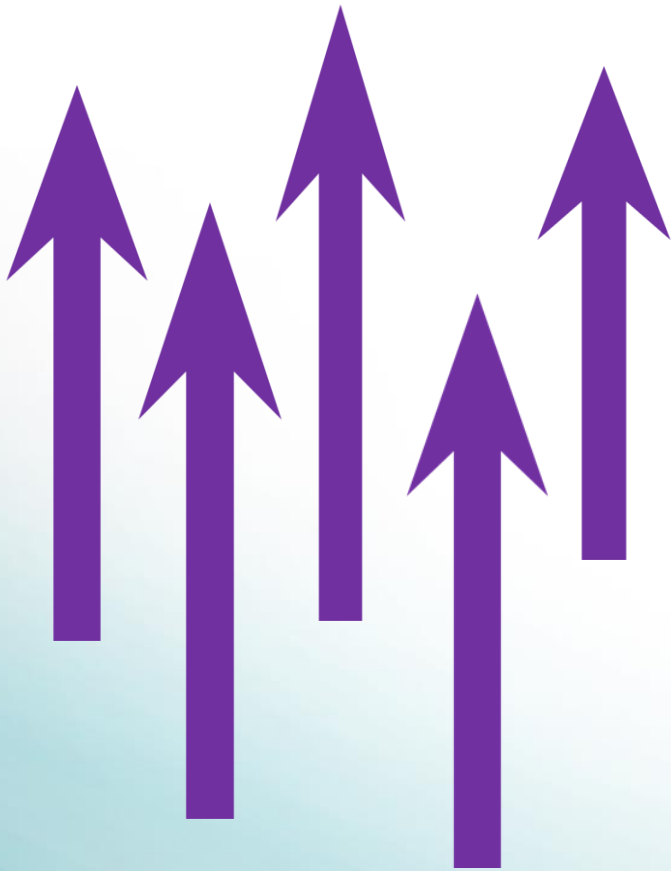


Transforming the Classroom:

Establishing High Expectations
for All Students



Jessica Costa

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Jessica Costa

To my family for supporting me
and my university for inspiring me

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Preface

Using a Handbook to Improve Educational Practice Today

The pages that follow will provide you with the tools you need to glean the most from this handbook. The context, purpose, and organization of this work is described, along with the author's experiences that inspired the creation of this handbook.

Reflective Questions to Consider Before Reading the Preface

1. How have your experiences in the classroom, both as a student and as an educator, have influenced your decision to draw from this specific handbook?
2. What policies, events, or trends motivated you to improve your teaching practices at this point in your career?
3. What do you hope to accomplish after reading or referencing the information and strategies presented in this handbook?

Education Today

This handbook was developed with 21st century, American students and classrooms in mind. Much of the research utilized here draws upon the experiences of ethically, culturally, and linguistically diverse students. Many of the strategies and activities included in this handbook encourage creativity, critical thought, and collaboration. This focus on the current student population and trends in education

helps to ensure that this information is relevant, useful, and applicable to any classroom setting.

The Purpose of the Handbook

This handbook was created to help classroom teachers establish and hold high expectations for their students. Rather than suggesting district, state, or school-wide solutions, this guide provides classroom teachers with strategies and activities that they can use in their own classrooms to help their students reap the benefits of being educated in a high expectation classroom. Providing teachers with methods that they can utilize within their own classrooms can inspire a sense of empowerment and agency.

Motivation and Inspiration

The creation of this handbook was inspired by the high expectation teachers who are currently in the field fostering positive student interactions and experiences through high expectations. This work was also motivated by the many teachers who hold their students to low expectations. Phrases such as, "these students are hopeless," "he won't amount to much," and "she will never be able to accomplish grade-level tasks successfully" are characteristic of these low expectation educators.

A Note About the Author

The author of this handbook, Jessica Costa, is a product of and advocate for the California State University System. She earned her bachelor's and master's degrees, as well as her teaching credentials, from California State University Fullerton. Her background in sociology and child development, along with curriculum and instruction have impacted her research interests and efforts. At the core of her educational philosophy is her commitment to providing all students with a just, equitable, and inclusive educational experience. These values are evident in her professional work, including this handbook. She views the topic of teachers' expectations as a direct pathway through which she can put her philosophy into practice and improve students' schooling experiences. Overall, her main purpose for

creating this handbook is to help teachers address their low expectation mindsets and practices, which she hopes will improve both teachers' and students' experiences in schools.

Organization and Tips for Usage

This handbook is divided into chapters. Each chapter addresses a major area of research within the field of teacher expectation improvement. These chapters are further broken down into subtopics, which address more specific aspects of teaching. Each chapter includes a set of reflective questions designed for educators to reference before looking in-depth at the chapter. This exposes teachers to the purpose of the section, activate background knowledge and provide a sense of motivation for engaging in the activities provided in the chapter. Each chapter concludes with a set of reflective questions to assist teachers in reflecting on how they can use the information presented in the chapter to improve the quality of their students' educational experiences. Because this handbook is designed for 21st century educators, each chapter also concludes with a list of topics presented in the chapter that teachers may want to know more about. These terms are presented alongside Quick Response (QR) Codes to allow teachers to easily scan codes with a QR reader, generally supplied through a smart camera application, in order to help them to further research these topics. Chapters one and five present information on the topic of teachers' expectations, as well as how the research on this topic can be used to improve students' schooling experiences. Chapters two, three, and four offer information on strategies and activities that can help teachers to establish a high expectation classroom. Each of these three chapters cover three major areas to address. Each of these sections:

- ❖ Begins with a short statement, describing the major skills or information that a teacher will gain by delving deeper into that specific chapter
- ❖ Describes the major topic or strategy, as well as some of the previous research that has been conducted on the subject
- ❖ Provides an additional description section that includes clarifying information on the topic or strategy presented, accompanied by a graphic representation to facilitate understanding of key concepts

- ❖ Presents a bulleted list explanation of how the strategy helps teachers to establish, apply, or communicate their expectations to students
- ❖ Includes steps of implementation for each strategy, accompanied by a vignette that provides an example of a classroom teacher implementing the strategy
- ❖ Ends with a list of activities and descriptions of activities that can be adapted to meet almost any grade level's assets and needs

Rather than referencing a traditional glossary or index at the end of this handbook, teachers and other readers should reference the QR coded resources to help to clarify any terms or ideas that they are new to. Readers can also utilize the reference section at the end of the guide to locate scholarly articles on this topic as well.

Suggestions for Usage

Educators should apply their professional judgements and expertise when referencing this handbook. Although one may gain a great deal from reading this guide from cover to cover and implementing each activity, this is not always necessary. In previewing the chapters, utilizing text features, and engaging in **critical reflection**, teachers may be better able to decide which sections will benefit them most and thus require more attention. Teachers know their students best. Make adjustments and apply your knowledge of your specific students as you begin to utilize these strategies and implement these activities.

Looking Back and Glancing Ahead

The preface provided background information on this handbook in order to assist teachers in gleaning the most from reading this information and implementing these strategies. In the chapters that follow, teachers can use their understanding of this book's structure and function to aid comprehension, application, and reflection of the material presented. Chapter one provides detailed descriptions of teachers' expectations, as well as discussions of the theories this handbook is based upon. This next chapter also presents foundational information on the history of this research discipline, as well as why this concept is relevant in today's education system.

Reflective Questions to Consider After Reading the Preface

1. How have your experiences in the classroom, both as a student and as an educator, have influenced your decision to draw from this specific handbook?
2. What policies, events, or trends motivated you to improve your teaching practices at this point in your career?
3. What do you hope to accomplish after reading or referencing the information and strategies presented in this handbook?

FOR MORE INFORMATION...

Education in the 21st Century



Changing Demographics in the United States

Teacher Agency and Empowerment



Chapter 1

Teachers' Expectations

After reading or referencing this chapter, you will be able to define teacher expectations, describe the previous research findings on this topic, apply the major theoretical perspectives used, explain the significance of expectations in education today, and understand how teachers can begin to improve their own expectations of their students.

Reflective Questions to Consider Before Reading Chapter One

1. At this time, what does the term 'teacher expectations' mean to you?
2. What types of tasks do you expect your class as whole to achieve successfully?
3. When assigning a task that requires **higher-order thinking**, how do your expectations for specific students differ?

Understanding Teacher Expectations

The meaning of the phrase 'teacher expectations' has been developed and continually adjusted through numerous research efforts over the last five decades.

The term **teacher expectations** is an overarching phrase that is used to describe a teacher's thoughts, beliefs, judgements, opinions, and perceptions of a student's ability to achieve academically.

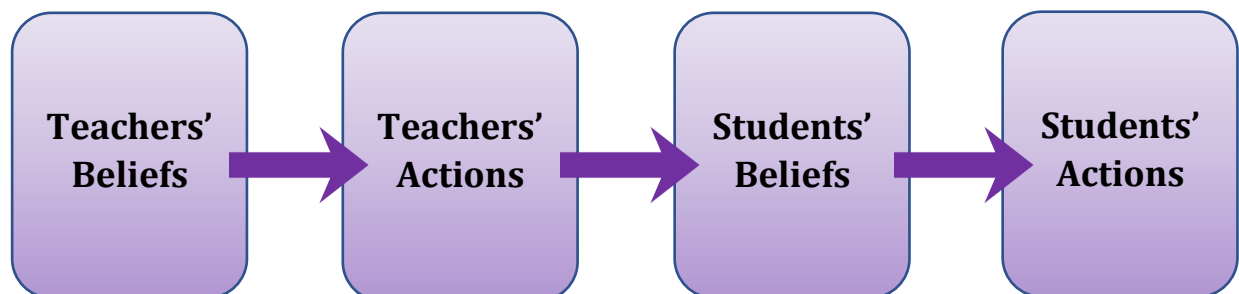
(Dusek & Joseph, 1983; Rubie-Davies et al., 2014)

Student Impact

The beliefs and perceptions of teachers impacts their actions towards students, and in return, affects students' experiences in school (Sorhagen, 2013). **When teachers hold high expectations of their students, they act in ways that promote student success, such as providing their students with appropriately challenging assignments and establishing a positive learning environment** (Cameron & Cook, 2013). **As** these students move through their educational careers, completing intellectually challenging work and developing positive conceptions of themselves as learners, they often find academic success (Liou & Rojas, 2018; Rubie-Davies et al., 2014).

Students who are held to low expectations, on the other hand, do not always develop these sophisticated academic skills and may come to believe that they cannot succeed in school. **As these students complete less rigorous assignments and engage in less meaningful discussions, they often begin to adopt their teachers' low expectations, believing that they are not as capable as their peers in achieving academic success** (Bohlmann & Weinstein, 2013).

It is important that classroom teachers address their low expectations because the negative impacts of low expectations are not believed to dissipate or decrease over time. Teachers' expectations accumulate and impact students' academic achievement throughout their educational careers (Sorhagen, 2013). Engaging in specific strategies and activities that allow teachers to raise their expectations of students has the potential to help students find success throughout their educational careers (Rubie-Davies et al., 2015). The visual below helps to explain how teachers' expectations come to impact students' academic performance.



A Brief History

Since the late 1960's teachers' expectations have been examined by educational researchers. Studies have consistently demonstrated that teachers' expectations impact students' educational experiences. The specific research focuses of this discipline, however, have shifted throughout the last several decades to reflect the experiences of current students.

Progression of Research

- ❖ The formal study of teachers' expectations began just over five decades ago in California. Rosenthal and Jacobson (1968) conducted the first-known teacher expectation study, which found that there was a relationship between teachers' expectations and students' academic success. These results were published as book called, *Pygmalion in the Classroom*
- ❖ Although the methods and instruments used in Rosenthal and Jacobson's initial study were criticized, other researchers began to design studies to confirm and further demonstrate the effects of teachers' expectations on students' experiences in school (Brophy, 1983; White & Locke, 2000).
- ❖ The study of teachers' expectations began to expand to other parts of the world, including Germany, the Netherlands, Australia, and New Zealand.
- ❖ Researchers began examining teachers' expectations across different groups, including students from different race, gender, and socioeconomic status. As the discipline grew, researchers also explored the expectations of students with disabilities, of diverse language groups, and from different family backgrounds (Cameron & Cook, 2013; Clark-Goff & Eslami, 2016; Minor, 2014; Mutoni & Reteldorf, 2018; Ormrod, 2014; Rubie-Davies et al., 2014; Sorhagen, 2013).
- ❖ Research interests expanded to include the improvement of teachers' expectations. In 2015, Rubie-Davies and other researchers designed the first-known teacher expectation intervention. This study, along with others developed since this landmark investigation, have sought to identify teachers who hold their students to low expectations and assist them in changing their practices to hold high expectations of their students (Rubie-Davies, Peterson, Sibley, & Rosenthal, 2015).

Theories to Consider

Although this handbook is a practical guide for teachers, it is based on important ideologies, theories, and perspectives. Each of these theories or perspectives help to clarify the effect that teachers' expectations can have on students. In sum, these ideologies show how teachers' beliefs impact their actions. It is through these actions that students become aware of their teachers' expectations. Brief descriptions of these perspectives are presented here to help provide context and reasoning for the strategies and activities that are discussed in other chapters.

Expectancy Theory

Teachers' perceptions are communicated to students and students are aware of the expectations that their teachers hold for them. This awareness impacts students' academic achievement and their beliefs about themselves as learners.

(Rubie-Davies, 2007)

Self-Fulfilling Prophecy Theory

When a person believes that they are perceived a certain way by another person, they will act in ways that cause this belief to become true.

(Sternberg Critchley, Gallagher, & Raman, 2011)

Stereotype Threat

When members of a marginalized group are aware that they are perceived negatively by others, they may undermine their success on certain tasks in accordance with these negative beliefs.

(Spencer, Logel, & Davies, 2016)

Deficit Ideologies

Individuals who are perceived as different than others are subject to negative thoughts, beliefs, and actions.

(Sleeter, 2005)

Labeling Theory

Individuals who carry certain labels are judged based on preconceived notions of their label, rather than their own, individual characteristics or abilities.

(Shifrer, 2013)

Relevance Today

Although the study of teacher expectations began over five decades ago, this topic continues to be highly relevant in education today. Student academic achievement is an area of concern for people who are and are not directly tied to the field of education. Here, the term academic achievement refers to a students' ability to complete academic work at or above grade level standards. Parents and other family members hope that their students succeed in school and become prosperous members of society. Teachers and administrators work to create productive learning experiences that propel students to higher levels of thought and make a living for themselves. Governmental officials at the local, state, and federal levels create policies and assessments to help ensure that Americans are able to complete on an international, economic level. Those not directly involved in education rely on the education system to socialize and prepare the next generation to uphold American society, including values, traditions, and ways of life (Santrock, 2015). **This topic is both important to investigate and important to address at the classroom level because research has consistently demonstrated that teachers' expectations impact student achievement.** Intervening in low teacher expectations provides an avenue for addressing students' academic success (Rubie-Davies, 2015).

Schools have also begun paying special attention to the mental health of students. Many school districts have adopted specific social-emotional curriculum to help students name their emotions, maintain healthy relationships with others, along with other skills (Cox-Peterson, 2011). One important aspect of students' emotional health is their self-efficacy. Teachers' expectations are also important to study because of the effect these perceptions can have on students' self-efficacy. The term self-efficacy refers to a person's belief that they can successfully achieve a task or particular status (Garcia & Chun, 2016). **Along with academic achievement, the research on teachers' expectations also indicates that these perceptions impact students' beliefs about themselves as learners.** When teachers believe that their students are not capable of completing academic success, their students begin to adopt these attitudes and also believe that they are not able to succeed (Bohlmann & Weinstein, 2013).

Of specific relevancy today for the study of teacher expectations, is the relationship teachers' expectations and diverse student populations. Currently, there

is a push for inclusivity and acceptance of diversity within teaching programs, as well as some schools and educational programs (Ormrod, 2014). Current research indicates that teachers often hold lower expectations for students who belong to certain social groups or who have been labeled in a certain way (Cameron & Cook, 2013). In the United States, students from low SES, ethnic minority, and non-English backgrounds are more likely to be held to low expectations by their teachers (Clark-Goff & Eslami, 2016; Garcia & Chun, 2016; Sorhagen, 2013). Additionally, students with different disabilities and of different genders are held to differing expectations in the classroom (Cameron & Cook, 2013; Mutoni & Retelsdorf, 2018). Because these differing expectation trends, it is important for teachers to explicitly engage in practices that assist them in developing high expectations for students, no matter their background, status, appearance, or ability. Practical guides, such as the handbook presented here, can help teachers to establish high expectations for students and support their self-efficacy and academic achievement.

Addressing Expectations

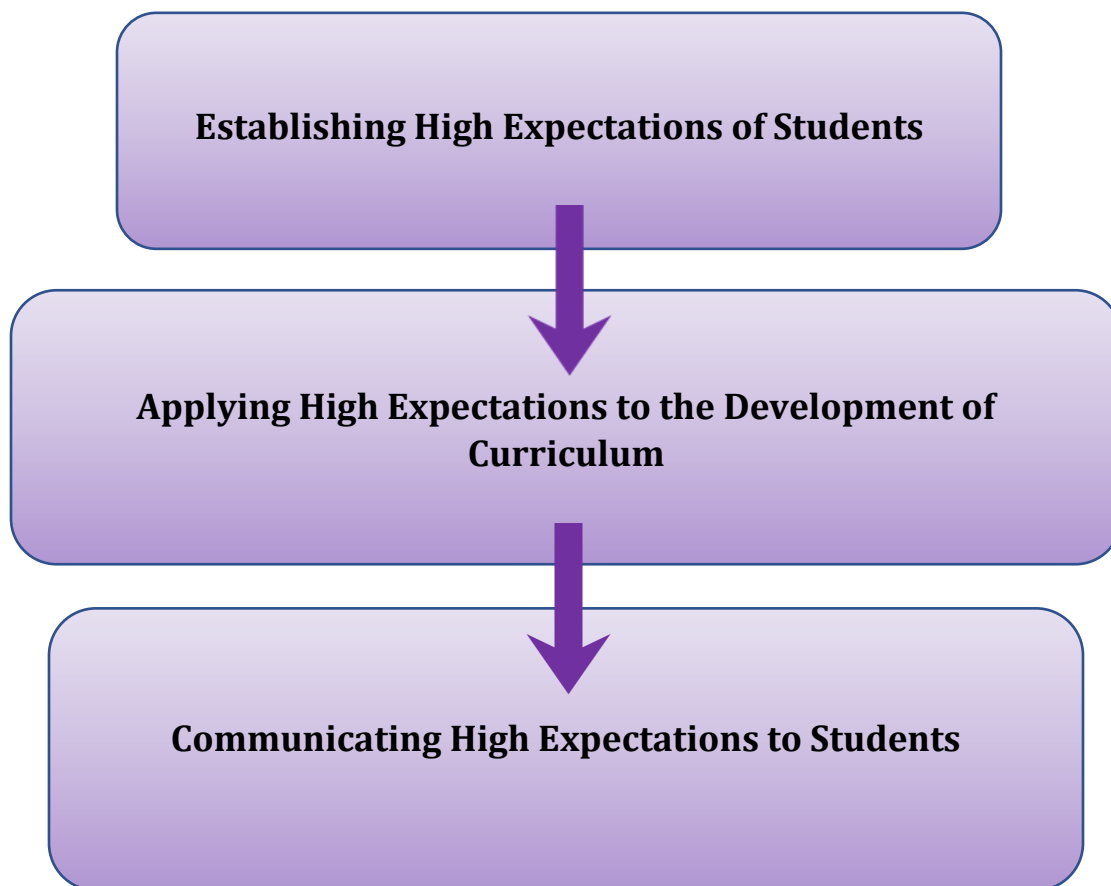
This handbook utilizes a multilevel process in order to assist teachers in transforming their classrooms through their expectations of students' academic capabilities.

The Process of Using Expectations to Improve Experiences

- ❖ In order to address low teacher expectations and improve students' experiences in school, teachers must first engage in practices that help them to improve their expectations of their students. Engaging in other practices that held students benefit from high teacher expectations would be impossible if their teachers continued to believe that their students are unable to complete high level work.
- ❖ In order to help teachers to put these high expectations in into practice in their classrooms, teachers should also employ strategies that allow them to apply their high expectations to the classroom. Implementing a curriculum supportive of high expectations helps teachers to both continue to raise their expectations of students and provide their students with opportunities for academic success and self-efficacy improvement.

- ❖ Because students become aware of their teachers' expectations, **teachers must lastly utilize specific methods that allow them to explicitly communicate high expectations to their students.** Knowing that their teachers believe they are capable of achieving high level work further encourages students to believe they too can take part in complex, and meaningful schoolwork.

After establishing high expectations of students, applying these expectations to the development of curriculum, and communicating high expectations, teachers will be better able to help their students reap the academic and personal benefits of high teachers' expectations. The next several chapters will provide a specific guide, complete with strategies and activities, to help classroom teachers engage in this process and improve their students' experiences in the classroom. The graphic presented below provides a visual representation of the multilevel steps that this handbook utilizes.



Looking Back and Glancing Ahead

This chapter provided information on the history of the study of teacher expectations, important theories related to this topic, and the method that this handbook utilizes to address teacher expectations in the classroom. The next chapter provides teachers with information on how they can establish accurate understandings and high expectations of their students.

Reflective Questions to Consider After Reading Chapter One

1. How has your understanding of term 'teacher expectations' changed after exploring this chapter?
2. Think of students that you hold high academic expectations for and students that you hold lower expectations for. What do these groups have in common? How are they different?
3. Why might students from low socioeconomic backgrounds, ethnic minorities, and non-English backgrounds be held to lower expectations in the classroom?

FOR MORE INFORMATION..

Teacher Expectations



Pygmalion in the Classroom

Education and Socioeconomic Status



Students with Disabilities

Expectancy Theory



Self-Fulfilling Prophecy Theory



Stereotype Threat



Deficit Ideologies



Labeling Theory



Self-Efficacy



Chapter 2

Establishing High Expectations of Students

After reading or referencing this chapter, you will be able to describe the process of improving teachers' expectations of their students and implement strategies and activities that will help you to establish high expectations of your students. These strategies and activities focus on transforming assessment practices, strengthening school collaboration, and understanding funds of knowledge.

Reflective Questions to Consider Before Reading Chapter Two

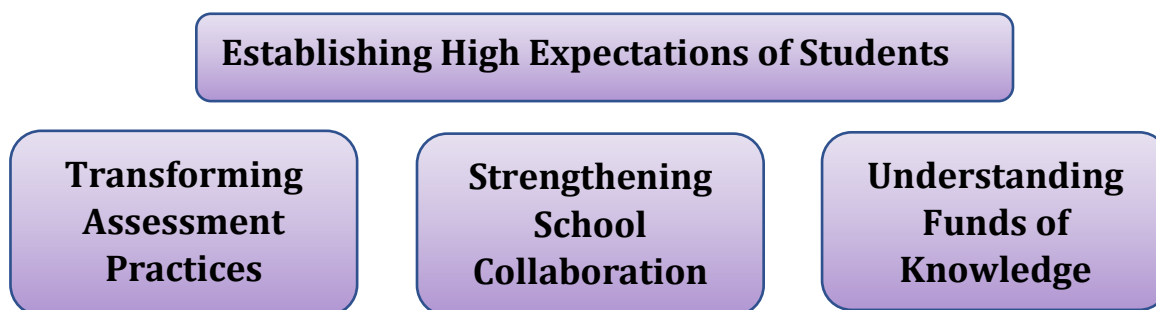
1. When making decisions about the tasks that students can and cannot successfully complete, what factors do you consider?
2. How do your colleagues impact the expectations that you hold for your students?
3. What are your individual students' strengths inside and outside the classroom? How did you obtain this information?

The Establishment of Expectations

Current research efforts on teachers' expectations often conclude that the damaging impacts of low teacher expectations should be addressed by helping teachers establish high expectations of their students. Although many of the available studies and teacher resource materials only provide this vague suggestion, some key

research efforts provide more specific recommendations as to how this can be accomplished. These noteworthy sources are heavily drawn upon in this chapter in order to provide accurate, effective, and easily applicable ways in which teachers can raise their own expectations of their students.

When taking a closer look at research on the establishment of high expectations, it becomes clear that **teachers' misconceptions and lack of knowledge about their students' capabilities contributes to the development of low teacher expectations** (Ramkellawan & Bell, 2017). When teachers do not have a firm grasp on students' abilities, they come to expect less from their students in the classroom, especially when completing complex and sophisticated tasks (Cameron & Cook, 2013). These low expectations and misrepresentations of students are often informed by deficit perceptions about marginalized groups. For example, teachers may believe that their students from low income backgrounds are unable to complete high-level tasks because they do not have access to educational materials outside of school or have parents who do not value education (Sorhagen, 2013). Other teachers may rely on broad generalizations about what students are capable of in order to form their expectations of what their specific students know and can do (Ramkellawan & Bell, 2017; Mutoni & Retelsdorf, 2018). For example, teachers may believe that because they teach primary grades, their students are not capable of higher-order thinking skills, such as analysis, synthesis, and evaluation. **Rather than forming expectations by relying on deficit ideologies and broad generalizations about student ability, teachers can work to establish high and accurate expectations of their students through transforming assessment practices, strengthening school collaboration, and understanding funds of knowledge.** As an educator it is important to base expectations for a student on a well-rounded, precise understanding of their assets and capabilities. The graphic below highlights three major ways in which teachers can establish high and accurate expectations of their students within their own classrooms.



Transforming Assessment Practices

Resisting traditional assessment practices and implementing diverse, formative assessments can help teachers gain a more accurate understanding of their students' assets and capabilities, allowing them to establish reasonable yet high expectations of their students.

What is Assessment?

The term **assessment** refers to the way in which people collect and analyze data. Teachers, school districts and the government design and administer student assessments. This data is often used to make decisions about school effectiveness, teacher retention, and large-scale student performance. Classroom teachers generally use assessments when choosing learning activities, instructional strategies, and accommodations for their students (Guillaume, 2016). Because of the current focus on assessment-driven instruction, it is important that teachers are exposed to assessment practices that are supportive of high teacher expectations.

Types of Assessment

Teachers assess their students in many different ways and for many different reasons. Although research suggests that teachers can establish high expectations for their students by transforming their assessment practices (Ramkellawan & Bell, 2017), it is important to pay specific attention as to which types of assessments should be used. Some common forms of assessment include formative, summative, diverse, and traditional assessment (Guillaume, 2016). The graphics below provide general descriptions of each of these assessment types.

Traditional Assessment

- ❖ Collects information on students in standardized and rote ways
- ❖ Often reported as a numerical score that is thought to be representative of the students' understanding and retention of content

(Guillaume, 2016)

Diverse Assessment

- ❖ Collects information on students in novel and assorted ways, rather than through traditional assessment methods
- ❖ Can be implemented to help teachers measure a range of student knowledge, skills, and abilities

(Timmons, 2018)

Formative Assessment

- ❖ Measures student progress throughout a lesson or unit
- ❖ Allows teachers to collect information on student knowledge or skill development
- ❖ Data is generally used to guide teachers in how they should adjust their teaching practices

(Timmons, 2018)

Summative Assessment

- ❖ Measures student achievement at the end of a period of learning
- ❖ Assists teachers in making decisions about students' overall mastery of the content or skill
- ❖ Data is generally collected for grading and reporting purposes

(Guillaume, 2016)

Using Assessment to Establish High Expectations

Assessment is effective in helping teachers establish high expectations of their students' academic capabilities. Although educators should engage in each of the types of assessment described above, focusing specifically on formative and diverse assessments can help teachers to establish high expectations of their students. When teachers are diligent about collecting data on their students' capabilities, they are provided with multiple opportunities to discover their students' strengths and to create ways to effectively address their needs (Timmons, 2018).

- ❖ When teachers regularly and accurately assess their students, they have access to data about students' actual knowledge bases, skills, interests, and abilities (Ramkellawan & Bell, 2017).
- ❖ Having access to concrete, observable data helps teachers to refrain from basing their expectations on generalizations about what students should and should not be able to accomplish successfully (Mutoni & Retelsdorf, 2018; Wilson, Sztajn, Edgington, Webb, & Meyers, 2017).
- ❖ Using data to establish expectations helps educators to refrain from using gender stereotypes, misconceptions about disabilities, deficit views of different ethnic groups, and other generalizations as a basis for their expectations (Cameron & Cook, 2013, Mutoni & Retelsdorf, 2018, Minor, 2014).
- ❖ Sole reliance on traditional and standardized methods may not capture the abilities of diverse students because these assessment methods can be culturally and linguistically biased (Minor, 2014).

- ❖ **Formative assessments allow teachers to fairly establish and more frequently adjust their expectations of students' academic skills and knowledge.**
Educators who only rely on summative assessments, or assessments that generally take place after a unit of instruction, have far less opportunities to gather data on students ever-changing capabilities (Rubie-Davies, 2014).
- ❖ **Diverse assessments help teachers to establish high expectations because assessing students in novel ways, such as compiling portfolios, asking them to create detailed visual representations, or observing students as they complete a task can help teachers to collect information on an expansive range of students skills and understandings** (Rubie-Davies, 2014). If students are never asked to draw, dictate, create, and use technology during assessments, teachers may not be able to identify students' strengths in these areas. Teachers may also ask for input from other individuals in order to see what strengths other individuals find and perceive in student work.
- ❖ The use of formative, diverse assessment is not only supported by research on teachers' expectations, but also by Universal Learning Design, because this approach allows students to demonstrate understanding in multiple ways, and Multiple Intelligences, because students are invited to draw on many different learning styles during these assessments (Guillaume, 2016; Santrock, 2015).
- ❖ Having an accurate and more precise understanding of students' capabilities allows teachers to develop appropriate, person-specific, and high expectations of students' academic abilities (Timmons, 2018).

Implementing Formative, Diverse Assessments in the Classroom

When working to establish high expectations for students through the implementation of formative, diverse assessment practices, it is important that educators take time to purposefully consider, select, plan, and implement the assessments. It is also essential that they continuously reflect on how new or different information about specific students can be used to adjust their expectations of what students know and can do in the future. Because this handbook is designed specifically for classroom teachers, these implementation ideas and suggestions focuses on classroom level, teacher-analyzed assessments.

Consider What Students Should Know or Be Able to Do

- ❖ When planning lessons or units, the concepts or skills that are going to be assessed should be identified early in the process (Sleeter, 2005).
- ❖ **Multiple formative assessments should be designed to monitor student progress throughout the given lesson or unit** (Guillaume, 2016).
- ❖ Choose formative assessments specific points in the lesson in which you need to understand what students know or can do. Often, data analysis is focused on formal, summative assessments. With this model, teachers should also plan to analyze formative assessment responses to make decisions about how to proceed with learning, as well as what students should be expected to do as they move through the learning process (Timmons, 2018).

Example in Context: A teacher decides that they are going to engage their fourth-grade students in an integrated English language art writing and science unit. The students will analyze and evaluate several sources (such as articles, videos, images, and reports) and then write a paragraph expressing their opinion on zoos. Before the lesson, the teacher decides that they want to formatively assess students to purposefully monitor their progress and adjust expectations at three points throughout the unit. The teacher knows that they will be constantly checking in with students to ensure that they are leaning, however they also realize that they should purposefully gather and analyze data so that they are able to adjust their expectations of students if warranted. First, the teacher plans to assess students' academic vocabulary development, followed by their understanding of the pros and cons of zoos, and lastly how they use an organizational structure to compile and categorize their ideas before writing a final draft of their paragraph.

Determine How Students Can Demonstrate Achievement

- ❖ After deciding which concepts are integral to achievement and should be assessed throughout a lesson or unit, it should be decided how students can demonstrate their understanding (Rubie-Davies, 2015).
- ❖ **Consider allowing students to demonstrate achievement using different language skills (writing, speaking) and non-verbal response methods (movement, drawing)** (Greenes, Wolfe, Weight, Cavanagh, and Zehring, 2011).

- ❖ As assessments are selected, it should be kept in mind that these activities should build off one another and can lead to a summative assessment or culminating experience (Guillaume, 2016).

Example in Context: Within the context of the ELA and science unit, the teacher makes purposeful decisions about how they can formatively assess students in diverse ways. The teacher decides that students will demonstrate understanding through movement, verbal presentation and collaboration, drawing, and writing, because they know that they can gather information on a wider range of student ability if multiple modalities are used. When students will demonstrate their understanding of academic language terms relevant to this unit twice. First, students will show what they know about the term 'opinion' by taking part in a four corners activity. As the teacher presents different statements on the board regarding the meaning of the term 'opinion,' students move to different corners of the room, indicating whether they 'strongly agree,' 'agree,' 'disagree,' or 'strongly disagree' with the statements. Students will then be presented with different opinion statements and be asked to nonverbally respond in the same way to show how they feel about the statements. Next, in groups of four, students will be given one academic vocabulary term and asked to present their term to the class using a technological presentation tool, to showcase a definition, examples, nonexamples, and visuals that accompany the term. In order to assess whether or not students understand what a pro/con is and can analyze/synthesize information that they read about, students will be asked to complete a quick draw. Lastly, students will use writing and their knowledge of graphic organizers to create and complete an organizer that demonstrate how they plan to organize their opinion paragraph.

Plan How Data Will Be Collected and Analyzed

- ❖ Once a diverse range of activities have been selected, decide how information will be collected. If students are performing a task, an observation guide may need to be designed to help aid the collection of data. If students are drawing or writing, samples will need to be collected and a short rubric may need to be created. If students are performing or speaking, technology may need to be used to record students' presentations for deeper consideration at a later time (Guillaume, 2016).

- ❖ To analyze data, it must be decided what parameters are used to measure success. If students are analyzing an image, a checklist may need to be created to ensure that specific student skills or knowledge is thoroughly paid attention to. It may also be helpful to seek input from other parties to help identify more strengths and insights about student work (Guillaume, 2016).
- ❖ If data is not purposely collected and analyzed, some of the students' emerging insights, understandings, and reflections may not be discovered and then applied to the teachers' perceptions of the student (Timmons, 2018).

Example in Context: In order to gather high quality information about students' capabilities, the teacher decides to utilize specific tools to aid data collection and analysis. The teacher creates an observation guide to note which students understand the term 'opinion,' can respond nonverbally to opinion statements, and collaboratively create a presentation that thoroughly examines one academic language vocabulary word. This helps the teacher to note instances of progress and adjust their expectations accordingly. During the quick draw, the teacher uses a checklist with comment boxes to ensure that the student understood what a pro/con was, analyzed the information that they read about zoos, and synthesized their ideas thoughtfully using images, or a combination of images and other forms of communication. The teacher sends these documents home and asks for parent input on student performance. Parents can assess and respond however they choose as image analysis does not require the English language and they can provide feedback in any language. Lastly, the teacher creates a rubric to see how students create and use organizational structures for their paragraph writing tasks. The rubric provides the teacher with precise, student-specific information about what a student knows so that fair and high expectations can be established for each student. The teacher asks students to self-assess their organizers to see what insights students offer about their own performance.

Reflect on Assessment Data and Adjust Expectations

- ❖ Most importantly, student assessment data should be reflected upon by the teacher. In order to glean rich insights about students' assets, interests, knowledge base, skills, and capabilities, teachers must carefully consider and reflect on formative and diverse assessment results (Timmons, 2018).

- ❖ Consistent with the principles of formative assessment, analysis and reflection should take place often to maximize the opportunities that teachers have to recognize their students' strengths and establish high, appropriate expectations (Rubie-Davies, 2014).

Example in Context: After planning, administering, and analyzing each assessment, the teacher takes time to reflect on the data. They first look at the class as a whole to see how students are progressing towards the learning goals. They then look at specific students to see their progress. Next, the teacher carefully reflects on the new, and possibly different, information that they received about their students as individuals. They use this information to think about what their students are good at, what they know, and what they are capable of for future tasks. The teacher readjusts their expectations for students and makes any changes to their instruction to ensure that the students and the unit are as successful as possible.

Activity Suggestions

The activities that follow are suggestions of formative and diverse assessments that teachers can utilize to help them to better understand students' capabilities and raise their expectations of their students.

Activity	Description	Planning & Implementation
Quick Draws (Yopp & Yopp, 2014)	Students are given a set time to create a visual representation of a concept, idea, or event. Students also have the option to add labels or other features to enhance the presentation of their drawing. This activity benefits students with diverse learning needs, such as ELLs, because they can demonstrate understanding and analysis without the use of language.	A teacher decides on a concept that they want to assess students' understanding, analysis, or synthesis of. They then decide on the amount of specificity they would like from students. For more specific representations, students need a detailed prompt and longer time period. More general understandings can be assessed in shorter time frames, using an overarching prompt.
Four Corners	Students are provided with statements and move to different parts of the room to indicate their	After learning about a concept or idea, the teacher crafts differing opinion statements to display

(Yopp & Yopp, 2014)	thoughts, feelings, or perspectives on the statement. The corners of the room are labeled “strongly agree,” “agree,” “disagree,” and “strongly disagree.” This is adapted from an opinionnaire to include movement. Because of the focus on movement, this activity can specifically benefit students with Attention Deficit Hyperactivity Disorder (ADHD).	verbally, visually, or both. The teacher observes student movement and discussion to assess whether students understand the concepts, as well as how they analyze them in order to form an opinion. The teacher can also use this activity to measure students background knowledge or initial opinions on a topic before instruction occurs.
Notice and Wonder (Rumack & Huinker, 2019)	With this activity, students are presented with an object, example, word, or image. Students are given think time and then share to the group what they notice and what they wonder about the concept or object in question. This activity benefits students who are insecure or timid because there are typically no wrong answers and all responses are given equal weight.	The teacher, often before introducing a new concept, chooses a word, item, or example for students to observe. They provide students with time to observe and then act as a scribe as students share out what they notice and wonder. They then reflect on students’ insights. Teachers can also use this strategy later in the learning process and look for specific criteria in students’ responses.
Observations (Cox-Peterson, Melber, & Patchen, 2012)	During observations used for assessment purposes, students complete a task while a teacher carefully watches and notes specific knowledge or abilities. These assessments can also benefit ELLs and students who struggle to demonstrate understanding using language. Observations are particularly effective for assessing scientific knowledge, such as how to use a microscope.	First, a teacher must decide on a concept that they would like to assess, as well as a hands-on task that students can complete to showcase this understanding. The teacher then must decide on specific actions that they will look for while they are observing students complete the task. Creating a checklist may be particularly effective in helping teachers to ensure that students understand the concept, process, or task.
Tableaux	Groups of four to six students are provided with a concept, event, or idea and asked to create a physical representation using different poses (and props if time/resources allow). Students then explain why they chose the poses they did to	With this activity, students are generally placed in groups, although they could complete this task on their own if desired. A teacher decides if students will all be presenting the same concept, or a different one. They group students with different

(Yopp & Yopp, 2014)	further demonstrate understanding, analysis, and synthesis. This activity benefits diverse learners who enjoy collaboration and think deeply about concepts.	academic strengths and provide time to students to brainstorm poses and explanations of poses. The teacher decides what they will look for in student responses, possibly creating a rubric.
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Strengthening School Collaboration

When classroom teachers collaborate with other educators, they are provided with alternative perspectives and resources which can help them to raise their expectations of their students' academic capabilities.

What is Collaboration?

The word collaboration means to work together to create or produce something. Here, the term refers to the act of educators or other invested parties working together to benefit a student or student population. Often, educators collaborate when planning classroom content, individual student interventions, clubs or extracurricular activities, classroom management strategies, and classroom organization ideas (Greenes et al., 2011). Because classroom teachers are now responsible for educating a more diverse student body than in the past (Lerner & Johns, 2015), it is important that they collaborate with other, specialized educators and students themselves in order to understand alternative perspectives, adjust teaching practices, and establish high expectations of all students (Cameron & Cook, 2013).

Collaborative Partners

Classroom teachers can and should collaborate with a wide range of educators to assist them in providing effective instruction and establishing high expectations of their students. Research suggests that classroom teachers should ensure that they collaborate with special education teachers and English as a Second Language (ESL) teachers (Cameron & Cook, 2013; Hansen-Thomas & Grosso Richins, 2015). Collaborating with psychologists, counselors, and other school personnel in order to establish higher expectations of their students (Garcia & Chun, 2016). Although there are many other educators and involved parties that teachers can and should collaborate with, research suggests that teachers should prioritize collaboration with students themselves in order to establish high expectations of student capabilities (Greenes et al., 2011). The graphics below provide descriptions of each of these collaborative partners' roles within schools and education.

Classroom Teachers

Classroom teachers are what is generally thought of as a traditional teacher. They have their own classrooms and typically educate between 20 to 35 students.

(Lerner & Johns, 2015)

Special Education Teachers

Special education teachers generally provide instruction to students with disabilities. Some work with students with mild to moderate disabilities, such as a visual processing disorder, while others educate students who have moderate to severe disabilities, such as down syndrome.

(Lerner & Johns, 2015)

English as a Second Language Teachers

English as a Second Language (ESL) teachers typically deliver instruction and provide strategies to **English language learners** (ELL), or students' whose native language is not English.

(Hansen-Thomas & Grosso Richins, 2015)

School Councilors

School councilors provide students with academic and emotional support, as well as college/career advice, goal setting opportunities, advocacy, and referrals for long-term support.

(Lerner & Johns, 2015)

School Psychologists

School psychologists provide support for students and teachers through mental health education, behavior management, learning strategy education.

(Lerner & Johns, 2015)

Students

Students are those who are being supported through the education system. Collaboration can occur with students of any age or ability.

(Greenes et al., 2011)

Using Collaboration to Establish High Expectations

In the past, classroom teachers were responsible for educating a homogenous, or similar, student body. Many teachers did not provide specific instruction or receive specific training for working with diverse learners (Lerner & Johns, 2015). Today, however, because of the changing American population, increase in focus on integrated English Language Development (ELD) models, and inclusion movement, classroom teachers educate students of many different cultures, linguistic backgrounds, and ability levels (Cameron & Cook, 2013; Hansen-Thomas & Grosso Richens, 2015; Liou & Rojas, 2016). **Because research shows that diverse student populations are often held to low expectations by teachers, it is important that these educators collaborate with special education teachers, ESL**

teachers, school psychologists, school counselors, and students in order to establish high expectations and provide equitable, high-quality education to all students

(Cameron & Cook, 2013; Greenes et al., 2011; Hansen-Thomas & Grosso Richins, 2015). Although teachers should also be sure to create collaborative opportunities with administrators, families, additional mental health support staff and other educators (art, physical education, technology, etc.), ensuring successful collaboration with the key parties listed above may help teachers to raise their expectations of students.

- ❖ The establishment of low expectations is often driven by a misunderstanding of students' capabilities and strengths (Ramkellawan & Bell, 2017).
- ❖ Collaboration allows teachers to establish high expectations for students by gleaned more information about students' assets and capabilities through sharing knowledge with others (Cameron & Cook, 2013; Hansen-Thomas & Grosso Richins, 2015).
- ❖ When classroom teachers work with special education teachers, they are provided with new knowledge bases, mindsets, and strategies that help them to adjust their perceptions of students to be more accurate. These more precise understandings of students with disabilities allow classroom teachers to establish person-specific, appropriately high expectations of their students' academic capabilities (Cameron & Cook, 2013).
- ❖ Collaborating with ESL teachers allows classroom teachers to better understand their students' whose languages differ from their own. These partnerships with ESL teachers allow classroom teachers to gain culturally relevant teaching strategies and mindset frameworks that allow them to better instruct and establish expectations for English learners (Hansen-Thomas & Grosso Richins, 2015).
- ❖ Working with school counselors and psychologists exposes teachers to a multitude of research findings, resources, and frameworks for better understanding the academic potential of students with emotional and behavioral needs. These stronger and more precise understandings of students, again, allow teachers to establish high expectations for each of their students (Garcia & Chun, 2016).
- ❖ Collaborating with students can assist teachers in gathering information about students' assets, interests, and capabilities. Rather than viewing students as recipients of information, teachers can collaborate with students in order to help them see students as capable individuals who bring diverse cultural

experiences, linguistic resources, and cognitive skillsets to the classroom
(Greenes et al., 2016).

Implementing Collaboration Through Educational Partnerships

When seeking to establish high expectations of students' capabilities, it is important that teachers collaborate with others in purposeful and equitable ways. Rather than collaborating with other educators or students periodically or without a specific plan in mind, **effective collaboration can be intentionally fostered through the development and maintenance of an educational partnership**. To establish an educational partnership, it is essential that all parties involved have leadership roles and continually work to ensure that the partnership is beneficial for everyone involved (Coz-Peterson, 2010). Because this handbook was designed for classroom teachers, the steps and suggestions presented here coincide with a teacher-initiated partnership with other educators/and or students.

Decide Which Parties Are Most Beneficial to Partner With

- ❖ Although it may be beneficial to partner with many different people different people to help establish high expectations of students, it is important to decide which specific partners would benefit this process most.
- ❖ Because other partnerships can be established in the future and focused, specifically-planned partnerships are most successful in creating positive change (Cox-Peterson, 2011), **it may be beneficial to begin a partnership with one individual or a small group of individuals, such as an ESL teacher, a team of special education teacher, a school counselor, or a small group of students.**
- ❖ It is important to consider students' needs and current teacher expectations. If a teacher is unsure what their English learner students are capable of or find themselves continuously assigning low-level work to these students, they may seek a partnership with an ESL teacher on their school campus.

Example in Context: When reflecting on their expectations of students' academic capabilities, a first-grade, general education classroom teacher realizes that they do not have an expansive understanding of their students with disabilities' academic potential. For example, this teacher recognizes that they often assign lower level work to their student with dyslexia and their student with mild autism. The teacher

decides to seek out a partnership with the Specialized Academic Instructor (SAI) teacher who provides special education services to these students for differing percentages of the school day.

Propose the Partnership and Ensure Mutual, Equitable Interest

- ❖ After deciding who may make a strong and beneficial partner, the partnership should be proposed to this partner. **It is important to be prepared when first approaching potential partners** (Cox-Peterson, 2011).
- ❖ Prepare a statement about your current interest in collaboration, as well as how the other partners and students/school as a whole may benefit from this collaboration. Partnerships are only viable if all parties have a vested interest.
- ❖ **If the partners agree to collaborating with one another, shared purposes, goals, and norms should be established.** Decide collaboratively on the major intent of the partnership, as well as two to three short-term objectives and longer-term goals that support this purpose. Set norms for the partnership. Some suggested norms include shared responsibility for collaborative tasks, respect for all parties' lived experiences, and mutual commitment to goal achievement (Cox-Peterson, 2011).
- ❖ Identify any potential barriers to an equitable partnership. Consider the need for additional time, funding, or resources, as well as cultural/linguistic differences and professional experience differences.

Example in Context: After deciding to collaborate with the SAI teacher on campus, the first-grade teacher reflects on the potential partnership and prepares to discuss this opportunity with the SAI teacher. The first-grade teacher decides they will share their concerns about their students with disabilities and their personal interest in wanting to adjust and raise their expectations of these students' capabilities. When initially discussing this with SAI teacher, the teacher plans to discuss how collaborating could aid the lesson planning process and improve student behavior on campus because the students will be exposed to consistent routines and procedures. After the two teachers mutually decide to continue with the partnership, they develop a purpose for collaborating: to adopt new perspectives in order to better understand students' abilities. The partners then decide on short-term objectives: to understand one another's professional experiences and teaching philosophies, to share current

strategies, and to seek out new resources collaboratively. They also decide on long-term goals: to gain new/more information about students' progress and to raise their expectations of students' academic (and non-academic) abilities. These partners decide at minimum, they will meet for one hour before school each week to accomplish these objectives and goals. The new partners also negotiate norms: respect different perspectives, be open to new approaches, and continually reflect on students' assets, needs, and capabilities. Lastly, before beginning, the teachers identify barriers, which include: one extra hour per week of work and locating new resources. The pair decides they will meet before school on Tuesdays because this works best for both schedules, and they decide to try to use online, free articles when locating new resources.

Implement and Evaluate the Partnership

- ❖ Allow time to implement the partnership. Begin utilizing the agreed upon norms and addressing short-term objectives.
- ❖ **Continuously reflect on the purpose, goals, effectiveness and equity of the partnership.** It is essential to ensure that all involved feel that the partnership is effective and worth-while (Cox-Peterson, 2011).
- ❖ If reflection leads to suggestions for change, implement these adjustments and continue to evaluate the effectiveness of the partnership.

Example in Context: The teachers begin implementing their partnership. They decide that in order to better understand each other's professional experience, they will interview each other. They also decide to have a resource round table, where they share their favorite teaching methods, frameworks, and strategies, as well as discuss how these methods give them insight into their students with disabilities' capabilities. The two partners also leave time to reflect on how new information impacts their perceptions of students and willingness to engage in new, unfamiliar teaching methods. They also continue to evaluate the partnership and barriers. They realize that an unanticipated barrier was communication, so they decide to set up a digital message board through Padlet, where they can communicate at their own convenience without forgetting key points before in person meetings.

Reflect on the Collaborative Partnership and Adjust Expectations

- ❖ By purposefully reflecting on new information gained through collaboration, as well as how this information provides in sight on students' assets and capabilities, teachers will be able to adjust their perceptions of what students should be expected to accomplish in the classroom (Hansen-Thomas & Grosso Richins, 2015).
- ❖ Without reflection and application of knew knowledge, collaboration will be unable or less likely to assist teachers in establishing high expectations of students.

Example in Context: The teachers begin to develop new insights about their students, they set aside the last ten minutes of each meeting to reflect on how their expectations have changed for their students with disabilities, as well as how they can apply this information to the classroom setting to better serve these students. The teachers ask each other reflective questions to aid this process, provide support for one another, and brainstorm person-specific, appropriate, and high-level work for their students to complete. They lastly discuss providing the students with accommodations, such as extra time ad resources, to help students complete the same, rigorous tasks as their peers.

Activity Suggestions

The activities that follow are suggestions for ways in which newly established partners can begin collaborating with one another in order to help them to better understand students' capabilities and raise their expectations of their students.

Activity	Description	Planning& Implementation
Interviews	Collaborative partners design questions for one another to answer. Questions center on professional/relevant life experiences, teaching philosophies, and instructional methods. This activity provides partners with a purposeful way to understand each	Implementation will vary based on the partnership. For example, a small group of adults may brainstorm questions and answer them in a casual manner. If a teacher is partnering with students, they may need to guide students in

(Cox-Peterson, 2011)	other's perspectives and learn from each other.	creating questions for the teacher to answer/address.
Coplanning and Coteaching (Greenes et al., 2011)	Coplanning involves designing lessons collaboratively, while coteaching occurs when lessons are instructed in a collaborative way between more than one party. Coplanning can occur between educators, or between educators and other parties, such as students or experts on a topic. Coteaching generally occurs with two or more educators, however other qualified parties can serve as coteachers.	Coplanning with students is effective in helping teachers to both incorporate student interest into the classroom, and to begin viewing students as capable, knowledgeable individuals. Because many students are digital natives, it may be effective in coplanning with students when making decisions about technology usage during lessons. When coteaching with other educators in order to learn from one another, it is also important to plan with one another so methods can be shared.
Observations (Lerner & Johns, 2015)	When teachers partner with other individuals in order to better understand their skills and knowledge in a specific area, they may choose to observe each other. Here educators must make it clear that they are observing each other to gain new insights on student ability when using certain strategies, not to evaluate each other's instructional choices.	With this activity, educators must first agree that they are comfortable being observed and find a time that works for all parties. When being observed, partners (such as teachers, counselors, etc.) should utilize strategies that will help other partners to see students successfully completing tasks they may not generally have the chance to see in other settings.
Resource Round Table (Cox-Peterson, 2011)	With this strategy, teachers and other adult partners select resources (activities, strategies, theories, research) that help them to gain insights on students' assets and capabilities. They then share the resources with each other and provide an explanation as to how the resource helps them to establish and maintain high expectations of students.	Sharing resources can vary based on the climate of the partnership. For formal partnerships with less familiar people, this may be a more scripted process. For others, this may be a casual process and occur spontaneously. All partners should make purposeful decisions about what and when to share to ensure that information is exchanged.
Professional Development	Here, teachers and other partners within the field of education decide on professional development	To help narrow down the large pool of possible events, trainings, or programs to engage in, partners

(Greenes et al., 2011)	opportunities that may help one or (ideally) more partners to raise their expectations of students.	should think of a target population that they hope to establish high expectations of. For example, if a classroom teacher is struggling with holding a student with autism to high expectations, the SAI teacher may suggest they attend an event centered on showing the capabilities and assets of these students.
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Understanding Funds of Knowledge

Discovering students' diverse resources through a funds of knowledge approach can help teachers to recognize an expansive range of students' assets and capabilities. This authentic, deep knowledge about students can help teachers to establish high expectations for students of all backgrounds.

What are Funds of Knowledge?

The phrase funds of knowledge refers to knowledge bases and skill sets that are gained through cultural experiences and essential to living a certain way of life. A funds of knowledge approach to education honors this cultural and lived-experience knowledge, viewing these as strengths that can be used as a basis for academic learning (Ladson-Billings, 2007). This approach is especially effective when working with students who are traditionally labeled as “at-risk” and held to low expectations in the classroom, such as students from diverse linguistic, ethnic, or socioeconomic backgrounds (Clark-Goff & Eslami, 2016; Garcia & Chun, 2016; Liou & Rojas, 2016).

Funds of Knowledge and Deficit Perspectives

Teachers hold students to low expectations when they do not understand what the students is capable of and what resources the students can bring into the classroom, or when teachers view students' capabilities and available resources as irrelevant to the schooling experience (Liou & Rojas, 2016; Ramkellawan & Bell, 2017). These teachers view difference as an asset, rather than a setback. For example, a teacher may not realize that one of their students has a parent who works as a delivery driver, who transports packages and materials across the country. If the teacher was aware of this, they may also view the parent's temporary absences through a deficit perspective, believing that this career path puts the student at a disadvantage because the parent is not at home completing tasks such as nightly reading or phonics support. However, if the teacher takes a funds of knowledge approach to this student's experiences, they may realize that has accumulated knowledge about the diverse landscapes of the country, cost/benefit analysis as to when and where packages could most effectively delivered, as well as sophisticated skills, such as using technological communication methods to convey feelings and synthesize

information in a set amount of time. If carefully reflected upon and considered by the teacher, this knowledge and these skills can be applied to the classroom setting (Cox-Peterson, 2011). Rather than seeing this student as a poor or disadvantaged reader, using a funds of knowledge approach can help this teacher to establish high expectations for their student, viewing them as a liaison for input on the distances between key locations throughout the geographic region, capable of providing examples of how cost-benefit analysis can be used in an authentic context and skilled with using digital communication for a variety of purposes (Moll et al., 1992). The graphic below presents examples of dialogue that help to clarify the differences between a funds of knowledge and deficit perspective of education.

Deficit Perspective

“My students’ families do not value education. Their jobs do not require academic skills, so they do not teach these skills to their children.”

“Because my students are not fluent in English, they will struggle with reading for years to come.”

“My students are obsessed with video games and will never complete their math homework on time.”

“I work at a low-income school, so we do not get to complete fun and interesting project-based learning activities. We have to focus on the basics.”

Funds of Knowledge Approach

“My students’ family members are invaluable resources no matter what they do for a living or what language they speak.”

“My students’ experiences with languages other than English will help them succeed in the job market.”

“I can use students’ interest in technology to motivate them to complete mathematical word problems.”

“My students are creative problem-solvers who use their resources in ways that I never considered. We use these project-based learning skills to bolster our multiplication skills.”

Using Funds of Knowledge to Establish High Expectations

When teacher adopt a deficit view of their students, they do not expect them to achieve academically, leading them to assign low-level work and communicate to students that they are unable to find success in their schoolwork (Cameron & Cook, 2013; Rubie-Davies et al., 2014). Rather than labeling students as at-risk, upholding deficit

perspectives about students' lack of traditional educational assets, and forming low expectations based on background experiences, **teachers can establish high expectations for students by drawing on the diverse experiences that students have had and the assets that they currently possess** (Ladson-Billings, 2007).

- ❖ **Through a funds of knowledge approach, teachers forge connections between the home and the school in order to gain an understanding of students' strengths and assets that are not traditionally equated with school preparedness** (Moll, Amanti, Neff, & Gonzalez, 1992).
- ❖ **After a teacher has taken different measures to get to know their students and their students' funds of knowledge on a deeper level, they are able to apply this information to the development of strategies and activities** (Ramkellawan & Bell, 2017).
- ❖ **Providing students with access to meaningful, motivating, and relevant tasks allows the students the opportunity perform at high levels and produce sophisticated work. When students have access to these relevant opportunities, teachers have access to more instances in which they can observe complex student thought** (Ramkellawan & Bell, 2017).
- ❖ **When teachers understand students' funds of knowledge and can see students' complex thought processes, skill development, and knowledge bases on classroom assignments, teachers are better able to understand their student's actual capabilities, rather than the capabilities they have when completing irrelevant work** (Ladson-Billings, 2007).
- ❖ **Having an accurate and multifaceted understanding of students' lived experiences and culturally acquired knowledge bases allow teachers to adjust their expectations of students and design activities that hold students to high, yet culturally relevant, expectations** (Liou & Rojas, 2016; Moll et al., 1992).

Implementing A Funds of Knowledge Approach Through Home Visits

When attempting to discover and explore students' funds of knowledge, a teacher must forge a connection between the home and school. A teacher must purposefully and authentically gather information to avoid gaining a superficial understanding of a student's culture and resources that are applicable to the classroom setting. Although teachers can gather this information through take-home

family member interviews, student lunch conferences, careful observation, and parent communication, research suggests that home visits are a particularly effective way for teachers to gather information on students' diverse funds of knowledge. A home visit, in this case, involves a teacher visiting the home of a student in order to learn more about the student's way of life. Some other benefits of conducting home visits include increased communication with families and feelings of professional growth as a culturally relevant educator (Cox-Peterson, 2011).

Decide Which Homes Are Most Beneficial to Visit

- ❖ While visiting all students' homes may yield a wealth in information and extensive understanding of students' funds of knowledge, this may not always be possible, due to time, safety, and comfort level of families (Cox-Peterson, Morrison, Morales, Brannan, Becerra, 2014).
- ❖ It is important that teachers reflect on which students' funds of knowledge and skills are the most unclear. Because this handbook focuses specifically on teacher expectations, it is important that teachers prioritize students for whom they hold the lowest of expectations for. It may also be helpful for teachers to choose students whose lives differ greatly from their own. For example, a teacher may prioritize a student who they do not regularly expect academic success from in the classroom, is of a different culture than the teacher, and whose parents do not have a strong relationship with the teacher yet (Cox-Peterson et al., 2014).
- ❖ If a student you would like to know more about is unable to complete a home visit, consider eating lunch with the student, having the student interview their family members,

Example in Context: A second grade teacher is having trouble identifying the strengths and assets of some of her students. Some of these students are not fluent in English and are a lower socioeconomic status than the teacher. The teacher decides that completing a home visit with at least one of these students may help them to discover funds of knowledge that can be applied to the classroom and used to adjust teacher expectations. While they know that conducting more home visits in the future is beneficial, they plan to focus on one at first and then refine their process as they implement and reflect. The teacher chooses a student whose family they do

not have much contact with and who they have low expectations for in many academic areas.

Propose the Visits to Families and Select Activities

- ❖ If home visits are not a regular occurrence at a school, it is important that the teacher discusses the use of home visits with administrators, such as the principal and vice principal. **District and school policies should be reviewed** (Cox-Peterson et al., 2014).
- ❖ One key element of proposing home visits to families is trust (Cox-Peterson et al., 2014). If families do not trust that the teacher is there for genuine, positive purposes, they are unlikely to agree to welcoming a professional into the home. Teachers should proceed with care and caution to ensure the visit is productive, not destructive.
- ❖ When proposing the visit to parents, teachers should have a statement about the purpose of the visit ready, as well as some key benefits to all parties involved. It is important to **provide families with time to consider their decision and ask questions in order to ensure that they are comfortable with the process**. Once families agree, everyone should collaborate to find a time and day that works for all parties and is safe for the teacher to visit. Remind families two to three days before the visit to ensure that they are prepared. Provide a start and end time to ensure all parties have a mutual understanding. One hour is generally sufficient.
- ❖ **Prepare activities and key points to observe before the visit. You may want to bring games, books, or other resources to facilitate activities. Ensure at least one activity does not require English** so that any student or family member can participate.

Example in Context: The teacher proposes the idea of conducting home visits to the principal and consults district/school policy documents. Next, the teacher proposes the idea to the family by meeting with a parent with a bilingual staff member (that the student had as a teacher in previous years) after school as students are being picked up. The parent, teacher, and translator discuss the purpose and benefits of home visits, as well as some of the activities that may take place. The teacher explains that the family should discuss the idea and provide an answer after careful consideration.

After the family agrees a few days later, they negotiate a day and time to meet. The individuals decide that late morning on a Saturday is safest and most convenient for all parties. When planning activities, the teacher considers the language differences between many of the individuals involved, so they plan activities that attempt to lessen the burden of translation on the student. The teacher decides to bring a bilingual book in the students' home language, so that everyone can read part of the book. The teacher also brings art supplies so that the family members and the teacher can each draw something that is important to them to share with one another. Lastly, the teacher brings straws, masking tape, and tennis balls to use for a STEAM challenge where the individuals attempt to build the strongest and tallest stand for the tennis ball. Although the teacher may not need all of these activities, they know that it is better to be overprepared, rather than underprepared when working with students' families.

Implement the Plan and Make Careful Observations

- ❖ In order to ensure that families are comfortable with the visits, teachers should take special care to show the informal nature of the visit. Home visits are not used to evaluate families' ways of life, but to learn about them. Families should be aware of this. Teachers should not take notes or make judgement statements during the visit (Cox-Peterson et al., 2014).
- ❖ Thank the families for inviting you into their home verbally, and possibly with a thank you note. Teachers should implement flexible activities, ask thoughtful/appropriate questions, and make purposeful observations to ensure the visit helps them to glean rich information about the family's funds of knowledge.

Example in Context: As the teacher and family are completing activities and getting to know one another, the teacher makes careful observations. Although they may not understand everything that is being said, they pay attention to how things are said and how the family interacts together. The teacher asks questions when appropriate and used context clues and periodic translations from the student to gather information. The teacher thanks the family for opening their home and spending time together.

Reflect on the Home Visit and Adjust

- ❖ To ensure that the information gained during the home visits, careful reflection must take place. Teachers should consider and record their observations as closely as they can to their actual home visits. **This helps teachers to have the most possible information to reflect upon when attempting to establish high expectations of their students** (Moll et al., 1992).
- ❖ After teachers have recorded their insights, they can spend time reflecting on what they learned, paying special attention to cultural knowledge gained, and how this information can be applied to the classroom and to the establishment of expectations for the student.

Example in Context: The teacher drives home and recounts their experiences with the family. Once home, the teacher records their experiences and reflections in a notebook and reflects on the information. They consider the funds of knowledge that they explored, including language, literacy, parent employment, sports interest, family interaction patterns, and values of educational success. The teacher brainstorms ways that these topics and understandings can be applied to assignments and activities, as well as which types of tasks they can now expect the student to accomplish with great success.

Activity Suggestions

The activities that follow are suggestions of activities that teachers can implement in order to better understand their students' funds of knowledge. These activities can be used during home visits to help teachers to facilitate productive discussion with families. When teachers are unable to complete home visits with students, they can modify and implement these activities to help them to better understand students' capabilities and raise their expectations of their students.

Activity	Description	Planning & Implementation
Book Discussion	The teacher brings a book to read with/to the family. Ideally, a book with a relatable message or storyline is chosen. A book that inspires or “sparks” conversation	The teacher should carefully select a book before the visit to help to ensure that the family is comfortable with the visit and themes depicted in the book. For multilingual families,

(Cox-Peterson et al., 2014)	about homelife may be particularly effective. After reading, the family and teacher can discuss the book in order to get to know each other's perspectives more deeply.	bilingual books or home language books can be used and discussed after asking the family members if they would be comfortable with the book being used in their household.
Bingo (Cox-Peterson et al., 2014)	With this activity, students, families, and the teacher practice identifying different concepts, images, words, numbers, or letters as they are called aloud. Ideally, enough supplies should be available, so family members do not feel excluded.	If using words, letters, or numbers, this activity may not be best suited for families who do not regularly use spoken or written English. Picture bingo may provide a more inclusive and engaging experience for families. The teacher should also take developmental level into account when choosing the type of bingo that they are going to play.
STEAM Challenge (Cox-Peterson et al., 2012)	The implementation of this activity can vary based on the students' developmental level, teachers' available resources, and time. Typically, the student, family members, and teacher break into teams any try to complete a hands-on, problem solving task with accuracy and speed. The group can also work altogether, with time being the only competition. Participants do not need to speak the same language to collaborate.	It is often helpful to use easily obtainable items when planning and implementing these activities. This helps the teacher to minimize time gathering materials and maximize small budgets. Using household, easily obtainable items may inspire the family to create or implement their own STEAM challenges in their homes after the visit has concluded.
Powerful Pictures (Yopp & Yopp, 2014)	This activity is used to help inspire authentic conversation about funds of knowledge. The prompt can vary based on the family, teacher, student, or desired connection. After providing each family member with paper and art supplies (such as colored pencils) each individual (including the teacher) draws a picture of something that they value, enjoy, or take pride in. Everyone is given time to look at each picture.	This activity can be implemented with or without discussion. Individuals may choose to share in their home language. Monolingual teachers should use context clues and any translations offered by the family to glean information from the images. They should not ask for extensive translations as this could be a burden for some family members, including students.
Q & A	If appropriate, the families and teachers can ask each other general,	Families should set the tone of the questions. Begin by asking about

(Cox-Peterson et al., 2014)	“get to know you” questions. Both the teacher and student/family members should ask and answer questions, in an alternating fashion.	pets, hobbies, and interests. Ideally the conversation will start with questions and answers as a springboard to rich and meaningful discussions.
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Looking Back and Glancing Ahead

This chapter provided numerous strategies and activities that teachers can utilize to establish high expectations of their students. Contextual examples were used to help clarify these methods and provide teachers with ideas for implementation. After teachers have worked to establish high expectations of their students, they should apply these high expectations to the classroom to ensure that their students benefit from being held to these expectations. The next chapter provides strategies for applying high expectations to the development of curriculum.

Reflective Questions to Consider After Reading Chapter Two

1. How could increasing the number of diverse and formative assessments you use in the classroom help you to address any low expectations that you hold for your students?
2. Think of a student or group of students that you typically expect to achieve at low levels. Who could you partner with to help you to better understand these students and the assets they possess?
3. How can getting to know your students on a deeper and more extensive level help you to raise your expectations of their academic capabilities?

FOR MORE INFORMATION...

Marginalized Groups



Assets

Assessment



Formative Assessment

Summative Assessment



Diverse Assessment

Traditional Assessment



Collaboration



Specialized Academic Instruction Teachers

English as a Second Language Teachers



English Language Learners

School Psychologists



Counselors

Integrated English Language Development



Inclusion Movement

Educational Partnerships





Digital natives

Funds of Knowledge



Home Visits

STEAM Challenges



Chapter 3

Applying High Expectations to the Development of Curriculum

After reading or referencing this chapter, you will be able to describe the process of applying high expectations to the development of curriculum and implement strategies and activities that will help you to establish a curriculum supportive of high expectations for students. The strategies and activities focus on selecting relevant curricular content, cultivating academically rigorous assignment, and leveraging students' linguistic resources.

Reflective Questions to Consider Before Reading Chapter Three

1. When you want to teach a skill, such as text analysis, how do you typically decide which reading or passage to use?
2. What types of tasks and activities do you consider to be academically rigorous for your current students?
3. How do the students in your classroom currently use their home languages to succeed inside and outside the classroom?

The Application of Expectations

After teachers have successfully established high expectations for their students, it is important that they apply their high expectations and deep understanding of students to the development of curriculum. The term curriculum refers to the content and skills that are planned to facilitate student learning (Guillaume,

2016). Without implementing changes to the instructional planning process based on high expectations, teachers are unable to help their students reap the rewards of being held to these high expectations, including increased academic achievement and stronger self-efficacy when completing learning tasks (Ramkellawan & Bell, 2017).

Current research demonstrates that applying high expectations to curriculum development is important because it helps teachers to both understand their students' potential and to support their students' cognitive development (Ramkellawan & Bell, 2017; Rubie-Davies, 2007). High expectation curriculum, like the methods discussed in last chapter, has the power to aid teachers in discovering their students' assets, interests, and capabilities. This deeper understand also aids teachers in adjusting low expectations that they may already hold (Ramkellawan & Bell, 2017). Additionally, a curriculum grounded in high expectations helps to push students' cognitive abilities beyond low-level, rote tasks. When teachers hold students to high expectations and design activities in accordance with these expectations, students are provided with opportunities to complete relevant tasks that demand cognitive skill development and higher-order thinking (Liou & Rojas, 2016). Viewing curriculum through a high expectation lens means that a teacher must honor students' assets and apply their funds of knowledge to the creation of activities. When selecting materials, such as videos, books, articles, and images, the topics must be relevant and relatable to students' actual lived experiences (Liou & Rojas, 2016). Overall, a curriculum supportive of high teacher expectations is interesting and impactful for students because it provokes deep thought and provides them with relevant skills and ideas. The graphic below highlights three major avenues through which teachers can apply their high expectations of students to the development of curriculum within their own classroom.

Applying High Expectations to the Development of Curriculum

**Selecting
Relevant
Content**

**Cultivating
Academic Rigor**

**Leveraging
Linguistic
Resources**

Selecting Relevant Content

When a teacher's classroom curriculum includes content that is relevant and relatable to students, teachers are better able to hold their students to high expectations that are achieved by students.

What is Relevant Content?

The term **content** refers to the information and materials that are used to facilitate the development of skills within an education setting (Guillaume, 2016). Typically, the content that students are exposed to represent middle-class, white, male perspectives (Sleeter, 2005). Many of the textbooks and other materials that students are exposed to are based on the perspectives and experiences of individuals of these backgrounds. For example, when students learn about the interactions between Native Californians and Europeans in fourth-grade, they typically analyze informational texts that view events through a European perspective, rather than a the perspective of natives (Sleeter, 2005). Similarly, when students are exposed to narrative texts, such as storybooks, they often read about characters from middle-class backgrounds. Many of the children, animals, and fictional creatures that students read about live in suburban homes, wearing new clothes, not worrying about the realities of life in a lower-socioeconomic status. For many students, the content that they are exposed to, through both informational and narrative texts, are not culturally relevant or relatable. **Content that is relevant showcases individuals who look like the students a classroom and who have similar interests and struggles as these students' families.** These sources and materials also describe the history of people that students relate to and find important, along with conveying events through multiple perspectives, without excluding the views of marginalized groups (Sleeter, 2005).

Relevant Content and Adopted Curriculum

Many school districts have moved towards the adoption of sweeping, year-long curriculum guides and materials. Many teachers move towards sole reliance on these guides because they are separated by subject and accompanied by numerous resources, including textbooks, supplemental materials, assignments, assessments,

and pacing guides. It can seem intimidating and appear to place a major time constraint on instruction to add rich, meaningful, and relevant content to a predeveloped, overflowing curriculum (Sleeter, 2005). It is important to note that the Common Core State Standards are skill based, meaning that to meet standards there is not specific content information that must be used. Curriculum guides and teachers choose which resources and content will help students to meet these standards (Yopp & Yopp, 2014). The graphic below presents ideas as to how teachers can integrate relevant and meaningful content into their district-mandated materials.

Suggestions for Integrating Relevant Content into a Classroom with an Adopted Curriculum

- ❖ When teaching from district-mandated materials, supplement information by locating articles and videos on the perspectives that are missing or not focused on.
- ❖ Use the adopted materials but create assignments and discussion prompts to analyze events and stories from alternative perspectives.
- ❖ Consider integrating subjects to conserve time for additional lessons that have a higher relevance to students.
- ❖ Make connections with family and community members who have personal histories or knowledge bases on culturally relevant topics and invite them to speak in the classroom to accompany, clarify, and expand the effectiveness and relatability of district materials.
- ❖ Provide students with assignments that allow them to analyze, evaluate, and reflect on information presented in narrative and informational texts. Provide them with speaking and writing prompts that allow them to critically think about the perspectives, events, people, and experiences that they are learning about.

(Liou & Rojas, 2016; Sleeter, 2005)

Using Relevant Content to Design High Expectation Curriculum

Meaningful and relevant curricular content is essential in helping teachers apply their high expectations to the classroom. When teachers utilize explicit practices and content ideas that are culturally familiar to students and act in ways that convey high expectations of student ability, students feel that they are more likely to complete learning tasks successfully (Garcia & Chun, 2016). Students, however, often state that they irregularly experience these practices. Because of the positive effect that high expectations and relevant content can have on student self-efficacy, teachers should more purposefully engage in selecting relevant material and make this usage more explicit to students in order to support high expectations (Garcia & Chun, 2016).

- ❖ Teachers who hold their students to low expectations often choose or utilize curricular content that is uninteresting and irrelevant to students because they do not expect students to be able to achieve when working with complex, high level content. This causes students to disengage in learning tasks (Ramkellawan & Bell, 2017).
- ❖ When students disengage in learning tasks, teachers come to expect even less from them academically. When students begin to build an awareness of these low expectations, their self-efficacy is often negatively affected (Garcia & Chun, 2016).
- ❖ When teachers expect that their students are capable of academic achievement and assign interesting and motivating content, students perform at high levels. These successful academic performances help teachers to further raise their expectations of students (Rubie-Davies et al., 2014).
- ❖ Infusing curriculum with culturally relevant texts and materials can help teachers to directly apply their sophisticated understandings and higher expectations of students to the classroom. This application of knowledge of students' assets provides students with a better opportunity to demonstrate their skills, with allows teachers to establish more accurate, and positive, expectations of their students.
- ❖ Teachers can also select relevant content by beginning to plan lessons and units by thinking about what they want students to remember years after the

lesson or unit, as well as how they can directly connect the content to students' experiences in a respectful and meaningful way (Ramkellawan & Bell, 2017).

- ❖ One instructional planning method, known as backwards planning, can help teachers to select content that is relevant to students. This method begins with a concept, or the big idea that a teacher hopes to engage in exploration with their specific students, as well as the ideas that they hope students retain from participation in the lesson or unit. Planning in this way means that **teachers center content on what their specific students should know and are interested in** (Sleeter, 2005).
- ❖ When teachers implement content that is relevant, they provide students with opportunities to demonstrate why they should be held to high expectations (Ramkellawan & Bell, 2017).

Implementing Relevant Content Selection Through Backwards Design

Teachers must keep their students in mind throughout the process of selecting relevant content. Content is only relevant when it deliberately chosen to engage, excite, and inform the specific group of students in a teacher's class. Backwards design helps to accomplish this because it provides them with a way to hold students to high expectations through higher-order thought about meaningful concepts (Sleeter, 2005).

Decide Which Content Area and Topic Should be Addressed First

- ❖ When implementing backwards unit design to select relevant content and raise teacher expectations, it is important that teachers choose a meaningful area of instruction to address.
- ❖ Teachers should first reflect on their specific students' achievement and engagement in each subject area, as well their expectations for student success on different tasks (Ramkellawan & Bell, 2017).
- ❖ **The subject or area of instruction that appears to be least engaging and yields the lowest perceived student achievement should be chosen.**

Example in Context: A fifth-grade teacher reflects on their students, instruction, and expectations. They quickly realize that students are least excited to learn when they take their social studies books and folders out of their desks. The teacher also wonders why their students have not shown much progress in retaining the content

from different social studies lessons and has come to assign increasingly remedial work to students to try to help them to succeed. The teacher quickly decides that they will try to select relevant content through backwards design to help to raise their expectations and foster student engagement.

Reflect on the Essential Concepts of the Lesson or Unit

- ❖ Once a teacher has selected the area of instruction to target, they must reflect on the concepts they are teaching, as well as how these concepts can be related to students' lives. They should also consider adding other, related concepts that may be even more relevant to students' experiences and culture.
- ❖ Teachers should not begin by consulting a textbook or the assignments that they have generally provided students with in years past. Starting in either of these ways does not place a specific classroom of students at the center of content selection (Wiggins and McTighe (1998).

Example in Context: The teacher looks through the social studies and English curriculum guides that they are expected to use by their school district. The social studies pages offer information about conflicts between Native Americans and Europeans. The teacher references the state standards and realizes some of the readings provided in these chapters are not specifically aligned to standards. When looking at the English curriculum, it appears that students will begin focusing on oral language skill development. The teacher decides that they will integrate the next unit of social studies and English language arts to help provide time for deep analysis of interesting content. The teacher decides that the essential concept for the unit is that groups of people engage in conflict because of differing experiences and perspectives. The teacher then begins to think how this concept is related to her students and realizes that many students, immigrants from Latin America and Asia, have mentioned current political conflict between nations during class meetings.

Plan Activities and Assessments that Allow Students to Make Connections

- ❖ After essential concepts are chosen to purposefully engage students, activities and assessments can begin to be selected. These activities and assessments should build on one another to gradually draw students towards the essential understandings of the unit.

- ❖ The selected activities and assessments should allow students to make connections and draw conclusions on their own. Rather than lecturing students about the content and essential concepts, is it important to allow them to explore it on their own (Rubie-Davies, 2007). Trusting students to complete these complex tasks that support understanding of the content is at the heart of holding students to high expectations and will be more thoroughly discussed in the next section.

Example in Context: The teacher begins to design activities that will support students in gaining a rich understanding of this central concept. To engage students, they will choose any political conflict between two or more groups that interests them, either currently or throughout a time in history. Students will find videos or articles on these topics and prepare an informal presentation of the conflict to share with their table groups in order to build oral language skills. The class as a whole will then build a definition of the word conflict and review some of the conflicts that were chosen by classmates. Next, students will complete close readings, or multiple focused readings on a segment of text, with the standards-aligned sections of the textbook with a partner. Each partnership will gather information about Native American and European conflict and then orally present it to the rest of the class. Students will then have time to discuss, in groups, how the many conflicts presented in class are similar and how they are different. Through oral language development, students will build a deep awareness of how conflict can arise from differing perspectives/experiences, how conflict impacted Native Americans, and how conflict has impacted their own lives.

Reflect on the Content Selection Process and Adjust Expectations

- ❖ Teachers should lastly reflect on the unit (or lesson if that is the path they have chosen) to glean insight on how content can better help them to hold students to higher expectations and improve students' learning experiences (Ramkellawan & Bell, 2017).
- ❖ If students were more highly engaged, completed more complex tasks, or found greater success, expectations for these specific students should be adjusted.

Example in Context: *After the conclusion of the unit, the teacher engages in reflection. The teacher realizes how much more engaged students were in content readings when they had been exposed to similar content that was relevant to their own lives and interested them. The teacher realizes that evaluating the textbook for relevancy to the standards was important and including other sources besides the textbook was exciting for students. The teacher lastly realized that her students were capable of successful engagement and academic achievement in complex, standards-aligned social studies content, so they adjust their expectations for students in the future and continue to design curriculum that is supportive of high expectations in the future.*

Activity Suggestions

The activities that follow are suggestions of activities that can help teachers to increase the relevancy of content when it is not specifically chosen because of its relevancy to students' lives. Teachers can utilize these activities to help them to better understand their students and apply their high expectations to the classroom.

Activity	Description	Planning & Implementation
Interest Inventories (Greenes et al., 2011)	With an interest inventory, a teacher helps to increase the relevancy of content through an understanding of which aspects of the standards and content are the most exciting, thought-provoking, and relevant to students. This activity helps students to feel invested in their work because they were able to have a say in which activities or information are focused on.	When planning, the teacher should analyze the materials in order to gain an understanding of the major concepts. Rather than deciding on their own which concepts should be more heavily focused upon, they can create an interest inventory, where students rate the material that appears most interesting or relevant to them. Younger students may need verbal inventories, while older students may use written documents, such as surveys.
Choice Menus	Like the activity above, students are able to provide input on the content and make decisions about ensure content is relevant and meaningful. Students are presented with a task and then	Teachers first must preview the content for a lesson or unit and look for areas in which multiple examples or pieces of information help students to practice the same skills or draw the same

<p>(McDonald et al., 2016)</p>	<p>allowed choose which concept, event, person, or information they would like to use in order to facilitate completion of the task. For example, a teacher may want students to analyze Native American culture. To make the task more personally interesting and relevant to students, they could provide students with options of tribes from different areas and allow them to choose which is the most interesting.</p>	<p>conclusions. Teachers must then compile a purposeful list of options for students to choose from. After students complete their assignments, it is often beneficial for them to share out their assignments with others. Sharing out can help to expose students to more information and become more invested in areas of the content that were not initially of interest to them.</p>
<p>Perspective Reflections</p> <p>(Sleeter, 2005)</p>	<p>As mentioned previously, some content is irrelevant because it only includes the perspectives and experiences of one group of people. Helping students to see differing perspectives can make content more relatable. With this activity, students analyze a source that discusses an event, process, or experience from one point of view. To increase investment in the content and help students to connect with key concepts, students can write reflections from the point of view that is missing from the source.</p>	<p>With this activity, teachers must carefully analyze content in order to identify the perspectives that present and those that are absent. Teacher then must create meaningful prompts that cultivate deep reflection and analysis. When implementing this, students should understand that they are analyzing a concept or text in order to evaluate the perspective being used. These added perspectives should be based on evidence and reasoning from the original texts. Young students can do this with shorter, texts with an explicit absence of a perspective.</p>
<p>Connection Conversations</p> <p>(Yopp & Yopp, 2014)</p>	<p>This activity is used to help inspire authentic conversation about the relevancy of content. If content does not seem relatable to students, explicitly asking them to search for connections can help them to see the relevancy in their own lives. Here, students can discuss the content and how it relates to their life experiences, culture, or interests.</p>	<p>This activity can be implemented with varying group sizes. If students appear to be making multiple connection, they may discuss these connections with a partner. If connections are more difficult to forge, students may need to collaborate with small groups. For content that students are struggling to connect with, the teacher may need to facilitate a whole class discussion about how the concepts relate to the students' lives.</p>

<p>Essential Questions & Reflections</p> <p>(Sleeter, 2005)</p>	<p>When using a backwards method of planning curriculum, teachers design essential questions for their specific students to answer. As teachers and students move through these lessons and units, they can address their current understandings of the content and reflections of the relevancy of ideas presented.</p>	<p>When designing essential questions, teachers should keep their specific students' experiences in mind. Questions should direct students towards larger meanings, generalizations, and relevant themes. When answering questions, students should be encouraged to analyze information and provide their own input and connections. Looking at the same questions multiple times will help guide students towards deeper levels of thought, connection, and analysis.</p>
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Cultivating Academic Rigor

An important aspect of a high expectation curriculum is the infusion of academically rigorous tasks. Teachers who hold their students to high expectations believe that their students are capable of completing assignments that require complex thought and sophisticated interpretations of content.

What is Academic Rigor?

The phrase academic rigor refers to the level of complex thought and academic knowledge that is required for a student to complete a task (Liou & Rojas, 2016). Academically rigorous tasks require students to use higher-order thinking skills. These skills, such as synthesis, evaluation, and analysis, call on students to cognitively process information at higher levels. Lower-order thinking, such as recognition, understanding, and memorization, do not require as sophisticated cognitive thought processes (Rubie-Davies, 2007). Using academically rigorous activities in the classroom is important because these tasks help teachers to discover students' complex thought capabilities and help students to view themselves as academically capable of completing meaningful assignments (Liou & Rojas, 2016).

Academically Rigorous Tasks and Academically Rote Tasks

There is not always a clear-cut relationship between teachers' expectations and the types of tasks that they tend to assign to students. Oftentimes, teachers who attempt to hold their students to high expectations use rote learning tasks to help their students meet expectations (Liou & Rojas, 2016). For example, these teachers may assign "easy" assignments, such as copying definitions out of a textbook or memorizing a simple diagram, because they know all students will achieve. These teachers often feel that they are helping their students to meet and exceed high expectations. Although teachers who engage pity-driven practices typically have good intentions of serving their students, the assignment of these tasks still suggest that the teacher does not believe their students are capable of rigorous tasks. It is important that teachers understand the difference between these two types of tasks so that they actively resist practices that hold students to artificially high

expectations (Liou & Rojas, 2016). The graphic that follows helps to clarify the difference between these tasks.

Academically Rote Tasks

- ❖ Provides students with the relationship between concepts and the rationale behind decisions, events, or policies
- ❖ Asks students to apply information that they did not analyze or evaluate
- ❖ Requires students to recognize, memorize, or gain a general understanding of concepts

(Liou & Rojas, 2016; Sleeter, 2005)

Academically Rigorous Tasks

- ❖ Provides students with the opportunity analyze concepts in order to identify the relationship between them and presents students with the chance to critically think about decisions, events, and policies in order to identify possible rationales
- ❖ Asks students to analyze and synthesize information so that they are able to apply it new and creative ways
- ❖ Requires students to evaluate information, critically reflect, and create products or solutions

(Liou & Rojas, 2016; Sleeter, 2005)

Using Academically Rigorous Tasks to Design High Expectation Curriculum

Creating a curriculum supportive of high teacher expectations can only be accomplished if academically rigorous tasks are utilized. Although students should engage in a diverse range of academic activities, teachers should ensure that all students, of all ability levels, have the opportunity to complete meaningful task and

utilize higher-order thinking skills. When teachers allow students to forge connections and draw conclusions on their own, they have the opportunity to understand what their students are truly capable of and how they can design future assignments that hold all students to high expectations (McDonald et al., 2016).

- ❖ When teachers plan lessons and units, they decide which tasks will best help their students to meet standards, learning goals, and important benchmarks. Ideally, many of the tasks within these lessons and units include components of academic rigor and opportunities for higher-order thinking (McDonald et al., 2016). Rather than asking students to passively absorb information, the development of these skills require students themselves to think in complex ways and actively construct knowledge (Sleeter, 2004).
- ❖ When teachers assign academically rigorous tasks, they have the chance to observe what students are capable of when using complex thought processes (Liou & Rojas, 2016). They are able gain a more holistic understanding of what their students are capable of in the classroom.
- ❖ If a teacher does not assign rigorous tasks, they often assume that students are incapable of any tasks that require more complex thought than is already being used. As low expectation teachers continue assigning simple tasks, students also come to believe that they would not be successful when faced with challenging, higher-level tasks (Ramkellawan & Bell, 2017).
- ❖ When teachers assign rigorous and developmentally appropriate tasks, students become invested in their work and are able to see that they are capable of academic achievement, even when completing challenging tasks (Rubie-Davies, 2007).
- ❖ As students begin to demonstrate competency on academically rigorous tasks that require skills such as evaluation, synthesis, and analysis, teachers have the opportunity to closely observe students' progress and use this information to help them to establish high expectations for students (Ramkellawan & Bell, 2017).
- ❖ After teachers have adjusted their expectations, they can continue to assign rigorous tasks with further allow them to discover students' strengths, assets, and capabilities.

Implementing Academic Rigor Through Higher-Order Thinking Tasks

When implementing higher-order thinking tasks, it is important to consider any biases or misconceptions held about different populations of students. For example, many general education teachers who educate students with disabilities do not believe these students are capable of higher-order thought or completing challenging tasks (Cameron & Cook, 2013; Lerner & Johns, 2015). The presence of damaging perceptions such as the ones described here showcase how low teacher expectations can impact the quality of schoolwork that students are exposed to. This is the case for many students, not just students with disabilities (Ramkellawan & Bell, 2017). By creating or implementing a curriculum that includes diverse ways for students to regularly utilize higher-order thinking skills to complete complex tasks, teachers are better able to hold high expectations and convey these expectations to students (Rubie-Davies, 2007).

Consider the Scope of Lower-Order Thought in the Classroom

- ❖ For a teacher to effectively design a high expectation curriculum, they must reflect on the current usage of academically rigorous tasks in their classroom.
- ❖ If they realize that most if not all of their students have the same access to these tasks, they will think of ways to provide the entire class with more opportunities for this kind of thought. **If only some students have less access, the teacher should consider why they have limited these students' chances to use these skills in the classroom** (Cameron & Cook, 2013).

Example in Context: A kindergarten teacher wants to implement higher-order thinking skills and rigorous tasks in their classroom. The teacher was previously under the impression that students in primary grades, and especially in kindergarten, are unable to use higher-order thinking skills. The teacher realized that this perception was characteristic and low expectation teachers, so they want to implement a curriculum that helps them to raise their expectations of students' capabilities and help students to view themselves as capable as well. This teacher realizes that this sweeping belief warrants action for their entire class, rather than just a small group.

Choose an Area of Instruction to Target

- ❖ Once the scope and students that should be addressed are identified, teachers should consider the area of instruction that should be targeted. *If the focus students identified in the first step rarely engage in higher-order thinking in specific subjects or activities, these areas should be targeted.*
- ❖ It is also important to target an area of content within which students are interested. Engaging in complex tasks when unfamiliar can be intimidating because students may not have developed a high self-efficacy in this area yet (Liou & Rojas, 2016). Utilizing some of the information on relevant content selection, presented in the last chapter, may help to aid this process.

Example in Context: The kindergarten teacher decides that they will first target mathematics because most of the previous instruction students have received in this area included rote tasks and teacher lecturing. While this is the case, the teacher also chooses this subject because students appear to love using mathematics on the playground. They count how long students have been riding on the swings, decide how many more “turns” students have at the tetherball courts by using a subtraction, and add points to find scores as they play basketball. This group of students loves to show off their mathematics skills. Because these students are interested but have not yet completed rigorous tasks in this area yet, their teacher believes this is the best content area to work with to help stretch students’ thinking skills and reach new levels of understanding.

Introduce Higher-Order Thinking Skills and Implement Rigorous Tasks

- ❖ *If students are largely unfamiliar with higher-order thinking skills, they may need to be introduced to the prevalent terms and their accompanying meanings.* A student will not be able to evaluate a source if they do not know what it means to evaluate.
- ❖ *After students have firm understanding of the expectations present when completing this type of work, they should begin practicing these skills.* Teachers should begin by modeling these tasks, providing guided assistance, and then moving gradually into students’ usage of these skills independently. This method of teaching is known as the gradual release of responsibility (Gunning, 2016).

Example in Context: *The teacher decides they would like students to analyze an image as their first explicit usage of higher order thinking skills. The teacher plays a developmentally appropriate video several days before which explained many of the higher-order thinking skills that the teacher plans to use in the future. The students and teacher then discuss analysis in-depth and create a classroom definition of the word. On the day of the lesson, the kindergarten teacher displays an image and asks students to quietly analyze it for meaning, and then to discuss their analysis in small groups. The image is of four friends sitting at a park, with a bag of twelve small cookies. The students analyze the image and pull out key details, as well as how this image can be interpreted mathematically. The teacher facilitates the students' discussion, asking questions only when necessary, and recording students' thoughts (using symbols and words) so that all can see.*

Reflect on the Students' Performances with Tasks and Adjust Expectations

- ❖ After teaching these skills to students through a gradual release of responsibility, it is important that the teacher reflect on the process, along with students' completion of the tasks.
- ❖ Teachers should reflect on their own teaching practices, as well as new skills that were discovered as students completed these new and meaningful tasks. This information should be used to help adjust expectations for the specific students, as well as the class as whole. In the future, students should build on these tasks to complete even more rigorous assignments (Rubie-Davies, 2007).

Example in Context: *After teaching the image analysis lesson, the teacher reflects on the students' usage of higher-order thinking and completion of an academically rigorous task. The teacher reflects on how adjusting their teaching practices changed students learning outcomes. The teacher realized that the young students were able to analyze an image through a mathematic lens. This teacher was surprised that their students were able to divide the number of people by the number of cookies because the teacher previously thought that her students were too young to understand the concept of division. Overall, this teacher raised their expectations of their students because they provided their students with a complex task and then demonstrated success with the activity.*

Activity Suggestions

The activities that follow are suggestions of activities that can help teachers to implement higher-order thinking, rigorous tasks into their classrooms. When teachers hold high expectations for their students, they genuinely believe that they can help their students to successfully complete engaging, creative, and meaningful tasks such as the ones listed below.

Activity	Description	Planning & Implementation
10 Important Words (Yopp & Yopp, 2014)	When reading a text (such as a social studies textbook, novel, or excerpt), students individually evaluate text to choose the ten most important words in the selection. A teacher then assists students in constructing a bar graph of the key terms. The class analyzes the graph for patterns, such as which words were used most frequently, what terms mean, and why these words were selected. After a whole-class analysis, students synthesize their current understandings of the text into a sentence.	When implementing this activity, teachers can adapt it to best meet the needs of their specific students. For younger students, teachers may only require them to choose three words. If reading an excerpt with older students, a teacher may also choose to lessen the number of words selected. If teachers have the available resources, they may plan to have students write their important words on 'sticky notes' so that students can easily construct a bar graph by placing their sticky notes on an open surface, such as a blank wall.
Problem Solving (Cox-Peterson, 2011)	Problem solving tasks can be used in many different content areas to encourage higher-order thinking. In math, students may be presented with scenarios that require them to critically think about data. Science/technology presents numerous opportunities. One activity includes gathering recyclable/household materials and providing students with different problems to solve.	This flexible activity easily allows for teachers to design tasks that are relevant to their students. If students are interested in sports, their task may be to use materials to create a scaled field goal post that is easier to score with. If students are passionate about animals, they may be asked to build a scaled enclosure that best meets the needs of a specific animal.
Investigations	When students complete investigations, they analyze information in order to draw	Like problem solving activities, investigations can be flexible to best meet the needs of a specific

<p>(Cox-Peterson et al., 2014)</p>	<p>conclusions. Some investigations can include physical observations, such as dissecting an owl pellet. Now, with the infusion of technology in the classroom, teachers can ask students to investigate phenomena through observation that may not have been possible in the past. Students may investigate the surface of Mars to make inferences about the weather on the planet.</p>	<p>group of students. If resources are limited, teachers should plan activities that utilize technology effectively. Teachers should refer to the previous section on selecting relevant content. Activities and topics should be relevant to students lives, interests, and understandings of content.</p>
<p>Genre Translations</p> <p>(Yopp & Yopp, 2014)</p>	<p>With this activity, students deeply analyze a text in order to alter the information to meet the qualifications for a genre different from the original text. For example, students may read and analyze an informational text on anteaters. Students would then evaluate the information to decide which information is appropriate and relevant when writing a narrative story about the animals.</p>	<p>Teachers must ensure that students understand the purpose of this task, the higher-order thinking skills that should be used, as well as the content that they are using. Modeling and providing examples can help to facilitate this process. Teachers can implement this activity using poetry, autobiographies, informational texts, narrative stories, textbooks, and many other sources.</p>
<p>Magazine Covers</p> <p>(Yopp & Yopp, 2014)</p>	<p>This activity occurs after a period of learning. Students create magazine covers (digitally or using traditional art supplies) for a text that they have closely analyzed. Students evaluate which information is necessary to be included on the cover, as well as which information is important enough to be presented with an image or larger font. The activity can be completed with informational text or narrative text.</p>	<p>When implementing this activity, students must understand that they are purposely analyzing and evaluating information. If students are not taught how to use these skills and do not critically think about their decisions when crafting their magazine cover, they are not completing a higher-order thinking task. Along with these careful directions, students should be provided with a sample (as well as real magazine covers) and time to practice these skills and ask questions.</p>

Leveraging Linguistic Resources

When students use all of the language skills that they possess they are better able to demonstrate their understanding of content. When teachers have access to a more accurate profile of students' abilities and knowledge bases, they are better able to form precise, appropriate, and high expectations for their students.

What are Linguistic Resources?

The phrase linguistic resource refers to a student's knowledge, skills, abilities, and understanding when using language to make or create meaning (Garcia, Ibarra Johnson, & Seltzer, 2017). Students who speak multiple languages typically process information and produce thoughts in multiple languages. Throughout the history of the American education system, multilingual students have faced stigmatization, discrimination, and punishment for using language other than English in school. Because current research indicates that home language use in the classroom is beneficial for students' academic development, many teachers are beginning to integrate languages other than English into their classrooms (Garcia et al, 2017). Language usage in the classroom can vary greatly. Different states, school districts, schools, and teachers make decisions about how and when to leverage home language in order to benefit students' academic and linguistic development (Garcia et al, 2016).

Multilingualism for Monolingual Teachers

For many teachers, especially teachers who speak one language, it can be intimidating and using languages in a classroom. Teachers do not need to be fluent in the many languages that may be present in their classrooms. To encourage students to leverage, or use, their home languages in the facilitation of content understanding and skill development, does not require teachers to be able to teach or assess in languages other than the ones they are fluent in. Exposing monolingual teachers to the benefits of multilingualism in the classroom and the processes of multilingual thought can help to encourage teachers to adopt these practices into their own classrooms. The graphic that follows was created to help all teachers, but especially monolingual teachers, to understand some common myths and research findings about multilingual students and multilingualism.

Myths

- ❖ Depending on the situation, students who are multilingual switch back and forth between two or more different language, both mentally and when speaking.
- ❖ Students whose families are not yet fluent in English do not gain academic skills relevant to English dominant classrooms while at home.
- ❖ Teachers cannot aid students' development in languages in which they are unfamiliar with.

(Garcia et al., 2017)

Research Findings

- ❖ Students who are multilingual speak one language: their own. At all times they **translanguage**, meaning that they process and move between languages fluidly as they speak, think, and write.
- ❖ Families that are not yet fluent in English often teach their students to write or speak in other languages, which ultimately assists their English development. These families also provide their students with valuable funds of knowledge that can be applied to the classroom setting.
- ❖ Teachers can encourage students to speak any language and provide students with strategies that assist development on any language.

(Garcia et al., 2017)

Using Linguistic Resources to Design High Expectation Curriculum

Teachers can establish high expectations of their students by gaining an understanding of their assets. Teachers apply their expectations to the classroom when they design curriculum that provides students with the opportunity to draw upon their strengths and resources (Liou & Rojas, 2016; Ramkellawan & Bell, 2017).

Multilingualism is a resource that is often overlooked, or even seen as a deficit, in education (Garcia et al., 2016; Santa Ana, 2004). When teachers use languages other than English as resources in the classroom, they come to hold higher expectations of students.

- ❖ Students who are not yet fluent in English, or ELLs, are often held to low expectations by their teachers. Many teachers believe that these students are unable to meet grade level standards because they do not possess the language skills necessary to understand and demonstrate knowledge of the expected concepts and skills (Clark-Goff & Eslami, 2016).
- ❖ When multilingual students are only allowed to demonstrate knowledge or skills in English, they have to be able to write or speak well enough in English to show what they know (Garcia et al., 2017). For example, if a student does not know the words for oxygen, water, glucose, and sunlight in English, they will not be able to demonstrate to their teacher that they understand the photosynthesis, even if they understand the concept.
- ❖ If students understand the concepts or possess the skills desired by a teacher but do not have the English language skills to communicate these understandings in the classroom, the teacher may never realize that the student is meeting learning goals and reaching standards (Clark-Goff & Eslami, 2016).
- ❖ When students are allowed and encouraged to translanguage, or to use their entire linguistic repertoire and all of their linguistic resources, they are better able to showcase their knowledge, skills, capabilities, and understandings of content. Rather than focusing on expressing themselves in an accepted way, students can focus on content and academic skill development (Garcia et al., 2017).
- ❖ When students have the chance to demonstrate their academic achievement free of imposed language constraints, teachers are able to gain a more precise understanding of what students know and can do (Clark-Goff & Eslami, 2016).
- ❖ A more accurate picture of students' abilities allows teachers to establish high expectations for their students. As teachers continue to implement a curriculum that is supportive of high expectations and allow students to use all of their language resources, they will be better able to establish high, person-specific, and appropriate expectations for their students who speak and process information in multiple language (Clark-Goff & Eslami, 2016).

Implementing Linguistic Resource Usage in the Classroom

When implementing a curriculum that leverages students' linguistic resources and holds students to high expectations, it is important for teachers to remember that language can be increasingly personal for some students. Different students will have different preferences and experiences when it comes to their home languages. While it may be important for teachers to express to students that all languages are valued, a teacher should never force a student to use their home language (Garcia et al., 2017).

Consider the Languages and Cultures in the Classroom

- ❖ When creating a curriculum that is supportive of home language usage and high expectations, teachers must deeply get to know their students, possibly through some of the rich methods listed in the previous chapter.
- ❖ Ideally, teachers begin the school year establishing positive relationships with their students, which includes **getting to know their language preferences and communicating an acceptance of languages other than English in the classroom**. If a teacher has not established this acceptance of language later into the school year, they can still begin using other languages slowly and as they come to understand their students' linguistic experiences and assets (Garcia et al., 2017).

Example in Context: A sixth-grade monolingual English-speaking teacher realizes that their ELL students are not performing at grade level on several tasks in science. Many of these students speak Spanish at home, while a small group speak Korean. The class is currently participating in a unit about the structure and function of cells. The teacher realizes that the majority of their ELL students did not do as well as other students on the first two formative assessments: written comprehension questions accompanied by a passage on cells structure and a whole group discussion of cell function. Although this teacher communicates to students that multilingualism is a valued skill and knows that their ELL students all use their home languages outside the classroom and at home, they have not leveraged these skills in the classroom yet.

Identify Areas of the Curriculum to Infuse Translanguaging Opportunities

- ❖ Teachers should critically think about their instruction and classroom activities in order to identify specific areas where home language usage can be first integrated into the classroom.
- ❖ It is then important for teachers to decide how their specific students will benefit most from home language usage in the classroom. Some teachers may begin encouraging home language usage with a certain subject, language skill, or type of activity. *Picking one aspect of instruction will help teachers to focus their cultivation of multilingualism.*
- ❖ *As teachers and students become more comfortable with home language usage, they can begin encouraging and using home language in more areas of classroom instruction* (Garcia et al., 2017).

Example in Context: After reading about using language to leverage academic success, this teacher decides to incorporate home language into the classroom in the specific area of science. The teacher wants to help students address their written and oral English through their strong home language skills. After the teacher works to encourage translanguaging in oral and written science instruction, they will begin to foster these skills more broadly throughout classroom procedures and activities.

Gather Resources and Implement Activities

- ❖ *After teachers decide which area of the curriculum should first be addressed, they must decide which activities, strategies, and resources will support the use of home language usage to raise teachers' expectations.*
- ❖ Often teachers can use activities that their students are already familiar with but make additions to resources or changes to directions to help students leverage their home language usage. Teachers can also reference new activities, presented in this handbook, to help facilitate this process.
- ❖ Gathering resources can include obtaining texts, understanding new strategies, and making connections (or partnerships) with new people to support this process (Garcia et al., 2007).

Example in Context: For the next lessons in the unit on the structure and function of cells, the teacher makes purposeful decisions to help leverage students' home

language skills to help them to understand and demonstrate their understandings about cells. First, the teacher decides to showcase a short video In English twice. The first time, it has subtitles in Korean and the second time it is shown with Spanish subtitles. Multiple exposures will benefit all students' understanding of the content. Students are then asked to answer, in written English, comprehension questions that accompany the video. The teacher then translates, using a free internet program, a short passage about key organelles into Korean and Spanish. The teacher had previously completed home visits with multiple families and remembered some parents offering to help the classroom. The teacher decides to ask one Korean-speaking parent and one Spanish-speaking parent to review these translated passages for accuracy. The teacher allows students who prefer reading and speaking in their home languages to work in small groups with other students who hold these preferences. They read, analyze, and discuss the passages in their home languages before being asked to present key points to the rest of the class, similar to the discussion at the beginning of the unit.

Reflect on Linguistic Resource Usage and Adjust Expectations

- ❖ While implementing these home language practices may be beneficial to students' academic progress, they can only help teachers to raise their expectations if they purposefully reflect on the new information they have gained about students. **Teachers must consider how allowing students to use any and all linguistic resources provided them with new insights about what students know and can do in relation to academic content.**
- ❖ As teachers adjust their expectations of students, they can better communicate to students that they are capable of complex tasks and possess linguistic skills that are valued and beneficial to all aspects of their lives (Clark-Goff & Eslami, 2016).

Example in Context: After the teacher implements this part of the unit with home language adjustments, the teacher reflects on how the students' academic achievement and their expectations for students were impacted. The teacher realizes that when students are able to access and utilize their home language skills, they are better able to express their understandings and analyses in English. Because students could read and discuss content using all of their linguistic resources, they had less constraints imposed on their abilities to demonstrate their knowledge of cell

structure and function. The teacher lastly realized that their students understand and are capable of much more when unnecessary language constraints are not imposed. This teacher can hold much higher expectations of their students when they are allowed to use all of their linguistic resources, rather than just some.

Activity Suggestions

The activities that can help teachers to authentically integrate languages other than English into their classrooms. Rather than one-time activities, they activities can be implemented in multiple places throughout curriculum without considerable modification to already-established classroom routines and activities.

Activity	Description	Implementation
Home Language Reflections (Garcia et al., 2017)	With this activity, students are provided with structured time to think or write in their home language. Asking students to reflect on information or their learning can help them to more deeply think about content. Because many students may view their classrooms as English only spaces, they may refrain from using languages other than English.	Rather than asking students to reflect on a concept, teachers should encourage students to reflect using all of their linguistic resources. Because of schools' tendencies to enforce English, students should be reminded to draw from their home languages. These specific students should understand, before implementing this process, that home language usage is valued in the classroom and must be practiced.
Student-Lead Research (Garcia et al., 2017)	When students conduct research on a topic independently, they often locate sources on the internet and through hard copy texts. Teachers can encourage students to complete some of this research in their home languages to help facilitate the understanding of content and the development of language/research skills.	When implementing this activity, teachers can help guide students in choosing a diverse range of resources. During school library visits, teachers may help students choose books in English on a topic. In class, teachers may help students access bilingual articles or article in students' home languages. For younger students, this may include videos in multiple languages.
Discussion Groups	With this activity students are encouraged to speak using any language they choose while discussing with small groups. Home	The implementation of this activity will vary depending on students' languages and preferences. If multiple students prefer speaking in

(Garcia et al., 2017)	language groups provide students with the opportunity to practice speaking and listening skills while engaging in content. Language groups consisting of students who speak different languages can help expose students to new vocabulary, alternate phrasing, and help them to gain an appreciation for languages other than their own.	the same languages, these students can be grouped together. These practices can be used as frequently or infrequently as a teacher prefers. Although teachers may not speak the languages present in their classrooms, they can still monitor on-task behavior by observing students' body language, tone of voice, and referencing of resources.
Home Language Notes (Garcia et al., 2017)	When completing classroom activities, there is often preliminary work, or work that comes before a major task. Often, these tasks are only used to help students prepare for a later stage in the learning process, rather than submitted for a grade. These tasks can be completed in any language and still help prepare students to demonstrate learning in English.	Teachers can implement this activity in different ways for different purposes. For example, when students are completing a writing assignment, they may be permitted to write notes or an outline using any language that they choose. This may help students to cognitively access knowledge on a topic that they would not have accessed if they were only using English.
Linguistic Art (Garcia et al., 2017))	With this activity, students are encouraged to integrate language into their artwork. Creating art can be a personal process for many students. Language too can be personal to students. Often times when creating personal assignments such as poems, self-portraits, and autobiographies students may want to use their home languages.	When implementing this activity, students should be encouraged to use any of their linguistic resources to integrate into their assignments. This may be important for "get to know you" assignments because language is tied to identity development.

Looking Back and Glancing Ahead

In this chapter, multiple strategies and activities were presented that allow teachers apply their high expectations to the development of curriculum. While utilizing content, tasks, and linguistic practices that hold students to high expectations is important, teachers must also engage in methods that help them to

explicitly communicate their high expectations to students. The next chapter provides several strategies for implementing practices that support this process.

Reflective Questions to Consider After Reading Chapter Three

1. Which area of content is least relatable to your students? How can you make this content more relevant to students' lived experiences?
2. Think about some of your students' favorite assignments so far this year? Would you consider these assignments rote tasks or higher-order thinking tasks?
3. Why is it important to encourage home language usage within and outside of your classroom?

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Chapter 4

Communicating High Expectations to Students

After reading or referencing this chapter, you will be able to describe the process of explicitly communicating high expectations to students and be able to implement activities and activities that are supportive of this process. The strategies and activities focus on refining student grouping practices, encouraging growth orientation discourse, and promoting goal setting practices.

Reflective Questions to Consider Before Reading Chapter Four

1. When placing your students in groups, what factors do you consider?
2. Do you think that students' intelligence can improve through effective instruction? Why?
3. Are your students familiar with the process of goal setting? Have they set goals in a classroom setting before?

The Communication of Expectations

Current research concludes that teachers should raise their expectations of students, apply their high expectations to the development of curriculum, and communicate high expectations to students (Cameron & Cook, 2013; Ramkellawan & Bell, 2017; Timmons, 2018). As mentioned previously, teachers can raise their expectations by gaining

a more accurate understandings of students' capabilities (Timmons, 2018). They can apply these expectations to curriculum by increasing the relevancy, rigor, and linguistic diversity of activities and assignments (Clark-Goff & Eslami, 2016; Rubie-Davies, 2007). Establishing high expectations and creating a high expectation curriculum are important for improving students' experiences in school, however, without explicitly communicating these expectations to students, these students may not reap the benefits of being held to high expectations. Teachers can communicate their high expectations to students by adjusting student grouping, classroom discourse, and goal setting practices (Bohlmann & Weinstein, 2018; Timmons, 2018).

Teachers communicate their expectations to students through their actions. Through different teacher practices and strategies, students are made aware of the expectations that their teachers hold (Timmons, 2018). The communication of high expectations to students is important because students are aware of the expectations that their teachers hold for them. Students perceptions of themselves as learners, overtime, are impacted by the way that these expectations are experienced (Bohlmann & Weinstein, 2013; Garcia & Chun, 2016). If students are consistently assigned lower level work, their self-efficacy is often negatively impacted. These students begin to believe that they are unable to achieve work that requires more sophisticated thought (Bohlmann & Weinstein, 2013). In order to prevent students from developing a low self-efficacy, teacher must engage in practices that intentionally show students that they are capable of academic and cognitive improvement (Timmons, 2018). The graphic below displays the major ways that current research suggests teachers should explicitly communicate their high expectations to their students (Garcia & Chun, 2016; McDonald et al., 2016).

Communicating High Teacher Expectations to Students

Refining
Student
Grouping
Practices

Encouraging
Growth-
Orientation
Discourse

Promoting Goal
Setting
Practices

Refining Student Grouping Practices

Rather than grouping students exclusively by their perceived academic abilities, teachers can communicate their high expectations to students by utilizing flexible grouping practices.

What is Student Grouping?

The phrase student grouping refers to way in which teachers place their students in groups (Timmons, 2018). Teachers group their students for many different purposes and in many different ways, referring to theories, philosophies, and professional experiences when making these decisions. With class sizes continuing to increase, some teachers use the smaller teacher-student ratios made possible through groups to provide students with more individualized or focused attention. Teachers also often place their students in groups when differentiating instruction, or providing differing instruction, resources, or assignments to students in order to best meet their assets and needs (Timmons, 2018). For example, Gifted and Talented (GATE) students may be placed in a group that is completing above grade level mathematics work. Yet other teachers use grouping to enhance their instruction, peer scaffolding/support, promote collaboration, and to provide students with an engaging learning experience (Guillaume, 2016).

Types of Student Grouping

Teachers not only group their students for different reasons; they also group their students in different ways. Two important grouping methods are fixed ability grouping and mixed ability grouping. Groups of students are considered fixed ability when the students included in the group are perceived to have similar academic abilities by the teacher. Many times, these students have received similar scores on reading and mathematics assessments and remain in the same groups for an extended period of time. When students are placed in flexible, mixed-ability groups, they are grouped with students who have different strengths and needs than their own. These groups are created for different purposes and disbanded when the skill of concept in questions has been achieved (Rubie-Davies, 2014; Timmons, 2018). The graphic that

follows helps to clarify the difference between the purposes and features of these two types of student grouping.

Fixed Ability Grouping

- ❖ Students are placed in groups based on their academic abilities
- ❖ Example: The blue group consists of the highest achievers, the orange group consists of the mid-range achievers, and the green group is the lowest achievers; groups are kept for an entire trimester

(Timmons, 2018)

Mixed Ability, Flexible Grouping

- ❖ Students are placed in groups with students who have different learning assets and needs
- ❖ Example: A group that consists of high, mid-range, and low achievers completes activities on a specific topic until the students meet the standard

(Timmons, 2018)

Using Student Grouping to Communicate High Expectations

The student grouping practices that teachers subscribe to shed light on teachers' expectations of their students. Current research shows that teachers who used flexible, mixed ability groupings are better able to communicate their high expectations to students (Rubie-Davies, 2014). Additionally, students who are regularly exposed to mixed ability grouping have stronger and more positive self-efficacy development (Bohlmann & Weinstein, 2013). It is important that teachers seeking to establish high expectation classrooms understand the relationship between student grouping, self-efficacy, and teachers' expectations.

- ❖ When teachers utilize fixed ability grouping, they place students of like abilities in the same groups, often for an extended period of time (Timmons, 2018).
- ❖ Because these groupings persist and teachers often provide students with differing instruction, students build an awareness of the differences between each of the groups (Timmons, 2018).
- ❖ Through the assignment of differing tasks, students learn which students the teacher has high and low expectations for. The students may see that one group consistently completes remedial, repetitive work, while other groups learn new, complex concepts (Rubie-Davies, 2014).
- ❖ As students realize what their teacher expects them to be capable of, they come to adopt these expectations for themselves (Bohlmann & Weinstein, 2013).
- ❖ If students are placed in a low achieving group, they may come to understand that their teacher does not expect them to academically achieve when completing high level work and then they too may believe that they are unable to complete these tasks (Bohlmann & Weinstein, 2013).
- ❖ The change in a students' self-efficacy can then begin to impact the students' academic performance. If a student does not feel that they can complete a task and knows that their teacher does not believe that they can, they may unintentionally engage in behaviors that causes them that cause these expectations to come true (Rubie-Davies, 2015).
- ❖ With mixed ability, flexible groups, teachers are able to create groups, for a specific purpose with a more targeted focus and then disband the group once the purpose has been served (Rubie-Davies, 2014).
- ❖ Mixed ability, flexible groups are beneficial because they encourage teachers to continually collect specific data on their students, which allows them to gain better insight on their students' academic progress and readjust their expectations of their students (Timmons, 2018).
- ❖ Because mixed ability, flexible groups are not held in place for an extended period of time and because they are not all encompassing, students are less likely to perceive the grouping as a measure of their general ability to succeed. Teachers are able to communicate high expectations of general abilities to students while providing high quality instruction and meeting their students' needs (Timmons, 2018).

Implementing Mixed Ability, Flexible Grouping in the Classroom

Because mixed ability, flexible grouping requires assessment, teachers should continually reflect on assessment data in order to decide how they can effectively group students to maximize instructional minutes and establish high expectations for students based on their daily progress.

Decide on a Purpose for Grouping

- ❖ Teachers who want to communicate high expectations to their students should refrain from placing students in all encompassing, low performing groups. To make groups more specific and less likely to communicate low expectations, teachers should create purposeful groups that have a specific purpose.
- ❖ When implementing this type of grouping teachers must decide on a specific skill that their students need to improve on, but in different ways (Timmons, 2018).

Example in Context: A transitional kindergarten (TK) teacher assessed her students at the beginning of the school year in mathematics and English language arts (ELA). The teacher assessed the data and assigned students to groups based on the data. The alligator group consists of the highest performers on these assessments, the bear group consists of the mid-range performers, and the lion group consists of the students who performed the lowest on the assessments. Generally, the teacher changes these groups one to two times per school year. This teacher, however, noticed that the students in the lion group began to resent the assignment of lower level work, stated that they were bored, were bullied by their peers for being in the 'low' group, and when given higher level work that the assignments are "too hard for them." Although the teacher has taken measures to establish high expectations for their students, the teacher feels that their grouping practices are interfering with their ability to communicate high expectations to all students. The teacher realizes that many of the students in the lion groups have many strengths but that they do not seem to realize these assets and skills. The TK teacher decides to disband these groups and utilize mixed-ability, flexible groups with more specific purposes. While the teacher plans to create multiple groups for multiple reasons, they are first going to group students according to their mathematical assets and needs in relation to shapes. This teacher has observed a wide range of achievement in this area, with different students needing reinforcement in different aspects of the topic.

Create Groups That Reflect the Purpose for Grouping

- ❖ After deciding on a specific purpose, a teacher must use assessment data to sort students into groups. It is important to consider targeted, specific skills that students should improve on (Timmons, 2018).
- ❖ In order to gather information on the skills that students possess and need to work on, assessment must take place. Chapter two offers detailed information on assessment that supports high teacher expectations.
- ❖ Once assessment data has been assessed and specific skills have been analyzed, teachers can begin sorting students into groups. It is important that decisions are made based on the specific skill, not students' general academic performance. Students of different perceived ability levels can and should work together because they often have complementary strengths (Rubie-Davies, 2015).

Example in Context: The teacher assesses students individually by asking students to draw a picture that includes one triangle, two rectangles, three circles, and a square. After assessing student data, the teacher realizes that the students performed overall quite well but that students appeared to have specific needs related to shapes that, if addressed, would help almost all students to meet or exceed standards. Through data analysis the teacher notices three patterns: students did not differentiate between squares and rectangles, others drew ovals rather than circles, and another group drew triangles that did not include sharp angles and resembled more abstract shapes. The teacher first sorts students the students who clearly need support with one of these skills into groups. Students who demonstrated more than one need were placed in the group that addresses the skill with which they demonstrated a higher need to work on. Students who met all requirements were sorted into a group with which the teacher believed they could improve their mathematic ability with inclusion in a group that targeted the specific skill.

Implement the Groups and Disband When No Longer Effective

- ❖ After creating groups, teachers must choose or design activities that will help students to improve on the specific skill that they have been grouped to improve on.

- ❖ If the groups will be implemented at the same time, the activities chosen should be at an independent performance level, meaning that students can complete the tasks without a high level of teacher assistance. The teacher will circulate the room to provide assistance and instruction to each group as they work (Gunning, 2016).
- ❖ If the groups are going to be implemented at different times, and the teacher will be present for each group session, the teacher can design activities at an instructional level, meaning that the activities can be completed with support from the teacher (Gunning, 2016).
- ❖ After implementing the planned activities, the teacher should analyze the assignments and performances to ensure that learning goals and standards are met. Once the goals have been met, the groups can be disbanded and new, more relevant groups can be formed.

Example in Context: After the TK teacher has decided which skills should be targeted, they begin sorting through the assessments to decide which specific students belong in each group. Many of the students fit neatly into one category. For students who meet the qualifications for more than one group, or met all standards on the assignment, these students are placed in the group that the teacher feels will be help them to improve in their mathematical abilities. The teacher designs tasks that help to reinforce the skills that each group was created to target. When implementing the groupings in the classroom, the teacher decides that the groups will work at the same time. The tasks were each designed so that students can work on the skill on their own or possibly with the assistance of a partner. As students are working, the teacher decides that they will circulate the room to clarify examples, provide alternate explanations, and ask questions to stretch students' thinking. After two structured time periods in these groups, the teacher reassesses students and determine that the students have met the learning goals. These groups are disbanded, and the teacher begins to consider other skills that students may need assistance with.

Reflect on the Groupings and Adjust Expectations

- ❖ After teachers have implemented and carried out the flexible mixed ability groupings, they must reflect on their students' engagement and attitudes toward learning.
- ❖ It is important that overtime, as students become accustomed to these differing grouping practices, teachers continue to reflect on the communication of their expectations, as well as any changes in their students' self-efficacy development and academic achievement (Bohlmann & Weinstein, 2013).

Example in Context: The TK teacher reflects after this first implementation of grouping and realizes that mixing student ability and flexibly grouping students allowed the previously unenthusiastic and unsure students to collaboratively complete tasks with shapes and comment more positively on learning tasks. Overtime, as the teacher continues to utilize these grouping strategies the students, they notice that all students have developed more positive attitudes towards learning and seem to understand that their teacher hold them to high expectations.

Activity Suggestions

The activities that follow are suggestions of activities that can help teachers to implement mixed ability, flexible grouping into their classrooms. Using grouping practices such as the ones listed here can help teachers to show their students that they are expected to achieve in the classroom.

Activity	Description	Implementation
Book Clubs (Gunning, 2016)	With this activity, students are grouped to work on reading skills. Students who are working on a specific reading skill or aspect of reading (such as predicting, decoding r-controlled vowels, comprehending dialogue, etc.) are placed in groups to help them to build competency on a specific aspect of reading,	Placing students in mixed ability groups to read and discuss books can help them to target and develop specific skills or abilities related to reading. When implementing this activity, teachers should ensure that each group is designed for a specific purpose and that the text is accessible to each member. Some may choose shorter texts if they would like the groups to last shorter amounts of time.

Investigation Teams (Cox-Peterson et al., 2014)	Students groups can be formed for many reasons, including to help students sharpen their investigation, problem solving, and higher-order thinking skills. Here, students can be grouped to work on the same (or different) task and provided with differing tasks that help them to focus on skills such as analysis, collaboration, and improvement.	When implementing these groups, teachers may choose to design tasks that meet science, engineering, mathematics, and technology benchmarks/standards. When groups are implemented, teachers may choose to have students complete small projects to ensure that the students have more than one structured time period to hone their skills and improve academically.
Fluency Friends (Cox-Peterson et al., 2014)	With this activity, students are grouped according to their current progress with basic facts, such as addition, subtraction, multiplication, and division. When students meet, they quiz each other and complete problem-solving tasks that target the specific skill that they are currently working on.	Here, teachers must assess their students in order to create groups that focus on the skills that students are working on. For example, a group may be created for students working on multiplication by 6 and 7. They then must choose tasks that are accessible to all students and provide support to students as they work on the skills.
Writers' Workshop (Gunning, 2016)	Classroom activities that may already be occurring can be modified to include flexible grouping. Like the other activities, students can be grouped by writing progress and skill development. Students can proofread and discuss each other's written work.	Like the other activities listed here, teacher should assess students writing to identify areas where students can improve their writing (such as creating interesting hooks, providing details, and stating strong opinions, etc.) Tasks can be created to help students sharpen these skills.
Discussion Groups (Gunning, 2016)	If students need to work on specific speaking and listening standards/skills, discussion groups can be formed. Students discuss topics relevant to any content area to help them to sharpen their speaking and listening skills, as well as their understandings of the content area they are discussing.	When implementing this activity, teachers must decide which skills their specific students should improve upon, some examples include speaking clearly, respectfully disagreeing, and supporting opinions with reasons. Teachers must also decide on topics that are relevant and beneficial to all participants.

Encouraging Growth–Orientation Discourse

Along with student grouping practices, the classroom discourse that teachers subscribe to can communicate their expectations to students. Teachers should utilize a growth-orientation, rather than a fixed-orientation discourse in their classrooms.

What is Growth–Orientation Discourse?

The phrase growth-orientation discourse refers to speech that suggests students can improve their academic performance and cognitive abilities (Boaler, 2016). The term discourse refers to speech or written text. The discourse that teachers use can impact their classrooms and students (Timmons, 2018). Students are often made aware of the expectations that their teachers hold for them through the way that their teacher speaks to them (Bohlmann & Weinstein, 2013). With growth-orientation discourse, teachers communicate to their students that they believe improvement is possible. When teachers tell students that they are capable of improvement and will progress in challenging subject areas, students are more likely to believe that they are held to high expectations in the classroom. Research shows that teachers who typically hold their students to high expectations use a growth-orientation discourse in the classroom (Timmons, 2018).

Growth–Orientation and Fixed–Orientation Discourse

While educators who hold their students to high expectations often use growth-orientation discourse in their classrooms, teachers who hold their students to low expectations often utilize a fixed-orientation discourse (Timmons, 2018). Teachers who mainly utilize this type of discourse communicate to students that they do not think students' intellectual abilities and academic achievement can be improved. Through their teachers' speech, written comments, and other communicative processes, students become aware that they are not expected to succeed in the classroom (Timmons, 2018). Through both of these discourse types, students become aware of their teachers' perceptions of achievement and their abilities to grow academically (Bohlmann & Weinstein, 2013). The graphics that follow present important facets of these two discourse types.

Fixed-Orientation Discourse

- ❖ Intelligence is static, or unchanging.
- ❖ With high-quality instruction and concerted effort, the students who struggle will never reach true levels of success.
- ❖ When teachers speak to their students, they emphasize their mistakes, general intelligence, and performance compared to others.
- ❖ Example: “You are so smart and always do such a great job! You are the head of the pack!”

(Timmons, 2018)

Growth-Orientation Discourse

- ❖ Intelligence is malleable, or capable of improvement.
- ❖ Through high-quality instruction and concerted effort, students of all ability-levels can succeed.
- ❖ Teachers focus on students’ effort, progress, targets for future learning, and their performance compared to their past performances.
- ❖ Example: “Great effort on this assignment! Your use of evidence is strong, and you provided more details than in your last assignment. We will focus more on closing sentences in your next writing.”

(Timmons, 2018)

Using Growth-Orientation Discourse to Communicate High Expectations

Refraining from fixed-orientation discourse and moving towards growth-orientation discourse can help teachers to communicate their high expectations to their students. As students begin to understand that they are held to high expectations, they are better able to benefit academically and through their self-efficacy development (Bohlmann & Weinstein, 2013; Timmons, 2018).

- ❖ Growth-orientation discourse is one of the ways in which teachers can directly communicate high expectations to their students. Rather than directing positive comments towards students who are at-risk of being held to low expectations, adopting a growth-orientation discourse for the class provides teachers with the opportunity to communicate high expectations of all students' abilities to progress academically (Timmons, 2018).
- ❖ When speaking to students using growth orientation discourse, teachers stress the flexibility of the brain and its ability to think complexly when faced with complicated concepts. Mistakes are also regarded as helpful because they help students to identify skills that can be targeted for improvement in the future (Boaler, 2016).
- ❖ With a fixed-orientation discourse, students understand that their teacher either sees them as capable or incapable, and that any work or effort that they put in cannot change these perceptions (Bohlmann & Weinstein, 2016).
- ❖ Students who understand that they are held to low expectations come to believe that they will never be deserving of high expectations and students who are held to high expectations may come to believe that they have reached a peak and are unable to intellectually improve to reach new levels (Timmons, 2018).
- ❖ Speaking to students using facets of growth-orientation discourse can help teachers to refrain from these practices and communicate high expectations of students' abilities to progress and achieve academically (Timmons, 2018).
- ❖ By making their high expectations clear through verbal emphasis of students' personal progress and targets for learning, teachers are better able to show their students that they expect them to cognitively improve and academically achieve at higher levels than they have in the past (Timmons, 2018).

Implementing Growth-Orientation Discourse in the Classroom

When using a growth orientation discourse, it is important that teachers remember that high expectations cannot benefit students if students are not explicitly made aware that they are held to high expectations (Bohlmann & Weinstein, 2013). By engaging in processes that encourage growth-orientation mindset, teachers can better communicate their high expectations.

Reflect on Current Discourse

- ❖ When implementing a high-expectation, growth-orientation discourse, teacher should reflect on their current practices. These two discourse types are not dichotomies, but a continuum, meaning that all teachers utilize both types of discourse.
- ❖ All teachers use growth and fixed-orientation practices, so teachers should reflect on when and how often they tend to use teach type. They should also consider how each type impacts the specific students in their class, including their engagement, achievement, and self-efficacy (Timmons, 2018).

Example in Context: A third-grade teacher engaged in different practices to assist them raise their expectations of their students and apply these expectations to the classroom. This teacher realizes that many of the students in their class have not demonstrated some of the benefits of being held to high expectations, such as increased academic achievement and improved self-efficacy. This teacher realizes that while they have worked to establish high expectations, they should engage in practices that help them to explicitly communicate these high expectations to students. The teacher realizes that many of their students discuss many skills as either having them completely, or not having them at all, rather than recognizing a progression of learning and the importance of individual growth.

Consider Aspects of Discourse to Target First

- ❖ After they have reflected upon their current usages of growth and fixed-orientation discourses, teachers should reflect on the tasks or subjects where fixed-orientation discourse is the most prevalent.
- ❖ Teachers should decide on one area to focus on and then begin thinking of other areas of instruction that may need to be addressed (Boaler, 2016).

Example in Context: The teacher realizes, upon reflection, that they tend to utilize fixed-orientation discourse in physical education (PE) and art, often stating that students are “strong artists” or “athletic.” The teacher realizes that these labels imply that these students will always be strong in these areas and never need to improve further, and that the other students may never improve to meet the performances of these peers.

Implement Changes to Discourse and Accompanying Activities

- ❖ Once teachers have decided on target areas of their classroom to purposefully infuse with growth-orientation discourse, the teacher should choose activities to support their use of this discourse.
- ❖ The use of specific activities, materials, and discussions can help students to truly understand what growth-orientation is and what their teacher expects them to be able to achieve. This can help students to see that their teachers hold them to high expectations but that their teachers also understand that perfection is unattainable. Students are encouraged to do their best and to rise to meet high expectations but understand that mistakes are common and beneficial (Boaler, 2016). Several activities are presented in the next section.

Example in Context: The teacher decides to begin using language supportive of a growth-orientation in all subjects, but to ensure that students understand what this means as well as what their teacher expects them to accomplish, the teacher implements several specific activities that support the development of this discourse. The teacher calls this growth mindset with students because it is a more concrete term that is used to facilitate meaning of this discourse to students. The teacher first shows a video and to help students understand the difference between these two orientations, and then leads a discussion on why these are important to understand. Next, the students sort different phrases to build an understanding of how these mindsets are relevant to their own lives. During PE and art, the teacher asks all students to choose a specific area in which they would like to grow and to celebrate, no matter their skill level. The teacher provides specific praise to students and explains that all students are artists and athletes, with different strengths. As the teacher implements these activities, they reiterate to students how they expect all students to achieve but that they understand that mistakes and confusion take place. The teacher ensures that students understand that they are all capable of cognitive improvement and academic achievement.

Reflect on Student Performances and Attitudes

- ❖ As teachers begin implementing activities, it is important they reflect on how they support students' understanding of growth-orientation, as well as how

they are used to help illuminate the presence of high expectations to students (Timmons, 2018).

- ❖ Teachers should also reflect on how this process can be implemented in other areas of their teaching.

Example in Context: The teacher reflects on their students' attitudes and achievement in PE and art. The teacher realizes that students are displaying positive attitudes towards their abilities and put in more effort. The teacher sees that the specific information provided on growth-orientation during PE and art translated into other subjects, such as English language arts, with students refraining from calling themselves "bad readers" and "good readers." The teacher realizes that students understand that they are held to high expectations in the classroom and have begun to benefit from the expectations.

Activity Suggestions

The activities that follow are suggestions of activities that can help teachers to integrate growth-orientation mindset. As with all of the activities that have been discussed, these activities are broad so that teachers can adapt them to meet the needs of their students' age and developmental levels.

Activity	Description	Implementation
What is Growth Mindset? (Boaler, 2016)	In this activity, teachers find a video or create scenarios with characters who are the same age as their students. Some of the characters showcase a growth-orientation while completing a task, while the other students display a fixed-orientation. The students and teacher compare the two perspectives in order to build an understanding of the concepts.	When implementing this, teachers should look for video examples of relevant topics to students so that they are interested in discussion. If a video cannot be located, teachers can create a scenario for either the teacher to read or students to read. This may be beneficial because it brings students more actively into the process and can be shown like a readers' theatre.
Sorting Sentences	In groups, students are provided with statements that utilize either growth-orientation or fixed-orientation. The teams sort the sentences and discuss why the	When implementing this activity, the sentences must be at students' independent level. For younger students, this activity may be completed as a group, or using recording of the sentences on a

(Boaler, 2016)	differences in phrasing are important.	technological device. Older students may be invited to change the fixed-orientation sentences into growth-orientation sentences.
Growth Pledge (Boaler, 2016)	In order to combat the phrase “I’m bad at math” this activity, encourages students to recite and understand the pledge, “I am a mathematician. My brain is flexible. I was born with the ability to learn math.”	When implementing this activity, students should understand what the words in the pledge means as well as how to apply this mindset to their schoolwork. Teachers can modify this pledge or create other pledges to help them to show their high expectations for all students’ abilities to learn in other subjects.
Mistakes Matter (Boaler, 2016)	With this activity, students respond to the discussion prompt, “why do mistakes matter?” This can take place in pairs, small groups, large groups, or as a whole class. As the students discuss, the teacher should record some of students’ thoughts and comments in order to help students to analyze their responses and provide deep connections to the question.	When implementing this activity, teachers may need to support students by creating a group size that helps to facilitate understanding of the content. If students need more support, larger groups and examples of productive mistakes may help to spark student thought.
Commitment Chart (Boaler, 2016)	After students have a deep understanding of growth-orientation discourse, they can create a chart collaboratively as a class that shows what this type of speech means and how they will keep each other accountable. The chart can be placed in class to be references when necessary.	As students are suggesting ideas to add to the chart, the teacher can add that this type of talk helps them to hold high expectations for each other, while allowing mistakes and confusion because they are part of the learning process. The teacher should reference the chart often/when needed to ensure that growth-orientation discourse becomes a facet of the classroom.

Promoting Goal Setting Practices

Like flexible grouping and growth-orientation discourse, implementing goal setting practices in the classroom can assist teachers in explicitly communicating high expectations of students' abilities to achieve academically.

What Are Goal Setting Practices?

The phrase goal setting practices refers to the way in which teachers encourage students to target areas for their future learning (McDonald et al., 2016). Teachers encourage their students to set goals for many different reasons. Creating and working towards academic goals can bring students actively into the learning process, bolster students' self-assessment abilities, and foster motivation for completing tasks or reaching benchmarks (Ballesteros-Munoz & Tutistar-Jojoa, 2014). Goal setting in the classroom can help students to improve their self-efficacy, autonomy, and ownership of learning (Rubie-Davies & Rosenthal, 2016). Goal setting is a key characteristic of high expectation teachers. The act of helping students to set goals allows teachers to show their students, in a concrete way, that they expect them to make academic gains in the classroom and to cognitively improve (Rubie-Davies & Rosenthal, 2016).

Characteristics of Effective Goals

To ensure that the goals students set are effective and communicate high expectations, they should be created purposefully and reflected upon often. There are different types of goals that can be set in the classroom. Research suggests that students should set mastery, rather than performance goals (Rubie-Davies & Rosenthal, 2016). While there are several features of effective goals, research suggests that there are five features of goals that should be kept in mind when completing this process. Goals should be specific, measurable, achievable, relevant, and time-bound (Ballesteros-Munoz & Tutistar-Jojoa, 2014). Lastly, effective goals should be set and maintained using specific actions on the part of the teacher. The graphic that follows helps to clarify and expand on these characteristics of effective goals.

Types of Goal

- ❖ The goals that students and teachers set should be mastery goals, rather than performance goals.
- ❖ **Mastery goals** are focused on progress on and mastery of the task. These goals are typically growth-oriented, because students focus on progression of learning towards the learning goal.
- ❖ **Performance goals**, on the other hand, should not be used because they measure students' achievement against the achievement of their peers.

(Rubie-Davies & Rosenthal, 2016)

Features of Goals

- ❖ Students should set **S.M.A.R.T. goals**, meaning that they are specific, measurable, achievable, relevant, and timely.
- ❖ Goals are effective when they address a particular aspect of learning, rather than an entire subject, skill, or aspect of learning
- ❖ When goals are measurable, they include specific criteria that can be used to clearly identify if a goal has been achieved.
- ❖ Achievable goals require reasonable progress and are able to be reached by the specific student that they are set for.
- ❖ Goals that are relevant are based on topics or skills that are related to classroom instruction and are important for success.
- ❖ When goals are timely, they are set with a specific time frame in mind and can reasonably be achieved in that period of time.

(Ballesteros-Munoz & Tutistar-Jojoa, 2014)

Important Teacher Actions When Creating Goals

- ❖ When students are engaging in the goal setting process, teachers must engage in certain processes that facilitate goal development and achievement.
- ❖ Teachers must provide students with support when choosing goal topics and help students to set criteria for meeting their goals.
- ❖ Students should be provided with feedback by their teachers to ensure that the goal setting process is improving their academic achievement and educational experience.

(Rubie-Davies & Rosenthal, 2016)

Using Goal Setting Practices to Communicate High Expectations

When students set goals for themselves, they come to understand that they are capable of academic improvement. When teachers encourage their students to set goals, students come to understand that their teachers believe that they are capable of academic improvement. Through engaging students in the goal setting process, teachers can communicate their high expectations to students (Rubie-Davies & Rosenthal, 2016).

- ❖ When teachers hold low expectations of students, they often believe that students are not capable of cognitive growth or are capable of limited cognitive growth. Through actions and speech, students become aware of these low expectations (Bohlmann & Weinstein, 2013).
- ❖ When teachers hold high expectations of students, they perceive their students as able to grow cognitively. Through their speech (discussed in the last chapter) and actions, students are made aware of these expectations (Bohlmann & Weinstein, 2013).
- ❖ When students set S.M.A.R.T., mastery goals they identify specific areas of their academic (and nonacademic) performance in which they can improve (McDonald et., 2016).
- ❖ The act of identifying how their academic performance can be improved sends an implicit message to students that they are capable of cognitive growth.
- ❖ When a teacher asks students to set a goal in the classroom, it is implied that the teacher believes that they are capable of achieving the goal and cognitive improvement (Rubie-Davies et al., 2016).
- ❖ If a teacher takes great care in ensuring goals are high for each student, puts in effective effort to support students in achieving goals, and engages students in reflection about the learning process, setting goals can concretely show students that their teachers hold high expectations of their ability to academically improve (Rubie-Davies et al., 2016).
- ❖ Because students have differing ability levels, assets, and needs, goals should not be the same for each student. Teachers should help students set goals that are personally high, achievable goals based on their current levels of achievement (Rubie-Davies et al., 2016).

Implementing Goal-Setting Practices in the Classroom

When implementing high expectation, goal setting practices teachers must ensure that they make purposeful decisions about the goals that students develop and provide experiences that support students in meeting these goals (McDonald et al., 2016). If teachers implement a high-quality goal setting experience, they can communicate their high expectations to students, providing their students with a better chance of academically benefitting from being held to high expectations (Rubie-Davies et al., 2016).

Consider the Areas in Which Students Should Set Goals

- ❖ When first implementing goal setting (or a new form of goal setting) teachers should consider the many aspects of their classroom and where goal setting might be most effective.
- ❖ It is important that teachers consider the features of effective goals (performance-oriented, specific, measurable, achievable, relevant, and timely) when deciding what topics goals should focus upon (Ballesteros-Munoz & Tutistar-Jojoa, 2014).

Example in Context: A fourth-grade teacher decides to implement goal setting into their classroom because many of their students do not appear to realize that they are held to high expectations. The teacher realizes, upon reflection, that although they have worked to establish high expectations relative to all ability levels in mathematics, many students still feel that they cannot achieve academically. This is especially true for students who are working on addition and subtraction, rather than multiplication and division. Because students are working on fluency of their mathematics basic facts, the teacher decides that students should set goals in this area.

Ensure Students Understand the Goal Setting Process

- ❖ Because goal setting is used to actively bring students into the learning process, students should understand what goal setting is, why it is important, and how to set effective goals (McDonald et al., 2016).

- ❖ Teachers should design developmentally appropriate activities to help facilitate this process. Some activities that can be adapted are provided in the next section.

Example in Context: The fourth-grade teacher decides to engage students in a series of short activities to ensure that they understand what goal setting is and how it is facilitated. First, students engage in an activity where they, in groups, are given one characteristic of an effective goal. The groups work together to locate a definition of the term and then predict how it relates to goals. Students present their predictions to one another and the teacher helps to explain in detail why each characteristic is important. The teacher then conferences with each student during independent reading time to discuss their fact fluency progress and their expectations for their own achievement in this area.

Implement Goal Setting and Communicate High Expectations

- ❖ When helping students to set goals, teachers should take measures to ensure that students are supported in this process. **Co-construction of goals is important to ensure that goals meet all qualifications of effective goals, meaning that teachers and students should work together to create goals.**
- ❖ Additionally, it is important for students to help set learning targets and have time to reflect on their goal achievement progress (McDonald et al., 2016). As students set goals, the teacher should state that they believe students are capable of growth and achievement to reinforce their high expectations.

Example in Context: During individual conferences, the students and teacher co-construct goals for students' mathematic achievement. The teacher helps students to base their goals on their current levels of achievement, require cognitive growth, and can be achieved in the by the end of the trimester. For students who have Individual Education Plans (IEP's) for learning disabilities that impact math achievement and students who have not made grade-level progress in math, high expectation goals are still established. These goals are high relative to the students' current levels but require high effort in order to foster cognitive growth. The teacher works with each student for a few minutes to construct person-specific rigorous but achievable goals, while encouraging the students. The teacher explains that they believe the students are capable of reaching or exceeding their goals with hard work and expect that the

goals yield cognitive improvement. Each Friday, for five minutes, students reflect on their goal and are invited (but not required) to comment on the goal setting process.

Reflect on Goal Setting and Communication of High Expectations

- ❖ Teachers too should take time to reflect on the goal setting process to ensure that it is effective in communicating high expectations to students (McDonald et al., 2016). They should consider the type of goals students are working to set and reflect on any peer comparisons that are being made.
- ❖ If students are beginning to compare goals and some feel that their goals are inferior, they may feel that they are held to low expectations. Teachers may need to reiterate the personal, and often confidential, nature of goal setting.

Example in Context: The teacher reflects on the goal setting process and realizes that some students have started to compare their goals. The teacher begins to fear that students will perceive that they are held to low expectations or high expectations because their goals are different from one another. The teacher discusses this specifically with the students who were sharing goals and then engages their entire class in a discussion about the person nature of goals, as well as how each goal holds them to high, personal expectations. The teacher explains that they can share their progress with one another but can share this without specifying what their actual goal is.

Activity Suggestions

The activities that follow are suggestions of activities that can help teachers to implement goal setting practices into their classrooms. Teachers should keep in mind that they are using goal setting to concretely show students that they capable of academic achievement and success.

Activity	Description	Implementation
Goal Chart	Before engaging in the goal setting process, teachers ask their students to post goals that they have set, achieved, or heard of in the past. This can be completed with sticky notes on an anchor chart, or through technological message boards.	When implementing this activity, students' responses can be kept anonymous and teachers can use this data to glean information on their students' background knowledge on goal setting. Four

(McDonald et al., 2016)		young students, this can be adapted into a discussion activity.
What Does it Mean to be S.M.A.R.T? (McDonald et al., 2016)	In order for students to understand the characteristics of effective goals, teachers can assign groups to one characteristic. Students research or brainstorm the meaning of the term they have been assigned and then consider its importance in the goal setting process. Groups present their responses to one another.	This task can be implemented with differing group sizes and qualifications, depending on the assets and needs of the class. During implementation, teachers should provide any areas of relevance that are not gleaned through student responses.
Goal Conferences (McDonald et al., 2016)	During goal conferences, individual students work with their teachers to co-construct effective goals. Students must be taught how to set an effective goal and guided in the process. After the first several experiences, teachers may be able to help students co-construct goals in a less individualized way.	Teachers can teach students how to set goals as a class to more effectively use classroom minutes. During independent work periods throughout a week or more, teachers can begin co-constructing goals and hold conferences with students. Large blocks of time focused on only on goal setting is not necessary for effective co-construction of goals.
Reflections & Realizations (McDonald et al., 2016)	Depending on students' developmental levels, they can reflect orally, using writing or though images on the goal setting and achievement process. Students may use audio/video recording capabilities, traditional art methods, writing programs, or pencils/papers to complete this task.	Teacher should model the reflection process so that students understand the task. Teachers can co-construct their own goals with students to reinforce a growth-orientation discourse and then reflect upon these goals if they choose. Teacher can also use goals created as examples to model the reflection process with.
Global Goals (McDonald et al., 2016)	Students should be encouraged to set goals that are not strictly academic as well. Students can be encouraged to set goals in other areas of their lives, including social goals, family interaction goals, hobby goals, and community service goals.	This activity can be facilitated similar to the process used with academic goals, or in a more informal setting. Teachers may consider keeping an open forum (online or on a chart) where students can write new goals they are working towards in any area of their life, either anonymously or with their name connected to their response.

Looking Back and Glancing Ahead

This chapter presented several strategies and activities that can support teachers in making their high expectations clear to students. By combining the methods from chapters two, three, and four together, teachers can holistically integrate high expectation practices into almost any aspect of their classroom. The next chapter helps to illuminate the significance of this process and provides suggestions for spreading the impact of high teacher expectations beyond the walls of just one teacher's classroom.

Reflective Questions to Consider After Reading Chapter Four

1. For students, how do student grouping practices shed light on their teachers' expectations?
2. How is growth-orientation discourse related to high teacher expectations for your specific students?
3. In what academic area would goal setting most benefit your students? What nonacademic area would be a beneficial target for goal setting?

FOR MORE INFORMATION...

Student Grouping



Teacher-Student Ratios



Differentiated Instruction

Peer Scaffolding



Fixed-Ability Grouping



Mixed Ability, Flexible Grouping



Independent Performance Level



Instructional Performance Level



Growth-Orientation Discourse



Fixed-Orientation Discourse





Goal Setting



S.M.A.R.T. Goals



Mastery Goals



Performance Goals



Individual Education Plans

Chapter 5

Furthering the Impact of High Expectations

After reading or referencing this chapter, you will be able to reflect on the classroom implications of teachers' expectations, summarize the process of creating a high expectation classroom, identify steps for continuing the process of becoming a high expectation beyond this handbook, examine the ways in which schools can promote high expectations, and brainstorm ways in which you can increase the impact of high expectations on other populations.

Reflective Questions to Consider Before Reading Chapter Five

1. How would you share some of the ideas from this handbook with your colleagues?
2. Do your school administrators support teachers in implementing high expectation practices, such as the ones listed in this handbook?
3. How could your school district as a whole benefit from the ideas presented in this handbook?

Reflecting on the Discipline

This handbook provides practical implications of current research findings on teacher expectations. These practical implications include methods, strategies, and activities that teachers can implement in their own classrooms. Although the

suggestions presented here are accompanied by implementation procedures and vignette examples, this guide provides teachers with the flexibility to adapt these methods to best fit their specific classrooms. Providing teachers with tools that they can utilize within their own classroom, no matter the adopted curriculum, grade level, or socioeconomic status of the area can be empowering. While this guide was uniquely created to translate theory and research findings into practice for individual teachers, these educators can still, if they choose, further the impact of high expectations beyond their classrooms.

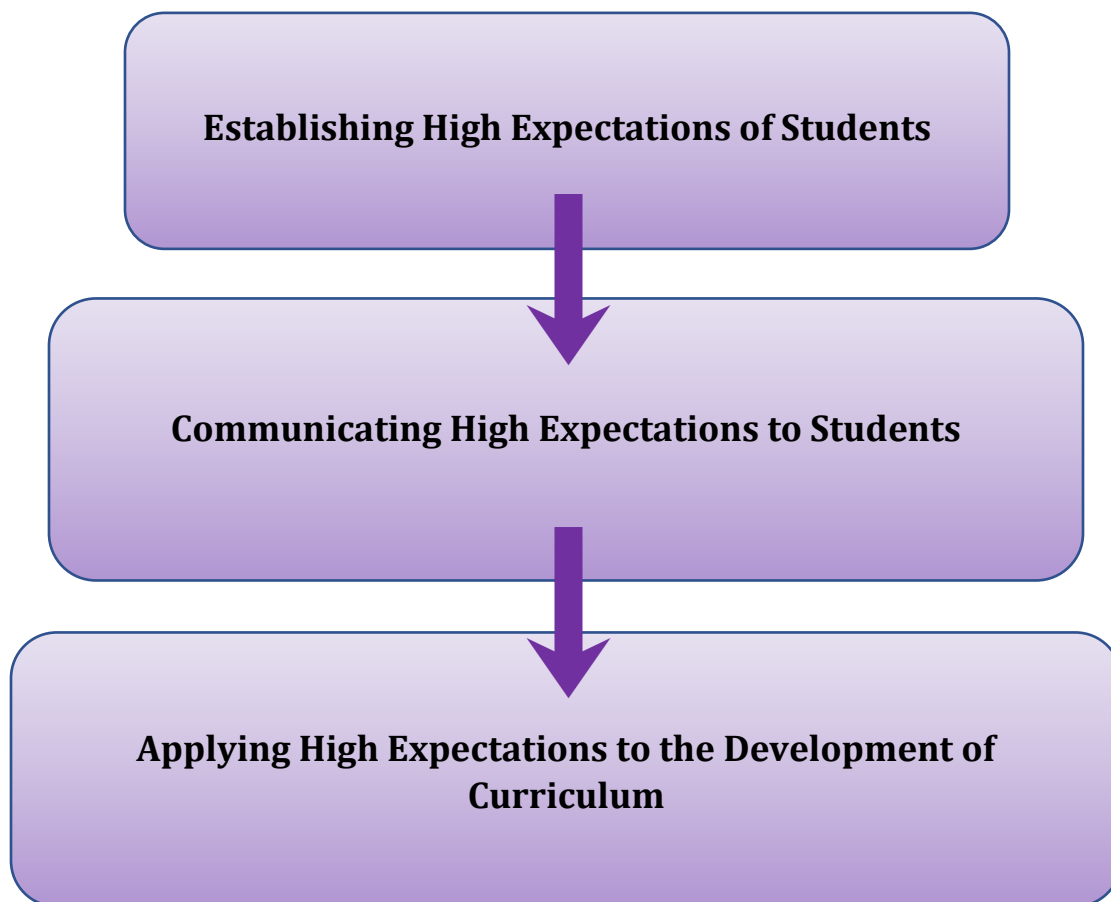
High Expectations in the Classroom

This handbook guides teachers through the process of creating a high expectation classroom. In order to apply high expectations to the classroom and communicate these expectations to students, teachers must first engage in methods that help them to raise their expectations of students. Some of the strategies discussed included diversifying assessment, collaborating with others, and engaging in methods to understand students' funds of knowledge. After establishing high expectations, teachers can apply their high expectations to classroom curriculum by selecting relevant, rigorous, and linguistically appropriate learning tasks for students. Often times, students are not aware of high teacher expectations in their classrooms, even after these processes occur. When teachers utilize flexible grouping, utilize language that encourages personal growth, and assist students in setting goals, they can communicate their high expectations directly to their students. Engaging in this three-pronged process can help teachers to integrate high expectation practices into their classroom in an authentic way. This process is summarized in the graphic that follow this section.

Continued Relevance

It is important to remember why engaging in the process of establishing high expectations is important for all teachers. Research shows that students rise to challenges, work well when held to personally high expectations, and are authentically supported by their teachers (Rubie-Davies et al., 2015). Academic achievement and positive self-efficacy development can be fostered through high expectation teaching practices (Bohlmann & Weinstein, 2013; Sorhagen, 2013). The positive impacts students

experience when held to high expectations can outlast a students' time in a high expectation classroom. Research studies show that these benefits can last for several years (Sorhagen, 2013). Lastly, viewing education through a teacher expectations lens can help to promote equity in an increasingly diverse student population. Working to provide students who are traditionally held to low expectations with high expectation educational experiences can help improve these students' schooling experiences and provide them with positive classroom opportunities they may not have had in the past (Minor, 2014). The graphic below is presented both in the first and final chapter of this handbook because it captures the process that this practical resource utilizes.



Sustaining the Process

After selecting and implementing strategies and activities discussed in this handbook, it is still important to continue implementing high expectation practices. Many of the QR code resources provide other, related practical ideas for high expectation teachers. The references, immediately following this chapter, provide information on scholarly research sources. These resources provide information on studies, theories, and perspectives that may be beneficial to explore if continuing to implement activities in this area. When engaging in professional development and other educational opportunities, it is important to keep teachers' expectations in mind. When learning of new strategies and techniques, consider whether they seem to assume students are capable and bring assets into the classroom. Reflect on practices that appear to hold students to low expectations and think of ways they can be adapted to hold students to high expectations. Above all it is important to continue to reflect on professional practice and the experiences of students in order to continue supporting the development of high expectation classrooms.

Supporting a High Expectation School

Although this resource was created to help individual teachers to create change within their own classrooms, change can be fostered on larger scales as well. Passing activities and strategies from this handbook onto other educators can help more students to benefit from high expectations. Teachers can discuss assessment, grouping practices, and goal setting with administrators and instructional coaches. Home visits and partnerships may be proposed to additional families or encouraged at a school level.

Increasing the Impact

Spreading the impact of high expectations beyond a school may seem daunting, but could be rewarding as well. Numerous research efforts have been carried out in this discipline since the 1960's. Adding to body of knowledge and creating practice materials that keep the topic relevant and influential are important

contributions to be made. Creating action research projects within the classroom can help to add new knowledge and perspectives to the subject. Teachers may also choose to create presentations on their experiences with teachers' expectations and speak at professional development events or conferences. If pursuing graduate studies, educators may consider teacher expectations for research. While increasing the impact may be exciting, it is important that teachers remember what matters: their students and their expectations.

Reflective Questions to Consider After Reading Chapter Five

1. How has the process of creating a high expectation classroom in this handbook changed your classroom?
2. How has the information in this handbook impacted your decision-making processes (about activities, student achievement, language, etc.) in the classroom?
3. Of the many suggestions presented for increasing the impact of teachers' expectations, which would you consider utilizing most? Why?

Looking Back and Glancing Ahead

This chapter presented a review of the important impacts of teacher expectations and suggestions for increasing the impact of teacher expectations beyond an individual classroom. The handbook itself has provided nine substantial strategies, implementation procedures, and vignettes, as well as forty-five activities that can be adapted to fit almost any grade level's needs. When looking back and glancing ahead, it is important to remember the purpose of this handbook: improving the experiences of students in school.

FOR MORE INFORMATION...

Action Research



Presenting at Teaching Conferences

Graduate Studies in Education



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