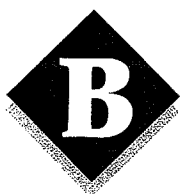


**UNIT
B**

***First Characteristic —
Positive Expectations***

The effective teacher has positive expectations for student success.



First Characteristic — Positive Expectations

The effective teacher has positive expectations for student success.

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Unit B is correlated with **Part 2: The First Days of School** and **Part 8: Positive Expectations** in the video series *The Effective Teacher*.



Your expectations of your students will greatly influence their achievement in your class and in their lives.

The Two Kinds of Expectations

- Positive or high expectations
- Negative or low expectations

Humans Have a Success Instinct

There is absolutely no research correlation between success and family background, race, national origin, financial status, or even educational accomplishments. There is but one correlation with success, and that is ATTITUDE.

All living things live to survive. They spend their entire day, instinctively, seeking food and shelter and escaping predators.

Humans have a success instinct. This is what makes humans different from all other living things. They want success, and they strive for their success potential. You can accomplish anything with students if you set high expectations for behavior and performance by which you yourself abide.

Positive and Negative Expectations

Knowing what you can or cannot achieve is called **EXPECTATION**. An expectation is what you believe will or will not happen.

Positive Expectations

An optimistic belief that whoever you teach or whatever you do will result in success or achievement. If you expect to be successful, you are constantly alert and aware of opportunities to help you be successful.

Examples of Positive Expectations

- ✓ "We are going to win the league championship."
- ✓ "I believe that every child can learn and will achieve to his or her fullest potential."
- ✓ "I am a good teacher, and I am proud that I am a professional educator."
- ✓ "I am always learning, and that is why I enjoy going to conferences, workshops, and in-service meetings."

Results of Positive Expectations

The odds are greater that what you want to happen will happen because you will be expending energy to see that this will be so. You predispose yourself to realize success both personally and with the people you deal with, such as your students.

Negative Expectations

A pessimistic belief that whoever you teach or whatever you do will not work out or will fail. For that matter, why bother to do anything or teach anyone at all? If you expect to fail, you are constantly looking for justification, proof, and demonstration of why you have failed.

Examples of Negative Expectations

- ✓ "We'll be lucky if we lose by only 10 points."
- ✓ "These kids just don't want to learn."
- ✓ "They can't read; they can't spell; they can't sit still; they can't behave."
- ✓ "In-service meetings are boring; conferences have nothing to offer to me."

Results of Negative Expectations

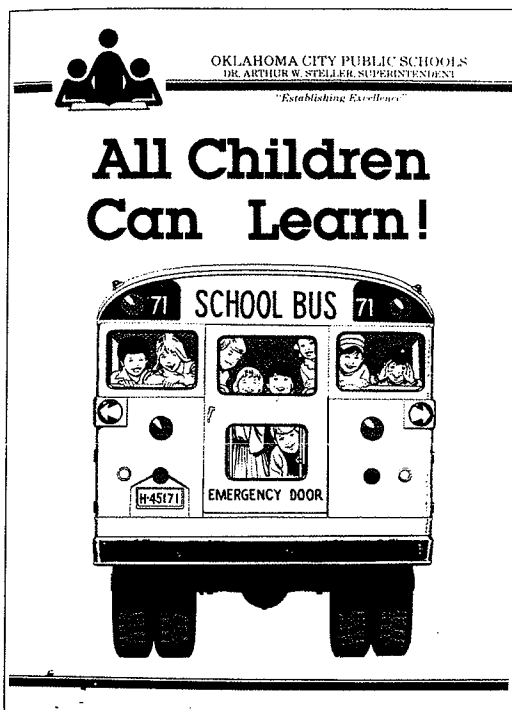
The odds are that what you expect to happen will not happen because you will be expending energy to see that nothing happens. You predispose yourself to realize failure both personally and with the people you deal with, such as your students.



A San Jose, California, shopping center ran this newspaper advertisement soon after the new school year began. Does it send a positive or a negative message to a student?



It takes just as much energy to achieve positive results as it does to achieve negative results. So why waste your energy on failing when that same amount of energy can help you and your students succeed?



This poster was developed by the Oklahoma City Public Schools. Is the message positive or negative?

Expectations of	Negative or Low Expectations	Positive or High Expectations
Parents	I'll be happy if my children do not become involved with drugs.	I want each of my children to graduate as the class valedictorian.
Students	This class is boring. Why do we have to study this junk?	My dream and intention is to be a teacher.
Teachers	In-service meetings are so boring. Why do we have to listen to this drivel?	I learn so much and meet so many interesting people at conferences.

Expectations Are Different from Standards

Expectations should not be confused with standards. Standards are levels of achievement. Teachers who practice positive expectations will help their students reach high standards.



Example: "This will be an exciting class, and you are going to have the most memorable year you have ever had; as a result, you will do very well."

Teachers who practice negative expectations will prevent students from reaching high standards.



Example: "I only give one A each year. I have very high standards" (said in aggrandizement of one's intellectual superiority).

People are molded more by the depth of your convictions or expectations than by the height of your intelligence. Success involves converting people, not to your way of knowing, but to your way of feeling. People can refuse words, but they cannot refuse an attitude or an expectation. **Give your students more than they expect, and you will get back more than you ever expected.**

The Classic Research on Expectations

The classic research on expectations was done in the 1960s by Robert Rosenthal of Harvard University and Lenore Jacobson of the South San Francisco schools.¹ They fed erroneous information to a group of South San Francisco elementary school teachers and watched the teachers make the results come true.

In the spring of the preceding school year, the students at Oak School were pretested. When school began that fall, the researchers and the administrators told the teachers that they were special teachers who were to be part of a special experiment.

They were told, "Based on a pretest, we have identified 20 percent of your students who are special. They will be 'spurters' or 'bloomers' and are a designated group of students of whom greater intellectual growth is expected."

The names were really selected at random, but the teachers were led to believe that the status of being special children was based on scores on the pretest, the Harvard Test of Inflected Acquisition.

*Each child is living
the only life he has—the
only one he will ever have.
The least we can do is
not diminish it.*

—Bill Page

¹Rosenthal, Robert, and Lenore Jacobson. (1968). *Pygmalion in the Classroom*. Fort Worth, Tex.: Holt, Rinehart and Winston.

"As a special reward for your teaching excellence, we are going to tell you this information, but with two conditions:

1. You must not tell the students that you know that they are special.
2. None of us are going to tell the parents that their children are special.

Thus we expect and know that you will do extremely well with these special students."

Eight months later, all the students were tested again, and a comparison was made of the designated special students and the undesignated students, as measured by IQ scores. The results showed a significant gain in intellectual growth for the 20 percent who were designated special in the primary grades but no significant gains in the intermediate grades.

The administrators brought the teachers in, showed them the growth results of their students, and congratulated them on their spectacular success with their students.

The teachers said, "Of course, we had special students to work with. It was easy, and they learned so fast."

The administrators and researcher said, "We'd like to tell you the truth. The so-called special children were picked at random. We made no selections based on IQ or aptitude."

"Then it must have been us," said the teachers, "because you said we were special teachers selected to be part of a special experiment."

"We need to tell you something else, too," replied the researcher. "All the teachers were involved in this experiment. None of you were designated special over any other teacher."

FLOWING WELLS HIGH SCHOOL KEYS TO SUCCESS

-  *Whether you think you can or think you can't—you are right.* Henry Ford
-  *All our dreams can come true—if we have the courage to pursue them.* Walt Disney
-  *I do the very best I know how; the very best I can; and I mean to keep on doing so until the end.* Abraham Lincoln
-  *No legacy is so rich as honesty.* William Shakespeare
-  *In the middle of difficulty lies opportunity.* Albert Einstein
-  *Success is the maximum utilization of the ability that you have.* Zig Ziglar

The most successful schools have expectations that everyone will succeed.

This was a perfectly designed experiment. There was only one experimental variable—**EXPECTATION**.

1. The expectations of the administrators toward the teachers were stated explicitly. "You are special teachers, and these 20 percent of your students are special students who show potential for intellectual growth. Thus we expect and know that you will do extremely well with these special students."
2. The expectations of the teachers toward the students were conveyed implicitly and were unspoken. Because the teachers believed that they had some very special students in the school, their body language, personality, and attitude influenced their teaching and expectations of their students.

As the researchers stated, "The results suggest rather strongly that children who are expected by their teachers to gain intellectually in fact do show greater intellectual gains after one year than do children of whom such gains are not expected."



Students tend to learn as little or as much as their teachers expect. Teachers who set and communicate high expectations to all their students obtain greater academic performance from these students than do teachers who set low expectations.²

²U.S. Department of Education. (1986). *What Works: Research About Teaching and Learning*. Washington, D.C.: U.S. Government Printing Office, p. 7.

The Good Ones Are Not at Home

Here they come! All precious and products of society. In September 1995, some 4.5 million youngsters entered public school, and enrollment is projected to rise to 5 million by 2005.

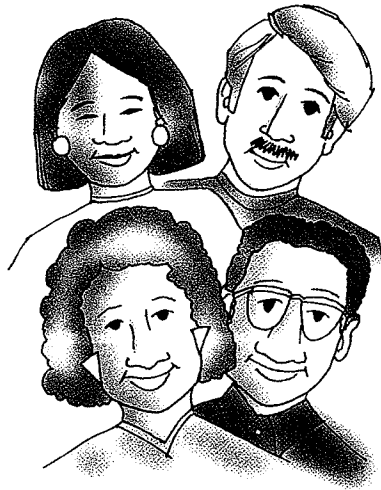
- On any given night, at least 100,000 children are homeless.
- 82 percent of incarcerated people are high school dropouts.
- Every year, approximately 1 million teenage girls become pregnant.
- 135,000 American students bring guns to school every day.
- Homicide is the leading cause of death among minority youth aged 15 to 19.
- Reported child abuse increased 48 percent from 1986 to 1991.

Yet schools are doing a better job of educating our children than ever before.

As Larry Lezotte said, "The parents are sending us the best kids they have. They are not keeping the good ones at home."

—Enrollment Data:
National Center for Education Statistics, 1995.

Children's Data:
National Commission on Children, 1995.



The Two Most Important Groups of People

A Tribute to My Parents

Before I was five years old, my parents said something to me over and over again. They even got my relatives to say it to me, as well as my neighbors and the local merchants.

Several times a day, I would hear, "Little Harry Wong, when you grow up, what kind of a doctor are you going to be?" This was accompanied by their pointing out to me, as positive role models, that my uncles were all doctors and that my cousins were studying to be doctors.

They told me that it was a foregone conclusion that I would be admitted to medical school, even though the competition was tough in those days. What they wanted to know was what I planned to specialize in.

Not being in kindergarten yet, I said, "I don't know."

And then came their reply, "You're going to be a brain surgeon, aren't you?" In other words, they believed that I had the intelligence to be the ultimate of all doctors, so brilliant that I could even operate on other people's brains.

My parents conveyed a message of high or positive expectations to me. For this I will be forever grateful to them, and I send them my love.

—Harry K. Wong



Things My Parents and Teachers Never Said to Me

You are dumb.

You are stupid.

You are no good.

You will never amount to anything.

I didn't want you; you were an accident.

You don't belong in this class; you were placed here against my wishes.

Look at it this way, summer vacation is only 10 months away.

A Tribute to My Teachers

The other reason I achieved success in school and life was because of my teachers. When I was in elementary school in the early 1940s, I remember distinctly that my teachers had a saying that they would repeat often, year after year, new teacher after new teacher. This saying became ingrained in me as a driving force or expectation in my life.

They would say, "You can be anything you want to be. You can even be president of the United States."

It is sad that the young people of today are not sent a message of becoming a leader or a hero. Rather, the heroes of today's children are a potato that sits on a couch, so lazy that a remote control is needed to change the channels on the television; crime-fighting cartoon characters; and a brat who is proud that he is an underachiever. All can be purchased as objects or dolls to serve as role models to young people.

My teachers conveyed to me a message of high or positive expectations, a powerful message that told me that I was smart and good enough to be anything I wanted to be, even to hold the highest office in the nation.

I thank my teachers for having that expectation of me.

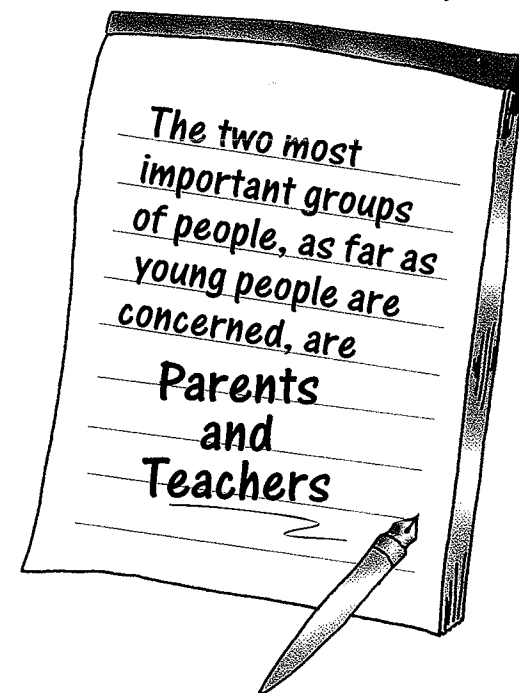
—Harry K. Wong



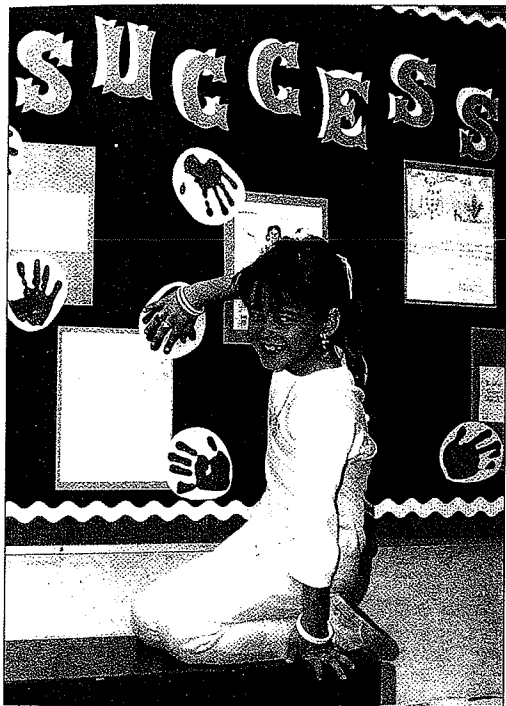
*The two worst things a
parent can give a young person
are money and wheels.*

*The two most important things
a parent can give a child
are roots and wings.*

—After Hodding Carter



*A preschooler was asked
if he knew what he
wanted to be
when he grew up.
He said, "A teenager."*



Children are like wet cement.
Whatever falls on them makes an impression.
—Haim Ginott

What parents and teachers convey to young people in their formative years as expectations will influence young people to achieve accordingly.



... from conception to age 4, the individual develops 50% of his mature intelligence, from ages 4 to 8 he develops another 30%, and from ages 8 to 17 the remaining 20%...

As much of the development takes place in the first 4 years of life as in the next 13 years.

We are inclined to believe that this is the most important growing period for academic achievement and that **all subsequent learning in the school is affected and in large part determined by what the child has learned by the age of 9 or by the end of grade 3.**

It is evident that when the school and home environments are mutually reinforcing, learning is likely to be greatest. **The nature of the learning environment is most critical during the periods of most rapid change in learning—the early years of school.**³

—Benjamin S. Bloom

Who you are and what you do and say will greatly influence the young people who will be the productive citizens of tomorrow's world. **Your expectations of your students will greatly influence their achievement in your class and ultimately their lives.**

³Bloom, Benjamin S. (1964). *Stability and Change in Human Characteristics*. New York: Wiley, pp. 68, 88, 110, and 128.



The Effective Teacher

1. Has a statement of positive expectations ready for the first day of school.
2. Creates a classroom climate that communicates positive expectations.
3. Goes to professional meetings to learn.
4. Has a personal goal of high expectations.

*My teacher thought
I was smarter than I
was, so I was.
—Six-year-old*



The more the school and the family are joined as partners in educating young people, the greater the child's chances for success.

Celebrate the First Day of School

The most important day of a person's education is the First Day of School, not Graduation Day.

If school does not begin with the proper, positive expectations, there may not be a Graduation Day for a student. Each year 700,000 students drop out of school, a number equal to the entire school population of Minnesota.

For some students, graduation is not a day to celebrate a joyful sense of accomplishment. Rather it is a day to mock respect, act stupid, make fun of the educational system, show disrespect to parents and teachers, and engage in wild parties that make you wonder if an education ever took place.



Effective schools celebrate the First Day of School.



The proper day to celebrate in all the schools of a country is the First Day of School.

Celebrating the **First Day of School** must become a tradition of all educational systems. This day of celebration must include everyone associated with and interested in the education of the future citizens of the world.

In addition to everyone at the school site, this should include parents, the business community, and the neighborhood. It is important that students see that everyone is interested in helping them all succeed.

The more the school, the family, and the community are joined as partners in the cause of educating young people, the greater each child's chance for success.

Welcome Them to School

Just as you go on a vacation with high expectations, students come to school with high expectations also. They come to get an education, meet friends, participate, have fun, study, and learn. Their entire day revolves around school and their friends. It is an exciting time in their lives.

Therefore, the personnel of the school should extend greetings to the students before they come to school and upon their arrival. Everyone should be involved in planning the students' welcome to the school. "Everyone" means administrators, teachers, classified staff, district personnel, parents, and the business community. **The successful education of young people is an interrelated, community team effort.**

Schools should be built better and kept up better than banks because there's more wealth in them.

—Martin Haberman

*Kelly Edwards students are
cordially invited to a*

Celebration

of the

First Day of School

August 19th, 7:50 a.m.

Kelly Edwards Elementary School

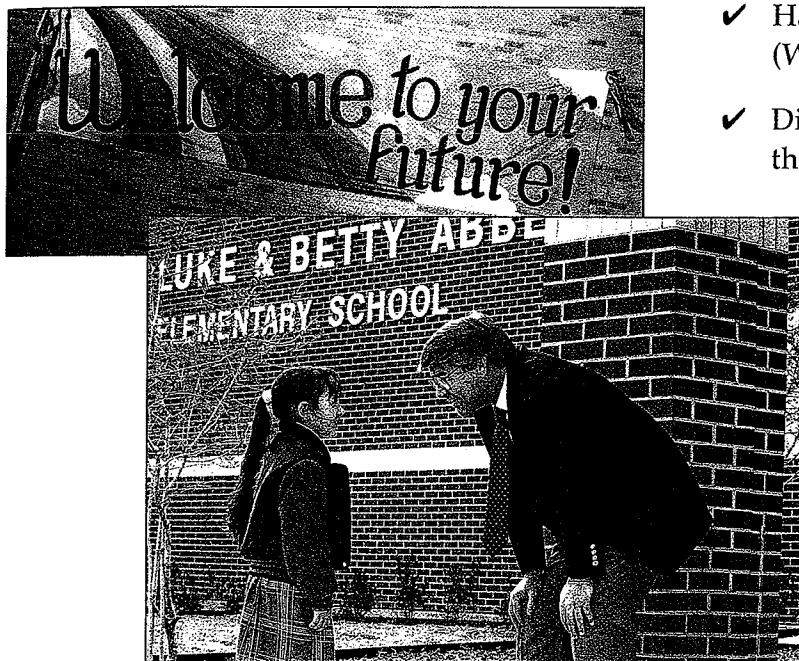
Enter through the front doors.



*This announcement appears each year
in the local Williston, South Carolina, newspaper.*

How to Welcome Them to School

- ✓ Organize a **First Day of School** celebration.
- ✓ Stand at the bus stop and welcome them on the **First Day of School**. Wave and smile like it's Aunt Mabel who you have not seen in 14 years and her airplane has just pulled up to the Jetway.
- ✓ Stand at the front entrances of the school. Have all entrances covered so that no one will fail to receive a warm, friendly welcome.
- ✓ Bring out the school band to play at the curb or entry. If you don't have a band, have a group of students and teachers assembled to bring a welcome smile on the **First Day of School**.



Everyone needs to be welcomed on the First Day of School.

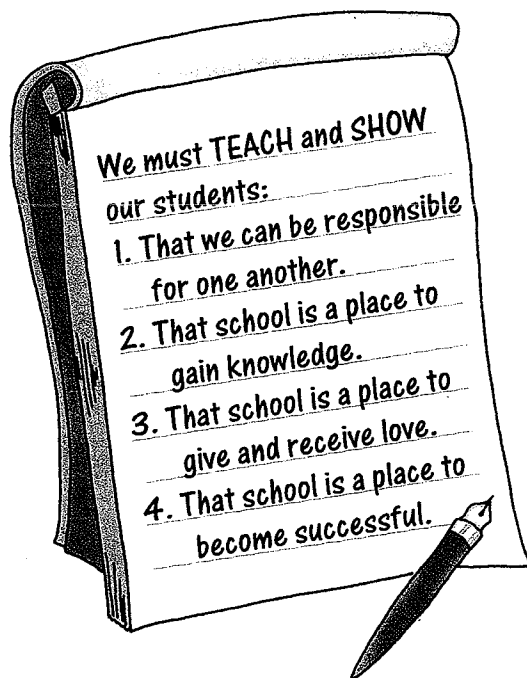
- ✓ Hang up a computer-generated banner welcoming students to school. (What did schools ever do before software like Print Shop?)
- ✓ Distribute a school newspaper extolling the virtues of the school and the wonderful school spirit of the teachers and the students.
- ✓ Have guides in the hall. Hang up directional signs to help students get to their classrooms.
- ✓ Have your name and room number clearly visible on the classroom door along with your personal greeting of welcome. (See page 107.)
- ✓ Let the first message spoken over the public address system be one of welcome and positive expectations for the school year.



School is not a place; school is a concept.

School is not a place where students come to listen to lectures, fill in worksheets, and endure boredom. Nor is it a place reserved for those who can tolerate the drab and dirty look of many schools.

School is a concept wherein students are welcome to learn and enhance the quality of their lives without fear of intimidation or harm, guided by hospitable and caring people in a clean and orderly environment.



You Will All Succeed

You will think that I'm in love with Japanese education. I'm not, but here is an anecdote that illustrates my point.

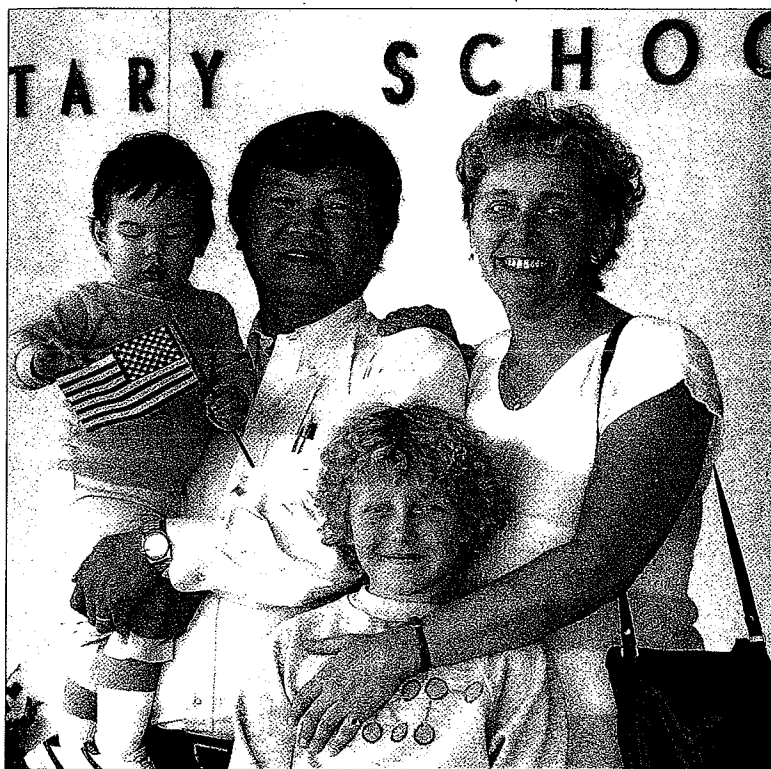
When our daughter took our granddaughter to her first day of kindergarten in Japan, she walked in casually dressed, as we might do in the United States, thinking she would drop the child off and go home. Well, not at all.

*First, she discovered that all of the other parents were dressed up in their finest for a full day of ceremonies in celebration of the first day of school. They were in the room with the children, and there were speakers on the platform with a big banner that said, "Welcome to Kindergarten. **You Will All Succeed.**"*

—Ernest L. Boyer
"On Parents, School and
the Workplace." (Fall 1988).
Kappa Delta Pi Record, p. 8.

Family Day

Family Day . . . We began the day by joining hands and encircling the school—parents, students, and staff—to recite our Family Day rap and sing our school song. Even the drizzling rain could not diminish the strong sense of pride and family spirit we felt that morning.



The school, the community, and the family must all work together for student success.

It was a glorious day. . . . Parents learned more about parenting; children learned they could say “no” to drug use and “yes” to their parents’ authority. Parents and children danced together, the children mimicking the dances of yesterday and the parents struggling to do the dances of today.

*Nothing else has been half as rewarding as to see more than 200 parents involved in a full day of activities with their children. On future Family Days we can continue to make positive changes toward strengthening the fiber of our society. No more lost generations at this school; **we count Family Day as an investment in our future.***

— Vernon Smith
 “Family Day: An Investment
 in Our Future.” (May 1988).
Educational Leadership, p. 56.

The students must sense that the schools are the nurturing grounds for their intellectual development in a safe, caring, positive atmosphere.



The Effective Teacher

1. *Helps organize a First Day of School celebration.*
2. *Plans a classroom welcome for the first day.*
3. *Ensures the mental and physical safety of all students.*
4. *Creates an environment for all students to succeed.*



**The effective teacher
dresses appropriately
as a professional
educator to
model success.**

*As you are dressed,
so shall you be perceived;
and as you are perceived,
so shall you be treated.*

You Are Treated as You Are Dressed

**You do not get a second chance at
a first impression.**

Make no mistake, we judge others by their dress, and they judge us too. It may not be fair. It may not be right. But people tend to treat other people as they are dressed.

It's common sense. You will be treated as you are dressed. A salesperson sees two shoppers approaching, one appropriately dressed and the other inappropriately dressed. You know very well who will get immediate and better service.

How much credibility would a bank have if the teller who processes your paycheck was dressed in jeans and wore a T-shirt emblazoned with the slogan "Poverty Sucks"? Would you buy life insurance from a salesperson who called on the family wearing a bowling jacket with the inscription "Ma's Donuts" on the back?

In an ideal world, viewed through rose-colored glasses, it would be wonderful to be accepted for ourselves alone, not for our appearance. In the real world, however, our all-too-visible selves are under constant scrutiny.

The fact is, most people think that the cover is the book, the box front is the cereal, and the leather jacket is the person. We all make judgments. We look at someone and judge status, income, even occupation.



It is not what is but what is perceived.

You Are a Walking, Talking Advertisement

This may be a superficial world, but it is the way the world works, so saying that something is superficial will not make it go away. **You are much better off making your dress work for you than to allow it to work against you.**

*Give an elementary student
three days, and the
student will mirror you.
Give a high school student
ten days, and the
student will mirror you.*

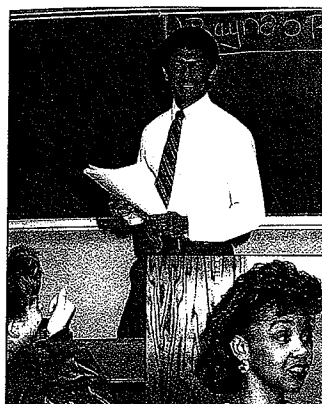
—Charles Galloway

Teachers Are Not Downtrodden or Poor

Facts About American Teachers in 1996:

- Number of teachers in America: 3 million
- Average household income: > \$53,000 a year
- Average annual salary: \$36,933
- 80 percent have done postgraduate work.
- Heavy users of premium credit cards and more than twice as likely to have an American Express Gold Card than a regular card.
- Avid readers who read publications such as *Gourmet*, *Bon Appétit*, and *Smithsonian*.
- 99 percent have taken one or more trips outside the continental United States.
- 66 percent have a computer at home.
- 90 percent own homes or condominiums.
- 84 percent are married.

*—Market Data Retrieval and
National Education Association*

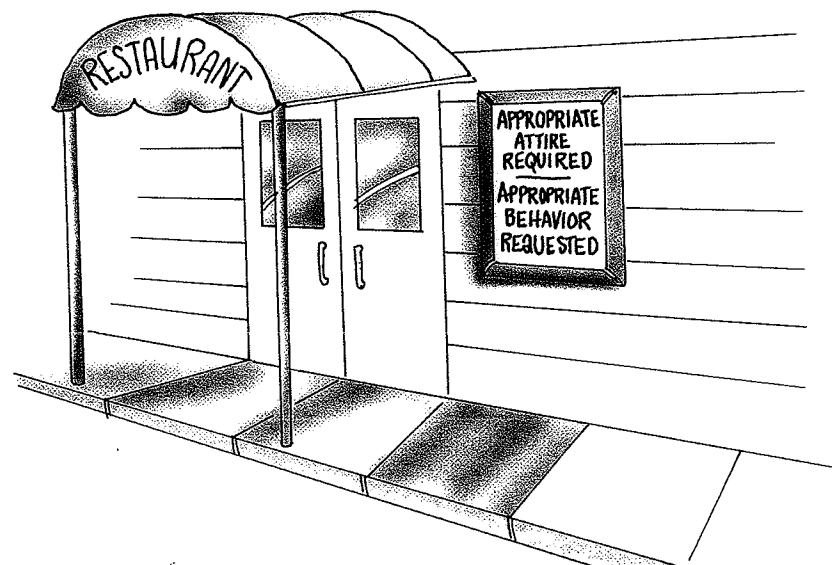


Successful teachers
dress for success.



The key is looking professional, not just looking good. **The advantage of looking professional is that it keeps you from self-destructing in the first few seconds, before the students make any hasty judgments about you.**

The effective teacher dresses appropriately as a professional educator to model success. The important word is *appropriately*. We often see signs like this one:



Yes, ties take time to tie and sometimes get uncomfortable. However, ties say, "I'm willing to take the time to show others that I respect them."

One of the reasons we have schools is for students to learn what is appropriate. Young people learn what is appropriate in society by looking at their adult role models. Your dress and your behavior are what young people will take to be appropriate.

By the end of the first or second week, the entire class will have taken signals from you as to how they should behave for the rest of the school year.

- ✓ We are walking, talking advertisements for who we are.
- ✓ We are walking, talking advertisements for who we believe we are as professional educators.

When you walk into class late, you have just made a statement. When you walk into class late with a soda can or a cup of coffee in your hand and a scowl on your face, you are making a statement.

When you walk into class early, the room and materials are ready, there is a positive classroom climate, you are standing at the door with a smile and an extended hand of welcome, and the assignments are on the chalkboard, you are making a statement.

When you allow teasing in class, you are making a statement. When you refuse to tolerate teasing in class, you are making a statement.



**Every time you act,
you validate who you are.**

The statement that you make influences how the students will behave and achieve in class. And how students behave and achieve in class will determine your success as a teacher.

The experts tell us that teenagers get their values from their friends. That's true to the extent that there is a values vacuum to be filled. It is imperative that the parents get there first.

New teachers get their values from other teachers. It is imperative that there exist a school or district induction program coupled with a mentoring program staffed by dedicated, professional, role-model teachers.



What Is Appropriate Dress?

You expect your students to use appropriate English, write papers using an appropriate form, and display appropriate behavior and manners.

Right?

Then you understand about appropriate dress.

Dress for Respect

Clothing may not make a person, but it can be a contributing factor in **unmaking a person.** Whether we want to admit it, our appearance affects how we are perceived and received in definite ways. Clothing has nothing to do with students liking a teacher. But clothing definitely has an affect on students' respect for a teacher, and respect is what a teacher must have if learning is to take place.

Research reveals that the clothing worn by teachers affects the work, attitude, and discipline of students. You dress for four main effects:

1. Respect
2. Credibility
3. Acceptance
4. Authority

The effective teacher uses these four traits as assets in relating to students, peers, administrators, parents, and the community. If you have these four traits, you have a much greater chance of influencing young people to learn than someone who lacks these four traits.

You can be sure that students notice how their teachers are dressed, in the same way that they notice the appropriateness of their own and each other's dress. Furthermore, **students see how their parents go to their jobs each day and make comparisons between their parents and their teachers.**

Could Not Believe What I Saw

After Christmas vacation, one of my students left some pictures of the class holiday party on my desk. I took a look at myself and I could not believe how I looked. I looked like I didn't care about myself.

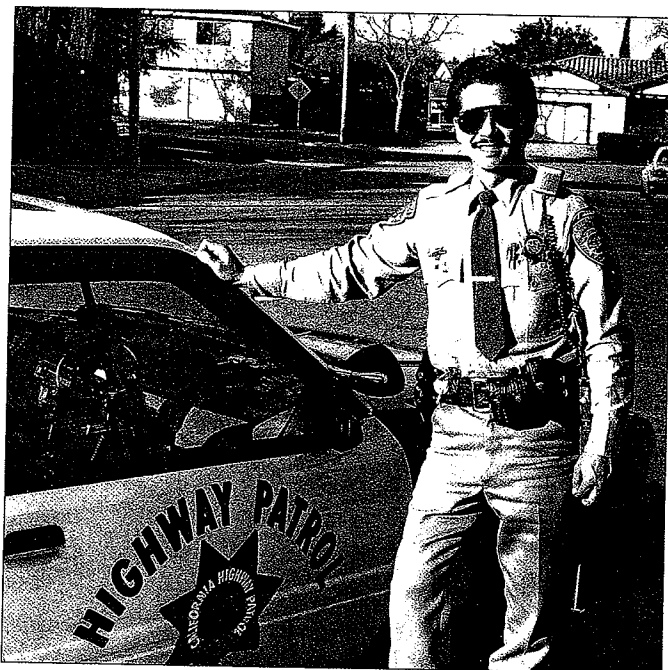
The next day I came to school more appropriately dressed, and they all noticed and commented on how nice I looked. I was so happy and they made me feel so good.

I now spend more time caring about who I am. The students care about me. I am proud of who I am. And they are also so much better behaved now as a result of who I represent.

*Fifth-grade teacher
Iowa*

They see their parents go to work each day, dressed in business attire or institutional uniforms. Then they come to school and observe the attire of teachers—professionals who are considered middle-class, intellectuals with college degrees, competent people with teaching credentials. You can see why the teaching profession has a difficult time gaining respect and credibility.

You can also see why some teachers have great difficulty reaching and influencing students—and if teachers cannot reach students, no teaching will take place. Not only are these teachers unable to reach students, but they also leave school at the end of the day frustrated over their own inadequacies. These inadequacies are evident in how they dress. For when you dress, you are making a statement about yourself to the world.



Every profession has its appropriate attire.

What I Wear for My Interviews

Bright colors convey positive, happy feelings. Children like bright colors, and when teachers wear them, they convey happiness and "aliveness." My staff likes my bright clothes; my father does too. Women must no longer try to dress like men—yea! The same rules for the business community do not always apply to the world of the school. I've worn green and black to every interview where I've been hired. When I interview teachers for job openings, I like to see some color. Conservative dressers aren't often willing to take a risk and try new approaches in the classroom. Color conveys confidence, confidence to take risks.

I think a more conservative dress is more appropriate at the high school. But remember, at the elementary level, especially K-1, teachers get down on the floor with their kids. I would use a bright-colored pen to write a positive note to a student, but not to my principal, parents, or teachers. At parent conferences, open houses, and the like, more conservative dress is appropriate.

—Cheryl Ralston
Redlands Unified School District, California

What's Out



Running shoes are for jogging or mall-walking.

Sweatshirts are best left for exercise.

T-shirts are for the beach.

Stretch slacks are unbecoming.

Bold prints, plaids, colors are no-no's.

Trendy clothes do not establish authority and should be left to students.

Anything in blue denim should be worn only on Saturdays.

Excessive jewelry is distracting.

Make no mistake about reality. Teachers have a responsibility to encourage learning, and learning begins by gaining and keeping the respect of students. Your respect begins with your appearance.

If you are appropriately dressed, students will comment when you look nice, and if something is out of place, they will tell you because they know that you are a person who cares about yourself. But if you consistently come to school inappropriately dressed, they will not say a word because they surmise that if you do not care about yourself, they need not care about you. **Dress appropriately because it is very important to know that people care about you.**

When people care about you, they will respect you, learn from you, buy from you. And as a professional educator, you are selling your students knowledge and success for the future.

What's In

Bright colors are enjoyed by elementary students.

Soft muted tones are recommended for secondary school.

Men can't miss with suits and ties or a sweater or coat and a dress shirt.

A career dress or suit is appropriate for women.

Clean clothes convey good hygiene.

Pressed clothes tell people you care.

Neat, cleanly tailored career clothes establish authority.

Career clothes prepare students for a future in the competitive global world economy.

Preparing Students for the World

What does it mean to dress appropriately? It is universally agreed that one major function of schools is to prepare young people for tomorrow's world. Yes, the world, not a particular city, state, or country. **We live in a competitive, global world economy where people work for companies that are international in scope.** It is likely that many of your students will work for a company that will have offices all over the world.



If you want to succeed in the world, you must think globally.

If we are to prepare students for tomorrow's world, we need to know the world. If you do not know the world, ask your principal for a day off and go take a look. Stand at a major airport and watch passengers disembark from United, Lufthansa, and Japan Air Lines.

Then go downtown in the business district of a city and watch the successful people walk by—the executives, shopkeepers, salespeople, and secretaries. And speaking of secretaries, did you ever notice that the school secretary almost always comes to school more appropriately dressed than a lot of the teachers?

Having observed the world, after you have dressed in the morning, look at yourself in the mirror before you go to school to face your students—who will see you as a model of success in tomorrow's competitive global world economy. Ask yourself the following three questions:

1. Would a real estate agency hire you dressed the way you are?
2. Would McDonald's allow you to hand food to a customer dressed the way you are?
3. Would you allow your loving child, grandchild, godchild, niece, or nephew to go to school and be taught by a teacher dressed the way you are?



Luisa Velasco, the school secretary at San Andreas High School, Hollister, California, conveys her competence by dressing appropriately.

Research has revealed who is more likely to be mugged on the street. Muggers were shown videotapes of people walking along the street. Overwhelmingly, muggers picked people who walked slowly, with stooped shoulders, and looked helpless and downtrodden. They rejected people who walked erect, purposefully, and confidently. These latter people conveyed the message that they were in control of their lives.

Your dress announces to the world that you care or do not care about yourself. The entire public can read this message. As a teacher, which of the two statements do you make?

You Dress Where You Want to Be

Frances Campbell, a San Francisco high school teacher, was having image problems. "I am a competent person who was coming across as kind of flaky," says Campbell. "People weren't taking me seriously." After gazing into her soul, and her mirror, she decided that her polyester baggy pants and Olympics T-shirts were to blame.

So Campbell turned to a department store shopping service for help. She spent one afternoon, and several hundred dollars, selecting a couple of outfits; she emerged with a sophisticated new look—and something more.

"Left alone in the dressing room, I saw myself for the very first time as a person who could do anything she wanted to," says Campbell. "If I had \$1,000 of therapy, I wouldn't have felt anywhere near as good. It was like a religious experience.

"A professional woman should dress at least two steps above her current position," she says. "You do not dress where you are; you dress where you want to be."

—Newsweek
(June 25, 1984). p. 64.

1. I am one of a group of poor, underpaid, slovenly, dour, and unappreciated people.
2. I am one of a group of professional, proud, devoted, dedicated, responsible, and appreciated people.

This message is also conveyed to the students at your school, as well as to the administration and your colleagues, many of whom find the sloppy dress of many educators totally unacceptable.

People in sales, management, and leadership training will all tell you the same thing. By how you behave, you convey to the world a message of who you are and what you expect of life.

You have every right to expect the most from your life and from the lives of your students. That expectation can begin with how you dress.



The Effective Teacher

1. Comes to work appropriately dressed.
2. Comes to teach dressed for success.
3. Is a role model for students.
4. Thinks and behaves globally.



People, places, policies, procedures, and programs must work together to invite people to realize their fullest potential.

Invitational and Disinvitational

Effective teachers have the power and the ability to invite students and colleagues each day and in every class to learn together.

The parents of 25 out of 30 students came to Back-to-School Night! Cindy Wong, a teacher in San Jose, California, sent an invitation home with each of her students. She also had her students copy a letter and leave it on their desks, along with a gold-foil crane and a personal letter for their parents. They were so excited to tell their parents about a “special” surprise awaiting them. Some parents explained that their children said they just had to come to get their presents! This resulted in 25 out of 30 students being represented at Back-to-School Night.

Dear Parents,

Welcome to your child's classroom! I believe that what happens in this classroom will affect your child's future. Your child's time here will be well spent. He or she may even come home exhausted from all the thinking done during the day. But I will make every minute count.

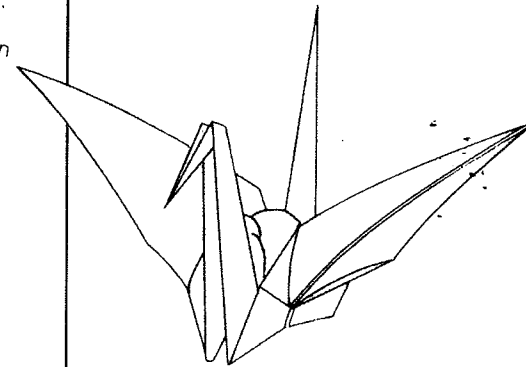
We have a fantastic group of children in this class. I am looking forward to a terrific year ahead. With your help, we can make it happen.

Sincerely,
Mrs. Wong

Dear Mom,

Thank you for caring about me and taking the time to come and learn about my class. We have been learning about a young girl named Sadako who bravely fought leukemia. She believed in goodluck signs. The crane was one sign, a symbol of peace and dreams come true. Here is a crane I made especially for you. With it, I wish you love, peace, and everlasting happiness. I love you!

Love,
Emilio



Cindy Wong then had each parent write a note to his or her child and leave it on the desk. The students couldn't wait to come to school the next day to find their surprise on their desk. What an invitation!

The person who is asked or complimented is INVITED. The person who is not asked or complimented is DISINVITED. This concept was formulated by William W. Purkey in 1978 and is known as invitational education.¹

Invitational education is centered on the following propositions:

- ✓ People possess untapped potential in all areas of human development.
- ✓ People are able, valuable, and responsible and should be treated accordingly.
- ✓ People, places, policies, procedures, and programs all invite people to realize their fullest potential.

To fulfill these propositions, invitational education employs the following assumptions:

- ✓ Opportunities are everywhere, but little happens until invitations are sent, received, and acted on.
- ✓ A positive self-concept is the product of inviting acts.
- ✓ One inviting act can make a positive difference even if everything else is disinviting.
- ✓ We will always be invited if we are giving the party.
- ✓ Human potential is always there, waiting to be discovered and invited forth.
- ✓ To maintain a consistently inviting stance is the essence of an effective teacher.

Why Was I Not Invited?

It upsets me to this day. When I was in junior high school, I had straight A's and was in the honor class. One day the teacher went around the class and gave invitations to several students, but not me. They were asked to join the National Honor Society. To this day, I am still puzzled, confused, and disappointed that I was not invited.

—Rosemary Tripi Wong

¹Purkey, William W., and John Novak. (1996). *Inviting School Success: A Self-Concept Approach to Teaching, Learning, and Democratic Practice*. Belmont, Calif.: Wadsworth; Purkey, William W., and John Novak. (1988). *Education: By Invitation Only*. Bloomington, Ind.: Phi Delta Kappa; Purkey, William W., and John J. Schmidt. (1996). *Invitational Counseling: A Self-Concept Approach to Professional Practice*. Pacific Grove, Calif.: Brooks/Cole; Purkey, William W., and John J. Schmidt. (1990). *Invitational Learning for Counseling and Development*. Ann Arbor, Mich.: University of Michigan, ERIC/CAS.