

3

SUMMARY OF HSA CORE LEARNING GOALS FEEDBACK SHEETS

INTRODUCTION

This summary of teacher feedback on the Core Learning Goals represents the responses of a number of teachers who had the opportunity to participate in focus groups. However, the response patterns are very similar to those of teachers in after-school faculty meetings. In the case of responses from faculty meetings rather than focus groups, there are many hundreds of teacher responses by discipline from around the state.

ENGLISH

1. **To what extent does the introduction/rationale express your expectation of what the content of high school English should be in the 21st century?**

Rating Scale:	a little.....a lot
	• • • • •
Number of Responses:	1 6 14 56 26

Comments:

- Comprehensive and thorough overall.
- Introduction is too heavily based on literature, excludes cultural background and does not discuss technology.
- Viewing should be added to the process and evaluation areas. The use of “text” does not clearly indicate the significance of non-print media.
- The public school system services a variety of students. There are homes where no “literacy skills” are taught. English should provide the student with possible “work-related” exercises.
- Should emphasize the practical side of writing, speaking, and reading skills as they are used in the real world.
- Due to student mobility, a core of literature suggested for each grade is appropriate.
- All major areas of communication are addressed, and content is given its due (hallelujah!)

2. To what extent are the introduction/rationale, goals, expectations, and indicators clearly stated in the simplest language possible?

Rating Scale:	a little.....a lot
	• • • • •
Number of Responses:	1 3 25 44 30

Comments:

- Addition of viewing; however, paragraph 4 has defensive/argumentative language (e.g., “However, a careful balance . . .”).
- Seems to be straightforward. Must recognize that all achievement levels cannot be clustered together.
- Very well done.
- If this goes to the general public, it needs to be simplified.
- Language seems defensive/or argumentative at times.
- Examples would be helpful to anyone in doubt.
- Too much educational jargon.

3. To what extent do the four core learning goals cover the domain of high school English?

Rating Scale:	a little.....a lot
	• • • • •
Number of Responses:	1 6 8 54 27

Comments:

- Too vague, too general.
- Language and audience need to be addressed.
- Vocabulary development.
- We need to emphasize oral response skills in conjunction with writing skills.
- Non-print viewing, listening, and technology should be added and given real consideration to both goals and indicators.
- These goals are currently covered in our curriculum. However, not all students can perfect these goals. The discussion of literature should be stressed more.
- All domains are covered, but lack specificity.

4. To what extent do the expectations under Core Learning Goal 1 cover the scope of the goal?

Rating Scale: a little.....a lot
• • • • •

Number of Responses: - 5 17 42 37

Comments:

- Very advanced material.
- Child may not be able to read. Self-selection is limited by curriculum, not only approved texts but by time allowed for this activity to occur. Acknowledgment of media techniques, especially as they concern television techniques.
- This goal moves to a highly advanced level in Expectation 2, Indicators 2 and 3. If the assessment is not carefully designed, this could look like an AP test which is not fair to non-AP students.
- Incorporate more prior and personal knowledge. Students should be able to apply real-life experiences to fully understand the work. Subjectivity and objectivity in literature and other material.
- Expectations reflect a spectrum of strategies and skills needed by students.
- Please give more instructional indicators for employing personal experiences.
- Too simple. Too focused for poor students; does not consider ESOL, G&T students.

5. To what extent do the expectations under Core Learning Goal 2 cover the scope of the goal?

Rating Scale: a little.....a lot
• • • • •

Number of Responses: - 2 24 37 36

Comments:

- Comprehensive--a good sequence.
- Expectations are weak in the area of oral expression.
- Focus should be clearly on composition and computer literacy.
- B-3: Merit students are capable of doing this fairly well. Lower students would have trouble synthesizing and validating the purpose of reading.
- Documentation of researched materials to eliminate unintentional plagiarism should be stressed. Access to electronic informational systems needs to be updated and universal.
- Materials must be made available.
- Students must have "hands on" computer/word processor experience.

6. To what extent do the expectations under Core Learning Goal 3 cover the scope of the goal?

Rating Scale: a little.....a lot
• • • • •

Number of Responses: 1 4 17 45 36

Comments:

- Kudos for including grammatical correctness as a goal.
- This needs to be done at every level, but primarily in the earlier goals.
- There is no expectation specifically about speaking—purposeful omission?
- Basic rules of grammar need to be taught and emphasized well before high school in order to meet these goals.
- This is a pretty broad scope. Some students may not relate to universal themes. The needs of all students should be considered because students with learning disabilities will be completely lost.
- Emphasis on critical thinking skills.
- Perhaps list vocabulary skills as expectation #1.

7. To what extent do the expectations under Core Learning Goal 4 cover the scope of the goal?

Rating Scale: a little.....a lot
• • • • •

Number of Responses: - 8 13 50 26

Comments:

- #1 should include viewing; unrealistic for low-achieving students. Specialized students need word processors/spell check so that revision is not merely a second copy. #3 seems contrived to fit some sort of test task.
- Integrating more media into curriculum is very valuable.
- Especially like how the example for expectation 1 is written.
- Address computer activities in this area.
- Merit students could interpret by using an established critical approach. Slower learners would become frustrated and lost. Cultural limitations, not ability, will be a problem. Empathy is a problem and most students react at a pragmatic level to most situations.
- Goal 4 is unclear. Expectations 1 and 2 are the same. Keep Expectation 1 and use Expectations 2 as one of the instructional indicators.

- Somewhere in this goal (or another) there needs to be an evaluation of an author's intent (informational, persuasive, narrative) , audience and genre on the resultant piece of writing.

8. To what extent do the instructional indicators for each expectation cover the scope of the expectation?

Rating Scale: a little.....a lot

• • • • •

Number of Responses: 2 5 16 38 5

Comments:

- Too vague.
- They almost cover it too well!
- Add viewing to the list of integral skills in the rationale.
- The expectations and indicators must include specific references to use and application of technology in English.
- Goals are well written and specifically defined. Major concern is that we are not allowing for individual differences in the students. Would it be possible for the local school to be a source of final appeal for a student who does not perform well? Could a portfolio presentation be an option for questionable students?
- Instructional indicators should be more life-related. Models and examples should vary enough to enable teachers to relate these things to their individual classes.
- Direction is not always clear.

9. To what extent are the goals, expectations, and indicators attainable by your high-achieving students?

Rating Scale: a little.....a lot

• • • • •

Number of Responses: 1 7 22 38 22

Comments:

- If students were tested in the tenth grade, they would not be very successful. Smaller classes are needed. Computers are a necessity in revision process. Attainable as a final assessment or as a goal to graduation.
- Average and above-average students should be able to attain these goals.
- All indicators are attainable depending upon the assessment used. The same assessment cannot be used for all level.
- Easily attainable by high-achievers.

10. To what extent are the goals, expectations, and indicators attainable by your average-achieving students?

Rating Scale: a little.....a lot
• • • • •

Number of Responses: - 10 26 33 21

Comments:

- Smaller class sizes, more technology, and a computer writing center would be needed to hope to achieve these goals..
- Average and above-average students should be able to attain these goals.
- All indicators are attainable depending upon the assessment used. The same assessment cannot be used for all levels.
- Very attainable.

11. To what extent are the goals, expectations, and indicators attainable by your low-achieving students?

Rating Scale: a little.....a lot
• • • • •

Number of Responses: 9 11 19 32 20

Comments:

- As long as there are not specific texts required, some goals may be attainable through continued focus over a period of years. If specific texts are dictated, these goals may be impossible. Lower-achieving students should be scheduled in A.M. for better attention. Need computers, smaller class sizes, and special education assistants in classroom.
- Students who are functioning at a low level but do not qualify for special education could fall through the cracks.
- All indicators are attainable depending upon the assessment used. The same assessment cannot be used for all levels.
- Teacher preparation will be necessary for implementation.

12. To what extent are the goals, expectations, and indicators attainable by ESOL students?

Rating Scale: a little.....a lot
• • • • •

Number of Responses: 19 14 27 9 5

Comments:

- Students will have problems; depends on the time in the country. Evaluation of the effect of language is difficult.
- Some will be impossible for these students to attain. Some will be difficult for any student to attain. These goals would have to be severely modified.
- All indicators are attainable depending upon the assessment used. The same assessment cannot be used for all levels.

13. To what extent are the goals, expectations, and indicators attainable by special needs students?

Rating Scale:

a little.....a lot

• • • • •

Number of Responses:

21 15 26 19 5

Comments:

- Not without a considerable reduction in class size.
- Person-by-person analysis necessary; objectives are clear.
- The emphasis on a written language response may limit some children.
- Using paper and pencil and the traditional ways of learning the concepts that are stated and implied in these goals will not meet the needs of special education students. Technology must be a part.
- Few may attain these goals. However, attention span and interest level will create limitations. These students must be allowed more hands-on types of measurements. Remember that a large number of such students exist in the regular classroom because students are mainstreamed.
- All indicators are attainable depending upon the assessment used. The same assessment cannot be used for all levels.
- Would need a full-time special educator in every classroom with inclusion students to satisfactorily accomplish the goals.

What would you, as a high school teacher, need to implement the Core Learning Goals in your classroom?

Comments:

- Greater technology. A computer writing center for revision, etc. Funds for computers, software, digital cameras, disks, etc. Smaller class size. Resources for low achievers and special needs students. Money for staff development during the workday to learn how to use the technology and to teach the students to meet the goals. Freedom to choose from a variety of texts.

- Time—professional days to modify lessons; planning to evaluate and integrate within classroom. Maintain small class size. Computers, updated textbooks. Teacher aides and finances. Parental and community support.
- New computers; on-line capabilities for all students; a varied selection of textbooks, novels, and other materials at all levels. All teachers will need the necessary computer training to utilize these computers.
- Variety of print and non-print media. More teacher preparation time. Meaningful workshops and training time. Adequate supplies, equipment and materials. Curriculum guides for each grade level.

MATHEMATICS

1. To what extent does the introduction/rationale express your expectation of what the content of high school mathematics should be in the 21st century?

Rating Scale: a little.....a lot
• • • • •
Number of Responses: - 2 22 41 16

Comments:

- Doomed for failure. Great lack of technological aides (ex. graphing calculators) and teacher training. Needs more financial support than the state will ever provide.
- Students should possess many of the problem solving, communications, reasoning, and connection skills. College preparatory students will have most of the desired skills. All students would have great difficulty meeting the given expectations.
- Expectation is based on assumptions that students are given a good solid background in grades K-8. Expectations have to increase due to societal demands.
- Additional focus should be placed on consumer topics for high schools.

2. To what extent are the introduction/rationale, goals, expectations, and indicators clearly stated in the simplest language possible?

Rating Scale: a little.....a lot
• • • • •
Number of Responses: 2 - 10 36 32

Comments:

- The language is clear, providing that the target audience would be educators.
- Most goals and expectations are clearly presented in most instances. Some terms are vague: “use matrices”/“solve linear inequalities”/“real-world problems.” Under Goal 2 the word “justify” seems too strong.
- Many of the terms carry different levels of learning skills. The level of knowledge must be addressed.

3. To what extent do the three core learning goals cover the domain of high school mathematics?

Rating Scale: a little.....a lot
• • • • •
Number of Responses: 2 5 21 33 17

Comments:

- Goals 2 and 3 are not being taught on a schoolwide basis. Little is done with geometric angles/models outside the scope of traditional geometry. Algebra is taught algorithmically, rather than investigatively.
- Goal 3 is not appropriately addressed in the present curriculum.

4. To what extent do the expectations under Core Learning Goal 1 cover the scope of the goal?

Rating Scale: a little.....a lot
• • • • •

Number of Responses: 2 - 9 43 22

Comments:

- Seems to match.
- Needs to have more specific expectations and they need to be more clearly stated.
- Probability and statistics are not covered in detail. These concepts are only available to certain groups of students.

5. To what extent do the expectations under Core Learning Goal 2 cover the scope of the goal?

Rating Scale: a little.....a lot
• • • • •

Number of Responses: - 3 10 45 20

Comments:

- Rulers, compasses, and protractors are going the way of the slide rule.
- Very difficult to achieve; students need to recognize the real world in terms of geometric figures.

6. To what extent do the expectations under Core Learning Goal 3 cover the scope of the goal?

Rating Scale: a little.....a lot
• • • • •

Number of Responses: 3 2 15 38 21