

Project TARGETT: Transformative And Renewing Growth for Educators and Teachers of Teachers

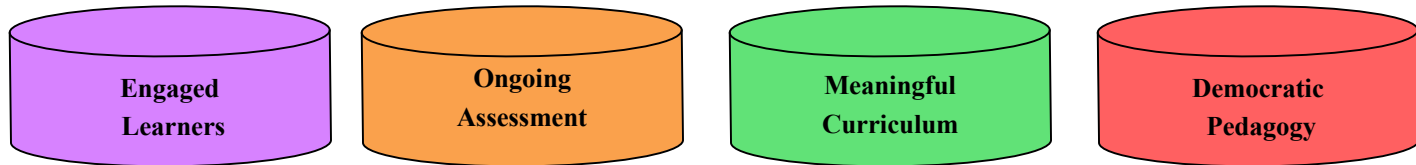


Renewed Teachers

engage in ongoing inquiry -- cycles of reflection and action or praxis -- that responds to the question:

Am I learning, relearning, or unlearning in the face of classroom interactions?

Renewed teachers work with engaged learners using ongoing assessments designed to differentiate a meaningful curriculum in a democratic classroom.



Focus Question:	Am I attending to the whole person?	Am I using assessment to inform instruction?	Am I designing curriculum that matters to students?	Am I engaging every student in learning?
Student Perspective:	Value me.	Understand me.	Respect me.	Interact with me.
Teacher Response:	Care	See	Design	Act
	Cummins (1996): "Human relationships are at the heart of schooling."	Stiggins (2002): "Both assessment of learning and assessment for learning are essential."	Wink (2005): "If it doesn't matter to learners, it doesn't matter."	Darling-Hammond (1997): "Schools must enact democracy rather than merely preach about it."

Results in Accelerated Student Growth