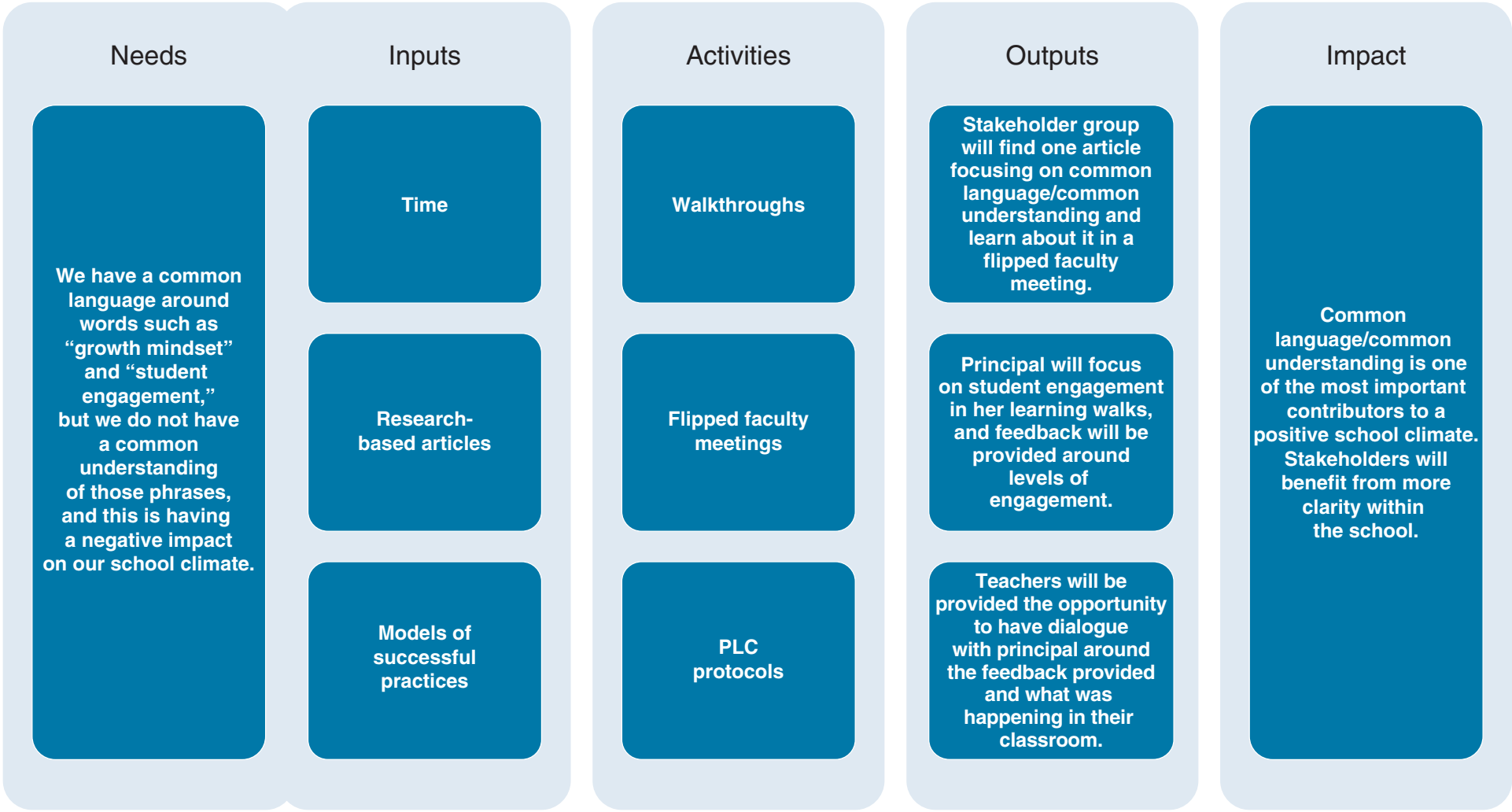
Common Language/Common Understanding



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Knowledge Dimensions

Needs	Inputs	Activities	Outputs	Impact
In our school, we notice that much of the instruction provided by teachers focuses on factual knowledge and then procedural knowledge. We rarely see conceptual knowledge or meta-cognitive knowledge being used in the classroom.	Time	Discussions at building stakeholder meetings	At the next building stakeholder meeting, begin discussing the goal of having a more balanced approach to learning. Stakeholders representing different grade levels or departments should bring the discussions back to their constituency.	Students will be best able to understand what they are learning, why they are learning it, and how to use that learning during those moments of cognitive conflict when they are alone if they have a balanced approach to learning that involves all four knowledge dimensions.
	Research-based articles	Faculty meeting focus	In order to support the stakeholder group discussions, the next faculty meeting should focus on the four knowledge dimensions, including having teachers and staff read an article about the knowledge dimensions prior to the meeting, and making sure teachers are prepared to discuss how they implement each dimension.	
	Models of successful practices	Teacher goal setting	Teachers should be expected to provide evidence of how they support a balanced approach to learning.	

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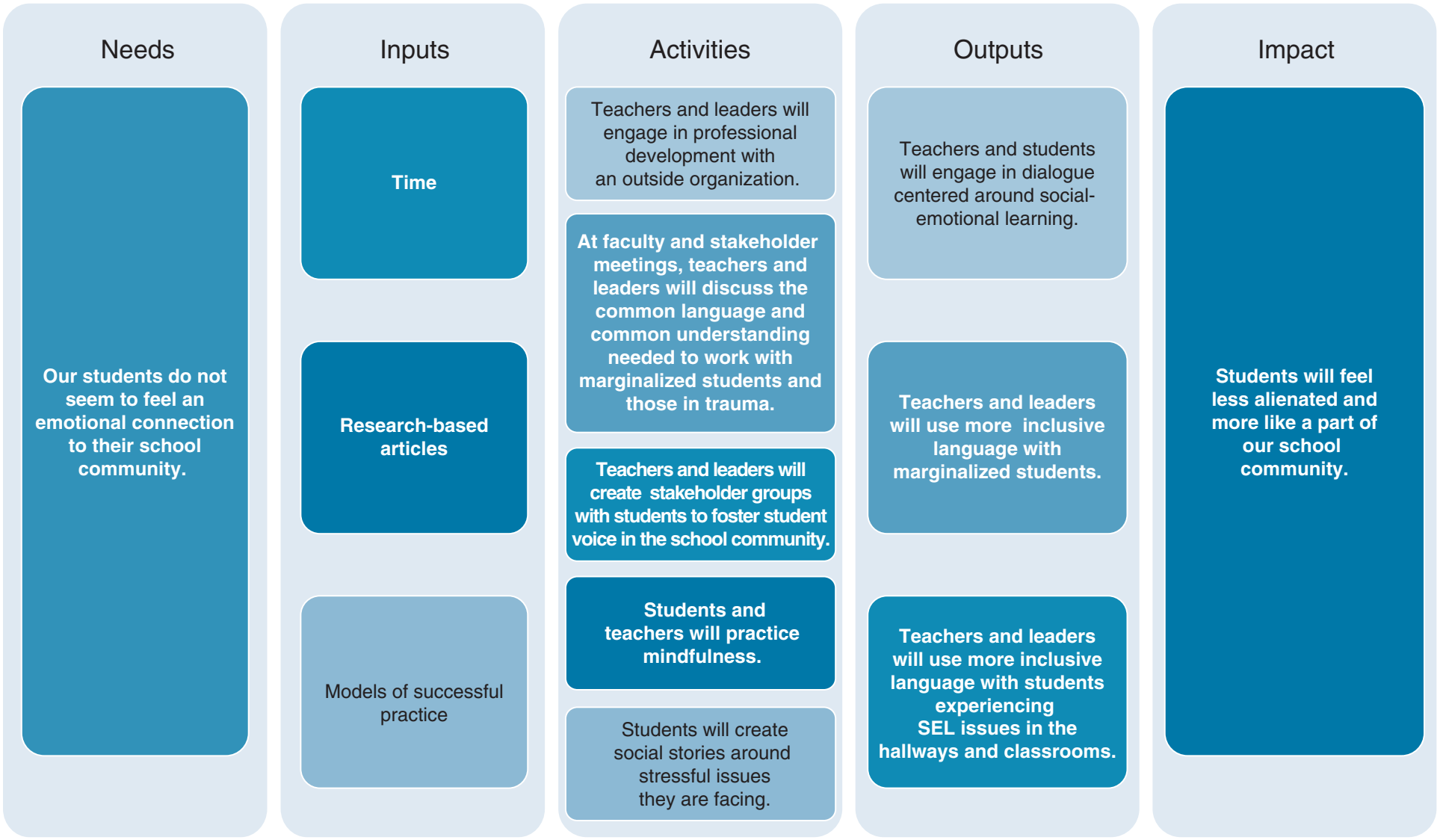
Social-Emotional Engagement



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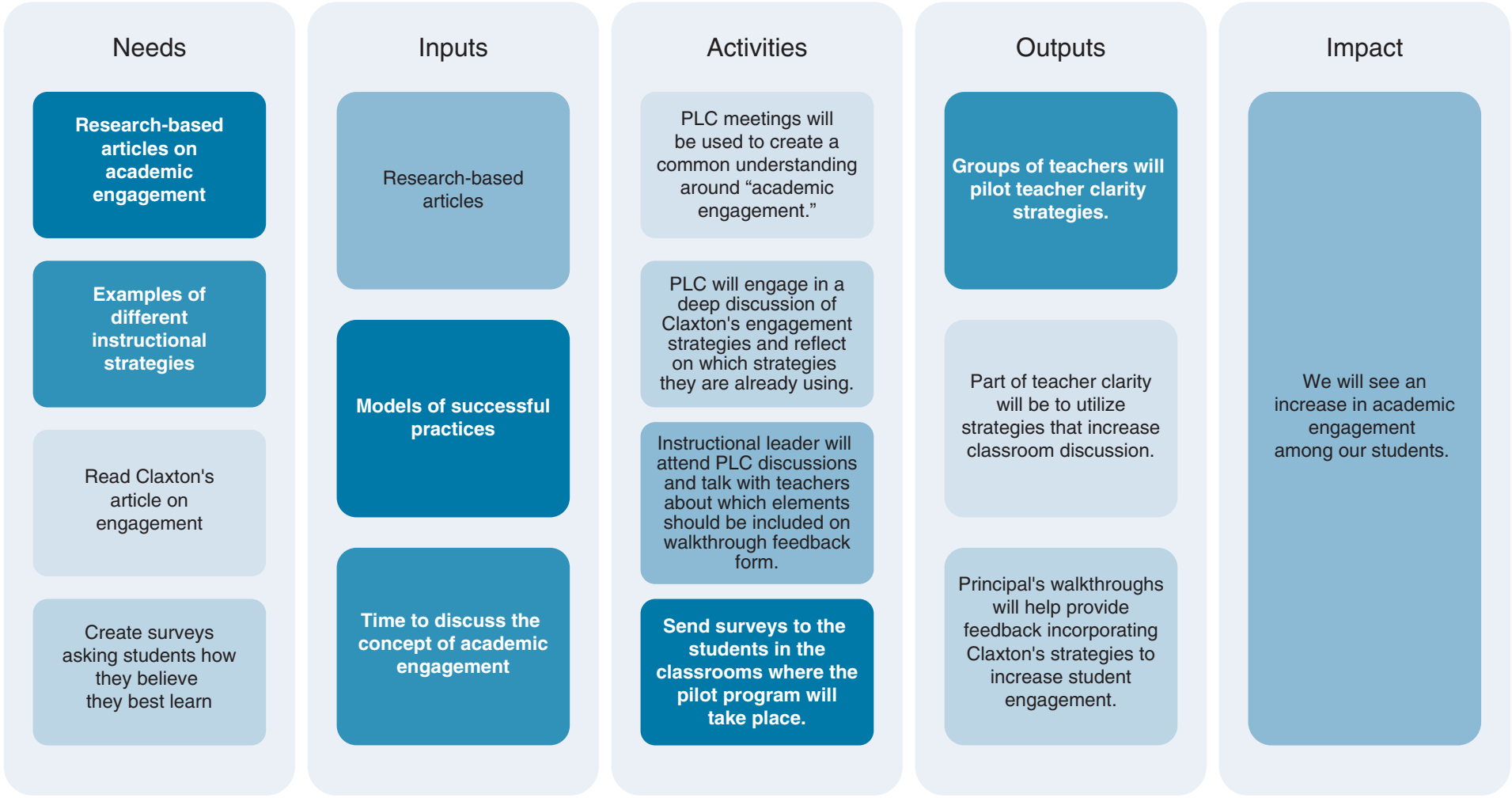
Academic Engagement



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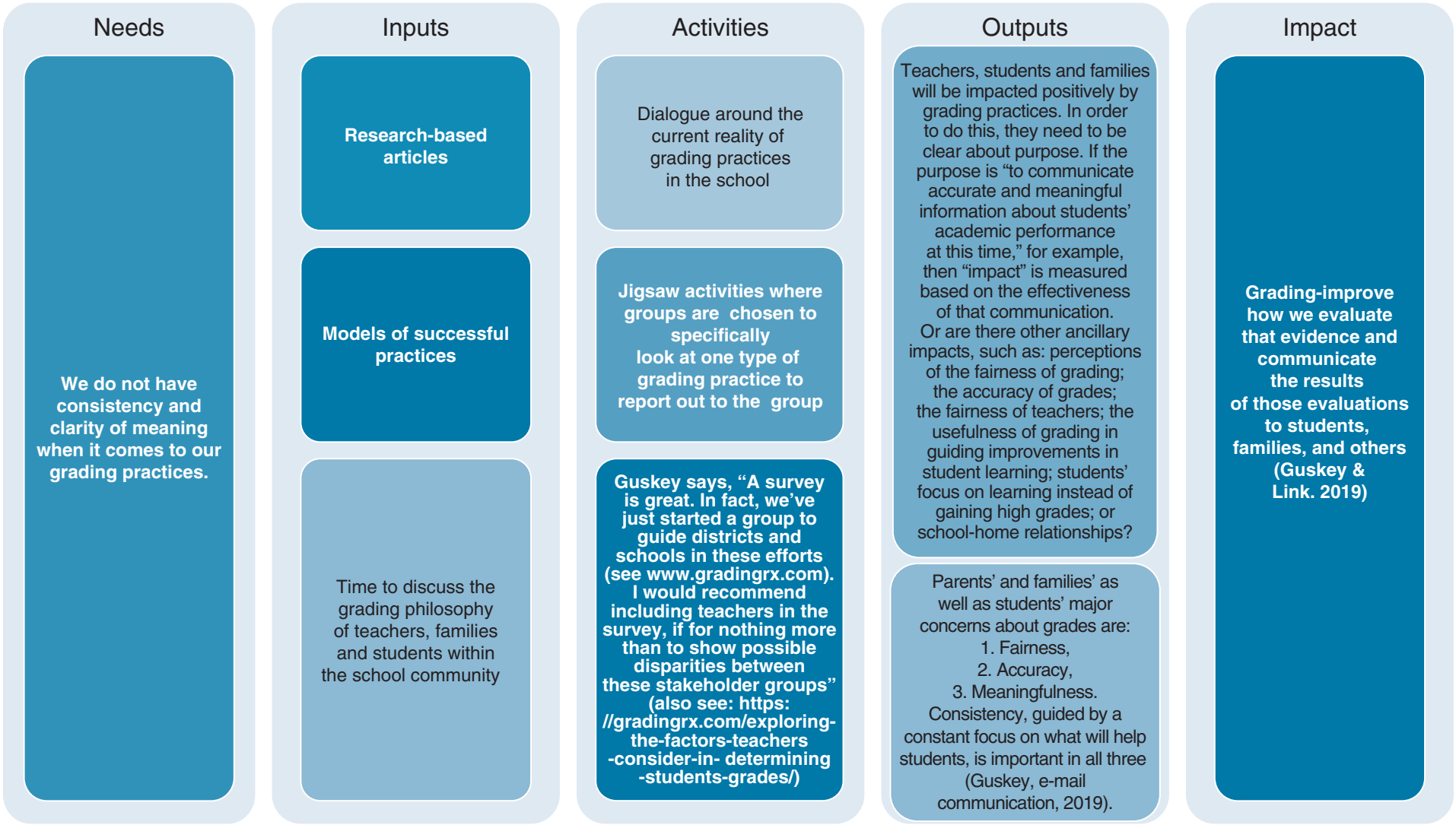
Collective Efficacy and Grading



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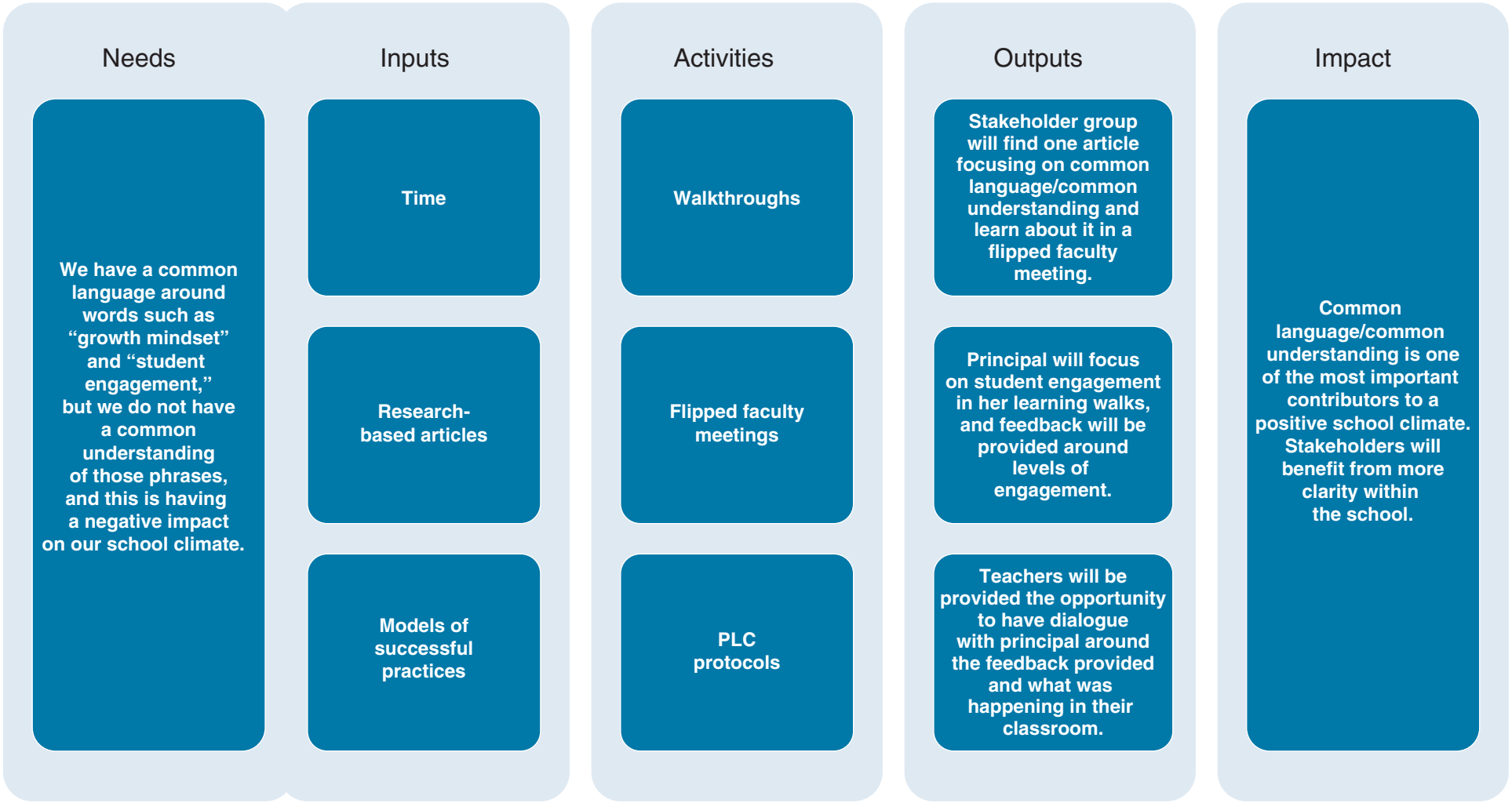

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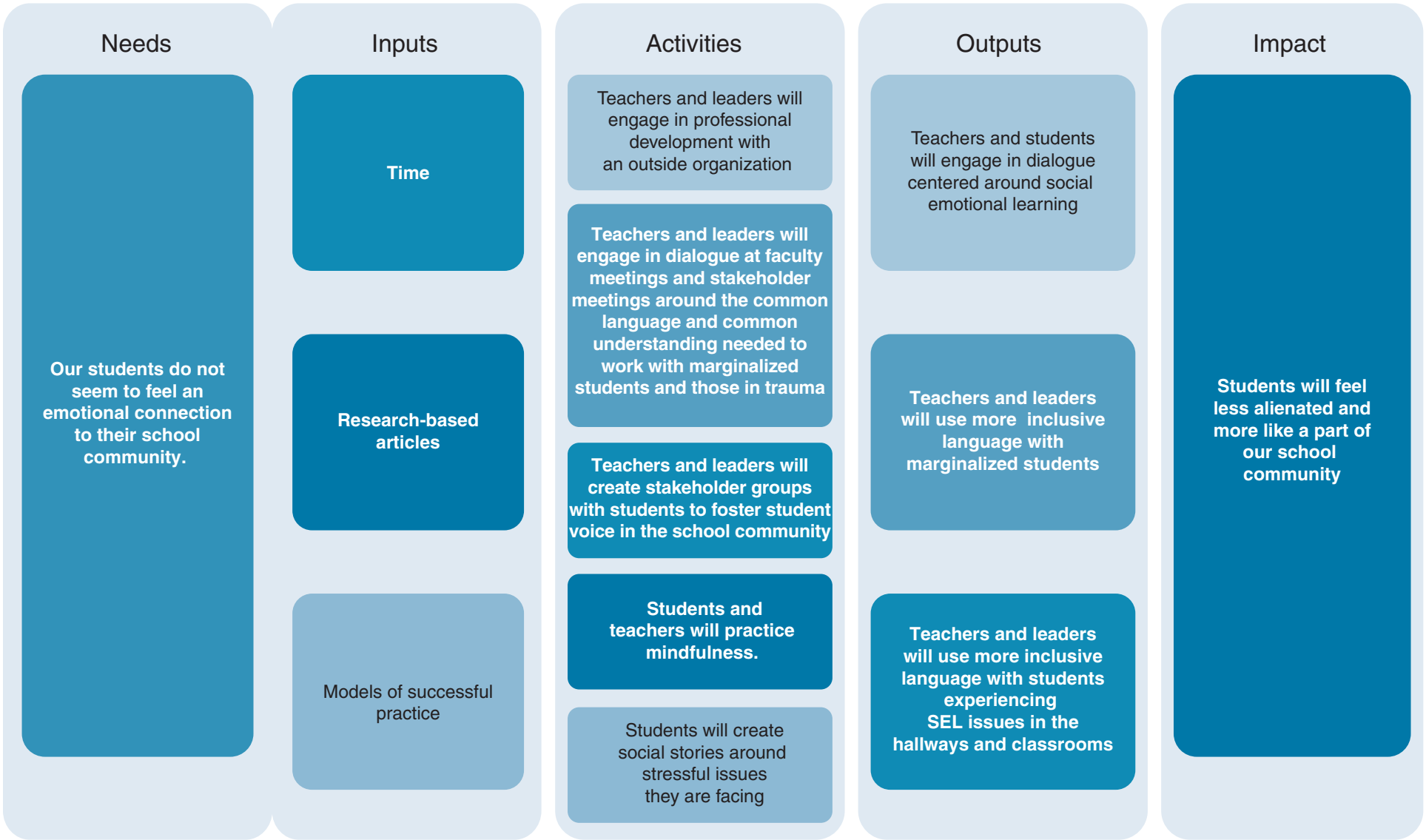
Social-Emotional Engagement



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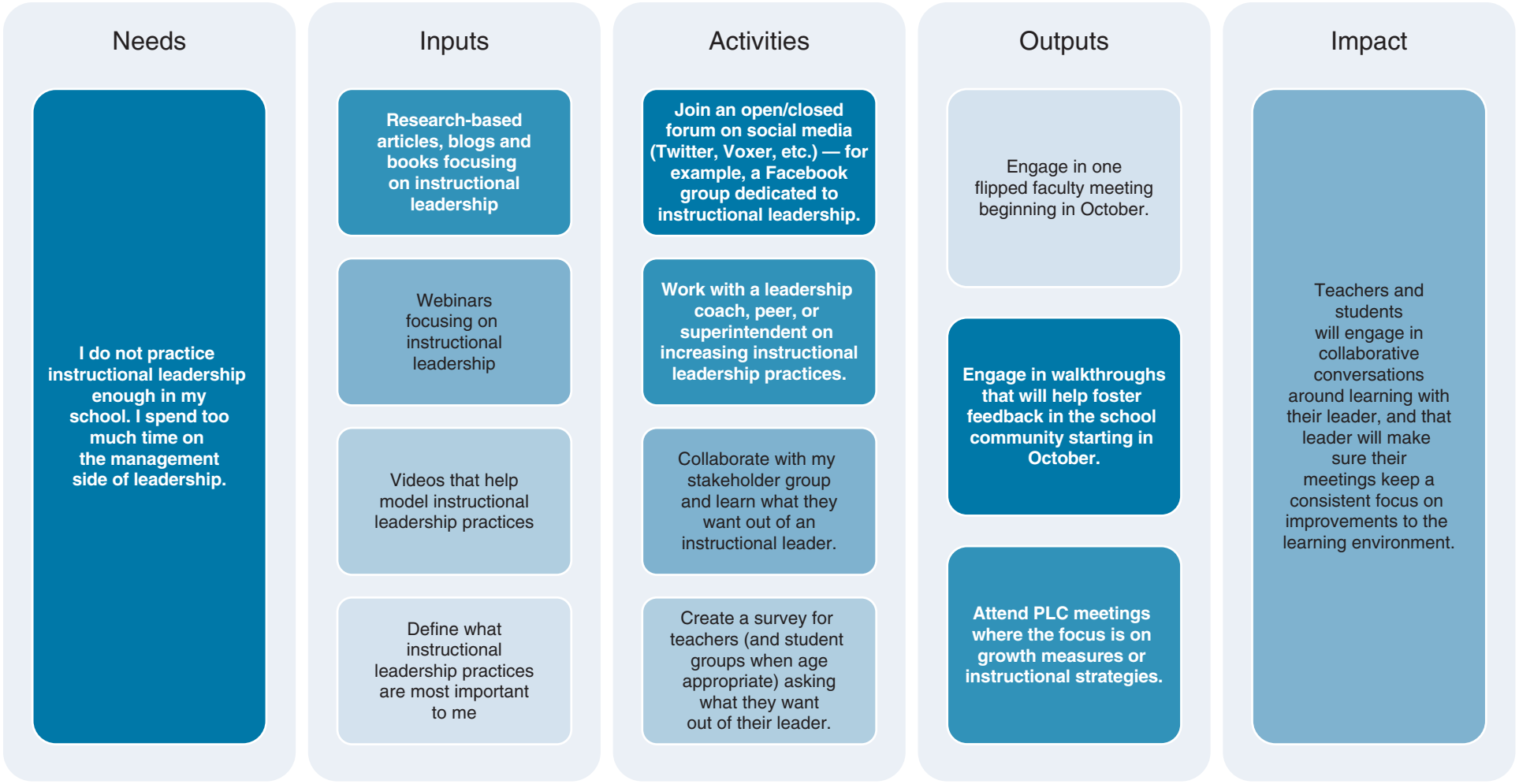
Instructional Leadership



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