

Facilitator's Guide

Title: Communication

Overview: Students recognize that teachers communicate their expectations by the way they interact with them in the classroom. The effect of teacher expectations is the one factor that continues to stand out when we look at research on groups that are underrepresented in mathematics and science. In this activity, teachers discuss ways they can communicate high expectations by exploring ways that teachers communicate their expectations about students' abilities and the impact teacher expectations have on student achievement.

Objectives: Participants will:

- Share instructional strategies that promote equitable teaching and that connect to the learner.
- Share their collective knowledge.
- Gain familiarity with the ways in which expectations are communicated.
- Examine the impact their expectations have on student self-esteem and achievement
- Examine biases related to gender and ethnic groups identify ways to foster high expectations for all students
- Develop strategies for communicating high achievement expectations for all students

Time Frame: 2 hours

Preparation Requirement/ Materials Needed: See section 4

- Equipment:
 - Overhead Projector, screen
 - Blank transparencies
 - Transparency pens
 - Pads of Post-it-Notes
 - Flip chart sheets and markers (one set per group of 4-6 people)
 - 3x5 name tags for all participants
 - Large signal dots in different colors that have been pre-marked with large and small S's and M's
 - Large white dots that have been pre-marked with the grade level the participants teach
 - Gold stars
 - Silver Stars
- Transparencies:
 - Expectations and Achievement: Points to Ponder
 - Lessons Learned: Who gets an opportunity to respond?
 - More Lessons Learned: How can teachers make a difference?
- Handouts:

- Implications for the Classroom
- Lessons Learned: Who gets an opportunity to respond?
- More Lessons Learned: How can teachers make a difference?
- Background Reading:
 - Teacher Expectations and Tracking, in the book *Multicultural Education in a Pluralistic Society* (Gollnick and Chinn, 1994, pp. 312-313). (See article in Activity 2.3.)

Program Outline/Sequencing

- 4.1 Assessing Prior Knowledge and Experience
- 4.9 The Effect of Teacher Expectations

Follow-up Activities from Toolkit

- 4.4.7 “Girls to Scientists “ (p.8)
- 4.4.8 “Building Bridges Through Classroom Interventions” (p.95)
- 4.4.10 “Application for Your Own Practice” (p.121)