

Module 1: Understanding Race in Education
Unit 2: Effective Instruction
Session 4

The Power of High Expectations

Facilitator Tip: Before this session, ask participants to videotape an hour of instruction or student interaction and to bring this video to the session. The video should begin as students enter the classroom or as the teacher begins interacting with a group of diverse students. If participants are unable to film their students, consider inviting them to view a video taped by another participant for this session, or to think about a typical day in their classroom.

Overview of materials included in this session: *Consider printing handouts and articles to include in a folder for participants to easily access during the session.*

Session articles:

- [The Power of the Pygmalion Effect](#) (Boser, Hanna and Wilhelm, 2014; Accessed November 10, 2018)
- [A Resource for Equitable Classroom Practices, 2010](#) (Montgomery County Public Schools, Maryland, 2010; Accessed November 10, 2018)

Session website links:

- N/A

Session videos:

- N/A

Session handouts:

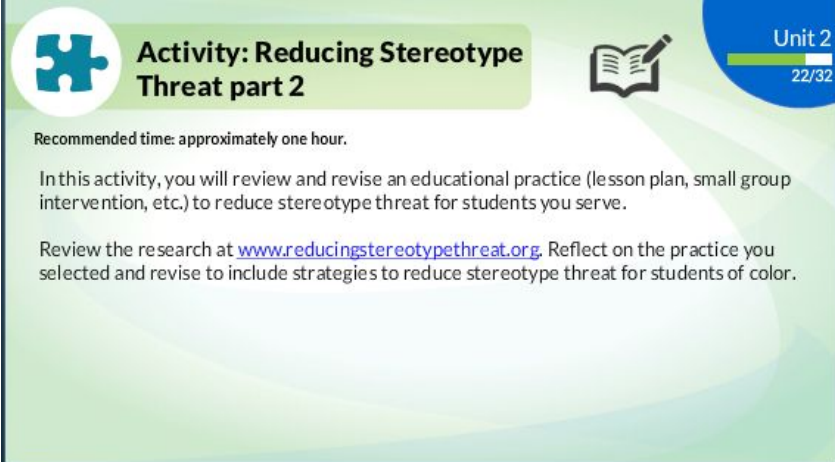
- [PP Presentation With Space for Notes](#)
- [Handout 1](#)
- [Handout 2](#)
- [Handout 3](#)
- [Handout 4](#)
- [Journal Pages](#)

To print all handouts and journal pages as one packet, click [here](#). (Note: The PP Presentation will need to be printed separately).

Coaching Connections:

Assessing Practice for High Expectations: This document is a copy of the questions found on Slide 27 of this session. It may be helpful to revisit these questions with educators after they have returned to the classroom and have had an opportunity to assess their current use of equitable classroom practices.

Video Debriefing Process: Watching a recorded lesson is a great coaching tool. If you are able to watch the recorded lesson (suggested on Slide 28 of this session) alongside a teacher, this is a simple debriefing protocol. Consider using recorded lessons and this protocol with other strategies addressed in PEFA.

<p>Course Content (Module 1 Unit 2, Slides 23-32) <i>Note: Activate prior knowledge by first reviewing Slide 22 from the previous session</i></p>	<p>Facilitator’s Guide (Total Time: ~ 2 hours)</p>
<p>Slide 22: Activity Review: Reducing Stereotype Threat Part 2</p>  <p>The slide features a green background with a blue puzzle piece icon on the left and a blue circle with a white book icon on the right. The title 'Activity: Reducing Stereotype Threat part 2' is in bold. Below it, the recommended time is 'approximately one hour'. The main text describes the activity: 'In this activity, you will review and revise an educational practice (lesson plan, small group intervention, etc.) to reduce stereotype threat for students you serve.' It also includes a URL: 'Review the research at www.reducingstereotypethreat.org. Reflect on the practice you selected and revise to include strategies to reduce stereotype threat for students of color.'</p>	<p>Slide 22: Activate prior knowledge by reviewing the activity: Reducing Stereotype Threat Part 2 from the previous session. (2 min)</p> <p>Invite participants to review/share the definitions of stereotype threat from the previous session.</p> <p>Stereotype threat: how students of color experience stress and distress based on their fear that they will confirm negative stereotypes of academic inferiority – and how that stress and distress affects performance, learning, and motivation.</p> <p>Then invite participants to share, in partners or small groups, something they revised in an educational practice (lesson plan, small group intervention, etc.) to reduce stereotype for the students they serve.</p>

Journal Reflection (No Slide)

Slide between 22 and 23: Power of High Expectations



Power of High Expectations

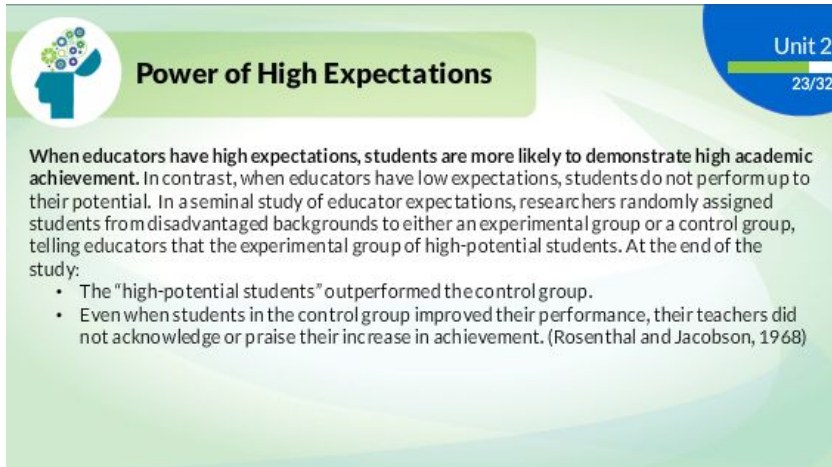
In the last section, we learned some culturally responsive practices to reduce stereotype threat for our students of color. Let's continue this focus on strategies by learning about and practicing additional skills needed for a culture of high expectations that honors student backgrounds and diverse perspectives.

Journal Reflection (3 min)

Invite participants to reflect on how they incorporated their learning from the previous session into their work. Participants may do so in a journal, on the [Journal Pages](#) handout for this session, or in the eCourse notebook if they are accessing the course online. Invite participants to share responses in pairs or as a small group.

Slide between 22 and 23: Share in the last session, participants learned about some culturally responsive practices to reduce stereotype threat for students of color. Share this session will focus on learning about, and practicing, additional skills needed to ensure a culture of high expectations that honors student backgrounds and diverse perspectives. (1 min)

Slide 23: Power of High Expectations (Slide 23)



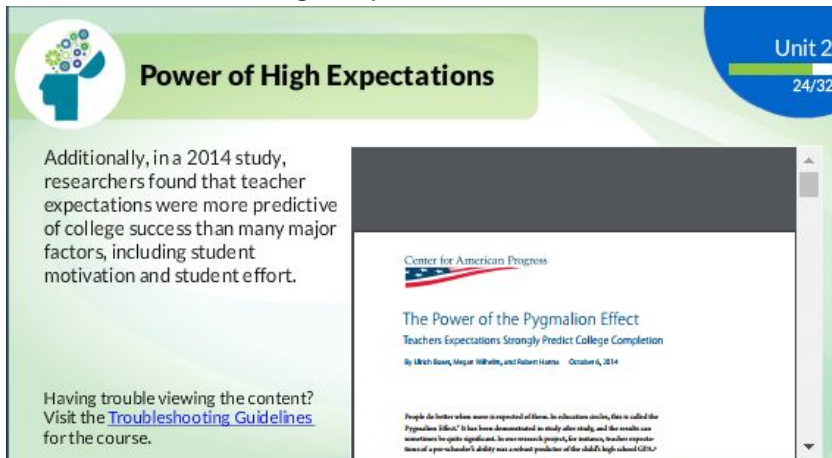
Power of High Expectations

Unit 2
23/32

When educators have high expectations, students are more likely to demonstrate high academic achievement. In contrast, when educators have low expectations, students do not perform up to their potential. In a seminal study of educator expectations, researchers randomly assigned students from disadvantaged backgrounds to either an experimental group or a control group, telling educators that the experimental group of high-potential students. At the end of the study:

- The "high-potential students" outperformed the control group.
- Even when students in the control group improved their performance, their teachers did not acknowledge or praise their increase in achievement. (Rosenthal and Jacobson, 1968)

Slide 24: Power of High Expectations

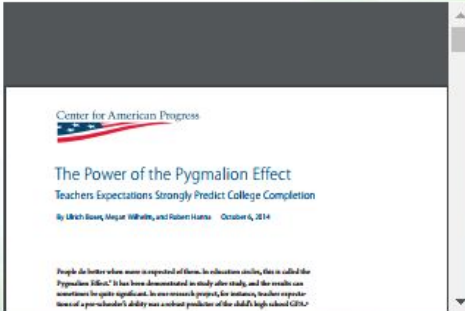


Power of High Expectations

Unit 2
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Additionally, in a 2014 study, researchers found that teacher expectations were more predictive of college success than many major factors, including student motivation and student effort.

Having trouble viewing the content? Visit the [Troubleshooting Guidelines](#) for the course.



Center for American Progress

The Power of the Pygmalion Effect
Teachers' Expectations Strongly Predict College Completion

By Ulrich Gerson, Megan Wilhelm, and Robert Hattie | October 6, 2014

People do better when more is expected of them. In education circles, this is called the Pygmalion Effect. It has been demonstrated in study after study, and the results are sometimes so quite significant. In one research group's, for instance, teacher expectations of a particular student's ability was a robust predictor of the student's high school GPA.

Slide 23: Emphasize the importance of high expectations. When educators have high expectations, students are more likely to demonstrate high academic achievement. In contrast, when educators have low expectations, students do not perform up to their potential. Share the findings from the research study on Slide 23. Note the findings of this study are still valid, as evidenced by more recent studies which will be discussed in the next slide. (1 min)

Slide 24: Share a study was conducted showing teacher expectations were more predictive of college success than many major factors, including motivation and student effort (Center for American Progress, 2014).

Invite participants to read [The Power of the Pygmalion Effect](#) (Boser, Hanna and Wilhelm, 2014) and to share notices and wonderings in partners or small groups. (10 min.)

Slide 25: Expectations Chart

Educators may not be conscious of their lower expectations of some students, and we certainly do not intend to communicate lower expectations. But, inconsistencies in our instructional practice give us away. Consider the following:

EXPECTATIONS

High	Low
Give longer wait time after asking a question	Give little or no wait time
Provide more prompts and cues to shape student responses	Move on to another student if a student gives an incorrect answer
Offer specific feedback	Offer minimal feedback (e.g., "Incorrect," "Wrong")
Create more opportunities to learn and practice new skills	Provide fewer opportunities to learn and practice new skills
Provide more positive reinforcement	Provide less reinforcement

The IRIS Center for Training Enhancements. (2012). Classroom Diversity: An Introduction to Student Differences. *Accessed on July 3, 2015, from <http://ir.cpe.boisestate.edu/module4/>

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Slide 25: Share educators may not be conscious of their lower expectations for some students; however, inconsistencies in instructional practices give them away. (5 min)

Display the chart provided. Consider doing a popcorn reading, where one participant reads from the high expectation side of the chart, while another reads the corresponding example from the low expectation side. Continue until all high and low expectations are read.

Invite participants to reflect individually, and then in partners or small groups, on whether they have high or low expectations for their students based on this chart. Share they will engage in an activity further exploring expectations.

Slide 26: Activity: Assessing Practice for High Expectations Part 1



Activity: Assessing Practice for High Expectations part 1



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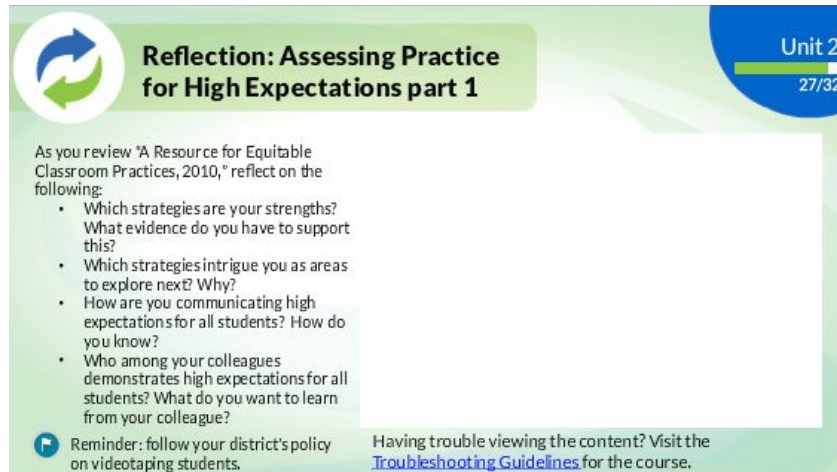
Recommended time: approximately 30 minutes.

In this activity, you will review a practical tool that highlights significant research related to high expectations and includes practical examples and counter examples of effective practices.

Review "A Resource for Equitable Classroom Practices, 2010" developed by the Equity Initiatives Unit, Office of Human Resources and Development, Montgomery County Public Schools (MD) on next slide.

Slide 26: Share "[A Resource for Equitable Classroom Practices, 2010](#)" (Montgomery County Public Schools, Maryland, 2010) is a practical tool highlighting significant research related to high expectations, and includes practical examples and counterexamples of effective practices. Preview this resource with participants. (2 min)

Slide 27: Reflection: Assessing Practice for High Expectations Part 1



Reflection: Assessing Practice for High Expectations part 1

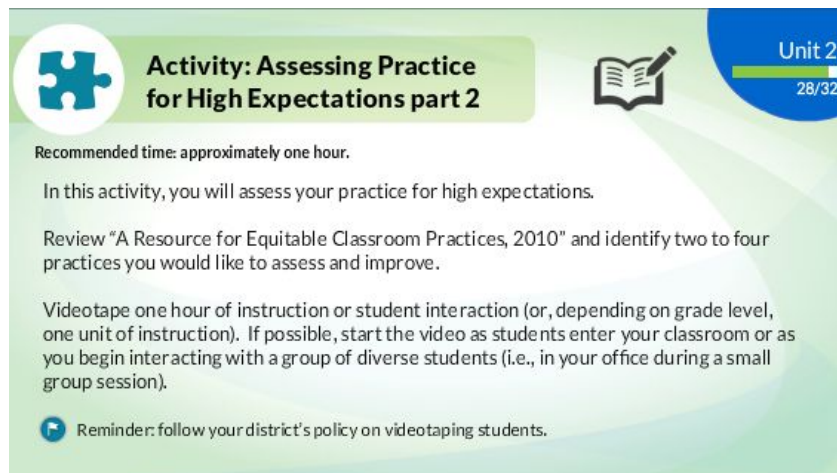
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As you review "A Resource for Equitable Classroom Practices, 2010," reflect on the following:

- Which strategies are your strengths? What evidence do you have to support this?
- Which strategies intrigue you as areas to explore next? Why?
- How are you communicating high expectations for all students? How do you know?
- Who among your colleagues demonstrates high expectations for all students? What do you want to learn from your colleague?

Reminder: follow your district's policy on videotaping students. Having trouble viewing the content? Visit the [Troubleshooting Guidelines](#) for the course.

Slide 28: Activity: Assessing Practice for High Expectations Part 2



Activity: Assessing Practice for High Expectations part 2

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Recommended time: approximately one hour.

In this activity, you will assess your practice for high expectations.

Review "A Resource for Equitable Classroom Practices, 2010" and identify two to four practices you would like to assess and improve.

Videotape one hour of instruction or student interaction (or, depending on grade level, one unit of instruction). If possible, start the video as students enter your classroom or as you begin interacting with a group of diverse students (i.e., in your office during a small group session).

Reminder: follow your district's policy on videotaping students.

Slide 27 :Reflection: Assessing Practice for High Expectations Part 1 ([Handout 1](#))

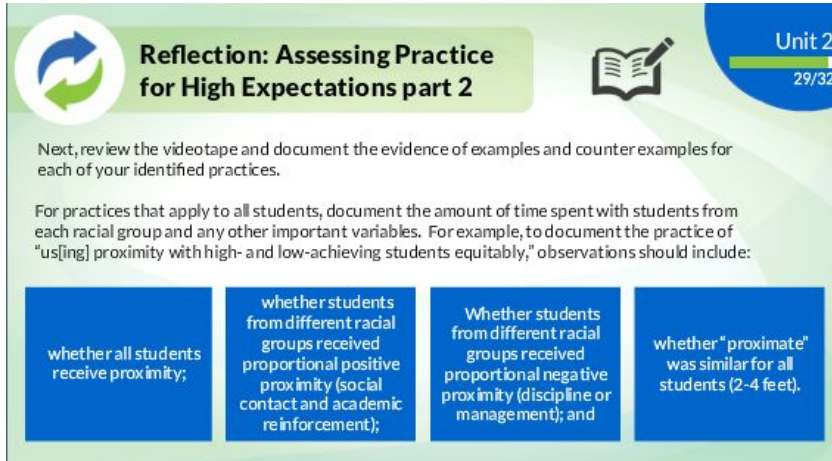
Invite participants to review and independently reflect on "[A Resource for Equitable Classroom Practices, 2010](#)" (Montgomery County Public Schools, Maryland, 2010), completing [Handout 1](#) as they do so. Then, invite participants to share their reflections in partners or small groups. (30 min)

Slide 28: Activity: Assessing Practice for High Expectations Part 2 (2 min)

Invite participants to complete #1 on [Handout 2](#) (also used in upcoming slide) identifying two to four practices they would like to assess and improve in terms of holding high expectations for all students.

Remind participants of the video they were asked to film prior to this session. Invite them to access the video at this time. If participants were unable to film their students, consider inviting them to view a video taped by another participant or to think about a typical day in their classroom.

Slide 29: Reflection: Assessing Practice for High Expectations Part 2



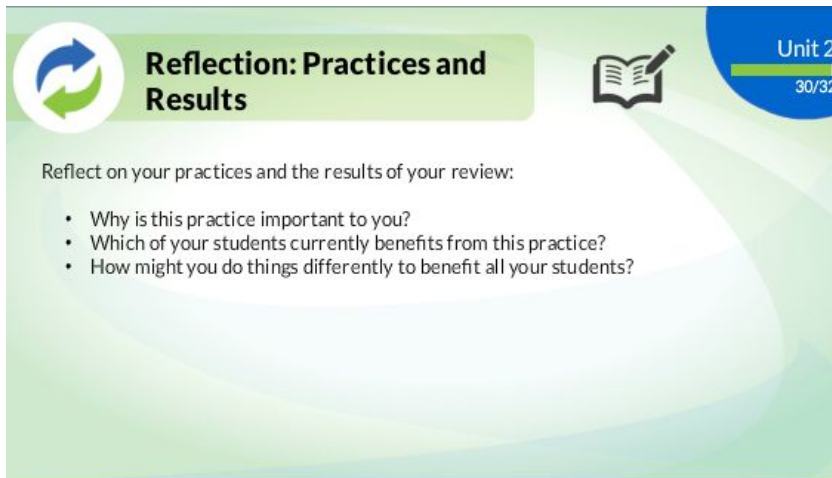
Reflection: Assessing Practice for High Expectations part 2

Next, review the videotape and document the evidence of examples and counterexamples for each of your identified practices.

For practices that apply to all students, document the amount of time spent with students from each racial group and any other important variables. For example, to document the practice of "us[ing] proximity with high- and low-achieving students equitably," observations should include:

whether all students receive proximity;	whether students from different racial groups received proportional positive proximity (social contact and academic reinforcement);	Whether students from different racial groups received proportional negative proximity (discipline or management); and	whether "proximate" was similar for all students (2-4 feet).
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Slide 30: Reflection: Practices and Results



Reflection: Practices and Results

Reflect on your practices and the results of your review:

- Why is this practice important to you?
- Which of your students currently benefits from this practice?
- How might you do things differently to benefit all your students?

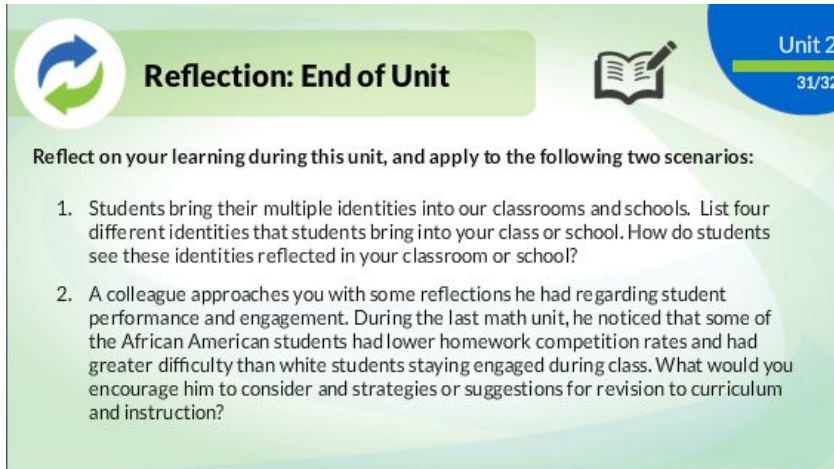
Slide 29: Reflection: Assessing Practice for High Expectations Part 2 (1 hour)

Invite participants to view their videotapes and to document the evidence of examples and counterexamples for each of the identified practices on #2 of [Handout 2](#) (same handout as previous slide).

Slide 30: Reflection: Practices and Results (3-5 min)

Invite participants to complete the reflection questions on Handout 3 independently, and then share in partners or small groups.

Slide 31: Session and Unit Reflection: End of Unit (Slide 31)



Reflection: End of Unit

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Reflect on your learning during this unit, and apply to the following two scenarios:

1. Students bring their multiple identities into our classrooms and schools. List four different identities that students bring into your class or school. How do students see these identities reflected in your classroom or school?
2. A colleague approaches you with some reflections he had regarding student performance and engagement. During the last math unit, he noticed that some of the African American students had lower homework completion rates and had greater difficulty than white students staying engaged during class. What would you encourage him to consider and strategies or suggestions for revision to curriculum and instruction?

Session Reflection (No Slide)

Slide 31: **Reflection:** End of Unit: (3-5 min)

Invite participants to reflect on the entire unit by responding to the scenarios on slide 31 in partners or small groups.

Session Reflection (3 min)

Invite participants to reflect on this session and consider how they will incorporate their learning in their work moving forward. Consider inviting participants to complete [Handout 4](#) from this session to do so, and to think-pair-share their responses. The reflection questions include:

- What have you learned from this session?
- How will you incorporate this learning into your work moving forward?
- What is one thing you can do tomorrow to incorporate this learning into your work?

Encourage participants to share additional reflections from this session, or previous sessions, in a journal, on the [Journal Pages Handout](#) for this session, or in the eCourse notebook if they are accessing the course online.

Remind participants the learning outcomes in this session and unit are a part of an ongoing journey and, as is true for all of this work, they require consistent, intentional attention. Consider inviting participants to share ways they will integrate their learning into their work as educators.

Note: To continue to cultivate their growth as equitable educators, invite participants to check out the resources listed [here](#).

Slide 32: Share this completes Unit 2 of Module 1.

Consider sharing the next unit will focus on student-teacher relationships.

Slide 32: Congratulations!

