## Contents

List of Contributors

Preface	xiii
1.	Introduction to Teacher Expectancy Research Jerome B. Dusek
	The Start of a Research Area  Major Themes 2  Where Do We Go From Here? 5  Our Intents 5
SECTION 1: CONCERNS	HISTORICAL TRENDS AND METHODOLOGICAL
	A History of the Expectancy Construct in Psychology  David C. Zuroff and Julian B. Rotter 9  The Expectancy Construct in Learning Theory 10  Conclusions 17  Expectancy-Value Theories in Personality and Social Psychology 17  The Expectancy Construct in Theories of Interpersonal Perception 27  Summary 32

хi

3.	From Unconscious Experimenter Bias to Teacher Expectancy Effects Robert Rosenthal	37
	Pygmalion Effects: Where From? Experimenter Expectancy Effects and an Unnecessary Statistical Analysis 37 Pygmalion Effects: Where To? 49 Pygmalion Effects: How Important? 60 Pygmalion Effects: Retroprospective 61	
4.	Teacher Expectancy Effects and Educational Psychology Vernon C. Hall and Stephen P. Merkel	67
	Introduction 67 Research Which Provided Teachers With Student Information 68 General Comments 76 Research Which Included Teacher Interactions With Students for Whom They Had Varying Naturally Occurring Expectancies 78 General Comments 85	
5.	Logical and Methodological Problems in Teacher Expectancy Research Alexis L. Mitman and Richard E. Snow	93
SECTION 2:	The Nature of Natural Expectancies 93 The Analysis of Causation 97 The Improvement of Measurement 114 Prospects for Future Research 125 THEORETICAL FORMULATIONS	
6.	Models of Teacher Expectation Communication Harris M. Cooper	135
	Factors Affecting How Expectations Are Communicated 136 Models of the Expectation Communication Process 143 Conclusion 156	

7. Attribution Theory and Teacher Expectancy Penclope L. Peterson and Sharon A. Barger	<b>15</b> 9
Factors Affecting the Formation of Teachers' Attributions 166 Summary and Conclusions 181	
8. Teacher Expectations and Student Motivation Jacquelynne Eccles and Allan Wigfield	185
Motivation and Achievement in the Classroom:     A General Overview 185     Cognitive-Motivational Constructs:     Can I Succeed? 188     Self-Concept of Ability/Expectations for     Future Success 189     Subjective Task Value: Do I Want to     Succeed? 201     Task Focus and Mastery Orientation:     What Do I Need to Do in Order     to Succeed? 210     Implications for Teacher Expectancy     Theory 215     Implications for Teacher Expectancy     Research and Practice 217  SECTION 3: INDIVIDUAL DIFFERENCES AND TEACHER EXPECTANCIES	
9. The Bases of Teacher Expectancies  Jerome B. Dusck and Gail Joseph	229
Method 231 Results 232 Conclusions 242	~~
10. Social Class, Race and Teacher Expectations Reuben M. Baron, David Y. II. Tom and Harris M. Cooper	251
Methods 252 Results 255 Discussion 263 Conclusion 267	

11. Sex Role Expectations and Achievement Thomas L. Good and Maureen J. Findley	271
Introduction 271 Sex Differences and Mathematics Achievement 290 Variables Cited as Contributing Factors to Sex Differences in Mathematics Achievement 291 Students' Causal Attributions of Performance in Mathematics 294	
SECTION 4: COMMUNICATING AND RECEIVING EXPECTANCIES	
12. Teacher-Student Interaction Jere E. Brophy	303
The Classroom Context 304 The Mediation of Self-Fulfilling Prophecies 307 The Role of Individual Differences in Teachers 314 The Role of Individual Differences in Students 319 Conceptualizing Self-Fulfilling Prophecy Effects in the Classroom 320 Research Implications 320 Teaching Implications 322	
13. Student Mediation of Classroom Expectancy Effects Rhona S. Weinstein	329
Student Mediation Theory 329 Student Perceptions of Teacher Behavior 3 Perceived Teacher Behavior as Influencing Student Beliefs 339 Links Between Self—Other Perceptions and Academic Performance 340 Student Susceptibility to Teacher Expectations 342 Issues for Future Research 343	333

## SECTION 5: TEACHER EXPECTANCIES: BACKWARD AND FORWARD

14. Summary, Integration, and Prospective

William J. Meyer

353

Summary and Integration 354

Prospective 368

Author Index 371 Subject Index 383