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Raising Expectations: Utilizing Research-based Methods Linking Teacher Expectations and Student Achievement (TESA_: A Change Leadership Plan

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RAISING EXPECTATIONS: UTILIZING RESEARCH-BASED

METHODS LINKING TEACHER EXPECTATIONS AND STUDENT

ACHIEVEMENT (TESA): A CHANGE LEADERSHIP PLAN

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Education Leadership Doctoral Program

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ABSTRACT

This Change Leadership Plan details the progress of a pilot group of Kindergarten, third, fifth, and sixth grade teachers in a K-8, Title 1 School as they observed one another utilizing the expectations strategies from the Teacher Expectations and Student Achievement Program (TESA). In this second year of work, strategies from the previous year were reviewed, and new strategies were added as reinforcement. The pilot group observed their colleagues, discussed their observations, and reported what they noticed during the observations. This research also employed researcher observations. Data from all observations, research, discussions and interviews were charted. One of the most effective groups in utilizing these strategies had 81% of their students meet/exceed Average Yearly Progress (AYP) on the 2011-2012 Illinois State Achievement Test (ISAT). The district leaders decided to continue using TESA district-wide as an initiative to increase student and community achievement.

PREFACE: LEADERSHIP LESSONS LEARNED

In year two of my work with the Teacher Expectations and Student Achievement Program (TESA) program, I continued execution of strategies that had been the focus in year one. During the second year of this work, teachers began to make the strategies their own. I was able to provide opportunities for teachers to reflect on and evaluate their own performances. One area of concern was that some members of the first-year study group were no longer participants; this added an interesting twist to the work. As a reading coach, during the second year, I learned to allow people to discover answers for themselves with subtle guidance. This allowed everyone to take ownership for their learning and growth as educators.

One major adjustment during the second year of this process was my being added to the administrative team. This gave me the opportunity to emphasize the need to include TESA strategies in our curriculum as well as incorporate them into the school improvement plan. The researcher, teacher and student growth spoke for itself. One of the groups exhibited a large increase in test scores. District administration took notice and approved the strategies as part of our school plans. Improvements in test scores had provided evidence to district decision makers that results matter.

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SECTION ONE: INTRODUCTION

Statement of the Problem

A large deficit in expectations in our district continues to affect student achievement. Additionally, test scores continually decline along with students' perceptions of themselves. These problems seem to be related directly to a lack of community involvement in student academics, which feeds into a culture of failure and consistently low teacher expectations for student achievement. This change leadership plan is a continuation of the work I conducted in my program evaluation. Throughout the second year of the work, my plan was to continue training teachers on expectation strategies in an effort to increase student achievement among the district's high-poverty student body. My goal was to incorporate expectation strategies into the curriculum and increase faculty buy-in.

Rationale

Because I have experienced low expectations myself, and have witnessed the effect that mediocre expectations have on students, I am motivated to affect change in this area. Though I understand that raising teacher expectations alone is not enough to raise student achievement, I do believe that combining expectation strategies with quality teaching practice will affect positive gains in student achievement. The more I observe teachers in classrooms and coach them on expectation strategies, the more disheartened I become that in some classrooms these strategies have not had any effect. Teachers are still being sarcastic with students, using derogatory statements, and embarrassing them publicly as a form of punishment. However, as a parent and as an educator, I feel I must do everything within my power to make sure teachers are encouraging and promoting

students' success as opposed to killing their spirits. Because this problem runs so deep, I find myself in the process of attempting to change the culture – the mindset – of our community, which is very difficult to do.

This issue is relevant to the district in which I work because it seems that within and outside the school the highest expectation for our students is simply that they pass or make it through high school. Even the expectation for high school graduation has begun to wane as more of our grammar school graduates are dropping out. The pervasive thought seems to be that the small poverty-stricken community in which the students live represents the boundary beyond which they will not progress.

My research has brought me to the realization that heightened expectations can have a positive effect on student achievement. The educational community at large, including parents, teachers and community members must begin to raise student expectations in order to raise achievement. Every school must make expectations known and if possible incorporate the expectations into the curriculum.

<div align="center">Goals</div>

As I worked towards constructing this change plan, I had a clear vision of what I desired to accomplish in year two. I wanted to collaborate with my test group, which includes teachers in grades three, four and five to demonstrate for other teachers in the district the expectation strategies we have been working on. Though I have worked mainly with my test group, other teams were also introduced to the strategies. With a model group in place I was able to be more intentional about bringing the rest of our grade level teams on board. In year one I was able to conduct interviews, observations, training sessions, along with focus groups with students and staff, yet there was still one

key element I wanted to add. That was peer observation, which would facilitate teachers' seeing one another using these strategies in order to gain ideas to promote individual growth. The strategies were adapted from the Teacher Expectations and Student Achievement (TESA) program. An important part of TESA training is making sure that teachers have the opportunity to observe one another, discuss what they have observed, and make adjustments in their practice. Doing so gives teachers the greatest opportunity for growth.

Year two of the change plan incorporated provisions for adding expectation strategies to the curriculum, which was still in development. It was my desire to encourage teachers to consider how they might fit the new concepts into their classroom teaching as well as add the expectations strategies into the curriculum maps that we were building. Throughout the two years of work on expectations, a group of teachers and I were attending common core standards workshops. The objective was to include the expectation strategies as part of the school's teaching plans. Throughout this journey it had been my desire for our teachers not only to become more mindful of using good teaching and planning practices in the classroom, but also to make sure that students were aware that their teachers believed in their ability to succeed.

<div align="center">Demographics</div>

I work in a one-school district in which all Kindergarten through eighth grade classrooms are located in the main school building, and pre-Kindergarten is located in the district office, or Annex as we call it. Though mobility rates are high and the number of students fluctuates throughout the year, the district generally has about 500 students enrolled at any given time. However, lately the enrollment has dropped dramatically and

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ranges between 300 and 500 students. This drop in enrollment has resulted in fewer teachers and larger class sizes. The district's population is 99% African American, and we are a Title I school with the majority of our students classified as being at poverty level. The community is small, and our students live within walking distance of the building. Free breakfast and lunch are provided daily for our Title I students; large numbers of students take advantage of this program. A great many of our children are from single-parent homes, and an increasing number of our students are listed as homeless. Many students do not have appropriate outerwear of footwear during the winter. Hygiene is a consistent problem for several of our students. Most students come from large families with a range of three to 10 siblings in one household. In many cases, cousins, aunts, uncles and other family members live in the same residence as well.

There are two teachers per level in the Kindergarten through eighth grades. The pre-K building has three teachers serving three classrooms. Class sizes are usually an average of 20 students; current total enrollment is approximately 363 students. The district has three Special Education classrooms, with the majority of the students on tier one or tier three (weighing in more heavily on tier 3). The school has not reached AYP in math or reading for over 10 years and has been on academic warning.

SECTION TWO: ASSESSING THE FOUR C'S

Introduction

In *Change Leadership: A Practical Guide to Transforming Our Schools,* Wagner (2006) provides a framework for looking at change. The Four C's, or arenas, of change are used as a guide to evaluate, assess, and track school change. The four areas are Context, Culture, Conditions, and Competencies. Context involves understanding global, state and community realities and re-visioning what all students need to know, Culture represents the shared values, beliefs, assumptions and behaviors about students, teachers, learning and citizenship. Conditions are the external architectural components that must be in place to support learning (i.e., time for learning and collaboration, clear expectations, physical space and staffing). Finally, Competencies encompass the repertoire of skills and knowledge that positively impacts student learning and is supported by high-quality staff development. These four areas are utilized in this section to assess the district's progress toward attaining change.

Competencies

According to Wagner (2006), competencies are the skills and knowledge needed to positively impact student learning. Competencies are supported by high quality staff development. Currently the district fosters low expectations for student achievement. Though there are some exceptions, the majority of our school community struggles with their belief in student academic success. Although professional development opportunities are offered and teachers are able to communicate what they need, there are still several areas in which necessary skills and competencies are lacking. Instead of being strategic thinkers and actors, staff most often waits for a solution to be handed to

them. I believe this is due to the fact that they are accustomed to teaching in a community where their opinions are taken for granted or ignored. Our students have numerous and severe learning deficits, which though they are identified, are not properly addressed. Though reading and math data are gathered through benchmark testing our staff is unable to disaggregate and interpret these data. Collaboration is high; at the same time, criticism cannot be given or received without causing dissention. As the team and I delved into our work on raising expectations, however, teachers in the test group became more open to productively disagreeing, as well as reflecting on their own practices.

Academically, students in the district are not performing well, mainly in reading and mathematics. In every one of the past seven years, we have failed to make AYP. The state is often in our building and we are constantly encouraged to find a way to raise student achievement. We have been working with the Rising Star team from Illinois South Cook Intermediate Services so that we can begin to make the proper changes to raise our scores. The Rising Star team is a group of former school administrators that come in to help us as we work on our School Improvement Plan, which now is a document that we can monitor online. Monitoring takes place as we set tasks according to what the state has outlined as ideal for successful schools and then track our progress as we meet these tasks. Our school-wide testing has provided evidence that our students' math and reading scores in the fall were low; they increased in the winter and decreased again in the spring, which is when they take their state tests.

On the whole, our community is not very involved in school or academics. Consequently, teachers are less interest than they might be otherwise. Though I have been working with the entire staff on expectation strategies for the past two years, only

my test group, six out of 20 plus staff members, has consistently been able to carry out with fidelity the strategies that have been taught. In my other groups I have still found a lack of motivation to increase student achievement through the utilization of expectation strategies as well as a continued lack of faith in student abilities to succeed.

<center>Conditions</center>

Wagner (2006) has defined Conditions as "the external architecture surrounding student learning, the tangible arrangements of time, space, and resources." Focusing first on time arrangement, the state has provided the required instructional minutes for each subject at each grade level. As a school we are guided by this document and teachers are required at the start of each year to hand in a schedule noting what time of day they will be teaching each subject and the amount of instructional minutes they will spend. The school schedule is set up so that grade level teams (i.e., K-2, 3-5 and 6-8) have a common planning period Monday through Friday. To make good use of this time, grade level teams meet each Tuesday. The first Tuesday is for the Principal; the second, for the Reading-Curriculum and RtI Coach; the third, for the School Improvement Coordinator-Peer Mentor; and the fourth, for the Special Education Director. In this way teachers have a common time four days a week for collaboration, and on Tuesdays they can get information from and ask questions of colleagues that are overseeing school-wide programs. RtI is built into the schedule as a time for students to receive math and reading enrichment.

Time is allotted for parents through the Principal's Coffee Talks, Parents with Power Meetings, Open House, Parent Teacher Conferences and other informational meetings. In all of these settings staff is able to share and review the handbook, which

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outlines the roles and responsibilities of teachers, parents and students. As a School Leadership Team our school compact was revised to outline not just policies but also expectations and a contract regarding these for both parents and students to sign. In this way we are keeping all members of the school community involved in the learning process.

No formal curriculum is in place currently, but parent, students and staff are aware that we are following common core and making student goals based on our NWEA (Northwest Evaluation and Association) benchmark assessment. We are also a PBIS (Positive Behavior Intervention and Support) school, so both parents and students are familiar with our behavior policy. When additional assistance is needed for a specific child, teachers can complete a TAT (Teacher Assistance Team) form to request a meeting with school coaches and department heads in order to get suggestions and assistance on how to meet students' needs. Parents are usually invited to these meetings and informed, as the process is monitored.

Special education classroom sizes are increasing, and many students are several grades below where they should be in both reading and math. There was a reduction in staff resulting in increased need for classroom assistance. District and building-level support are limited by a deficit of funds to hire additional staff for the wide range of learning levels present in the classroom. Enrollment is down, so class sizes are not very large, with the largest class in our school being 26 students; the smallest class is 14. With the decrease in enrollment we have quite a few empty classrooms and more than enough space.

Culture

Culture is defined as "the shared values, beliefs, assumptions, expectations, and behaviors related to students and learning, teachers and teaching, instructional leadership, and the equality of relationships within and beyond the school" (Wagner, 2006, p. 102). Our school is located in a high poverty area where working parents are unable to give students the proper assistance needed at home. The motivation to succeed is very low for the majority of our student body. The expectations from teachers for student learning continue to be low; this may be in part why students' continue to have negative feelings towards learning. There has been no consistent leadership in our district due to principals rotating out every few years; consequently this culture of low expectations continues to proliferate. The school's agenda changes with each new administration; therefore, the district focus is always changing and initiatives never seem to reach completion. This has led teachers generally to distrust the ability of administrators to bring about meaningful change. The "blame game" is continuously played. Instead of being reflective, district employees tend to point the finger at high mobility rates, ever-changing administration, and inconsistency in discipline, among other indicators of failure.

Context

Context refers to, " 'skill demands' all students must meet to succeed as providers, learners, and citizens and the particular aspirations, needs and concerns of the families and community that the school or districts serves" (Wagner, 2006, p. 104). While our community is not as involved in the school as we would like, those parents who are involved tend to have a good relationship with teachers and administration in the building. We have developed a PTA Parent Compact, which outlines parent and student

responsibilities. Additional programs that promote community involvement include Family Reading Night, Very Important Parent Night, and others. It is our hope that by involving and developing stronger relationships with parents that we can begin to identify and target what our students' need. We were asked to present at NCLB in 2009 on the gains we have made in increasing parent involvement. Though we work well with families and have been gaining a great deal more support with "Principal Coffee" talks and other family functions there still seems to be substandard expectations for parents. It is clear from the dialogue taking place between staff members in meetings, in the hallway and other places, that not much is expected of the parents in our community. We seem to accept the fact that only a select involved, well meaning few parents are actively involved.

Though we have begun to delve into the Common Core State Standards and those skills needed to compete in this new age; there does not seem to be much faith in the ability of the majority of our students to learn and grow to competitive levels. Staff understands what our students need to know to grow as citizens, but in many cases there is a lack of faith in the students' abilities. What each student needs to know is clearly outlined and assessed with benchmark data. It is debatable, however, whether or not these skills are being taught in deference of the lower-level skills most of our students struggle to master.

SECTION THREE: RESEARCH METHODOLOGY

Research Design

An important part of my research involved peer observations or walk-throughs. Teachers who participated were a part of my subject group, since they were the most knowledgeable about expectation strategies. Peer observations were done at least twice a week in short intervals, just to gauge what expectation strategies, if any, were being used and if they were being used with fidelity. A peer observation form was constructed with the help of the research group; this form was used for peer walk-throughs as well as for my personal observations (see Appendix B). After the observations teachers and I would share at team meetings what we observed, applaud the gains being made and look at what we needed to work on.

In the monthly team meetings, peer observers and I shared what we had seen so that we had multiple sources of data. One of my primary roles was to continue to review the TESA strategies previously taught as well as introduce the remaining six strategies that we did not get to in the previous year (see strategies in Appendix C). Follow up consisted of examining results from the observations and discussion of related data. Both peer observations and my own personal observations gave me an idea of where we were and what our next steps should be in continuing this change process. Observations also helped to guide me in what to review during our common meeting time.

Participants

As we moved into year two I continued to work with my focus group, which consisted of the third through fifth grade teachers. During the second school year, due to budgetary issues and low enrollment, we were reduced to one fifth-grade and one fourth-

grade classroom. This change along with others led to my losing two members of my initial group of teachers. As a result my six original teachers decreased, leaving only four of original group. My decision was to continue to work with one of the fourth grade teachers who moved to sixth grade, include our new third grade teacher (the previous third grade teacher left the district) and add in our two Kindergarten teachers as my new training group. This resulted in a group of seven teachers for year two, only four of which had extensive experience utilizing the strategies. The third through fifth grade group was always my strongest group, so it was my desire to keep that same core. I also wanted to see how the fourth grade teacher who was moved to sixth grade would be able to transfer these strategies over to a new grade level. With a brand new third grade teacher in our district, one who had never been introduced to the strategies, I was interested in finding out how she would adapt to the strategies, especially being part of such an advanced team (third through fifth grade teachers). The Kindergarten group was added in the second year for diversity. The two Kindergarten teachers had over 50 years of teaching experience between the two of them. I was curious to find out how they would adapt to the process. I knew that they would be a valuable addition to the group and that any growth would be very visible. It was my hope that we could assist the lowest performer in the group, a teacher that was often resistant to change but who adapted very well once the process was under way. I thought that by garnering this teacher's support we could begin to influence the rest of the staff to follow suit.

In my first year of my study I was able to include students in my research design, through whole-class interviews. I thought it was very important to find out if their feelings about how their teachers' expectations had changed as they moved to another

grade level and to a different teacher who utilized the same expectations. Unfortunately because of a changing administration in the district and shifting policies, I was unable to do the whole-class interviews the second year. It is important to note that as I observed the classrooms, the students' reactions and behaviors were an integral part of discerning whether the expectation strategies were working or not.

<center>Data Collection: Peer Observation</center>

My overarching goal was to change the mindset of the community. Therefore, data collection was targeted at all of our stakeholders but was most intensively focused on our classroom staff. I began by educating staff on the strategies; this was a review for some of them. After that, I started observations. A new data collection technique I used for year two was having staff do peer observations. Peer observations were followed by discussion of the results of our data collection; this was accomplished in our team meetings. In this way the teachers were able to begin looking self-reflectively at their own teaching strategies. This observation work was teamed with consistent review and discussion of which strategies made staff feel comfortable and uncomfortable. In addition to the training and review, I distributed to staff excerpts and articles from Carol Dweck (Bronson, 2007). This was done in order to give them more background information and research support for changing their mindsets and utilizing expectation strategies to incite academic achievement. Dweck's readings also guided a lot of the self-reflective thinking and conversations that were ongoing throughout our work.

My staff and I constructed a peer-researcher observation rubric (see Appendix B). This rubric was utilized for all of the peer observations as well as for my own. The teachers were given time to share what they had learned from observing one another's

classrooms, what skills they would take away and those things they thought they could improve. Time was utilized after data collection to discuss the findings in team meetings. The Kindergarten group was added to our third through fifth grade meetings when possible so that we could disseminate our findings as a whole.

As previously mentioned, it was my intention to include whole-class interviews into my research design. In year one this source of data supplied valuable information, as students were able to provide interesting feedback in regards to their teachers' implementation of the expectation strategies. Due to a change in administration, I was unable to complete student interviews in the second year, but I was able to garner valuable information from observing the students' reactions to and interactions with their teachers during scheduled classroom observations. Because the students' overall achievement was the target of this research, the feedback they were to give would have been helpful. Since interview questions were not completed with the students, the students' input was presented in the form of observed behaviors and interactions between student and teacher.

<center>Data Analysis</center>

My data were analyzed in a qualitative format. I looked for common themes and areas where teachers had strengths or deficits. Then I reviewed those areas to look for evidence of their knowledge base and comfort level. Much of my narrative analysis was based on peer and personal observations. My notations about these observations focused on teachers along with their interactions with the students and how the students responded to the strategies. There was also a detailed analysis of the observation rubric completed by the teachers and myself during multiple visits to the classrooms. By

looking at both their observation data and mine we were able to garner a more concise

vision of what the needs and strengths were. As the data were disseminated, more

teachers' input was added in year two than in year one. Teachers were able to give candid

responses concerning why they had fallen short in certain areas but had excelled in

others. In this way teachers were able to be more introspective about their own

philosophy of education and how that was conveyed in their instruction. Our team

accomplished this by utilizing constant group discussion to attain a clearer picture of our

progress.

SECTION FOUR: RELEVANT LITERATURE

Introduction

My research in year one had begun with Jean Anyon's *The Hidden Curriculum of Work* (1980). In year two it only made sense to start with her work and look for other authors that reinforced her conclusions. After identifying the problem, which was a standard of low expectations for the poverty-level students in our community, I was able to locate a solution through the Teacher Expectations and Student Achievement or TESA program. This led me to other researchers who have utilized and studied TESA as well. Once the strategies were in place, the true vision came to the light – there was a severe need for a mindset change. This led me finally to those researchers, such as Carol Dweck, who have explored mindset and how to promote a change in it. In order for students to succeed, expectations must be established that lead them to believe that they can.

The Not-so Hidden Curriculum

My research has developed and expanded on Anyon's (1980) work on social class and its impact on the curriculum. She studied what is taught or valued in working class, middle class, affluent professional and executive elite schools. Her research showed that in each of these school types students were taught according to their current "social status" in life. Anyon's writing caused me to begin contemplating why schools and educators teach students according to where they are, rather than where they could be.

Rather than examining where students are and anticipating where we can take them with hard work and development, there seems to be a climate of low expectation for students on the "low" end of the social status continuum. When we should be meeting them where they are and working from there to bring them up to higher levels, many

students are classified, at least in the minds of some, as un-teachable or too low to function with the rest. In *Expectations for Students*, Lumsden stated:

> Nearly all schools claim to hold high expectations for students….what is professed is not always practiced. Although some schools and teachers maintain uniformly high expectations for all students, others have "great expectations" for particular segments of the student population but minimal expectations for others….in many urban and inner-city schools, low expectations predominate (Lumsden, 1997, p. 1).

Lumsden (1997) delved into why low expectations were held for our urban and inner-city students. Citing the work of Bamburg (1994) she wrote about how students classified as being from "lower" social strata were usually receiving "dumbed-down" instruction (Lumsden, 1997, p. 3). Instead of giving these students more rigorous instruction, which they need, they were given less active instruction and expected to sit in low achievement groups to learn through skill and drill because they were seen as not being able to handle the rigor. Often the "low" students were also the ones seen as "problem" students. They tended to exhibit the most behavior problems; perhaps this is so because they were given, "less intense-and less motivating-instruction" (Lumsden, 1997, p. 3). On the other hand, students classified as being from "higher" social strata were given more engaging activities.

Anyon's research, conducted over 30 years ago, was recently echoed in the work of Cookson (2013). His research on inequality in American high schools placed the idea of the hidden curriculum into different perspective. Cookson's findings showed that the biggest influence on students' academic success was socioeconomic status of the child's family, as well as where they come from (Cookson, 2013, p. 62). Coincidently the second largest factor was socioeconomic status of the students in the child's school. Cookson's work mirrors what I have seen in my own district, where poverty students in poverty

schools "are educationally two years behind low-income kids who are able to attend more affluent schools" (Cookson, 2013, p. 62). Students are greatly influenced by their surroundings, the make-up of the school, their peers and their teachers.

Cookson researched four different high schools, using the same basic categories as Anyon; those categories were poverty, middle class, upper middle and the affluent or upper class. He reported, "At Roosevelt, students sit in large classes, rely heavily on workbooks, and are frequently disengaged or sleeping in class. Yet 96% of parents report being satisfied" (p. 63). Though Cookson looked at a high school setting this scenario sounds just like the district in which I work. Children are still being "socialized" into specific roles based on their socioeconomic status.

<div align="center">Combating the Hidden Curriculum-The TESA Model</div>

In attempting to find a way to address the curricular deficit in my own district, I came across the Teacher Expectations and Student Achievement program (TESA), which specifically targets teacher expectations using interactions in the classroom. Training teachers to heighten their expectations through TESA involves assisting them in changing their mindsets. The TESA program provides 15 interactions that fall into three "strands" (Appendix A); the strands are response opportunity, feedback, and personal regard (Cantor, Hester, & Miller, 2000, p. 5-6). All of these interactions are designated to create a sense of community in the classroom where students have the freedom to learn and grow with full confidence that their teachers believe in them. Each interaction has a specific objective and provides examples of what use of the interaction should look like in the classroom. This program originated in California and provides trainings to staff. TESA also has a parent component called Parent Expectations and Student Achievement

or PESA.

Because training teachers and others to use the program was so costly and outside of our budget, I made the decision to carefully study the materials and teach the techniques to staff myself. I was able to gather more information from a book by Pearson on differentiated instruction (Pearson, 2006). Inside their teacher manual were descriptions of what each of the strategies meant (Appendix C). The manual further stated, "The specific behaviors that teachers engage in clearly communicate their expectations for students" (Pearson 2006, p. 225). This was precisely the focus of my research.

Changing Mindsets

In order to continue mindset change in the school, I began having teachers read various Carol Dweck studies. This gave them some background on how increased motivation and raised expectations can increase student achievement. The first article the teachers were given was entitled, "The Inverse Power of Praise." Smart students have a fear of not being smart (Bronson, 2007, p. 1). Though we wanted teacher expectations to be higher, a related issue was making sure that no student felt reluctant to do something for fear of being singled out. Bronson suggested that educators should encourage students and give verbal praise for their efforts, not simply compliment them for being "smart," for that word is much too subjective. The article encouraged teachers to praise students for effort and hard work as opposed to lauding them for their intelligence levels.

Additionally, Bronson (2007) summarized Dweck's research, which followed a young man named Thomas, who was exceptionally gifted. Thomas tended to divide "the world into two – things he was naturally good at and things he wasn't" (as cited in

Bronson, 2007, p. 2). Instead of being motivated by the fact that he was considered to be one of the smart kids Thomas didn't want to try anything that would interfere with this notion of being "smart." So, Thomas rejected anything he had the possibility of doing poorly. Bronson stated that:

> For a few decades, it's been noted that a large percentage of all gifted students (those who score in the top 10 percent on aptitude tests) severely underestimate their own abilities. Those afflicted with this lack of perceived competence adopt lower standards for success and expect less of themselves. They underrate the importance of effort, and they overrate how much help they need from a parent" (p. 2).

According to Bronson, Dweck was prompted by her insights to perform a study on students whom she randomly divided into groups; some were given one line of praise for their intelligence and others were praised for their effort. After the initial test students were presented with a harder or easier test to take. Ninety percent of the students praised for effort chose the harder test. Upon reading this article I decided to share it with staff knowing that they had their select few students who they thought to be the "smart" ones in each group. One of the TESA interaction strategies is Praise; teachers have to make sure that we are praising the right things, not intelligence but effort.

Another TESA strategy is Reasons for Praise, where teachers not only praise students for good work or behavior, but they also have to explain to students why they are praising them. According to Cimpian, Arce, Markham, and Dweck (2007), by giving students generic praise teachers are not really helping the students. Rather, more specific, direct, praise actually pushed students to higher levels of self-motivation. Cimpian and her colleagues concluded,

> Praising the whole person (e.g., "you are a good boy/girl") after success on a task fostered helpless responses to the subsequent mistakes more than praising the process through which success was achieved (e.g. "You found a good way to do

it"). We suggest that children's behavior was in part driven by the fact that the person praise was generic, connoting a stable trait for the child, while the process praise was non-generic, focusing on one specific episode. (Cimpian et al., 2007, p.1)

In other words, praising students in appropriate ways begins to equip them with what they need to problem solve and be self-motivated.

Using these research findings as impetus to incite in both students and teachers a mindset change, I carefully examined Dweck's work on growth verses fixed mindsets. Some of the questions that guided my review were the following: What is our view of students? Do we see them as having the ability to grow and develop? Or do we believe that because they are low they will remain that way? Dweck stated,

> In a fixed mindset students believe their basic abilities, their intelligence, their talents, are just fixed traits. They have a certain amount and that's that, and then their goal becomes to look smart all the time and never look dumb. In a growth mindset students understand that their talents and abilities can be developed through effort, good teaching and persistence. They don't necessarily think everyone's the same or anyone can be Einstein, but they believe everyone can get smarter if they work at it. (Dweck, 2006)

Of course we would all like to say that our students have a growth mindset, but the truth is that we have to change the students' as well as teachers' mindset from one with a fixed perspective to a mindset that supports growth. Everyone is capable of attaining higher levels of achievement; the key is finding out what it takes to get them to that place. Dweck indicated that educators should stop focusing on student ability and start focusing on the effort. She stated,

> When students fail, teachers should also give feedback about effort or strategies -- what the student did wrong and what he or she could do now. We have shown that this is a key ingredient in creating mastery-oriented students. (Dweck, 2004, p. 5)

Dweck's work directly relates to the TESA strategies that I worked through with staff. One of the interactions in our TESA work was giving students immediate feedback

whether it was to affirm or correct. Students were made aware that every effort was valuable to their learning experience.

Saphier's research (2008) on effort-based ability echoes that of Dweck. Saphier noted,

> "Effort Based Ability" is a central idea in modern education reform. It is the idea that ability can be grown: that it is malleable, rather than that it is fixed and deterministic of one's success. When students believe they can increase their ability it has a profound effect on their exertion of effective effort and ultimately their achievement. Educators who wish to bring this belief alive in practice do so in 35 arenas of school life. The beliefs influence the policies, practices, and procedures of the school. It also shows up in individual teacher interactive behavior and in classroom routines and structures. (Saphier, 2008)

Saphier's findings supported the need for more training on teacher expectations in order to increase student achievement. Both Dweck and Saphier have a strong focus on specific teacher behaviors and student-teacher interactions in order to increase achievement. These two researchers concur that students need to be addressed and instructed in a way that is most conducive to their academic achievement. Poverty-level students have many low expectations circulating around them; the fact that a teacher believes in their ability to grow, and challenges them to do so, is a powerful thing.

Motivation

Bamburg (1994) has discussed a philosophical position he calls "educational predestination," where academic success is determined based on innate ability. Instead of holding the view that students' intelligences and skills can be molded, shaped or enhanced upon, they are born with certain abilities, and that is all they have. This way of thinking has fostered in lower students the mindset that no matter how much work they do it will not improve their performance (as cited in Lumsden, 1997, p. 2). By allowing students to hold onto beliefs such as this, educators continue to keep them in low-

achieving frames of mind, thereby contributing to the students' unwillingness or lack of

interest in learning. Lumsden (1997) also cited studies that show how ability grouping

impedes the progress of the students in lower groups. Students in lower groups have

lower expectations for themselves. The students on track B know they aren't at the same

level or as smart as the students on track A, so why try? Lumsden highlights research

results that allocate distinct improvement in mixed-ability and mixed-age classes because

the expectations for each are different (Lumsden, 1997). This research holds relevance to

our school, where at the middle school level students are instantly pushed into track A or

B. Our lower students stay low in track B and our track A students continue to excel.

Lumsden (1997) further cited a survey done with 1,300 high school students

where teens in a focus group discussion were asked questions about expectations in their

school. The responses were grouped into the following classifications: (a) a yearning for

order, (b) a yearning for structure, and (c) a yearning for moral authority. The results of

these surveys showed that students actually desired hard work, engagement and higher

expectations. The students in this survey even wanted teachers to help them after school

and to monitor classrooms better. According to Lumsden, students are very perceptive,

and they know when they are being required to do the bare minimum (Lumsden, 1997, p.

4).

Bamburg (1994) showed that educators determine how hard students work and

strive to reach higher levels of achievement. He broke teacher expectations into three

general types: (a) initial perceptions, (b) expected improvement and (c) student ability

based on performance. These three perceptions affected how teachers instruct and how

students learn. Bamburg wrote that these teacher expectations have two possible effects

on students and how they perform in a classroom setting. There is the Pygmalion effect or self-fulfilling prophecy and the sustaining expectation effect (Bamburg, 1994, p. 2). Teachers see student potential for academic performance in a certain way and this, in turn, affects how they interact with students as well as the level of expectations they hold for these students. The sustaining expectations effect is a teachers' continuing to hold low expectations for a student despite how much they might improve.

Hayenga and Corpus (2010) conducted research with middle school students on the effect that intrinsic and extrinsic motivation have on their achievement. The study's findings showed that a large amount of intrinsic motivation must be teamed with a smaller amount of extrinsic motivation in order for students to be served well (Hayenga & Corpus, 2010). The eventual goal was to change the mindset of the students. They must believe in their individual ability to complete work, and, though they won't always succeed, the pursuit of knowledge and higher levels of success should motivate them.

The Importance of Relationships

It is impossible to look at motivation and mindset without addressing relationship building. The Center for Teacher Effectiveness instructs teachers to hold personal regard for students and to build strong relationships in order to create a sense of community (Dahlgren, 2008). The authors challenged teachers to praise students but not to praise them to the point where it becomes meaningless. They stated, "Through respect, honesty, authenticity, availability, fairness, consistency, discretion, follow-through, and consideration, we establish a priceless relationship of trust with our students" (Dahlgren, 2008, p. 47). Researchers at the Center contend that expectations must be taught and built upon but not in a way that is contrived; teachers must be authentic if students are to truly

be reached. One of the core beliefs of the CTE program is Time to Teach, which can be tied into the idea that raised teacher expectations are an extremely important factor when it comes to raising student achievement.

Summary

It is apparent that there is still inequality in the way that our poverty students are taught verses those students in more affluent schools and communities. Anyon's research (1980) was corroborated by Cookson's research (2013) on high schools in different socioeconomic areas and how poverty students continued to suffer educationally due to where they live and what they have. Dweck (2006), Saphier (2008) and others found lenses through which to look at these problems and continue to engage in the change process. The work of Hayenga and Corpus (2010) reinforced the idea that, from administrators down to the youngest students, the belief must exist that every student has the ability to learn and grow. This takes both intrinsic and extrinsic motivation for students and staff, but it also requires relationship building.

SECTION FIVE: DATA ANALYSIS AND INTERPRETATION

Introduction

In the second year of my research I introduced the TESA program to the entire district at our August in-service. This was done to ensure that the expectations strategies were being implemented in every classroom. At the start of the 2011-2012 school year for our district-wide, back-to-school in-service, the theme was "Greater Expectations." I conducted a 45-minute presentation on Teacher Expectations and Student Achievement, the program I had introduced to staff the previous year. During the presentation staff was asked to think about what they did to foster heightened expectations for their students.

As part of this presentation, I describe the strategies we had learned the previous year. This included three out of the five strands and nine out of the 15 strategies (see Appendix A). Once I finished the review I had those teachers who were a part of my test group come up and share some of their experiences with the TESA program. Three teachers from my test group shared examples of strategies they had used and what changes they had seen in their students. All of the teachers had done great work when it comes to showing personal regard for students and praising their achievements. One meaningful thing that came out of this exercise was that one of the Kindergarten teachers I had added to my test group came up while the teachers were talking and asked if she could share some of her experiences. I ended the presentation by letting staff know we would continue the work this year and by stating our theme for the new school year, "Do you believe?"

Peer Observations & Walk-throughs

When I was doing my walk-throughs in year one I simply took notes and analyzed what I saw in regard to what I had been teaching and coaching with staff. The decision was made that a checklist would be more efficient for the purposes of a quick 30 to 40 minute walk-through. This would allow staff to spend time in each of the six pilot classrooms, engaged in the lesson while checking off the strategies they observed. The 15 TESA interactions were transferred into a rubric that names each strategy and gives a short definition (Appendix C). Observers were then able to mark "observed" or to leave the checkbox blank if the interaction was not observed (Appendix C). Those observing were also given a notes page (Appendix C) on which to write additional thoughts or anecdotes. Six teachers did walk-throughs, and seven staff members were observed in the classroom. The teachers were able to complete two observational walk-throughs; the results are charted in Table 1.

Interpretation of Walk-Through Data

Table 1 shows information regarding the first and second peer walk-throughs, done within a span of two months. One of the most interesting things about the walk-through data is that during discussions the teachers mentioned not being able to get a good handle on feedback; this turned out to be one of the strongest areas. We were just starting on Unit 4 (across) and they made great growth in Delving and Rephrasing. As I suspected, the areas of greatest weakness were mostly in Units four and five. In year one, I was able to cover and review units one through three, and the majority of our group seemed to have a pretty strong grasp of the strategies by the second observation.

Table 1
Peer Walk-through Data

	Response Opportunity	I	II	Feedback	I	II	Personal Regard	I	II
Unit 1	Equitable Distribution	3	4	Affirmation-Correction	6	6	Proximity	4	3
Unit 2	Individual Helping	3	3	Praise	5	7	Courtesy	4	4
Unit 3	Latency	2	4	Reasons for Praise	4	6	Personal Interest	3	3
Unit 4	Delving, rephrasing…	4	6	Listening	0	0	Touching	2	0
Unit 5	Higher-level Questioning	2	1	Accepting Feelings	2	2	Desisting	2	1

Many of the teachers also made comments on what they were seeing in the classroom. One observer noticed that though we had not delved into Higher-level Questioning as a group, one of the Kindergarten teachers was observed asking her primary students questions beyond their grade level. She was observed doing so during both observations. More than one observer commented on the fact that students were utilizing "praise" with their peers. So, not only were the instructors using the strategy Praise and Reasons for Praise, but they also had begun to teach their students to use the strategies as well. There were several instances in the observation comments where teachers mentioned the sense of community being built in the classroom. This was inclusive of student engagement, students assisting their peers and lessons that required

students to move around the classroom freely. All of these were pointed out as connecting to the overall theme of increased teacher expectations causing students to have higher expectations for themselves, their peers, and the belief that they could succeed to the levels expected.

<center>Discussion of Peer Walk-throughs</center>

As we were doing the walk-throughs I continued to review the previous strategies as well as introduce the new ones (strand four and five) in our team meetings. Our main focus was on the first three strands. From the observations, I found that the two strongest areas were Unit 1: Equitable Distribution, Affirmation/Correction and Proximity, and Unit 2: Individual Help, Praise and Courtesy. Growth in these areas was observed taking place from the first to the second walk-through. We went from an average of six teachers who were observed using all of the strategies to all seven in Unit 2. We remained constant in Unit 1, with at least five teachers utilizing all three strategies in the strand. There was also growth in Unit 3 moving from everyone utilizing at least one strategy to everyone utilizing at least two in that strand. The lowest areas were Unit 4 and Unit 5, where we had not had as much training.

Comments from the observers reinforced the fact that the staff in the test group was beginning to grasp the true meaning of this work. They were beginning or were continuing to build community in their classrooms by utilizing these strategies to show their students that they had high expectations for them. Observers noticed that students appeared to be excited to learn and answer questions. Building the sense of community and trust among their teachers resulted in students' becoming more engaged and motivated to learn.

Reviewing the TESA Strategies

Each Tuesday we had a communal time where grade cluster teachers met together. Tuesdays were set aside for different agendas; for example, the second Tuesday of each month was my designated time to meet with the teachers. Teachers were split into groups (i.e., K-2, 3-5, 6-8), and then there was the specials team meeting, which were for art, gym, computers as well as any other resource staff. During year one, I used this 45-minute block to present and discuss strategies. After we had learned the first three strands, I used the meetings as a focus group before moving on to the last two units. During this time I asked questions about how the groups were using the strategies, and I tried to gauge through discussion if any changes in mindset had occurred.

During each Tuesday meeting (there were four in total) I put up the strategies on a projector and highlighted the one that I wanted to focus on for that day. In the first meeting I simply selected a strategy; after that I took strategies from the peer observations. This was usually an area where teachers did not see that a specific strategy had taken place during their observations. We would start by giving a working definition of what the strategy meant, and then the teachers would talk about how they were using that particular strategy in the classroom.

Individual Help

The first focus area that came up in these meetings was Individual Help. This is where teachers are asked to make sure that each student in the classroom was given the opportunity to receive individual assistance from the teacher even, if it was just to stop, look over their work, and let students know that they were on the right track. Teachers found that this was the hardest strategy to actually find time to utilize. There were some

suggestions offered by their colleagues and others by myself in order to assist them in implementing this valuable part of our expectations work.

Equitable Distribution

In our group meetings we discussed what Equitable Distribution was (that is, allowing each student an opportunity to respond in class) and why this was an important part of our expectations work. Again there were questions about time and students who never know the answer or need extended wait time. During these discussions not only did colleagues give one another suggestions for improvement, but also those who were struggling were able to come up with some thoughts of their own through the discussion. In our third and fourth meetings we revisited the two previous discussions, talked about the implementation strategies that were suggested and how they were used.

Researcher Walk-through Data and Interpretation

My personal walk-throughs were done on a monthly basis over a span of four months. Often I popped into the classrooms throughout each week, but for reporting purposes only the monthly observations were documented. During the monthly observations I used the same form the teachers agreed upon but took more time recording what I saw in the classrooms, averaging 30 minutes in each room in order to get a feel for the climate of the classroom as well as the relationship between teachers and students. For reporting on these groups I simply highlighted some of the things I observed in the classrooms. In my year-one study I reported on each individual classroom and then analyzed the data.

Much like what was revealed in the peer walk-throughs that took place, my data indicated that teachers scored lower in Unit 4: Delving and Rephrasing, Listening and

Touching, and Unit 5: Higher-level Questioning, Accepting Feelings and Desisting. On average the majority of the teachers were using most of the strategies taught in the first three units. What was most interesting is that, during our meeting discussions, the areas in which teachers found that they needed the most help were generally the areas that I found they were excelling in or at least keeping afloat. One example was the area of Response Opportunity. The teachers mentioned not having enough time to get to all of their students, but during most class sessions, teachers were doing a great job of making themselves available to individual students when needed.

Due to the fact that I was able get in two more walk-throughs than my observation team, my data were a bit more scattered than theirs. Some strategies that I observed for one walk-through I didn't observe in another walk-through with the same teacher. The one consistency was that teachers were all using some of the strategies in some way or another. I also observed at different times during the day, alternating mornings and afternoons. What I observed was fairly consistent with what my team observed, and I was confident that the teachers were beginning to utilize the strategies with fidelity.

My observation and walk-through data were split into two tables. Table 1 depicts my first two observations. Table 2 shows my second two observations. Walk-throughs were done over the course of four months. The three strongest areas I observed in my first two walk-throughs were Affirmation/Correction (the teacher gives feedback to students about their classroom performance good or bad), Proximity (the teacher is moving around the classroom making sure to be physically positioned close to students as they work), and Praise (the teacher praises students for learning performance). Praise and Affirmation/Correction were two of the strongest areas that the peer walk-through team

observed. In addition I observed proximity being used in over half of the classrooms. This was important to note because when the state was observing our classrooms after we did not meet AYP, they mentioned that teachers were not moving around the classroom and were sitting at their desks. In the focus group that I observed, five out of seven teachers were very mobile in the classroom and using proximity to facilitate classroom management.

Table 2

Researcher Observation Data (I & II)

	Response Opportunity	I	II	Feedback	I	II	Personal Regard	I	II
Unit 1	Equitable Distribution	3	5	Affirmation/ Correction	5	6	Proximity	5	5
Unit 2	Individual Helping	3	5	Praise	7	7	Courtesy	3	6
Unit 3	Latency	3	3	Reasons for Praise	4	4	Personal Interest	3	3
Unit 4	Delving, rephrasing...	1	2	Listening	1	0	Touching	3	2
Unit 5	Higher-level Questioning	1	0	Accepting Feelings	0	0	Desisting	0	0

The problem areas, as I suspected they would be, were in Units 4 and 5. These were the same two areas in which the peer observation teachers saw the most deficits as well. Unit 4 consisted of Delving, rephrasing and giving clues (teacher provides additional information to help students respond to questions), Listening (the teacher

applies active listening techniques with students. These were the two weakest areas in Unit 4. In Unit 5, all three areas were weak: Higher level Questioning (the teacher asks challenging questions that require students to do more than simply recall info), Accepting Feelings (the teacher recognizes and accepts students feelings in a non-evaluative manner) and Desisting (the teacher stops a student's misbehavior in a calm and courteous manner).

Table 3
Researcher Observation Data (III & IV)

	Response Opportunity	III	IV	Feedback	III	IV	Personal Regard	III	IV
Unit 1	Equitable Distribution	5	5	Affirmation/ Correction	5	5	Proximity	7	6
Unit 2	Individual Helping	3	3	Praise	7	7	Courtesy	6	5
Unit 3	Latency	4	6	Reasons for Praise	3	5	Personal Interest	4	4
Unit 4	Delving, rephrasing...	2	2	Listening	2	2	Touching	3	2
Unit 5	Higher-level Questioning	2	2	Accepting Feelings	0	0	Desisting	0	0

Interpretation

The areas of strength and weakness in observations three and four remained fairly consistent. In addition to Proximity, Affirmation/Correction and Praise, there were more teachers utilizing Equitable Distribution of Response Opportunity (the teacher gave every

student a chance to respond or perform in class), and Courtesy (the teacher uses expressions of courtesy in interactions with students). In Unit 4, many areas went from no teachers using the strategies to one or two, so some gains were made. There were still no teachers using the strategies Accepting Feelings (the teacher recognizes and accepts students feelings in a non-evaluative manner) or Desisting (the teacher stops a student's misbehavior in a clam and courteous manner). In the future these will be areas that we need to continue to review.

<center>Summary</center>

Given the teacher observations, my personal observations, the group discussions and trainings, I think our staff has a good hold on Units 1, with a need for more training on Units 4 (delving, rephrasing, giving clues, listening and touching) and Unit 5 (higher level questioning, accepting feelings and desisting). I believe that it is important to note that during our time in the classroom, some things were harder to observe than others (i.e., listening or personal interest). The final two strands are still where we are weakest and could use additional training. The walk-throughs as well as the discussions showed us that all of our observation groups were using some, if not all, of the strategies on a consistent basis in the classroom.

After utilizing these strategies one of our model groups, which jumped right into the TESA interactions, had 81% of their students meet or exceed standards on the 2011-2012 ISAT exam. They have been our model group for our two years of work with this program, and right after year one they were congratulated for being the highest scoring grade level in the district on the math portion of the ISAT exam. This could simply be because the two teachers for this grade level are exceptional teachers, but it should be

noted that they were both observed utilizing the most strategies in the short teacher observations as well as in my more extended walk-through observations. Both of these teachers also had great student interviews from year one, which showed that their students knew that their teachers had high expectations for them. When asked how these strategies affected their teaching, one of the teachers noted that it made her more aware of how she was interacting with students and what expectations were being conveyed.

SECTION SIX: A VISION OF SUCCES (TO BE)

Introduction

It is important to look at the future of this work. How will my organization look once this goal of raised expectations is realized? In the following I will describe my vision of the district in terms of the 4 C's: Context, Culture, Conditions and Competencies. Previously I looked at the "As Is" of my district (where we are now). At this point, I would like to look at the "To Be" (where I want the district to be) as the result of raised expectations for student achievement.

Context

My vision for our district is high expectations among all stakeholders, for raising student achievement. Once my vision of higher expectations, combined with well-constructed and implemented instruction, is realized then I believe a number of things will occur for both our students and the community.

Context refers to " 'skill demands' all students must meet to succeed as providers, learners, and citizens and the particular aspirations, needs and concerns of the families and community that the school or districts serves" (Wagner, 2010, p. 104). The context would be high community involvement in school events as well as student learning. I believe these raised expectations by way of the taught strategies will influence parents to become more involved in their students' learning. Once the TESA strategies are fully implemented in the school, I would love to begin training parents on how parent expectations can raise student achievement as well (Parent Expectations Student Achievement (PESA)). By showing students that their community as a whole is supportive of their learning and development, I believe we will finally see the desired

increase in reading as well as math scores.

<div align="center">Culture</div>

Culture is defined as, "the shared values, beliefs, assumptions, expectations, and behaviors related to students and learning, teachers and teaching, instructional leadership, and the equality of relationships within and beyond the school" (Wagner, 2010, p. 102). Parents and teachers working together to encourage or promote student success would constitute a change in culture. This change would foster in students a confidence in their own abilities to achieve success. Once parents are involved, the desire is to increase community involvement in the academic achievement and enhancement of the students. Though the community at large may not assist individual students with homework, I would hope that wherever students go they find a community that cares about them and is rooting for their academic and lifelong success. A huge factor in changing the culture of the community by promoting raised expectations is the need for consistent school leadership. Therefore, a unified vision needs to be in place. Promoting and reinforcing this vision comes through strong and consistent leadership.

<div align="center">Conditions</div>

Wagner (2010) defined Conditions as, "the external architecture surrounding student learning, the tangible arrangements of time, space, and resources." In order for this to occur, a change would have to first take place within our staff. Teachers have to use these expectations strategies in the classroom and share these expectations with parents as well as community members with whom they come in contact. These expectations must be consistent with those of the building- and district-level administration. Parents and community members would then need to be trained on these

expectation strategies so that they could begin utilizing them at home. In this way there would be consistency between home and school when it comes to promoting student success and speaking positive things into students' lives. Another issue would be the need for a school-wide curriculum and measures for student achievement.

<center>Competencies</center>

According to Wagner (2010) Competencies are the skills and knowledge needed to positively impact student learning. This is evidenced and supported by high quality staff development. One of the great things about this process is the willingness of team members to work together to achieve a better school environment for students. Though they don't see their expectations as being low, students need someone to believe in them, and this tends to be rare when it comes to poverty areas. As the curriculum and school compact are developed these strategies must be part of our written plan for improvement. The teachers will need to continue to train and work with each other on the expectations strategies we have been involved in over the past two years. These strategies must be readily visible in the school building and be an active part of our curriculum.

SECTION SEVEN: STRATEGIES AND ACTIONS FOR CHANGE

Introduction

In order for the "To Be" (or vision of success in my district) to take place, there are certain strategies and actions that must be implemented. This process has to be one that is ongoing and constantly assessed for fidelity of implementation. Below are strategies as well as actions that must take place to move forward with this change process.

Table 4: Strategies and Actions

Strategies	Actions
1. Keep TESA	- Monthly review and teaching/re-teaching of the interaction strategies - Add the Strategies into the training for new staff members - Fidelity checks to make sure teachers are using the strategies (monthly observations)
2. Build Community	- Share Parent Expectations Strategies (PESA) with the community at monthly Principals Coffee Talks - Distribute TESA and PESA literature on the school website and in the school newsletter

3. Use Positive Words	• Continue to post positive words, phrases and affirmation around the school
	• District-wide review these strategies for Teacher Institute Days
	• Use Positive words daily over the announcements

Strategy One: Keep TESA

The first action in the continuation of this process is to keep up the teaching and review of the interaction strategies found in the TESA model. So we will continue to encourage the use of Response Opportunities, Feedback, Personal Regard and their subsequent units (Appendix C). This will mean continuously training new staff as they come in and making sure that the staff that has been here since the start of the process stays on top of interactions they have learned. A good way to put this into action is to give our new-teacher mentor the materials on TESA to begin working with new teachers on this information as they come in. I will continue to use my monthly Tuesday meeting time to review strategies as well as discuss areas of strength, areas of weakness and questions in regards to further use and review of the strategies. This will keep the process in the forefront for everyone as we continue to implement this program.

Strategy Two: Build Community

Our administrator hosts monthly Principal's Coffee Talks; my goal for targeting our parents is to present a few strategies at each of his meetings. This will begin to pull

the rest of the community into this process of utilizing heightened expectations in order to increase student achievement. Since these meetings occur monthly I can keep checking in with parents on how the strategies have worked for them or if they have used them at all. I would like to further bring in the community by providing literature about our expectations work and student motivation, such as the Carol Dweck articles I've shared with our staff. This can be posted on our website, handed out in paper form at conferences and emailed to those parents who are interested or who are on our mailing list.

<div align="center">Strategy Three: Positive Words</div>

The last strategy, and I believe one of the greatest additions to this work, is our Positive Words campaign. I have posted signs throughout the school of positive words, motivational phrases and praise for our students. Everywhere they walk in the building everyone can read something that is positive and symbolic of our heightened expectations. There is a positive character trait for each month along with a new motivational phrase; definitions of these traits are read over the announcements daily. During our school improvement planning (SIP) meetings we will take time to revisit the strategies as a whole and talk about how the process is going in classrooms. All of our work is on the forefront; students, teachers, parents and anyone who walks into the building will be exposed to a community of greater expectations.

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Baseline 4 C's Analysis for AS IS___ /JaRita Steward_____

Context
- Low student scores
- Teacher burnout
- High mobility rates

Culture
- High poverty area
- Working parents leave students without motivation at home
- Low expectations from teachers due the type of community
- No consistent leadership
- Students disinterested in academics

Conditions
- Haven't made AYP in several years
- No curriculum or standard for achievement
- Behavior issues and lack of discipline
- Special education classroom sizes on a rise
- Reduction in staff, increase in need for assistance

A culture of low expectations for student achievement

Competencies
- Lack of community involvement in academics
- Teachers not skilled in expectations strategies
- Loss of faith in student achievement
- Lack of motivation due to culture of failure

Baseline 4 C's Analysis for To Be/JaRita Steward

Context
- High community involvement in school events and student learning
- Increase in reading and math scores due to higher expectations and belief in student achievement by all stakeholders

Culture
- Parents and teachers working together
- Students having confidence in their own success
- Community involvement in academic achievement measures
- Consistent leadership

Conditions
- Teachers use expectations strategies in classrooms
- Parents trained in expectations strategies
- A school-wide curriculum and measures for achievement

High expectations among all stakeholders, raising student achievement

Competencies
- Teachers train and work with each other to raise expectations
- Expectations strategies written into curriculum and compact

APPENDIX C

Expectations Peer & Researcher Walk-Through Rubric

	A: Response Opportunities	Observed	B: Feedback	Observed	C: Personal Regard	Observed
Unit 1	*Equitable Distribution of Response Opportunity* The teacher gave every student a chance to respond or perform in class.		*Affirmation/Correction* The teacher gives feedback to students about their classroom performance good or bad		*Proximity* The teacher is moving around the classroom making sure that he/she is physically close to students as they work.	
Unit 2	*Individual Helping* The teacher provides individual help to each student		*Praise for the learning performance* The teacher praises students' for learning performance		*Courtesy* The teacher uses expressions of courtesy in interactions with students	
Unit 3	*Latency* The teacher allows students enough time to think over a question before assisting the student or ending the opportunity to respond		*Reasons for Praise* Teacher gives useful feedback for students' learning performance		*Personal interest statements and compliments* Teacher asks questions, gives compliments, or makes statements related to students personal interest or experiences	
Unit 4	*Delving, rephrasing, giving clues* The teacher provides additional information to help students respond to questions		*Listening* The teacher applies active listening techniques with students		*Touching* The teacher uses touch in a respectful, appropriate and friendly manner	
Unit 5	*Higher-level Questioning* The teacher asks challenging questions that require students to do more than simply recall info.		*Accepting Feelings* The teacher recognizes & accepts students' feelings in a non-evaluative manner		*Desisting* The teacher stop's a student's misbehavior in a calm & courteous manner	

Definitions of Expectations Strategies

Strand I

Equitable Distribution of Response Opportunity
The teacher gave every student a chance to respond or perform in class

Affirmation/Correction
The teacher gives feedback to students about their classroom performance good or bad

Proximity
The teacher is moving around the classroom making sure that he/she is physically close to students as they work.

Strand II
Individual Helping
The teacher provides individual help to each student

Praise for the learning performance
The teacher praises students for learning performance

Courtesy
The teacher uses expressions of courtesy in interactions with students

Strand III
Latency
The teacher allows students enough time to think over a question before assisting the student or ending the opportunity to respond

Reasons for Praise
Teacher gives useful feedback for students' learning performance

Personal interest statements and compliments
Teacher asks questions, gives compliments, or makes statements related to students personal interest or experiences

Strand IV
Delving, rephrasing, giving clues
The teacher provides additional information to help students respond to questions

Listening
The teacher applies active listening techniques with students

Touching
The teacher uses touch in a respectful, appropriate and friendly manner

Strand V

Higher-level Questioning
The teacher asks challenging questions that require students to do more than simply recall information

Accepting Feelings
The teacher recognizes & accepts students' feelings in a non-evaluative manner

Desisting
The teacher stops a student's misbehavior in a calm & courteous manner