



A Union of Professionals

QuEST 2007

Quality Educational Standards in Teaching

Does Your School *Really* Expect Kids to Succeed? The Power of Expectations in Advancing Student Achievement

How do you communicate high expectations to your students? There are tools and research that can assist you in looking at your actions and other behaviors and the effect they have on student motivation. Enjoy a highly interactive mini institute that examines the research on the social context of the classroom and how effective teachers and schools can influence academic success by their interactions with students.

Teacher Expectations and Their Effect on Student Achievement

Overview

The expectations teachers have for particular students influence what those students are able to achieve. Teacher behaviors toward low-achieving and high-achieving students may differ greatly, sometimes resulting in less effective teaching practices for low achievers. Specific elements that are explored in this mini-institute include self-fulfilling prophecies, teacher differential behaviors, efficacy perceptions, teacher types and styles, status expectations, student behaviors, tracking practices, and school wide interventions.

Participants will receive the tools, research and resources about teacher expectations and their impact on schools and students.

1. How are expectations formed?

Activity “It's in the bag”

Research around teacher expectations and their impact on student teacher interactions

2. Six Step Process (Brophy and Good)

Activity “Self Fulfilling Prophecy/Sustaining Expectation Effect

3. Recent research, articles and surveys about the impact and origin of teacher/school expectations – Discussion and activity

Activity – Rosenthal’s scenarios around teacher differential behaviors (affect and effect). Small group work around one scenario and its implications around positive behavior results.

4. “Making it personal”

Activity – Identify three (3) things that you expect from your students and behaviors that would indicate that those expectations are clear and visible to the students. Small group.

5. Mini-lecture “The Behaviors of Highly Effective Teachers” (Rosenthal, Good and Brophy)

Activity – Homonym Harmony – discuss efficacy effects of a success experience

6. Reflective Writing – Personal Action Plans