

FEAP 2c.- Conveys high expectations to all students

UNSATISFACTORY	DEVELOPING	ACCOMPLISHED	EXCEPTIONAL
<p>The teacher doesn't probe incorrect answers of low expectancy students in the same manner as he/she does with high expectancy students. (M)</p> <p>The teacher tells students that they're doing a lesson because it's on the test, in the book, or mandated by the district. (D)</p> <p>Teacher says to a student: "Why don't you try this easier problem?" (D)</p> <p>Students turn in sloppy or incomplete work. (D)</p> <p>Students don't engage in work, and the teacher ignores it. (D)</p> <p>Students have not completed their homework, and the teacher does not respond. (D)</p> <p>Almost all of the activities are busy work. (D)</p>	<p>The teacher asks another student to help low expectancy students with an incorrect answer. (M)</p> <p>Teacher says: "I think most of you will be able to do this." (D)</p> <p>Students consult with one another to determine how to fill out a worksheet but do not encourage each other to question their ideas. (D)</p> <p>Teacher does not encourage students who are struggling. (D)</p> <p>Only some students get down to work after an assignment is given or after entering the room. (D)</p>	<p>The teacher somewhat probes incorrect answers of low expectancy students in the same manner as he/she does with high expectancy students. (M)</p> <p>Teacher says: "This is important; you'll need to speak grammatical English when you apply for a job." (D)</p> <p>Teacher says: "This idea is really important! It's central to our understanding of history." (D)</p> <p>Teacher says: "Let's work on this together: it's hard, but you all will be able to do it well." (D)</p> <p>Teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts the comment without hesitation. (D)</p> <p>Students get down to work right away when an assignment is given or after entering the room. (D)</p> <p>Teacher is heard saying, "Last week you got a 5 and this week you got 7 right. I knew you could get better each week."</p>	<p>The teacher uses pacing techniques to maintain students' engagement. (M)</p> <p>The teacher demonstrates intensity and enthusiasm for the content in a variety of ways. (M)</p> <p>The teacher uses friendly controversy techniques to maintain student engagement. (M)</p> <p>The teacher probes incorrect answers of low expectancy students in the same manner as he/she does with high expectancy students. (M)</p> <p>The teacher says: "It's really fun to find the patterns for factoring polynomials." (D)</p> <p>Student asks a classmate to explain a concept or procedure since s/he didn't quite follow the teacher's explanation. (D)</p> <p>Students question one another on their answers. (D)</p> <p>Student asks the teacher whether s/he can redo a piece of work since s/he now sees how it could be strengthened. (D)</p> <p>Students work even when the teacher isn't working with them or directing their efforts. (D)</p>

Where noted, examples based on:

“(D)” – Danielson C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, Va: Association for Supervision and Curriculum Development.

“(M)” – Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, Va: Association for Supervision and Curriculum Development.

Resources:

<http://www.ascd.org/publications/educational-leadership/sept10/vol68/num01/High-Expectations-for-All.aspx>

<http://www.ascd.org/publications/books/102010/chapters/Turnaround-Teachers-and-Schools.aspx> (last half of document)

http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=11&ved=0CFgQFjAAOAO&url=http%3A%2F%2Fteachingasleadership.org%2Fsites%2Fdefault%2Ffiles%2FRelated-Readings%2FDCA_Ch2_2011.pdf&ei=vxEkUN-nLI2A2QW8xoCADQ&usg=AFQjCNF6oz283ExdRyLrQytSx7X00zh9jw&sig2=6FHJ3NAiFPsMkw6HzPDQLA

<http://www.kidsource.com/kidsource/content4/student.expectations.html>

<http://gearup.ous.edu/sites/default/files/Research-Briefs/ResearchBriefHighExpectations.pdf>

http://www.educationworld.com/a_admin/columnists/bell/bell003.shtml