

Pygmalion *in the* Classroom

***Teacher
Expectation and
Pupils' Intellectual
Development***

Newly Expanded Edition



*Robert Rosenthal, Ph.D.
Lenore Jacobson, Ed.D.*

Pygmalion In The Classroom Teacher Expectation And Pupils Intellectual Development

Christine Rubie-Davies



Pygmalion In The Classroom Teacher Expectation And Pupils Intellectual Development:

Pygmalion in the Classroom Robert Rosenthal, Lenore Jacobson, 1992 Teacher expectations and student intellectual development

Pygmalion in the Classroom; Teacher Expectation and Pupils' Intellectual Development [by] Robert Rosenthal [and] Lenore Jacobson Robert ROSENTHAL (of Harvard University.), 1969

Race and Education, 1954-2007 Raymond Wolters, 2008 Retracing Supreme Court decisions on race and education beginning with the Brown v Board of Education decision Wolters distinguishes between desegregation and integration and shows how devastating educational and cultural consequences resulted from subsequent Supreme Court decisions that conflated the two and led to racial balancing policies that have backfired Provided by publisher

The Concise Corsini Encyclopedia of Psychology and Behavioral Science W. Edward Craighead, Charles B. Nemeroff, 2004-04-19 Edited by high caliber experts and contributed to by quality researchers and practitioners in psychology and related fields Includes over 500 topical entries Each entry features suggested readings and extensive cross referencing Accessible to students and general readers Edited by two outstanding scholars and clinicians

Brookings Papers on Education Policy: 2003 Diane Ravitch, 2010-12-01 In 1983 the seminal report issued by the National Commission on Excellence in Education *A Nation at Risk* charged that most American high schoolers were following a general course of instruction choosing neither the college preparatory track nor the vocational option This pattern the report complained had fostered low expectations and a curricular hodge podge of classes that failed to prepare students for college or work The commission called on states to implement academic requirements for all students regardless of background including four years of English and three years each of science mathematics and social studies Students should not be sorted by their presumed future destinations the commission reasoned but should be offered an equal opportunity to get a high quality education to fit them either for postsecondary education or the modern workplace Two decades after the commission called on states to reform the high school environment and raise graduation requirements the Brown Center on Education Policy at the Brookings Institution convened a group of prominent scholars to explore the current state of America's high schools focusing on new research about reforming these institutions that are so important in the lives of the nation's adolescents The questions considered reflected the diversity of the participants and covered a variety of areas historical international sociological and practical Data gathered by the U S Department of Education show students today are taking many more advanced courses in mathematics and the sciences while at the same time test scores do not reflect the increases in enrollments in academic courses In addition large score gaps remain among students from different social groups Reform of the high schools must take into account the elementary and middle schools that prepare students and the postsecondary institutions to which students aspire Adolescent culture and students views about school and academic work play important roles in student achievement as do the family and contemporary society in shaping of adolescent behavior No matter their background all participants agreed

that the key to a successful high school rests with the extent to which it recognizes and strengthens its commitment to the intellectual growth of its students

Leraren met hoge verwachtingen Christine Rubie-Davies, 2022-10-12 We horen voortdurend oproepen dat leraren hoge verwachtingen moeten hebben maar wat dit in de praktijk betekent wordt nooit duidelijk gemaakt *Leraren met hoge verwachtingen* beschrijft de overtuigingen en werkwijzen van leraren met hoge verwachtingen en biedt leraren praktische handvatten om hun lessen te verbeteren en hun onderwijs anders in te richten Zo ontstaan klassen waarin van alle leerlingen een veel hoger leerniveau wordt verwacht dan leraren voorheen misschien voor mogelijk hielden Het boek laat aan de hand van zowel wetenschappelijk onderzoek als praktische voorbeelden zien hoe de leerprestaties van leerlingen kunnen verbeteren *Leraren met hoge verwachtingen* onderzoekt drie belangrijke thema's waarop leraren met hoge verwachtingen zich wezenlijk onderscheiden de manier waarop zij leerlingen in de les groeperen om te leren de manier waarop zij een zorgzaam klasklimaat creëren en de manier waarop zij doelen stellen om leerlingen te motiveren autonomie te bevorderen en beheersingsleren mastery learning te stimuleren De volgende onderwerpen worden onder meer behandeld de vorming van verwachtingen van leraren overtuigingen en verwachtingen van leraren differentiatie naar vaardigheidsniveau en doelen stellen verbeteren van klasklimaat behouden van hoge verwachtingen voor leerlingen *Leraren met hoge verwachtingen* is verplichte kost voor onderzoekers leerlingen leraren in opleiding en leraren die groot belang hechten aan de relatie tussen leraar en leerling en aan het verhogen van verwachtingen en prestaties van leerlingen

Becoming a High Expectation Teacher Christine Rubie-Davies, 2014-08-13 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 *Appreciative Intelligence (EasyRead Super Large 18pt Edition)* , Reframing Teacher Leadership to Improve Your School Douglas B. Reeves,2008-05-15 School improvement expert Douglas B Reeves proposes a new framework to promote effective and lasting change through teacher leadership and action research Reauthorization of expiring federal elementary and secondary education programs United States. Congress. House. Committee on Education and Labor. Subcommittee on Elementary, Secondary, and Vocational Education,1987

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