My big take-away from this chapter:

Chapter 3

 Key Concepts:

*Chapter 3 ensures that teachers understand the value of student and parent-friendly learning targets. The essential relationships between standards, learning targets and assessments are explained and examples provided.*

 Essential Question(s):

Which of our current content standards would benefit from being deconstructed?

Which ones would benefit from being translated into student-friendly versions? Parent-friendly versions?

What did you notice when you looked through your curriculum documents to classify learning targets by type?

*To raise new questions, new possibilities, to regard old problems from a new angle,
requires creative imagination and marks real advance in science.*[***Albert Einstein***](http://www.brainyquote.com/quotes/quotes/a/alberteins130625.html)

As consumers we expect full disclosure on what we are purchasing – we want to know the various uses; we want to know how things are constructed; what we can look forward to in terms longevity, maintenance, and replacement parts; we price-shop, compare, and do our best to be informed consumers; we never purchase what we do not value or understand – yet we ask our students to blindly “buy” what we are “selling” every single day – dozens of times. We rarely invite or appreciate questions regarding use, quality, or application. They are to blindly buy what we sell, pay what we ask (assignments/grades), and there are no returns, exchanges or coupons accepted!

Our students and their parents, in fact, the community at large, have the same rights when it comes to the instruction we provide. We are not suggesting that the stakeholders “vote” on curriculum or instructional practices, but instead stakeholders should be informed, included, and engaged in the process and they should VALUE the product (learning). What we need is a new vision; an imagination that is strong enough to withstand during the long hours and sometimes thankless job of changing habits, updating a school culture, and embracing new ways of “doing business.”

 *Dr. Pamela Petty (WKU)*

Without statements of intent and a plan to change our thinking, our processing, and our communication practices we cannot expect much to change. Many times we find we don’t know what we think until we have to put something into words – either orally or in writing. In fact, sometimes we can’t think of solutions and ways to move forward because the barriers to progress overshadow our perceptions. For each prompt listed below use the information on pages 53-61 to respond.

|  |  |  |  |
| --- | --- | --- | --- |
| Barriers | My Best Response to Squelch the Fear | CASL-guided Response | An action statement that moves me forward |
| I move heaven and earth to try and get my students to understand and remember the content, now you want me to get them to reiterate the matching learning targets?  |  |  |  |
| My students struggle with academic language and vocabulary in general, how do I find words for learning targets they can understand? |  |  |  |
| Parents won’t return my phone calls, won’t attend parent/teacher conferences, or sign the papers I send home, just how “engaged” do you think they want to be student learning?  |  |  |  |
| I already understand the standards, why/how would making targets improve my teaching?  |  |  |  |
| If I spend my whole day talking about learning targets, when will I have time for the content? Is the trade-off in time worth the effort?  |  |  |  |