

HIGH QUALITY PROFESSIONAL DEVELOPMENT
Title IX, Section 9101 (34) of ESEA

The term “professional development:”

1. Includes activities that:

A. Improve and increase teachers’ knowledge of the academic subjects teachers teach, and enable teachers to become highly qualified;

Great Expectations (GE) provides high quality professional development that supports overall school reform, teacher practices, and student learning. Teachers receive twenty-eight hours of initial training with ongoing follow-up that ranges from fifteen hours to one hundred hours during the course of the year. The professional development helps teachers improve their knowledge and skills in teaching core content subjects.

Great Expectations Methodology practices that support this component are as follows:

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

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

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

Practice #5: Critical thinking skills are taught.

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

Core content subjects taught at the GE summer institute that support this component are as follows:

An Astronomical Adventure
Creative Curriculum for Pre-K and Kindergarten Programs
Critical Thinking Made Easy
Hands-On Language Arts
Hands-On Science

Hands-On Social Studies
Integrating Literature Through Out the Curriculum
Magical Math Manipulatives
Mixed Up Science
Successful Strategies for Secondary Teachers
Teaching Science with Stories and Toys
Work Outs to Stretch Reading Comprehension
Writing with the Classics

B. Are an integral part of broad school wide and district wide educational improvement plans:

Prior to participation in GE, principals provide data on a needs assessment given to them by GE staff. This helps to insure that GE is integrated into their CLEP and district wide educational plans.

The following five part rubric is used to assess whether GE will be integrated in the school and district improvement plans. Schools that provide adequate documentation that this will occur are then selected for participation and professional development.

1. Statement of Need

How well does the school site describe the need and supporting evidence of the identified need for Great Expectations?

Inadequate - The description of need and supporting evidence is confusing or not specific.

Adequate – The description of need and supporting evidence is somewhat specific.

Rigorous – The description of need and supporting evidence is strong and specific. Analyses of assessments demonstrate strengths and weaknesses.

2. Short-Term and Long-Term Goals/Measurable Objectives

How well does the school site state both short-term and long-term goals and develop measurable objectives for the accomplishment of each goal?

Inadequate – Short-term goals, long-term goals, and measurable objectives are confusing or not specific and do not align with identified needs.

Adequate – Short-term goals, long-term goals, and measurable objectives are somewhat specific. An attempt is made to align them with identified needs.

Rigorous – Short-term goals, long-term goals, and measurable objectives are specific and are based on state initiatives. They align closely with identified needs.

3. Great Expectations Philosophy/Other Professional Development Initiatives

How does the Great Expectations philosophy complement what the school is doing/planning to do? How well does the school site describe other professional development initiatives?

Inadequate – Explanation of how the GE philosophy complements the school site’s activities is confusing or not specific. Professional development initiatives are not aligned with identified needs.

Adequate – Explanation of how the GE philosophy complements the school site’s activities is somewhat specific. Professional development initiatives are aligned with identified needs.

Rigorous – Explanation of how the GE philosophy complements the school’s activities is strong and specific. Professional development initiatives are detailed, aligned with identified needs, and are tied to student achievement.

4. Level of Commitment

How committed are the administration, faculty, and students to the Great Expectations philosophy?

Inadequate – There is limited knowledge and support for the program. There is no evidence of involvement from the administration, faculty or students in making the decision to implement the GE philosophy.

Adequate – There is adequate knowledge and support for the program. The administration, faculty, and students have been involved on a limited basis in making the decision to implement the GE philosophy.

Rigorous – There is strong knowledge and support for the program. The administration, faculty, and students have been involved in making the decision to implement the GE philosophy.

5. Principal’s Commitment to Implement Great Expectations

How personally committed is the principal to implement Great Expectations? How well does the principal articulate how Great Expectations will facilitate school improvement?

Inadequate – Personal commitment is limited. Articulation of how GE will facilitate school improvement is confusing or not specific.
Adequate – Personal commitment is adequate. Articulation of how GE will facilitate school improvement is somewhat specific.
Rigorous – Personal commitment is strong. Articulation of how GE will facilitate school improvement is strong and specific. It is evident that the principal will be the driving force that guides implementation and school improvement.

C. Give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;

Recently, a quasi-experimental study conducted by a research and evaluation unit at the University of Oklahoma found statistically significant differences in student achievement in core content areas (e.g. math, reading) for students participating in GE classrooms as compared to demographically similar students in non-GE classrooms. This study is being prepared for publication in a peer-reviewed scientific journal.

Southwestern Educational Development Laboratory in Austin, Texas, conducted a comprehensive year-long research study of Great Expectations during the 1999-2000 school year. The results of the study revealed the following facts about Great Expectations:

- Great Expectations is unique nationally as a school reform model in that the program combines "best practices" of good teaching with the teaching of social skills to students.
- Great Expectations training promotes teaching strategies that positively impact students' engagement in learning activities. Great Expectations teachers maximize learning opportunities with little or no wasted class time.
- Teachers who implement Great Expectations at a high level incorporate students' prior knowledge and experience, create lessons that make real-world connections, and/or engage students' curiosity. Their lessons are usually interdisciplinary.
- Teachers who implement Great Expectations at a high level engage students in critical, higher order thinking. They challenge students to articulate and clarify their thinking.
- Results of the evaluation provide overwhelming evidence that Great Expectations has both merit and worth as a comprehensive school reform

model that enables teachers/schools/districts to accomplish a positive transformation in the learning and life-skill environment.

D. Improve classroom management skills;

One of the GE tenets is A Climate of Mutual Respect. Great Expectations methodology provides specialized class time that specifically focuses on classroom management. This is coupled with additional professional development that uses the text Positive Discipline in the Classroom.

Great Expectations Methodology practices that support this component:

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

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

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

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

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

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

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

Core content subjects taught at the GE summer institute that support this component are as follows:

7 Habits of Highly Effective Teens

It's In the Bag! A Year's Worth of Life Principles

Motivation of the Student

Positive Discipline the Great Expectations Way
Teaching and the Brain
Teaching Tolerance

E. Are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher' performance in the classroom and are not 1-day or short-term workshops or conferences;

Great Expectations training consists of twenty-eight hours of actual class time. Follow-up opportunities include the following:

- One regional training day in the fall consisting of five hours
- Two Saturday sessions in the fall consisting of three hours each
- One regional training day in the spring consisting of five hours
- One Saturday session in the spring consisting of three hours
- Mentor services available upon request
- Ongoing opportunities available through the use of the website-blogs, forums, electronic newsletter, etc.

According to the SEDL evaluation of Great Expectations professional development, "Teachers who implement Great Expectations at a high level create a learning community in their classrooms. Students engage each other in learning tasks and there is a sense of congeniality and togetherness exhibited by both teacher and students. Students in these classrooms are ready, willing, and eager to take on learning activities and challenges presented to them."

F. Support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;

Great Expectations professional development is often used by administrators as a condition of employment in a school system. Teachers are asked if they have attended GE professional development and if they would be willing to attend if they were hired by the district. Great Expectations Methodology handbook cites the following Standard for School-Wide Implementation:

"Recruit teachers and administrators who are models of intellectual excellence, who believe that all students can learn, and who insure academic success for all students."

Great Expectations is listed as a school reform model by the National Clearinghouse for School Reform by the U.S. Department of Education.
www.goodschools.gwu.edu

Great Expectations professional development meets the requirement set by the Oklahoma State Department of Education for accumulation of hours toward Alternative Certification.

G. Advance teacher understanding of effective instructional strategies that are:

- **Based on scientifically based research**
- **Strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;**

Great Expectations, through the University of Oklahoma, has recently compiled a study that meets the Silver Standard as defined by the “What Works Clearinghouse.” The findings demonstrate significant improvements in teaching and learning for students and teachers in GE schools. Results from this quasi-experimental study will be submitted for publication in 2005.

According to the SEDL report:

- Great Expectations training promotes teaching strategies that positively impact students' engagement in learning activities. Great Expectations teachers maximize learning opportunities with little or no wasted class time.
- Great Expectations training substantially impacts teachers' instructional strategies and their beliefs about their teaching responsibilities.
- Teachers who implement Great Expectations at a high level use whole group instruction that is interwoven with small group instruction and/or individual instruction. This approach maximizes teacher/student interactions and allows teachers to give more individualized student attention where needed.

H. Are aligned with and directly related to:

- **State academic content standards, student academic achievement standards, and assessments; and**
- **The curricula and programs tied to the standards described in subclause (a)**

All GE classes are aligned with the Oklahoma PASS. Teachers use the PASS as a measure of the kinds of knowledge and skills that teachers must be equipped with to meet the needs of each individual child. Great Expectations provides professional development in all the state academic content standards as well as the student academic achievement standards.

Core content subjects taught at the GE summer institute are as follows:

Art Works!
An Astronomical Adventure
Hands-On Science
Hands-On Social Studies
Magical Math Manipulatives
Mixed Up Science
Music & Games in Your Classroom I & II
Teaching Science with Stories and Toys
Thematic Units Using Literature and Lexicons
This Land Was Made For You and Me
Work Outs to Stretch Reading Comprehension
Writing with the Classics

I. Are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;

Great Expectations classes are developed by certified GE instructors who are practicing classroom teachers, principals, parents, and administrators in the public schools. Needs assessments are conducted by the participants at the summer institute and are used as a tool to develop new classes and to revise and fine tune existing course offerings.

J. Are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

Great Expectations initial methodology course offers exposure to basic terminology in selected foreign languages. **Additional classes that address these areas are as follows:**

A Little Bit of Spanish and A Little Bit of Sign
A Framework For Understanding Poverty
Session for Great Expectations Counselors

K. To the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;

Great Expectations instructors integrate the use of technology into their classes and teach participants how to improve teaching and learning in the curricula and in core academic subjects through the use of technology.

Additional classes taught at the summer institute that support this component are as follows:

Fundamentals of Computer Usage
Internet and Web Design

- L. As a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development.**

Participants have the opportunity to evaluate every training session. The staff of Great Expectations conducts ongoing self evaluation for each employee. The Great Expectations program has participated in the following studies conducted by outside agencies:

SPREADING THE PARADIGM OF A MASTER TEACHER; THE GREAT EXPECTATIONS INITIATIVE IN OKLAHOMA by Ronald F. Ferguson, Associate Professor of Public Policy, Taubman Center for State and Local Government and Wiener Center for Social Policy, John F. Kennedy School of Government, Harvard University, November 1993

GREAT EXPECTATIONS – A FORMULA FOR SUCCESS, Evaluation of Great Expectations Schools by Dr. Lloyd L. Coppedge, Northeastern State University, August 1994

GREAT EXPECTATIONS TRAINING PROGRAM: DIFFERENCES IN STUDENT MOTIVATION by Gregory P. Montalvo Jr., University of Oklahoma, 1994

CORE KNOWLEDGE AND GREAT EXPECTATIONS PROGRAMS, prepared under sponsorship of the Kirkpatrick Foundation, Oklahoma City, Oklahoma, November 1996

AN EVALUATION OF THE IMPLEMENTATION OF GREAT EXPECTATIONS IN SIX OKLAHOMA ELEMENTARY SCHOOLS, Southwestern Educational Development Laboratory, Austin, Texas, 1999-2000

GREAT EXPECTATIONS PROGRAM EVALUATION, STUDENT ACHIEVEMENT SUMMARY, The University of Oklahoma, College of

Continuing Education, Educational Training, Evaluation, Assessment, and Measurement Department (E-TEAM), January 2005. A Quasi-Experimental Study meeting the Silver Standard as defined by the “What Works Clearinghouse.”

M. Provide instruction in methods of teaching children with special needs;

The Great Expectations Tenets, as listed below, support providing instruction in methods of teaching children with special needs. Represented in the content of the GE methodology are components such as Learning Styles, Multiple Intelligences, Emotional Intelligence, etc.

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

Great Expectations Methodology practices that support this component:

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

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

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 # 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.

N. Include instruction in the use of data and assessments to inform and instruct classroom practice; and

Summer Institute Principals Empowering Principals Class focuses on the following:

“Bridging the Gap and Opening Doors to Student Achievement Using Data Based Decisions” also “Assessing What We Want, What We Believe, What We Know, and What We Do”

O. Include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents;

**The following excerpt is taken from the Great Expectations
Methodology training manual:**

“Great Expectations administrators and teachers encourage the use of Great Expectations by parents. They invest in parents by providing opportunities for them to learn more about Great Expectations and its benefits in the home. They understand that parents are partners in the educational process and that parent support and trust are vital. They create opportunities for parents to participate in all parts of the educational process.”