

## Summary

A summary, in plain English, of the programme's achievements, including a list of the programme's key findings.

The Teacher Expectation Project was a longitudinal project which was implemented over three years, 2011-2013. It involved 84 teachers who were randomly assigned to control or intervention groups and those in the intervention group were trained in the practices of high expectation teachers (those who have high expectations for all students). Measures included tracking teachers' expectations and their beliefs as well as social and academic outcomes for their students. Over 2500 students were in the original sample. Because the project was only completed at the end of 2013, data from the final phase of the project has still not been entered. However, analyses from the first two years of the project are encouraging. They show increased expectations for the intervention group teachers over the first and into the second year of the project. In contrast, the expectations of the control group declined over the first year of the project and continued to decline into the second year. Similarly, the academic achievement of the students of intervention group teachers showed significant increases over time. By the end of the first year of the project, students in the intervention group gained scores on their mathematics test that were 28% higher than those of students whose teachers were in the control group. This equates to almost three months additional learning in one year. Moreover, the students showed increases in motivation and self-belief over the first year of the project. Further, there are several people in the research team who have analysed teacher bias (ethnicity, gender, gifted vs non-gifted students). In all cases, those in the intervention group showed less bias towards diverse groups of students over time.

## Introduction

Outline of the goals/aims of the research programme and relevant background information.

The Teacher Expectation Project was designed to evaluate for the first time whether teacher expectations for all students could be raised experimentally and then sustained. Teacher expectations are ideas teachers hold about the potential achievement of students. They are important as they determine the level and types of instruction teachers plan for students and can have a substantial impact on student outcomes. In the seminal experimental study in the field<sup>1</sup>, based on purported test scores, teachers were told some students in each class in one school would suddenly blossom that year. Indeed, significant increases were shown for the 'bloomers'. The researchers proposed teachers must have interacted differently with the bloomers and that these differential behaviours led to enhanced outcomes. However, teacher behaviours were not examined in the study.

Following the initial research, different areas related to teacher expectations were studied. One group<sup>2,3,4,5,6</sup> examined how particular student characteristics (e.g., ethnicity) affected teacher expectations. Weinstein and colleagues explored the student perspective and asked how students knew whether their teachers had high or low expectations for them<sup>7,8,9,10</sup>. Another group of researchers<sup>11,12,13,14</sup> investigated teacher behaviours towards high and low expectation students. However, the cumulative results of several studies in the US (cited above), the UK<sup>15</sup> and New Zealand<sup>16</sup> suggested that the effects of teacher expectations on student outcomes were small. Brophy<sup>17</sup> proposed that expectations for a whole class would have much larger effects. But this phenomenon was not investigated at the time.

Later, a meta-analysis<sup>18</sup> showed the teacher behaviours that had most effect on student outcomes were indeed those related to the affective and instructional classroom environment (whole class factors), and that the behaviours that had been extensively studied (interactions with individual students) had lesser effects. The results suggested particular teachers affected student outcomes differently; teacher beliefs were moderators of teacher expectation effects. Weinstein and her colleagues<sup>10,19,20,21,22</sup> identified high and low differentiating teachers. High differentiating teachers treated high and low expectation students quite differently; low differentiating teachers interacted similarly with all students. Outcomes for students were very different depending on whether they had a high or low differentiating teacher.

In New Zealand, high and low expectation teachers, those who have correspondingly high or low expectations for all students, have been identified<sup>23,24,25,26</sup>. Students with high expectation teachers improve achievement by more than one standard deviation in one year compared with students of low expectation teachers who make very few if any gains<sup>25</sup>. These student achievement differences are attributable to identifiable distinctions in the beliefs<sup>24,26</sup> and instructional practices<sup>25</sup> of high and low expectation teachers respectively. This suggests that if teachers could be taught the specific teacher behaviours and beliefs of high expectation teachers, student outcomes could increase substantially.

In the current large-scale study, teachers were randomly assigned to control and intervention groups. In the first year of the project, those in the intervention group were introduced to the specific teaching areas in which high expectation teachers differ markedly from low expectation teachers. With support from the research team they planned changed instructional and affective behaviours to introduce to their classrooms that reflected those of high expectation teachers. Collection of baseline data enabled us to measure the effect of the changed practices on student social and academic outcomes. Further, the degree of change among teachers was able to be measured. Involving the intervention teachers in assisting the control group teachers to alter their practices in the second year of the study, ensured further entrenchment and consolidation of the changed beliefs and practices among the intervention group teachers. The monitoring of student outcomes and teacher beliefs and practices across three years enabled us to determine the sustainability of the intervention. This was an exciting project with the potential to hugely influence both theoretical understandings in the field of teacher expectation research as well as having enormous practical implications for primary school teachers not just in New Zealand but also internationally.

#### **Overall Aim of the Research**

The study primarily aimed to raise teachers' expectations of, and beliefs about, what can be expected of all students, in every classroom. Studies have shown teachers with high or low expectations for *all* students have hugely contrasting effects on both student academic as well as social outcomes<sup>23,25</sup>. Further, the enormous gains of students with high expectation teachers are associated with specific instructional behaviours and beliefs not found in classes of low or average expectation teachers<sup>24,25</sup>, behaviours which could potentially be taught to all teachers. The project is noteworthy because while high teacher expectations can raise student achievement enormously, no studies had previously been conducted into the extent to which an intervention could successfully change randomly assigned teachers into high expectation teachers. Consequently, no studies had investigated whether intervention effects could be sustained and the degree of impact on student outcomes when teacher expectations were experimentally raised. Hence, this study aimed to be the first ever large scale intervention study in the teacher expectation field and it has made a major contribution to understanding how to enhance teachers' expectations.

Policy makers and principals have consistently called for teachers to have high expectations for all students, but only the studies cited above have examined this important phenomenon. A novel feature of the proposed study was that it turned the teacher expectation field on its head. Traditionally the question is asked: What is it about *individual students* that means their teacher has high or low expectations for them? This research asked: What is it about *teachers* that means they have high or low expectations for all students? Hence the focus of the proposed study moved from viewing expectations as a student phenomenon (i.e., something about the student creates the expectation in the teacher) to conceiving of expectations as a teacher-related phenomenon (i.e., due to particular beliefs and characteristics of teachers, some will have high expectations for all students while others will not). Another aspect of this change in focus was that students could not be viewed as the 'cause' of low expectations; teachers were led to confront their beliefs and to change practices. Hence, the study challenged teachers to alter not only the ways they have traditionally viewed students but also how they have taught. Because of the multi-faceted nature of the project, it had and is likely to continue contributing substantially to theoretical understandings of teacher expectations as a teacher-located rather than student-located phenomenon.

The study was primarily aimed at significantly lifting the expectations of the intervention group and introducing them to the beliefs and innovative practices associated with high expectation teachers. These beliefs and practices relate to six key areas of instruction: grouping, learning experiences, evaluation, motivation, student responsibility for learning and classroom climate. In the project, these practices were grouped under three major aspects: grouping and learning activities, class climate, and goal setting (which included increasing student motivation, engagement and autonomy and improving teacher evaluation and feedback). The intervention group were supported by us as the researchers as they introduced the new practices. Many of these practices were very different from current accepted practice in New Zealand and so for those who fully engaged in the project they substantially altered the instructional and affective environments of their classrooms and, in turn, academic and social outcomes for students which showed substantial improvement. The study measured effects of raised teacher expectations on student academic and social outcomes across the initial year of the study. It was found that student academic achievement improved substantially over the year compared with students in classes of control group teachers. Further, the students became more positive in their self-beliefs and in their motivation. Their personal expectations also increased and they came to believe that their teachers now had high expectations for their achievement. During the second and third years, the research tracked whether teachers' altered expectations were sustained and found that the expectations of intervention teachers which increased in the first year continued to increase into the second year of the project. Further, teacher beliefs about and expectations of students also changed. Teachers' beliefs that they could make a difference to student learning increased, they became more focused on improving student skills and less focused on encouraging students to outdo their peers. Further, they became less anxious about their teaching abilities and showed increases in their beliefs that had autonomy in their classes in terms of their teaching decisions. Students in the classes of the original intervention classes were also tracked for the next two years and those who moved to intervention teachers in the second year were tracked into the third year of the project. This will enable us to determine whether the enhanced outcomes of the students with the intervention group teachers were sustained as they moved into other classrooms. However, this data has not yet been fully analysed given that the project was not completed until December 2013. A further objective of the research was to measure longitudinal differences in achievement and beliefs between the students who were with the control and experimental groups of teachers in the first year of the study. Again, this data is still to be analysed because we are still entering the final phase of data collection.

This study is already being recognised as contributing to new understandings about teacher expectations as being related to teacher beliefs and characteristics, rather than to students as evidenced by acceptance into high level conferences and invitations for speak about the project both nationally and internationally (see related publications). The research is already being recognised as changing understandings in the teacher expectation field because it is the first ever study to alter teacher expectations for all students and the analyses to date are showing large positive effects on student academic and social outcomes. My work is recognised as altering theoretical understandings in the field and as further analyses are undertaken and journal articles written, this study will contribute greatly to further understandings in the expectation area. Further, the changes in teacher behaviours that comprise the intervention could revolutionise the way core subjects such as reading and mathematics are taught not just in New Zealand primary schools but also internationally. Because of the significant positive changes that schools in the intervention noted, I was invited to provide the same training to all teachers in two of the schools in the project, was invited as a keynote in Taiwan last year and to conduct workshops with doctoral students in Munich, Germany. Already this year, I have been invited to be the keynote speaker at a conference in Sweden with respect to the project and to conduct a teacher only day in a secondary school.

### **Progress**

Progress of the programme's research with respect to the achievement of the objectives listed in the contract, commenting separately on each objective. Where relevant, use figures to illustrate text.

### **Objectives as listed in the contract:**

## Year One:

- 1) Collect baseline data from control and intervention teachers as well as students.  
*Schools were invited to participate at the end of 2010 so that at the beginning of 2011, we could begin the project right at the beginning of the academic year. All baseline data were collected from 89 teachers and over 2500 students in February 2011. This included teachers' expectations for each student in their class and teacher completion of a beliefs questionnaire (teacher efficacy, teacher motivation and teacher goal orientation). Student data included student achievement in mathematics and reading and student beliefs (motivation, beliefs about intelligence, self-beliefs, perceptions of class climate and teacher expectations, and self-expectations). As well as this the 47 teachers randomly assigned to the intervention group were videoed teaching for 20 minutes something of their choosing.*
- 2) Introduce the experimental group to the intervention.  
*The intervention group attended a series of four full-day workshops spaced approximately two weekly, from March until May (allowance needed to be made for school holidays). There were two parallel sessions run each week to enable us to work with smaller groups of teachers. At the first workshop, the teachers were introduced to the teacher expectation research in general and specifically to the work related to high and low expectation teachers and differences in their beliefs and practices. They were also introduced to the area of non-verbal behavior and analysed their videos in relation to messages they were giving their students through body language that they may not have been intending. In the next three workshops, the teachers were introduced successively to high expectation teachers' practices related grouping and learning experiences, class climate and goal setting (student motivation, engagement and autonomy, teacher evaluation and feedback). The second, third and fourth workshops followed the same pattern: in the morning the teachers were introduced in-depth to the practices and beliefs of high expectation teachers. In the mid-morning block they were presented with research evidence from other fields to show why the practices of high expectation teachers were effective. In the afternoon, the teachers worked in groups to plan how they would implement the specific practices from that workshop into their classes. Members of the research team were on hand to assist with the planning. This ensured the fidelity of the planned changes in relation to the practices of high expectation teachers. Further, I conducted all workshops to ensure consistency. All ideas from each workshop were typed up and then sent to all intervention teachers so they had a bank of ideas that they could implement.*
- 3) Experimental group implement new practices into their classrooms which reflect those of high expectation teachers.  
*The research team visited schools three further times during the year to provide support and also to ensure fidelity of the implementation. In these visits, schools were paired and the intervention teachers met at one school. They brought along examples of things they were doing in their classrooms which they shared. At the end of the year, all principals and teachers were invited to a session at the end of the year at which they could share changes they had made to their practices and outcomes in terms of student attitudes and achievement.*
- 4) At the beginning and end of the year, further data will be collected in order to monitor the success of the intervention.  
*At mid-year, all teachers again completed their expectations of their students and students completed standardized mathematics and reading tests. Intervention teachers were again videoed teaching. At the end of the year, teachers completed their beliefs questionnaire and intervention teachers completed an evaluation of the project to date. Students completed a standardized mathematics and reading test as well as their beliefs questionnaire.*

## Year Two:

- 5) Researchers continue to work alongside intervention teachers to assist in sustaining the new teacher practices that relate to the intervention.

*All intervention teachers attended a further workshop at the beginning of 2012. This enabled further support for the teachers of their changed practices.*

- 6) Intervention teachers teach control group teachers about effects of high expectations and the related behaviours and beliefs.

*Feedback from the intervention teachers showed that they were not comfortable with teaching control group teachers the teacher expectation theory and theoretical underpinnings of the project. As a result, the control group teachers were invited to attend a one-day workshop in which they were given the theoretical understandings and also the booklet containing all the ideas developed the previous year by the intervention teachers. Intervention teachers then worked alongside the control group teachers for the remainder of the year assisting them with implementation of the practices of high expectation teachers. This provided the added benefit that the intervention teachers consolidated their own learning in teaching the control group teachers.*

- 7) Collect video and questionnaire data in relation to intervention teachers to monitor the effects of the intervention.

*Intervention teachers were videoed mid-year and sent copies of their DVDs so that they could self-analyse their practice. At the beginning and end of the year, all teachers completed their expectations for their students and the teacher beliefs questionnaire. At the end of the year, all teachers completed an evaluation of the project to date.*

- 8) Track social and academic outcomes of students with control and intervention teachers.

*All students (now in new classes) completed a standardized mathematics and reading test and the beliefs questionnaire at the beginning and end of the academic year. As many students as possible who had been with intervention teachers the previous year were tracked and also completed the standardized tests and beliefs questionnaire. Where possible when agreement could be reached, new teachers (those not originally in the project but who had intervention students from the previous year) completed their expectations for all students.*

#### Year three

- 9) Measure the long-term sustainability of the intervention.

*Whether the project had long-term benefits for students was measured in the final year of the project as outlined below.*

- 10) Collect video and questionnaire data in relation to intervention teachers to monitor the long-term effects of the intervention.

*The intervention teachers were videoed in the middle of the final year of the project. Both control and intervention teachers completed their expectations for their students and the beliefs questionnaire at the beginning and end of the final year. All teachers completed a final evaluation of the project at the end of the year. All students with intervention and control group teachers were tested at the beginning and end of the year in relation to their achievement in mathematics and reading and their beliefs.*

- 11) Track social and academic outcomes of students with original intervention teachers.

*As many intervention students as possible from the first year of the project were tracked into the third year of the project. They completed standardized tests in mathematics and reading and the student beliefs questionnaire at the beginning and end of the year. Further, as many students as possible with intervention teachers from the second year of the project were tracked into the final year. Any new teachers to the project were asked to complete their expectations for all students.*

#### **Additional work**

Related work, funded by the Marsden contract, which is in addition to the defined objectives.

There were several additions to the project. For example, double the number of teachers as originally intended were invited to join the project. This was to ensure robustness of the design and to allow for attrition of teachers across the three years of the project. This meant that there was insufficient funding to pay for all the data collection (which effectively doubled) as well as the workshops. As a result Cognition Trust were approached and they agreed to fund the workshops in

the first year and then provided additional funding for the control group workshop in the second year. We also tracked into the third year students who were with intervention teachers in the second year. This will enable comparisons to be made with first year students to measure the long-term effectiveness of the intervention. An extra workshop was included for control group teachers when intervention teachers indicated that they did not feel comfortable providing the research background to the project. In the final year of the project, data were collected from both intervention and control group students. A decision was made to ask teachers not originally in the project to complete their expectations for all students in their classes. This provides a measure of whether the new teachers had high or low expectations for their students which could be a confounding variable. I also obtained additional funding in order to conduct a small additional study to determine the implicit bias of teachers towards European, Maori and Asian students. We measured explicit bias via the questionnaires teachers completed but not implicit bias. I am in the process of obtaining further funding in order that the DVDs of the intervention teachers can be analysed. Some control group teachers were also videoed and so we can use those DVDs for comparative purposes. This project will involve students coding teacher behavior in the videos according to pre-determined categories. Then when I am with Professor Rosenthal next year we will analyse the data and write several papers related to the findings.

### **Impact**

What has been, or could be, the impacts of this research

- (i) for the research field
- (ii) for economic, environmental, social (including health) and/or cultural outcomes?

The major impact of this research is likely to occur in the next 3-5 years because the project has only just been completed. There is a book being published in July based on the project and it is anticipated that this will lead to further interest in the outcomes of the research nationally and internationally. From a practical perspective, schools in the project consistently reported improvements in their students' academic performance and in benefits of the enhanced class climate that were part of the project. As a result, I have been invited to conduct teacher only-days in some schools in the project and am now receiving invitations for schools not directly involved. Further, several schools who had tracked students move into their schools have expressed an interest in my working with their teachers. While the project was specifically targeted at the primary area of schooling, I have now received inquiries from secondary schools and am in the process of adapting the intervention to suit the secondary context. There is also interest internationally from researchers in several countries (Taiwan, Germany, Sweden, the Netherlands, UK, USA).

New Zealand has a large disparity between the highest and lowest achievers. The practices that formed the key components of this study can potentially reduce that gap. As schools become more interested in the project and take the practices in board this gap is likely to decrease. It may be that in the future the Ministry of Education will then become interested in the key findings of the project.

Several colleagues from the US who work in, or were seminal writers in the field, have been keenly following the outcomes of the project and I have already written two papers related to the project with one of these colleagues. I have also been invited, along with all the major researchers in the field, to contribute to a volume to be published in Polish, related to this project.

The research has the potential to change the direction of the field. Whereas previously the focus had been on the student and what caused the teacher to have high or low expectations for particular students and then how these expectations were portrayed to students, this study has put the focus on teachers. It shows that when teachers are trained in the practices of high expectation teachers (those who have high expectations for all their students) they can potentially lift student achievement and self-beliefs. Hence the practices are transferrable and have positive benefits for students.

The dataset is enormous and we have only just begun to produce papers from the findings. Because the dataset was so large, it has taken much longer to enter all the data than anticipated. Indeed we

have still to enter the last round of data. I would anticipate that a large number of journal articles will result from the project, possibly as many as 30 papers.

#### **Future research**

Possible future research directions and proposals arising from the programme.

Next year (2015) I am on study leave. I have already arranged to spend 3 months at UC Riverside beginning analyses of the video data that was part of the project. Intervention teachers were filmed four times during the project: once pre-intervention then post-intervention in the first year, then again in the second year and again in the third year of the project. Professor Rosenthal (UC Riverside) is an expert in analysing video data. We have recently worked out a programme of studies which will be completed when I am on leave. I have applied for funding to enable the video data to be coded in preparation for these analyses. I have also been invited to work with Professor Pianta (University of Virginia) for 4-5 months. He has developed a system of training teachers in particular effective practices in the US context. The intention is that I will develop something similar based on my evidence from the Teacher Expectation Project which can then be rolled out into schools in New Zealand. Professor Pianta and I are currently discussing a range of studies that will form the basis of journal articles derived from the development of this programme and its application in the New Zealand context.

#### **Publications arising from the project to date**

**Website:** <http://www.education.auckland.ac.nz/uoa/home/about/schools-departments/ldpp/ldpp-research/ldpp-research-projects/teacher-expectation>

#### **Journal articles:**

1. Rubie-Davies, C. M., Peterson, E., Flint, A., Garrett, L., McDonald, L., Watson, P., & O'Neill, H. (2013). Investigating teacher expectations by ethnicity in New Zealand. *The European Journal of Social and Behavioural Sciences*, 2, 250-259.
2. Rubie-Davies, C. M., Peterson, E., Garrett, L., Watson, P., Flint, A., O'Neill, H., & McDonald, L. (2013). Do student beliefs differ by ethnicity? Exploring self-perceptions. *The European Journal of Social and Behavioural Sciences*, 4, 867-874.
3. Rubie-Davies, C. M., & Hattie, J. C. (2012). The dangers of extreme positive responses in Likert scales administered to young children. *The International Journal of Educational and Psychological Assessment*, 11, 75-89.

#### **Papers submitted or in preparation:**

1. Rubie-Davies, C. M. & Rosenthal, R. (in preparation). *Evaluating a teacher expectation intervention: A meta-analytic approach*.
2. Rubie-Davies, C. M., Peterson, E. R., Sibley, C. G., Rosenthal, R. (under review). *A teacher expectation intervention: Modelling the practices of high expectation teachers*.
3. Rubie-Davies, C. M., Asil, M., Teo, T., & Bullen, P. (in preparation). *Measuring the class climate: Exploring ethnic invariance*.
4. Garrett, L., Rubie-Davies, C., O'Neill, H., Flint, A., Watson, P., & McDonald, L. (under review). *Which factors matter most in determining whether students are gifted or non-gifted in reading?*
5. Rubie-Davies, C. M., Peterson, E. R., McDonald, L., Garrett, L., Flint, A., & Watson, P. (in preparation). *Teacher expectations and students' motivational and class climate beliefs: Relations with ethnicity and achievement*.
6. McDonald, L., Flint, A., Rubie-Davies, C., Peterson, E., Watson, P., Garrett, L., & O'Neill, H. (under review) *Using an intervention to change teacher expectations and associated beliefs and practices*.
7. Rubie-Davies, C. M., & Peterson, E. (in preparation). *Relationships between high teacher and personal expectations by decile and by ethnicity*.

8. Watson, P., Peterson, E., Rubie-Davies, C. M., Garrett, L., Flint, A., & McDonald, L. (in preparation). *Gendered differential teacher expectations and gender gaps: Contributing to a cumulative conundrum?*
9. Flint, A., McDonald, L., Rubie-Davies, C. M., Peterson, E., Garrett, L., Watson, P., & O'Neill, H. (in preparation). *Student motivation among boys and girls: Are their identifiable differences?*
10. Rubie-Davies, C. M., (in preparation). *Tracking teacher expectation change following an intervention.*
11. Rubie-Davies, C. M. (in preparation) *Teacher motivation and self-efficacy: Predicting student achievement.*
12. Rubie-Davies, C. M. (in preparation). *Teacher expectations: a Review.*

**Books:**

1. Rubie-Davies, C. M., (In press). *Becoming a high expectation teacher: Raising the Bar.* London: Routledge.

**Book chapters:**

1. Rubie-Davies, C. M. (in press). High and low expectation teachers: The importance of the teacher factor. In S. Trusz & P. Babel (Eds.). *Expectancies for self and others: What we know from 55 years of research.*
2. Rubie-Davies, C. M. (in press). Teacher instructional beliefs and the classroom climate: Connections and conundrums. In H. Fives & M. Gill (Eds.). *International Handbook on Teachers' Beliefs.* Routledge: London.

**Technical reports and non-refereed publications:**

1. Rubie-Davies, C. M., & Watson, P. (2012). Reading the signals. *Learning Auckland, 1*, (1) 20.
2. Rubie-Davies, C. M., Peterson, E., Watson, P., Flint, A., McDonald, L., Garrett, L., & O'Neill, H. (2012). *Raising teacher expectations, changing beliefs and enhancing student achievement: An Intervention study. The Teacher Expectation Project: Report on Year 1, 2011 data.* Auckland: University of Auckland.

**Invited addresses and workshops:**

**International:**

1. Rubie-Davies, C. M. (2013, November). *Exemplary teaching practices of high expectation teachers.* Keynote address at The First International Conference on Teacher Education: Focusing on Teaching Materials and Methods, Taipei, Taiwan. Taipei: Ministry of Education and Normal University of Taiwan.
2. Rubie-Davies, C. M. (2013, September). *Introducing teacher expectations: The teacher expectation project.* Full day workshop at Ludwig Maximilians University, Munich for Psychology students, Munich, Germany.
3. Rubie-Davies, C. M. (2013, September). *Decision-making in experimental research: Methods and madness.* Full day workshop at Ludwig Maximilians University, Munich for Psychology students, Munich, Germany.

**Invited addresses and workshops:**

**Local and national:**

1. Rubie-Davies, C. M. (2013, September). *Raising teacher expectations: Enhancing student achievement and self-beliefs.* Invited address at the Professorial Lecture Series, Manukau Institute of Technology, Auckland.
2. Rubie-Davies, C. M. (2013, September). *The power of expectations to raise student achievement.* Invited seminar to postgraduate students, Faculty of Education, University of Auckland.
3. Rubie-Davies, C. M. (2013, February). *Expecting the best and getting more: Examining our implicit biases and enhancing positive emotions.* Invited presentation at Christchurch Polytechnic Institute of Technology (2 presentations).

4. Rubie-Davies, C. M. (2012, December). *Expecting the best and getting more: Examining our implicit biases and enhancing positive emotions*. Invited presentation to AKO Aotearoa Symposium, Wellington.
5. Rubie-Davies, C. M. (2012, November). *Aiming higher: Challenging understandings and perceptions*. Keynote address at the 5<sup>th</sup> Educational Psychology Forum, Auckland.
6. Rubie-Davies, C. M. (2012, July). *Teacher expectations: Beliefs and ethnicity*. Invited presenter at Capacity, community, culture, collaboration: Waitakere 2020 Learning Plan: Raising achievement across a region, Henderson, Auckland.

#### **Conference proceedings:**

7. Rubie-Davies, C. M. (2013, November). *Exemplary teaching practices of high expectation teachers*. Keynote address at The First International Conference on Teacher Education: Focusing on Teaching Materials and Methods, (pp.55-70). Taipei, Taiwan: Ministry of Education and Normal University of Taiwan.
8. Rubie-Davies, C. M., Peterson, E. R., Garrett, L., Watson, P., Flint, A., O'Neill, H., & McDonald, L. (2012). Ethnicity as a factor in student beliefs. *Procedia – Social and Behavioral Sciences*, 69, 262-270.  
<http://www.sciencedirect.com/science/article/pii/S1877042812053943>
9. Rubie-Davies, C. M., Peterson, E. R., Flint, A., Garrett, L., McDonald, L., Watson, P., & O'Neill, H. (2102). Ethnicity and teacher expectations in New Zealand. *Procedia – Social and Behavioral Sciences*, 69, 256-261.  
<http://www.sciencedirect.com/science/article/pii/S1877042812053931>

#### **Conference Papers and Workshops:**

1. Alansari, M., & Rubie-Davies, C. M. (2013, December). *Exploring patterns in student achievement, self-beliefs, motivational factors, and expectation beliefs*. Paper presented at the 6<sup>th</sup> Educational Psychology Forum, Hamilton, New Zealand.
2. Rubie-Davies, C. M., & Rosenthal, R. (2013, December). *A teacher expectation intervention: Examining effectiveness using a meta-analytic approach*. Paper presented at the 6<sup>th</sup> Educational Psychology Forum, Hamilton, New Zealand.
3. Rubie-Davies, C. M. (2013, September). *Accelerating achievement in mathematics: A teacher expectation intervention*. Paper presented at the European Conference on Educational Research, Istanbul, Turkey.
4. McDonald, L., Flint, A., & Rubie-Davies, C. (2013, September). *Teaching high expectation strategies to teachers through an intervention process*. Paper presented at the European Conference on Educational Research, Istanbul, Turkey.
5. Rubie-Davies, C. M. (2013, September). *Self-concept and self-expectations as predictors of class climate*. Paper presented at the European Association of Research into Learning and Instruction, Munich, Germany.
6. Rubie-Davies, C. M. (2013, September). *Stability of teacher expectations: Do views change over time?* Paper presented at the European Association of Research into Learning and Instruction, Munich, Germany.
7. Garrett, L.J., & Rubie-Davies, C.M. (2013, August). *Reading between the lines: Comparisons between teacher expectations for young gifted and non-gifted readers, and student self-perceptions*. Paper presented at the 20th Biennial World Conference of the World Council for Gifted and Talented Children, Kentucky, USA.
8. Rubie-Davies, C. M. (2013, July). *Intervening in teachers' expectations: Can we make a difference to student learning*. Paper presented at the Social Psychology of the Classroom International Conference, Auckland.
9. Rubie-Davies, C. M. (2013, July). *Self-concept and expectation beliefs as predictors of class climate*. Paper presented at the Social Psychology of the Classroom International Conference, Auckland.
10. Peterson, E. R., & Rubie-Davies, C. M. (2013, July). *Exploring teachers' expectations and students' motivational and classroom beliefs: Do these beliefs contribute to the achievement*

- gap between majority and minority group students in New Zealand.* Paper presented at the Social Psychology of the Classroom International Conference, Auckland.
11. Alansari, M., & Rubie-Davies, C. M. (2013, July). *Girls in mathematics and Maori in reading: How are they doing?.* Paper presented at the Social Psychology of the Classroom International Conference, Auckland.
  12. McDonald, L., Flint, A., & Rubie-Davies, C. (2013, July). *Teaching high expectation strategies to teachers through an intervention process.* Paper presented at the Social Psychology of the Classroom International Conference, Auckland.
  13. Watson, P. & Rubie-Davies, C. M. (2012, November). *The persistent gender gaps: Do teacher expectations shape students' futures?* Paper presented at the 5th Educational Psychology Forum, Auckland.
  14. Rubie-Davies, C. M. (2012, November). *Do expectations change? Examining stability.* Paper presented at the 5th Educational Psychology Forum, Auckland.
  15. McDonald, L., Flint, A., & Rubie-Davies, C. (2012, November). *Interventions with teachers: High expectation strategies.* Paper presented at the 5th Educational Psychology Forum, Auckland.
  16. Rubie-Davies, C. M. (2012, November). *Putting together a large scale study" Methods and madness.* Roundtable discussion at the 5<sup>th</sup> Educational Psychology Forum, Auckland.
  17. Rubie-Davies, C. M., Peterson, E., Flint, A., Garrett, L., McDonald, L., Watson, P., & O'Neill, H. (2012, October). *Ethnicity and teacher expectations in New Zealand.* Paper presented at the International Conference for Education and Educational Psychology, Istanbul, Turkey.
  18. Rubie-Davies, C. M., Peterson, E., Garrett, L., Watson, P., Flint, A., O'Neill, H., & McDonald, L., (2012, October). *Ethnicity as a factor in student beliefs.* Paper presented at the International Conference for Education and Educational Psychology, Istanbul, Turkey.
  19. Rubie-Davies, C. M. (2011, August). *Expecting the best: Student academic and social outcomes.* Invited symposium paper: Causes and effects of biased teacher judgements. Paper presented at the European Association of Research into Learning and Instruction, Exeter, United Kingdom.
  20. Rubie-Davies, C. M. (2011, August). *Extending understandings: Teacher expectations across time.* Paper presented at the European Association of Research into Learning and Instruction, Exeter, United Kingdom.

## References

1. Rosenthal, R., & Jacobson, L. (1968). *Pygmalion in the Classroom: Teacher Expectation and Pupils' Intellectual Development*. New York: Holt, Rinehart & Winston.
2. Jussim, L., Eccles, J. S., & Madon, S. (1996). Social perception, social stereotypes, and teacher expectations: Accuracy and the quest for the powerful self-fulfilling prophecy. In M. P. Zanna (Ed.), *Advances in Experimental Social Psychology* (Vol. 28, pp. 281–388). San Diego: Academic Press.
3. Rist, R. C. (1970). Student social class and teacher expectations: The self-fulfilling prophecy in ghetto education. *Harvard Educational Review*, 40, 411–451.
4. Hatchell, H. (1998). Girls' entry into higher secondary sciences. *Gender and Education*, 10, 375–386.
5. Stinnett, T. A., Crawford, S. A., Gillespie, M. D., Cruce, M. K., & Langford, C. A. (2001). Factors affecting treatment acceptability for psychostimulant medication versus psychoeducational intervention. *Psychology in the Schools*, 38, 585–591.
6. Dusek, J. B., & Joseph, G. (1985). The bases of teacher expectancies. In J. B. Dusek (Ed.), *Teacher Expectancies* (pp. 229–250). Hillsdale, N. J.: Lawrence Erlbaum Associates.
7. Marshall, H. H., & Weinstein, R. S. (1984). Classroom factors affecting students' self-evaluations: An interactional model. *Review of Educational Research*, 54, 301–325.
8. Weinstein, R. S., & Middlestadt, S. E. (1979). Student perceptions of teacher interactions with male high and low achievers. *Journal of Educational Psychology*, 71, 421–431.
9. Weinstein, R. S., Marshall, H. H., Brattesani, K. A., & Marshall, S. E. (1982). Student perceptions of differential treatment in open and traditional classrooms. *Journal of Educational Psychology*, 74, 678–692.
10. Weinstein, R. S., Marshall, H. H., Sharp, L., & Botkin, M. (1987). Pygmalion and the student age and classroom differences in children's awareness of teacher expectations. *Child Development*, 58, 1079–1093.
11. Brophy, J., & Good, T. (1970). Teacher-child dyadic interaction system. In *Mirrors for Behaviour: An Anthology of Observation Instruments continued* (Vol. A.). Philadelphia: Research for Better Schools, Inc.
12. Brophy, J. E. (1983). Research in the self-fulfilling prophecy and teacher expectations. *Journal of Educational Psychology*, 75, 631–661.
13. Cooper, H., & Good, T. (1983). *Pygmalion Grows Up: Studies in the Expectation Communication Process*. New York: Longman.
14. Good, T. L. (1987). Teacher expectations. In D. C. Berliner & B. V. Rosenshine (Eds.), *Talks to Teachers* (pp. 159–200). New York: Random House.
15. Blatchford, P., Burke, J., Farquhar, C., Plewis, I., & Tizard, B. (1989). A systematic observation study of children's behaviour at infant school. In M. Woodhead & A. McGrath (Eds.), *Family, School and Society*. London: Open University/Hodder and Stoughton.
16. St. George, A. (1983). Teacher expectations and perceptions of Polynesian and Pakeha pupils and the relationship to classroom behaviour and school achievement. *British Journal of Educational Psychology*, 53, 48–59.
17. Brophy, J. E. (1985). Teacher-student interaction. In J. B. Dusek (Ed.), *Teacher expectancies* (pp. 303–328). Hillsdale, NJ: Lawrence Erlbaum.
18. Harris, M. J., & Rosenthal, R. (1985). Mediation of interpersonal expectancy effects: 31 meta-analyses. *Psychological Bulletin*, 97, 363–386.
19. Brattesani, K. A., Weinstein, R. S., & Marshall, H. H. (1984). Student perceptions of differential teacher treatment as moderators of teacher expectation effects. *Journal of Educational Psychology*, 76, 236–247.
20. Marshall, H. H., & Weinstein, R. S. (1986). Classroom context of student-perceived differential teacher treatment. *Journal of Educational Psychology*, 78, 441–453.

21. Kuklinski, M. R., & Weinstein, R. S. (2000). Classroom and grade level differences in the stability of teacher expectations and perceived differential treatment. *Learning Environments Research, 3*, 1–34.
22. McKown, C., & Weinstein, R. S. (2008). Teacher expectations, classroom context and the achievement gap. *Journal of School Psychology, 46*, 235–261.
23. Rubie-Davies, C. M. (2006). Teacher expectations and student self-perceptions: Exploring relationships. *Psychology in the Schools, 43*, 537–552.
24. Rubie-Davies, C. M. (2008). Teacher beliefs and expectations: Relationships with student learning. In C. M. Rubie-Davies and C. Rawlinson (Eds.) *Challenging Thinking About Teaching and Learning* (pp. 25–39). Haupaugge, NY: Nova.
25. Rubie-Davies, C. M. (2007). Classroom interactions: Exploring the practices of high and low expectation teachers. *British Journal of Educational Psychology, 77*, 289–306.
26. Rubie-Davies, C. M. (2010). Teacher expectations and perceptions of student characteristics: Is there a relationship? *British Journal of Educational Psychology, 80*, 121–135.