

## Basic Tenets

### All Children Can Learn

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### Building Self-Esteem

Harris Clemes, Reynold Bean  
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### Climate of Mutual Respect

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### High Expectations

Robert Rosenthal and Lenora Jacobson

### Teacher Attitude and Responsibility

Haim Ginott, John and Eunice Gilmore

### Teacher Knowledge and Skill

Benjamin Bloom

## Eight Expectations For Living

1. We will value one another as unique and special individuals.
2. We will not laugh at or make fun of a person's mistakes nor use sarcasm or putdowns.
3. We will use good manners, saying "please," "thank you," and "excuse me" and allow others to go first.
4. We will cheer each other to success.
5. We will help one another whenever possible.
6. We will recognize every effort and applaud it.
7. We will encourage each other to do our best.
8. We will practice virtuous living, using the Life Principles.

## 17 Practices

1. Educators and learners model desired behaviors and attitudes such as those set forth in the Life Principles and the Eight Expectations for Living.
2. Educators and learners speak in complete sentences and address one another by name, demonstrating mutual respect and common courtesy.
3. Learners are taught thoroughly and to mastery, insuring success for all. Whole group instruction is interwoven with flexible group instruction and individual instruction.
4. Learning experiences are integrated, related to the real world, reviewed consistently, and connected to subsequent curricula.
5. Critical thinking skills are taught.
6. The environment is non-threatening and conducive to risk-taking. Mistakes are viewed as opportunities to learn and grow.
7. Memory work, recitations, and/or writing occur daily. These enhance character development and effective communication skills while extending curricula.
8. Enriched vocabulary is evident and is drawn directly from challenging writings, informational text, and/or wisdom literature.
9. The Magic Triad, a positive and caring environment, and discipline with dignity and logic are evident.
10. Learners' work is displayed in some form. Positive and timely feedback is provided through oral and/or written commentary.
11. Word identification skills are used as a foundation for expanding the use of the English language.
12. Learners assume responsibility for their own behavior. Their choices determine consequences.
13. A school, class, or personal creed is recited or reflected upon daily to reaffirm commitment to excellence.
14. All 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.
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.
16. Educators and learners employ effective interpersonal communications skills.
17. Educators and learners celebrate the successes of others.