

Chapter Five Group Note-taking Homework: p 154-158

The Effect of Ethnicity and Social Class on Teacher's Expectations

Questions and Answers

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1. How does the teacher expectancy affect work? Summarize two steps. (p 154)
 - On the basis of such characteristics as race, SES, ethnic background, dress, speech pattern, and test scores, teachers form expectations about how various students will perform in the class.
 - They subtly communicate those expectancies to the student in a variety of ways
 - Students come to behave in a way that is consistent with what the teacher expects
2. Students whom Rosenthal and Jacobson deemed “potential achievers” showed significant gains in intelligence quotient. (p 154)
3. Where did Rosenthal and Jacobson get their inspiration for the term Pygmalion? (p 154)
 - From the mythical Greek sculptor Pygmalion who carved a statue and made it come to life.
4. Research on the Effects of Teachers Expectations: (p 154-155)
 - (154) Despite the dramatic results the Rosenthal & Jacobson reported, subsequent research showed that the effect of teacher expectancy on IQ scores was essentially limited to first and second grade students, was moderate in strength, and occurred only within the first two weeks of the school year.
 - (155) Teachers correct less proficient readers more often and in places that interrupt meaningful processing of text. These teachers also gave those students less time to decode difficult words or to correct themselves, and they also asked low-level factual questions as a way of checking students' attention.
5. Factors that help create expectancies: (p 155)

Here are some important factors that might create high or low teacher expectations:

 - Summarize or explain in your own words four of the eight bullet points:
 - The higher the student's social class, the higher their grades are expected to be.

- African American students are given less attention and are expected to learn less than white students
 - Poor= less mature= less capable to following directions = less capable to work alone than rich students
 - Perception of what intelligence is effects + or - expectations
 - Teachers more influenced by negative information than positive about students
 - Higher achievement= more praise
 - Attractive children= smarter and more social than unattractive students
 - Approval of girls behavior > approval of boys behavior
6. These factors, plus ethnic background, knowledge of siblings, and impression of parents usually attribute to teachers' expectations. (p 155)
7. List 3 ways good teachers try to motivate educationally disadvantaged students to engage in learning. (p 156)
- They push students to learn, not accepting excuses, holding students accountable for homework, and keeping parents involved.
 - They maintain orderly classrooms.
 - They make themselves available to provide help for students.
 - They strive to make sure all students understand the material being taught, not rushing through and taking time to provide explanations.
 - They use a variety of instructional tactics.
8. What are the 5 teaching standards based on Vygotsky's theory of cognitive development? (p 156)
- Joint Productive Activity
 - Language and Literacy Development
 - Contextualization
 - Instructional Conversation
 - Challenging Activities
9. What age level receives the most benefit from completing homework assignments? (p 157)
- High schools students benefit the most
10. Research from the 1970s (Brophy and Everston, 1976) found that the classroom and standard test performances of educationally disadvantaged students improves when teachers follow these seven guidelines: (summarize) (p 157)
- Eliminate distractions and maximize the amount of time students actually spend working on a task

- Establish high expectations and a classroom climate that supports achievement
- Break tasks down into small, easy-to-manage pieces, and arrange the pieces in a logical sequence
- Have students work on specific exercises in small groups
- Ask direct questions that have direct answers
- Provide frequent opportunities for practice and review
- Provide timely corrective feedback

11. What are three benefits and two benefits from designing classroom instruction along the seven guidelines from Brophy and Everston's research? (p 157)

Benefits:

- Students spend more time on-task
- Success tends to be more consistent
- More students reach a higher level of mastery of content knowledge and skills

Costs:

- Lack of transfer that usually occurs when knowledge and skills are learned as isolated segments in a non-meaningful context
- Students have few opportunities to interact with one another

12. If teachers combine the seven guidelines from Brophy and Everston's research, they may be able to: (p 157)

- Raise the basic skill level of educationally disadvantaged students
- Improve their ability to transfer what they have learned to meaningful and realistic contexts

13. Be alert to the potential dangers of labeling. Concentrate on individuals while guarding against the impact of stereotyping. Myrna Gantner, an 8th grade teacher in an inner city middle school, near the Mexican border, learned the following lessons about treating her Hispanic students as individuals, they were to...(p 158)

- Treat Hispanic students the same as you would treat any other student.
- Don't prejudge students.
- Don't ridicule or make fun of students' limited English Proficiency.

14. Gantner's students said they were most appreciative of teachers who were interested in them as individuals, had high expectations for them, and showed them how to achieve their goals.(p 158)

15. Remember that in addition to being a skilled teacher, you are also a human being who many times reacts subjectively to students. Try to control the influence of such factors as name, ethnic background, gender, physical characteristics, knowledge of siblings or parents, grades, and test scores. (p 158)