

Manheim Central High School

Describe the ISSUES (facts, problems, and opportunities) in the case. Look for underlying issues as well as obvious problems the characters face.

- What unique challenges do the Manheim Central administrators and faculty face?
- How might lesson preparation change for teachers using clickers?
- What are the benefits and limitations of high school agriculture programs?
- What opportunities does a humanities program afford both the teachers and the students? What dilemmas may surface when creating interdisciplinary courses?

Consider the PERSPECTIVE of each character or group presented in the case. What is their unique take on the issues? What informs their point-of-view? What insight do you gain into issues by considering others' opinions?

- Manheim Central High School serves a tight-knit, conservative community. How might community act as a barrier to innovation at the school?
- How might students feel about skills learned in Deb Siebert's agriculture class?
- What is the impact of team teaching on teachers? How might teacher collaboration be viewed by students?
- What pressures or trends might drive Principal Mummau to improve technology integration at Manheim?
- What areas of school improvement currently underway at Manheim might benefit from parent involvement?

What KNOWLEDGE might inform how to address issues in the case? Which sources of knowledge might you consider (professional, experiential, empirical)? What more would you like to know before proposing any actions or next steps?

- What theories on school reform are driving the changes at Manheim Central High School?
- How can math teachers use classroom assessment data effectively?
- What experiences do teachers need to have before they can effectively integrate technology in their classrooms?
- What resources are necessary to support technology integration in the classroom? School-wide? District-wide?
- Where might Deb Siebert find further information for her soil mapping lesson?

What ACTIONS might you recommend characters in the case take to address issues? What possible next steps might occur?

- When should Louise and Rob assess their students on information from the lesson presented in the case? What form should their assessment take?
- How might teachers use data collected from clickers to inform instruction?
- How might Principal Mummau design professional development opportunities at Manheim to best use existing human resources?

- What elements of Project-Based Learning might teachers at Manheim incorporate as they increase technology use in the classroom?

What are the CONSEQUENCES of proposed actions? What might happen, short- and long-term, intentionally and unintentionally, of following your suggestions? What else might you consider as possible results of suggested actions?

- Some teachers at Manheim are designing online courses for their students. What might be the positive and negative impact of such a move?
- What might be the consequences--intended or unintended--of the parent outreach program described in the case?
- Do all students benefit from the lessons presented in the case? How might Manheim ensure equal opportunities for all students to use technology?