

Robert Rosenthal, Ph.D.
Lenore Jacobson, Ed.D.



Pygmalion in the Classroom

Teacher Expectation and Pupils'
Intellectual Development

Pygmalion In The Classroom Teachers Expectation And Pupils Intellectual Development

Christine Rubie-Davies



Pygmalion In The Classroom Teachers Expectation And Pupils Intellectual Development:

Pygmalion in the Classroom Robert Rosenthal, Lenore Jacobson, 1968 **Pygmalion in the Classroom** Robert Rosenthal, Lenore Jacobson, 1992 The Pygmalion Phenomenon is the self fulfilling prophecy embedded in teachers expectations Simply put when teachers expect students to do well and show intellectual growth they do when teachers do not have such expectation performance and growth are not as encouraged and may in fact be discouraged in a number of ways

Pygmalion in the Classroom; Teacher Expectation and Pupils' Intellectual Development [by] Robert Rosenthal [and] Lenore Jacobson Robert ROSENTHAL (of Harvard University.), 1969 **The Concise Corsini Encyclopedia of Psychology and Behavioral Science** W. Edward Craighead, Charles B. Nemeroff, 2004-04-19 Edited by high caliber experts and contributed to by quality researchers and practitioners in psychology and related fields Includes over 500 topical entries Each entry features suggested readings and extensive cross referencing Accessible to students and general readers Edited by two outstanding scholars and clinicians **Becoming a High Expectation Teacher** Christine Rubie-Davies, 2014-08-13 We constantly hear cries from politicians for teachers to have high expectations But what this means in practical terms is never spelled out Simply deciding that as a teacher you will expect all your students to achieve more than other classes you have taught in the same school is not going to translate automatically into enhanced achievement for students Becoming a High Expectation Teacher is a book that every education student training or practising teacher should read It details the beliefs and practices of high expectation teachers teachers who have high expectations for all their students and provides practical examples for teachers of how to change classrooms into ones in which all students are expected to learn at much higher levels than teachers may previously have thought possible It shows how student achievement can be raised by providing both research evidence and practical examples This book is based on the first ever intervention study in the teacher expectation area designed to change teachers expectations through introducing them to the beliefs and practices of high expectation teachers A holistic view of the classroom is emphasised whereby both the instructional and socio emotional aspects of the classroom are considered if teachers are to increase student achievement There is a focus on high expectation teachers those who have high expectations for all students and a close examination of what it is that these teachers do in their classrooms that mean that their students make very large learning gains each year Becoming a High Expectation Teacher explores three key areas in which what high expectation teachers do differs substantially from what other teachers do the way they group students for learning the way they create a caring classroom community and the way in which they use goalsetting to motivate students to promote student autonomy and to promote mastery learning Areas covered include Formation of teacher expectations Teacher personality and expectation Ability grouping and goal setting Enhancing class climate Sustaining high expectations for students Becoming a High Expectation Teacher is an essential read for any researcher student trainee or practicing teacher who cares passionately about the teacher student relationship and about raising

expectations and student achievement *Brookings Papers on Education Policy: 2003* Diane Ravitch, 2010-12-01 In 1983 the seminal report issued by the National Commission on Excellence in Education *A Nation at Risk* charged that most American high schoolers were following a general course of instruction choosing neither the college preparatory track nor the vocational option This pattern the report complained had fostered low expectations and a curricular hodge podge of classes that failed to prepare students for college or work The commission called on states to implement academic requirements for all students regardless of background including four years of English and three years each of science mathematics and social studies Students should not be sorted by their presumed future destinations the commission reasoned but should be offered an equal opportunity to get a high quality education to fit them either for postsecondary education or the modern workplace Two decades after the commission called on states to reform the high school environment and raise graduation requirements the Brown Center on Education Policy at the Brookings Institution convened a group of prominent scholars to explore the current state of America's high schools focusing on new research about reforming these institutions that are so important in the lives of the nation's adolescents The questions considered reflected the diversity of the participants and covered a variety of areas historical international sociological and practical Data gathered by the U S Department of Education show students today are taking many more advanced courses in mathematics and the sciences while at the same time test scores do not reflect the increases in enrollments in academic courses In addition large score gaps remain among students from different social groups Reform of the high schools must take into account the elementary and middle schools that prepare students and the postsecondary institutions to which students aspire Adolescent culture and students' views about school and academic work play important roles in student achievement as do the family and contemporary society in shaping of adolescent behavior No matter their background all participants agreed that the key to a successful high school rests with the extent to which it recognizes and strengthens its commitment to the intellectual growth of its students *Appreciative Intelligence (EasyRead Super Large 18pt Edition)* , **Family Engagement in Black Students' Academic Success** Vilma Seeberg, 2021-03-15 This timely volume presents powerful stories told by Black families and students who have successfully negotiated a racially fraught affluent and diverse suburban school district in America to illustrate how they have strategically contested sanctioned racist practices and forged a path for students to achieve a high quality education Drawing on rich qualitative data collected through interviews and interactions with parents and kin students community activists and educators *Family Engagement in Black Students Academic Success* chronicles how pride in Black American family history and values students' personal capabilities and their often collective proactive challenges to systemic and personal racism shape students' academic engagement Familial and collective cultural wealth of the Black community emerges as a central driver in students' successful achievement Finally the text puts forward key recommendations to demonstrate how incorporating the knowledge and voices of Black families in school decision making remaining critically conscious of race and

racial history in everyday actions and longer term policy and pursuing collective strategies for social justice in education will help eliminate current opportunity gaps and will counteract the master narrative of underachievement ever present in America This volume will be of interest to students scholars and academics with an interest in matters of social justice equity and equality of opportunity in education for Black Americans In addition the text offers key insights for school authorities in building effective working relationships with Black American families to support the high achievement of Black students in K 12 education

Quality Implementation Jenni Donohoo, Steven Katz, 2019-06-12 Harness the power of collective efficacy to achieve quality implementation Designed to overcome a common barrier to successful implementation of school improvement efforts entrenched belief systems this book digs deeper into the power of collective efficacy Teams with a strong sense of collective efficacy devise ways to make what s supposed to work actually work and find ways to exercise control over challenges that surround them In addition to the examples from both inside and outside of education readers will find Ways to create environments that tap into mastery as the number one source of collective efficacy Methods to strengthen vicarious experiences through observational learning Examination of social persuasion and affective states as additional sources of collective efficacy Expanding on this critically important topic this book accentuates the importance of collective efficacy as the single most important driver of student achievement and the key to successful implementation This book is the spark you need to look at implementation in a completely new light

Attachment Theory and the Teacher-Student Relationship Philip Riley, 2010-09-13 How teachers form and maintain classroom and staffroom relationships is crucial to the success of their work A teacher who is able to accurately interpret the underlying relationship processes can learn to proactively rather than reactively influence the dynamics of any class These are skills that can be taught This invaluable text explains how adult attachment theory offers new ways to examine professional teaching relationships classroom management and collegial harmony equally important information for school leaders teacher mentors and proteges Attachment Theory and the Teacher Student Relationship addresses three significant gaps in the current literature on classroom management the effects of teachers attachment style on the formation and maintenance of classroom and staffroom relationships the importance of attachment processes in scaffolding teachers and students emotional responses to daily educational tasks the degree of influence these factors have on teachers classroom behaviour particularly management of student behaviour Based on recent developments in adult attachment theory this book highlights the key aspects of teacher student relationships that teachers and teacher educators should know As such it will be of great interest to educational researchers teacher educators students and training teachers

Empathic Teaching: Promoting Social Justice in the Contemporary Classroom Nicholas D. Young, Elizabeth Jean, Teresa A. Citro, 2019-07-15 Empathic Teaching Promoting Social Justice in the Contemporary Classroom is written for those who are committed to employing social justice practices in the classroom The intent is to educate the next generation to value tolerance and to have respect and empathy for others in society While this tome will

largely focus on understanding the role that equity should play in P 12 education it will do so with an acute awareness that there are myriad factors that influence student engagement and the motivation to learn Although some of the subjects under consideration have been written about elsewhere broadly this tome will offer a unique contribution by examining each from a social equity perspective As schools move to ensure a more inclusive and well rounded student body this book will be a substantial asset to anyone interested in advancing a social justice agenda Encyclopedia of Adolescence Roger J.R. Levesque,2014-07-08 The Encyclopedia of Adolescence breaks new ground as an important central resource for the study of adolescence Comprehensive in breath and textbook in depth the Encyclopedia of Adolescence with entries presented in easy to access A to Z format serves as a reference repository of knowledge in the field as well as a frequently updated conduit of new knowledge long before such information trickles down from research to standard textbooks By making full use of Springer s print and online flexibility the Encyclopedia is at the forefront of efforts to advance the field by pushing and creating new boundaries and areas of study that further our understanding of adolescents and their place in society Substantively the Encyclopedia draws from four major areas of research relating to adolescence The first broad area includes research relating to Self Identity and Development in Adolescence This area covers research relating to identity from early adolescence through emerging adulthood basic aspects of development e g biological cognitive social and foundational developmental theories In addition this area focuses on various types of identity gender sexual civic moral political racial spiritual religious and so forth The second broad area centers on Adolescents Social and Personal Relationships This area of research examines the nature and influence of a variety of important relationships including family peer friends sexual and romantic as well as significant nonparental adults The third area examines Adolescents in Social Institutions This area of research centers on the influence and nature of important institutions that serve as the socializing contexts for adolescents These major institutions include schools religious groups justice systems medical fields cultural contexts media legal systems economic structures and youth organizations Adolescent Mental Health constitutes the last major area of research This broad area of research focuses on the wide variety of human thoughts actions and behaviors relating to mental health from psychopathology to thriving Major topic examples include deviance violence crime pathology DSM normalcy risk victimization disabilities flow and positive youth development **The Ultimate Customer Support Executive** Philip Verghis,2006 **Talking Texts** Rosalind Horowitz,2017-09-25 This volume examines how oral and written language function in school learning and how oral texts can be successfully inter connected to the written texts that are used on a daily basis in schools Rather than argue for the prominence of one over the other the goal is to help the reader gain a rich understanding of how both might work together to create a new discourse that ultimately creates new knowledge Talking Texts Provides historical background for the study of talk and text Presents examples of children s and adolescents natural conversations as analyzed by linguists Addresses talk as it interfaces with domains of knowledge taught in schools to show

how talk is related to and may be influenced by the structure language and activities of a specific discipline Bringing together seminal lines of research to create a cohesive picture of discourse issues germane to classrooms and other learning settings this volume is an essential resource for researchers graduate students classroom teachers and curriculum specialists across the fields of discourse studies literacy and English education composition studies language development sociolinguistics and applied linguistics

The Complete Guide to Special Education Linda Wilmschurst, Alan W.

Brue, 2018-02-21 The Complete Guide to Special Education Third Edition explores the special education process from testing and diagnosis to IEP meetings and advocating for special needs children The stages of identification assessment and intervention are explained step by step to help you better understand special needs students legal rights and how to become an active effective member of a child's educational team This third edition has been revised throughout and discusses Response to Intervention RTI provides updates on new laws and regulations expands coverage of autism spectrum disorders and bipolar disorder and includes a revamped Resources section for teachers and parents

Collective Efficacy Jenni Donohoo, 2016-10-21 Improve student outcomes with collective teacher efficacy If educators' realities are filtered through the belief that they can do very little to influence student achievement then it is likely these beliefs will manifest in their practice The solution Collective efficacy CE the belief that through collective actions educators can influence student outcomes and increase achievement Educators with high efficacy show greater effort and persistence willingness to try new teaching approaches and attend more closely to struggling students' needs This book presents practical strategies and tools for increasing student achievement by sharing Rationale and sources for establishing CE Conditions and leadership practices for CE to flourish Professional learning structures protocols

Education and Anthropology Annette Rosenstiel, 2019-07-23 Originally published in 1977 and compiled over a period of 25 years of teaching and research in the fields of education and anthropology this annotated bibliography was designed as a single source reflecting 1 historical influences 2 current trends 3 theoretical concerns and 4 practical methodology at the interfaces of these disciplines All entries listed alphabetically by author are numbered for ready reference and the material covered spans nearly three centuries from the earliest entry in 1689 to the most recent in 1976 The volume also contains entries for items dealing with the teaching of anthropology and the use of anthropological concepts and data in teaching

Big Theories Revisited 2 Gregory Arief D. Liem, Dennis M. McInerney, 2018-04-01 Students' school motivation and engagement are key contributors to the quality of their academic learning and performance as well as growth in other important areas of life social emotional and physical health Fostering motivation and engagement is thus a meaningful educational purpose both in and of itself and as a pathway to holistic student development However motivation and engagement do not develop in a vacuum and effort seeking to facilitate them cannot be effectively pursued without understanding their underpinning sociocultural influences In the first edition of this volume Big Theories Revisited McInerney Van Etten 2004 authors of major models of school motivation and engagement

were challenged to look into their theoretical work through a sociocultural lens The volume has been well received as objectively reflected in the number of citations of its chapters Significant progress has since been made in the theorizing and research of big theories of school motivation and engagement In this volume we invited a group of internationally renowned scholars to re examine their theoretical and conceptual work by highlighting the what factors and how processes of sociocultural influences in association with the key motivation and or engagement constructs of their expertise We made it clear to our contributors that we solicited new chapters rather than chapters with merely rehashed materials As a result this volume *Big Theories Revisited 2* Liem McInerney 2018 contains chapters that critically discuss sociocultural influences on school motivation and engagement constructs as viewed from focal theories including self determination theory achievement goal theory personal investment theory expectancy value theory self efficacy theory self and co regulated learning models and many others Whereas some of the chapter topics covered in the initial edition are also part of this edition some are new and provide fresh sociocultural angles on achievement relevant processes and outcomes Likewise whereas some of the authors contributed to the earlier edition of the Volume many of them are different What appears to be the same across the two editions is the scholarly distinction of the authors and the substantive rigor of the chapters in advancing our current understanding of this field of enquiry Readers will learn much from and be inspired by stimulating ideas presented in this volume

Decreasing School Violence, Bullying, and Delinquency With Epistemic Inclusion Mechi, Aneta, 2020-12-18 When asked what inclusion means most people immediately think about relatedness being accepted by a group or having the opportunity to belong However there are multiple needs for inclusivity that one goes in search of including self integrity If any stimuli threatens this integrity a person may struggle to recover it even if the price is to become the best gang leader to follow the principle that it is better to be the leader of the dunces than to have the reputation of a good for nothing Individuals may suffer from unrecognition and thus avoid a situation in which they would be perceived as incompetent especially when their potential has been previously ignored This pain has often been accompanied by verbal aggression violence delinquency or other criminal activities because of the need to show at any cost that they are skilled somewhere even if it is a socially depreciated area This theory has shown itself in school violence and students who partake in bullying criminal acts and delinquency But giving individuals the opportunity to develop and display their competence keeps them related to pro social behavior instead of pushing them to excel in anti social settings *Decreasing School Violence Bullying and Delinquency With Epistemic Inclusion* identifies which factors lead to prosocial behavior why people start to behave antisocially and how simple actions can change others visions and goals in both positive and negative ways This book employs the theory of epistemic inclusion in educational settings and how to increase it Divided into four sections this book covers the importance of finding a solution for violence bullying and delinquency what epistemic inclusion is how schools can make epistemic inclusion work and implementing procedures This book is a valuable reference tool for in service and

preservice teachers administrators psychologists therapists counselors practitioners researchers academicians and students interested in how the theory of epistemic inclusion can be implemented in educational settings **Cultivating the Learner-Centered Classroom** Kaia Tollefson, Monica K. Osborn, 2007-12-06 Drawing from progressive educational thought this guide helps teachers translate theory into classroom practice in seven crucial areas including developing communities of learners planning instruction and more

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Pygmalion In The Classroom Teachers Expectation And Pupils Intellectual Development Introduction

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