Teacher Expectations and Student Learning:
Applying the Research to Change Practice

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At the end of our time together we will:

- Identify the fifteen teacher classroom behaviors associated with increased student learning

- Recognize and apply one of the behaviors by coding teacher interaction observing two classroom settings

- Consider how a new teacher training program might share these techniques in nonevaluative settings

Some Assumptions We're Making

- Essence of effectiveness in the modern educational institution is a model of improvement, growth and renewal.

- Built upon a passion and acute sense of curiosity that are present in all of us.

- A desire to be "Better"

- Openness to new possibilities a place where experimentation is encouraged, fostered and rewarded.

- Learning is collaborative.

A couple of resources, when you have time…
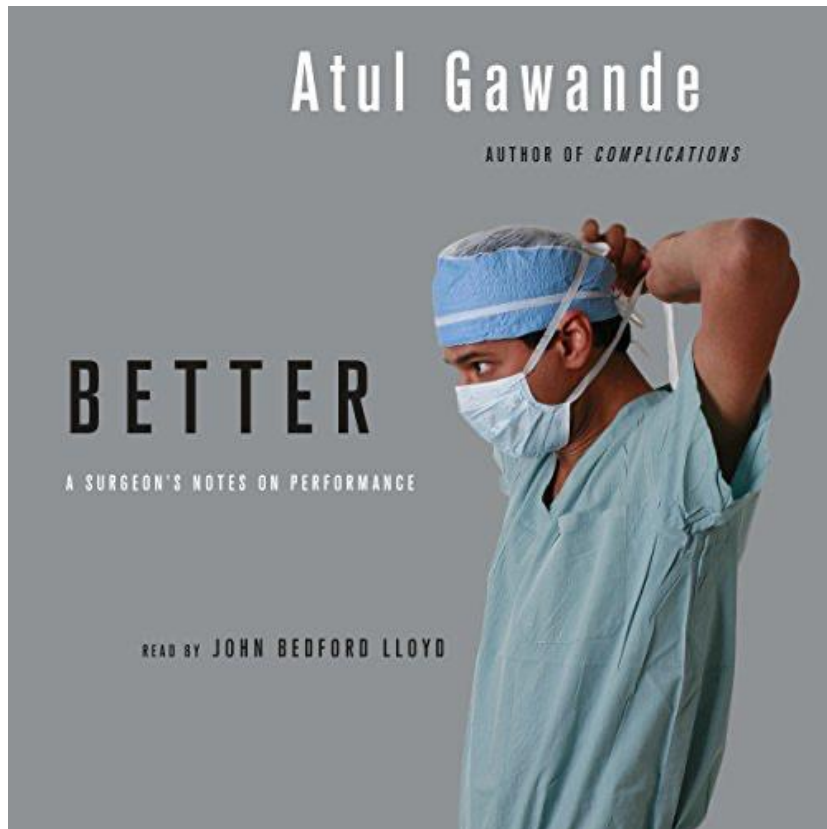
Five Facts

The learning assessment movement was started by curious faculty.

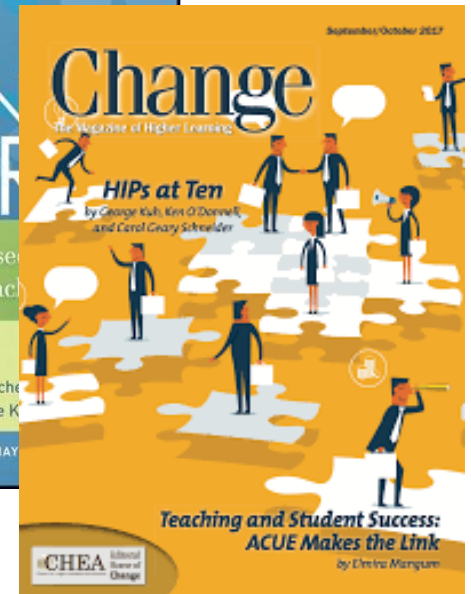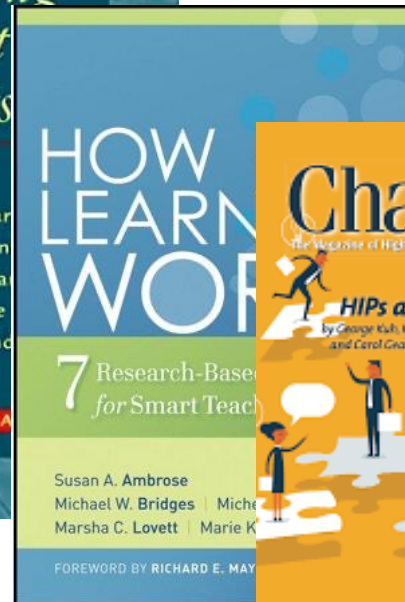A desire to create a body of knowledge about the best ways to teach adults.
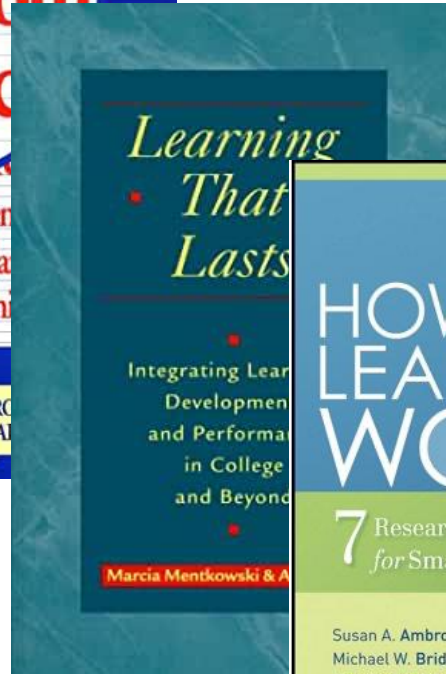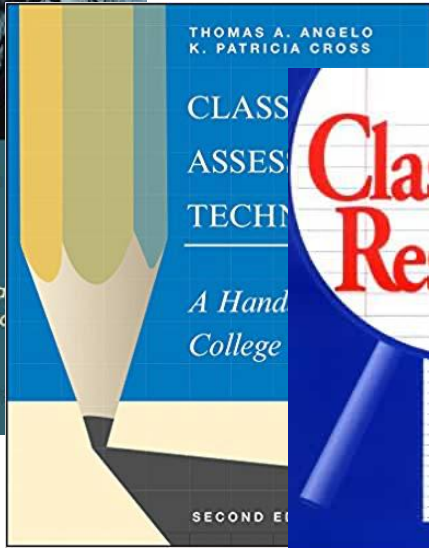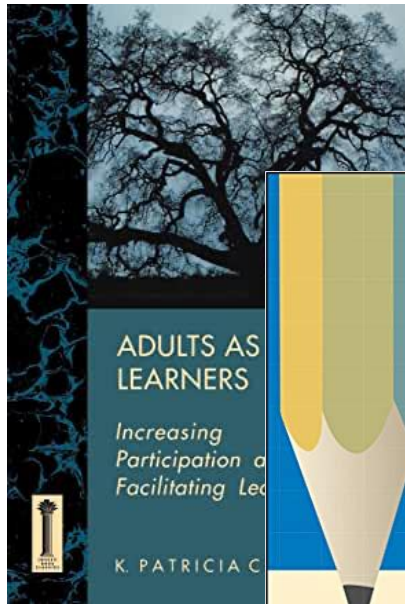
Higher Education has Subject Matter Experts (SMEs) often untrained in learning theory, motivation theory and instructional design.

K-12 have Colleges of Education, teacher certifications and practical masters' degrees (M.Ed.)

There is no warehouse of information of practices to share on how to teach adults.

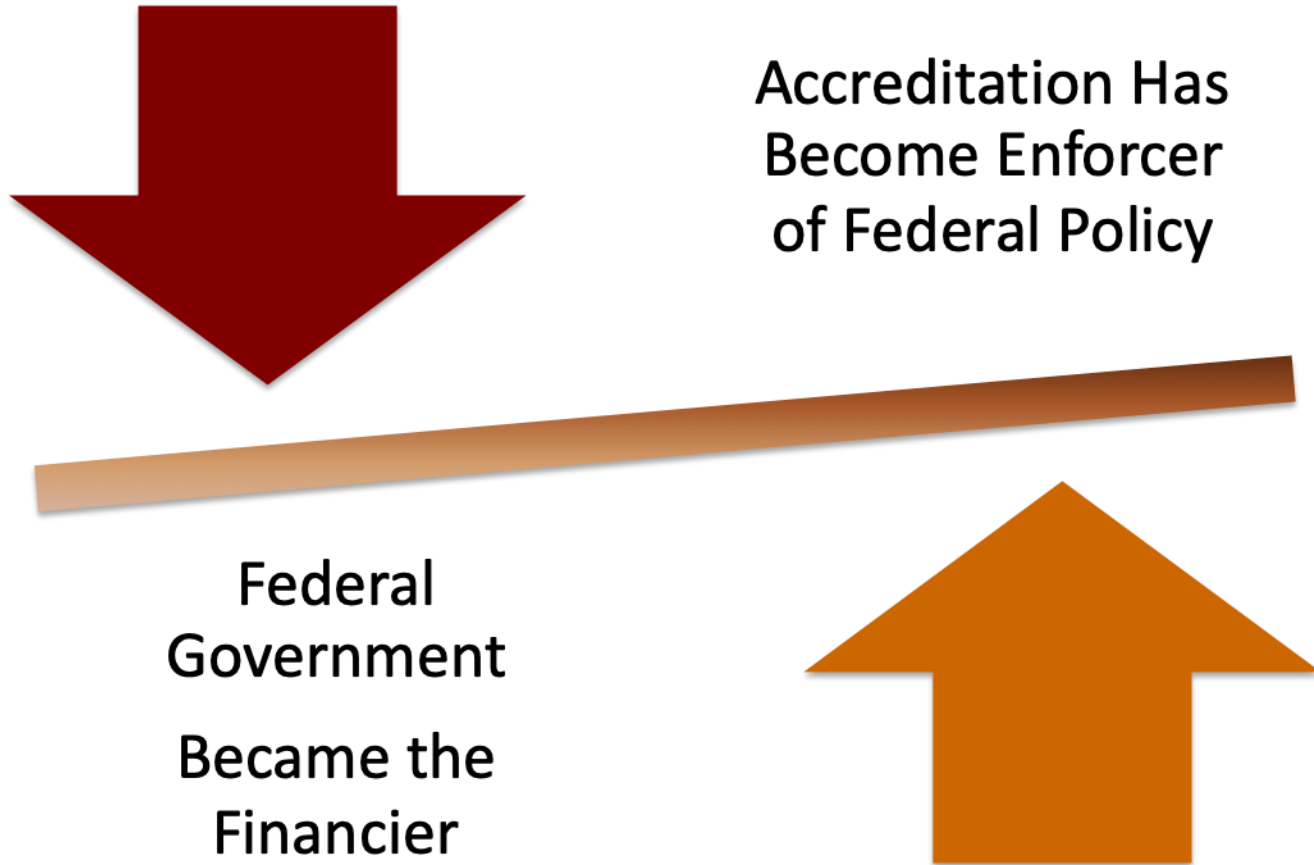# Historical Perspective
## *An old person's prerogative*

Wrong Turn…

Accreditation Academic Quality

Federal Government Fiscal Integrity

Accreditation and the Federal Government

Accreditation Has Become Enforcer of Federal Policy

Federal Government Became the Financier

The Five Reasons We Assess

- To become masters of our craft, studying the learning process in the discipline and in the larger learning arenas and discovering new ways and methods to teach.

- To determine the extent to which the curriculum is working (design and implementation).

- To inform the decisions as to where time, energy and/or money should be repurposed for continuous improvement in learning.

- To help us become a ***learning organization*** that is adaptive and nimble for the 21st Century (Kezar *USC*, Drucker *CGU*, Senge *MIT*)

- To help demonstrate our quality assurance pledge to the community we serve.
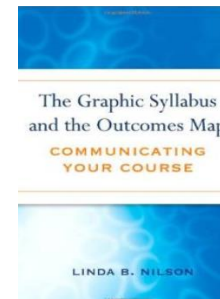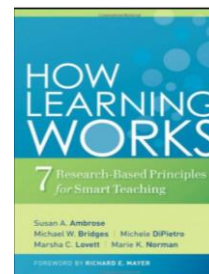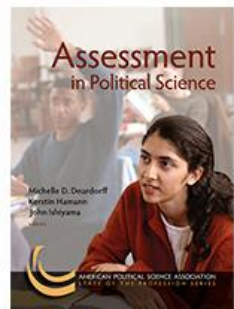
Learning in the Aggregate
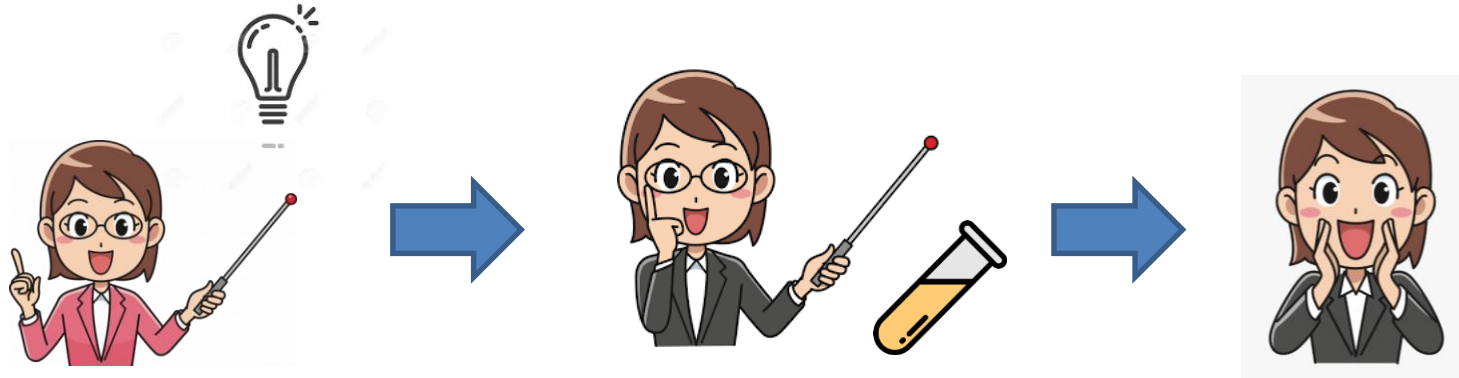
Outcomes
Assessment

Grades

Total **down the column** for individual grading. Analyze **across the row** for assessment of intended outcomes from the group.

Source: Adapted from Jim Nichols's Model
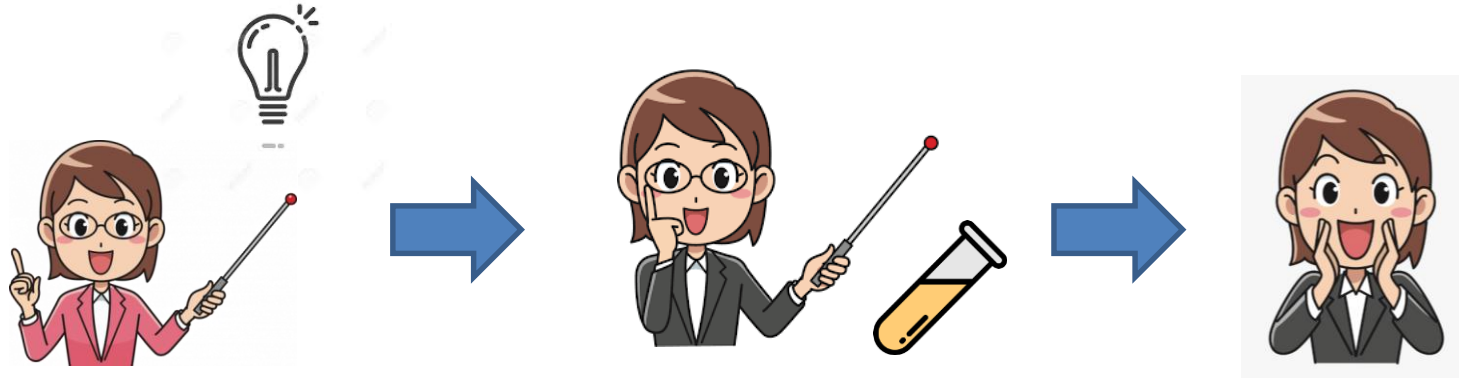
Applied Research
Theory to Model to Practice

Improved
Explanation

Better
Practice

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Theory to Model to Practice

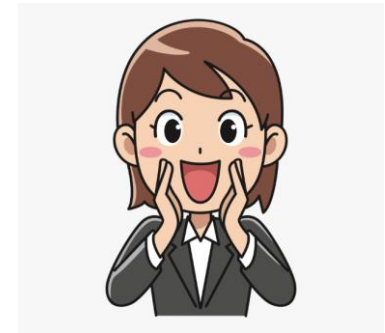

Improved Explanation

=

Better Practice

Research - Theory to Model to Practice
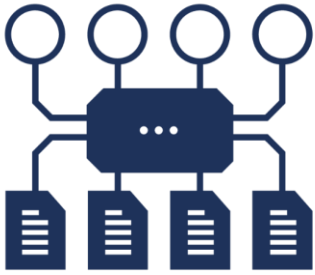

Cognitive
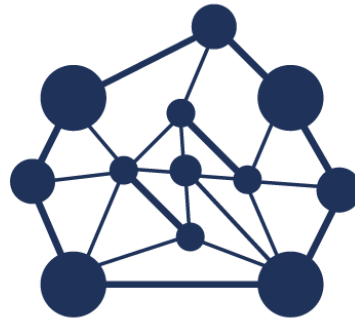Theory

Expectation
Research

Treat students more fairly,
improve teaching methods

Meta-Analysis

Examine Studies

Amalgamate

Find Themes

Qualitative Work in the Study of Learning

- Quantitative Data – Explains, Describes and Predicts (Not just Numbers) – Deductive in nature.

- Qualitative Analysis – Considers why and how events happen – Inductive in Nature – Discovery of new phenomena.
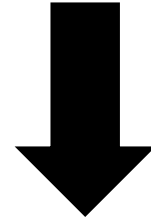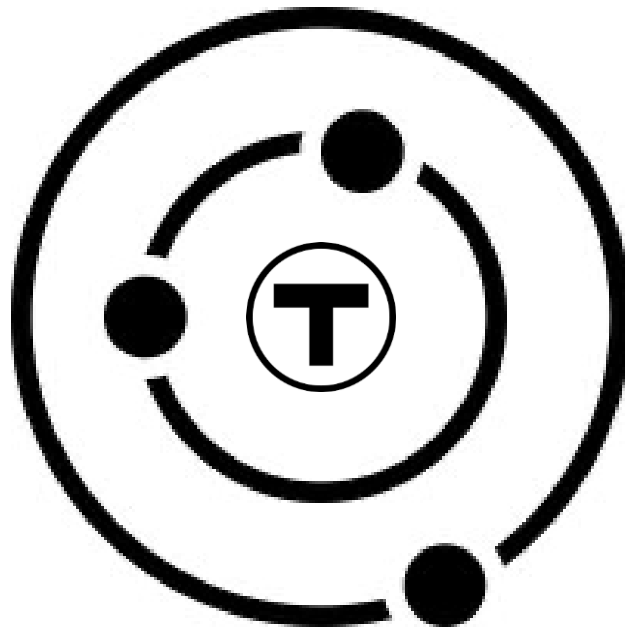
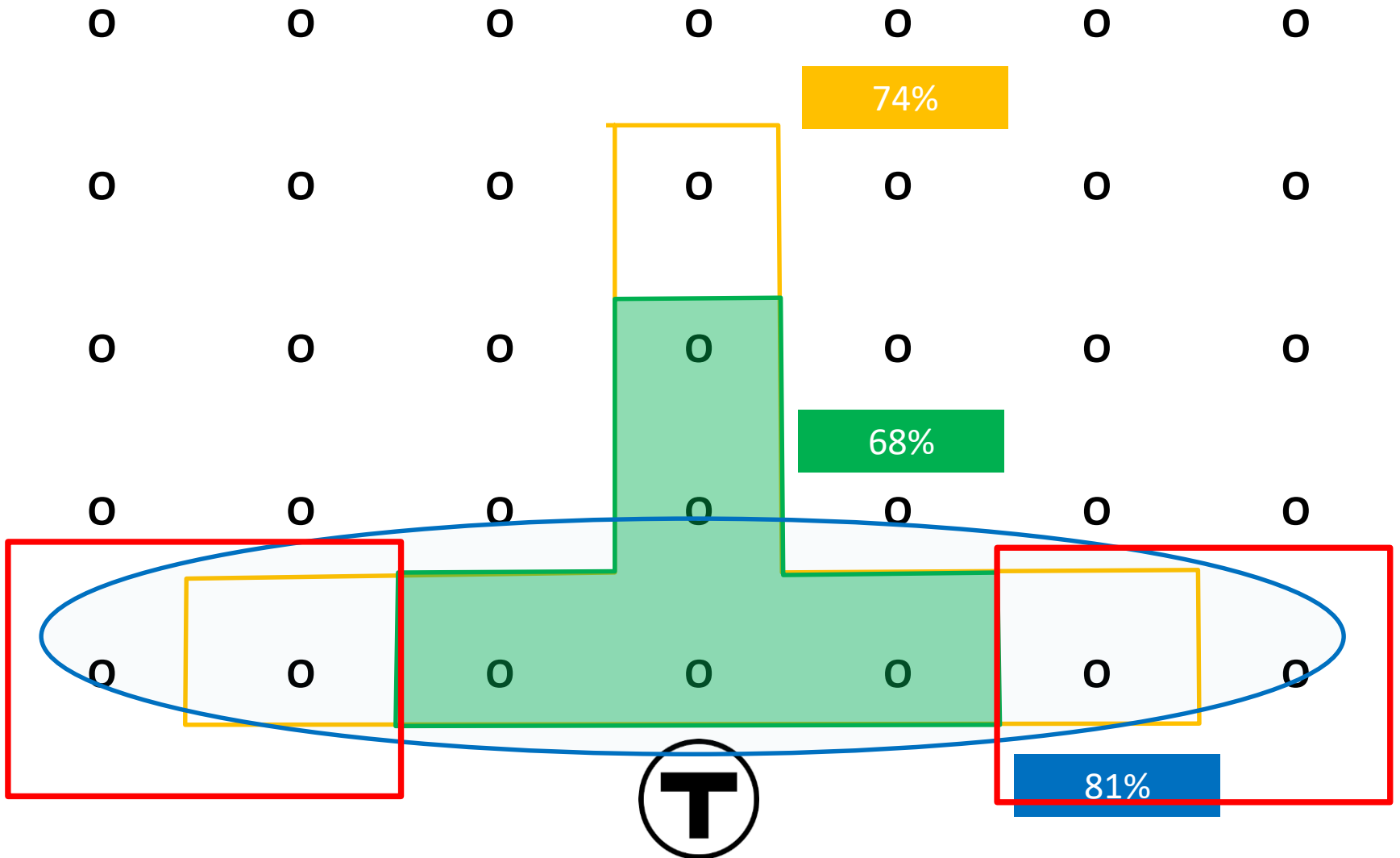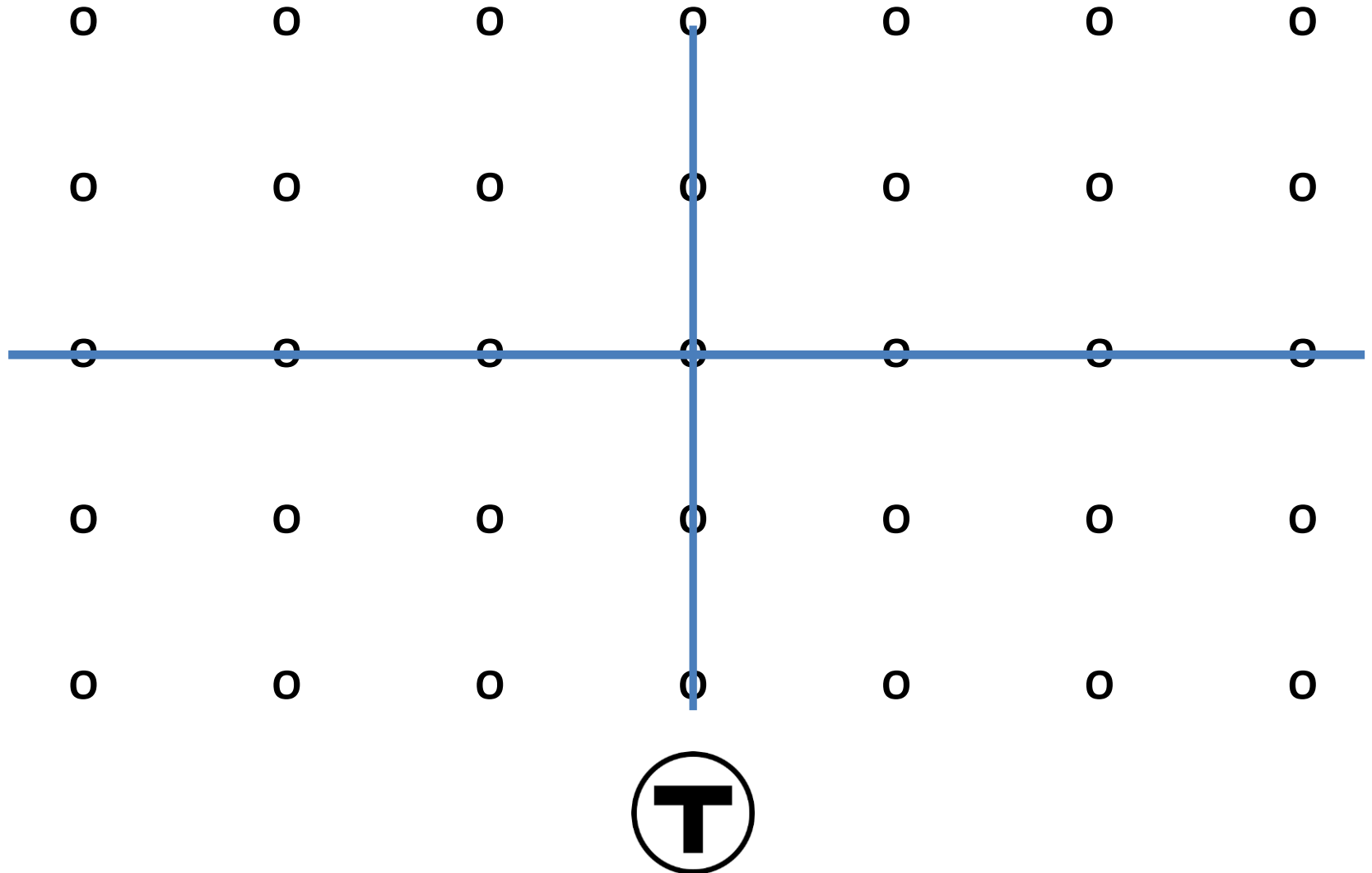| Response Opportunities	Feedback	Student Regard

Proximity

- Distance between the Teacher and the Student is correlated with connectedness, mindset, persistence
- Low-achievers place themselves farther from instructor
- Located in the rear of the class, to one side
- Receive less attention, increase absence, disengagement

Teacher Movement

Coding of Teacher Behavior

Literature Class at Yale

https://www.youtube.com/watch?v=VsMfaIOsT3M

Calculus Class at UCI

https://youtu.be/nqHLEhz5DXY

Title I – Second Grade Classroom

https://www.learner.org/series/teaching-reading-k-2-a-library-of-classroom-practices/staying-on-topic/

Possibilities

- Teacher Self-discovery
- Training Program
- Teacher Development
- Collegial Dialogue