

Teacher Expectancy Effect

Growing Up in a Changing Society
 Just Great Teaching
 Teacher Effectiveness
 Reaching Higher
 A Social Psychology of Schooling
 Handbook of Research on Schools, Schooling and Human Development
 A Social Psychology of Schooling
 Teacher Expectations and Pupil Learning (RLE Edu N)
 Routledge Library Editions: Education Mini-Set N Teachers & Teacher Education Research 13 vols
 Readings for Reflective Teaching
 Research Handbook on the Sociology of Education
 International Handbook of Research on Teachers and Teaching
 Teacher Expectations in Education
 Teacher Expectation and Pupil Performance: a Review of the Literature and Pilot Study
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 Pygmalion Reconsidered
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 Pygmalion in the Classroom
 Becoming a High Expectation Teacher
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 Applications of Nonverbal Behavioral Theories and Research
 The Structure and Measurement of Intelligence
 Teacher Expectancies

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JACOB ZAYDEN

Growing Up in a Changing Society Psychology Press
Drawing upon a generation of research on self-fulfilling prophecies in education, *Reaching Higher* argues that our expectations of children are often too low. Weinstein shows that children typed early as "not very smart" can go on to accomplish far more than is expected of them by an educational system with too narrow a definition of ability. She faults the system, pointing out that teachers themselves are harnessed by policies that do not enable them to reach higher for all children.

Just Great Teaching A&C Black
Looks at research in teacher effectiveness and provides strategies to achieve student's goals.

Teacher Effectiveness Edward Elgar Publishing
This reissue of a classic book (the first edition of which sold 50,000 copies) explores the 'Pygmalion phenomenon', the self-fulfilling prophecy embedded in teachers' expectations.
Reaching Higher Springer Science & Business Media
Dealing with all aspects of teacher education in the past 50 years the 13 books in this set, originally published between 1969 and 1996, discuss how the education system in the UK has changed; the impact of restructuring on teachers; teacher expectations around the world and other important topics in the sociology of education and teacher research.

A Social Psychology of Schooling Taylor & Francis
If a theory of education is to be helpful to the practising teacher, it must take the social context of learning into account. Originally published in 1982, Colin Rogers does just this, exploring the implications of two decades' detailed research in to the social psychology of teaching and learning. The central theme that emerges from this study is the importance of the still controversial 'teacher-expectancy effect' - the effect of teachers' expectations on the performance of pupils. By examining in detail the claims made by those who believe that the expectations of teachers can influence levels of pupils' academic attainment, the book shows the complexity of interpersonal interaction and perception within the classroom and the nature of problems involved in studying these. It also focuses on the way that the mutual perceptions of teachers and pupils themselves affect, and are affected by, other aspects of life in a school; and extensive use is made of research conducted in British schools to illustrate major points. The conclusion of the study was that it is the classroom - the very environment in which teachers and pupils interact - rather than teacher training that may need reform.

Handbook of Research on Schools, Schooling and Human

Development SAGE

Presenting original contributions from the key experts in the field, the *Research Handbook on the Sociology of Education* explores the major theoretical, methodological, empirical and political challenges and pressing social questions facing education in current times.

A Social Psychology of Schooling Routledge
This book is informed by pupils' perceptions of the foreign language learning experience: attitudes brought from primary school; from home; visits abroad; the classroom. What are the implications of these for teachers? The author provides practical strategies to enhance (a) the enjoyment of the in-class experience and (b) the status of modern languages on the curriculum.

Teacher Expectations and Pupil Learning (RLE Edu N) Routledge

The final reader in the Child Development in Social Context series shows how the study of child development is inevitably bound up in more ephemeral cultural ideas about the nature and needs of children and in the educational practices that rise from these ideas. Some readings point to the dangers which can arise from the meeting of science and cultural values, using for illustration studies of the role of psychological theory in reinforcing social attitudes to child care inside and outside the family. Other readings look at children's initiation into that relatively recent cultural invention, the school, and the relationship with their learning at home. There are studies of their social development in classroom and playground, with particular emphasis on ethnic relationships.

Routledge Library Editions: Education Mini-Set N Teachers & Teacher Education Research 13 vols Crown House Publishing
This reference work breaks new ground as an electronic resource. Utterly comprehensive, it serves as a repository of knowledge in the field as well as a frequently updated conduit of new material long before it finds its way into standard textbooks.

Readings for Reflective Teaching Russell Sage Foundation
The influence of teacher expectations on student outcomes is routinely explored by professors, administrators, teachers, researchers, journalists, and scholars. Written by a leading expert on teacher expectations, this book situates the topic within the broader context of educational psychology research and theory, and brings it to a wider audience. With chapters on the history of the teacher expectation field, student perceptions of teacher expectations, and implications for practice, this concise volume is designed for use in educational psychology courses and any education course that includes social-psychological aspects of classrooms in the curriculum. It will be indispensable for student researchers and both pre- and in-service teachers alike.

Research Handbook on the Sociology of Education Brookings Institution Press

In the field of teacher expectations and pupil learning one important psychological truth is that the pupils' achievement in learning is strongly influenced by the teachers' expectations of their level of performance, high or low. Roy Nash discusses critically and fully important research in this area. In the belief that research must be interpreted within an overall theory of social action, the author relates the empirical studies which he examines to an interactionist theory. He emphasizes the importance of making teachers aware of the implications of what they are doing and of the possibility of establishing wider and more educative patterns of interaction. He shows that research into 'attitudes', 'perceptions', or 'expectations' is all essentially concerned with the same problem: how teachers relate to pupils on the basis of a model of what pupils may be. Much of the work he discusses has direct relevance to teachers in their day-to-day work. The research findings will help them to become more aware of their attitudes and how these influence their actions, and should make them more likely to give all their pupils equal opportunities within their classes. Among the topics covered are observational and experimental studies of teacher expectations, the analysis of classroom climate, self-conceptions, pupils' perceptions and expectations, and the significance of classroom-based research into teacher/pupil interaction.

International Handbook of Research on Teachers and Teaching Cambridge University Press

Ross Morrison McGill, bestselling author of *Mark. Plan. Teach.* and *Teacher Toolkit*, pinpoints the top ten key issues that schools in Great Britain are facing today, and provides strategies, ideas and techniques for how these issues can be tackled most effectively. We often talk about the challenges of teacher recruitment and retention, about new initiatives and political landscapes, but day in, day out, teachers and schools are delivering exceptional teaching and most of it is invisible. Ross uncovers, celebrates, analyses and disseminates best practice in teaching. This is supported by case studies and research undertaken by Ross in ten primary and secondary schools across Great Britain, including a pupil referral unit and private, state and grammar schools, as well as explanations from influential educationalists as to why and how these ideas work. Ross explores the issues of marking and assessment, planning, teaching and learning, teacher wellbeing, student mental health, behaviour and exclusions, SEND, curriculum, research-led practice and CPD. This book inspires readers to open their eyes to how particular problems can be resolved and how other schools are already doing this effectively. It is packed with ideas and advice for all primary and secondary classroom teachers and school leaders keen to provide the best

education they possibly can for our young people today.

Teacher Expectations in Education University Press of America
This book examines the ways in which the theory and data of social psychology can be applied to teaching, learning, and other experiences in schools. Its focus ranges in level from the individual (e.g., student attitudes and attributions), to the teacher-student interaction, to the impact of society (e.g., racial and cultural influences on school performance). The editor and distinguished contributors have two major purposes. The first is to illustrate the scope and sophistication of the emerging field known as the social psychology of education. The second is to provide solid, informed suggestions to educators for the amelioration of current educational problems. To that end, each author explicitly discusses implications for educational practice.

Teacher Expectation and Pupil Performance: a Review of the Literature and Pilot Study Routledge

If a theory of education is to be helpful to the practising teacher, it must take the social context of learning into account. Originally published in 1982, Colin Rogers does just this, exploring the implications of two decades' detailed research in to the social psychology of teaching and learning. The central theme that emerges from this study is the importance of the still controversial 'teacher-expectancy effect' - the effect of teachers' expectations on the performance of pupils. By examining in detail the claims made by those who believe that the expectations of teachers can influence levels of pupils' academic attainment, the book shows the complexity of interpersonal interaction and perception within the classroom and the nature of problems involved in studying these. It also focuses on the way that the mutual perceptions of teachers and pupils themselves affect, and are affected by, other aspects of life in a school; and extensive use is made of research conducted in British schools to illustrate major points. The conclusion of the study was that it is the classroom - the very environment in which teachers and pupils interact - rather than teacher training that may need reform.

The Handbook of Research Synthesis Routledge

The International Handbook of Research on Teachers and Teaching provides a fresh look at the ever changing nature of the teaching profession throughout the world. This collection of over 70 articles addresses a wide range of issues relevant for understanding the present educational climate in which the accountability of teachers and the standardized testing of students have become dominant.

Teacher Expectations and Pupil Learning Routledge

The test score gap between blacks and whites—on vocabulary, reading, and math tests, as well as on tests that claim to measure scholastic aptitude and intelligence—is large enough to have far-reaching social and economic consequences. In their introduction to this book, Christopher Jencks and Meredith Phillips argue that eliminating the disparity would dramatically reduce economic and educational inequality between blacks and whites. Indeed, they think that closing the gap would do more to promote racial equality than any other strategy now under serious discussion. The book offers a comprehensive look at the factors that contribute to the test score gap and discusses options for substantially reducing it. Although significant attempts have been made over the past three decades to shrink the test score gap, including increased funding for predominantly black schools,

desegregation of southern schools, and programs to alleviate poverty, the median black American still scores below 75 percent of American whites on most standardized tests. The book brings together recent evidence on some of the most controversial and puzzling aspects of the test score debate, including the role of test bias, heredity, and family background. It also looks at how and why the gap has changed over the past generation, reviews the educational, psychological, and cultural explanations for the gap, and analyzes its educational and economic consequences. The authors demonstrate that traditional explanations account for only a small part of the black-white test score gap. They argue that this is partly because traditional explanations have put too much emphasis on racial disparities in economic resources, both in homes and in schools, and on demographic factors like family structure. They say that successful theories will put more emphasis on psychological and cultural factors, such as the way black and white parents teach their children to deal with things they do not know or understand, and the way black and white children respond to the same classroom experiences. Finally, they call for large-scale experiments to determine the effects of schools' racial mix, class size, ability grouping, and other policies. In addition to the editors, the contributors include Claude Steele, Ronald Ferguson, William G. Bowen, Philip Cook, and William Julius Wilson.

The Cambridge Handbook of Environment in Human Development Routledge

Ross Morrison McGill, aka @TeacherToolkit believes that becoming a teacher is one of the best decisions you will ever make, but after more than two decades in the classroom, he knows that it is not an easy journey! Packed with countless anecdotes, from disastrous observations to marking in the broom cupboard, TE@CHER TOOLKIT is a compendium of teaching strategies and advice, which aims to motivate, comfort, amuse and above all reduce the workload of a new teacher. The book includes humorous illustrations, photocopyable templates, a new-look 5 minute plan and QR codes to useful videos. This limited edition hardback version will be an invaluable addition to your school CPD library or a long-lasting bible to keep with you throughout your teaching career. As anyone who has followed him on Twitter knows, Ross is not afraid to share the highs and lows of his own successes and failures. He strives to share great teaching practice, to save you time and to ensure you are the best teacher you can be, whatever the new policy or framework. His eagerly-awaited new book continues in this vein and is a must-read for all new teachers. Vitruvian teaching will help you survive your first five years: Year 1: Be resilient (surviving your NQT year) Year 2: Be intelligent (refining your teaching) Year 3: Be innovative (take risks) Year 4: Be collaborative (share and work with others now your classroom practice is secure) Year 5: Be aspirational (moving towards middle leadership) Start working towards Vitruvian today. *Social Psychology, the Second Edition* Routledge

We constantly hear cries from politicians for teachers to have high expectations. But what this means in practical terms is never spelled out. Simply deciding that as a teacher you will expect all your students to achieve more than other classes you have taught in the same school, is not going to translate automatically into enhanced achievement for students. *Becoming a High Expectation Teacher* is a book that every education student, training or practising teacher, should read. It details the beliefs

and practices of high expectation teachers - teachers who have high expectations for all their students - and provides practical examples for teachers of how to change classrooms into ones in which all students are expected to learn at much higher levels than teachers may previously have thought possible. It shows how student achievement can be raised by providing both research evidence and practical examples. This book is based on the first ever intervention study in the teacher expectation area, designed to change teachers' expectations through introducing them to the beliefs and practices of high expectation teachers. A holistic view of the classroom is emphasised whereby both the instructional and socio-emotional aspects of the classroom are considered if teachers are to increase student achievement. There is a focus on high expectation teachers, those who have high expectations for all students, and a close examination of what it is that these teachers do in their classrooms that mean that their students make very large learning gains each year. *Becoming a High Expectation Teacher* explores three key areas in which what high expectation teachers do differs substantially from what other teachers do: the way they group students for learning, the way they create a caring classroom community, and the way in which they use goalsetting to motivate students, to promote student autonomy and to promote mastery learning. Areas covered include:- Formation of teacher expectations Teacher personality and expectation Ability grouping and goal setting Enhancing class climate Sustaining high expectations for students *Becoming a High Expectation Teacher* is an essential read for any researcher, student, trainee or practicing teacher who cares passionately about the teacher-student relationship and about raising expectations and student achievement.

Effective Teaching Bloomsbury Publishing

Originally published in 1984, the field of research on teaching had expanded dramatically in the 15 years covered by this bibliography, 1965 to 1980. The expansion had included studies conducted for many purposes. This bibliography contains relevant citations to the research which has been conducted for the purposes of increasing our understanding of the science, art and craft of teaching. The existence of research publications has been documented with relevant reference information and brief annotations; there has been no attempt to evaluate the quality of the studies. A brief perusal of the bibliography provides an indication of the range of topics addressed by these studies and also of the variety of studies within a single topic.

Motivating Language Learners Simon and Schuster

Educational Psychology Series: Gender Influences in Classroom Interaction compiles papers presented at a conference funded by the National Institute of Education and held at the Wisconsin Center for Education Research, University of Wisconsin—Madison in October 1983. This book focuses on the interactional influences that may be related to differential classroom experiences for females and males. A diversity of issues that have a bearing on gender-related influences, such as contextual factors and teacher and student characteristics, from both theoretical and empirical perspectives are also deliberated. This compilation is addressed primarily to researchers, but is also useful to teachers, educational policy makers, and others who want to insure every child, regardless of gender or other status, the opportunity of a rewarding and challenging education.