RATIONALE FOR
GREAT EXPECTATIONS®
17 PRACTICES

Transforming Lives Through Education

Revised 2013

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Practice 1: Educators and learners model desired behaviors and attitudes such as those set forth in the Life Principles and the Eight Expectations for Living.

Reasons for implementing this practice:

- Students learn naturally by imitating models. Shinichi Suzuki, a violinist (1898- 1998), was the inventor of the international Suzuki method of music education. He compares students' learning from what a teacher models to the way they learn their "mother tongue."
  Available online: http.www theviolinsite.com/suzuki/.

- Teacher-educator and researcher Daniel L. Kohut refers to students' learning by observing and imitating as the Natural Learning Process. He says the Natural Learning Process works because learning is an activity as natural as breathing.
  Kohut, D. (1992). *Musical Performance: Learning Theory and Pedagogy.* Urbana-Champaign: School of Music, University of Illinois.

- Students learn appropriate behavior, and develop the character that drives it, by imitating their adult mentors.
  Woodbury, L. (2003). "Learning-Teaching-Modeling."
  Available online:
  http://www.strugglingteens.com/archives/2003/5/learning.html.

- Teachers can play the role of adult mentors to their students who learn by an apprenticeship effect. "Apprentices acquire new cognitive, affective, and social dispositions in part through observing and imitating adult mentors." Students who come to identify with their teachers are spurred on to mastery of work and gain a model for forming their own identities.
  Halpern, R. (2009). *The Means to Grow Up: Reinventing Apprenticeship as a Developmental Support in Adolescence.* New York: Routledge.

> "He that gives good advice, builds with one hand; he that gives good counsel and example, builds with both; but he that gives good admonition and bad example, builds with one hand and pulls down with the other."
> - Sir Francis Bacon (1561-1621), English Renaissance Author

- Teachers need to model desired behaviors and attitudes because "leaving social learning to peer groups lacking the benefit of adult mentors limits development of a mature, morally grounded social intelligence."
  Korten, D. "Hard-Wired to Care and Connect" Available online:
  http.www.catalystmagazine.net/pdfs/1108/catalyst_1108.pdf.

- The need for adult models of how to develop values, goals, ideals, and personal standards is a basic self-esteem need for students. "Students' competence in human situations is especially important. How to relate to others is learned, even though the need to relate is born into a child."
  Clemes, H. and Bean, R. (1990). *How to Raise Children's Self-Esteem.* Los Angles: Price Stern Sloan, 66.

- Students need to develop personal values, positive attitudes, and high ideals of character to enhance their future employability.
   State Occupational Information Coordinating Committee. "Eight Keys to Employability," *Great Expectations Methodology Manual,* Tahlequah, OK: Great Expectations, 93.

- Students who internalize the Life Principles and the Eight Expectations for Living demonstrate characteristics which are sought after by employers.
  Goleman, D. (1998). Working *with Emotional Intelligences.* New York: Bantam, 12-13.

- To improve schools in challenging circumstances, developing qualities of good character is of prime importance. It should be on the "front burner."
  Glaze, Avis. "Lessons from The World's Best Performing Systems." From presentation at University of Central Oklahoma, November 2009.

- A school-wide pedagogy of character education not only gives students "the complex constellation of psychological characteristics that motivate and enable individuals to function as competent moral agents," but it also builds academic competence because students become self-managing.
  Berkowitz, Marvin. "A Comprehensive Approach to Character Education." From presentation at University of Central Oklahoma, November 2009.

- There is a long list of positive characteristics displayed by students who are influenced strongly by positive models. "Such students have a sense of direction. They have vision, mission, and purpose."
  Moorman, C. (2007). *Motivating the Unmotivated: Practical Strategies for Teaching the Hard-to-Reach Student.* Bellevue, WA: Bureau of Education and Research, 53.

Notes ~ Additional References:

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

Reasons for implementing this practice:

- Learning to formulate complete sentences while speaking helps students develop the ability to write in complete sentences. Complete sentences are an integral part of writing.
  See the APA Style Guide and the MLA Handbook. Available online.

- Teachers hinder students' academic success when they "allow students to answer orally with only one word."
  Bell, L. (2005). The *Power of a Teacher, Part II.* Manassas: VA: Multicultural America.

- Occasionally asking students to stand when they address the class and speak in complete sentences helps fulfill students' need for mobility. Research by J. Della Valle and associates showed that among adolescents studied, 50 percent of them needed "extensive mobility while learning." The remaining 50 percent needed at least occasional mobility.
  Della Valle, J., et al. (1986). "The Effects of Matching and Mismatching Student's Mobility Preferences on Recognition and Memory Tasks," *Journal of Educational Research* 79.5, 267-72.
  Della Valle, J. (1984). "An Experimental Investigation of the Relationship(s) Between Preference for Mobility and the Word Recognition Scores of Seventh Grade Students to Provide Supervisory and Administrative Guidelines for the Organization of Effective Instructional Environments." Dissertation. St. John's University.

> "If I went back to college again, I'd concentrate on two areas: learning to write and to speak before an audience. Nothing in life is more important than the ability to communicate effectively."
> - Gerald R. Ford (1913-2006), 38th U.S. President

- There is evidence that the brain's ability to acquire spoken language is at its peak in the early years; parents and teachers should create an environment rich in communication activities.
  Sousa, D. (2001). *How the Brain Learns*. Thousand Oaks, CA: Corwin, 181.

- Learning and using students' names is a powerful way for teachers to foster both greater teacher-student interaction and greater student-student interaction.
  Willemsen, E. W. (1995). *New Directions for Teaching and Learning,* San Francisco: Jossey-Bass. 61.
  Available online: ntlf.com/html/lib/bib/names.htm.

- Asking a student to repeat the question or paraphrase it before he/she answers serves two purposes: it ensures that the entire class hears the question, and it lets the student check his understanding of the question.
  Cashin, W. "Asking Questions," *Idea Paper No. 31,* January, 1995.

- Being able to address others by name and speak in complete sentences provides a foundation for good communication skills. The art of getting one's message across effectively is a vital part of being successful in today's marketplace.
  Barrett, Julie. "Communicating in Style." Available online:
  http://www.au.af.mil/au/awc/awcgate/gsa/communicate_with_everyone.pdf

- Formal register, which features complete sentences, is standard business and educational language. Casual register is characterized by broken sentences and many non-verbal assists. A California researcher, Maria Montano-Harmon, has found that many low-income students do not speak formal register and only know casual register; however, state assessment tests are at the formal register level. Additionally, most discipline referrals occur because the student has spoken in casual register. (Ruby Payne says that having students speak in Formal Register can reduce discipline referrals by 70 %.) Payne, R. (2001). "Understanding and Working with Students and Adults from Poverty." Available online: homepages.wmich.edu/~ljohnson/Payne.pdf.

- Complete sentences are needed in every curriculum area. Even though the fields are stereotypically weak on writing, engineers and scientists spend a surprising amount of time writing reports and giving oral presentations. To be a well-rounded computer scientist each student should have not just basic knowledge, but also the abilities to communicate technical ideas clearly in writing and orally. Guidelines from Carnegie Mellon's Computer Science program

- Effective oral communication, an area in which many students are classified as deficient, is one of the seven survival skills for teens today.
Wagner, T. (2008). The *Global Achievement Gap.* New York: Basic Books, 34-36

Notes ~ Additional References:

Practice 3: Learners are taught thoroughly and to mastery, insuring success for all. Whole group instruction is interwoven with flexible group instruction and individual instruction.

Reasons for implementing this practice:

- Whole group instruction helps students build a sense of belonging and usefulness, both of which are components of student motivation.
  Sagor, R. (2003) *Motivating Students and Teachers in an Era of Standards.* Alexandria, VA: ASCD.

- When teaching students as a whole group, teachers can encourage collaboration and allow students time to seek help from peers. This can result in better responses and can enhance learning.
  Marzano, R. (2003). *Classroom Management That Works: Research-Based Strategies for Every Teacher.* Alexandria, VA: ASCD, *54.*

- Teaching students as a whole group is a component of creating an "Our Classroom" feeling for all students. Students in this environment feel more potent, have more control over their school lives, and feel a greater sense of ownership of the environment. Therefore, they act less resistant, behave less reluctantly, and experience less resentment. In short, they cause fewer problems.
  Moorman, C. and D. Dishon. (1983). *Our Classroom; We Can Learn Together.* Merrill, MI: Personal Power Press, xi.

> "Cooperation is the thorough conviction that nobody can get there unless everybody gets there."
> - Virginia Burden Tower, Author, *The Process of Intuition*

- Teaching students as a whole group is a class structure which has the benefit of allowing every student to feel included, acknowledged, and valued.
  Gibbs, J. (1995). *Tribes: A New Way of Learning and Being Together.* Sausalita: CA: Center Source, 193.

- Intensive and specific modifications are needed because the "teaching to the middle" approach used in many classrooms does not provide optimum learning opportunities for the diverse student populations created by the inclusion of non-English speaking students and those with different learning styles and disabilities.
  Hall, B. (2009). "Differentiated Instruction: Reaching All Students." Available online: http://assets.pearsonschool.com/asset_mgr/current/20109/Differentiated_Instruction.pdf

- Teaching students thoroughly and to mastery shifts the focus of instruction to providing enough time and employing instructional strategies so that all students can achieve the same level of learning. Research shows this shift in focus can improve instructional effectiveness.
  Block, J. H., Efthim, H. E., and Burns, R. B. (1989). *Building Effective Mastery Learning Schools.* New York: Longman.
  Additional source: Tomlinson, C. A., Brimijoin, K., and Narvaez, L. (2008). *The Differentiated School: Making Revolutionary Changes in Teaching and Learning.* Alexandria, VA: ASCD.

- Making intensive and specific modifications by implementing Howard Gardener's theory of multiple intelligences will help educators to find each student's particular way of learning and will especially help students who have been labeled as at risk, low achievers, or unmotivated.
  Gardner, H. (1993). *Frames of Mind: The Theory of Multiple Intelligences.* New York: Basic Books.
  Additional Source: Chapman, C. (1993). *If the Shoe Fits,* Arlington Heights, IL: SkyLight, ix.

- For an example of modifications to achieve effective teaching, read about Algebra teacher LaMar Queen, an L.A. teacher who teaches math concepts using hip-hop and the rhythm of rap.
  Numerous websites and YouTube.

Notes ~ Additional References:

There's a great analogy for *teaching a whole group, thoroughly and to mastery, with intensive and specific modifications insuring success for all* in a scene from Rodgers and Hammerstein's movie, *The Sound of Music*. At one point, Maria Von Trapp (Julie Andrews) takes the seven children on a bike ride. As they ride, some children follow the teacher, some ride alongside the teacher, and some move ahead. One is carried piggyback style on Maria's back because she can't ride at all. Despite everyone's different rate and competency with bike riding, the group is moving as a whole; everyone is on the trip, advanced and struggling bike riders, and no one is left behind. The teacher scaffolded the instruction for some of them, and she allowed the more advanced children to surpass the teacher in execution of the skill.
- Rick Wormeli, "Differentiating Instruction: A Modified Concerto in Four Movements." Available online:
http://www.ldonline.org/educators/strategies/differentiating

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

Reasons for implementing this practice:

- The brain innately seeks meaning through seeking patterns. The patterns give context to information that may otherwise be discarded by the brain as meaningless. Hence offering integrated lessons increases the chance that students will make sense of a lesson being taught.
Coward, L. A. (1990). *Pattern Thinking*. New York: Praeger.

- The fact that the brain uses patterns to make meaningful context substantiates the reasons for integrated thematic instruction.
Kovalik, S. J. and Olsen, K. D. (1993). *ITI: The Model-Integrated Thematic Instruction.* Village of Oak Creek, AZ: S. Kovalik & Associates.

- In order to have engaged learning, lessons need to be challenging, related to the real world, and integrated. Such assignments are related to the real world or authentic in that they correspond to the tasks in the home and workplaces of today and tomorrow. These assignments often require integrated instruction. Integration of content is interesting and motivating because it provides variety and choices.
Jones, B., Valdez, G., Nowakowski, J., and Rasmussen, C. (1994). *Designing Learning and Technology for Educational Reform*. Oak Brook, IL: North Central Regional Educational Laboratory.

- Learners exhibit much more passion and motivation when they are talking about real-world experiences. Real-life learning provides a valuable springboard for delving deeper into the meaning or analysis of things.
Jensen, E. (2000). *Brain-Based Learning. San Diego: The Brain Store,* 155-6.

- Students should be given time to link prior learning with discussion, mapping and journaling. Teachers can use the power of current events, family

INTEGRATED
It is important to help students make connections among ideas so they do not see these concepts as disconnected facts.
- Marilyn Burns, "Nine Ways to Catch Kids Up," *Educational Leadership,* Vol. 65 No. 3, 16.

RELATED TO THE REAL WORLD
In Australia's remote Aboriginal communities, low literacy rates were linked to a lack of relevant teaching materials. When efforts were made to provide teaching resources related to their world, students became eager to learn, developed enthusiasm for learning, and raised attendance rates from 50 percent to 100 percent.
Available online:
www.ibm.com/ibm/ibmgives/grant/education/programs/swirl.shtml.

REVIEWED
"Practice does not make perfect. Practice makes permanent. However, perfect practice makes perfect."
- David Sousa. (2001). *How the Brain Learns*. Thousand Oaks, CA: Corwin.

CONNECTED TO SUBSEQUENT CURRICULA
"If teachers post peripheral displays on a topic a week before they actually cover the content, students begin to subconsciously embed the content and build a foundation for the upcoming lesson."
- Eric Jensen. (2003). *Environments for Learning,* San Diego: The Brain Store, 18.

history, stories, myth, legends, and metaphors to
help make learning relevant or related to the real world.
Jensen, E. (1998). *Teaching with the Brain in Mind*, Alexandria, VA: ASCD, 92-3.

- Teachers should review lesson material and make connections to subsequent curricula. Eric Jensen, expert on brain research with respect to education, recommends that every lesson should have approximately 10 percent of the class time devoted to review and another 10 percent focused on upcoming class content.
Jensen, E. (2003). *Super Teaching.* San Diego: The Brain Store.

- Review or rehearsal is effective when a learner reprocesses new information in an attempt to determine sense and meaning. In fact, rehearsal is a crucial part of the learning process to aid a learner in retaining new information or skills.
Sousa, D. (2001). *How the Brain Learns*. Thousand Oaks, CA: Corwin.

- Sustained review over time is the key to retention. If a topic or piece of information is revisited over longer periods of time, then the learning is consolidated into long-term storage in a form that will ensure accurate recall and applications in the future. This is the rationale behind the idea of the spiral curriculum, whereby critical information and skills are reviewed at regular intervals over several grade levels.
Hunter, M. C. (1982). *Mastery Teaching.* Thousand Oaks, CA: Corwin.

Notes ~ Additional References:

Practice #5: Critical thinking skills are taught.

Reasons for implementing this practice:

- "In the twenty-first century, mastery of the basic skills of reading, writing, and math is no longer enough. Almost any job that pays more than minimum wage – both blue and white collar – now calls for employees who know how to solve a range of intellectual and technical problems. In addition, we are confronted by exponential increases of readily available information, new technologies that are constantly changing, and more complex societal challenges such as global warming. Thus, work, learning and citizenship in the twenty-first century demand that we all know how to *think* – to reason, analyze, weigh evidence and problem-solve…. These are no longer skills that only the elites in a society must master; they are essential survival skills for all of us."
  Wagner, T. (2008). *The Global Achievement Gap*, New York: Basic Books, xxii-iii.

- Senior Army and Department of Defense leaders have pointed to ineffective strategies and failures of institutional processes within the Department of Defense. These leaders have observed that we were too busy to think, that we failed to see the big picture, and that our decision making was faulty. They say we need to develop better strategic thinking skills for the twenty-first century security environment. Two key antecedents of strategic thinking are creative and critical thinking. Teaching critical thinking skills is a matter of national defense.
  Allen, C. and Gerras, S. "Developing Creative and Critical Thinkers." Available online:
  http://www.au.af.mil/au/awc/awcgate/milreview/allen.pdf.

> "One may think it is our nature to think critically. But much of our thinking, left to itself, is biased, distorted, partial, uninformed, or down-right prejudiced. Yet, the quality of our life and the characteristics of what we produce, make, or build depend crucially on the quality of our thought. Shoddy thinking is costly, both in money and in quality of life. The valuable commodity of excellence in thought must be systematically cultivated."
> -The National Council for Excellence in Critical Thinking, http.//www.criticalthinking.org

- When learning becomes a simple, repetitive pattern of memorization and multiple-choice test-taking, students' brains do not get many chances to grow and evolve. Students become like filing cabinets for facts and figures, rather than engaged participants in their own educations. Teaching deductive reasoning and exercising it regularly helps students see the patterns and underlying assumptions that govern all human knowledge. Deductive reasoning is one of the most valuable skills a student can have when working to prove a mathematical theorem, analyzing literature, or taking a standardized test.
  Critical Thinking Company Staff. (2005). "Sherlock Holmes, the Skill That Made Him Famous: Deductive Reasoning Skills." Available online:
  http://www.criticalthinking.com/company/articles/deductive-reasoning-skills.jsp.

- Training students to use problem-solving strategies can help them develop a sense of responsibility for how the classroom is managed and reduce behavior problems.
  Marzano, Robert. (2003). *Classroom Management That Works: Research-Based Strategies for Every Teacher*. Alexandria: VA: ASCD, 88-91.

- Teachers' instructional practice of using authentic project work requiring higher order thinking results in greater student engagement.
  National Association of Secondary School Principals. *Breaking Ranks II,* Reston, VA, 179.

- The world is changing faster than ever in our history. Our best hope for the future is to develop a new paradigm of human capacity. We need to establish environments in our schools where every student is inspired to develop his creativity.
  Robinson, K. (2009). The *Element*, New York: Viking, xiii-iv.

Notes ~ Additional References:

"The one common experience of all humanity is the challenge of problems."
- R. Buckminster Fuller (1895-1983), American Author/Architect

"Iron rusts from disuse, stagnant water loses its purity and in cold weather becomes frozen; so does inaction sap the vigors of the mind."
- Leonardo da Vinci (1452-1519), Italian Renaissance Man

"Not everything that can be counted counts, and not everything that counts can be counted."
- Albert Einstein (1879-1955), German Scientist

"Trying to get people to reason in a way that is not natural for them is like trying to teach a pig to sing. You don't accomplish anything, and you annoy the pig."
- E. Jeffrey Conklin and William Weil, American Authors

Practice #6: The environment is non-threatening and conducive to risk-taking. Mistakes are viewed as opportunities to learn and grow.

Reasons for implementing this practice:

- Students who experience threat are likely to exhibit extremes of aggression or withdrawal, diminished problem-solving, highly selective memory, and impaired creativity.
  Jensen, E. (1998). *Teaching with the Brain in Mind.* Alexandria, VA: ASCD, 37.

- A stressful physical environment such as crowded conditions, fear of violence or peer retaliation, even fluorescent lighting, can impact learner stress and contribute to low achievement in spite of a child's high IQ.
  Jensen, E. (2000) *Brain-Based Learning,* San Diego: The Brain Store, *32.*

- Some teacher behavior creates a threatening environment: vague directions, boring lessons, verbal threats of class failure, inconsistent limits, rules and consequences, overreactions, failure to listen, the question, "How many times do I have to tell you?"
  Feinstein, S. (2004) *Secrets of the Teenage Brain, Research-Based Strategies for Reaching and Teaching Today's Adolescents*, San Diego: The Brain Store, 62.

> "Learners in a state of fear or threat not only experience reduced cognitive abilities, but their immune system suffers, as well."
> --Eric Jensen, *Brain-Based Learning, 232*

- Chronically high levels of threat or stress can cause the death of brain cells in the hippocampus – an area critical to explicit memory formation. Chronic stress also impairs students' judgment.
  Jensen, E. (2000) *Brain-Based Learning.* San Diego: The Brain Store, 232

> "The person who risks nothing, does nothing, has nothing, is nothing, and becomes nothing. He may avoid suffering and sorrow, but he simply cannot learn and feel and change and grow and love and live."
> --Leo Buscaglia, American author

- Stress can make students more susceptible to illness and absenteeism.
  Johnston-Brooks, C.H., et al. (1998). "Chronic Stress and Illness in Children, *Psychosomatic Medicine.* Vol 60(5) Sept-Oct, 597-603.

- Stress leads to low serotonin levels in the brain which is a risk factor for violent and aggressive behavior patterns.
  Casolini, P., et al. (1993). "Basal and Stress Induced Corticosterone Secretion…" *Brain Research.* Vol 622(1-2)Sept, 311-314.

- New ideas and choices (a front brain activity) are impossible while students are trapped in a back brain reactive survival pattern (fight or flight).
  Promislow, S. (1999). *Making the Brain Body Connection*, West Vancouver B.C., Canada: Kinetic, 45.

- Students are more willing to participate in discussion in a classroom in which they feel comfortable and secure. They are more likely to take intellectual risks, and they show themselves ready to test and share ideas.
  Davis, B. G. (2009). *Tools for Teaching.* San Francisco: Jossey-Bass.

- A nurturing, caring, accepting atmosphere in a classroom where the teacher celebrates differences, encourages eccentricity and diversity, and calls for brainstorming lends itself to students' willingness to try new things, experiment, stretch themselves to new heights, and take risks. These students become creative, divergent thinkers.
Israel, E. "Developing High School Students' Creativity by Teaching Them to Take Risks and Defer Judgment." Available online: http://www.eric.ed.gov.

- From one's own mistakes a person can gain wisdom and accelerate self-improvement. Mistakes, because of their relationship with risk-taking, are essential to success. The important thing is to view mistakes as a useful stepping stone to improvement.
Pettinger, T. (2007). "How to Learn from Mistakes." Available online.

- A teacher can boost student achievement by creating a class expectation that mistakes are to be welcomed as learning opportunities.
Moorman, C. (2007). *Motivating the Unmotivated: Practical Strategies for Teaching the Hard-to-Reach Student*, Bellevue, WA: Bureau of Education and Research.

Notes ~ Additional References:

MISTAKES ARE OKAY

Scotchgard was discovered when a scientist spilled part of an experiment on her shoe.

An experimenter came up with the microwave oven after a piece of military equipment melted a chocolate bar in his pocket.

Cornflakes were created by baking bread dough that had been let stand too long; it produced flakes when it was rolled out for baking.

Potato chips were first cooked by a chef who was furious when a customer complained that his fried potatoes were not thin enough.

A worker had the idea for the Slinky after watching a torsion spring coil accidentally fall off his workshop table.

- Charlotte Foltz Jones, (1994). *Mistakes That Worked.* New York: Doubleday.

Practice #7: Memory work, recitations, and/or writing occur daily. These enhance character development and effective communication skills while extending curricula.

Reasons for implementing this practice:

- Memorized information that is integrated with meaning builds confidence and self-esteem because it helps students know what they know for sure and provides a database for new connections.
  Garner, B. K. (2007). *Getting to Got It!* Alexandria, VA: ASCD, *38.*

- Though some "progressive" educators have dismissed the educative value of "rote learning," that too-common view is sadly wrong. Kids need both the classic poetry and the memorization. As educators have known for centuries, memorization of poetry, Shakespeare, famous speeches, etc. delivers unique cognitive benefits, benefits that are of special importance for kids who come from homes where books are scarce and the level of literacy low. Also, such exercises etch the ideals of their civilization on children's minds and hearts.
  Beran, M. K. (2004). "In Defense of Memorization." Available online: http://www.city-journal.org/html/14_3_defense_memorization.html

- David Pugalee, who researches the relationship between languages and mathematics learning, asserts that writing supports mathematical reasoning and problem solving and helps students internalize the characteristics of effective communication. He suggests that teachers read student writing for evidence of logical conclusions, justification of answers and processes, and the use of facts to explain their thinking.
  Pugalee, D.K. (2004). "A Comparison of Verbal and Written Descriptions of Students' Problem-Solving Processes," *Educational Studies in Mathematics*, 55, 27-47.

- Researchers agree that, like reading, improving students' writing skills improves their capacity to learn.
  National Institute for Literacy, (2007). Available online: http://www.mcrel.org/pdf/mathematics/0121TG_writing_in_mathematics.pdf.

- Writing fosters community in a classroom and because writing is a social act, it is a vehicle for students to learn more about themselves and others.
  Urquhart, V. "Using Writing in Mathematics to Deepen Student Learning." Available online: http://www.mcrel.org/pdf/mathematics/0121TG_writing_in_mathematics.pdf.

BENEFITS of Memorization

Cognitive Skills: In very young children, memorization of nursery rhymes familiarizes them with rhythmic patterns, which teach them balance and symmetry long before they understand the nursery rhyme.

Language Skills: Memorizing literature gives children examples of sentence structure, word choice, and imagery that provide a basis for their own proper use of the language.

Literacy Skills: Children can increase their understanding of literature through memorization. They will always have these resources to draw upon when they have committed them to memory.

Vocabulary: Memorization of literary passages provides children with a wealth of words they may not encounter in daily life.

Improved Higher Math Abilities: Students who are required to memorize basic arithmetic facts have a firm basis for progressing to more complicated problem-solving and higher mathematics.

Lynne Haley Rose. Available online: http://www.ehow.com/facts_5804798_benefits-memorization_.html

- Researcher Donna Alvermann, an expert in adolescent literacy, studies students' self-efficacy and engagement. She urges all teachers, despite their content area expertise, to encourage students to read and write in many different ways. She does so because she believes that writing raises the "cognitive bar," challenging students to problem solve and think critically. Alvermann, D. (2002). "Effective Literacy Instruction for Adolescents," *Journal of Literacy Research*, 34(2), 189-208.

- Student recitation of poetry can lend itself to providing training in a number of valuable oral communication skills: poise, posture, eye contact, body language, volume, speed, use of voice inflection, clear articulations and proper pronunciation. Additionally, the student has the opportunity to come to understand his poem fully. He can learn to be attentive to the messages, meanings, allusions, irony, tones of voice, and other nuances in his poem.
National Endowment for the Arts and Poetry Foundation, *Poetry Out Loud.* Available online: http://www.poetryoutloud.org.

Notes ~ Additional References:

Effective Oral and Written Communication are among survival skills that matter most for students as they learn and work in the twenty-first century.
- Tony Wagner, (2008). *The Global Achievement Gap*, New York: Basic Books, *35-6.*

"Writing in mathematics gives me a window into my students' thoughts that I don't normally get when they just compute problems. It shows me their roadblocks, and it also gives me, as a teacher, a road map."
- Maggie Johnston, 9th Grade Mathematics Teacher, Denver, Colorado.

Practice #8: Enriched vocabulary is evident and is drawn directly from challenging writings, informational text, and/or wisdom literature.

Reasons for implementing this practice:

- Numerous studies have shown the strong correlation between vocabulary knowledge and reading comprehension.
Baker, S. K., et al (1995). "Vocabulary Acquisition: Curricular and Instructional Implications for Diverse Learners." Technical Report No. 14. Eugene, OR: National Center to Improve the Tools of Educators. [ED 386 861]
Nagy, W. (1988). *Teaching Vocabulary to Improve Reading Comprehension*. Urbana, IL: National Council of Teachers of English; Newark, DE: International Reading Association. [ED 298 471]
Nelson-Herber, J. (1986). "Expanding and Refining Vocabulary in Content Areas." *Journal of Reading*, 29, 626-33. [EJ 331 215]

- Researcher Robert Marzano found that the ability to use the particular language of any discipline is a strong predictor of how well students will learn the subject when they come to school.
Marzano, R. J. (2004). *Building Background Knowledge for Academic Achievement.* Alexandria, VA: ASCD.

- Well-developed vocabulary and reading comprehension skills are central to success on every standardized test including reading achievement tests, college entrance exams, and armed forces and vocational placement tests.
Scholastic. www.scholastic.com/texttalk
See also: Nist, S. and Mohr, C. (2002). *Improving Vocabulary Skills*, 1. West Berlin, NJ: Townsend Press.

- The level of a student's vocabulary is as accurate a measure of intelligence as any three units of the standard and accepted Stanford-Binet I.Q. Tests.
Lewis Terman Study at Stanford University. Available online: www.cpc.unc.edu/projects/lifecourse/research.../terman.

- Words are the tools of thinking. The more words one has at his command, the clearer and more accurate his thinking will be.
Funk, W. and Lewis, N. (1991). *30 Days to a More Powerful Vocabulary.* New York: Simon & Schuster, *4.*

- Rich exposure to words, such as that provided by wide reading (such as classic literature, myths, fables, poetry, proverbs, quotes, and other genres), helps students construct and retain meaningful personal contexts for words. For example, the word *wardrobe* in *The Lion, the Witch and the Wardrobe* by C.S. Lewis becomes

> **BENEFITS of Enriched Vocabulary**
>
> Research studies have shown that a strong vocabulary is the most noticeable performance characteristic shared by successful professionals. In a 20-year study of college graduates, "without a single exception, those who had scored highest on the vocabulary test given in college, were in the top income group, while those who had scored the lowest were in the bottom income group."
> -Earl Nightingale, Author.
> Available online: www.learningstrategies.com/MillionDollar/Intro4.asp.
>
> Scientist Johnson O'Connor, gave vocabulary tests to executive and supervisory personnel in 39 large manufacturing companies. "Presidents and vice presidents averaged 236 out of a possible 272 points; managers averaged 168; superintendents, 140; foremen, 114; floor bosses, 86. In virtually every case, vocabulary correlated with executive level and income."
> Available online: http://www.americanchronicle.com/articles/view/13806

meaningful in a way it never could in its dictionary definition or in an isolated sentence.
Whittlesea, B.W. (1987) "Preservation of Specific Experiences in the Representation of General Knowledge." *Journal of Experimental Psychology: Learning, Memory and Cognition, 13*(1), 3-17.

- In a recent survey, 456 company presidents were asked if they consider it important for their employees to possess a strong vocabulary. Ninety eight percent answered, "Yes."
  Elster, C. H. (2009). *Verbal Advantage.*

- One of the most important things that impact the impression one makes is the way he speaks. A person is judged by the vocabulary words he chooses to express the ideas and messages he is trying to communicate.
  Vocabulary Booster. "First Impressions." Available online:
  http://www.vocabularybooster.blogspot.com/

- An active understanding of the written word requires far more than the ability to call out words from a page or the possession of basic vocabulary. Successful reading also requires a knowledge of shared, taken-for-granted information that comes from the cultural literacy gained by reading wisdom and classic literature.
  Hirsch, E.D., Kett, J.F. and Trefil, J. (1993). *The Dictionary of Cultural Literacy.* Boston: Houghton Mifflin.

Notes ~ Additional References:

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

Reasons for implementing this practice:

- The Magic Triad includes a touch, a smile and kind words. Appropriate touches of a hand shake, high fives, or even eye contact give a number of benefits. Feelings of security, safety, and easiness are amplified. Touching builds closeness and fosters communication. Touching gives a person a sense of being cared about and cared for.
Rigby, J. "The Importance of Touch." Available online:
http://www.chisuk.org.uk/articles/result.php?key=63
Also Gilmore, J. V., and Gilmore, E. C. (1982). *Give Your Child a Future.* Columbus, OH: Prentice Hall.

- According to Psychologist Robert Zajonc: "There is now compelling evidence that smiling causes people to feel happy. Requiring people to smile, no matter how they really feel at first, results in increased positive feelings; frowning conversely decreases positive feelings."
 Zajonc, R. B., Murphy, S. T., and Inglehart, M. (1989). "Feeling and Facial Efference: Implications of the Vascular Theory of Emotion." *Psychological Review*, 96 : 395-416.

- In a recent meta-analysis of more than 100 studies, Robert and Jane Marzano found that the quality of teacher-student relationships is the keystone for all other aspects of classroom management. In fact, their meta-analysis indicates that on average, teachers who had high-quality relationships with their students had 31 percent fewer discipline problems, poor conduct choices, and related problems over a year's time than did teachers who did not have high-quality relationships with their students.
Marzano, R. J., and Marzano, J.S. (2005). "The Key to Classroom Management." *Educational Leadership*, 62(1), 6-13.

> "Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around."
> - Leo Buscaglia (1924-1998), American Author
>
> "Right discipline consists, not in external compulsion, but in the habits of mind which lead spontaneously to desirable rather than undesirable activities."
> -- Russell Bertrand (1872-1970), British Philosopher

- Genuinely caring about students is the best way to build teacher-student relationships and ensure student success. Building rapport and empathy with students should include providing both nurturing and structure in the classroom, developing emotional intelligence and sensitivity to students' emotions and needs, and responding positively to students' efforts at relationship building. Respect for the teacher is not sufficient; students must perceive that teachers care, and even that teachers like them deep down, as people.
Mendes, E. (2003). "What Empathy Can Do." *Educational Leadership, September.*

- Studies show that students who dislike school, do poorly academically, and have limited career objectives are more likely to be disruptive. Researcher Gottfredson recommends that schools work to increase academic success for low-achievers and increase students' social involvement and attachment to school.

Gottfredson, D. G., et al.(1989). "Reducing Disorderly Behavior in Middle Schools." Report No. 37. Baltimore, Maryland: Center for Research on Elementary and Middle Schools, 26 pages. ED 320 654.

- Sometimes problem behavior occurs because students simply don't know how to act appropriately. Based on their studies, researchers urge administrators to regard disciplinary referrals as opportunities to teach students valuable social skills that will promote success in future employment as well as in school. They recommend logical procedures for "de-escalating disruptive behavior, obtaining and maintaining instructional control, teaching alternative behaviors, and preparing students for classroom re-entry."
Black, D. D., and Downs, J.C. (1992). *Administrative Intervention: A Discipline Handbook for Effective School Administrators.* Longmont, CO: Sopris West, Inc.

- Orderly schools usually balance clearly established and communicated expectations with a climate of concern for students as individuals.
Duke, D. L. "School Organization, Leadership, and Student Behavior." *Strategies to Reduce Student Misbehavior.* Available online: http.//www.eric.ed.gov.

- In his work and studies, Combs has considered how teachers can develop self-guidance in their students. He has delineated four basic principles that enhance a person's understanding of self-discipline: (a) perceptions determine self-discipline; (b) persons who are self-disciplined view themselves positively; (c) success reinforces self-concept and self-discipline; and (d) belongingness is a requisite for self-discipline.
Combs, A. W. (1985). "Achieving Self-Discipline: Some Basic Principles." *Theory into Practice*, 24(4), 260-264.

Notes ~ Additional References:

Practice #10: Learners' work is displayed in some form. Positive and timely feedback is provided through oral and/or written commentary.

Reasons for implementing this practice:

- In taking on responsibility for displays, students have an opportunity to learn and practice important social and academic skills. When children choose work for displays, they learn to reflect on their work. By creating displays that recognize effort rather than perfection, children better understand that learning is a process of growth, not just a process of mastery. Creating displays can also affirm children's growing sense of competency and give them practice in individual and group decision-making. It provides an opportunity to learn from each other and to appreciate the work of others, nurturing empathy, respect, and a strong sense of classroom community.
Clayton, M. (2001). *Classroom Spaces That Work.* Turners Falls, MA: Northeast Foundation for Children.

- Setting up a display allows children to develop their creativity and to practice skills of measuring, cutting, using tools, and writing. Maintaining displays gives an opportunity for children to develop organizational and decision-making skills. All aspects of creating and maintaining displays allow children to take responsibility for an important part of the classroom life.
Clayton, M. (2001). *Classroom Spaces That Work.* Turners Falls, MA: Northeast Foundation for Children.

- Once children have learned how to choose work for displays and to display work effectively, they may be ready to take over the management of some of the display areas. By creating the role of a "student curator," a teacher can move the responsibility for ongoing management of the displays to the students.
Clayton, M. (2001). *Classroom Spaces That Work.* Turners Falls, MA: Northeast Foundation for Children.

- Collaborative displays that celebrate students' efforts and connect to the daily life of the classroom are one of the most powerful—and overlooked—tools for teaching. Working with children to build and maintain displays can generate excitement about the curriculum, increase children's investment in learning, help children to appreciate their own work and the work of others, and foster individual and group ownership of the classroom.
Clayton, M. (2001). *Classroom Spaces That Work.* Turners Falls, MA: Northeast Foundation for Children.

- Technology can be integrated into a classroom to display student work by means of blogs, wikis, podcasts, videos, etc. This strategy utilizes the digital, electronic advances that are a part of students'

> *"This work is important. You can do this. I will help you.* Jeff Howard's Efficacy program with underachieving African American students starts with those three statements, and I think few things communicate these beliefs more clearly than quality displays of student work."
> - Linda Henke, "Displaying Student Work" Available online:
> http://web.me.com/choelzer/Burlington_Site_Visit/Home_files/DisplayingStudentWork.pdf
>
> "Students must have routine access to the criteria and standards for the task they need to master; they must have feedback in their attempts to master those tasks; and they must have opportunities to use the feedback to revise work and resubmit it for evaluation against the standard. Excellence is attained by such cycles of model-practice-perform-feedback-perform."
> - Grant Wiggins. "Feedback: How Learning Occurs, A Presentation from the 1997 AAHE Conference on Assessment & Quality." Pennington, NJ: The Center on Learning, Assessment, and School Structure, 1997.

world now and in their future careers. Additionally, these web-related means of displaying student work provide for an ongoing exchange of ideas across geographic boundaries. As students prepare videos, the teacher can have students describe what the displays represent and what they learned by producing them. Video displays also have the potential to encourage good questioning techniques for getting at student understanding.
Boss, S. (2008). "Pictures Worth More Than 1,000 Words: Online Classroom Displays." Available online: http://www.edutopia.org/classroom-displays.

- Consistently, researchers have found that when teachers effectively employ feedback procedures, they positively and often powerfully impact the achievement of their students.   In fact, "Academic feedback is more strongly and consistently related to achievement than any other teaching behavior….This relationship is consistent regardless of grade, socioeconomic status, race, or school setting….When feedback and corrective procedures are used, most students can attain the same level of achievement as the top 20% of students."
Bellon, J., Bellon, E., and Blank, M. A. (1992). *Teaching from a Research Knowledge Base: A Development and Renewal Process.* New York: Macmillan, 277-8.

- Giving frequent, early, positive feedback that supports students' beliefs that they can do well is a component for developing student self-motivation.
Weinert, F. E., and Kluwe, R. H. (1987). *Metacognition, Motivation and Understanding.* Hillsdale, N.J.: Erlbaum.

Notes ~ Additional References:

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

Reasons for implementing this practice:

- Fluent word identification is a prerequisite for comprehending text. If a reader must slowly analyze many of the words in a text, memory and attention needed for comprehension are drained by word analysis.
  Reading/Language Arts Center, Houghton Mifflin. "Word Recognition Skills and Strategies." Available online: http://www.eduplace.com/rdg/res/teach/rec.html.

- Children who have had many experiences with language, especially the experience of having someone read to them regularly, may have some concept of what printed words and letters are. They may realize that the print on a page is the source of the text information needed for reading or know that a reader looks at print from left to right. These concepts, referred to as concepts of print, are important for success in learning to read, and children who have had limited preschool experiences with printed language will need to be taught them.
  Adams, M.J. (l990). *Beginning to Read: Thinking and Learning about Print*. Cambridge: MIT Press.

- Word stems allow students to figure out the meaning or a part of the meaning of words by knowing the meaning of the word part(s).
  Thompson, S. S. (2006). *Teaching Stems – Another Branch of Reading Comprehension.* Bloomington, IN: Author House.

- The common assumption that reading problems in older individuals stem entirely from difficulties in comprehension, that decoding problems are only a stumbling block in the early grades, has been demonstrated to be false. Most older, poor readers continue to have weak phoneme awareness and inaccurate and slow decoding skills.
  "Informed Instruction for Reading Success: Foundations for Teacher Preparation." A position paper of The Orton Dyslexia Society. Available online: http.//www.eric.ed.gov.

- Failure to learn to use spelling/sound correspondences to read and spell words is shown to be the most frequent and debilitating cause of reading difficulty.
  "Every Child Reading: An Action Plan of the Learning First Alliance," (1998). Available online: http://www.learningfirst.org/documents/pdf/everychildreadingactionplan.pdf.

"This we can say with certainty: If a child in a modern society like ours does not learn to read, he doesn't make it in life. If he doesn't learn to read well enough to comprehend what he is reading, if he doesn't learn to read effortlessly enough to render reading pleasurable, if he doesn't learn to read fluently enough to read broadly and reflectively across all the content areas, his chances for a fulfilling life, by whatever measure –academic success, financial success, the ability to find interesting work, personal autonomy, self-esteem – are practically nil."

- M. Susan Burns, Ph.D., Study Director, Committee on the Prevention of Reading Difficulties in Young Children National Research Council/National Academy of Sciences, National Research Council report entitled "Preventing Reading Difficulties in Young Children." 1998.

- Beginning reading instruction must be meaning-based, involve students in frequent reading of informative and entertaining texts, and provide clear, explicit instruction of important word-identification strategies and skills. In an effective program of reading instruction, there must be an appropriate balance between teaching skills and strategies and reading and responding to a wide range of texts. After a comprehensive review of the research on beginning reading instruction, one can conclude that whenever that "balance" is lost – when reading instruction becomes so skills-oriented that meaning and the joy of reading are lost, or when literature is emphasized to the point that important skills and strategies are not taught – students are likely to encounter difficulty in learning to read.
  Pikulski, John. (1998) *Teaching Word-Identification Skills and Strategies: A Balanced Approach.* Boston: Houghton Mifflin.

- Etymology, the study of the origin and history of a word, is derived from the Greek work *etymologia* and from *etymon*, which means *true sense*, and from *logos* meaning *word*. The English language has an abundance of words borrowed from other languages, many with a rich heritage and a story all their own. Successful vocabulary instruction begins with the building of meaningful schemata through interesting and useful strategies. Using the study of word origins can help students remember meanings and grasp the relevance of words, beyond their definition.
  Readence, J. E., Bean, T. W., and Baldwin, R. S. (1998). *Content Area Literacy: An Integrated Approach.* Dubuque, Iowa: Kendall/Hunt.

- Helping students gain practice in identifying and considering word origins can enhance their overall vocabulary development. "A study of the etymology of certain words has a good deal of value in expanding the basic vocabulary and in generating an appreciation for the English language's diversity, flexibility, and capability of growth."
  Johnson, D.D., and Pearson, P.D. (1978). *Teaching Reading Vocabulary.* New York: Holt, Rinehart & Winston, 50.

- Etymologies can provide students with an appreciation for words of the present by investigating their past. "Knowing that so many words have come from mythology, literature, and historical events and figures provides important background knowledge for students' reading in the various content areas."
  Bear, D., Invernizzi, M., Templeton, S., and Johnston, F. (2004). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction.* Columbus, OH: Merrill/Prentice Hall, 263.

- Over 70% of all English words are derived from Greek and Latin. Knowing Latin and Greek prefixes, roots and suffixes will not only help one remember word definitions but will also make it easier to determine the meaning of a new word. This understanding of word formation is incredibly useful for increased articulation and increased standardized test scores.
  Ruccolo, Cara. "A Case for Classics in Middle and High School." Available online: http://www.newhorizons.org.

Notes ~ Additional References:

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

Reasons for implementing this practice:

- Recent scholarship has emphasized the importance of student effort and involvement in their academic activities as the decisive element in promoting positive scholastic outcomes. Additionally, within an individual classroom, the behavior of even a few highly irresponsible students can drag a class down to its lowest common denominator.
  Davis, T.M. and Murrell, P.H. "Turning Teaching into Learning." ASHE-ERIC Higher Education Report series, 93- 8, (Volume 22-8).

- Maslow states that the self-actualized individual will take responsibility. He further states, "Each time one takes responsibility, this is an actualizing of the self."
  Maslow, A. (1976). *The Farther Reaches of Human Nature*. New York: Penguin Books.

- The individual who sees himself and his situation clearly and who freely takes responsibility for that self and for that situation is a very different person from the one who is simply in the grip of outside circumstances. This difference shows up clearly in important aspects of his behavior.
  Rogers, C. (1983). *Freedom to Learn for the 80's*. Columbus, OH: Charles E. Merrill Publishing Company.

> "You must take personal responsibility. You cannot change the circumstances, the seasons, or the wind, but you can change yourself. That is something you have charge of."
> -- Jim Rohn, American Business Philosopher
>
> "Nobody ever did, or ever will, escape the consequences of his choices."
> --Alfred A. Montapert, American Author, *The Supreme Philosophy of Man: The Laws of Life*.

- Both responsibility and intrinsic motivation emphasize personal control and willingness to take on challenges that require greater personal involvement. From his studies, Charles Bacon concluded that the students did not perceive school as being a place for learning. They saw school as neither challenging nor as allowing them control. Further, although they said they felt responsible for learning, they were actually "being held responsible" rather than "being responsible." Students who are "being held responsible" will do the work only when a teacher or some other authority figure holds them accountable. Students who are "being responsible" will do whatever needs to be done because they feel that doing so is important. One implication from these findings: students should experience schoolwork as being challenging. That is not to say that teachers should make the tasks more difficult. Rather, they should tailor activities to their students' particular talents, abilities, and needs. Along with promoting challenge as a part of the school experience, teachers need to provide students with an opportunity to exercise control. That is, students should have some say as to the content and form of their education. The final point that needs to be stressed has to do with responsibility. So long as teachers allow students merely to "be held responsible," they will probably be content to put forth minimal effort in order to get by. If we want students to take some initiative in their own learning, we must enable them to "be responsible."
  Bacon, C. S. (1991). "Being Held Responsible Versus Being Responsible." *The Clearing House*, 64(6), 395-398. See also Charles S. Bacon "Student Responsibility for Learning" online or Reprint requests to

Charles S. Bacon, Ph.D., Assistant Professor of Education, Indiana University/Purdue University at Fort Wayne, Fort Wayne, Indiana 46805.

- In many cases students do not see school as offering them either control or challenge. However, when students have a firm understanding that an assignment is important, they are more likely to complete that work and may experience the work as being challenging.   When students do not have much interest in what they are doing in school, they often choose not to do the work, thereby gaining a small measure of control.
Allen, J. (1982). "Classroom Management: A Field Study of Students' Perspectives, Goals and Strategies." Doctoral Dissertation, University of California, Santa Barbara.

- When students do not see how they can constructively do something about having more control and responsibility, they express their frustration in ways that are disruptive.
Everhart, R. (1984). *Reading, Writing and Resistance*. Boston: Routledge & Kegan Paul.
Woods, P. (1979). *The Divided School*. London: Rutledge & Kegan Paul.

- Teachers can utilize activities and discussions with students to help them see and feel the role they play in creating their own experiences. By getting students to recognize their choices (cause) and the result their choices produce (effect), the students can experience increased personal power. This personal power boosts self-esteem and motivation while it reduces discipline problems.
Moorman, C. (2007). *Motivating the Unmotivated: Practical Strategies for Teaching the Hard-to-Reach Student*, Bellevue, WA: Bureau of Education and Research, 17.

- Too often teachers impose a punishment (which they try to disguise by calling it a consequence) instead of allowing children to experience the consequences of their choices and then having the children explore those consequences by figuring out what happened, what caused it to happen, how they felt about it, how they can use this information in the future, and what they can do to solve the problem now. This exploring of consequences teaches an internal locus of control, while imposing consequences teaches an external locus of control.
Glenn, H. S. and Nelsen, J. (2000). *Raising Self-Reliant Children in a Self-Indulgent World*. New York: Three Rivers Press, 102.

- The more immediate the consequence, the more effective it is in changing behavior. Consequences that are immediate and certain are very powerful in governing behavior. Positive reinforcement causes a behavior to increase because a desired, meaningful consequence follows the behavior. Negative reinforcement causes a behavior to increase in order to escape or avoid some unpleasant consequence. Negative reinforcement generates "just enough behavior" to escape or avoid punishment. Positive reinforcement generates more behavior than is minimally required. This discretionary effort is the best way to maximize performance in the classroom.
Daniels, A. C. (1994). *Bringing Out the Best in People.* New York: McGraw–Hill, 26-30.

Notes ~ Additional References

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

Reasons for implementing this practice:

- One university's reason for developing a creed was to adopt a value system for the students, faculty, and staff to share, making it important that they practice honesty, integrity and mutual respect. From a statistical standpoint, past creeds and honor codes at various universities have shown on average a ten percent decrease in regards to students cheating on exams. University of Central Florida. Available online: http://www.sdes.ucf.edu/ucfcreedhistory.htm.

- An honor code establishes a fundamental social contract within which the school community agrees to live. This contract relies on the conviction that the personal and academic integrity of each individual member strengthens and improves the quality of life for the entire community. Conduct guided by an honor code or creed helps to develop a welcoming and supportive climate in which all people are respected.
University of Colorado at Boulder. Student Honor Code Policy. Available online: http://www.colorado.edu/policies/honor.html.

- The effectiveness of honor codes or creeds results from the perspective that students, faculty, administrators, and everyone else at a school are responsible for maintaining academic integrity.
McCabe, D. L. (1993). "Faculty Responses to Academic Dishonesty: The Influence of Student Honor Codes." *Research in Higher Education, 34*(5), 647-658.

- Researchers May and Loyd report that less cheating occurs at schools with honor codes or creeds.
May, K. M., and Loyd, B. H. (1993). "Academic Dishonesty: The Honor System and Students' Attitudes." *Journal of College Student Development, 34* (12), 125-129.

- "Businesses want students to get training in ethics and integrity so they can reinforce it when a young person enters the work force rather than presenting it for the first time once they are on the job."
-Sanford McDonnell, chairman emeritus of McDonnell Douglas Corporation

- A school class or personal creed can focus on core ethical values. This enables children to remember these values for a lifetime; it also provides clear reference points for school discipline. The

Put your creed in your deed.
–Anonymous

"Today I give you two examinations, one in trigonometry and one in honesty. I hope you pass them both, but if you must fail one, let it be trigonometry, for there are many good men in this world today who cannot pass an examination in trigonometry, but there are no good men in the world who cannot pass an examination in honesty."
-- Madison Sarratt, Long-time Dean of Students, Vanderbilt University
(As a part of their first act together as a class, each Vanderbilt class meets together at the Honor Code Signing Ceremony, where every member of the class pledges his honor and signs the code. The signature pages are then hung in Sarratt Student Center.)

In America, the first student-policed honor system was instituted in 1779 at The College of William & Mary at the behest of Virginia's then-Governor Thomas Jefferson. Jefferson, who graduated from William & Mary with honors in 1762, inked a basic honor system for his alma mater.

goal is to get kids to start asking, "Is it the ethical thing to do?"
National Character Education Center. Available online: http.//www.ethicsusa.com.

- There is evidence from the pre-school level through and including high school that character education depends in a large part on the degree to which students bond to, become attached to, or feel a part of their schools. This is also seen in the research that shows that student perceptions of school as a caring community are critical to the effectiveness of character education. Schools need to intentionally foster such bonding and to monitor its development. Students' participation in formulating a creed or creeds and then their active adherence to their creed along with the similar dedication of their classmates and teachers will engender an impact on their lives which will last through their years of schooling and beyond.
Berkowitz, M. W. and Bier, M. C. (2005). *What Works in Character Education: A Research-Driven Guide for Educators.* Character Education Partnership. University of Missouri-St. Louis. Available online: http://www.characterandcitizenship.org/research/whatworks.htm.

- In a study entitled"What Good Schools Do," character education schools were identified. Those were schools which promote core ethical values in all phases of school life. This research suggests that goals and activities that are associated with good character education programs are also associated with academic achievement.
Benninga, J. S., Berkowitz, M. W., Kuehn, P., and Smith, K. (2003). "The Relationship of Character Education Implementation and Academic Achievement in Elementary Schools," *Journal of Research in Character Education*, vol. 1, 2003.

- Discussions that help students identify their personal values and encourage knowledge, involvement, and contributions to the community build character.
Feinstein, S. (2004) *Secrets of the Teenage Brain, Research-Based Strategies for Reaching and Teaching Today's Adolescents*, San Diego: The Brain Store, 63.

Notes ~ Additional References:

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

Reasons for implementing this practice:

- Recent research and practice indicate that certain strategies which strike at the root causes of poor performance, offer genuine hope for helping all students succeed as an alternative to relegating low-performing students to social promotion or grade retention. These helpful strategies are as follows: intensify learning, provide professional development to assure skilled teachers, expand learning options, assess students in a manner to assist teachers, and intervene in time to arrest poor performance.
Johnson, D., and Rudolph, A. (2001). "Beyond Social Promotion and Retention—Five Strategies to Help Students Succeed," Critical Issue developed for North Central Regional Laboratory. Available online:
http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at800.htm

- Outside of the home environment, teachers are the number-one resource in helping students succeed. According to the National Commission on Teaching and America's Future, teacher expertise has a direct correlation to high student achievement.
Darling-Hammond, L. (1997, November). *Doing What Matters Most: Investing in Quality Teaching.* New York: National Commission on Teaching and America's Future. Available online: http://documents.nctaf.achieve3000.com/WhatMattersMost.pdf

- In using comparison in feedback to students, it is good to compare a student's work with his or her own past performance. Examples of good kinds of comparisons include comparing work to student-generated rubrics, comparing student work to rubrics that have been shared ahead of time, and encouraging a reluctant student who has improved even though the work is not yet good. Examples of bad kinds of comparisons include putting up wall charts that compare students with one another and giving feedback on each student's work according to different criteria or no criteria.
Brookhart, S. M. (2008). *How to Give Effective Feedback to Your Students*. Alexandria, VA: ASCD.

- Showcasing students - whether it be in a recitation, speech, drama production, mime presentation, art exhibit, scale model display, musical performance, some form of electronic showcase or any of a myriad of other ways - is a means for students to have proof of their importance prominently featured. This helps each student to see his or her place in the group, and the sense of class community is enhanced.
Moorman, C. and Dishon, D. (1983). *Our Classroom: We Can Learn Together.* Merrill, MI: Personal Power Press, 180.

> "Failure is the opportunity to begin again more intelligently."
> – Henry Ford (1863-1947), American Industrialist
>
> "Famous Failures." Available online: http://presentoutlook.com/famous-failures/
>
> "The Secret to Success: Famous Failures." Available online: www.youtube.com
>
> "Fine art is that in which the hand, the head, and the heart of man go together."
> -- John Ruskin (1819-1900), English Art Critic and Social Thinker

- Having students prepare and present a variety of showcase events is a powerful way to promote a variety of the multiple intelligences. Through this means a teacher can teach material in a different and more engaging way. Motivation is the most important by-product of the varied curriculum. When students are encouraged to expand their strengths, they are more likely to enjoy their work and to pursue increased competence with confidence.
Csikszentmihalyi, M. (1990). *Flow: The Psychology of Optimal Experience.* New York: Harper & Row.

- Expressive arts which naturally culminate in the student being showcased should be considered a core component of any school plan. The arts provide opportunities for students to express themselves in an atmosphere that is without judgment in areas such as sculpture, painting, drama, music, and dance. In the course of expressing themselves artistically, students can sublimate sexual energies, channel violent impulses, sort out emotional conflicts, and build a deeper sense of identity. These are all critical developmental tasks especially in early adolescence. Students should have the opportunity to do some type of creative art activity every day. When students write poems, work in clay, draw, paint, dance, act, and sing, they are creatively involved in the act of forming themselves as autonomous individuals. The benefit to society could not be greater.
Armstrong, T. (2006). *The Best Schools.* Alexandria, VA: ASCD, 127-128.

- Today's studies in neuroscience suggest that the arts which lend themselves to exhibits and performances can lay the foundation for later academic and career success. A strong art foundation builds creativity, concentration, problem solving, self-efficacy, coordination, and values attention and self-discipline.
Jensen, E. (1998). *Teaching with the Brain in Mind.* Alexandria, VA: ASCD, 36-40.

Notes ~ Additional References:

Practice #15: Educators teach on their feet, thus utilizing proximity. They engage learners personally, hold high expectations of learners, and should not limit learners to grade level or perceived ability.

Reasons for implementing this practice:

- Making assignments easier is no solution to poor performance. Simpler lessons offer no assurance that students will achieve better test scores. Intensified learning, on the other hand, affords better results. A recent study conducted by the Consortium on Chicago School Research underscores the assertion that students who are given more challenging, critical-thinking, higher-quality, tougher assignments outperform less-challenged students on standardized tests. One of the Consortium's studies examined students in 19 Chicago elementary schools who were given intellectually stimulating assignments in mathematics and writing. Over a three-year period, the progress of more than 5,000 students in Grades 3, 6, and 8 was followed. Students who received more challenging, intellectual assignments showed greater than average gains on the Iowa Tests of Basic Skills in reading and mathematics and demonstrated higher performance in reading, mathematics, and writing on the Illinois Goals Assessment Program. Students in some very disadvantaged Chicago classrooms were given intellectually challenging assignments, and contrary to some expectations, these children benefited from exposure to such instruction. The study suggests that if teachers, administrators, policymakers, and the public at-large place more emphasis on authentic intellectual work in classrooms, yearly gains will be significant.
  Newmann, F.M., Bryk, A.S. and Nagaoka, J.K. (2001, January). *Authentic Intellectual Work and Standardized Tests: Conflict or Coexistence?* Chicago: Consortium on Chicago School Research.

> "High achievement always takes place in the framework of high expectation."
> -- Charles F. Kettering (1876-1958), American engineer, inventor of the electric starter

- Intensifying learning helps build high-achieving schools, which in turn are most likely to produce successful, high-achieving students. High-achieving schools are rigorous schools. They develop rigorous standards, a rich curriculum, knowledgeable and skilled teachers, and meaningful learning experiences as essential elements.
  Wheelock, A. (1998). "Extra Help and Support to Meet Standards and Prevent Grade Retention." Available online: http://wwwcsteep.bc.edu/ctestweb/retention/retention2.html.

- Having a clearly defined set of standards helps teachers concentrate on instruction, makes clear to students and parents grade level expectations, and ensures that students are prepared for the next grade. Most states currently have standards in place for students in grades K-12. Studies of high-achieving schools with disadvantaged student populations revealed that integrating learning standards with demanding coursework and high expectations led to a marked improvement in student performance.
  U.S. Department of Education. (1999, May). "Taking Responsibility for Ending Social Promotion: A Guide for Educators and State and Local Officials." Available online: http://www.ed.gov/pubs/socialpromotion/index.html

- Skilled teachers intensify learning by providing authentic instruction and meaningful assignments while holding high expectations for all students. Such assignments deal with the significant concepts of a discipline, incorporate higher-order thinking skills, are connected to the "real world," and allow

substantial time for discussion and idea sharing among students.

Peterson, K. (1995). "Creating High-Achieving Learning Environments," *Pathways to School Improvement.* Available online: http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le400.htm

- Teachers who teach on their feet move near students and can more easily make personal contact with each pupil. Teacher/student proximity is an effective classroom management strategy for keeping students on task, making smooth transitions from one activity to another, and decreasing unwanted behavioral problems related directly to time spent off task.
  Taylor, S. (2010). "Teaching Bell to Bell and Student/Teacher Proximity." Available online: http://www.oppapers.com/essays/Teaching-Bell-To-Bell-And-Student-Teacher/279567

- Teachers need to isolate the key points within the content they are teaching. Then, they need to decide how best to present those points to their students. Instead of simply stating or explaining them, they need to create ways they can truly engage each student in learning. Today's students have access to an almost infinite amount of facts, figures, numbers, and statistics. One of the most valuable tools teachers can offer is a strategy for engaging students in learning key ideas within a lesson. This is actually a fundamental skill for being a lifelong learner.
  Allen, R. (2010) *High-Impact Teaching Strategies for the 'XYZ' Era of Education*, Boston: Allyn & Bacon, 93-94.

- The twenty-first century is the digital age and there are many avenues for disbursing information electronically. This means is fast and, in virtually every case, is a cheap and easy way to convey facts. If a teacher does not engage students personally, create strong relationships, and make his learning environment a great place to be, there is no reason for students to attend his class in person instead of relying on an electronic source.
  Jensen, E. (2003). *Tools for Engagement: Managing Emotional States for Learner Success.* San Diego: The Brain Store, 27.

Notes ~ Additional References:

Practice #16: Educators and learners employ effective interpersonal communication skills.

Reasons for implementing this practice:

- Learning the aspects of greeting others and making introductions is a valuable lesson in social etiquette. Graber, M. RSVP Institute of Etiquette. Available online: http.//www. rsvp-etiquette.com.

- Making others feel welcome and comfortable is an aspect of courtesy and thoughtfulness. As students become grounded in the habit of giving consideration to how others feel, they are developing a character trait that will contribute to a respectful school climate, school safety, and impressive school and community relations. Character First, Available online: http.//www.characterfirst.com.

- Effective oral communication, which certainly includes competence in meeting and greeting someone, learning the person's name, introducing him, and issuing words of welcome, is one of the seven survival skills identified by Tony Wagner as vital for what young people need for life in the twenty-first century. Wagner, T. (2008). *The Global Achievement Gap*, New York: Basic Books.

- Good interpersonal skills are a crucial ingredient for the success of cooperative learning projects. Riel, M. (2006) *Learning Circles Teachers' Guide.* Available online: http.//www. iearn.org/circles/lcguide/.

- "Think Win-Win" is an attitude toward life, a mental frame of mind that says I can win, and so can you. It's not me or you, it's both of us. "Think Win-Win" is the foundation for getting along well with other people. It begins with the belief that we are all equal, and no one is inferior or superior to anyone else, and no one really needs to be. This can be the basis for teaching students that they "win" as they develop their poise and polish at greeting and being a host for the classroom (or any other setting where they are welcoming others) and their guests "win" by being honored with a classy welcome. Covey, S. (1998). *The 7 Habits of Highly Effective Teens,* New York: Fireside, 146-7.

Rule 33: "When we go on field trips, we will meet different people. When I introduce you to the people, make sure that you remember their names. Then, when we are leaving, make sure to shake their hands and thank them, mentioning their names as you do so."
- Ron Clark, (2003) *The Essential 55,* New York: Hyperion, *105-7*

"What do we live for, if it is not to make life less difficult for each other?"
-- George Eliot (1818-1890), English Novelist

"Live this day as if it will be your last. Remember that you will only find 'tomorrow' on the calendars of fools. Forget yesterday's defeats and ignore the problems of tomorrow. This is it. Doomsday. All you have. Make it the best day of your year. The saddest words you can ever utter are, 'If I had my life to live over again.' Take the baton, now. Run with it! This is your day! Beginning today, treat everyone you meet, friend or foe, loved one or stranger, as if they were going to be dead at midnight. Extend to each person, no matter how trivial the contact, all the care and kindness and understanding and love that you can muster, and do it with no thought of any reward. Your life will never be the same again."
- Og Mandino (1923-1996), American Essayist and Psychologist

- Giving a student the assignment to be the visitor greeter (or concierge, ambassador, receptionist, etc.) is a "power-raising" activity. The student has a significant role in the business of the class. Having a sense of power is an important factor in a student's feeling motivated.
  Moorman, C. (2007). *Motivating the Unmotivated: Practical Strategies for Teaching the Hard-to-Reach Student*, Bellevue, WA: Bureau of Education and Research, 42.

- As our world experiences radical changes due to an explosion of knowledge and technology, we find that interpersonal skills are now identified by employers as the most critical skill area for the modern workplace. They are essential to customer service, management, training, and conflict resolution. These skills are essential to building and maintaining healthy relationships. Evidence also shows that they may be foundational to reading readiness and effective learning.   Tragically, evidence indicates, too, that for many children these skills are developing more slowly and less adequately than in previous eras. Much of the delay seems to be influenced by lifestyle changes such as the decline in dialogue and interaction between family and extended family members and the increasing dominance of technology during critical developmental periods for children.
  Glenn, H.S. and Nelsen, J. (2000). *Raising Self-Reliant Children in a Self-Indulgent World,* New York: Three Rivers Press, 125.

Notes ~ Additional References:

Practice #17: Educators and learners celebrate the successes of others.

Reasons for implementing this practice:

- Celebrations are one means of developing strong perceptions of personal capabilities. Celebrating is simply the act of recognizing progress. When teachers are quick to celebrate any little movement in the right direction, then they are affirming and validating the people with whom they are involved and often interest them deeply in doing more. With celebration, timing is critical. The rule of thumb is to let the celebration of an improvement stand alone. At a later time, the teacher can deal with what additional improvements still need to be addressed. In other words, it is counterproductive to say, "You did a great job, but…"
  Glenn, H.S. and Nelsen, J. (2000). Raising *Self-Reliant Children in a Self-Indulgent World,* New York: Three Rivers, 63-6.

- Connectiveness, a component of self-esteem, is also part of what is needed for instilling motivation. A teacher should let students know when they have contributed to the overall progress of the class. Celebrating and affirming the students who have made a contribution to the class and telling them how their behavior benefited and affected other class members helps them see the relationship between themselves and others. These kinds of teacher-initiated experiences can help them connect and experience a sense of oneness.
  Moorman, C. (2007). *Motivating the Unmotivated: Practical Strategies for Teaching the Hard-to-Reach Student*, Bellevue, WA: Bureau of Education and Research, 96.

- Students who learn to join in celebrating the success of others or, better yet, who are taught to initiate celebrations, affirmations, and congratulations to classmates and others around them, are developing the valued social competence of empathy.
  Goleman, D. (1998). *Working with Emotional Intelligence.* New York: Bantam.

> "Celebrate what you want to see more of."
> -- Thomas J. Peters (1942-), American Writer on Business Management Practices
>
> "I think we should have the same type of supportive environment (as the crowd gives football or basketball players) in all areas where we have to work together to achieve goals, whether it be the workplace, the home, or especially the classroom. Any time people are given praise and are rewarded for their efforts, they are going to do a better job… As one teacher in a classroom that contained thirty-seven students, I found it was nearly impossible to give all of the students the attention and praise they deserved. It made it a lot easier when I had a classroom of students who were constantly looking to applaud each other's achievements. Acknowledgement from the teacher is always appreciated, but praise from a student's peers can have a much greater impact."
> - Ron Clark, (2003) *The Essential 55,* New York: Hyperion, 6-9

- Learning to give and receive compliments appropriately can fulfill the requirements for the Language Arts Standard: Listening and Speaking.
  English Language Arts, Common Core State Standards Initiative, *Preparing America's Students for College and Career.*

- Students thrive in a school where it is apparent to all that the staff is constantly trying to make things better. This strong, "We care" message is the foundation of quality education.
  Glasser, W. (1998). *The Quality School: Managing Students Without Coercion,* New York: Harper Perennial, 135.

- Students' adrenal system goes into overdrive when they are stressed; hearing the words, "That's right," "Good job," or, "Nice work," helps keep them relaxed.
  Feinstein, S. (2004). *Secrets of the Teenage Brain*, San Diego: The Brain Store, 39.

- Dopamine is a neurotransmitter which the brain releases in certain circumstances. The release of dopamine results in pleasure or a "feel-good" sensation. Celebrations are one activity that can cause dopamine to be released. To effectively raise dopamine levels, celebrations have to occur when learners are in receptive states. The celebrations also have to be relevant and believable and must last long enough to signal the release of pleasure chemicals in the brain.
  Jensen, E. (2003). *Tools for Engagement: Managing Emotional States for Learner Success,* San Diego: The Brain Store, 156.

- In the celebration phase of learning, it is critical to engage emotions. Celebrations should be fun, light, and joyful. This step instills the important love of learning. Teachers are urged, "Never miss it!"
  Jensen, E. (2000) *Brain-Based Learning,* San Diego: The Brain Store, 314.

- Celebrations should be just that, a celebration of an accomplishment or of a job well done; they should not be prizes for work that students should do. (Not a prize for doing history homework; knowledge of history is supposed to be the prize.)
  Esquith, R. (2007). *Teach Like Your Hair's on Fire: The Methods and Madness Inside Room 56*, New York: Viking, 16-7.

- Positive reinforcement causes a behavior to increase because a desired, meaningful consequence follows the behavior. Positive reinforcement generates more behavior than is minimally required. This is called discretionary effort, and its presence can maximize performance. The appropriate use of celebrations can serve as positive reinforcement.
  Daniels, A. C. (1994). *Bringing Out the Best in People,* New York: McGraw-Hill, 28-9.

- In defining rewards, Eric Jensen says they have two qualities: predictability and market value. "Suppose a teacher's class puts on a play for the school. At the end of the play, the audience offers a standing ovation. The kids come off stage, and the proud teacher announces that she's taking everyone out for pizza. Is that a reward? No, it's a celebration. Had she said to the students right before the opening curtain, 'Do well and you'll all get pizza,' it would have been a reward. Pizza, candy, stickers, privileges, and certificates all have market value. Research suggests that students will want them each time the behavior is required, they'll want an increasingly valuable reward, and rewards provide little or no lasting pleasure. In fact, the use of rewards damages intrinsic motivation."
  Jensen, E. (1998). *Teaching with the Brain in Mind,* Alexandria, VA: ASCD, 64-7.
  Amabile, T. (1989). *Growing Up Creative.* New York: Crown.

Notes ~ Additional References:

See Also:

GREAT EXPECTATIONS® Methodology Manual

Practice Why's and How To's, Pages 7-34

Emotional Competence Framework, Pages 87-90

What Employers Want, Page 92

Eight Keys to Employability, Page 93

WorkKeys, Page 94