



Checking Expectations

The following is a list of considerations for teachers based on teacher expectation theory as addressed in the **Teacher Expectations and Student Achievement** (TESA) model.

Read each issue and compare your behaviors and beliefs to what the research states. Describe what steps you can take (or have taken) to address each issue.

Equitable Distribution of Response Opportunities

Low achievers are less likely to be called upon by the teacher than high achievers.

What the research says:

- More attention is given to boys than girls.
- Low-level students see the teacher as giving more attention to high achieving students.
- Low-achieving students are called on less than high achieving students.

How do I give attention to all students equally?

Is the attention the same for each student? If not, why?



Affirmation

The teacher's responses to students' performance act as a barometer for students to gauge how they are measuring up to the teacher's expectations.

What the research says:

- Specific feedback occurs more with high achievers than low achievers.
- African American and Latino students receive more negative feedback and less attention from teachers than do Euro American students.
- Providing negative feedback and ignoring students may negatively impact student achievement.
- Constant correction has the potential to lower student self-esteem.

How do I provide correction?

How do I help students to avoid feeling judged?

How frequently do I use praise while giving feedback?



Proximity

Proximity is the location of students in the classroom and the distance between the students and the teacher.

What the research says:

- Low achievers are frequently placed farther from the teacher or in a group that receives less of the teacher's attention.
- Low achievers are frequently clustered in the rear corners of the room or in a group off to one side.

What placement (circle, use of space, student choice in placement of furniture, etc.) can I use to create community and invite connection with and among students?

Where are the students forming natural clusters? Who is in each cluster and why?



Individual Helping

This involves time for support by the teacher during class on a one-to-one basis.

What the research says:

- High achievers and “average” students are more aggressive in seeking the teacher’s help.
- Teacher expectations may result in high achievers getting a greater share of the teacher’s time.

How do I address the possibility that lower achieving students may not ask for attention as often as other students?

Courtesy

Teacher behavior is sensitive, attentive, considerate, and thoughtful.

What the research says:

- The best and brightest students get the majority of teacher attention.
- Minorities and low achievers are more frequently ignored, interrupted, spoken to harshly, reprimanded and/or given less encouragement.
- Teachers who demonstrate that they care are the most highly rated by students.

How do I ensure that I behave in the same manner with all students?

In what ways do I express to all students that I care about them?



Latency

Latency is the time that elapses between asking a question and terminating the opportunity for a response.

What the research says:

- Pausing three seconds or more after asking a question and a student's response increase the students' use of language and logic.
- The length of student responses increases 300-700% with wait time.
- Low achievers are allowed less wait time than high achievers.

How much time do I allow for responses? (Use a stopwatch and test your answer)

Interest Statements and Compliments

Recognition of a student's behaviors that are extraneous to the instructional tasks reflects a teacher's personal interest in the child.

What the research says:

- Educators need to understand and relate to students as social beings as well as academic learners.
- Some lower-income students may feel their teachers dislike them personally and favor higher income students.
- Visual cues (well dressed, well groomed, well supplied students) signal a higher socioeconomic class and increase the likelihood that students will receive more attention.

How well do I know my students' personal interests and backgrounds?

How much time do I set aside to get to know my students better?

(Continued on next page)



How do my lesson plans encourage students to make connections with their personal lives?

What signals or visual cues do I present that send a message to my students?
What is that message (or messages)?