

The power of high expectations: Enabling all students to succeed

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You have to expect things of yourself before you can do them. **Michael Jordan**

The greater danger for most of us lies not in setting our aim too high and falling short, but in setting our aim too low, and achieving our mark.

Michelangelo

Expectations are a form of first-class truth: If people believe it, it's true.

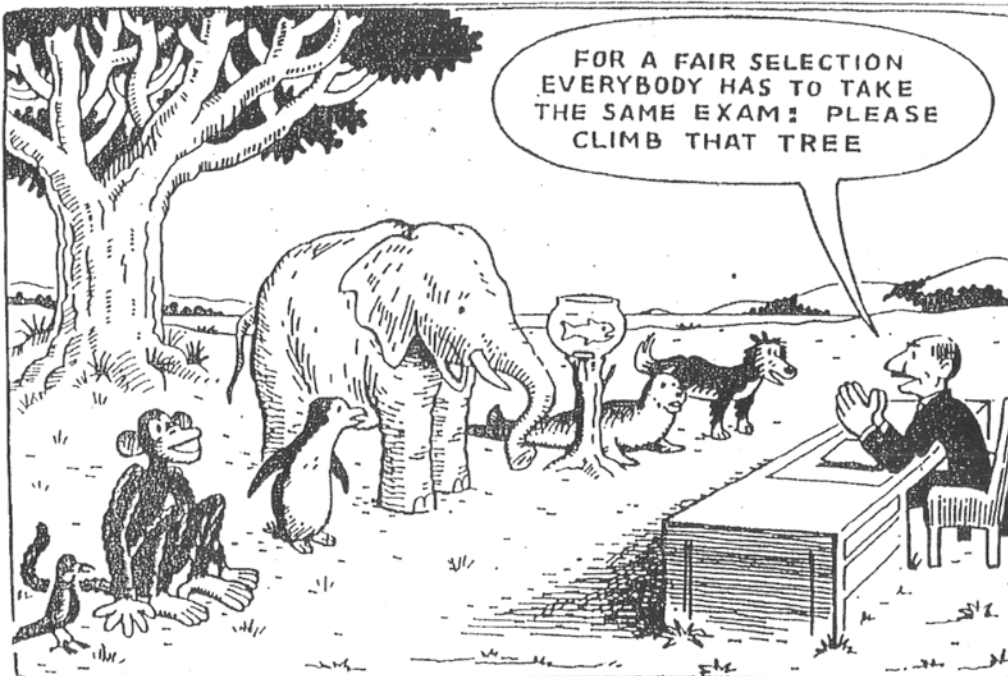
Bill Gates

Our limitations and success will be based on our own expectations for ourselves. What the mind dwells upon, the body acts upon.

Dennis Waitley



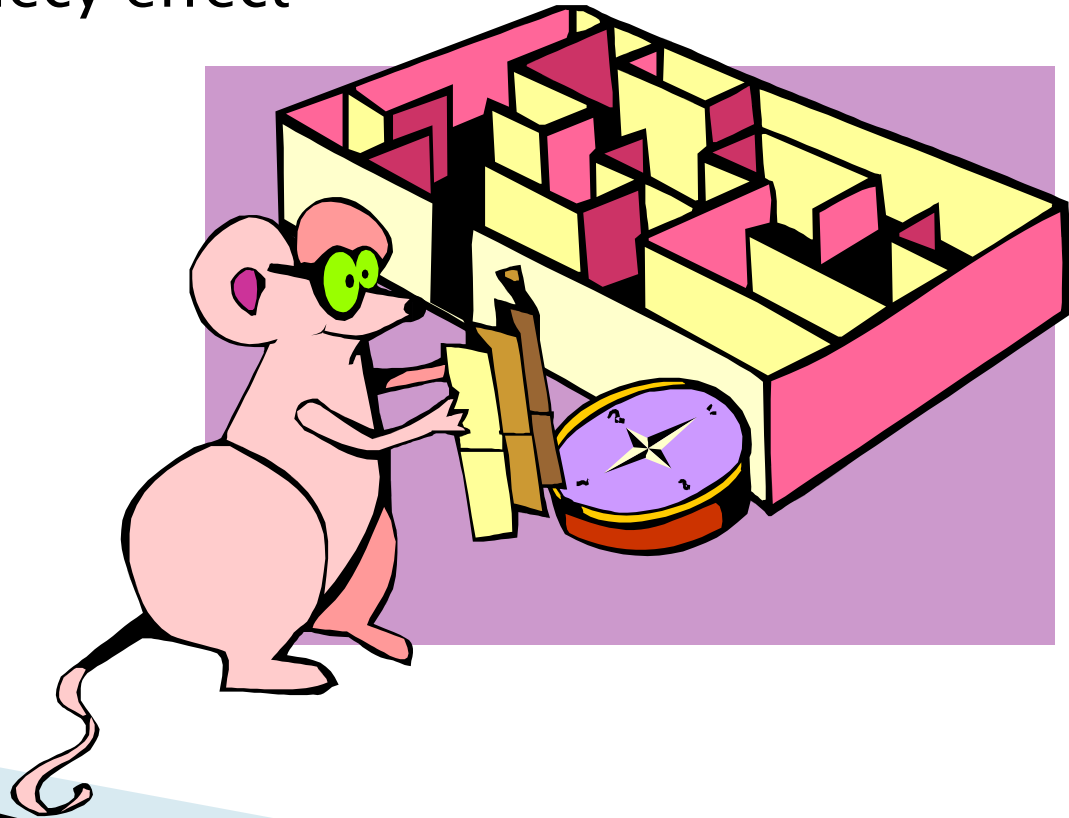
"Apples are fine, but I find today's teacher prefers a nice latte."



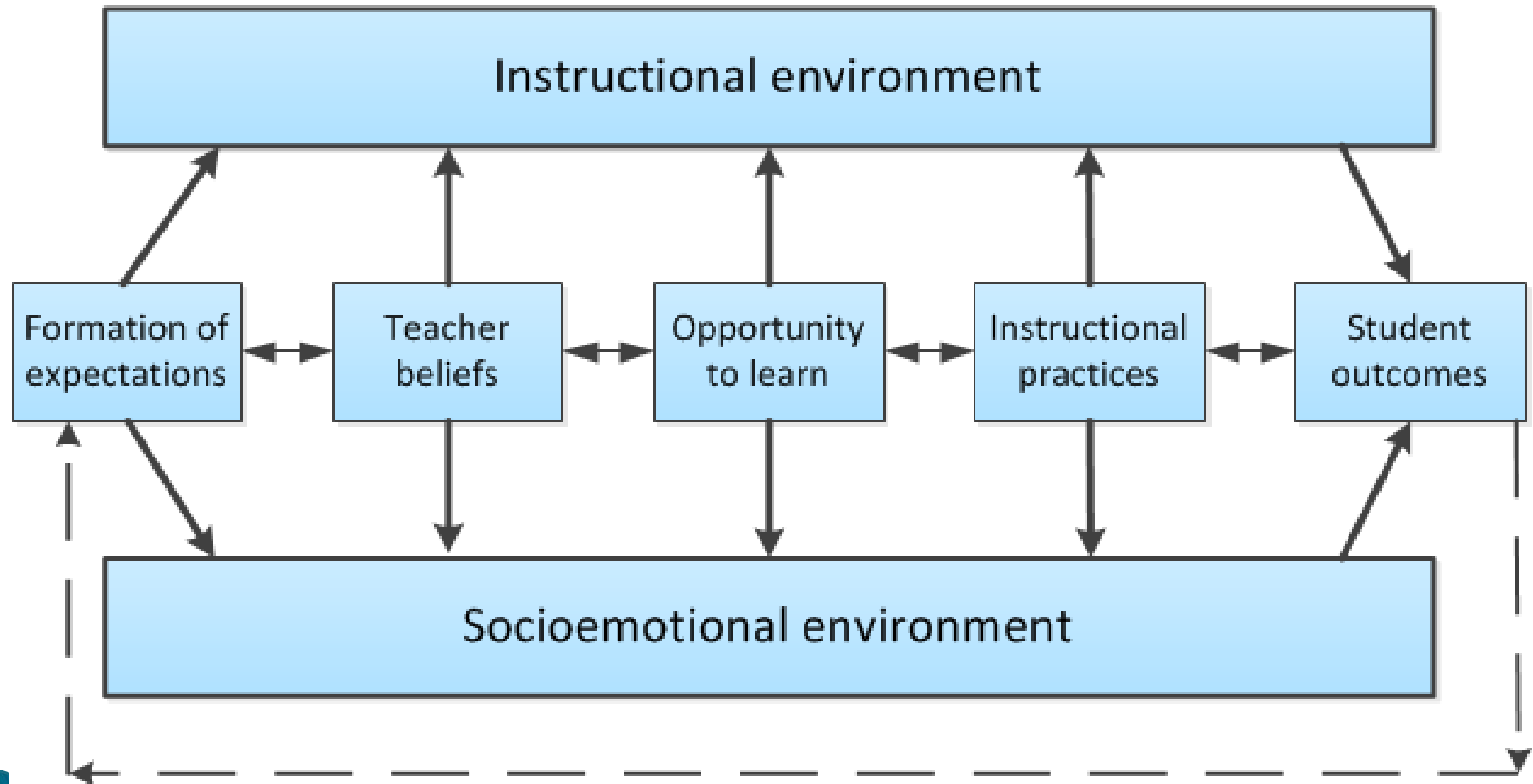
"Your report is totally without merit. Add a color cover and some clip art and hand it in again."

A ground-breaking study

- ▶ Rosenthal and Jacobson
 - Pygmalion in the classroom
 - Self-fulfilling prophecy effect
 - Mechanisms
 - Bases



A model of teacher expectations



Rubie-Davies, C. M. (2015). *Becoming a high expectation teacher: Raising the bar*. London, UK: Routledge

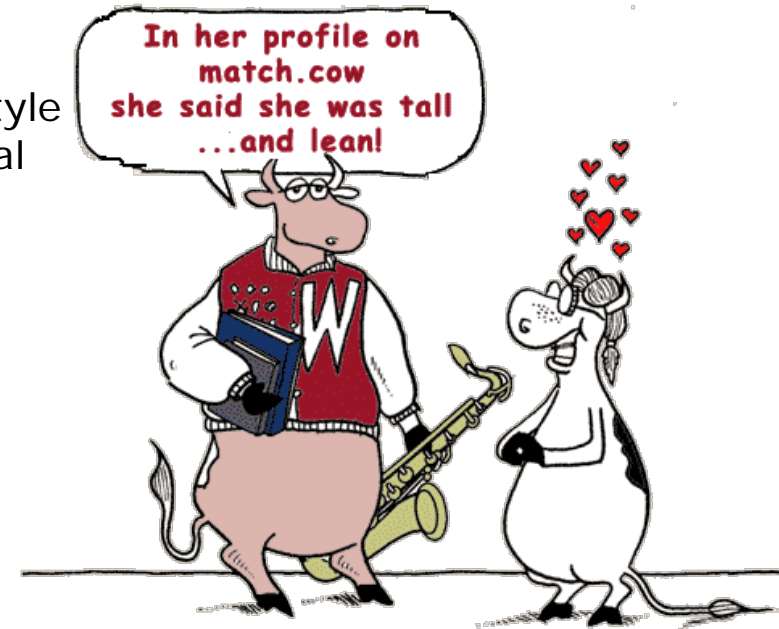
Formation of expectations

Greater influences

- ▶ Portfolio information
- ▶ Diagnostic labels
- ▶ Social class
- ▶ Ethnicity
- ▶ Gender

Lesser influences

- ▶ Attractiveness
- ▶ Siblings
- ▶ Names
- ▶ ESL and language style
- ▶ Personality and social skills
- ▶ Teacher/student background



Which of these are valid sources of information?

How might these be used to inform teaching?

What leads teachers to consider characteristics such as diagnostic labels, social class, ethnicity, gender and even attractiveness as something that informs their expectations for students?

Does achievement information bias our judgements?

▶ Streaming

- “As you go down the streams, the students get browner”
- “[*High band classes*] are so well behaved. They come in class with complete materials, complete books, they follow routine... These are achievers. They want to excel. Compared to a low level band class ... too hard to control, especially their behaviour and I can already see that I am going to have low expectations for them”
- Effect size of streaming: $d = 0.11$
- Effect size of ability grouping: $d = 0.16$
- Negative equity effects

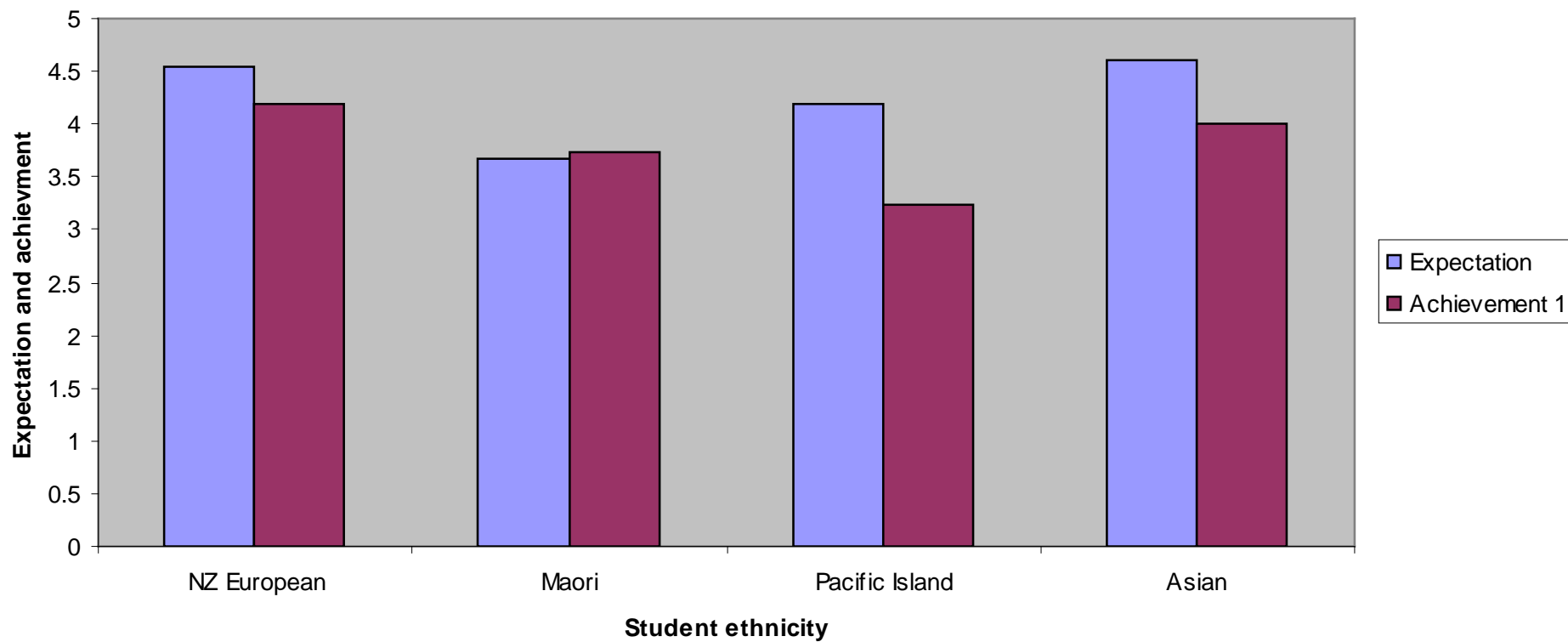
A New Zealand study

- ▶ 21 teachers
 - 540 students
 - 261 NZ European
 - 88 Maori
 - 91 PI
 - 94 Asian

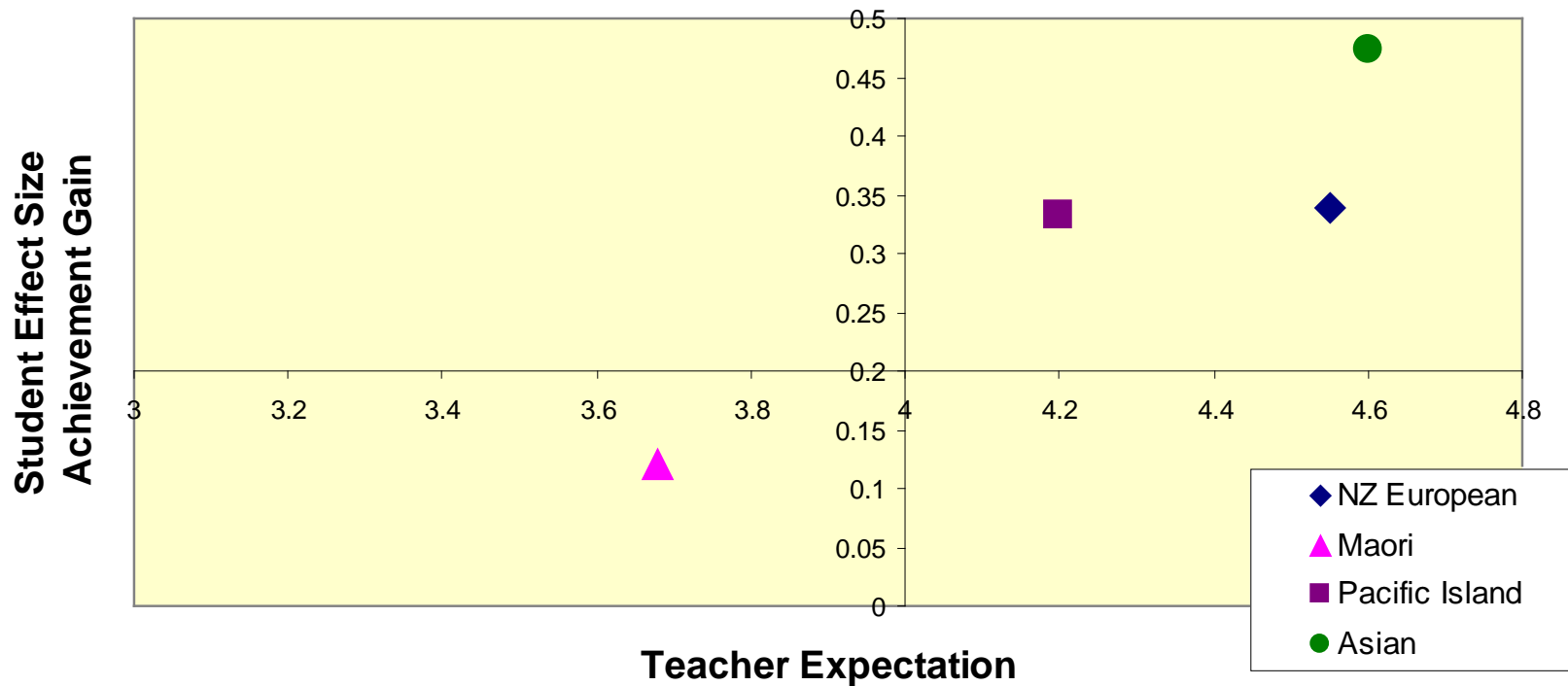


- Rubie-Davies, C. M., Hattie, J. A. C., & Hamilton, R. J. (2006). Expecting the best for New Zealand students: Teacher expectations and academic outcomes. *British Journal of Educational Psychology*, 76, 429-444.

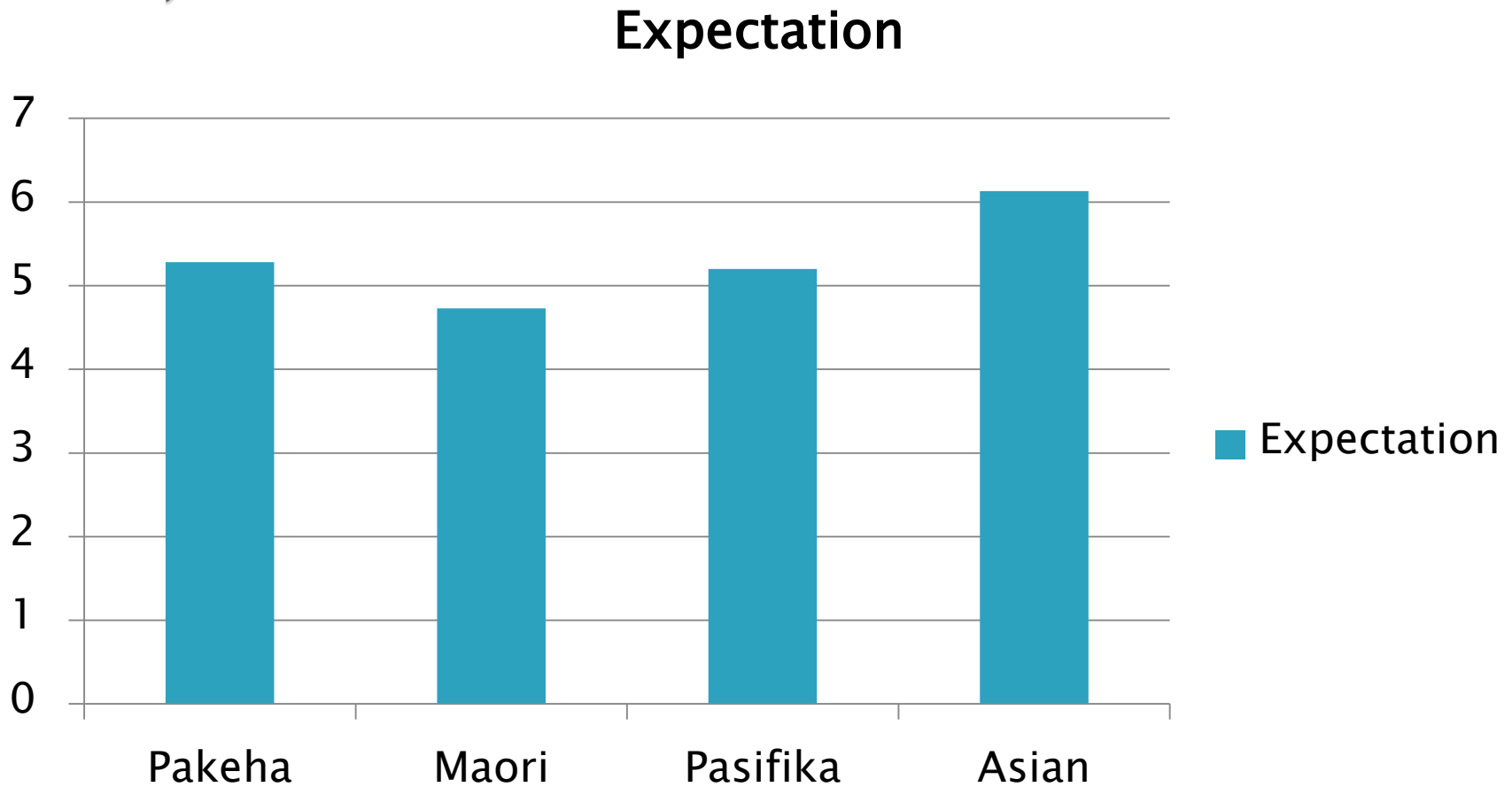
Expectation and achievement by ethnicity



Effect Size Gain by Ethnicity in Reading



Expectation by ethnicity in secondary maths classrooms ($n = 357$)

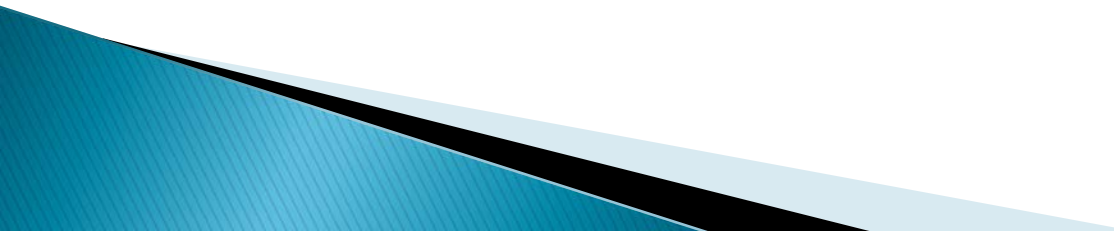


Does ethnicity predict teachers' expectations?

Hierarchical linear regression

Variable	B	SEB	β
Step 1			
Mathematics achievement	.319	.028	.543*
Step 2			
Mathematics achievement	.312	.027	.531*
Student ethnicity	.223	.054	.188*
* $p < .001$			

Teachers' perspectives

- ▶ “...when you have a disrespectful student who easily swears or swears at you, they don't care – they are Māori”
 - ▶ “Māori students are not achieving well compared to other ethnicities. Most of their parents are not well educated so would not know how to support their children's learning”
 - ▶ “I watch this Police 10/7... The suspects will always be Māori”
- 

Teacher behaviours



“This C+ isn’t consistent with the vision I have of myself.”

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“I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!”

Transmission of differential expectations (Brophy, 1983)

1. Wait time less for lows
2. Give lows the answer/ ask someone else
3. Inappropriate reinforcement
4. Criticising lows for failure
5. Praise lows less for success
6. Fail to provide feedback to public response of lows
7. Pay less attention to/ interact less with lows
8. Call on lows less frequently
9. Seat lows farther from the teacher
10. Demand less from lows
11. Teachers interact more in private with lows; monitor and structure activities closely
12. Differential grading of tests
13. Less friendly interaction with lows
14. Less informative feedback to lows
15. Lows receive less eye contact and nonverbal communication
16. Less intrusive instruction of highs
17. Less use of effective instructional methods with lows

Students' perceptions of teacher differential behaviour

- ▶ Do students perceive teacher differential behaviour?
- ▶ How do students interpret differential behaviour?
- ▶ What conclusions do students draw from teacher verbal and nonverbal interactions?



Student perceptions of teacher expectations

- ▶ Nane Rio
 - Low achievers – lower expectations
 - Low achievers – more negative teacher behaviour
 - Low achievers – more teaching support
 - High achievers – more independence
 - High achievers: more popular, friendly, competitive, focused, independent, successful, and possessing leadership qualities



Children's voices

- ▶ *[The teacher] gets one of the smarter children to work with you, if she gets frustrated with that person then the teacher would ummm get another person to try and teach that person as well. They shame them out in front of the class ...*
- ▶ *Lower groups are full of the kids that need to improve more ...*
- ▶ *They might be a bit put down by the teacher and they might not be learning. It's quite hard for them cause like when someone asks you something and you don't know, others laugh at you ...*
- ▶ *The brainy people they don't get told off by the teacher... the smarter groups are full of the brainy students ...*
- ▶ *.. the school thinks of you higher, they expect more ...*

Are all teachers the same?



Exploring teacher personality and beliefs

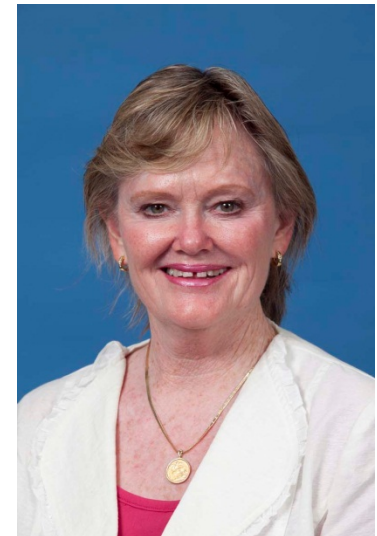
- ▶ Elisha Babad



- ▶ Rhona Weinstein



- ▶ Christine Rubie-Davies



Elisha Babad

- ▶ Preferential affect is at the heart of the teacher expectation issue
- ▶ Identified high and no bias teachers



High and low differentiating teachers

High differentiating

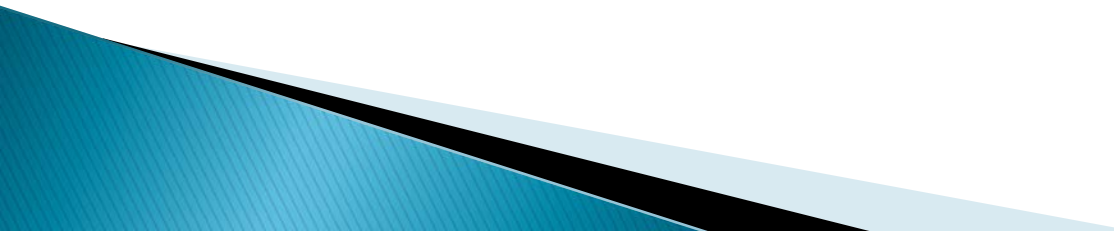
- ▶ Ability grouping
- ▶ Highly differentiated curriculum
- ▶ Intelligence is fixed
- ▶ Learning for external reward
- ▶ Teacher as director and academic instructor
- ▶ Negative class climate

Low differentiating

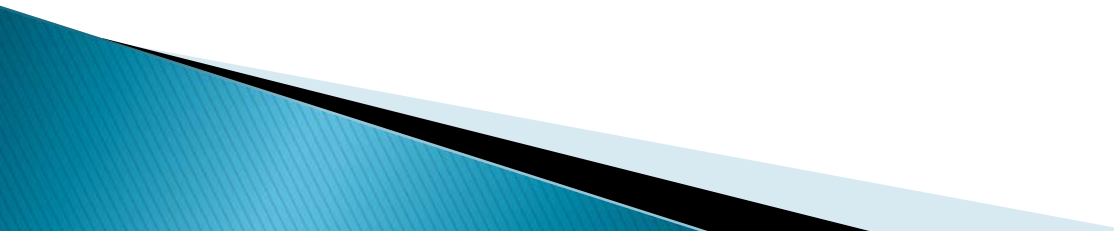
- ▶ Variety of grouping
- ▶ Challenging learning experiences
- ▶ Intelligence is malleable
- ▶ Learning for personal growth
- ▶ Teacher as facilitator and socialiser
- ▶ Positive class climate

Weinstein, R. S. (2002). *Reaching higher: The power of expectations in schooling*. Cambridge, MA: Harvard University Press.

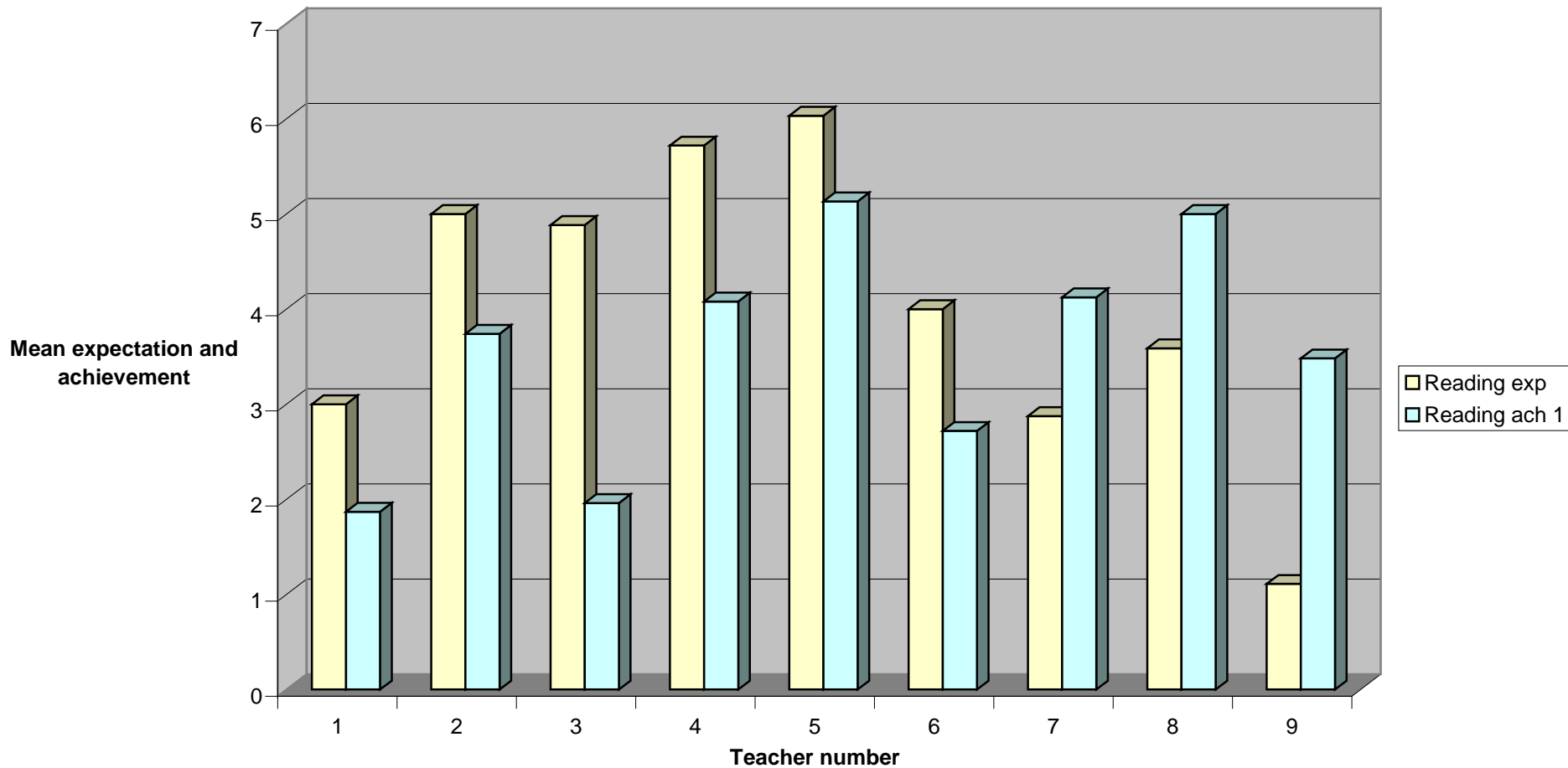
Class-level expectations

- ▶ Are there teachers you know who have high expectations for all their students?
 - ▶ How do you know?
 - ▶ What sets these people apart from other teachers?
 - ▶ What is it like to be a student of a teacher who has high expectations for everyone?
 - ▶ What is it like to be a student of a teacher who has low expectations for everyone?
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High and low expectation teachers

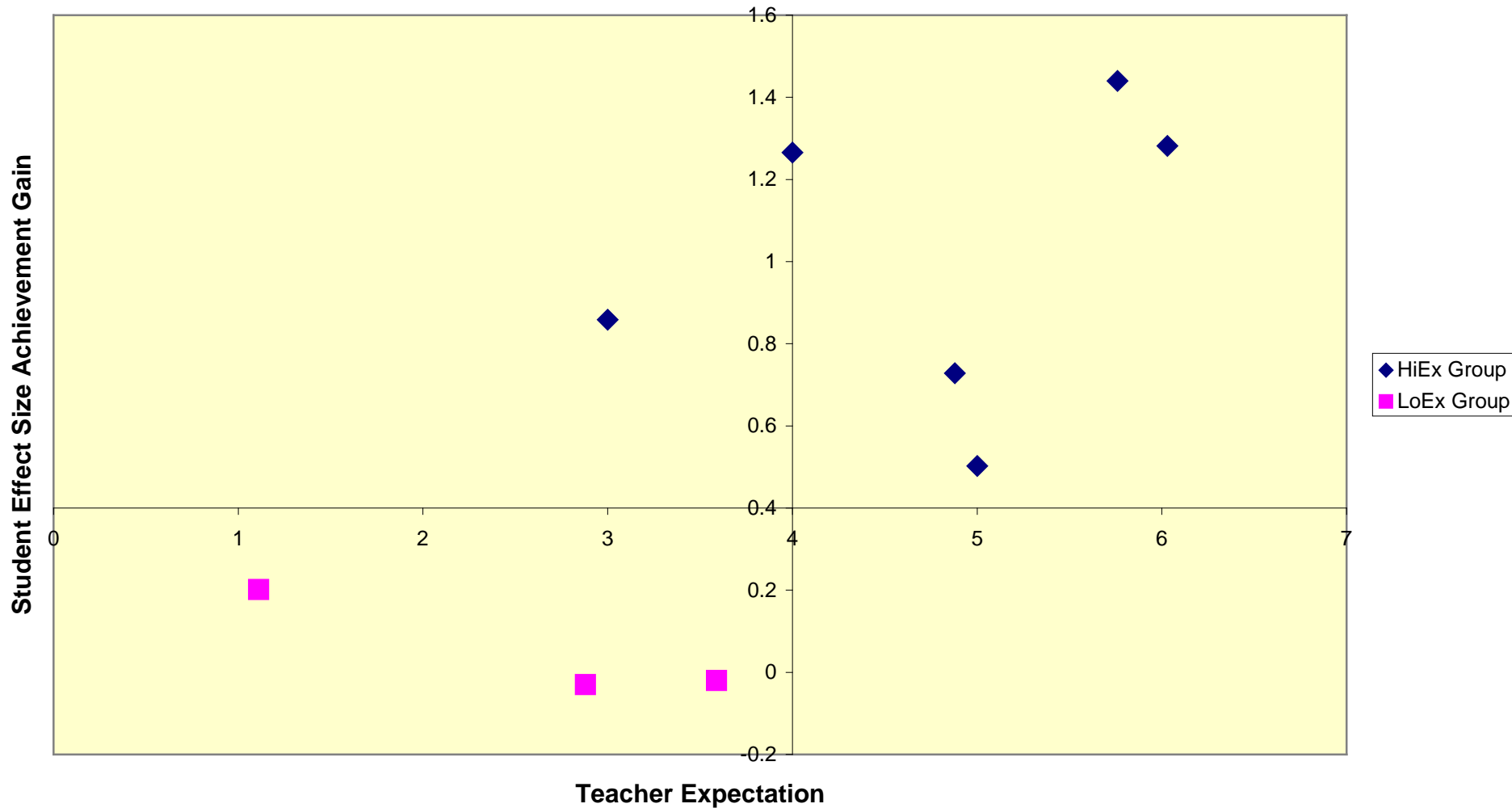
- ▶ What is it about teachers that means that some have high or low expectations for all their students?
 - ▶ Beliefs of high and low expectation teachers
 - ▶ Instructional practices of high and low expectation teachers
- 

Teacher Expectation and Student Achievement



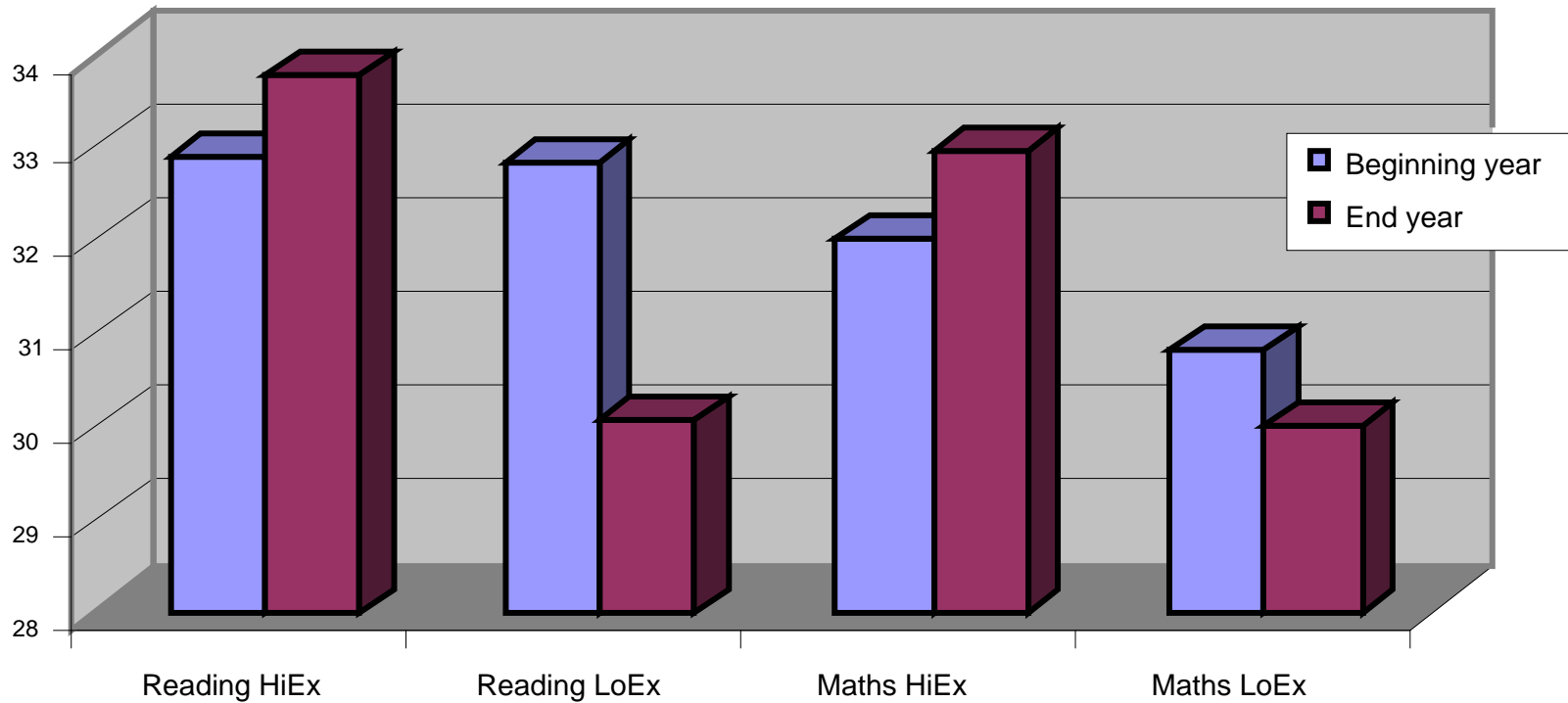
Rubie-Davies, C. M. (2007). Classroom interactions: Exploring the practices of high and low expectation teachers. *British Journal of Educational Psychology*, 77, 289–306.

Effect Size Gain vs Expectation in Reading



Rubie-Davies, C. M., Hattie, J. A. C., Townsend, M. A. R., & Hamilton, R. J. (2007). Aiming high: Teachers and their students. In *Progress in Educational Psychology Research* (pp.65–91). N. Galwey (Ed.). Hauppauge, NY: Nova Publishers.

Student Self Perceptions in Reading and Maths



Student self perceptions by teacher type

Rubie-Davies, C. M. (2006). Teacher expectations and student self-perceptions: Exploring relationships. *Psychology in the Schools*, 43, 537-552.

Teacher interviews

- ▶ Luke: *“A lot of repetition, every day...until they can start recalling their basic number facts.”*
- ▶ Hannah: *“They need activities that are challenging so they are motivated. If I don’t make them independent as well [as the high ability students] they won’t learn to run by themselves. They’ll always need the teacher.”*

Contrasting classrooms

High expectation teachers

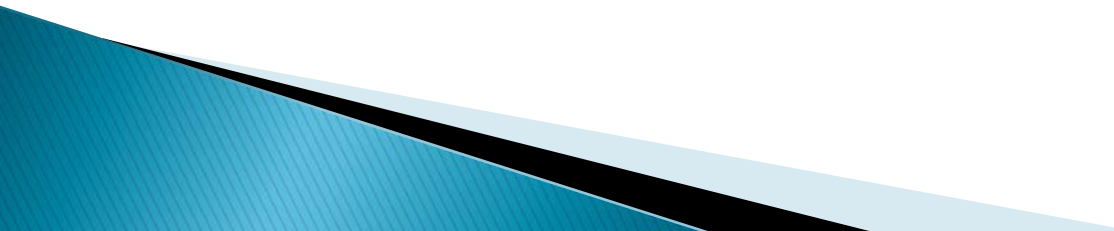
- ▶ Flexible ability groupings
- ▶ Worked with a variety of peers
- ▶ Choices in learning experiences
- ▶ Answering open questions that challenged thinking
- ▶ Extended explanations of new concepts
- ▶ Intrinsically motivated
- ▶ Well-defined learning goals
- ▶ Responsibility for learning
- ▶ Frequent feedback
- ▶ Positive social climate
- ▶ Clearly established routines

Low expectation teachers

- ▶ Worked in ability groups
- ▶ Little mixed ability interaction
- ▶ Teacher determined learning experiences
- ▶ Answering closed questions requiring limited thinking
- ▶ Limited explanations of concepts
- ▶ Extrinsically motivated
- ▶ Unsure of learning direction
- ▶ Less ownership of learning
- ▶ Limited feedback
- ▶ Negative social climate
- ▶ Plenty of procedural directions

Rubie-Davies, C. M. & Peterson, E. (2011). Teacher expectations and beliefs: Their influence on the socioemotional environment of the classroom. In Rubie-Davies, C. M. (Ed.) *Educational Psychology: Concepts, research and challenges* (pp. 134–149). Routledge: London.

Key areas of difference

- ▶ Grouping and learning activities
 - ▶ Classroom climate
 - ▶ Student autonomy, motivation, engagement and teacher evaluation and feedback: goal setting
- 

Pernicious effects of ability grouping

- ▶ Ability grouping in New Zealand
- ▶ Rates of ability grouping in the OECD
- ▶ Consequences of ability grouping
- ▶ Opportunities to learn
 - Teacher judgement
 - Student re-placement
 - CalPrep: *Achieving college dreams* (Rhona Weinstein)



Teacher expectation project (TEP)

► Acknowledgements:

- Marsden Fast Start Grant
- Cognition Trust
- TEP team



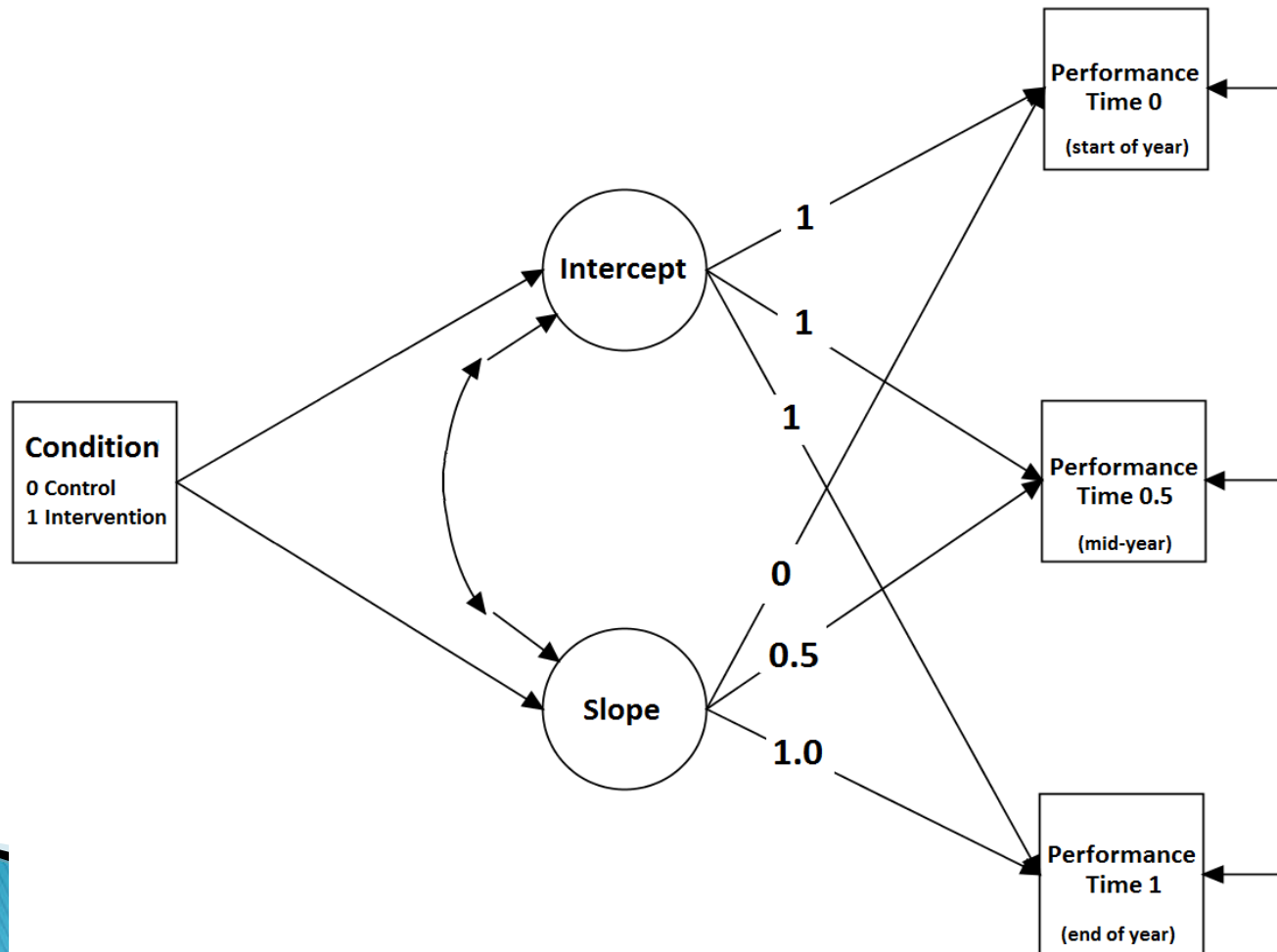
Teacher expectation project

- ▶ Randomised control trial
 - 12 schools
 - Teacher participants
 - 43 intervention
 - 41 control
 - Experience (10.6 years), Year levels, Gender, Ethnicity (Pakeha 78%, Maori 8%, Pasifika 11%, Asian 4%), Socioeconomic levels
 - Student participants
 - 2558 primary school students
 - 48% Pakeha, 18% Māori, 17% Pasifika, 14% Asian, 4% Other
 - Mean age 9.7 (7–13)
 - Balanced gender

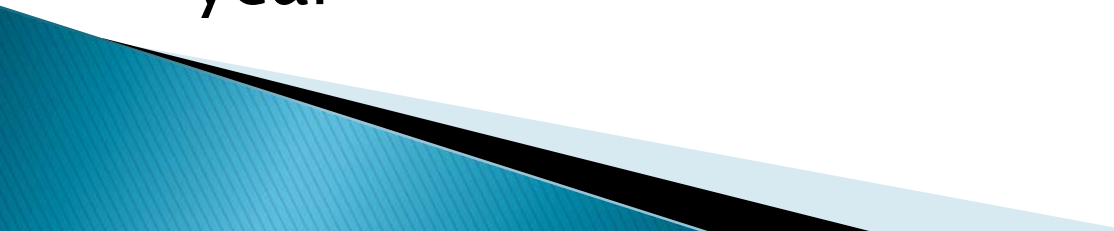
Procedure and research design

- ▶ Intervention
 - Workshops
 - Videoing and analysis of behaviour
 - Project partner meetings
- ▶ Control group

Bayesian multilevel latent growth curve model



What did the model tell us?

- ▶ Across the first year, all students improved
 - ▶ Some improved at different rates than others
 - ▶ Intervention group gained substantially more than control group
 - ▶ No between-group differences beginning of year
 - ▶ Trajectory of student learning was much steeper for intervention group
 - ▶ Equivalent to 28% additional learning in one year
- 

Teacher comments

- ▶ Grouping:
 - I've done away with ability groups and have a range of activities to choose from, but I still pull out targeted students for guided lessons, focussing on gaps.
- ▶ Class climate:
 - The biggest difference I've noticed is in my classroom climate...every two weeks the children move desks and it means they have all got to know one another and there is more harmony in the classroom.
- ▶ Goal setting:
 - Using e-asTTle and IKAN (the Individual Knowledge Assessment of Number) test summaries has helped my students identify gaps in learning. Transparency in data was helpful in setting goals (e.g., students all saw the data).

Did some groups benefit more than others?

- ▶ Positive effects for all
 - Schools
 - Class levels
 - Deciles
 - Ethnicities
 - Genders



Rubie-Davies, C. M., & Rosenthal, R. (2016). Intervening in teachers' expectations: A random effects meta-analytic approach to examining the effectiveness of an intervention. *Learning and Individual differences*, 50, 83–92.

Creating high expectation schools

What worked well in TEP?

- Whole school/cluster approach
- Senior managers as collaborators
- Interrelationship of core components
 - Grouping/learning activities
 - Teacher care/class climate
 - Goal setting
- Videoing of effective practices
- Meetings and teacher release



Questions/ comments

"I wish a politician with no teaching experience would just come in and tell me how to teach," said no teacher ever.

