

Teacher Expectations

Loewen gave a good workshop on how teachers tend to come to conclusions about students too quickly, often pigeonholing them without allowing for growth. You cannot clone my workshops, but feel free to make any use you wish of my PowerPoint slides in making your own talk or workshop about the importance of teacher expectations.

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"GIDDAP, UNCLE!"

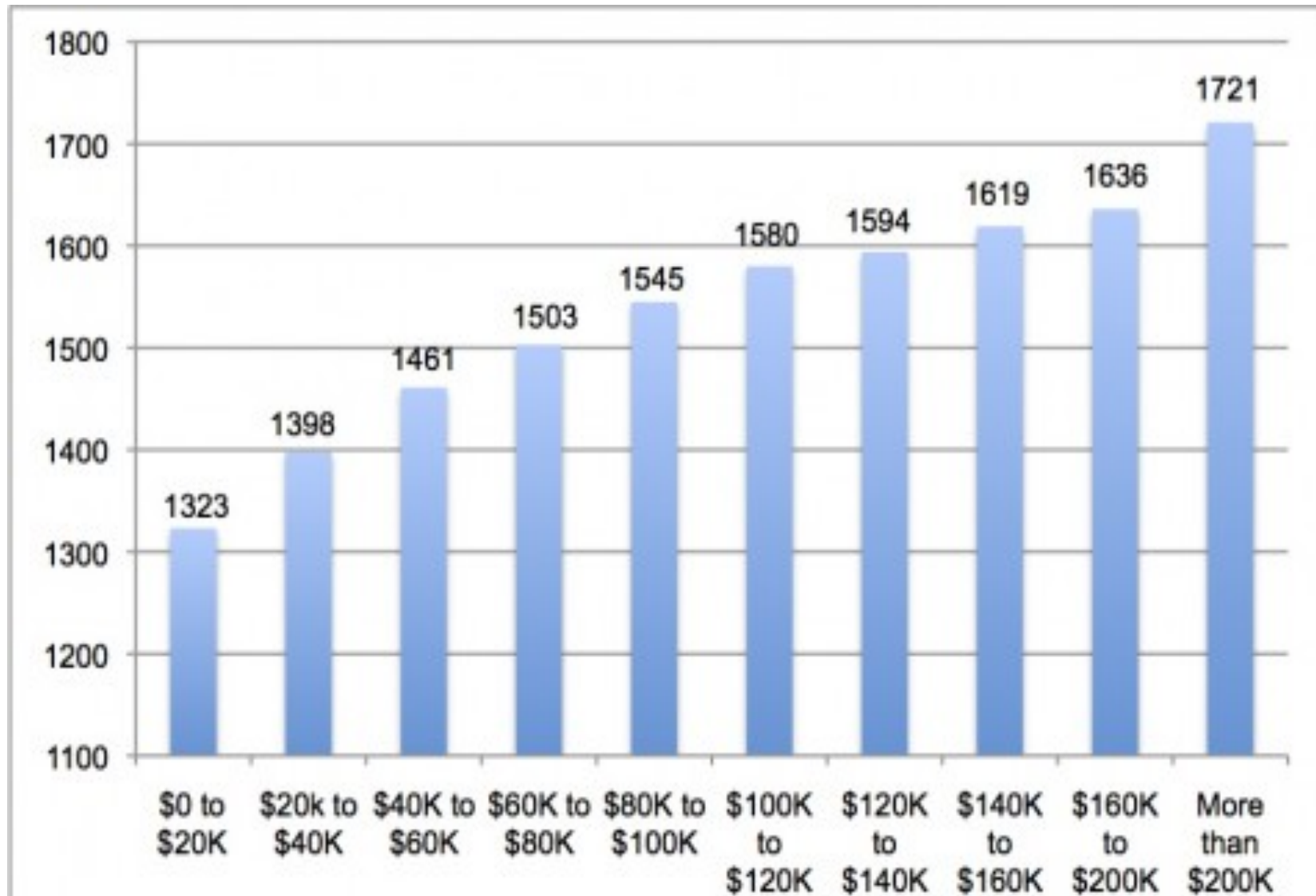
Painted by E. B. 1914 for Cream of Wheat Co.

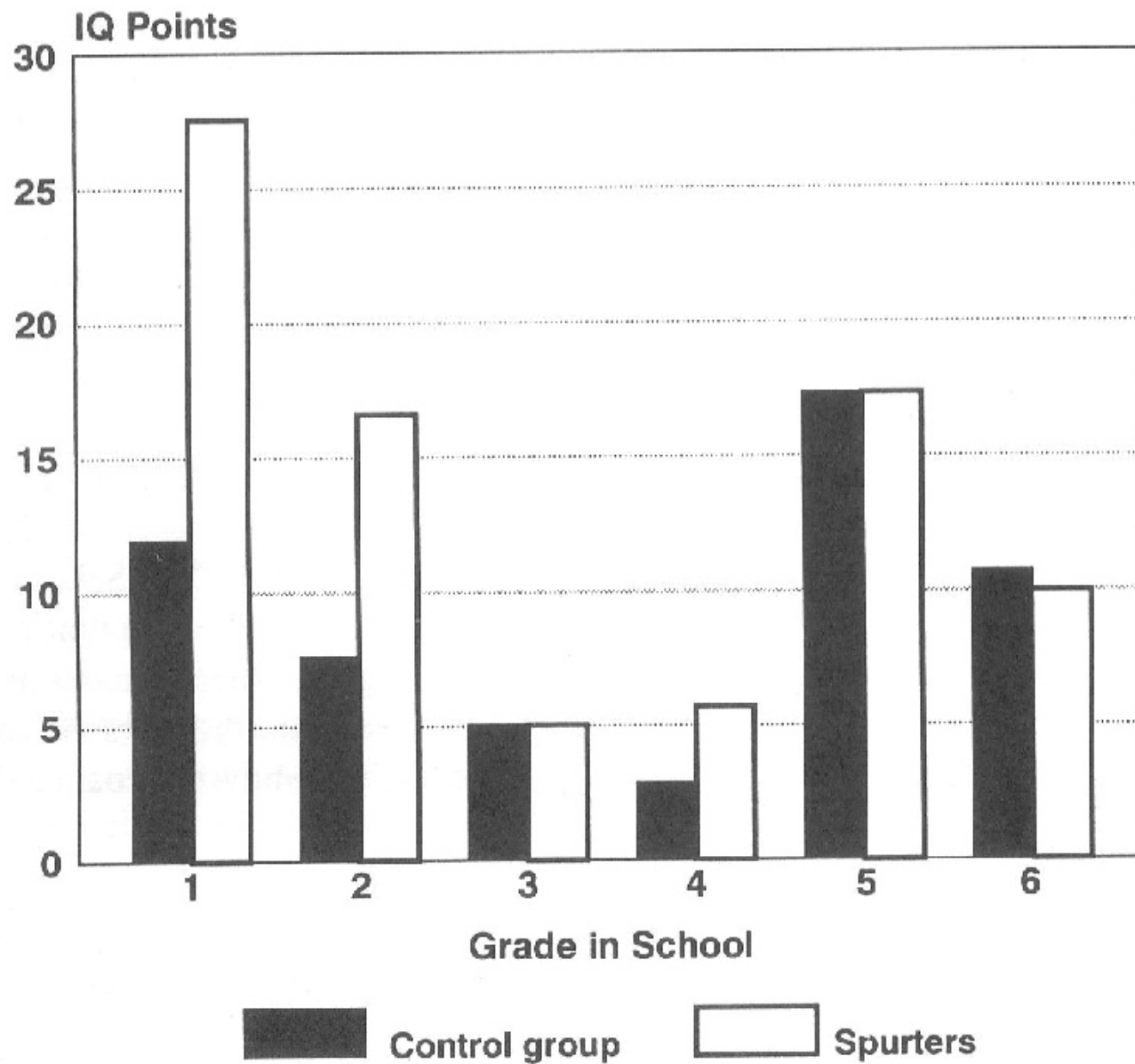
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Legacies of the Nadir Today in “Indian Country”

1. Allotment, loss of land base,
weakening of tribal government
2. Natives viewed as inferior
3. “Standardized testing”

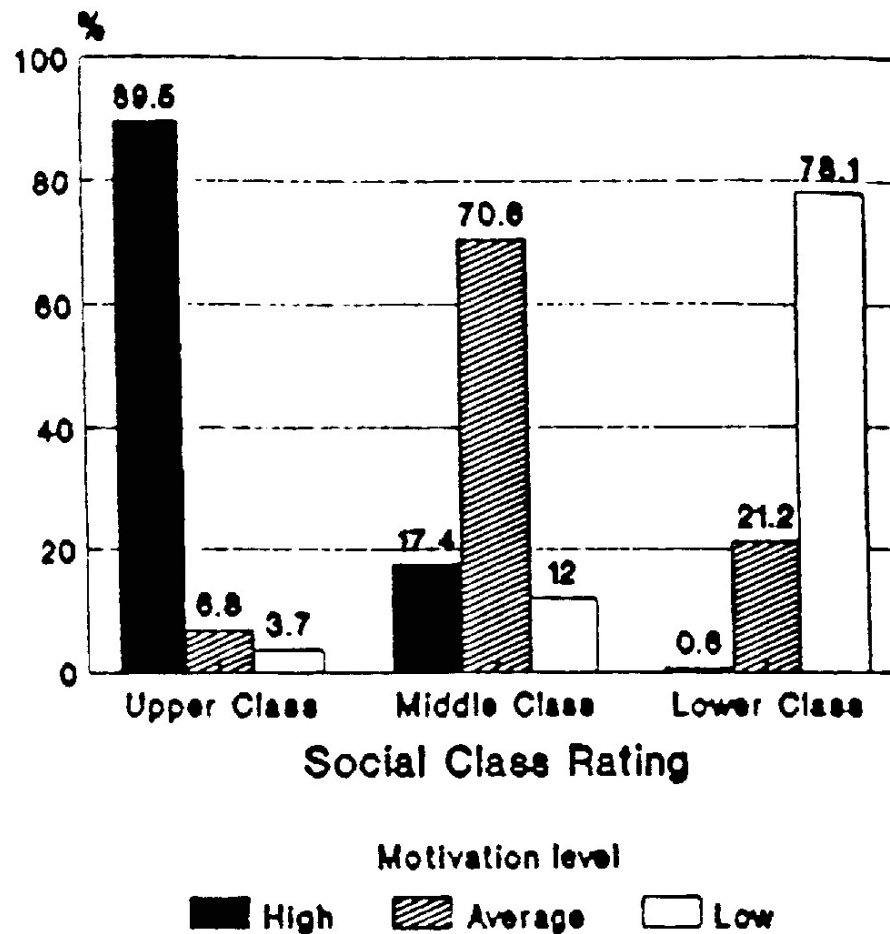
SAT scores (600-2400 range) by family income





IG. 2.9. IQ gains at Oak School. Data from *Pygmalion in the Classroom*.

Fig. 2. Teachers' Predictions of Child's Motivation, Among Blacks Rated by Social Class



Other ways to attack the performance gap:

- Teacher expectations
- Varied testing

Oral Exam Format

- Primary answer [4 minutes]
- Secondary answer [2 minutes]
- Free for all [4+ minutes]

($N + 1$) essay questions, given ahead of time

N students, perhaps grouped by prior achievement,
perhaps not [$N = 4, 5, \text{ or } 6$]

Bibliography re Teacher Expectations

Robert Rosenthal and Lenore Jacobson, “Teacher Expectations for the Disadvantaged,” Scientific American, 248 #4 (4/1968), 255-60.

Dale Harvey and Gerald Slatin, “The Relationship between Child’s SES and Teacher Expectations,” Social Forces, 54 #1 (9/1975), 140-59.

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