Judging a Book by its Cover:
Do Teacher Expectations vary by student's race, sex, and SES?

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Introduction

Experiments show teacher expectations matter for student achievement. Teachers with low expectations have students who perform poorly compared to settings where teachers have high expectations. Why then do teachers have lower expectations for some students?

- **Do teacher expectations vary by student's race, sex and SES?**
- **Do teacher expectations differ by matched race or matched gender teacher-student combinations?**

Previous research has found some evidence that race of student (Baron et al., 1985), race of teacher (Beady and Hansell, 1981) and social class (Mazer) influences teacher expectations.

- Teacher expectations were higher for White children than for Black children (Baron et al., 1985).
- Black teachers more likely than White teachers to be more optimistic about Black students' educational attainment (Beady and Hansell).
- Teachers expect more of higher class students in comparison to middle class and lower class students (Mazer).
- No significant effects on teacher expectations by student gender (Wiley and Eskilson, 1978) .

Sample

The participants in this study were 5,161 students with recorded Math and English Teacher Expectations from the *Educational Longitudinal Study* of 2002; a national sample of young people as they progress from 10th grade through high school and on to postsecondary education and/or the world of work. Following is the breakdown of the students and teachers included in this analysis.

Demographic	Student	English Teacher	Math Teacher
White	68%	90%	89%
Black	9%	4%	4%
Hispanic	11%	3%	2%
Asian	8%	1%	3%
Other	4%	2%	2%
Male	47%	27%	43%
Female	53%	73%	57%

Measures & Methods
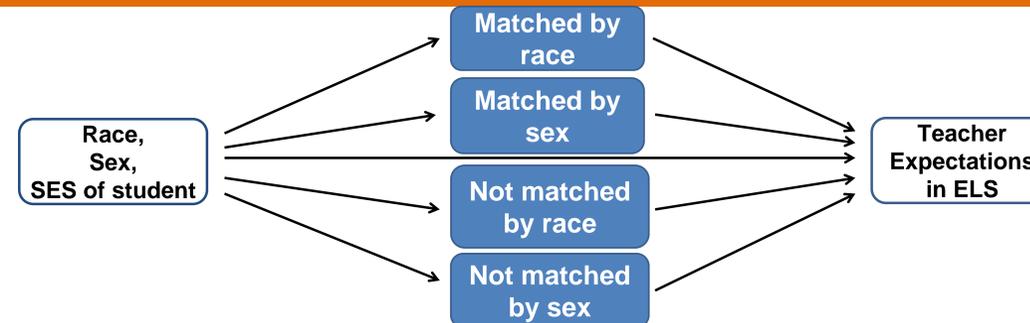
Outcome Variables: Math Teacher & English Teacher Expectations for student's future educational level **1-4**
Explanatory Variables: student race, student sex, student SES (4 levels), teacher race, teacher sex
Control Variables:
- **Student Ability Characteristics**: student's base year math score, three math ability ratings (masters math skills, understands difficult math texts, & difficult math class), student's base year reading score, three English ability ratings: (masters English skills, understands difficult English texts, & difficult English class)
- **Teacher Characteristics**: Teacher experience (total years of experience) & Teacher Level of Education
- **School Characteristics**: School size & % free-lunch

ANALYSIS
- **Means & Significance Tests:** English Teacher & Math Teacher Expectations, by student demographics
- **Means & Significance tests:** English Teacher & Math Teacher Expectations, by student demographics and matched variables (ex. White teacher & White student or Male teacher & Male student)

REGRESSIONS
Math or English Teacher Expectations= $B_0 + B_1$ *black* + B_2 *hispanic*+B_3 *asian*+ B_4 *other race*+B_5 *female*+B_6 *ses1* + B_7 *ses2* +B_8 *ses3*
- plus teacher education and experience
- plus student ability measures
- plus school characteristics

Results

Mean Teacher Expectations by Student Demographics

Teacher Expectations if Teacher-Student Demographic Match
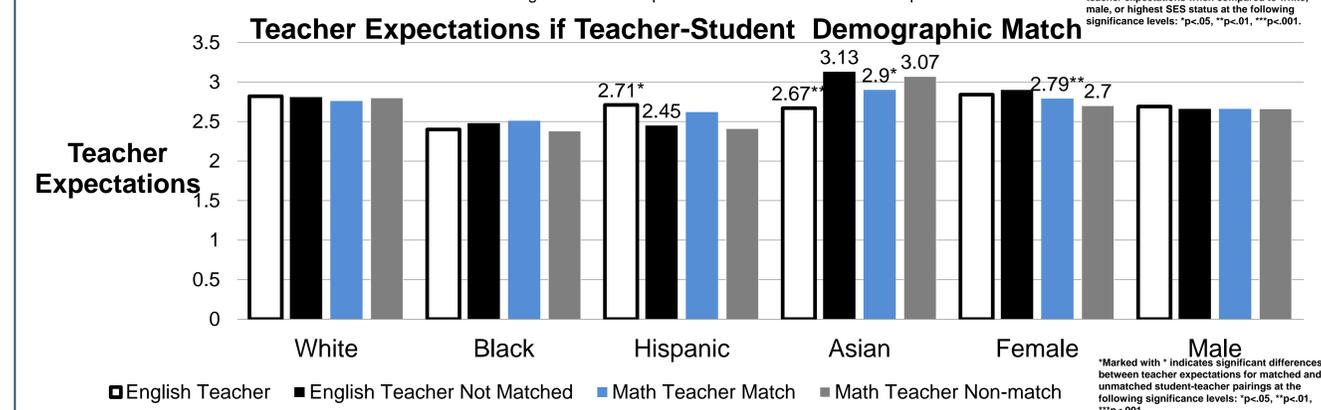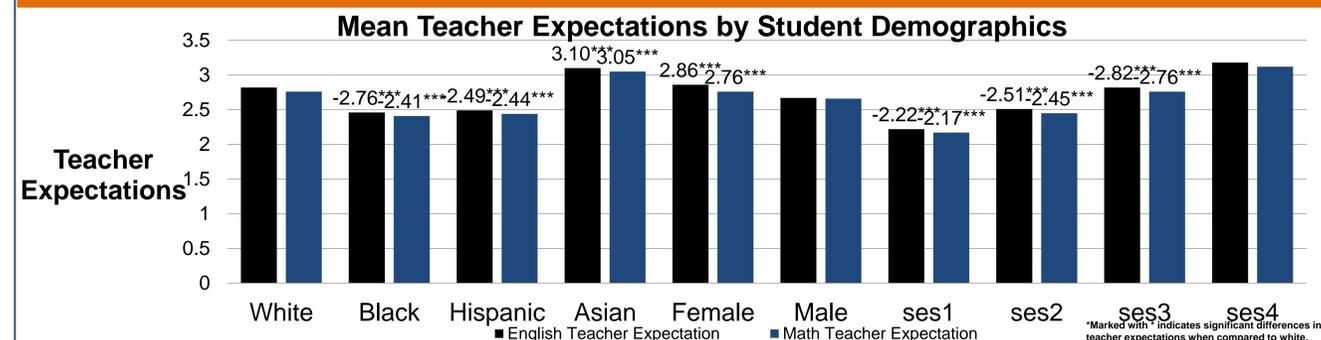
Regressions

	μ	σ
English Teacher Expectations	2.77	0.912
Math Teacher Expectations	2.71	0.918

Variable	Model 1 Effects		Model 2 Effects	
	English	Math	English	Math
Black	-0.210**	-0.203**	-0.003	0.102**
Hispanic	-0.130**	-0.119**	-0.015	0.040
Asian	0.329**	0.334**	0.366**	0.178**
Other	-0.156**	-0.116**	-0.101*	0.010
Female	0.232**	0.133**	0.172**	0.235**
ses1	-0.941**	-0.924**	-0.546**	-0.475**
ses 2	-0.644**	-0.641**	-0.361**	-0.327**
ses3	-0.345**	-0.340**	-0.183**	-0.149**
Student Ability			0.037**	0.044**
Difficult Material			0.009	0.026
Complex Material			0.095**	0.030
Master Skills			0.045**	0.111**

* significant at 5% level; ** significant at 1% level

Discussion

- Teacher's mean expectations were significantly higher for **female** students.
- Teachers had significantly positive expectations for female students even after controlling for student ability.
- Teachers of **Asian** students rated those students higher than any other race and second highest overall behind the highest SES group.
- **Asian** students were rated higher by teachers of a different race, and continued to have a significantly positive association with teacher expectations.
- **Student ability** was significantly associated with teacher expectations and when this is controlled for, both **Math** teachers and **English** teachers shape expectations according to a **child's ability**.
- **SES** continued to have a significantly negative association with teacher expectations.

Acknowledgements