

# G R E A T E R E X P E C T A T I O N S

*A New Vision for Learning as a Nation Goes to College*

## The Greater Expectations New Academy includes . . .

### A RIGOROUS, PRACTICAL LIBERAL EDUCATION FOR ALL STUDENTS BUILT ON . . .

- the belief that all students are capable of high level learning
- a commitment to inclusiveness and equal access to high quality college education for all individuals and groups
- clear and coherent expectations of achievement, aligned throughout educational levels
- solid preparation for challenging college work achieved through excellent K-12 teaching and curricula
- a focus on learning and the quality of student accomplishment
- a culture of intentionality at all educational levels: explicit goals achieved through appropriate practices and strategic allocation of resources
- a culture of evidence based on assessment and accountability
- public support for universal higher achievement
- joint responsibility and concerted action by all stakeholders.

### ENACTED THROUGH . . .

#### *An educational system that*

- coordinates expectations for learning vertically through the years and horizontally across subjects and institutions
- progressively develops intellectual capacities, knowledge in essential areas, and ethical and civic responsibility
- serves a diversity of learning styles, life experiences, and enrollment patterns
- meets students at their ability levels and moves them all toward greater achievement
- clearly communicates goals and achievements to the public
- recognizes the need of society for skilled, knowledgeable graduates prepared for work, citizenship, and a rewarding life in the twenty-first century.

#### *Colleges and universities that*

- value themselves as learning communities whose mission is to improve student achievement
- respond to the students they serve: their diversity, enrollment patterns, preparation, aspirations
- assign resources to support increased faculty attention to student learning
- accept responsibility for improved teacher education
- promote collaborative leadership among the faculty, administrators, and other key stakeholders
- join with state and business leaders to align college with society's needs
- as a group, offer multiple educational models.

#### *College and university faculty members who*

- hold themselves to high standards of teaching
- hold their students to high standards of intellectual work that require strong commitments of time and attention

- set clear, interrelated goals for their courses, academic programs, and student learning
- accept responsibility for, and teach to achieve, these goals
- design coherent curricula and employ teaching practices to help all students achieve these goals
- regularly assess their own and student success, and use the results to improve learning
- individually and collectively assume responsibility for the entire curriculum
- embody life-long learning by engaging in professional development to improve teaching.

#### *A curriculum that*

- prepares all students for successful careers, enriched lives, and engaged U.S. and global citizenship
- develops self-directed, integrative, intentional learners who are empowered, informed, responsible, and thoughtfully reflective about their education
- is based on a practical liberal education in which students learn and apply their learning in multiple ways to complex problems
- is characterized by a diversity of perspectives
- is informed by technology and develops information literacy
- sets high standards of performance, but without prescribing a standardized path.

#### *Classroom practices that*

- while teaching knowledge, also ask students to apply it
- stress inquiry and engagement with unscripted and contested problems, including those drawn from real life
- in an intentional way, employ the diversity of the student body as a learning tool
- develop and value collaborative as well as individual achievement.

