

ABSTRACT

TEACHER EXPECTANCY EFFECTS: DIFFERENCES BY STUDENTS' MINORITY STATUS

There has been much controversy about the degree to which teacher expectations influence self-fulfilling prophecies. It is clear that teacher expectations can have a significant influence on students' academic achievement. The conditions in which teacher expectations come to serve as a self-fulfilling prophecy, particularly for minority learners, are detailed. The present study investigated (1) if teachers have more negative expectations of minority students than nonminority students, and (2) if teacher expectations influence minority students more than majority students, in terms of their future academic performance. Specifically, the study examined teacher expectancy effects on the academic performance of 68 kindergarten students who were Caucasian or Hispanic English Only students. The measures used included the Social Skills Rating System-Social Skills Questionnaire, Elementary Level (Academic Competence Scale), and Dynamic Indicators of Basic Early Literacy Skills. Findings from the present study found no differences in teacher expectations by ethnicity. Possible factors that explain these results are explored and important implications for school systems are discussed.

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