

I'm not a robot 
reCAPTCHA

Continue

Pygmalion in the classroom pdf

The Pygmalion phenomenon is a self-fulfillment embedded in the expectations of teachers. Simply put, when teachers expect students to do well and show intellectual growth, they do; when teachers do not have such expectations, productivity and growth are discouraged and can actually be encouraged in a variety of ways. Research shows that our expectations strongly affect the performance of the people around us, from members of our football team to students in our classrooms. In the Oak School experiment discussed in the book, teachers tended to believe that some students selected at random were likely showing signs of a spurt in intellectual growth and development. At the end of the year, students with teachers with these expectations showed significantly higher intellectual growth than in the control group. Re-release of the classic book. Original ISBN 0829031537. Printed 1968. Revised and expanded in 1992. Pygmalion in the Classroom is a 1968 book by Robert Rosenthal and Lenor Jacobson on the impact of teachers' expectations on the performance of first- and second-grade students. The idea conveyed in the book is that if teachers' expectations about students' ability to manipulate early, these expectations will be borne to influence teacher behavior, which in turn will affect how students perform the intelligence test. Inducing high expectations in teachers will lead to a high level of performance test for intelligence. Inducing low expectations will result in poor performance of the intelligence test. Criticizing shortly after the publication of Pygmalion, Robert L. Thorndyke, a psychologist educator, criticized the study and showed that the tool used to assess children's intelligence was seriously flawed. For example, the average intelligence for children in one regular class was in a backward range, which, given the circumstances, is impossible. After all, Thorndyke wrote the findings of the Pygmalion study, which cost nothing. He summed up his assessment of the instrument this way: When the clock strikes thirteen, doubts are not only cast on the last blow, but also on everything that was before When the clock hits 14, we throw away the watch. Rosenthal countered that even if the initial test results were wrong, it did not invalidate the subsequent increase measured by the same test, although with initial intelligence indicators in the backward range, the observed change at the end of the study was more likely to reflect regression effects than the effect of teacher expectations. One of the main limitations is also the lack of replication. Most studies using product measures have not found the benefits of expected duration for the pilot group, but most studies using process measures have shown that teachers are group more favourably or appropriately than they were treated to control control teachers did not accept the expectations that the experimenters were trying to cause, and/or because the teachers were aware of the nature of the experiment. The meta-analysis shows that the effect of inducing the duration of the induction associated with intelligence is reduced by the amount of time teachers spent getting to know their students before the induction of the expected duration: when teachers recognized their students more than two weeks before the induction of expected duration, the effect of the induction of expected duration is almost zero. Cm. also Pygmalion Effect Educational Reform of the American Education System Links - Rosenthal, R., Jacobson, L. (1968). Pygmalion in class: Waiting for a teacher and intellectual development of students. New York: Holt, Rinehart and Winston th b Thorndyke, R.L. (1968). Revised work: Pygmalion in the class of Robert Rosenthal and Lenor Jacobson. American Journal of Educational Research, 5(4), 708-711. - Jer E. Brophy, Thomas L. (1974). Teacher-pupil relationships: causes and consequences. London: Holt, Rinehart and Winston, page 73. ISBN 0-03-085749-X. The effect of the teacher's expected duration on the student's intelligence as a function of the validity of the expected duration induction: the synthesis of the results of 18 experiments. Journal of Educational Psychology, 76(1), 85-97. doi:10.1037/0022-0663.76.1.85 This article about an education-related book is a stub. You can help Wikipedia by expanding it. It was extracted from 10K Access 1600 citations 189 Altmetric metrics place a person in society a pretty much question how he or she is viewed by others, and this should not be seen as a disclosure of the truth. George Bernard Shaw's play Pygmalion shows Eliza Doolittle's remarkable transformation, thanks to the convictions of Professor Higgins (i.e. expectations of her). With the aforementioned quote, Robert Rosenthal and Lenor Jacobson conclude their 1968 publication PYGMALION IN THE CLASSROOM, arguing that the intellectual development of students is largely a response to what teachers expect and how those expectations are communicated (Kathleen Cotton and Karen Reed Wiklund, 1989, found on access date: 29/03/03). Although Rosenthal and Jacobson's seminal work has been very well received by educators and other scholars, few educators actually understand exactly how to use the Pygmalion effect or self-fulfillment of prophecy (SFP) as a purposeful pedagogical tool to convey positive expectations and, more importantly, to avoid negative expectations. Pygmalion's initial study involved providing teachers with false information about teaching some students in the first grades six at San Francisco Elementary School. Teachers were told that these students had been tested and were on the verge of a period of rapid intellectual growth; in fact, the students were randomly selected. At the end of the pilot period, some of the targeted students, and especially in grades one and two, exhibited performance on tests for intelligence that was higher than dozens of other students of similar ability and superior to what one would expect from targeted students without intervention. These results led the researchers to argue that the inflated expectations of teachers held for targeted students (and apparently the behavior of the teachers who accompanied these high expectations) actually forced students to experience accelerated intellectual growth. Few scientific studies in education have caused as much controversy among teachers and researchers as the Rosenthal and Jacobson study. Theorists argued about the psychological validity of the expectancy effects. Researchers have made attempts to replicate Pygmalion's findings. And in the popular press, articles began to emerge that used Pygmalion's findings as a springboard for asserting that perhaps Jimmy could not read because his teachers did not believe in his ability and did not encourage him, especially if he was poor or a member of a minority. Other articles signaled to teachers and parents that they could significantly improve their children's performance at school by telling them high expectations. It is in the years since the publication of the original Pygmalion study, a great deal of additional research has been done. Multiple Investigators (Snow 1969; Thorndyke 1968; Wineburg 1987) examined the study of Rosenthal and Jacobson and found technical defects serious enough to question the accuracy of its findings. Some replication experiments appear to support Pygmalion's conclusions, while others have failed to do so. Other researchers conducted studies that sought to investigate what expectations are communicated to students. Meanwhile, the popular press, for the most part, continued to treat Pygmalion's findings as gospel, and sometimes pressed American teachers for failing to learn, arguing that teachers' low expectations either create or support the problem. Whether or not a person is inclined to accept or doubt the findings of the Pygmalion study and other studies supporting the effects of self-fulfillment of prophecy, it is clear that educators and the public have been and remain very interested in the strength of expectations that influence learning outcomes. Expectations and beliefs are an integral part of our lives: life, tormented by expectations, no matter how false they may be, is a life that is not worth living. For many of us, our beliefs entrenched, entrenched, part of us that we confuse faith with reality. In the Middle Ages, sailors considered the world flat, so they moved along the coastline, fearing a sudden abyss and falling from the ground. Astronomical observations gradually convinced some that this was not the case, despite the opposition of believers (Mait Galan and Tom Maguire, personal communication). But what characteristics affect expectation? The SFP study (Good, 1987) shows that teachers form expectations and assign labels to people based on characteristics such as bodybuilding, gender, race, ethnicity, given name and/or surname, attractiveness, dialect and socioeconomic level, among others. Once we label a person, it affects how we act and react to that person. With labels, we don't have to get to know a person. We can just assume what a person is like (Oaks, 1996: 11). For example, research (Brylinsky and Moore, 1984; Collins and Plahn, 1988) makes it clear that when it comes to human body build, mesomorphs, those with square, sturdy shoulders, small buttocks, and muscular bodies are better than both ectomorphs, those with thin, brittle-looking bodies, and endomorphs, those with plume, thick, thick, central. Among other expectations, mesomorphs are projected to have better fathers, most likely to take leadership positions, be more competent doctors, and are more likely to put the needs of others before their own. As for attractiveness, the saying beauty is good reigns both in collections of stories, and in real life. With all the equal conditions, beautiful people are expected to be better employees, most likely to be hired, given higher wages, and move faster than their ugly duckling colleagues. Beautiful people are perceived (expected) to make better parents, be better public servants, and be more worthy to have the benefits bestowed upon them. Finally, a name, often the first thing we know about someone, can trigger expectations. Certain social disadvantages are met with a child who has a socially undesirable name. In the United States, mostly white, middle-class women continue to teach different student bodies that are less and less like teachers themselves, i.e. in color, race, ethnicity. When minority students, who today have more unusual names (at least in the eyes of teachers), come to the classroom, teachers cannot but influence them. Self-fulfillment prophecy works in two ways. Teachers not only shape students' expectations, but also shape teachers' expectations using the same characteristics as above (Hunberger and Cavanagh, 1988). This is that in low-achieving schools, staff generally consider their students to be very limited in their learning abilities and do not consider themselves responsible for finding ways to improve the performance of these students. Poor academic performance is generally due to student characteristics rather than school management and academic practices. How does the teacher pass on his expectations to students? Rosenthal's four-factor theory, described in the productIVITY and THE SELF-FULFILLING PROPHECY: THE PYGMALION EFFECT (CRM Films, 1987), defines climate, feedback, contribution and output as factors that teachers use to convey expectations. CLIMATE: A socially emotional mood or spirit created by a person holding anticipation often communicated with the unverbal (for example, smiling and nodding more often, providing greater eye contact, leaning closer to the student). FEEDBACK: providing both affective information (e.g., more praise and less criticism of students with higher expectations) and cognitive information (e.g., more detailed as well as better feedback on the correctness of the responses of students with higher expectations). INPUT: Teachers tend to teach more students from whom they expect more. OUTPUT: Teachers encourage greater responsiveness from those students they expect more through their verbal and nonverbal behavior (i.e. giving students more opportunities for clarification). These four factors, each critical to conveying the teacher's expectations, are better controlled only if the teachers are more aware that the factors are acting in the first place. Even if the teacher does not really feel that a particular learner is capable of greater achievement or much better behavior, that teacher can at least act as if he or she has such heightened positive expectations. Let's now look at the relevant literature to determine how students have high hopes. Setting goals that are expressed as minimally acceptable levels of achievement, rather than using preliminary achievement data to set limits for which students would not have to progress (Good 1987) Develop and apply policies that protect school time, such as attendance policies, delays, breaks in basic skills training periods, etc. (Murphy, et al., 1982) i.e. written policies regarding the amount of time edie by reading instructions daily, the use of one series of readings to maintain continuity, frequent free reading periods, homework that emphasizes reading; frequent exchange of students' progress in reading with parents and strong learning (Hallinger and Murphy 1985; Murphy, et al. 1982) Создание политики, подчеркивая важность важности достижения для студентов, для примера, минимальные приемлемые уровни достижения, необходимые для участия в внеклассических мероприятиях, регулярное информирование родителей о том, что ожидается от студентов, если ожидания не達成される, etc. (Hallinger and Murphy 1985) The presence of staff who will have high hopes for themselves as leaders and teachers, taking responsibility for student performance (Brookover and Lezotte 1979; Edmonds 1979; Edmonds and Murphy, 1985; Murphy, et al. 1982) The use of slogans that speak of high expectations, such as academics plus, the spirit of our school, etc. (Newberg and Glathorne 1982) Creating a positive learning climate, i.e. a sense of order and discipline that should permeate both non-instructional and educational areas (Edmonds, 1979; Newberg and Glathorne 1982; Murphy, et al., 1982) Persistent teaching of students with learning difficulties (Good 1987; Taylor 1986-87) Good and Brophy's (1980) study on how teachers' expectations affect student performance seems like a very good description of the process: at the beginning of the school year, teachers form differential expectations about student behavior and performance. In accordance with these differential expectations, teachers behave differently to different students. This treatment tells students something about how they should behave in the classroom and perform academic tasks. If the teacher's treatment is consistent over time, and if students do not actively resist or change it, it is likely to affect their self-esteem, motivation, aspiration levels, class behavior and interaction with the teacher. These effects will usually complement and enhance the teacher's expectations, so that students will meet these expectations more than they might otherwise have. Ultimately, this will affect student performance and other outcomes. High expectations of students will lead to achievement at or near their potential, but with low expectations students will not get as much as they could get if taught in a different way. Much more can be said about this thorny topic. In short, we could say that expectations as reported in school and in classrooms, can and does affect student performance and relationships. While for some researchers, teacher expectations and accompanying behaviour have a limited impact on student performance, which accounts for between five and ten percent of student achievement, it is undeniable that high expectations are an essential component of effective schools. In everyday life, teachers bear the brunt of stimulating students' intelligence and influence; however, their expectations as often as not play an important role in suppressing their growth, for example by exposing them to material that is less interesting, less time to answer questions, and to communicate less heat and to them, or even by forming expectations based on irrelevant factors such as the socioeconomic status of students, race/ethnicity, or gender. It is believed that this negative phenomenon, which has far-reaching educational, pedagogical and political consequences, can be more effectively corrected, so to speak, if teachers avoid unreliable sources of information about the potential of student education, such as social stereotypes, biases of other teachers, etc.; set goals (for individuals, groups, classrooms and entire schools) in terms of floors (minimum acceptable standards) rather than ceilings, and inform students that they are able to meet those standards; and, of course, if teachers emphasize that different students are good at different things and give them feedback, emphasizing continuous progress based on previous levels of skill, rather than comparisons with statistical norms or others. HELP Brookover, W.B. and Lezott, L.V. (1979). CHANGES IN SCHOOL CHARACTERISTICS COINCIDE WITH CHANGES IN STUDENT PERFORMANCE. Random paper number 17. East Lansing, Michigan: Institute for Research on Michigan State University. Brylinsky, J. A., Moore, J. C. (1984). Body identification creates stereotypes in young children. Research Journal in Personality, 28: 170-181. Collins, J. K., and Plahn, M. R. (1988). Recognition, accuracy, stereotypical preferences, disgust and subjective judgment about body appearance in adolescents and young people. Diary of Youth and Adolescence, 17(4): 317-334. Edmonds, R. (1979). Effective schools for the urban poor. Leadership in education, 37: 15-18. Okay, I.L. (1987). Two decades of research on teacher expectations: conclusions and future directions. In the Journal of Educational Education, 38: 32-47. Hallinger, and Murphy, J. (1985). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children's expectations of potential teachers. Psychology in schools, 25 (1): 70-74. Kathleen Cotton and Karen Reed Wicklund (1989). Characteristics of high-performance primary school reading programs. Leadership in education, 52: 39-42. Hansberger, B., Kavanagh, B. (1988). Physical attractiveness and children