Teachers’ Expectations of Middle School Students

By,
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Significance

- Teachers’ role in achievement is vital

- By the 6th year of schooling, there are considerable differences between white and black students (Osborne, 2007)

- Rosenthal and Jacobson (1968) found that teacher’s positive expectations of students led to greater academic performance
Research Question

At Thurwood Magnet Middle School, how do teacher expectations of their students differ based on the race of the students?
Methods
Selection of School

- Diverse school body
  - Hispanic 37%
  - Black 34%
  - White 26%
  - Asian 2%
Participants

- Teachers taught academic subjects (not music; art; gym)
- Contact teacher introduced me to teachers who would be interested
Measure

- Original measure
- 6 hypothetical students
- Long-term/short-term expectations
Results
Teachers’ Expectations Do Not Vary Widely

• Teachers generally migrated towards same responses for each hypothetical student

• Examples:
  ▫ Dropping Out of High School (Somewhat Unlikely)
  ▫ Graduate 4 Year College (Somewhat Likely)
  ▫ Perform at Proficient Level on CMT (Somewhat Likely)
Female Teachers had Higher Expectations for Students than Male Teachers

<table>
<thead>
<tr>
<th>Sex of Teacher</th>
<th>Shanice</th>
<th>Tyrone</th>
<th>Sally</th>
<th>John</th>
<th>Maria</th>
<th>Jose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>3.13</td>
<td>3.60</td>
<td>3.34</td>
<td>3.43</td>
<td>3.41</td>
<td>2.99</td>
</tr>
<tr>
<td>Male</td>
<td>2.88</td>
<td>3.09</td>
<td>3.08</td>
<td>3.13</td>
<td>3.22</td>
<td>3.08</td>
</tr>
</tbody>
</table>
White Teachers had Higher Expectations for Students than Non-White Teachers

<table>
<thead>
<tr>
<th>Race of Teacher</th>
<th>Shanice</th>
<th>Tyrone</th>
<th>Sally</th>
<th>John</th>
<th>Maria</th>
<th>Jose</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>3.08</td>
<td>3.49</td>
<td>3.19</td>
<td>3.39</td>
<td>3.46</td>
<td>3.13</td>
</tr>
<tr>
<td>Non-White</td>
<td>3.09</td>
<td>3.45</td>
<td>3.79</td>
<td>3.25</td>
<td>2.92</td>
<td>2.46</td>
</tr>
</tbody>
</table>
Teachers with less than ten years of experience have higher expectations for students

<table>
<thead>
<tr>
<th># Years</th>
<th>Shanice</th>
<th>Tyrone</th>
<th>Sally</th>
<th>John</th>
<th>Maria</th>
<th>Jose</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-9</td>
<td>3.23</td>
<td>3.50</td>
<td>3.28</td>
<td>3.42</td>
<td>3.31</td>
<td>3.08</td>
</tr>
<tr>
<td>10 +</td>
<td>2.79</td>
<td>3.48</td>
<td>3.31</td>
<td>3.27</td>
<td>3.44</td>
<td>2.80</td>
</tr>
</tbody>
</table>
Analysis

- Because all hypothetical students performed academically at the same level, it is no surprise that teachers generally have same expectations.

- Teachers with less experience may be naïve and thus have higher expectations in general.
Examining Individual Students
Averages of Expectations

- Shanice: 3.1
- Tyrone: 3.5
- Jose: 3.2
- Maria: 3.4
- Sally: 3.3
- John: 3.3
**Highest and Lowest Expectations**

**Female**
- Highest: Tyrone
- Lowest: Jose

**Male**
- Highest: Maria
- Lowest: Shanice

**White**
- Highest: Tyrone
- Lowest: Shanice

**Nonwhite**
- Highest: Sally
- Lowest: Jose

**1-9 Years Experience**
- Highest: Tyrone
- Lowest: Jose

**10+ Years Experience**
- Highest: Tyrone
- Lowest: Shanice, Jose
Averages of Expectations for Highest and Lowest Rankers

- Tyrone: 3.5
- Jose: 3.2
- Shanice: 3.1
Implications

• It is clear that contrary to the research available, this study found that teachers had higher expectations for the Black male and lower expectations for the Hispanic and Black female.

• Clear that some outside influences may have played a role.
Limitations

- Hard to measure racial attitudes, thus need better way of measuring this
- Small, unbalanced sample size, thus not cannot be generalized
- Measure not validated nor reliable
- More research