College and Career Readiness and Equity: Case Studies

Choose a Fundamental of Learning and review the More About-Less About tool.

Focus Questions:

- In my district, how is classroom practice consistent with the "more about" column?
- How does it differ?
- What might we need to work on next to prepare for implementing the Washington State Learning Standards?

MAKING MEANING

MORE ABOUT	LESS ABOUT
Generating and Using Knowledge	Just Acquiring Knowledge
Authentic Contexts	Only Classroom-Based
Making Connections Among Ideas	Learning Only Discrete Ideas
A Focus on Deeper Learning	Just Superficial Learning
Using Language and Symbols to Learn	Using Only Didactic Teaching
Generating Thoughtful Questions	Getting the Right Answers
Supporting Arguments with Evidence	Reciting Rote Arguments
Assessment that Informs Teaching and Learning	Assessment that Ranks Students
Appropriate Cognitive Demand for Each Student	Uniformity of Learning Activities
Learning	Teaching

PARTICIPATING AND CONTRIBUTING

MORE ABOUT	LESS ABOUT
Decision-Making by Students and Teacher	Decision-Making Only by Teacher
Student-Initiated Learning	Entirely Teacher-Initiated Learning
Collaboration with Others	Exclusively Individual Learning
Valuing Other Perspectives	Tolerating Other Perspectives
Thoughtful Responses	Race to the Answer
Teacher as Mediator or Participant in Conversations	Teacher as Lecturer
Personally Significant Content	Generic Content
Reflecting On and Learning from Mistakes	Avoiding Mistakes
Intellectual Curiosity and Risk-Taking	Rigid or Overly Scripted Lessons

MANAGING LEARNING

MORE ABOUT	LESS ABOUT
Learning to be a Life-Long Learner	Just Learning for the Here and Now
Developing the Capacity to Learn	Just Storing Existing Knowledge
Adapting to Unknown Situations	Focusing Only on Immediate Concerns
Students Recognizing Mastery/Success	Teacher Declaring Mastery/Success
Students Articulating their Learning Status	Teacher as the Sole Expert on What Students Know
Reflecting on Learning	"Checking a Box" and Moving On
Valuing Generative Struggle and Confusion	Avoiding Cognitive Struggle