"Thinking ecologically about this issue is a tall order, but Weinstein addresses in painstaking detail just what it entails. This is an important book for everyone who believes in the historic promise of equal educational opportunity, and in the possibility that all children can reach their full learning potential." -- Publishers Weekly

"Rhona Weinstein has taken the study of self-fulfilling prophecies far beyond the earlier focus on how individuals think and interact, to show how self-fulfilling prophecies suffuse the culture of all educational institutions -- and how fateful they can be for society as a whole." -- Seymour B. Sarason, Professor Emeritus of Psychology, Yale University

"Rhona Weinstein's book is the most up-to-date treatment of expectancy effects in schooling now available, definitively ending any doubts about whether expectancy effects in school are a genuine psychological phenomenon." -- Robert J. Sternberg, IBM Professor of Psychology and Education, Yale University

"Reaching Higher is a passionate, scrupulously documented book on how schools create educational inequality. This is a must read for anybody concerned with the future of American education, or more broadly, with the future of democracy in America." -- Jerome Bruner, University Professor, New York University

"She has a funny way of looking at you," a fourth-grader told Rhona Weinstein about his teacher. "She gets that look and says 'I am very disappointed in you.' I hate it when she does that. It makes me feel like I'm stupid. Just crazy, stupid, dumb." Even young children know what adults think of them. All too often, they live down to expectations, as well as up to them. This book is about the contexts in which expectations play themselves out.

Drawing upon a generation of research on self-fulfilling prophecies in education, including the author's own extensive fieldwork in schools, Reaching Higher argues that our expectations of children are often too low. With compelling case studies, Weinstein shows that children typed early as "not very smart" can go on to accomplish far more than is expected of them by an educational system with too narrow a definition of ability and the
way abilities should be nurtured. Weinstein faults the system, pointing out that teachers themselves are harnessed by policies that do not enable them to reach higher for all children.

Her analysis takes us beyond current reforms that focus on accountability for test results. With rich descriptions of effective classrooms and schools, Weinstein makes a case for a changed system that will make the most of every child and enable students and teachers to engage more meaningfully in learning.

Rhona S. Weinstein is Professor of Psychology at the University of California Berkeley.

This book will be of interest to scholars, educators, parents, and policy makers. The book could be used for courses on motivation and achievement, social influence processes, developmental psychology, community and preventive psychology, educational and school psychology, teaching and teacher education, principal leadership, and school reform.

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