

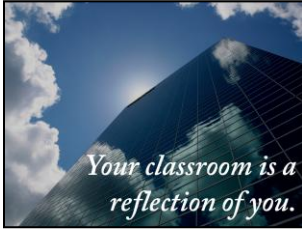



HIGH EXPECTATIONS | Part 1: The Teacher

Objective: The following leader notes and corresponding PowerPoint are provided by the Curriculum and Instruction Department to school leaders as a support in training faculty members on timely and important subjects. Please feel free to use as is, or revise to best fit the needs of your faculty/staff.

<p>1</p> 	<p>TITLE SLIDE</p>
<p>2</p> 	<p>Expectations? For whom?</p> <p>When teachers talk about expectations, they are usually thinking of the expectations that THEY have of their students. And that's good. Of course we want - we <i>expect</i> - teachers to have high expectations of the skills their students will develop, of the content their students will master, and of student behavior.</p> <p>But before a teacher can have high expectations of her students, she has to have high expectations of herself. This presentation is about those expectations. The expectations that we have of ourselves and how we can promote high levels of learning in our classrooms.</p>
<p>3</p> 	<p>Why are we concerned with high expectations of teachers? Because your classroom is a reflection of <i>you</i>! High expectations of yourself will result in improved student learning as instruction, classroom management, and professional behaviors rise to level you expect of yourself.</p> <p>And because the teacher is the <i>most influential element</i> in the classroom. Successful classrooms are a direct result of the successful teachers that work there. High expectations of ourselves as educators results in high quality schools.</p>
<p>4</p> 	<p>So which teachers have high expectations? All teachers. Even bad ones. But these expectations are all about students. Think about it for a minute...</p> <p>What do we expect of students?</p> <ul style="list-style-type: none"> • Come on time • Come completely prepared • Do everything on TEACHER'S schedule • Sit quietly • Obey all instructions • Never be bored and, if you are, don't act like it <p>There's really nothing wrong with these expectations. In fact, they're good, Even necessary, and for the most part reasonable. But teachers often do not even hold themselves to this same standard. (Think about teacher behavior in faculty meetings!)</p>

5



Great teachers see student difficulties as their own – not because they caused them, but because they **SHARE** them because these students are **THEIR** students. We sometimes have higher expectations of our students than we have of ourselves and this can be a problem.

Great teachers recognize that they can't expect more of their students than they do of themselves.

AND they have high expectations of their co-workers, support staff, administration, district staff, etc. We want to build a culture of high expectations in a building among the adults.

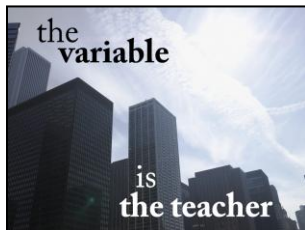
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Who were the "great teachers" in your life? Teachers that had high expectations of themselves. Take a minute to think about a great teacher and share with your neighbor what some of that teacher's expectations were. Not expectations of you as a student, but what do you think their expectations were of *themselves*.

[Principals may want to take a moment to have a few teachers share some of the expectations they discussed with their neighbors.]

7



We often talk about classroom atmosphere. You know, the *weather*, in a classroom. Weather can change rapidly and teachers with high expectations have tools to deal with that. Long term weather is climate. Teachers who deal effectively with weather conditions create classroom climates that are positive and promote learning.

Here's the reason teachers don't have to be vulnerable to the vagaries of student "weather": **classroom atmosphere depends MOSTLY on the teacher**. Weather problems are usually teacher problems. Not an easy thing to hear because we know that sometimes its not true. But teachers with high expectations of themselves recognize that *they* are in charge of the weather and climate, not students.

Hard to believe?

[Read from page 37 of Whitaker: all of paragraph 2]

"How many of you....variable is the teacher."

8



A teacher with high expectations notices their own contribution to classroom climate as well. They see themselves as a filter for the entire class.

Todd Whitaker said it this way: *When the teacher sneezes, the whole class catches a cold*. And it's true.

Teachers with high expectations of themselves keep outside things outside, don't share personal problems or information with their classes, and don't allow their own "moods" to become an element of classroom atmosphere.

The teacher is the decisive element in classroom: classroom culture, the "weather and climate" really depend on AND ARE THE RESPONSIBILITY OF the teacher.

9



The climate in the teachers' lounge is ALSO the responsibility of the teacher. The teachers' lounge is supposed to be a place of rest, relaxation, and refuge. We love to "hang out" there when we can. But all too often, the teachers' lounge becomes a place of griping, rumor-mongering, and negative talk about students. Why is this? It completely defeats the purpose of the space. This is why some new teachers are given the (good?) advice to "avoid the faculty room."

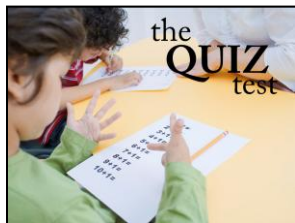
High expectations of ourselves require us to fix this. We love to hear the faculty room filled with laughter and positive talk and discussions. We do need to vent sometimes, but the climate we create in this space should be positive and energizing. Griping never energized anyone. Let's enjoy the space.

10



Think for a moment about the role of the teacher in creating climate in the classroom and in the faculty room. Share with your neighbor some of your ideas about improving in this area.

11



Here's a way to tell how high the expectations you have of your own teaching are: When students do poorly on a quiz, who does a poor teacher "blame"? The students. Who does a great teacher "blame"? Themselves. Poor teachers wonder why students "can't learn" or "won't study" or "don't care."

Great teachers wonder what happened in the instructional process so that students didn't connect with the material. And then, having asked the "right" question about the poor performance on the test, they improve. Poor teachers just gripe and go on.

[Note to presenters: The next slide text has TWO slides in your presentation. Use the image appropriate for your school – young children or older students – and delete the other slide.]

12



OR



Let's think about it this way. Say a classroom has 35 students. If the teacher gives a quiz, a test, an assignment – whatever – and only a handful of students "fail" (that is, haven't learned, or can't demonstrate a skill), then it is likely a student issue, a "learner" issue. We know that there are some students who we simply can't reach because of issues quite literally beyond our control.

But if a teacher gives the assessment and only a handful "pass" – it is more likely a "teaching" issue. That is, something wasn't successful during the instruction and students didn't connect, didn't learn. A great teacher recognizes this and attempts to fix it, rather than blame students.

ASK: How many students – out of 35 – can fail before we would say it is a "teaching issue" ? 10, 15, 20?

[Allow time for teachers to respond to the group.]

ASK: At what point do I have to start accepting responsibility for the learning that didn't take place

13



Teachers can learn a lot from coaches...here's why.

Think about what players will do for their coaches: work REALLY hard, work REALLY long, try their VERY best, seek out their advice, and REJOICE in success together.

Why is this? (Yes, partly because they love athletics...) Because players see coaches as having the SAME GOAL as they do: **success**. They should see teachers in the same way.

Coaches *set their players up for success*, not failure. They allow them to scrimmage to see where their weaknesses are and then they work on them. *They do not punish players for poor performance in a practice*. They USE that information to help them achieve their goals.

Teachers with the highest expectations of themselves make it clear to students that student success equals teacher success. They have the same goal.

14



Some things can cause a teacher to feel overwhelmed and defeated. Much like a coach when his team isn't doing well or the season is particularly tough.

Think about what kinds of things we can focus on that would cause us to feel powerless: student problems, the lack of funding, issues in the community, Know why these things make us feel overwhelmed, defeated, and powerless. Because they are beyond our control: We ARE powerless. Concentrating too much energy on them is disheartening and counterproductive.

15



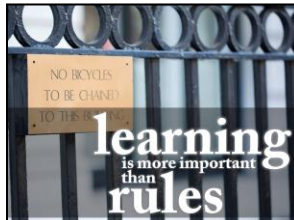
But when we center on our *own* behavior, we feel empowered to make a difference. The best teachers accept responsibility for their classrooms and the poorest teachers do not. (See p. 38) Accepting responsibility is an essential difference between more effective and less effective employers, teachers, principals – even parents.

As teachers, we must examine our own acceptance of responsibility. More than that: We must help *all* teachers take responsibility for their performance in the classroom. (p. 40)

When there are SO MANY things we CAN'T control - that waste our time when we focus on them – we need to put our energy into the things that we CAN control: our own abilities and expectations.

It is empowering to focus on what we can control. And then to take action.



16



Remember that in Davis District learning is FIRST.

Can rules really get in the way of learning? Well, yes. (Page of the "take a zero story")

Teachers with high expectations of themselves want every rule to have but one goal: the promotion of student learning. But they also understand the

	<p>value of flexibility. We appreciate flexibility from administrators, family, and friends.</p> <p>Sometimes, rules can get in the way of learning, or do not contribute directly to learning. Teachers with high expectations of themselves are able to avoid the trap of having too many rules, rules which are “nit-picky” or rules which prevent students from learning or achieving.</p> <p>These rules are often more about teacher convenience, or power, than about learning.</p>
<p>17</p> 	<p>We’ve probably all heard (and agreed with) this pithy little statement: Don’t Sweat the Small Stuff.</p> <p>Todd Whitaker said it this way: Ignore minor errors.</p> <p>It’s good advice, and easier if you have higher expectations of yourself than you do of your students. Get past all the little things because LEARNING IS FIRST.</p> <p>The best teachers are able to look beyond some student behaviors and problems (they’re only 13! – or whatever age...) and get on with the learning. Their students can tell that it is the learning that matters most to their teacher and they respond in positive ways.</p> <p>When a teacher is focused on rules – rather than learning – they recognize it and it impairs their desire to learn. Then a downward spiral can begin with behavior issues followed by more rules and....</p>
<p>18</p> 	<p>There ARE things that matter, though: behavior issues, classroom management, etc. A classroom has to have order. And that means rules and their enforcement.</p> <p>But the most effective teachers do this almost invisibly. Students don’t think of them as strict, they think of them as having high expectations. And they are okay with that, especially if they know the teacher has even higher expectations of themselves.</p> <p>Teachers with high expectations of themselves become expert teachers, true educational professionals. They master their content and their pedagogy.</p> <p>The best teachers maintain classroom control through engaging instruction and clear procedures. Their lessons are relevant, engaging, and purposeful. If they have a few important rules which they enforce with fairness. They are flexible.</p> <p>They make it clear that LEARNING IS FIRST and that the TEACHER accepts primary responsibility for that.</p>

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Wanna know which teachers in have high expectations of themselves? Ask the kids. Ask the other teachers. Ask the administrators. Ask the parents. Just ask 'em. People know who the good ones are.

How can they tell? They know which teachers have high expectations of themselves because of the way they instruct, manage classrooms, interact with students. They know which teachers put learning first, before everything else.

If you think about it, that's really what teacher evaluations are trying to get at. They're not focused on student scores or performance – those are supposed to be the OUTCOME of good teaching. They attempt to measure the expectations that teachers have of themselves; not an easy thing to do.

But is IS an easy thing for students and parents to figure out. After all, the kids are with us every day. They sense it in our personalities, they see it in our actions, and they feel it in the way we deal with them.

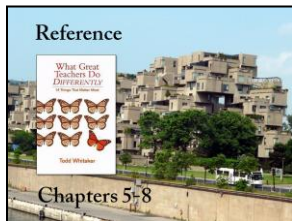
The best teachers look critically and honestly at the expectations they have of themselves.

20



What are two things that struck you as particularly enlightening, important, or noteworthy in today's presentation? Take a moment and jot them down. I'll wait 30 seconds for you to do this, and then have you share with your neighbors.

21



References

What Great Teachers Do Differently (Todd Whitaker): Chapters 5-8.

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