



### Common Recommendations of National Curriculum Reports

- LESS whole-class, teacher-directed instruction (e.g., lecturing)
- LESS student passivity: sitting, listening, receiving, and absorbing information
- LESS presentational, one-way transmission of information from teacher to student
- LESS prizing and rewarding of silence in the classroom
- LESS classroom time devoted to fill-in-the-blank worksheets, dittos, workbooks, and other “seatwork”
- LESS student time spent reading textbooks and basal readers
- LESS attempts by teachers to thinly “cover” large amounts of material in every subject area
- LESS rote memorization of facts and details
- LESS emphasis on the competition and grades in school
- LESS tracking or leveling students into “ability groups”
- LESS use of pull-out special programs
- LESS use of and reliance on standardized tests
  
- MORE experiential, inductive, hands-on learning
- MORE active learning, with all the attendant noise and movement of students doing, talking, and collaborating
- MORE diverse roles for teachers, including coaching, demonstrating, and modeling
- MORE emphasis on higher-order thinking; learning a field’s key concepts and principles
- MORE deep study of a smaller number of topics, so that students internalize the field’s way of inquiry
- MORE reading of real texts: whole books, primary sources, and nonfiction materials

- MORE responsibility transferred to students for their work: goal setting, record keeping, monitoring, sharing, exhibiting, and evaluating
- MORE choice for students (e.g., choosing their own books, writing topics, team partners, and research projects)
- MORE enacting and modeling of the principles of democracy in school
- MORE attention to affective needs and varying cognitive styles of individual students
- MORE cooperative, collaborative activity; developing the classroom as an interdependent community
- MORE heterogeneous classrooms where individual needs are met through individualized activities, not segregation of bodies
- MORE delivery of special help to students in regular classrooms
- MORE varied and cooperative roles for teachers, parents, and administrators
- MORE reliance on descriptive evaluations of student growth, including observational/anecdotal records, conference notes, and performance assessment rubrics

SOURCES: American Association for the Advancement of Science 1989, 1997, 1998, 2001; Americans for the Arts 2005; Anderson et al. 1985; Bybee et al. 1989, 1991; California Arts Council 2001; Center for Civic Education 1994; Consortium of National Arts Organizations 1994; Crafton 1996; Critical Links 2002; Dunn and Vigilante 2000; Farstrup and Samuels 2002; Fiske 1998; Geography Education Standards Project 1994; Harste 1989; Hiebert et al. 2003; Hillocks 1986; International Reading Association and National Council of Teachers of English 1996; Joint Committee on National Health Education Standards 1995; National Association for the Education of Young Children 2002; National Board for Professional Teaching Standards 2005; National Center on Education and the Economy 1995; National Center for History in the Schools 1994a, 1994b; National Commission on Reading; National Council for the Social Studies 1994; National Council of Teachers of Mathematics 1989, 1991, 1995, 2000; National Reading Panel 2000; National Research Council 1996, 2000; National Science Teachers Association 1996, 2000; President's Committee on the Arts and the Humanities and Arts Education Partnership 1999; National Staff Development Council 2001; Routman 2003; Saunders and Gilliard 1995; Sierra-Perry 1996; Smagorinsky 1996; U.S. Department of Labor SCANS Report; Wilhelm 1996.