

**TESA: Teacher
Expectations/Student Achievement
for ELL Students**

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No Child Left Behind (NCLB)

- *What we gained from NCLB*
- Purpose:
 - To ensure English proficiency for students who are limited English proficient
 - To ensure English Language Learners (ELLs) achieve high levels in core academic areas

From SWP Student Advisory Council

- A student admitted that he and others look at other students and set low or high expectations for that student based on family, past performance, etc.



From a SW Kansas Hispanic Student in 2018

Teachers set different expectations for some students if they think that student has lower abilities.



Teacher Expectations Student Achievement

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- TESA suggests that the surest way to create change is to change ourselves.
 - *Good to Great*—book says good is the enemy of great.
 - *We do not see ourselves as others see us.*



TESA Theory

- Teachers make predications about future behavior based on what they know about the student now.
- TESA is designed to heighten teachers' awareness of their perceptions and how those perceptions affect expectations.
- Today—school is not only about good teaching!

TESA Outcomes

- Pilot and field test comparisons of reading scores (TESA classes to non-TESA classes) consistently showed TESA classes two months ahead
- Phi Delta Kappa evaluation showed increased Stanford Achievement Scores in every grade level (Decatur Township, Indiana)
- SIOP supports TESA
- Ruby Payne's training supports TESA

What TESA is NOT!

- Quick fix
- New ideas
- Subject specific
- Linked to a specific textbook or curriculum
- Learned without practice
- Appropriate for only one teaching style
- Practiced in isolation

No significant learning occurs
without a significant relationship.

---Dr. James Comer



Pygmalion Video



What is the Pygmalion Effect?

(you might know this as “self-fulfilling prophecy)

<https://www.youtube.com/watch?v=hTghEXKNj7g>

6 minutes



KEY POINTS

- Climate (Affective Filter)—verbal and nonverbal
- Input factor---high expectations
- Response opportunity---how often and how long for student response
- Feedback---more positive praise and more differentiated feedback for a wrong answer

Three Strands of TESA

- Response opportunities
- Feedback
- Personal Regard



Think About This:

- **Faced with the choice of changing ones mind and proving that there is no need to do so, almost everyone gets busy on the proof.**

Jonathan Galbraith

- **Numbered Heads together: come to consensus—do you agree or disagree? What evidence would you present to support your stand?**

Unit One

- Equitable distribution of response opportunities
- Affirm/correct
- Proximity



Unit Two

- Individual help
- Praise
- Courtesy



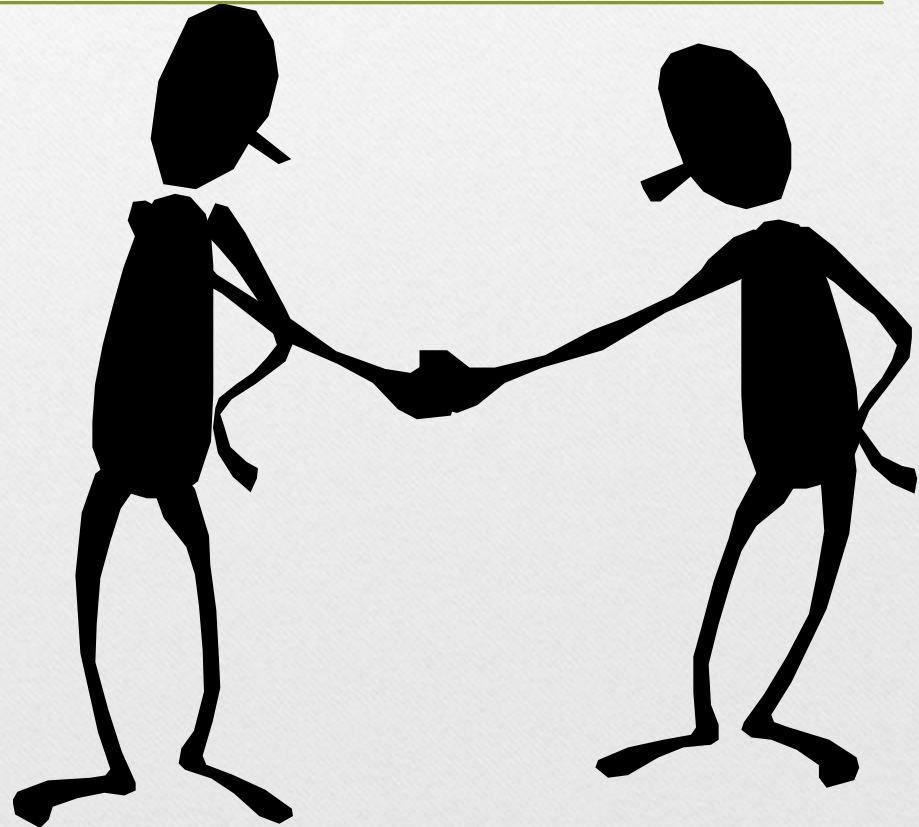
Unit Three

- Latency—Wait Time
- Reasons for praise
- Personal Interest and compliments



Unit Four

- Delving
- Listening
- Touching



Unit Five

- Higher-level questions
- Accepting feelings
- Desists



Think About This

- Could you select two or three of these to “look for” in some of your classrooms? Just for talking points.



Unit 1: (A) Response Opportunities

Equitable Distribution
Including ESL students

Teacher Objective:

- To provide response opportunities to perceived “low achievers” as frequently as to other students in the class.

Student Awareness:

“I am going to be called on to perform in this class.” Even ESL students???



Positive is coded when the teacher provides a response opportunity for one of the five students identified as low achievers or one of the five high achievers.

Negative is coded when the teacher *unreasonably* prohibits a target student from responding or performing.

Unit 1: (B) Feedback

Affirm/Correct

Teacher Objective:

Low achievers will receive feedback about their class performance as frequently as others do.

Student Awareness:

“I am going to be told promptly that my class work is acceptable or not.”

Positive is coded when the teacher informs the student who has responded to a question, or performed in some way, or who is working at his desk, that his response or work is or is not acceptable.

Negative is coded when the teacher does not react or comment after a student has responded to a question, read aloud, recited, or performed in some way, usually at the teacher's request. This includes responding quizzically.

Unit 1: (C) Personal Regard

Proximity—both *where student is seated* and *where teacher stands*.

How does this impact ELLs?

Teacher Objective:

In a friendly manner, to be within arm's reach of low achievers as frequently as with other students in the class.

Student Awareness:

“My teacher is close by, and it doesn’t bother me.”



Positive is coded when the teacher comes within arm's reach of a target student, whether or not the student is aware of her presence.

(Seating charts, flexible grouping, movement)

Negative is coded when the teacher avoids proximity with a target student.



Unit 2: (A) Response Opportunities

Individual Helping:

Story of the baseball coach
and the coach pitch story

Teacher Objective:

- To provide individual help to my low achievers as frequently as I do my other students.



Student Awareness:

“My teacher is concerned about me and wants me to succeed.”

Positive is coded when the teacher gives individual assistance to a student.

Negative is coded when the teacher ignores the student's attempt to obtain teacher help.

Unit 2: (B) Feedback

Praise

Teacher Objective:

To praise the learning performance of low achievers as frequently as that of other students.

Student Awareness:

“My teacher is especially pleased with my class work.”



Positive is coded when the teacher
praises the student's learning
performance.

Negative is coded when the teacher criticizes the student's performance in a sarcastic or demeaning manner.

Unit 2: (C) Personal
Regard

Courtesy

Teacher Objective:

To use courteous words as frequently with low achievers as with other students and as frequently with all students as with adults.

Student Awareness:

“My teacher respects me.”



Positive is coded when the teacher uses expressions of courtesy in interaction with the student.

Negative is coded when the teacher behaves toward the student in a disrespectful manner that would not be characteristic of the teacher's behavior toward adults.



Teachers, would you like to...

- Increase the length of your students' responses 300-700%? How would that help the ELL students?
- Have more student responses supported by evidence?
- Decrease disciplinary moves?
- Improve student confidence?
- Improve student achievement on complex items?

Unit 3: (A) Response Opportunities

Latency (wait time)



Teacher Objective:

- To give low achievers as much time as other students to respond to a task or question.

Student Awareness:

“I have time to think.”

How critical is this for
ELL students???



Positive is coded when the teacher allows the student enough time (minimum of five seconds) to think the question over before the teacher terminates the response opportunity or attempts to assist the student.

Negative is coded when the teacher allows the student less than five seconds to respond.

Unit 3: (B) Feedback

Reasons for Praise

Teacher Objective:

Specifically, to tell low achievers as frequently as other students *why* their class work is acceptable or praiseworthy.

Student Awareness:

“My teacher is going to tell me why he likes what I accomplish in this class.”

Positive is coded when the teacher gives a reason for praising a student's learning performance.

Negative is coded when the teacher is sarcastic or gives insincere praise.

Unit 3: (C) Personal Regard

Personal Interest Statements and
Compliments

Teacher Objective:

To give personal compliments to low achievers as frequently as to other students; to express personal interest in the outside activities of low achievers as frequently as to other students.

Student Awareness:

“I am more than just a student to my teacher; my teacher even compliments me.”

Positive is coded when the teacher asks questions, compliments, or makes statements relating to the student's personal interests or experiences.

Negative is coded when the teacher negatively curtails or belittles the student's attempt to tell about a personal interest or activity.

Unit 4: (A) Response Opportunities

Delving, Rephrasing,
Giving Clues

Teacher Objective:

- To help all students to respond to questions by providing them additional information.

Student Awareness:

“My teacher is making a special effort in helping me to answer.”

Positive is coded when the teacher provides any additional information verbally or nonverbally to help the student respond to a question.

Negative is coded when the teacher terminates the response opportunity of a student who has not responded or whose answer was inadequate without rephrasing the question, providing additional information, or delving in some way.

Unit 4: (B) Feedback

- Listening
- Rule of 2/3



Teacher Objective:

To listen attentively to my low achievers as well as to my other students.

Linkage: Active Listening

Student Awareness:

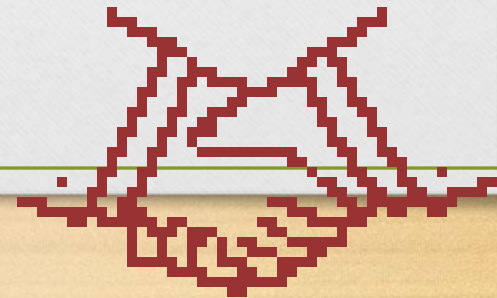
“My teacher is really interested in what I have to say.”

Positive is coded when the teacher maintains eye contact with the student or indicates to the student that the response was heard.

Negative is coded when the teacher is inattentive to a student whose verbal communication has been invited or permitted.

Unit 4: (C) Personal Regard

Touching



Teacher Objective:

To touch low achievers in a friendly and *appropriate* manner as frequently as I touch high achievers.

Student Awareness:

“My teacher likes me.”



Positive is coded when the teacher touches the student in a friendly manner.

Negative is coded when the teacher rejects the student's attempt to touch the teacher or uses touch as punishment.

Unit 5: (A) Response Opportunities

Higher-level
Questioning

Teacher Objective:

- ▣ To challenge the thinking abilities of my low achievers as often as I do my other students by requiring them to do more than simply recall information.

Student Awareness:

“My teacher really expects me to think.”

Positive is coded when the teacher asks the student a question that requires him to do something more than merely remember the answer from reading, previous teacher instruction, or another source.

Negative is coded when the teacher implies or states that questions are either easy or difficult.

Unit 5: (B)
Feedback

Accepted Feelings

Teacher Objective:

To convey to all students that their feelings are understood and accepted in a nonjudgmental manner.

Student Awareness:

“My teacher knows how I feel, and I like that.”

Positive is coded when the teacher recognizes and accepts a student's feelings in a non-evaluative manner.

Negative is coded when the teacher discourages or disparages a student's feelings.

Unit 5: (C) Personal
Regard

Desisting

Think About This...

- **US Commission on Civil Rights study—the only situations in which Mexican-Americans experienced more teacher interactions than whites were in receiving directions, criticisms, and the teacher's justification of authority.**
- **Sometimes the desist is directed at one person when really a group is involved.**
- **Or different students get different responses—the well behaved girl as opposed to the rambunctious boy.**

Teacher Objective:

To be cool and calm when I stop the misbehavior of my low achievers, just as I do with my high achievers.

Student Awareness:

“The teacher is upset with what I’m doing, but not with me as a person.”

Positive is coded when the teacher asks a student to desist from a behavior in a calm, courteous manner that does not put the student down and **does not imply that misbehavior was expected of her.**

Negative is coded when the teacher insults the student or vents anger and hostility in dealing with misbehavior.