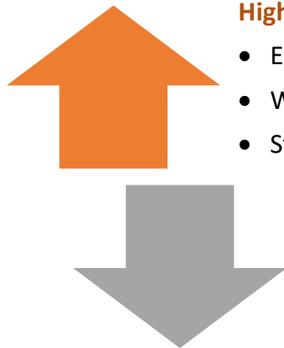


# Teacher Outlook, Student Outcome: A Closer Look at Expectations

OSU Motivation in Classrooms Lab – Motivation Minute. October 2023

## What are teacher expectations and why do they matter?

Teacher expectations include the beliefs and predictions teachers have about students' ability, performance, and behavior. These expectations may entail biases in judgment, interpretation, and evaluation of students' academic competence that can sometimes lead to teachers' differential treatment toward students, ultimately impacting students' perceptions about their own abilities or performance.



### High Expectations:

- Equal and supportive treatment for all students
- Warm and encouraging learning environment
- Students tend to master difficult content and learn faster

### Low Expectations:

- Differential or less supportive treatment
- Less supportive emotional atmosphere
- Demotivation and hindered student learning

## What are the sources of teacher expectations?

Teachers typically base their expectations on various factors, including students' previous achievements, gender, attractiveness, race, and diagnostic labels such as learning disabilities.

- Past student achievement generally informs teacher expectations.
- There is a common assumption among teachers that girls exert more academic effort than boys, although there is limited evidence supporting this belief.
- More concerningly, when teachers have low expectations based on racial stereotypes or diagnostic labels (like learning disabilities), it often contributes to negative self-fulfilling prophecies that hinder students' progress.

## How can teachers leverage expectations for positive student outcomes?

	Strategy	Questions for Reflection
<b>Classroom Climate</b>	<ul style="list-style-type: none"><li>• Communicate care and support</li><li>• Foster community</li></ul>	<ul style="list-style-type: none"><li>• How do you communicate high expectations for <i>all</i> learners?</li><li>• How do you ensure a positive environment where <i>all</i> students feel like they belong?</li></ul>
<b>Grouping &amp; Learning Activities</b>	<ul style="list-style-type: none"><li>• Reducing emphasis of achievement levels</li><li>• Provide choice among activities and peer groups</li></ul>	<ul style="list-style-type: none"><li>• How do you incorporate student voice and choice within group activities?</li><li>• How are each students' strengths leveraged within activities?</li></ul>
<b>Goal Setting</b>	<ul style="list-style-type: none"><li>• Create specific and achievable goals</li><li>• Monitor progress</li><li>• Provide clear feedback</li></ul>	<ul style="list-style-type: none"><li>• How do you assist students in setting challenging yet achievable goals?</li><li>• How do you provide <i>informative</i> feedback that celebrates and encourages progress?</li></ul>

### Resources

- Anderman E. M. & Anderman L. H. (2009). *Psychology of classroom learning: An encyclopedia*. Macmillan Reference USA/Gale Cengage Learning.
- Graham, S. (2020). An attributional theory of motivation. *Contemporary Educational Psychology*, 61, 1-11.
- Rubie-Davis, C.M., & Rosenthal, R. (2016). Intervening in teachers' expectations: A random effects meta-analytic and approach to examining the effectiveness of an intervention. *Learning and Individual Differences*, 50, 83-92.