees.

Los Angeles Unified School District
Information Technology Division
LAUSDnet Student Access

GENERAL INFORMATION

Thank you for your inquiry regarding student access to LAUSDnet. Please read the following materials and carefully complete all forms accordingly. Make copies of the *Acceptable Use Policy, Internet Test, and Student Signature and Parental Consent Forms* for distribution to students.

- Complete *LAUSDnet School Site Responsibility Form*
- Distribute *Acceptable Use Policy* to students
- Review procedures and have students complete the *Internet Test*
- Distribute and have students complete *Student Signature and Parental Consent Form*
- Complete *Student Account Information Form* after students have returned signed *Student Signature and Parental Consent Forms* (Note: The 10 digit Student I.D. # is required. This number can be obtained from the SIS student database. Ask the SIS coordinator for this information.)

Return the completed *LAUSDnet School Site Responsibility Form* and the *Student Account Information Form* to:

Network Operations
Standards and Procedures
Beaudry-10th Floor
Attn: LAUSDnet Student Accounts

Or FAX to:
(213) 241-8999

Keep the *Student Signature and Parental Consent Forms* and a copy of the *LAUSDnet School Site Responsibility Form* and the *Student Account Information Form* for your records.

If you have any questions please call the LAUSDnet Office at (213) 241-8009.

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(2) Knowing your School: Teachers should have a good understanding of their school, students, and thc communities they represent. Much statistical data can be gained using online resources. *TPE-tip You may wish to develop a case study of your school using this and you personal observations to meet TPE 8.

- Develop a written profile of your school and students. Your profile should include the following:
  - School distinctive: Study your school website and discuss school history, destinctives and goals.

 Portola
ACADEMIC PROGRAM:

- Portola houses both a regular and highly gifted magnet program on its campus. Students are encouraged to work hard to achieve their highest academic level.

TUTORING, HOMEWORK CLUB, INTERVENTION:

- Tutoring programs are available for students after school and on the weekend. Individual teachers also sometimes help during lunch or nutrition.

PARENT INVOVLEMENT:

- Parent involvement includes PTSA, Magnet Booster Club, English Language Advisory Council, School Site Council and Local School Leadership Council.

ELECTIVES:

- There are many electives available for the students that attend Portola. Journalism, Spanish, technology, and drama are among some of the favorite electives.
- Our choir and music program are part award winning.

ACTIVITIES:

- During lunch students are welcome to play sports or get involved at the activities at lunch (Harry Potter trivia contest, pumpkin carving contest, poetry reading, basketball tournaments, etc…).

LIBRARY:
- The library houses a wide range of older and current books. The library is also a place where students can access the internet and computers.

- Geography: Describe your campus and its community using satellite photos and maps. Using the photos, describe the nature of the community (commercial, apartments, single family homes, industry, etc.)
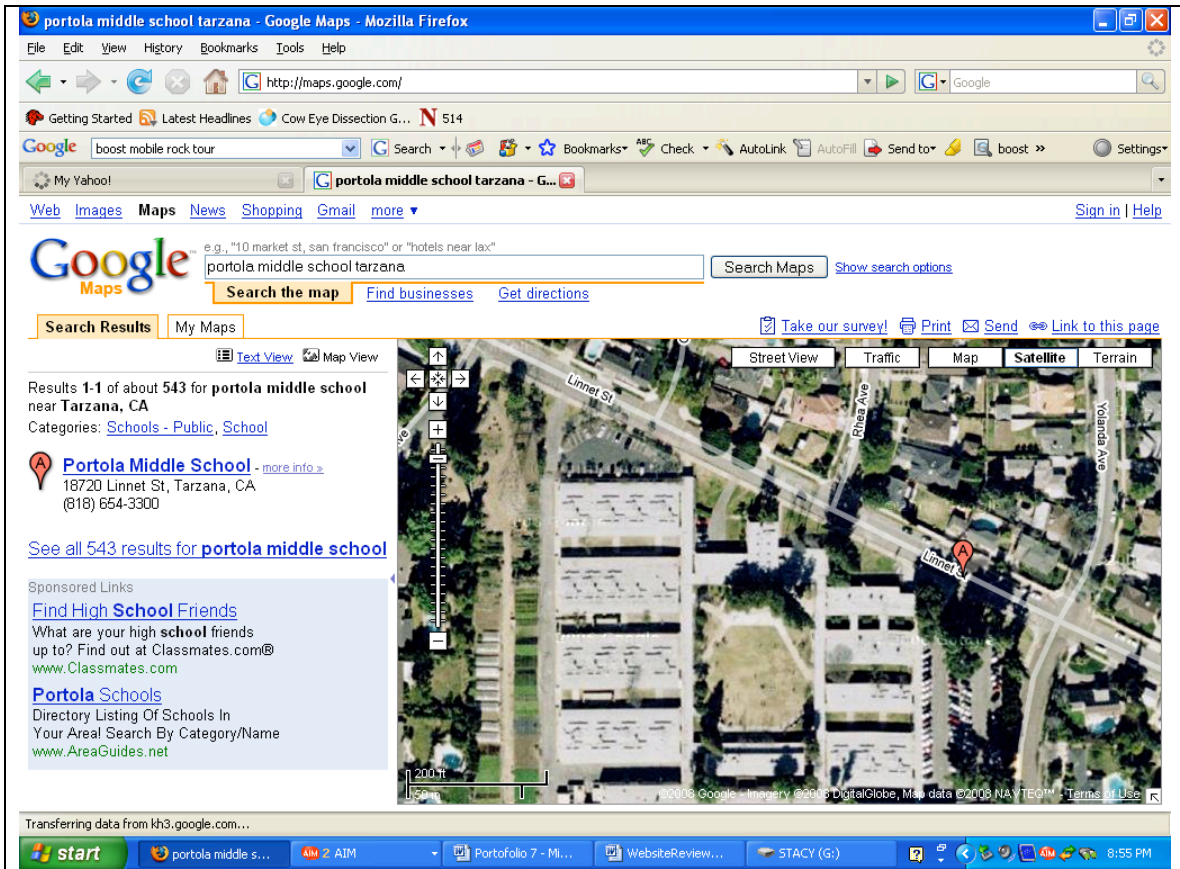
Portola is surrounded by an upper class neighborhood that includes many high-income families. The surrounding neighborhoods also contain upper middle class shops. This is a very affluent community.

- Socioeconomic status: Include maps showing the socioeconomic status (SES) of the communities contributing students to your school. Discuss two or more prominent SES characteristics of the school population.

Gaspar De Portola Middle School, in Tarzana, California, has approximately 2,427

students. It is in a nice urban neighborhood and receives many bused in students.

Approximately 55% of its students participate in a free or reduced lunch program, which

is an indicator of the school's social economic status (SES). Among the student

population, 41% of the students are Caucasian, 40% are Hispanic or Latino, 8% are

African American, 8% are Asian, 2% are Filipino, and less than 1% are American Indian

or Pacific Islander. Out of all of the students, 16% of the students are considered to be

English-language learners.

The median household income of the area is very high, as indicated by the map below.
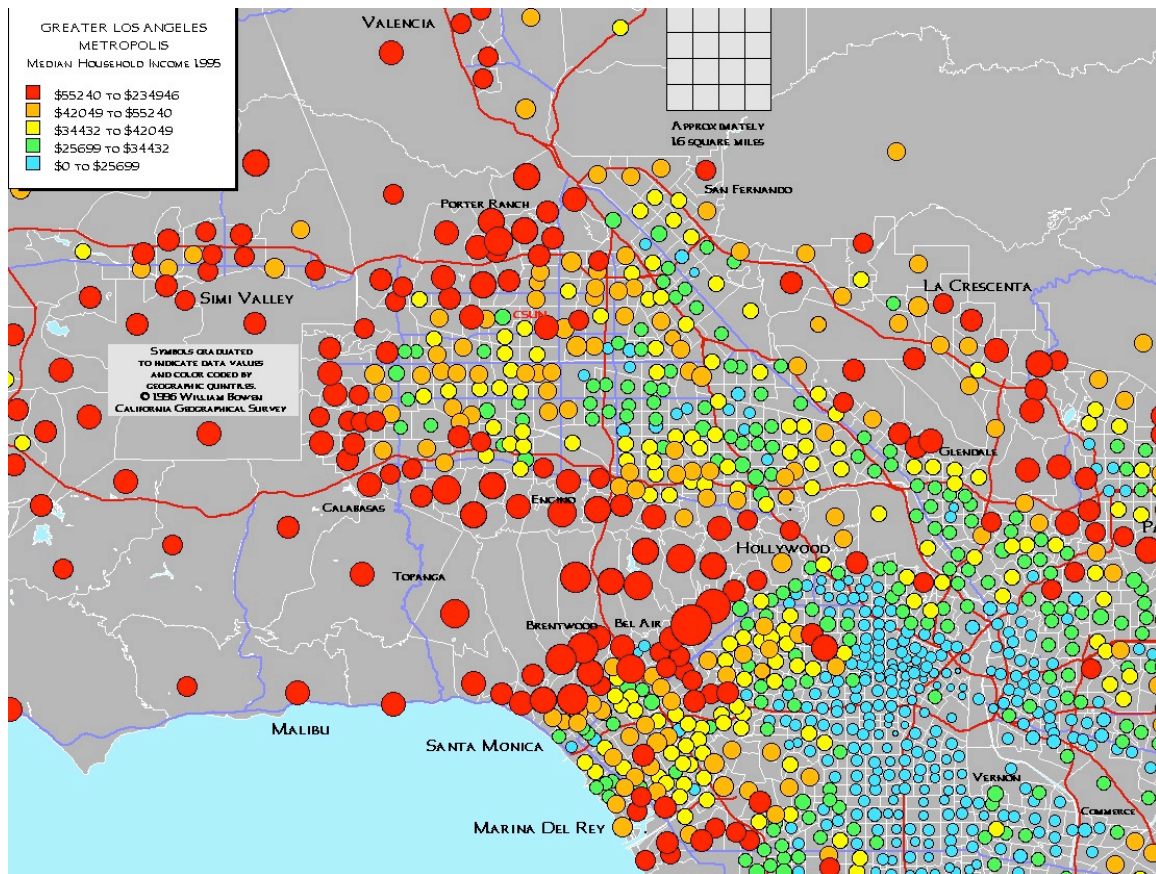
- • School performance: Include test scores and the Academic Performance Index of your school. Discuss the academic climate of your school, including test scores, API, change in scores, dropout rate, English learners, students requiring special education, etc.

2006-07 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met
2007 Growth Academic Performance Index (API) Report

California Department of Education
Policy and Evaluation Division
2/13/2008

School: De Portola (Gaspar) Middle
LEA: Los Angeles Unified
County: Los Angeles
CDS Code: 19-64733-6061584
School Type: Middle

2007 Growth API Links:
School Chart
School Demographic Characteristics
School Content Area Weights
LEA List of Schools
County List of Schools
(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

2006-07 APR		2006-07 State API				2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI	Guide

State Accountability: Academic Performance Index (API)

Number of Students included in the 2007 Growth API	API				Met Growth Target		
	2007 Growth	2006 Base	2006-07 Growth Target	2006-07 Growth	Schoolwide	Comparable Improve-ment (CI)	Both Schoolwide and CI
1840	771	775	5	-4	No	No	No

Similar Schools

Median API	
2007 Growth	2006 Base
757	753

Click on the median value heading to link to the list of 2006 Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2006 Base API Report.

Subgroups

	Number of Students Included in 2007 API	Numerically Significant in Both Years	Subgroup API				Met Subgroup Growth Target
			2007 Growth	2006 Base	2006-07 Growth Target	2006-07 Growth	
African American (not of Hispanic origin)	137	Yes	683	709	5	-26	No

Direct Funded Charter School: No

(An LEA is a school district or county office of education.)

2006-07 APR		2006-07 State API				2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI	Guide

State Accountability: Academic Performance Index (API)

School Demographic Characteristics

These data are from the October 2006 California Basic Educational Data System (CBEDS) data collection and the 2007 Standardized Testing and Reporting (STAR) Program student answer document.

Ethnic/Racial (STAR)	Percent
African American (not of Hispanic origin)	8
American Indian or Alaska Native	1
Asian	8
Filipino	2
Hispanic or Latino	39
Pacific Islander	0
White (not of Hispanic origin)	42

These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.

	Percent
Participants in Free or Reduced-Price Lunch (STAR)	48
Participants in Gifted and Talented Education Program (STAR)	35
Participants in Migrant Education Program (STAR)	0
English Learners (STAR)	12
Reclassified Fluent-English-Proficient (RFEP) Students (STAR)	27
Students with Disabilities (STAR)	10

Mobility

School, CBEDS Date (STAR)	96
LEA, CBEDS Date (STAR)	98

These are the percentages of students who were counted as part of the school's or LEA's enrollment on the October 2006 CBEDS data collection and who have been continously enrolled since that date.

Fully-Credentialed Teachers (CBEDS)	90
Teachers with Emergency Credentials (CBEDS)	16

Enrollments* (STAR)	Percent
Grade 2	0
Grades 3-5	0
Grade 6	33
Grades 7-8	67
Grades 9-11	0

This is a percentage of all enrollments in grades 2-11.

Parent Education Level (STAR)

Percentage with a response*	74

Of those with a response:

Not a high school graduate	15
High school graduate	22
Some college	22
College graduate	25
Graduate school	15

This number is the percentage of student answer documents with stated parent education level information.

	Average
Average Parent Education Level (STAR)	3.04

The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."

Average Class Size (CBEDS)

Grades	Average
K-3	N/A
4-6	33
Core academic courses in departmentalized programs	31

	Number
Enrollment in Grades 2-11 on First Day of Testing (STAR)	1942
Students Exempted from STAR Testing Per Parent Written Request (STAR)	2
Number of Students Tested (STAR)	1940

	Yes/No
Multi-track, Year-round School (CBEDS)	No

Portola demonstrates high CST Test Scores. All groups surpassed the State Percent Proficient Target Rate Criteria, AYP (Annual Yearly Progress) for English Language Arts, which is 24.4%, and for Mathematics, which is 26.5%. Portola Middle School's API (Academic Performance Index) is 776. Portola rates among the top 10% of Local District One middle schools

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Extra Credit

(3) College Advisement: Secondary teachers often have the opportunity to advise students on decisions pertaining to college. In many environments, teachers are the only individuals students know who have been to college.

- Describe a real or hypothetical student (interests, family SES, personality) who is interested in pursuing a career in a field related to what you teach. Recommend a major and 4-year college and explain the rationale for your recommendation using information found on college websites. Provide active links to the colleges, and

quote relevant information.

My friend has a son who is just graduating from high school. His family's socio-economic status is that of a lower middle class family. He is a very shy person who likes to procrastinate when it comes to schoolwork. He is a student who does well on tests, but does not feel the need to turn in work. He is interested in becoming a pharmacist.

I recommended, for him, a B.A. in Biology. This major is good because it covers most of the pre-requisites for pharmacy school. It is a major that was made for people perusing a medical job or teaching.

Because of his lower grades and lower socio economic status, I recommended that he start off at a 2-year college, such as Pierce, and then transfer to a 4-year state college. Due to his grades, he may not be able to receive a scholarship despite his financial needs. Therefore, the most affordable type of college would be a community college. By doing this, he could easily afford two years of college just by having a minimum wage job. After he had completed his two years, he could then transfer to a state college that is significantly cheaper than a university or private school.

Another reason why I chose this route for him is because this is how I got through college.

Relevant websites:
www.csun.edu
www.piercecollege.com

- Provide a paragraph of advice to the parents of this student regarding financing college. Consider their financial and family situation.
- Financially, Pierce College is doable. It is only $20 a unit and the parking is under $100 with lots of free parking on the perimeter of the school. Grants could be taken out to help pay for a state college.

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(4) Professional Growth: Teachers should model "life-long learning" by attending workshops, reading journals, and participating in professional organizations.*TPE-tip You may wish to research professional organizations and employment opportunities and include plans for professional involvement and career development as part of your Individual Induction Plan required for TPE 13.

- Describe a professional conference (related to your field) you may benefit from attending. Describe the purpose and scope of the professional organization sponsoring the conference and provide a synopsis of the conference and one or

more selected workshops or presentations you would like to attend. Include a link to the professional organization and to the specific conference.

Extra Credit

(5) Employment: Most schools and districts advertise job openings on the Internet. Teachers should use such resources not only to find employment for themselves, but also to attract others to their schools and thus build strong departments.

- Find a job announcement for a teaching position for which you are qualified. Include a screen capture of the advertisement. Describe the school and community using information found on the Internet. Cite your resources.

- School: Ivy Academia Charter School

This is "the highest performing independent charter school in LAUSD." It is a charter school that houses itself on other public schools. http://www.ivyacademia.com/

- Community: The Ivy Academia Charter Schools are located in the San Fernando Valley. They are housed at different public schools. This job listing does not specifically state where this site is. I have heard that one site is on Taft High School land. This land is located in a higher middle class community that is right next to Ventura Boulevard.

- http://www.edjoin.org/viewPosting.aspx?postingID=185734&countyID=19

Middle School Teacher
Category: Teacher - Middle/High

print posting

Employer:	Ivy Academia Charter School	**Date Posted:**	3/13/2008
		Application Deadline:	Until Filled
Work Year:	10 months	**Contact:**	Martin Young
Employment Type:	Full Time	**Number Openings:** (At time of posting)	5
Salary:	38,000-80,000	**Job Description:**	Click Here to View

Additional Information:
•Requirements for Applying
•Links Related to this Job
•Comments and Other Info
•View Other Job Descriptions

Requirements for Applying	**Links Related to this Job**
Materials	

Important Comments

Send you resumes and cover letters to: jobs@ivyacademia.com or fax it to 818-332-4136. Please indicate the position you are applying for in the subject line including the grade level.

Application Deadline: Until Filled

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(6) Multi-media resources: Numerous educational videos, sound clips, and animations are available on the Internet. Teachers should be able to find appropriate multimedia resources, and link to or download such files.

- Identify an audio resource appropriate to teaching your subject (music, speech, animal sound, poem, newscast, etc.). Download the file and embed it in your portfolio, or provide an active link to it. Cite the source and describe how and why you will use it in instruction.

- Identify a video or animation appropriate to teaching your subject. Download the file and embed it in your portfolio, or provide an active link to it. If you provide a link, also include screen captures of key sections of the video or animation. Cite the source and describe how and why you will use it in instruction.

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(7) Interactive/Linked Unit Plan : Many application programs (including word processors, presentation managers and spreadsheets) allow users to hyperlink to local (e.g. movies, animations, presentations, text) and remote files. This can greatly facilitate the development and use of a unit plan. *TPE-tip You may wish to incorporate this material into a unit plan for TPE1.

- Develop a unit plan (or augment an existing plan) for the subject you teach, incorporating as many resources as possible developed in this class.

- Incorporate two or more good third-party lesson plans for teaching your subject. Cite the author and URL of the resources, and include screen captures of the relevant parts of the lessons.

- Include links in you unit plan to at least five relevant external internet resources. Use a search engine with Boolean search features to locate web sites relevant to your subject. Embed the URLs for at least 5 excellent sites (or local files) that are related to a lesson you will provide.

- Provide links to other relevant documents or resources you have developed.