

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

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

### Questions (Worksheet)

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1. How does the teacher expectancy affect work? Summarize two steps. (p154)
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2. Students whom Rosenthal and Jacobson deemed “potential achievers” showed significant gains in \_\_\_\_\_. (p 154)
3. Where did Rosenthal and Jacobson get their inspiration for the term Pygmalion? (p 154)
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4. Research on the Effects of Teachers Expectations (p 154-155)
  - (154) Despite the dramatic results the Rosenthal & Jacobson reported, subsequent research showed \_\_\_\_\_, was moderate in \_\_\_\_\_, and occurred only \_\_\_\_\_.
  - (155) Teachers correct less proficient readers \_\_\_\_\_ often and in places that \_\_\_\_\_. These teachers also gave those students \_\_\_\_\_ time to decode difficult words or to correct themselves, and they also asked \_\_\_\_\_ 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

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6. These factors, plus \_\_\_\_\_,  
\_\_\_\_\_, and  
\_\_\_\_\_ 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)

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8. What are the 5 teaching standards based on Vygotsky's theory of cognitive development? (p 156)

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9. What age level receives the most benefit from completing homework assignments? (p 157)

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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)

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

Benefits:

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Costs:

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

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13. Be alert to the potential dangers of labeling. Concentrate on individuals while guarding against the impact of stereotyping. Myrna Gantner, an 8<sup>th</sup> 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)

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14. Gantner's students said they were most appreciative of teacher's who \_\_\_\_\_, had high expectations for them, and \_\_\_\_\_ . (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 \_\_\_\_\_, physical characteristics, \_\_\_\_\_, grades, and \_\_\_\_\_. (p 158)