



The Influence of Teacher Expectation on Student Achievement
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The New Era of Comprehensive School Reform

Three Critical Interventions for Effective District/School Reform

- 1 Providing specific **feedback** on learning goals at the classroom, school and district levels.
- 2 Ensuring **effective teaching** in every classroom. 
- 3 Building **background knowledge** for all students.



Stages of Institutionalizing the Art and Science of Teaching

Stage 1
Teachers read books, attend professional development activities, and try strategies on their own.

Stage 2
The school/district develops a common "language of instruction" or model.

Stage 3
Teachers systematically interact about effective teaching using the model.

Stage 4
Teachers systematically observe other teachers and each other using the model to focus feedback.

Stage 5
The school/district develops descriptors of levels of performance and skill for each element of the model. "Getting better" is defined in a "value added" manner.

The Art and Science of Teaching

1. What will I do to establish and communicate learning Goals, track student progress, and celebrate success?
2. What will I do to help students effectively interact with new knowledge?
3. What will I do to help students practice and deepen their understanding of new knowledge?
4. What will I do to help students generate and test hypotheses about new knowledge?


The Art and Science of Teaching

5. What will I do to engage students?
6. What will I do to establish or maintain classroom rules and procedures?
7. What will I do to recognize and acknowledge adherence or lack of adherence to classroom rules and procedures?


The Art and Science of Teaching

8. What will I do to establish and maintain effective relationships will all students?
9. What will I do to communicate high expectations for all students?
10. What will I do to develop effective lessons organized into cohesive units?


The **science** of teaching involves the generalizations from the research about effective teaching.



The **art** of teaching involves the adaptations a teacher must make to accommodate his/her specific situation and style.



In other words:
There will probably never be a comprehensive, research-based approach to teaching that applies to all situations.




Learning Goals

1. The participants will understand that the teacher's expectation of student performance affects learning.
2. The participants will understand the five action steps that can reduce teacher bias and communicate high expectations to all students.

Beliefs that influence performance

- Poverty
- Motivation
- Background Knowledge
- Reading level
- Family history
- Ability
- Work ethic



Research

- Weinstein, *Reaching Higher: The Power of Expectations in Schooling* (2002)
- Rosenthal and Jacobson, *Pygmalion in the Classroom* (1968)

Research on Sources of Teacher Expectancies

Source	Number of Effect Sizes	Average Effect Size	Percentile Gain in Expectancy
Cumulative Folder	14	.85	30
Physical attractiveness	11	.30	11
Social Class	20	.47	18
Race	24	.11	4

Research

- Findings on affective tone Brophy (1983)
- Praise lows less frequently
- Seat lows further away
- Less friendly with low achieving students
- Less eye contact and non-verbal communication



Activity

- Have you seen any of these demonstrated by a teacher or an administrator?
- Do you believe that it affects student performance?

Brophy's synthesis continues on quality of interactions

- Less wait time
- Give lows answers or call on someone else
- Briefer and less informative feedback
- Fail to give feedback on Public responses
- Pay less attention
- Demand less
- Use less effective teaching strategies when time is short

Expectations

- Teachers must believe that all students can succeed.
- If a teacher does not believe that all students can succeed, then he or she will unwittingly behave in ways which subvert student success.

Every teacher must take this stance!

- "If I believed that this student is capable of learning this content what would I be doing right now?"



What can you do to communicate high expectations to all students?

- Learn and use the 5 action steps
- Action Step 1. Identify your Expectations
- Action Step 2. Identify differential treatment
- Action Step 3. Assure equity in verbal and non-verbal treatment
- Action Step 4. Ask questions of all
- Action Step 5. Stay with them

Action Step 1 Identify Your Expectation Levels

- It is difficult to change your expectations
- You **can** change your behavior
- Expectations do not equate to racism or bigotry
- Recognizing a bias can provide power over such patterns

Discuss this in triads please

Action Step 2 Identify Differential Treatment

- Making less eye contact
- Smiling less
- Making less physical contact
- Being less proximate
- Engaging in less playful or light dialogue
- Tell your stories please...



Action Step 2 Identify Differential Treatment

- Calling on them fewer times
- Asking fewer questions
- Not delving into answers as deeply
- Rewarding them for less rigorous responses
- What are some classroom management techniques to reduce these actions?

Action Step 3

Make sure that all students receive equal verbal and non-verbal indications that they are valued and respected.

- Make specific eye contact with target students
- Smile more
- Get closer to target students
- Engage in playful or light dialogue

What can you do to make this happen?

Action Step 4 Use appropriate questioning techniques

After a "teaching set"...

- Call on target students first
- Assure in-depth responses
- Give positive feedback



Action Step 4 Use appropriate questioning techniques

Use classroom management techniques to assure equity

- Tongue depressors
- Call on students without hands up
- Students share reading content
- Students pass papers

Choose one technique and elaborate with a colleague.

Action Step 5 Stay with them

When students struggle with responses

- Add cues
- Refine the question
- Demonstrate gratitude for responses
- No put-downs (dignity and respect)
- Point out correct portions of responses
- Let students temporarily off the hook
- Who Wants to be a Millionaire?

Action Step 5 Stay with them

Students learn from direct and guided instruction.

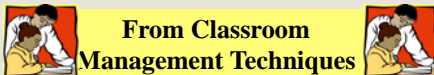
- Teach critical content
- Identify students who can perform and give them a task
- Re-teach to the smaller group
- Repeat



I know a teacher, Mrs. Barrington...



Share a story of a teacher you know.



From Classroom
Management Techniques

Cooperation in the Classroom

- Taking a Personal Interest in Students
- Using Equitable and Positive Classroom Behaviors
- Responding Appropriately to Students Incorrect Responses



ACTION STEPS

- Know something about each student
- Engage in behaviors that indicate affection for each student
- Bring student interests into the content and personalize learning activities
- Display physical behaviors that communicate interest in students
- Use humor when appropriate

In closing

- Believe in your students
- Believe in yourself

