

# High Expectations Teaching (With Care)

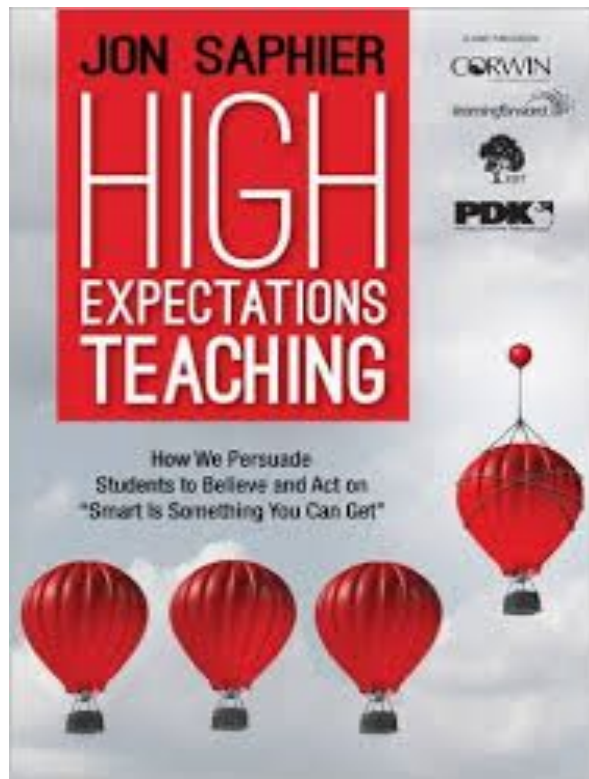
Faculty Meeting: September 12, 2018

A dark blue, diagonal graphic element that starts from the bottom left corner and extends towards the top right, creating a sense of movement and depth.

# What impact have expectations played in your academic and social-emotional life?

- High Expectations
- Low Expectations
- Fuzzy Expectations
- Clear Expectations
- No Expectations

# Jon Saphier's Work



“Students are profoundly influenced by the messages they get from the significant people in their lives about their ability. So it is particularly important that we be consistent and authentic in sending the three critical messages – this is important, you can do it, and I’m not going to give up on you – in every way we can, explicitly and implicitly, in our actions with our students.” Jon Saphier

# The Intersection of High Expectations Teaching and Caring

Key Element of a high-expectation teaching is how we **communicate warmth and caring to students, and simultaneously demand uncompromising rigor through interpersonal relationships** (Bondy & Ross, 2008; De Jesús & Antrop-González, 2006).

Teachers as *warm demanders*: teacher—which can be communicated through caring and the relentless pursuit for success (Bondy & Ross, 2008; Kleinfeld, 1975; Ware, 2006).

A No-nonsense approach to teaching, but not without learning about the interests, aspirations, and surroundings of students-- then a deep and authentic sense of care can be formed.

A “Sympathetic touch” to respond to needs of students (Du Bois, 1935)

Teacher expectations for student learning is associated as an impactful predictor of educational achievement and success (Good, 1987; Merton, 1968; Milner, 2007; Rist, 1970; Rosenthal & Jacobson, 1968).

# Independent and Small-Group Activity

**“Getting students  
to believe in  
themselves...”**

**Before the Faculty Meeting on 9/12 and in your rooms from  
3:15-3:30, please do the following:**

- Read the Saphier Article on the Google Classroom (code:
- Choose one of the verbal behaviors on page 52 that can be strengthened within your practice. *There are a total of 9 verbal behaviors to choose from.*

**Please be seated in the APR by 3:35**

- Team up with one or two other colleagues and discuss the verbal behavior you plan on embedding into your practice. Listen. Offer feedback and support (3:35-3:45)
- Jot down and reflect upon your choice and how you can immediately embed into your practice and your APPR Goal(s) (Finish by 3:50)
- Judy Ravina Introductions and remarks (3:50-4:00).