

**Quiz**  
**Chapter 12 - Expectations**

**Name:** \_\_\_\_\_

*The Skillful Teacher*, 6<sup>th</sup> edition (2008)  
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**I. SHORT ANSWER: Four types of Expectations**

1. a. What is the difference between “standards” and “expectations?”  
  
b. Why does this definitional distinction matter?
  
2. Give two (2) examples of expectations from your class or your imagined classroom in each of the following areas:
  - Quality and Quantity of Work
  - Study Habits and Work Procedures
  - Business and Housekeeping Routines
  - Interpersonal Behaviors
  
3. Why is it important for us to know and communicate our expectations in each of the four areas above in #2?
  
4. For which of the above area(s):
  - ... are you the most clear and consistent in your expectations?
  - ... are you most challenged?
  - ... will you set a goal(s) to establish high expectations in your real or imagined classroom?
  - Write the goal(s).



**II. SHORT ANSWER: Communication and Feedback**

1. Name a specific standard/expectation from your list in #2 above and write it below. In the 3-column chart write what you might say or do to communicate to the students what it might “Look Like,” “Sound Like,” “Feel Like,” to meet the selected standard/expectation.

Standard \_\_\_\_\_

LOOKS LIKE	SOUNDS LIKE	FEELS LIKE

2. Instead of telling a student, “Do better on your editing next time,” I could communicate my direct and specific expectations by saying:

3. In how many different ways (using different words) can you repeat, with positive expectancy, that a student “can do it”?

4. In the area of expectations, the word “modeled” has two meanings. Explain each with an example that illustrates it.

5. What might you say or do to demonstrate tenacity if a student does not meet your expectations.



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6. The text says that “tenacity” is an important aspect of conveying the three key messages to students. It further states that being tenacious is “an on-going balancing act.” In your own words, explain what needs to be “balanced” and why the issue of “matching” is challenging in this area.
7. A student comes to you and has a legitimate reason for not handing in a paper on time. If you were giving feedback to that student and applying the concept of “no excuses,” write one or two statements about you might say to the student?
8. In your own words, explain the critical attributes of feedback.
9. Write two examples of feedback that recognizes superior performance. Write one that combines **feedback** with praise and another that combines feedback with suggestions or advice to the student.
10. Write two examples of logical consequences that might befall a student for poor performance.



### III. SHORT ANSWER: Achievement of People of Color

1. Describe potential effects of the following beliefs, behaviors or conditions on the achievement of people of color:
  - a. Blacks are the only group in America who have had their intellectual ability questioned from presumably respectable sources.
  - b. Minimal white acknowledgment of black intellectual achievement, historical and cultural contribution.
  - c. Blacks discouraging their peers from "acting white."
  - d. The absence of representation or even acknowledgment of non-white accomplishments and cultures in books, curriculum, posters, artifacts, presentations.
  - e. The perception that jobs and opportunity for advancement will not be there even if one does try to achieve academically.
  - f. Students not knowing effective strategies to improve their learning.
  - g. Teachers expecting less from non-white students.



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**IV. SHORT ANSWER: Attribution Theory**

1. In your own words, using the attribution theory diagram on p. 261, define what is meant by attribution theory.  
\_\_\_\_\_
2. What is the main idea of the “effort-based view on intelligence and academic integrity?”  
\_\_\_\_\_
3. Young children attribute their success to \_\_\_\_\_ and \_\_\_\_\_.
4. Successful older children and adults attribute their lack of success to  
\_\_\_\_\_.
5. The reason we should be loathe to say, “Don’t worry; the test is easy,” is  
\_\_\_\_\_.
6. The reason we are careful about NOT saying, “Good luck on the assignment,” is  
\_\_\_\_\_.
7. The reason we might avoid saying, “You guys are really smart,” after students do well is  
\_\_\_\_\_.
8. The reason we shouldn’t tell a student who is stymied to just “work harder” is  
\_\_\_\_\_.
9. In your own words, explain what is meant by attribution re- training.  
\_\_\_\_\_
10. In attribution re-training, if a student says, “I got a good grade on the test because it was easy,” what might you say in support of the effort-based theory of intelligence?  
\_\_\_\_\_
11. Name five (5) things you could do in your real or imaginary classroom to teach students to get better at exerting “effective effort.”
  - a.
  - b.
  - c.
  - d.
  - e.



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**V. SHORT ANSWER:** Ten Arenas: Communicating the three key expectations messages, "What we're doing is important," "You can do it," "I won't give up on you."

1. What are teachers' interactive behaviors with students they think are "brighter?"
2. What are the guidelines to use in calling on students and responding to students' answers?
3. Any response from the repertoire in page 280 can be appropriate in response to student answers; and any of them can be inappropriate.
  - a) Explain how praise can be inappropriate:
  - b) Explain how criticism can be appropriate:
4. If we want to send them the three messages, how do we deal with withdrawn and sometimes silent students who don't answer when we call on them in class? What is this approach intending to do?
5. When students ask us for one on one help, what principles should guide our language choices?
6. Give an example of "praise" which includes the attributes of being contingent, specific, appropriate, and attributed to ability and effort.



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7. Explain how averaging test grades with re-takes sends a negative expectation message.
8. What are the key elements of a successful “Re-teaching Loop?”
9. How often should re-teaching be done?
10. Give an example of an assignment you might communicate verbally in such a way as to acknowledge its difficulty but signal confidence in students’ capacity.
11. Teachers almost invariably send expectations messages to students who have made errors when they identify the error for the student or work with students to correct errors. Write a dialog with a student who has made errors in which the teacher does some attribution retraining, that is, works to effect the student’s belief that effective effort is the main variable in success.

