

Quality choices for every child's future

Provo City
SCHOOL DISTRICT

Understanding and Improving Teacher Estimates of Achievement

Ainsley B. Rose

Corwin Author Consultant &
Visible Learning Certified Trainer

JON SAPHIER

HIGH

EXPECTATIONS

TEACHING

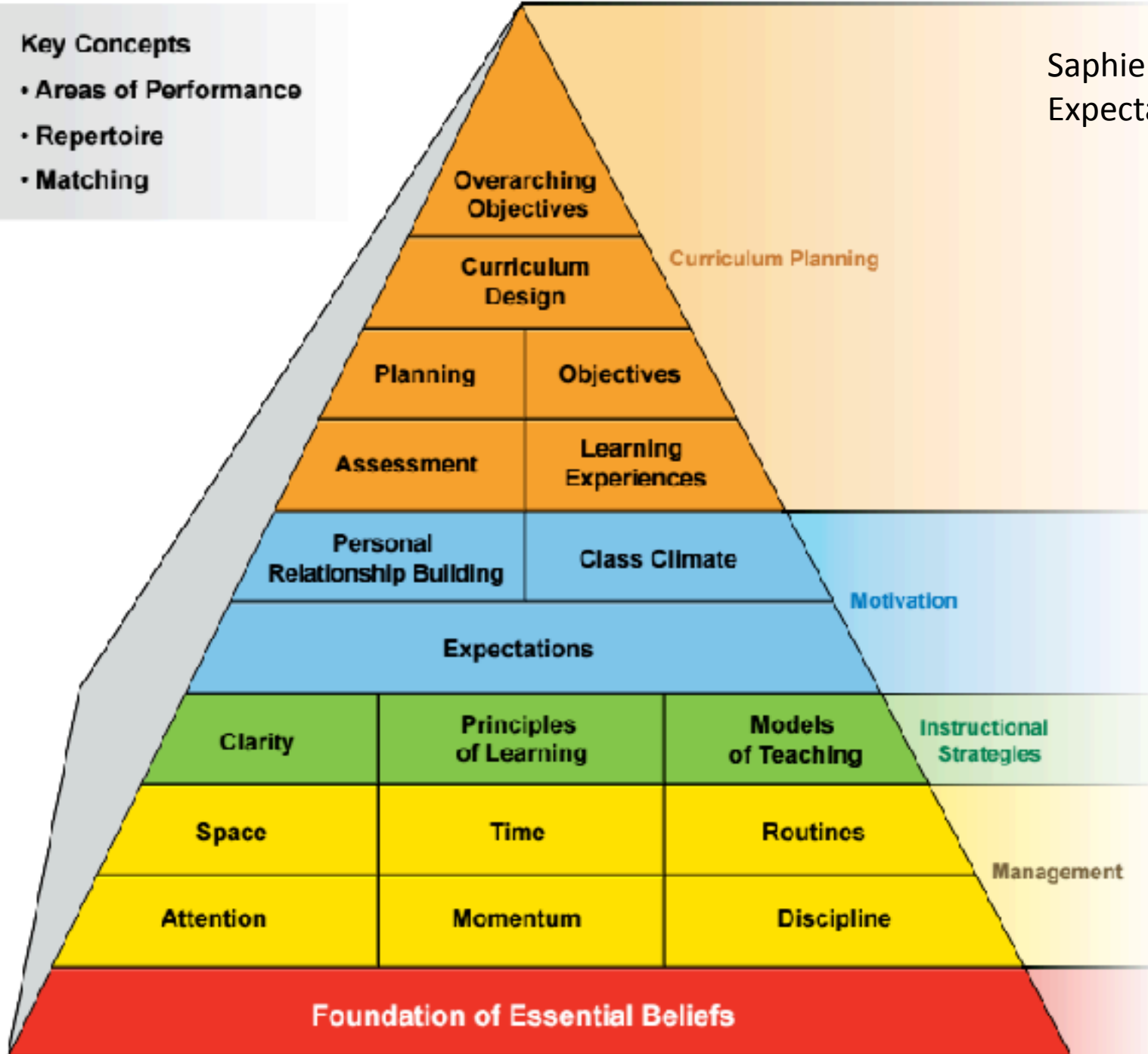
How We Persuade
Students to Believe and Act on
"Smart Is Something You Can Get"



Key Concepts

- Areas of Performance
- Repertoire
- Matching

Saphier-High Impact Expectations Teaching



- Hattie, J. A. (1992a). Towards a model of schooling: A synthesis of meta-analyses. *Australian Journal of Education*, 36, 5–13.
- Hattie, J. A. (1993a). Measuring the effects of schooling. *SET*, 2, 1–4.

Sudkamp, A., Kaiser, J., & Moller, J.
(2012). Accuracy of Teachers' Judgments
of Students' Academic Achievement: A
Meta-Analysis. *Journal of Educational
Psychology, 104* (3), 743-762.

“To get students to believe it, we have to act as if we [their teachers] believe it ourselves in all the daily interactions of class instruction and class business that make up the emotional environment. And we have to create structures and routines that would exist only if we believe our students could be successful at a proficient level.”

Jon Saphier 2017, High Expectations Teaching.

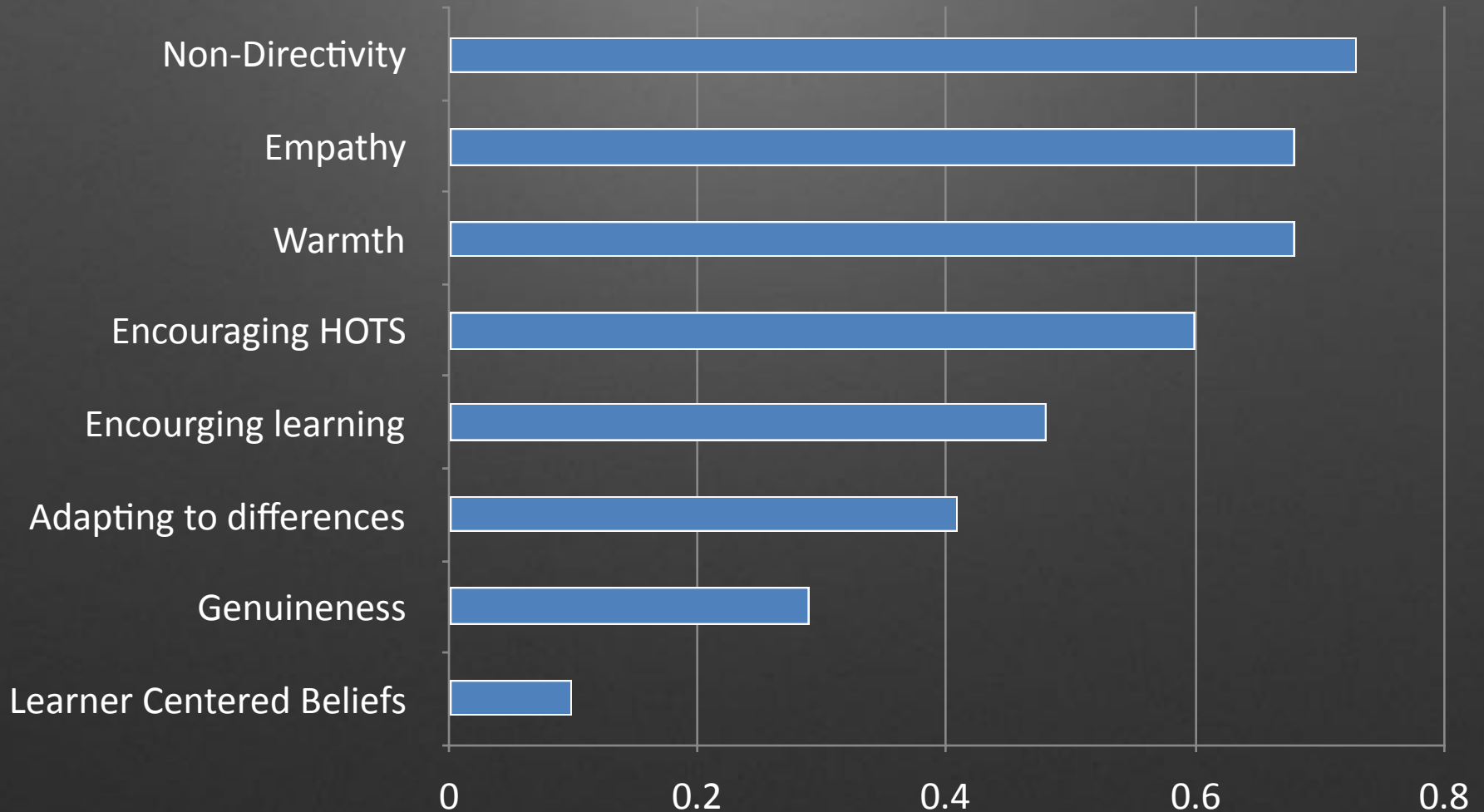
Teacher Judgements Influence...

- Classroom activities and materials
- Difficulty of the tasks assigned
- Questioning Strategies
- Student groupings
- Teaching strategies selected

Research on Teaching Behavior Expectations and Procedures

- Decreases in problem behavior were found in non-classroom areas where there was:
 - Active teaching of expected behaviors
 - Active supervision
 - Use of pre-correction for prevention
 - High rates of positive reinforcement

Effect Sizes of Nine Teacher-Student Relationship variables





Self-fulfilling Prophecy

The term 'self-fulfilling prophecy', coined by sociologist Robert Merton means that erroneous beliefs about people bring about the realization of those beliefs. For example, teachers maybe have notions about a student's ability that have no basis in fact. If a teacher says to a student that they do or do not have the ability to do something, the student will eventually start to behave as the teacher expects.

Self-fulfilling Prophecy

“Once an expectation develops, even if it is wrong, people behave as if the belief were true”

Rosenthal 1974

- High versus Low expectations with respect to:
 - **Social climate**
 - smiling, nodding
 - friendliness
 - **Input**
 - distance of seat from teacher
 - amount of teacher interaction
 - amount of information given to learn or problems to complete
 - difficulty and variability of assignments

Rosenthal 1974

Output

- calling on during class discussions
- providing clues, and repeating or rephrasing questions
- wait time for student response to teacher question
- level of detail and accuracy of feedback

Rosenthal 1974

Affective Feedback

- amount of criticism
- amount (and basis) of praise
- pity or anger expressed for low performance

Pygmalion effect is...

- Simply put, the Pygmalion effect is the idea that expecting something to happen can in fact make it occur
- It is a self-fulfilling prophecy, a belief that becomes a positive reality

Pygmalion Effect and Teacher Expectations

- Every teacher has expectations of the student who are in their class.
- Teachers communicate these expectations consciously or unconsciously.
- Students pick up on, or consciously or unconsciously read, these expectations from their teacher.
- Students perform in ways that are consistent with the expectations they have picked up on from the teacher.

The ABCs of Pygmalion

- A. We cannot behave or act in a manner that is inconsistent with our expectations and beliefs (of others or ourselves).
- B. Our behaviors and actions toward others influence their expectations, behaviors, and performance either positively or negatively.
- C. Thus, our expectations will become a self-fulfilling prophecy, partly because we will act in a manner that is consistent with that “prophecy” and cause it to “be fulfilled.”

The Galatea Effect

- The power of self-expectations

Pygmalion Factor #1 – Climate

The kind of social and emotional mood we create in our classrooms.



“When we expect more favorable things of people, we create a more positive interpersonal climate for them.”

-- Dr. Robert Rosenthal

Negative Pygmalion – Climate

(Poor behaviors that communicate low expectations)

- Being distracted, in a hurry, or otherwise not giving an employee your full attention
- Verbally criticizing their competence or potential
- Negative non-verbal cues through voice, face and body posture or movements

Positive Pygmalion – Climate

(Good behaviors that communicate high expectations)

- Being verbally supportive and encouraging
- Providing positive non-verbal cues through tone of voice, eye contact, facial expressions and body posture or movements
- Helping a student set challenging goals

Pygmalion Factor #2 – Input

(The amount of information we give others)



“We teach more to those from whom we expect more.”

-- Dr. Robert Rosenthal

Negative Pygmalion – Input

(Poor behaviors that communicate low expectations)

- Not giving an employee sufficient direction, guidance or vital information to complete an assignment
- Waiting too long to check on progress and provide any needed “course correction”
- Providing very limited information without reason
 - making a student feel “out of the loop”

Positive Pygmalion – Input

(Good behaviors that communicate high expectations)

- Spending “extra” time with a student
- Providing a student with ideas to follow up on or additional sources of information to use
- Giving enough resources or ideas without usurping ownership or “taking over” the assignment

Pygmalion Factor #3 – Response opportunity

The amount of input we encourage from others.



“We give more opportunity to those for whom we have more favorable expectations to express their questions.”

-- Dr. Robert Rosenthal

Negative Pygmalion – Response Opportunity

(Poor behaviors that communicate low expectations)

- Cutting people off when they are speaking
- Not seeking their opinions or insights
- Limiting the number and scope of their work assignments

Positive Pygmalion – Response Opportunity

(Good behaviors that communicate high expectations)

- Assigning new, varying, multiple or incrementally challenging assignments
- Providing opportunities (e.g., training, projects) to learn or practice skills
- Providing exposure to and visibility within other subject areas or departments

Pygmalion Factor #4 – Feedback

(The information we give others in regards to their performance)



“Teachers give more positive reinforcement to high-expectation students. They praise them more for good work and criticize them less for making mistakes. Consequently, their confidence grows.”

-- *Dr. Robert Rosenthal*

Negative Pygmalion – Feedback

(Poor behaviors that communicate low expectations)

- Being distracted, in a hurry, or otherwise not giving a student your full attention
- Criticizing the student – focusing on traits instead of specific behaviors
- Making negative generalizations – defining the student by using negative labels

Positive Pygmalion – Feedback

(Good behaviors that communicate high expectations)

- Providing helpful suggestions on how a student might be able to improve their performance
- Regularly reinforcing desirable behaviors (effort and progress) with praise, recognition or rewards that are sincere and specific
- Reinforcing your belief in their ability to do better and your desire to see them succeed

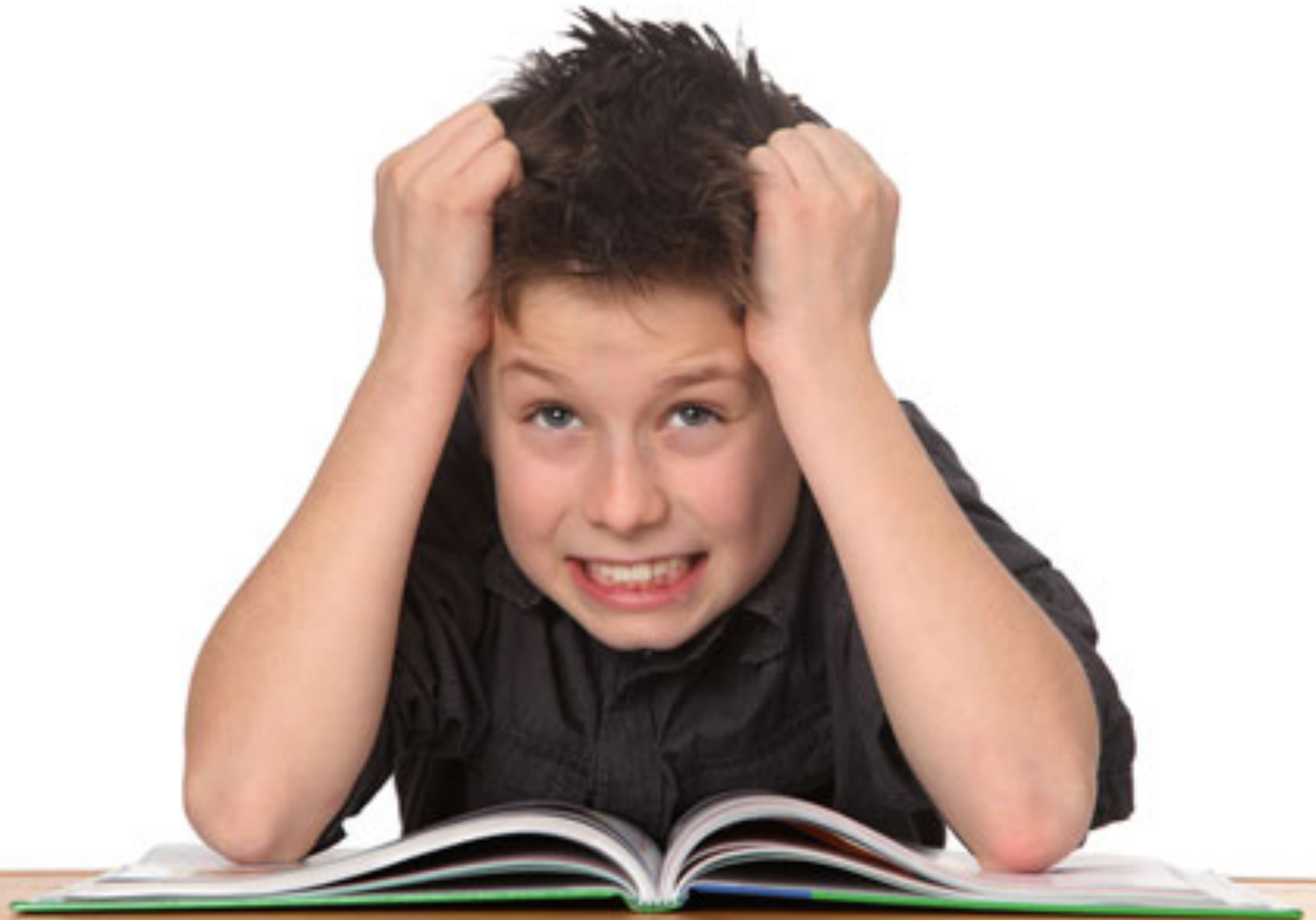
3 Key Messages-Saphier



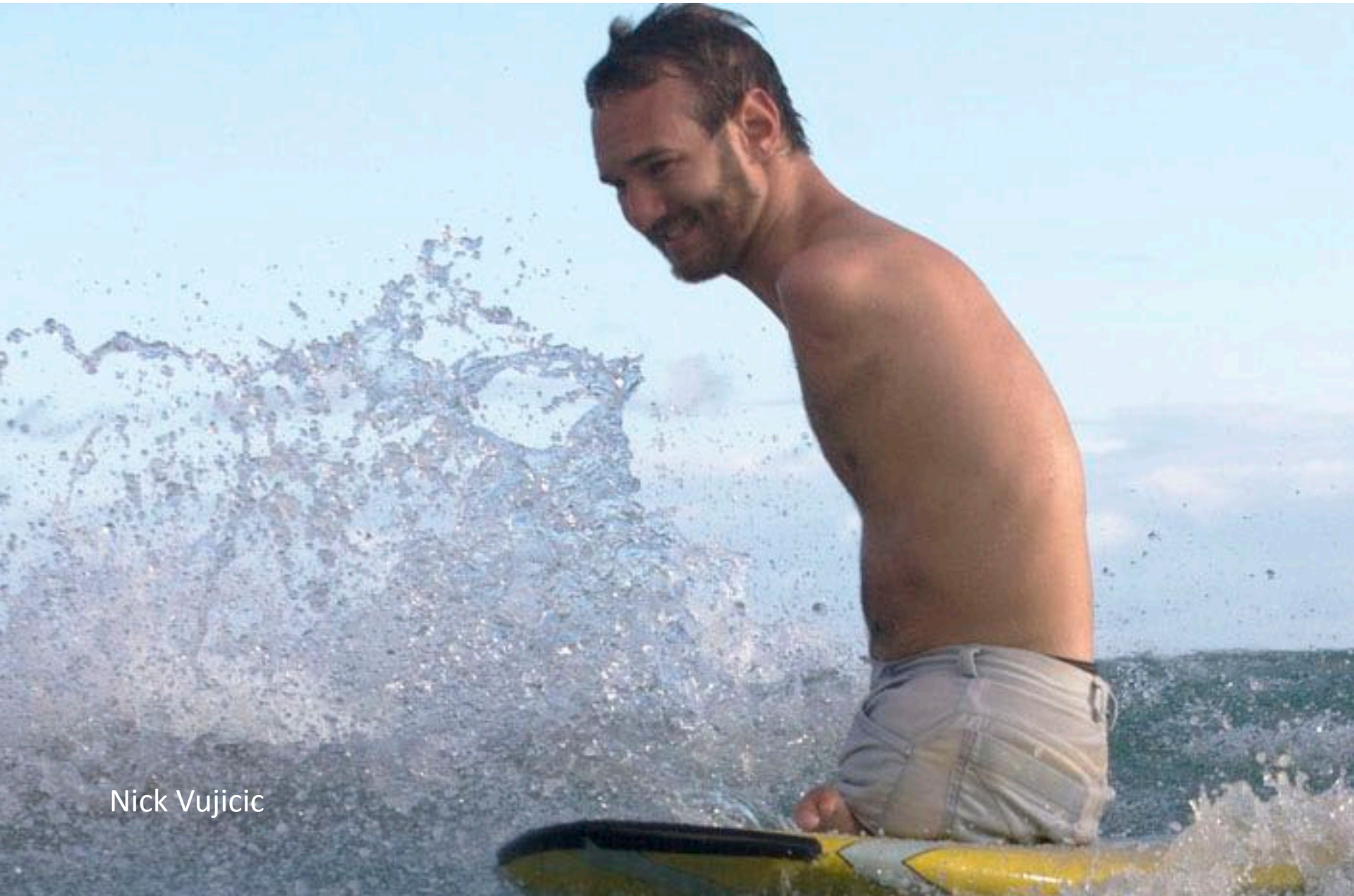


What we are doing is important

You can do it



I will not give up on you



Nick Vujicic

High Expectations

- High expectations is both a *belief* about student capability and *specific actions* undertaken to make those beliefs a reality.

Related Influences-Hattie

- High Expectations 0.43
- Classroom management 0.52
- Provide challenge 0.56
- Teacher-Student relationships 0.72
- Teacher clarity 0.75
- Use feedback 0.75
- Classroom discussion 0.82
- Formative evaluation 0.90

High Expectations

Response Opportunity

Personal Regard

Feedback

Response Opportunities

- Individual Help
- Probing, Rephrasing, and Clues
- Wait Time
- Equitable Response Opportunities
- Higher Level Questions

Interactions that Facilitate High Expectations: Wait Time

- Students who volunteer to answer will increase as will the length of their responses
- Responses will demonstrate critical thinking supported by evidence or logic

Personal Regard

- Proximity
- Courtesy
- Touch
- Personal Interest

Interactions that Facilitate High Expectations: Proximity

- Proximity communicates value
- Provides the teacher an opportunity to develop a bond with each individual

Interactions that Facilitate High Expectations: Touching

- Shake hands
- High five
- Thumbs up
- Smile

Boynton & Boynton (2005) Educator's Guide to Preventing and Solving Discipline Problems

Interactions that Facilitate High Expectations: Personal Interest

- Incorporating students' personal interests into academics
- Noticing individual accomplishments and important events in students' lives
- Interacting with students as individuals

Expectations and Support

- Increase expectations without helping students achieve success almost always leads to frustration and failure

Feedback

- Affirm or Correct Response
- Praise Performance
- Give Reason For Praise
- Listen Attentively
- Accept and Reflect Feelings

Feedback: Grading Strategy

- What does an “F” really mean?
- Grading: A, B, C, and NY (Not Yet!) communicates what is expected from students

Feedback

- Beginning and ending every instructional segment with a review of past learning and the big picture
- Inspiring students to probe “why?” and “how do you know that you know?”
- Requiring students to express their thinking and learning through speaking, writing and designing

Multiply and/or
Combine like terms



$$4x(2x-9) - 2(5x -$$

High Expectations

Response Opportunity

Personal Regard

Feedback

Reflection

How are high and low expectations revealed in the classroom?

4 Clusters of Teacher Behaviours

- Sticking with students who become discouraged, confused, or nervous and returning to those struggling students
- Giving credible encouragement
- Teaching group members how to help one another
- Structuring the group interaction so that they, in fact, do help one another

Climate of High Expectations

Staff

- believe & demonstrate that all students can obtain mastery of the school's essential curriculum.
- believe that they, the staff, have the capability to help all students obtain that mastery

Climate of High Expectations

- High Standards are set for all students to meet
- Expectations are the internal belief systems of the adults in the schools
- All teachers believe that kids can and will meet those higher standards.

Rate Your School/District

- Do teachers and principals demonstrate high expectations for themselves and students?
- What are some observable and measurable indicators of schools having high expectations?