

Facilitator's Guide

Title: High Expectations

Overview: Research shows that expectations color our personal perceptions of student ability and have a dramatic effect on student achievement. There are many ways that educators can genuinely convey high expectations. Some strategies include: 1) avoiding stereotypes in all the session, 2) Providing honest feedback to students, 3) Encouraging all students to contribute and participate in class, 4) Valuing students' individual way of knowing and learning, 5) Conveying those expectations to each student in a safe and supportive environment.

Objectives: Participants will:

- Gain familiarity with the ways in which expectations are communicated.
- Become sensitive to the impact that their expectations have on students' self-esteem and achievement.
- Examine their biases related to gender and ethnic groups, to encourage and foster high expectations for all students. (This sounds like two (2) different objectives.)
- Develop strategies for communicating high achievement expectations for all students.

Time Frame: 2 - 3 hours

Preparation Requirement/Materials: See Section 4

- Equipment
 - o Overhead projector and screen, overhead pens, easel, newsprint, and markers, multicolored adhesive dots
- Transparency:
 - o Expectations and Achievement: Points to Ponder
 - o Lessons Learned: Who gets an opportunity to respond?
 - o More Lessons Learned: How can teachers make a difference?

Program Outline/Sequencing:

- 4.9 The Effect of Teacher Expectations
 - o Staged Scenario 1: Sorting and Selecting by Educational Attainment
 - o Staged Scenario 2: Sorting and Selecting by Grade Level Taught.
 - o Variations – Mixed Subject Areas
 - o Mixed Educational Levels.

Follow-up Activities from Toolkit:

- 1.1.6 “Naive Expectations or Harsh Realities...?” (p. 35)
 - o Equity Case Discussion (p. 37)
 - o Fighting for Life in Third Period (p. 44)
 - o Case 6 Commentaries (p. 48)