

# GREAT EXPECTATIONS Classroom Practices

## Implementation Inventory

### Classroom Practices: What Are They?

The Great Expectations (GE) teaching/training model is guided by six basic tenets and seventeen classroom practices. The tenets and practices provide guidelines for program training and implementation and serve as standards for evaluating GE schools/districts. The tenets are as follows:

- High Expectations
- Positive Self-Esteem
- Climate of Mutual Respect
- Teacher Attitude and Responsibility
- All Children Can Learn
- Teacher Knowledge and Skill

The tenets are further defined by seventeen classroom practices that occur in GE classrooms. The daily use of these practices within the classroom setting assists students in becoming self-directed learners, productive citizens, effective communicators, critical thinkers, and cooperative contributors to the classroom as well as society. The classroom practices are as follows:

1. The teacher models desired behaviors and attitudes such as those set forth in the Life Principles and the Eight Expectations for Living.
2. Students and teachers speak in complete sentences and address one another by name, demonstrating mutual respect and common courtesy.
3. Students are taught as a whole group, thoroughly and to mastery, with intensive and specific modifications insuring success for all.
4. Lessons are integrated, related to the real world, reviewed consistently, and connected to subsequent curricula.
5. Critical thinking skills are taught.
6. A non-threatening environment, conducive to risk-taking, is evident. Mistakes are okay. Students are taught to learn from their mistakes and to correct them.
7. Memory work, recitations, and/or writing occur daily. These enhance character development and effective communication skills while extending curricula. Recitations are exuberant and full of expression.
8. Enriched vocabulary is evident and is drawn directly from challenging writings and/or wisdom literature. Sources should include classic literature, myths, fables, poetry, proverbs, quotes, and other genres.
9. The Magic Triad, a positive and caring environment, and discipline with dignity and logic are evident.
10. Every student's work is displayed in some form. Teachers provide positive commentary through oral and/or written feedback.
11. Word identification skills are used as a foundation for expanding the use of the English language.
12. Students assume responsibility for their own behavior. Their choices determine consequences.
13. A school, class, or personal creed is recited or reflected upon daily to reaffirm commitment to excellence.
14. All students experience success. The teacher guarantees it by comparing students to their own past performance, not the performance of others. Students are showcased, and past failures are disregarded.
15. The teacher teaches on his/her feet, engages students personally, holds high expectations of students, and does not limit them to grade level or perceived ability.
16. Each classroom has a student who greets visitors and makes them feel welcome and comfortable.
17. Teachers and students celebrate the successes of others.

**Practice #1: The teacher models desired behaviors and attitudes such as those set forth in the Life Principles and the Eight Expectations for Living.**

<b>"Practice" Characteristic</b>	
Teacher arrives early to prepare classroom atmosphere and lessons.	
Teacher models punctuality, orderliness, and proper organization of work. Teacher is prepared for class.	
Teacher extends a friendly, encouraging attitude to all students. Teacher greets students with the Magic Triad and consistently uses it throughout each class.	
Teacher displays, models, and uses quotes, Eight Expectations for Living, Life Principles, creeds, and character-building poetry. Teacher builds student understanding and internalization of character traits and values through discussions, writing prompts, etc.	
Teacher models enthusiasm and a positive attitude.	
Teacher models behaviors and attitudes desired of students.	
Teacher demonstrates respect for students and colleagues in every setting. Teacher eliminates sarcasm and put-downs entirely.	
Teacher creates a warm and welcoming learning environment.	
Teacher models decorum and professionalism in his or her dress and personal appearance.	
<b>Additional characteristics for this Practice</b>	
<b>Artifacts to illustrate this practice: student work, projects, displays, photos, video tape, components displayed on laptop, etc.</b>	

**Practice #2: Students and teachers speak in complete sentences and address one another by name, demonstrating mutual respect and common courtesy.**

"Practice" Characteristic	
Teacher explains to students the benefits of speaking in complete sentences.	
Teacher models, encourages, and redirects students to use common courtesy.	
Teacher sets the expectation for complete sentences and addressing others by name. Teacher sets the procedure for when complete sentences will be called for and when short phrase answers are sufficient.	
Teacher learns all student names and provides a means to help students learn one another's names.	
Teacher seeks opportunities throughout each class for students to practice complete sentences.	
Teacher asks students to be presenters at school assemblies and for presentations to classmates. Teacher reminds students to speak in complete sentences.	
Teacher occasionally asks students to stand to respond to questions. This not only gives complete sentence practice, but it also provides a quick state change, signals the entire class who has the floor, and provides painless public-speaking experience.	
<b>Additional Characteristics for this practice</b>	
<b>Artifacts to illustrate this practice: student work, projects, displays, photos, video tape, components displayed on laptop, etc.</b>	

**Practice #3: Students are taught as a whole group, thoroughly and to mastery, with intensive and specific modifications insuring success for all.**

<b>"Practice" Characteristic</b>	
Teacher creates a brain-compatible classroom.	
Teacher actively engages all students in all lessons.	
Teacher includes lesson aspects to develop different learning modalities and multiple intelligences.	
Teacher provides frequent feedback keeping students encouraged, focused, and on-task.	
Teacher assesses the knowledge level and learning needs of students through questioning and processing activities. (Including standards-based authentic assessment other than tests.)	
Teacher revisits newly learned content/concepts frequently and makes connections between previous classes and the current assignment.	
Teacher develops a variety of activities to assist students in processing new information.	
Teacher maximizes the use of cooperative learning structures to involve/engage every student.	
Teacher provides intensive and specific modifications for students needing help to reach mastery of class material.	
Teacher builds relationships with and between all students.	
<b>Additional Characteristics for this practice</b>	
<b>Artifacts to illustrate this practice: student work, projects, displays, photos, video tape, components displayed on laptop, etc.</b>	

**Practice #4: Lessons are integrated, related to the real world, reviewed consistently, and connected to subsequent curricula.**

<b>“Practice” Characteristic</b>	
Teacher creates lessons that help student make connections between content and real life.	
Teacher develops creative, meaningful, and useful content with rich connections to other content areas.	
Teacher works with colleagues to plan cross-curricular lessons that are fun, meaningful, and appealing to students’ interests.	
Teacher builds into each lesson adequate time for processing new information and making connections to past learning.	
Teacher accommodates different learning styles by including elements of visual, auditory, and tactile/kinesthetic styles.	
Teacher provides frequent specific feedback to keep students on right track while learning and encourages students to self-evaluate learning.	
Teacher connects what has already been learned to subsequent material to assist students in understanding the relevance and meaning of upcoming course work.	
Teacher provides constant and consistent review of newly learned skills to assist students in maximizing internalization and to assist in the movement of knowledge from short-term to long-term memory.	
Teacher provides opportunities for students to demonstrate learning through creative alternatives to pencil/paper tests.	
<b>Additional Characteristics for this practice</b>	
<b>Artifacts to illustrate this practice: student work, projects, displays, photos, video tape, components displayed on laptop, etc.</b>	

**Practice #5: Critical thinking skills are taught.**

"Practice" Characteristic	
Teacher uses brain-friendly teaching strategies.	
Teacher facilitates discussions by using open-ended questions. Teacher uses Socratic questioning.	
Teacher uses Bloom's Taxonomy for asking questions and preparing assignments. For example, teacher asks students to apply and analyze concepts, synthesize elements, and evaluate information.	
Teacher designs integrated lessons that weave critical thinking strategies into the content and extension activities.	
Teacher allows time for students to process information.	
Teacher accommodates different learning styles and fosters the development of multiple intelligences.	
Teacher gives students opportunities to brainstorm, use analogies and metaphors, and create visual representations of concepts.	
Teacher uses wisdom literature that causes students to draw conclusions, analyze cause and effect, examine opposite points of view, evaluate circumstances, weigh consequences, etc.	
Teacher challenges students to develop creativity.	
Teacher gives student groups problem-solving experience.	
<b>Additional Characteristics for this practice</b>	
<b>Artifacts to illustrate this practice: student work, projects, displays, photos, video tape, components displayed on laptop, etc.</b>	

**Practice # 6: A non-threatening environment, conducive to risk-taking, is evident. Mistakes are okay. Students are taught to learn from their mistakes and to correct them.**

"Practice" Characteristic	
Teacher establishes rapport with all students and demonstrates respect for all.	
Teacher uses team building activities and many other strategies to build a classroom family/community in which students maintain rapport and respect for one another.	
Teacher posts the Eight Expectations for Living and discusses benefits to students of abiding by these expectations.	
Teacher uses appropriate wisdom literature and quotes to guide students in learning from mistakes and accepting responsibility for their own decisions/actions.	
Teacher is proactive in all things. Teacher utilizes the Magic Triad daily.	
Teacher establishes classroom procedures and provides clear expectations for assignments, agenda for the day, due dates, student conduct, upcoming events, etc.	
Teacher builds trust by being a model of absolute trustworthiness.	
Teacher removes all negative labels. Teacher does not allow put-downs, teasing, or rudeness. Teacher eliminates sarcasm from any school exchange.	
Teacher empowers students with positive dialogue about their potential. Teacher helps students grasp the notion that mistakes can be stepping stones to learning.	
Teacher encourages students to risk trying new things, offering their original ideas, and exploring more than one right answer.	
Teacher uses appropriate dialogue, voice tone, and facial expressions. Teacher models how one should handle his or her own mistakes, frustrations, and conflicts.	
Teacher looks for a solution to a student's poor conduct, not a punishment.	
<b>Additional Characteristics for this practice</b>	
<b>Artifacts to illustrate this practice: student work, projects, displays, photos, video tape, components displayed on laptop, etc.</b>	

**Practice #7: Memory work, recitations, and/or writing occur daily. These enhance character development and effective communication skills while extending curricula. Recitations are exuberant and full of expression.**

"Practice" Characteristic	
Teacher assists students in memorization strategies and calls on students to proffer quotations and other offerings from memory in many settings.	
Teacher trains students to speak with distinction, proper tone, and expression. Teacher trains students to maintain proper posture. For reasons why, see Eric Jensen's <i>Brain Based Learning</i> .	
Teacher helps students internalize the life implications of quotes, and literature passages, and non-fiction reading including elements of content areas.	
Teacher engages students in writing each day.	
Teacher provides opportunities for students to develop oral communication skills by making presentations to classmates as well as to audiences beyond their classmates.	
Teacher posts quotes and character-building poetry in the classroom. Teacher memorizes and recites quotations as part of everyday presentations to students.	
Teacher provides students with selections of quotations/poetry to use as resources. Teacher provides a quote of the day or uses student leaders to select the day's quote.	
Teacher develops student capabilities by having students present before the group during the first five minutes of class.	
Teacher taps into the power of role play and dramatization.	
<b>Additional Characteristics for this practice</b>	
<b>Artifacts to illustrate this practice: student work, projects, displays, photos, video tape, components displayed on laptop, etc.</b>	

**Practice # 8: Enriched vocabulary is evident and is drawn directly from challenging writings and/or wisdom literature. Sources should include classic literature, myths, fables, poetry, proverbs, quotes, and other genres.**

"Practice" Characteristic	
Teacher is the model of a reader. Teacher uses rich vocabulary in class lectures and in class materials and tests.	
Teacher uses excerpts from wisdom literature as appropriate to create the "stage" for new topics/concepts/lessons.	
Teacher introduces authors and how their writings relate to real life and to the class content.	
Teacher uses the vocabulary which is formal and appropriate to content area. See "Building Academic Vocabulary." <a href="http://sde.state.ok.us">http://sde.state.ok.us</a>	
Teacher asks students to restate word definitions in their own words using their own background knowledge and experiences to forge linkages between the new term and what they already know.	
Teacher asks students to represent new vocabulary terms in some graphic, picture, or pictographic form after they have generated their own descriptions, explanations, or examples for the new word.	
Teacher helps students develop vocabulary by using a lexicon, postings of enriched vocabulary, word of the day, and/or vocabulary notebooks.	
The teacher encourages the use of new vocabulary words in journal writing, discussion, and oral communications.	
<b>Additional Characteristics for this practice</b>	
<b>Artifacts to illustrate this practice: student work, projects, displays, photos, video tape, components displayed on laptop, etc.</b>	

**Practice # 9: The Magic Triad, a positive and caring environment, and discipline with dignity and logic are evident.**

"Practice" Characteristic	
<u>The teacher demonstrates, teaches, and models the Magic Triad.</u>	
The teacher uses quotes proverbs, expectations, and the students' own creed to address problems.	
The teacher speaks to each student every day and allows students time to interact with one another. Teacher smiles and enjoys students.	
The teacher listens intently and empathetically to students. Teacher seeks to stay informed of significant shifts and events in students' lives.	
The teacher verbally affirms students daily.	
The teacher redirects any sarcasm/negativity heard from students.	
Teacher uses natural, logical consequences and contingencies when necessary. Teacher speaks calmly and respectfully when dealing with student misbehavior.	
The teacher moves around the classroom, using proximity to monitor class activities. Teacher makes positive connections with students as they work in groups.	
The teacher seeks to change behavior(s) and to solve problems, not to punish students.	
Teacher discusses with students "cause and effect" as they relate to responsibility and opportunity. Teacher gives students ownership of their behavior.	
The teacher builds good parent relationships.	
<b>Additional Characteristics for this practice</b>	
<b>Artifacts to illustrate this practice: student work, projects, displays, photos, video tape, components displayed on laptop, etc.</b>	

**Practice # 10: Every student's work is displayed in some form. Teachers provide positive commentary through oral and/or written feedback.**

"Practice" Characteristic	
The teacher provides specific feedback to validate what aspects of student work are done well. Teacher makes positive specific comments on work in progress, not just finished products.	
The teacher displays student work in various ways and in numerous venues.	
The teacher displays student work beyond the walls of the classroom and even beyond the walls of the school.	
The teacher omits grades on displayed work.	
The teacher displays group work as well as individual projects.	
The teacher coaches students on providing thoughtful positive comments on their classmates' work.	
The teacher always looks for positive attributes in student work and insures that comments reflect this.	
Teacher allows students voice and choice in what elements of their work are placed on public display, but all students have some work displayed.	
Teacher seeks opportunities for students to display their work in many mediums: Power Points, three-dimensional projects, demonstrations using a document display or interactive white board, portfolios, videotaped work, oral presentations, publications, school television channel, etc.	
<b>Additional Characteristics for this practice</b>	
<b>Artifacts to illustrate this practice: student work, projects, displays, photos, video tape, components displayed on laptop, etc.</b>	

**Practice #11: Word identification skills are used as a foundation for expanding the use of the English language.**

"Practice" Characteristic	
Teacher provides dictionaries and thesauruses in classroom. They are used daily. Teacher reviews dictionary skills.	
Teacher teaches diacritical markings, pronunciation keys, etc.	
Teacher encourages students to use Internet sites which provide the pronunciation of unfamiliar words. <a href="http://www.m-w.com">www.m-w.com</a>	
The teacher helps students to master prefixes and suffixes.	
Teacher coaches students to analyze words. (Pronunciations, parts of speech, other forms of the words, definitions, etymologies, synonyms, antonyms, etc.)	
The teacher develops a classroom lexicon and encourages discussion and integration across the curricula.	
Teacher shares origins of words when knowing the origin of the word helps in understanding or remembering the definitions.	
Teacher helps students build good spelling habits.	
Teacher has students create graphic organizers for all the relatives of a word. <a href="http://www.allwords.com">www.allwords.com</a>	
Teacher aids students in learning Greek and Latin roots and stems of words as well as the mythological origins of many words.	
Teacher has students create lexicons or keep vocabulary notebooks or file boxes.	
<b>Additional Characteristics for this practice</b>	
<b>Artifacts to illustrate this practice: student work, projects, displays, photos, video tape, components displayed on laptop, etc.</b>	

**Practice #12: Students assume responsibility for their own behavior. Their choices determine consequences.**

"Practice" Characteristic	
Teacher displays the Eight Expectations for Living and makes the Expectations the basis for conduct in the class.	
Teacher displays the Life Principles and references the applications of the Life Principles to daily interactions.	
Teacher redirects and encourages students by using the Eight Expectations for Living and the Life Principles.	
Teacher determines, jointly, with students, the natural/logical consequences for specific disruptions. Teacher makes consequences reasonable and related to misbehavior.	
Teacher gives students many responsibilities: leading parent/teacher conferences; analyzing their own study habits and goals; caring for school premises, supplies and equipment; teaching class segments; directing "First Five" minutes of class; managing projects; preparing for assemblies; etc.	
Teacher has students create a class (or personal) creed/mission statement/motto. Teacher and students discuss how the creed applies to things happening in classes each day.	
Teacher empowers students by providing opportunities for choice. Teacher gives students discretionary powers within the parameters the teacher has set for many aspects of class work.	
<b>Additional Characteristics for this practice</b>	
<b>Artifacts to illustrate this practice: student work, projects, displays, photos, video tape, components displayed on laptop, etc.</b>	

**Practice #13: A school, class, or personal creed is recited or reflected upon daily to reaffirm commitment to excellence.**

"Practice" Characteristic	
Teacher involves all students in developing and memorizing a school/class/personal creed, class motto, or mission statement. Whichever it is, it has a focus on excellence.	
Teacher facilitates in the research and discussion of the values and life principles students embrace. Teacher uses discussions/stories/fables that speak to pertinent issues. Teacher provides sample creeds from schools, business, military, etc. to aid students in developing their ideas.	
The teacher involves all students in reciting and/or reflecting upon the creed daily.	
The teacher uses language from within the creed to redirect or affirm behavior of students.	
Teacher makes connections between concepts in the creed and content of the subject area as it is applicable.	
Teacher opens dialogue with students whose conduct does not adhere to the standards of the creed and asks students how they can correct conduct to match the creed.	
Teacher references the creed as he/she sets forth expectations for class, for events, and for activities.	
<b>Additional Characteristics for this practice</b>	
<b>Artifacts to illustrate this practice: student work, projects, displays, photos, video tape, components displayed on laptop, etc.</b>	

**Practice #14: All students experience success. The teacher guarantees it by comparing students to their own past performance, not the performance of others. Students are showcased, and past failures are disregarded.**

"Practice" Characteristic	
The teacher provides positive written or spoken commentary on all student work. Commentary is sincere and specific.	
The teacher compares each student only to him/herself, not others.	
The teacher allows time during direct instruction to gauge student comprehension.	
The teacher encourages and affirms students throughout the learning process. Teacher acknowledges student input; provides positive feedback.	
Teacher provides a means for students to write positive messages to one another.	
Teacher finds creative ways to showcase every student. Teacher puts students in the "spotlight" and gives them tools to be successful there.	
Teacher reaffirms to students that mistakes are learning opportunities and that each day is a new day.	
Teacher gives support, encouragement, coaching and praise for sincere and significant effort, even when the effort does not produce desired results.	
The teacher reduces the level of negative competition in the classroom.	
The teacher encourages students to bond with one another and to become active contributing parts of a larger community.	
<b>Additional Characteristics for this practice</b>	
<b>Artifacts to illustrate this practice: student work, projects, displays, photos, video tape, components displayed on laptop, etc.</b>	

**Practice #15: The teacher teaches on his/her feet, engages students personally, holds high expectations of students, and does not limit them to grade level or perceived ability.**

"Practice" Characteristic	
Teacher arranges the classroom in a manner that allows for mobility.	
Teacher stands or walks about the classroom consistently, monitoring and motivating all students. Teacher moves to students as they work.	
Teacher engages all students in direct communication, making eye contact, varying tone of voice, and providing immediate feedback.	
Teacher involves all students personally, encouraging active participation and risk-taking.	
Teacher holds high expectations of all students. Teacher helps student gain an understanding of the benefits of personal high expectations.	
The teacher notices and encourages individual student strengths.	
Teacher holds high standards for work that is to be completed. Teacher incorporates higher level work and makes students aware of that fact.	
Teacher calls students to account for misconduct and takes a stand for what is right. Teacher speaks up against profanity, indecency, immodesty, immorality, rudeness, and any violation of life principles.	
Teacher seeks for ways to help students who have obstacles in their lives.	
The teacher offers students limitless opportunities for academic and social growth.	
<b>Additional Characteristics for this practice</b>	
<b>Artifacts to illustrate this practice: student work, projects, displays, photos, video tape, components displayed on laptop, etc.</b>	

**Practice #16: Each classroom has a student who greets visitors and makes them feel welcome and comfortable.**

"Practice" Characteristic	
Teacher processes with students the benefits of proficiency in the life skill of meeting and greeting persons they've never met before.	
Teacher establishes procedures for a visitor greeter. Teacher makes expectations clear and holds rehearsals on the proper format for making introductions, shaking hands, making eye contact, being cordial, etc.	
The teacher establishes procedures for designating a visitor greeter. Teacher rotates the duty so that every student gains the life skill experience. Teacher expresses appreciation for the useful greeter service.	
Teacher offers a possible script for the visitor greeter, but trains students to think and to know how to handle various circumstances.	
Teacher asks the greeter to handle small scale business and additional duties. Teacher trains the rest of the class to remain on task when there is a knock at the door. Teacher provides designated seating for visitors.	
Teacher processes with students the need for a welcoming demeanor in daily school life so that they will greet other students, teachers, administrators, and guests in the school with friendly acknowledgements.	
Teacher searches for other venues where students can be hosts: ushering guests at events, welcoming guest speakers and introducing them, serving as office aides, etc.	
Teacher accommodates school regulations about students going to the classroom door and seeks alternative means as needed to help students build the life skill of meeting, greeting and making introductions with poise	
<b>Additional Characteristics for this practice</b>	
<b>Artifacts to illustrate this practice: student work, projects, displays, photos, video tape, components displayed on laptop, etc.</b>	

**Practice # 17: Teachers and students celebrate the successes of others.**

"Practice" Characteristic	
Teacher explains to student the rationale behind celebrations and the benefits they derive from celebrating others.	
Teacher uses praise, acknowledgment, and affirmations to bolster student morale and motivation. Teacher targets positive feedback to match students' needs.	
The teacher coaches students in appreciating others and in acknowledging others' accomplishments.	
The teacher encourages students to take risks by creating a threat-free environment where new ideas are welcomed and celebrated.	
Teacher is watchful of ways to affirm students for valuable behaviors and attitudes in addition to the performances that traditionally receive awards.	
Teacher moves students toward the life-long trait of giving affirmations and congratulations to others of their own volition.	
Teacher offers students opportunities to create and name their own celebrations for events such as assemblies.	
Teacher creates many avenues for providing recognition for student successes, exemplary behavior, excellent attitudes, helpful actions, contributions to the school. <u>All recognitions are authentic.</u>	
<b>Additional Characteristics for this practice</b>	
<b>Artifacts to illustrate this practice: student work, projects, displays, photos, video tape, components displayed on laptop, etc.</b>	