

DOWNLOAD PDF GREAT EXPECTATIONS HELPING STUDENTS TAKE RESPONSIBILITY FOR LEARNING

Chapter 1 : "Great Expectations" in the Classroom - MetroFamily Magazine - July - Oklahoma City,

Although you expect them to take responsibility for learning, students come to class unprepared. What you're up against: You assign required reading, but have an unsettling feeling a majority of your students are not prepared for class"and their test scores confirm your intuition.

Great Expectations An important theme across all areas of this website is one of "great expectations" for ALL students. All of the tools and strategies that you will discover on this website begin with the expectation that, with research based strategies for instruction and support, all students can learn toward grade level academic content standards, and all but a small percentage of students with the most significant disabilities can achieve proficiency on those standards. This goal cannot be met with any one strategy or way of support alone. In other words, there are no "magic bullets. That said, this section addresses one of the important pieces of the learning puzzle accommodations. Nolet and McLaughlin describe instructional accommodations as "a service or support that is provided to help a student fully access the subject matter and instruction as well as to demonstrate what he or she knows" p. These accommodations do not change the content of instruction or expectations for performance. In order to do this, teachers need to have clear goals for instruction based on grade level academic content standards and benchmarks or indicators. Defining Instructional Accommodations One of the ways to increase student access to academic content standards through instruction in the general curriculum is by using instructional accommodations. Accommodations are changes in the way a student accesses learning, without changing the actual standards a student is working toward. Using accommodations can be complicated - the goal is to find a balance that gives students equal access to learning without "watering down" the content. Accommodations use needs to be aligned or matched between classroom instruction, classroom testing and district or state tests. Most accommodation use does not begin and end in school, however. Students who use accommodations will generally also need them at home, in the community, and as they get older, in postsecondary education and at work. Students need to have opportunities to learn to use accommodations in classroom settings, and they also need to be able to take classroom tests using accommodations. Accommodations for assessment and instruction are integrally intertwined. There are some accommodations that are appropriate for classroom use that would not be appropriate in testing situations. However, no accommodation should be recommended for an assessment that a student has not had a thorough opportunity to learn to use comfortably and effectively during classroom activities. Here is a brief description of each of these categories. Clicking on any of the titles in the next section will open a page of more detailed information about the accommodations in that section. Students with print disabilities defined as an inability to visually decode standard print because of a physical, sensory, or cognitive disability may require alternate visual, tactile, or auditory formats. Modifications or Alterations Accommodations do not reduce learning expectations. Changing, lowering, or reducing the learning expectations is usually referred to as a modification or alteration. Modifications can result in greater gaps between students and their classmates. Using modifications may result in implications that could adversely affect a student throughout his or her educational career. Requiring a student to learn less material e. Revising assignments or tests to make them easier e. Giving a student hints or clues to correct responses on assignments and tests. Deciding Which Accommodations to Use For students with disabilities, we now have a body of literature that strongly documents the difficulty of making decisions about appropriate accommodations - both for instruction and for assessment. A team approach to determining appropriate accommodations and then supporting students in the use of those accommodations is critical. The team needs to include the student and parents, general and special educators, paraeducators, and any support personnel who are needed to help the student use an accommodation - such as speech and language clinicians, physical and occupational therapists, and school psychologists. If this information is not readily available, it may be helpful to work with a student prior to his or her IEP meeting and try out a variety of accommodations in the classroom in order to figure out what works

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well. Here are some considerations in the selection of accommodations: Every student with a disability does not need an accommodation, nor do all students with the same disability need the same accommodations. For example, students with low vision may simply wear glasses or contact lenses, or use a hand held magnifier, computerized magnification, several different sizes of large print, braille, or audio presentation. A student with difficulty reading print because of a learning disability may use no accommodation, a human reader, a cassette tape or compact disc, or a screen reader. The ultimate decision about whether to use an accommodation rests on each student and his or her preferences and abilities. Including Students in the Decision Making Process Students can play a significant role, with the support of their IEP teams, in choosing and using accommodations. Some students have had limited experience expressing personal preferences and advocating for themselves. Speaking out about their preferences, particularly in the presence of "authority figures," may be a new role for students, one for which they need guidance and feedback. Teachers can play a key role in working with students to advocate for themselves in the context of choosing and using accommodations. For example, college students may be required to complete a formal application for accommodations and request permission from the instructor. These are critical skills for students to learn while still in high school. Students need to know what accommodations are possible, and then, based on knowledge of their personal strengths and limitations, they need to select and try accommodations that might be useful for them. The more input students have in their own accommodation choices, the more likely it is that they will actually use the accommodations - especially as students reach adolescence and the desire to be more independent. Self advocacy skills become critical here. Students need opportunities to learn which accommodations are most helpful for them, and then they need to learn how to make sure those accommodations are provided in all of their classes and wherever they need them outside of school. Many college students are surprised when they find out that the only way they can receive accommodations is by asking for them - there is no special education teacher assigned to take care of individual student needs. Colleges have disability services available, but only for students who request them. Assertive self-advocacy is especially important when confronting instructors and employers who do not understand why a person should be given "special privileges. These decisions need to be reviewed at least annually. Accommodations needs change over time! Students can work on decreasing the need for some accommodations or increasing the variety of accommodations they can use across multiple settings and situations. As students gain academic skill and knowledge of their learning strengths, some accommodations will no longer be needed e. IEP teams need to work with students to continually refine their use of accommodations - using only what is most necessary and useful for the student and continually improving efficiency. Most accommodations should become transparent - that is, known only to the user, without disrupting other class members or providing overwhelming burdens to teachers. In this case, the student uses an oral reading accommodation for assistance in content area instruction and assessment while receiving direct instruction in basic reading skills. Present level of performance Tom comprehends grade level academic content that is read aloud to him via human reader, cassette or compact disc, or computerized text reader. However, Tom has not yet developed decoding skills to read grade level material independently. His progress will be monitored using curriculum based measures. Services and Accommodations Tom will receive individualized direct instruction in reading from a reading specialist for 30 minutes per day. Tom will use this accommodation on all test items that do not test the skill of decoding words in print. No otherwise qualified individual with a disability in the United States Support for the use of accommodations also needs to be provided by family members, employers and coworkers, and other community members who interact regularly with the student. Some accommodations are easier and less time consuming for teachers to provide than others. Research has shown that the attitudes and willingness of teachers to provide accommodations often varies depending on the difficulty of providing the accommodations. For example, finding a quiet room and test proctor and arranging for extra time for every classroom test might seem too much of a burden for an already overwhelmed general education teacher. This is where the importance of a team is so critical. First, it must be determined that a student really needs the accommodation. Every student who receives special

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education services does not need to take tests in private settings. Keeping Track of What Works One way to keep track of what accommodations work for a student is to support the student in keeping an "accommodations journal. This website describes many of these excellent research based strategies, including: Learning Strategies and Study Skills There are many ways to assist students in becoming proficient on grade level content that do not lower expectations. Content Enhancements These include advanced organizers, visual displays, study guides, mnemonic devices, peer mediated instruction, and computer assisted instruction. Assistive technology The definitions of assistive technology and accommodations overlap and it is not necessary to sort out the details, as long as the goal of increasing access is met as efficiently and effectively as possible. Assistive technology is defined as, "Any item, piece of equipment, or product system whether acquired commercially, modified, or customized that is used to increase, maintain, or improve functional capabilities of individual with disabilities" Technology-related Assistance for Individual with Disabilities Act, Non-academic accommodations These include specific accommodations for individual students in certain situations that may come up during a school day. For example, when there is a fire drill, a student with a wheelchair may need to use an elevator or be carried down stairs by more than one adult. The same student may need to be released from class before other students to reduce the anxiety caused by noise and crowds. This list could go on and on because it is so very specific to the unique needs of individual students.

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Chapter 2 : 5 Ways to Improve Student Outcomes

I read this post by Maryellen with great interests -. Great Expectations: Helping Students Take Responsibility for Learning. By: Maryellen Weimer, PhD in Teaching Professor Blog.

They demand much from themselves, from each other, and from the College. Students begin college with great expectations. Whether they acknowledge it or not, however, they are also apprehensive about challenges they cannot anticipate. As they strive to adapt to powerful academic expectations, students also confront major emotional adjustments—assuming responsibility for their day-to-day lives, perhaps for the first time; making new friends; developing adult identities. Each student is different. Some students adjust quickly, and some take time to adjust to campus life. There are a number of activities for students to help them acclimate to their new environment. During Orientation, students are strongly encouraged to participate in all activities, as they are meant to help ease the transition into college. Many students become homesick at some point during the first year. Looking back on this experience, upperclass students indicate that it helps if family members keep in close contact by phone, by email, or by sending care packages and letters. Almost all new students at Chicago need to hone their time-management skills. Study techniques that worked in high school may not work in college. It also takes time to figure out how to use unscheduled time during the day. Parents should keep in mind that each student adjusts differently. Finally, given all of the adjustments your student is making to college life, it is understandable that returning home represents another adjustment. Supporting Your Student Parents can support students by acknowledging that mastery of the college experience, academically and socially, takes time. Assure your student that he or she possesses the intelligence, character, and strength to succeed and, in time, to feel at home at the University of Chicago. Encourage your student to talk with academic advisers, residence hall staff, and faculty members. Knowing when and how to seek advice fosters maturity. Be patient and supportive. The college years are an appropriate time to change plans, examine new ideas, explore academic and career goals, and test abilities. Parents who fear that a student will permanently abandon family values may find it useful to think of the college years as a time when students try out new ways of being. Parents who keep a sense of humor, while reassuring and encouraging their student, will likely find that the person who emerges into adulthood remains the person they loved and nurtured through childhood.

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Chapter 3 : Academic Support Sevices | Piedmont Virginia Community College

Help was given sparingly, because if students received too much help from the teacher, it was difficult for them to take responsibility or feel pride in their accomplishments. She also backed away from correcting students' work and substituted the support and encouragement of other students in the class.

Some helpful hints for success in Astronomy B1, B2, B3 Strategies for doing well during the semester: Read the appropriate sections of the book before coming to lecture. The lecture outlines in the Student Guide you purchased are designed to make this a fairly simple process, with specific readings given for each lecture. Read with a pencil and paper in hand and work through the review questions in the text. Having done these two things, you will come prepared for class. Then the faster paced college-style lecture will make more sense. If you cannot read the book beforehand, try to pick up what you can from lecture, which will be considerably more difficult to follow, and count on sorting it out later while studying from the book outside of class. Ask questions during lecture if something is unclear or seems different from what you read in the text. It is easy to forget a question later, and it is likely that other students have the same question that you do at the time the topic is discussed in the lecture. Go through your notes as soon as possible after each lecture. This may sound like a waste of time, but making sure your notes make enough sense that you can follow them is important especially when you need to review them for the exam several weeks later. Using a note-taking format in which you leave space to fill in any extra details later may help in this regard. The lecture outlines in the Student Guide help you hone on the key ideas of the lectures and they have visual cues to what you should write down. Read through the review questions at the end of each section in the textbook before you read the main part of the section and then write out answers to the review questions in your own words after you have read the textbook section. Being able to articulate a concept in your own words means that you have actually learned and internalized the material you will be able to apply the concept on the exam and final exam. If you do not know how to begin to answer the review question, then go back to and reread the section in the text related to the concept before making another attempt at the review question. Form a study group. Study groups are most effective when all the members study and work out problems ahead of time then get together to discuss any questions they had during the process. Having a member of a study group who does not prepare ahead of time causes problems in the group. Slacker students who try to get other students to do the learning for them will do miserably on the exams and probably flunk the class. Use the quiz and homework keys when studying for the exams including the final exam. Be sure you can articulate why an answer on the quiz was the correct one in your own words. Use the Learning Center for help: Basic Skills Computer Lab has very user-friendly software to help with your math and grammar. They also have peer tutoring. There are usually one or two astronomy-specific tutors, and several math and physics tutors. If you have difficulty with the mathematics, you could ask for a math tutor. If you have difficulty with a physics concept, you could ask for a physics tutor. Use the tutors for getting the concepts. Use the computer lab for getting the practice. The Learning Center also has three-week mini-courses Academic Development B70 series to help you move from high school mode to the much more demanding college mode. Two things you should avoid doing: Do NOT plan to do all your studying at one sitting. Cramming may sometimes be effective when you need to memorize something, but is a poor technique for learning material yes, there is a difference. In this class you will be applying concepts to new situations not necessarily presented in lecture. Spending 45 minutes to one hour each day is a much more effective method to learn. Remember to start each time you sit down at a different point in the material. Do NOT get into the habit of reading through the material and thinking it will stick. Few people can learn from the written word alone. As mentioned before, working through problems as you study will help a great deal. Also, discussing the concepts and problems with a study group or another individual in the class will help to cement the information in your brain. Writing the information down, making lists of topics, and writing out definitions to new terms are often methods that students find useful. Making and

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studying with flash cards is helpful in cementing the information.

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Chapter 4 : NPR Choice page

3. Although you expect them to take responsibility for learning, students come to class unprepared. What you're up against: You assign required reading, but have an unsettling feeling a majority of your students are not prepared for class—and their test scores confirm your intuition.

Hundreds of families have turned to Great Expectations to manage the process, from the first standardized test to the last college essay. The majority of our staff holds Masters degrees or higher, and many of them have incredibly strong backgrounds in education. We take pride in granting our students one-on-one access to highly recommended, extremely effective tutors and counselors in virtually all subjects, all in the comfort of their own homes. While we are based in Los Angeles and Orange County, we also work with a large number of families who live outside of California—even internationally—and can certainly tailor a program to fit your needs, regardless of where you live. Our Services Test Prep In middle school and high school, standardized testing can greatly impact admission to both high schools and colleges; for instance, in the college admissions process, four hours of testing carries as much weight as four years of extracurricular activities. Use this to your advantage and start preparing early! Also, consider the testing options: Learning to navigate the tricks and traps, utilize strategies to narrow down answer choices, and make the clock work for instead of against you can mean the difference between your top choice and a safety school. Academic Tutoring With everything there is to juggle in school these days, from athletics to community service, it is easy for grades to slip through the cracks—especially once test prep and the college admissions process get underway. Our tutors help students not only gain a deeper understanding of the material presented at school, but also learn effective study habits and organizational skills while preparing for upcoming assignments and exams. College Planning Whether you are an eighth grader unsure which high school classes to take or even which high school to attend or a senior navigating the seemingly countless college application essays, the process can be overwhelming. While our number one priority is helping students put together applications that will give them the best chance of acceptance at the best schools, we also understand how important it is to keep tension between parents and kids as low as possible during such a stressful time, and we consider it part of our responsibility to do exactly that. Athletic Recruitment Savvy student-athletes can use sports as a tool not only to gain entrance into top universities, but also to secure scholarships along with an unforgettable college experience. Our athletic recruitment counselors will help you navigate the process from start to finish: Most importantly, they will help you target programs that are best for you! I highly recommend looking into GE College Prep because of their amazing team of professionals and years of experience. Great tutoring, materials and practice tests, all at a great price. My daughter went from a 26 to a 33! Vivia is an amazing tutor! Thank you, thank you, thank you! We have used its services for several years, including to advise and assist our son with applications to high school and college. Great Expectations provided invaluable assistance with test preparation, essays, the common application, UC applications and other application hurdles. Throughout the otherwise daunting process, founder Jen Kaifesh, Erica Flener and others at Great Expectations have been consistently well-informed, thoughtful, patient and tactful. They helped keep our son organized and energized, and let us maintain family harmony by allowing his parents to step out of the college application process, knowing it was being well-handled. Thanks to Great Expectations our son ultimately had his choice of several excellent colleges! Great Expectations broke things down to their simplest form, making the material much easier to comprehend.

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Chapter 5 : March | | Learner Weblog | Page 7

(2) Teacher Attitude and Responsibility - Teachers who have positive attitudes possess the influence necessary to shape the attitudes of students. The teacher's attitude is one of a facilitator of learning who encourages and believes in students, and who requires excellence in every detail.

I read this post by Maryellen with great interests “Great Expectations: But I also read a wonderful article this week written by a professor who teaches large physiology classes using a highly interactive method. She only lectures a bit, here and there. The rest of the minute class sessions students are talking and working on problems. Her method works because she expects students to have read and learned the basics before they come to class. Here, I assume that the professor is expecting her class students to have read and learned the basis before they came to the class. However, to what extent would such students read and learn before the class? There are huge assumptions here, as I have highlighted in my suggested Assumption Theory “that students would take such responsibility and the teacher could teach using a highly interactive method, and that students would learn more effectively using such methods. Does it mean that lecturing less is good? There are many assumptions made by the professor here, but it is important not to stereotype and generalize the teaching and learning methodologies, in one size suits all. I would argue that an educator is responsible for helping and supporting the learners in the learning process, but educators need to be aware of the assumptions they have made in the teaching process. As a teacher, I have to reflect on what it means when planning, delivering and evaluating a lecture or lesson. If the teaching and learning is not based on what the learners want, what would happen? The learners would struggle with the teaching process! Here is part of my suggested Assumption Theory: In this Theory, we are making assumptions about learning from different perspectives. Experiments and research have been conducted to validate the findings. What are the backgrounds of the students? What are the expectations of students? What do we mean by spoon feeding in a lecture? How interactive should a class lecture be? Would some of these questions be equally applicable to online teaching and learning? Here is my previous post on learning theories and learner taxonomy.

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Chapter 6 : Mission Statement | greatexpectations

Building a Learning community At Great Expectations School, our vision of "Growing Hearts and Minds, One Child at a Time" comes to life in the development of a learning community that engages students based on their individual strengths, passions, needs, and learning styles.

The atmosphere that a teacher creates within her four walls can make a successful, productive learning year possible. GE is based on harmony, respect, positive attitudes and the pursuit of academic excellence. GE demonstrates positive reminders of what all teachers want their classroom to be: Things you will see in a GE classroom include: Things you will hear in a GE classroom include: Students are actively engaged, and they become critical thinkers. They learn how to communicate effectively, to work cooperatively and to be self-directed in their learning. Students are empowered, and it is truly a joy to watch them blossom and become more self-confident. The kids have to feel as though they are in a safe environment in order to be willing to take risks necessary for growth. Providing team-building opportunities in the classroom allows for the students to bond together. The entire atmosphere of the classroom changesâ€”the children work together to succeed, and they build each other up. The Basic Tenets of Great Expectations: The beliefs of Great Expectations, as based on research by multiple educational experts, theorists and researchers. Students respond to high expectations by reaching up to achieve them. Positive attitudes shape students. No matter their circumstances or labels placed upon them, all children can learn. Help students realize they are capable. Mistakes are used as growth opportunities. A skilled teacher helps children to achieve academic success. Expectations for Living In a GE classroom, these expectations are posted, recited and practiced daily. We will value one another as unique and special individuals. We will use good manners and allow others to go first. We will cheer each other to success. We will help one another whenever possible. We will recognize every effort and applaud it. We will encourage each other to do our best.

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Chapter 7 : Great Expectations

Characteristics of Great Expectations® Teachers: They understand it is their responsibility to reach every student. They understand that building self-esteem and motivation is the key to helping students believe they are capable of learning.

The Tenets are as follows: When students recognize those expectations, they will respond by reaching upward to achieve them. These Classroom Practices are explicitly taught to educators during GE methodology training and they are reinforced during elective courses, as well as follow-up training sessions. Educators and learners model desired behaviors and attitudes such as those set forth in the Life Principles and the Eight Expectations for Living. Educators and learners speak in complete sentences and address one another by name, demonstrating mutual respect and common courtesy. Learners are taught thoroughly and to mastery, insuring success for all. Whole group instruction is interwoven with flexible group instruction and individual instruction. Learning experiences are integrated, related to the real world, reviewed consistently, and connected to subsequent curricula. Critical thinking skills are taught. The environment is non-threatening and conducive to risk-taking. Mistakes are viewed as opportunities to learn and grow. These enhance character development and effective communication skills while extending curricula. The Magic Triad, a positive and caring environment, and discipline with dignity and logic are evident. Word identification skills are used as a foundation for expanding the use of the English language. Learners assume responsibility for their own behavior. Their choices determine consequences. A school, class, or personal creed is recited or reflected upon daily to reaffirm commitment to excellence. 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. 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. Educators and learners employ effective interpersonal communications skills. Educators and learners celebrate the successes of others.

Chapter 8 : What to Expect | Parents & Families | The University of Chicago

Great Expectations. The Great Expectations® (GE) teaching/training model is guided by six basic principles and 17 classroom practices that allow students to become self-directed learners, productive citizens, critical thinkers and contributors in the classroom as well as in society.

Chapter 9 : Great Expectations Teaching Model

Middle-school teacher Heather Wolpert-Gawron says requiring students to take responsibility in their own academic success is an important part of the school reform equation.