A Framework for Developing Higher Teacher Expectations to Improve the Educational Experiences of Marginalized Students

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In order to improve learning outcomes for impoverished students, teachers must strive to develop high expectations for all students regardless of their socioeconomic status. Higher academic expectations support an increase in student performance. Teachers' expectancies of student abilities are the primary force driving their instructional practices in the classroom and determining school reforms' effectiveness. Teachers' expectations of student abilities are the primary force that drives their instructional practices in the classroom and determines the effectiveness of school reforms (Aftab, 2016; Kinay & Ardiç, 2017). Studies have also shown that teacher feedback can influence how students perform academically (Baadte & Kurenbach, 2017; Gentrup et al., 2020). Teachers' perceptions of their efficacy in meeting the academic needs of disadvantaged students may impede their students' academic progress. A deeper analysis of teachers' described effectiveness in meeting the needs of diverse learners can help improve teacher preparation programs so teachers are prepared for the diverse classroom environment. Adequate training may improve self-efficacy in meeting the needs of all students.

Keywords: marginalized, self-fulfilling prophecy, teacher expectations

INTRODUCTION

Teachers' expectations of student abilities are the primary force that drives their instructional practices in the classroom and determines the effectiveness of school reforms (Aftab, 2016; Kinay & Ardiç, 2017).

Studies have also shown that teacher feedback can influence how students perform academically (Baadte & Kurenbach, 2017; Gentrup et al., 2020). Teachers' perceptions of their efficacy in meeting the academic needs of disadvantaged students may impede their students' academic progress. A deeper analysis of teachers' described effectiveness in meeting the needs of diverse learners can help improve teacher preparation programs so teachers are prepared for the diverse classroom environment. Adequate training may improve self-efficacy in meeting the needs of all students. Significant educational reforms regarding the curriculum by implementing research-based instructional practices and academic performance have not increased student performance within America's public schools.

Improvements to instructional methods are needed to improve learning in marginalized students (Johnston et al., 2019). Failing scores on state assessments prevail amongst students who live in a poverty setting and are identified as disadvantaged, which means they do not have access to the same educational opportunities as students from financially affluent families (The United States Department of Education, 2019). The description regarding how teachers identify the effectiveness of their instructional practices when teaching students who live in poverty can benefit the curriculum and instruction specialization by

specifying the methods needed to ensure their success. Educators need assistance to develop effective methods for increasing student learning for students from low-income and disadvantaged environments.

Closing Achievement Gaps

Improving instructional methods requires understanding the classroom experiences that have influenced teachers' instructional practices (Harvey, Suizzo & Jackson, 2016). Teachers' lowered expectations of specific student groups decrease their performance motivation (Cowen, 2018; Helicon, 2018). Student failures may be interpreted as a self-fulling prophecy of their teacher's expectations (Maddon et al., 2018; Rogers, 2017; Timmermans et al., 2016). Bonner, Warren, and Jiang (2018) reported that many teachers believe that their ability to deliver instruction effectively influences teacher efficacy in improving student outcomes (Sleenhof et al., 2019). When a teacher thinks they are ineffective in meeting the diverse needs of their students, they will not meet those needs successfully (Priess-Groben & Hyde, 2017). Professional development can help increase teachers perceived self-efficacy in meeting the needs of all students.

Teachers must plan lessons with the knowledge of how they will assess student learning. Planning effective instruction prepares teachers for accommodating the learning needs of students from impoverished environments (Gorski, 2017). This knowledge of teacher expectation development for students from diverse demographic backgrounds will provide valuable information by delineating how teachers describe their efficacy in meeting the needs of marginalized students. It is critical to understand how teachers work to ensure they have an accurate perception of student ability to improve instructional strategies used for teaching this population and increase their learning outcomes. Correctly assessing students' abilities enhances their academic performance (Johnston et al., 2019; Szumski & Karwowski, 2019). Examining how teachers' instructional strategies were structured to guide practical instructional improvements and increase student learning is essential for improving educational outcomes. Highly effective teaching strategies are needed to increase student learning for students who live in poverty.

Low achievement continues among students who live in impoverished communities, which means that teacher perceptions of self-efficacy in delivering effective instructional practices can benefit the curriculum and instruction specialization. Teacher efficacy influences student outcomes. Teachers must develop high expectations for their students to excel academically (McDonald et al., 2016). This paper explored information that will help educators adopt new ways to increase student learning for low-income students. Sharing relevant data about how teachers have described changing instructional practices to improve education can increase learning for all students. This paper also explored teacher perceptions through the lens of teachers who currently teach students identified in this marginalized category.

IMPROVING THE EFFECTIVENESS OF SCHOOL REFORMS

Teachers' expectations of student abilities are the primary force that drives their instructional practices in the classroom and determines the effectiveness of school reforms (Aftab, 2016; Kinay & Ardiç, 2017). Studies have shown that teacher feedback may heavily influence how students perform academically (Baadte & Kurenbach, 2017). Teachers' perceptions about their efficacy in meeting the academic needs of their disadvantaged students may impede students' academic progress. Also, a deeper analysis of teachers' described effectiveness in meeting the needs of diverse learners and what teachers expect of students determines student success (Harvey et al., 2016; Kinay & Ardiç, 2017). Teachers who set lower expectations may be creating a self-fulfilling prophecy which means that students have no increase in learning (Rubie-Davies, 2014). Teachers must accurately assess students' academic skills to improve instruction and increase learning for every student (Muenks et al., 2018; The U. S. Department of Education, 2019). They must have high expectations for all learners, including families in poverty. Neither the No Child Left Behind (2001) nor the Every Student Succeeds Act (2015) have not been effective in increasing student performance as predicted, which means other factors hinder students' academic performance.

Some educators believe that school reforms may have created a teaching practice that does not meet the needs of all students. Low-income students are not demonstrating the same level of significant growth

as students. Rubie-Davies (2015) described how teacher expectations might lead to the underachievement of students in poverty. This self-fulfilling prophecy means the instructional strategies used to instruct this diverse population are ineffective. Understanding how to develop expectations for all students appropriately will lead to increased learning. Furthermore, it is unknown how teachers effectively guide their students to meet the grade-level expectations. Understanding these aspects of effective instruction helps develop educational practices to improve learning for all students.

Rubie-Davies (2015) stated that when teachers set low expectations for students, they create a self-fulfilling prophecy. Teachers must accurately assess students' academic skills if they want to improve instruction and increase learning (Muenks et al., 2018; The U. S. Department of Education, 2019.) Low-income students are not demonstrating proficient understanding and need further interventions to succeed (Abbott & Wren, 2016; Kinay & Ardiç, 2017). Reforms must be based on recent research to be successful. Continuing to implement ineffective instructional practices will only lead to widening the current achievement gap. As the nation struggled through the pandemic crisis, educational leaders were even more concerned about the long-term effects on student education and student learning loss. McCutchen et al. (2016) concluded that there might be many factors other than student academic ability that impedes performance. Students who qualify for free lunches have scored extremely low on achievement tests, which means that schools must share information about effective school-based programs and strategies that successfully increase learning in this growing population. Dari and Del Re (2021) stated that teachers could foster increased learning in underachieving student populations by building on students' academic strengths, making it essential to assess student abilities accurately. They conclude that culturally responsive teaching and career-focused curricula must be part of school reforms to build student aspirations as they work toward adult life within the community.

CONCLUSION

This paper provided a clearer understanding of how teachers' efficacy in meeting the educational needs of their low-income students is critical to student achievement, especially for marginalized students. Moreover, further exploring how they can improve instructional practices and learning outcomes for these low-performing students by developing higher expectations for student performance. To understand how teachers relate the effectiveness of their instructional practices, they must accurately assess the academic abilities of low-income and disadvantaged students to increase learning. VanTassel-Baska (2018) described the importance of recognizing students' academic abilities in poverty to receive the resources needed to excel academically. A growing number of students from families in poverty enroll in public schools. Understanding how teachers assess a student's ability will guide instructional improvement and is vital to adequate educational progress (Plucker & Peters, 2018).

Educators question the effectiveness of their instructional methods and whether they have improved student achievement, especially when teaching students from families living in poverty. After No Child Left Behind (NCLB) passed in 2001, the U.S. went from 18th in the world in math to 31st place in 2009, with a similar drop in science. There was little or no change in reading (Committee on Incentives and Test-Based Accountability in Public Education at the National Research Council, 2011). Assumptions are often made that some teachers do not teach students effectively or that certain groups of students cannot meet grade-level requirements. These assumptions exacerbate the problem since it focuses on pre-conceived beliefs rather than relevant student data.

Theoretical assumptions underpinning the paper suggest that when teachers do not accurately set expectations for students, they cannot succeed. Students only achieve academic success to the degree that their teacher previously predicted. This assumption is referred to as a self-fulfilling prophecy, also known as the Pygmalion effect. Furthermore, it is assumed that teacher preparation programs do not adequately prepare pre-service teachers for delivering instruction to a marginalized group of students. Improved programs are needed to ensure that teachers train for effective teaching to all students (Kretchmar & Zeichner, 2016). Teachers who instruct marginalized students are provided some additional guidance to help them meet the homeless students' needs.

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