Effect of Teachers Beliefs onTeaching Practices

Sarah Risha, PhD., ACUE
Senior MY Lecturer
School of International Letters and Culture
The College of Liberal Arts and Sciences
Arizona State University
PO Box 870202/ Tempe, AZ 85287-0202
E-mail: Sarah.Risha@asu.edu

Many things can happen around us without paying much attention to them. When you walk into schools and look through the windows of any classroom, you would not know how effective/ineffective teachers are in their classrooms. Did you ever think to what degree teachers can help their students to learn? Principals and administrator might have an opinion or perhaps some evidence of teachers' performance. Yet and regarding precise and verifiable information about teachers' effectiveness, it is very hard to know. However, parents always know that it is important for teachers to take care of their children. Consequently, some parents work very hard to make sure their children are assigned to a certain teacher whom they think is the best for their children. Most of the time, parents are right. All of us are affected by a teacher or an adult in our lives. Students who have effective teachers are always achieving. Teachers play vital role in students' lives and no matter how we measure teachers' effectiveness, poor and minority children usually come at the short end due to the lack of teachers who believe in their abilities. It is a common knowledge that students perform best when they have teachers believing in their abilities to learn and achieve. It is crucially important to prepare teachers in terms of beliefs in addition to the regular development ofinstructions and content to be able to face challenges of the US diverse population. In this article, I will reframe and provide explanation for the low achievement of students of color, address teachers' beliefs and their effect on students' performance which is not commonly addressed.

Racial Integration in Public Schools

A look through recent education history in the U.S. reflects two major events that had profound influence on education system. The first was in the 1964 and after the Civil Rights Movement, when racial integration was allowed in public schools' system. Students were permitted to attend any school in their area regardless of ethnicity, color, or religion. This meant that Black, White and minority students can go to any school of their choice with no segregation.

Yet and after 50 years of this integration, one would expect that children of all colors are enjoying the same educational privileges. Oakes, Rogers and Silver (2004), wrote that in 2004 there were about 41 percent of schools populated mainly with non-white students. These schools have less resources, poorer situations and higher rates of unqualified teachers compared with white dominated schools (Oakes, Rogers& Silver, 2004). In 2014, Civil Rights office of the Department of Education presented a new study of its kind. They collected information from about 97,000 public schools in the US and reached a conclusion that there is inequality in education based on race. Blacks do not have equal education and treatment simply just because they are black (Rich, 2014). In some areas, schools are still segregated, education in Black and minority locations is still inferior and students have lower achievement standards.

No Child Left Behind Act:

The second major change affected public education system is the No Child Left Behind Act (NCLB) which was established in the early 90s as a federal effort to improve educational standards and make schools accountable for their students' scores in standardized test. Some states, such as North Carolina, adopted the program immediately, while others were hesitant, as in California.

Interestingly, the number of children diagnosed with Attention Deficit Hyperactivity Disorder (A.D.H.D.) grew by 22% in the first four years after the NCLB was put into practice, especially in the states that adopted the Act (Koerth-Baker, 2013, Para 6) while before the NCLB, only 5 percent of students had the A.D.H.D. Stephen Hinshaw, a professor of psychology at Berkeley University, conducted a research in this regard and was shocked by the irregularity of the geographical distribution of A.D.H.D. He noted that, "in 2007, 15.6 percent of children between the age of 4 and 17 in North Carolina had at some point received A.D.H.D. diagnosis. In California that number was 6.2 percent" (Koerth-Baker, 2013, Para 7). Why do we have this difference? It is because school districts can remove test scores of students with A.D.H.D. from the school's official report. As if diagnosing students with A.D.H.D. is the solution (Ladson-Billings, 2000). Schools do not want to be responsible for their students' lower standards. When students do not perform well, they are viewed as the problem and must be suffering from A.D.H.D. Therefore, the problem is not the teachers, curriculum, or methods of instructions but students. It looks like diagnosing students with A.D.H.D. worked as an incentive to boost the diagnosis irrespective of its biological dominance (Ladson-Billings, 2000).

Using a critical eye, one would realize that in the past, teachers used to punish children even when they do not sit still. However, today teachers look at those children as requiring medication, give their behavior a label and take their scores out of schools' results. Schools are taking the easier way out of their problems instead of looking for answers to solve them. A good number of schools make their own schedule and plans to teach for the test only to get the financial aid they need for schooling. The problem became that we are teaching for the tests and not testing to assist learning. In other words, schools in Black and minority areas tend to teach for the test only, as if tests are their only curriculum, in order to get their funds (Wagner, 2010, p. 3), which participated to lower scores in Black and minority schools. My argument is not that testing is not important. On the contrary, testing is essential tool to identify and detect problems. However, the emphasis on testing should be shifted towards measuring students' innovation, creativity, and application of knowledge instead of measuring their ability to memorize the information in textbooks. We need quality in education as well as equity. The NCLB should be used to identify and detect problems, find solutions, and not use tests as the dominant culture as the situation now. Although, NCLB was created for good reason, however, its implementation helped placing our children further back and diagnosing them with A.D.H.D.

Is Poverty the Problem?

There is a public claim that Black and minority students' test scores are inferior because they are poor and their parents are so busy to put food on the table so they have no time to help their children in education. According to Kendal (2006), in some parts of the country dropout rates for the poor reach 60% and Native American dropout rates reach 80%. Educators in general think they know why children drop out of school. It is because of poverty. Poor students need to drop out to work so they can support themselves and help their families.

What is really happening is that we are ignoring the Black and minority students' needs and we blame it on poverty, negative peer influence and low attendance. One of the things that we do not discuss is the value of human relationship, human connection. No significant learning can occur without a meaningful relationship between teachers and their students. In a modern advanced country like the US, education should be based on participation, engagement, and communication. George Washington Carver (2013) wrote "Learning is understanding relationships" (Westerberg, Para 5). The whole point of education is learning, not teaching. Teachers' main role is to facilitate learning, to help students develop problem solving skills, ability to make decisions and to empower them. Although most teachers are motivated to helping students, schools in poor and minority areas do not seem to encourage students learning. Educators in the US found ways of teaching all types of students as how to educate the blind, deaf, autistic and many other types of handicapped students. However, and although poverty is not a learning disability, there is no consideration to how to teach poor Black and minority students. What we are really doing is ignoring and not facing the real problem. The first step is to recognize the challenges at schools then to make changes possible.

In summer, 1998, the Education Trust issued results of several researches indicating that: "Too little attention is paid to a devastating difference between schools serving poor and minority children and those serving other young Americans — a pervasive, almost chilling difference in the quality of their teachers." (Thernstom, A. & Thernstrom S., 2006, p. 190). A researcher can list many factors relating to these differences between the whites and poor schools and performances but a main factor that cannot be ignored is

teachers. One might say that almost all teachers want to teach and benefit their students but students in urban and minority areas cannot learn and schools do not encourage learning as well as teaching.

Researching this a little more and blaming poverty and students' backgrounds for their low achievement, I could not find the answer to the excellent performance of poor and minority students in some subject areas and failing other subjects. Does their poverty and background have its effect on certain subjects only? If poverty and color are really the reasons behind lower achievement, then how can we respond to the following data published by Kati Haycock the director of Education Trust in Washington, D.C.:

If poverty always overwhelms everything else, we ask, "what explains the 89 percent pass rate on the Texas state assessment by the Loma Terrace School in El Paso, where almost 90 percent of the children are poor? Or what about the 95 percent fourth-grade pass rate on the same exam by the entire Mission Independent School District, with a 94 percent poverty rate? And why, if schools really don't make a difference, are the low-income students in Community School District 32 in New York City performing so much higher now than were their counterparts a decade ago? (p. 1)

Broad experience in classrooms and research all over the country reached the conclusion that black, poor and minority children can accomplishsimilar elevated levels as white students when they are taught using the same manners. This data supports the idea that it is critical to make sure that poor and minority children get teachers who believe in them and their abilities to learn and excel. Research clearly confirms that children will achieve if they were taught by qualified teachers who do care for them, believe in their ability to learn, and engage their curiosity and creativity. Poverty and skin color have nothing to do with achievement scores.

What is the Real Problem?

We contribute to low standards of the poor and minority students by assigning our weakest and novice teachers to teach in these areas expecting them to make a difference. This is not because we do not like to spend money on education. The US spends more money on education than other countries do. Additionally, there are hundreds of plans and programs developed to improving education. Moreover, class sizes in the US are much smaller than other classes in many other countries. For instance, U.S. classrooms have 20-25 students, while classrooms in China reach up to more than 50 students (Education Educator in Focus, 2012).What is the reason for differences in educational performance? It is because education is not used as a human system but as a mechanical one. The United States is a diverse country, therefore educational system should be built on diversity, not conformity. Schools and teachers concentrate on how students can achieve better standardized test scores, but not on how to help students learn. Students are suffering not from A.D.H.D. but from losing out on childhoods in which they can have fun, explore, and at the same time learn new things. Instructors need to individualize teaching and learning, engage students, and stimulate their curiosity and creativity. All this can happen by addressing teachers' beliefs.

Teachers' Beliefs:

Our actions, decisions, and the way we look at society or people around us reflect our beliefs. Beliefs originate from cultural and social backgrounds, subjective experiences, family traditions and the kind of literature we read. These beliefs are parts of our identities. Beliefs are almost the same as attitudes and knowledge. Teachers' beliefs do exist and serve as the framework for communicating with and understanding the world. They guide teachers' practices; decision making and shape their interactions with students. Some scholars argue that teachers' beliefs manipulate their decision and perception which control their choice of methods of instruction in the classroom. Therefore, it is essential to address teachers' beliefs to improve their performances in classroom as they direct their behavior, communication with students and decision-making. Teachers' beliefs outline their curricular choices, instructional planning, and shapes what to teach. Understanding teachers' beliefs give us the chance to help the growth and utilization of new introduced methodologies. "For example, we know that teachers who lack faith in students' ability to achieve are more likely to have low expectations for their students" (Irvine, 1990; Payne, 1994; Richardson, Casanova, Placier, & Guildoyle, 1989). Those low beliefscould lead teachers to choose easy simplified instructions without paying attention to developing critical thinking skills (Anyon, 1981; Irvine, 1990; McDiarmid & Price, 1990). Additionally, it is worthy to note that "the majority of the literature on teachers' beliefs has been based predominantly on studies of white, middle class, female teachers" (Woolfolk Hoy, Davis, & Pape, 2006). This is to say that perspectives of minority teachers need to be voiced as they are not represented in the research base.

The influence of teachers' beliefs is not usually examined or tested because it is unconscious and not something that is talked about or discussed in public or private setting. Some scholarly literature states that ignoring beliefs have its shortcomings and negative consequences that could be avoided by addressing these beliefs clearly and directly.

For example, some teachers believe certain kinds of information are essential while other types are not as important, therefore they direct their efforts towards teaching the types of information that they think is essential. For example, socialist teachers will concentrate more on social equality, while religious teachers will concentrate on religious teachings or aspects of the material introduced. Another example is teachers who believe in authority adopt a unilateral, commanding approach to communicating with students. They believe that students should sit still, listen, and follow orders to be able to learn. As in the banking education system, teachers deposit information into students' minds while students are to keep and memorize the deposited information. Scholars such as Richard Ryan and Edward Deci (2000) confirm that students need to feel connected to their classmates and teachers while maintaining their individuality to undertake responsibility for their own learning. However, teachers' beliefs about their need to be the authority figure might contradict what students need. On the other hand, when teachers believe in students' individuality, they are more likely to insist on students' contributions to the learning process. In their instruction, they will stress dialogue and shared teamwork between teacher and student.

Teachers' belief about how students should operate at school couldstop teachers unconsciously from responding appropriately to students' actions and behaviors which would lead to not learning. Jacqueline Irvine (1990) introduced the concept of cultural synchronization in which she explains how teachers' beliefs regarding certain student groups may contradict the needs of those students unintentionally.

Unconscious Racism:

Sometimes we can be racists without even realizing that we are. How can we explain holding tight to our purses when walking or crossing a poor or minority areas? Why do we walk faster? Why do we make sure to lock the car immediately after we sit in it? I was a racist once, without even realizing that my feelings might be racism and I should not have those feelings at all. Last year I went to Home Depot, I was trying to find a glossy paint, which happened to be on one of the top shelves. A worker on a wheelchair approached me and asked if he can help me with anything. I looked at him and said "No, thank you", and I wandered around looking for someone to help me get the paint. After a while, the same worker came again and asked if I needed any help, and again I said "No, thank you." The third time when he approached and asked, I said yes, not because I felt he can help but because I started to be frustrated and got tired of not finding anyone else to help. For my surprise, he got a machine that helped him get the item that I wanted from the top shelf and handed it to me with a smile. I felt so embarrassed and sorry for myself, because when he offered his help, I was looking at him and all I was seeing in front of me is his hindrance and disability. I did not stop for a second to think or even to use some common sense and think that if he was hired, it is because he can help and get the work done. If I was more open minded, I would have saved myself the time, effort and most importantly the embarrassment I felt at that time. I thanked him and left thinking how we sometimes belittle people's abilities without thinking or giving them a chance. That day I learned my lesson well.

It is a challenge to deal with our unconscious racism. Teachers usually comment that they are not racist as they believe in the right for all students for equal education. However, most will be reluctant to discuss issues of personal discrimination and thoughts because they are afraid on the way others might look at them (Hixson, 1991).

On the other hand, diversity means the existence of a wide range of people with different beliefs, race, ethnicity, colors, backgrounds, and abilities together. A diversified person is the one who accepts all kinds and types of people, looks at them evenly and treats them equally. Teachers could make a dramatic difference in students' achievements by just believing in them and giving them equal opportunities of high expectations and directions. The student population in American schools is the best example of diversity. We still need to work on developing teachers' educational programs that prepares them to fostereducation for all students irrespective of their backgrounds, ethnicity, gender, race, or culture.Learning about different cultures is an important component of teacher education because they help teachers to become aware of what education might mean to different cultures and will reconstruct their assumptions regarding teaching and learning. To be effective, teachers need to be prepared to challenge their own personal experiences and leave its way of thinking,Pajares (2007) explained.

To help students learn, we have to recognize their personality, abilities and ways of learning. We need diverse teachers whose goals is to teach a multicultural student and help them succeed. In 2001 Landsman reported that majority of public-school students are students of color while teachers of color represent 10 percent only (Landsman, 2001).

Usually, white teachers are educated in white schools and lived in white neighborhood. This is to say, they have very little experience, if anything at all, in black and minority culture and backgrounds. Teachers choose this job because they want to make a difference.

Therefore, we must discuss how to prepare teachers to deal with diverse students to have a better understanding of their culture which would lead to ability to make a social change. Most of teachers in teachers Education programs are white and females who are:

Afraid to teach in urban schools, want to teach students like themselves in familiar communities to themselves, not prepared to teach ethnic or language minority groups and have very little knowledge about different cultures and often have negative opinions about other cultures (Hanlon, 1999, p. 60).

A crucial factor in student achievement is the teacher. Consequently, improvements in teachers' abilities will certainly improve their students' achievements especially among poor and minority students where it is needed the most.

Our new national goals for education are now built upon ending the achievement discrepancy between poor and minority students and the white. This gap was developed and grew for several reasons due to social stress on the poor and low-income students. Additionally, the poor and minority students are denied many luxuries that are available to white students as teaching resources, best teachers and most importantly the high expectations of their teachers. Justice alone demands we re-address these inequities.

Recent studies show increasing attention to prospective and novice teachers, to help improve and develop their performances during first years of actual teaching. This increased attention is apparent through the expansion of pre-service and novice teachers' training programs, interest of investigation of problems reported by novice teachers, increase of theories regarding teacher progress from novice to effective professional educators, and through teacher certification programs. However, the research on how to change teachers' beliefs and practices toward teaching appears to be less conclusive. The available limited research indicates that prospective teachers' beliefs tend to change, during training from formal and rigid to more open-minded and democratic perspectives. However, with a return to the former less humanistic classroom management attitude during student teaching and teachers' beliefs toward teaching and children may become more positive.

Mansour (2009) explains that beliefs are complicated concepts to be defined. "Although educational literature has paid great attention to teachers' beliefs, there is still no clear definition of belief" (Savasci-Acikalin, 2009). Pajares (1992) argued, "the difficulty in studying teachers' beliefs have been caused by definitional problems, poor conceptualizations, and differing understandings of beliefs and belief structures" (p. 307). Hence, various researchers presented different meanings for beliefs. An example is Pajares (1992) when he did his search in literature and wrote that in most studies beliefs are defined as a "conceptual tool". He wrote: "individual's judgment of the truth or falsity of a proposition, a judgment that can only be inferred from a collective understanding of what human beings say, intend, and do" (p. 316). However, Aguirre and Speer (2000) have different opinion as they reported that the current definition of teachers' beliefs is related to the way they believe the nature of teaching and learning should be. This means that beliefs are defined as "conception that shape learning and teaching practices" (Ernest, 1989, p. 30). One More researcher, Standen (2002), stated that we can classify beliefs according to our personal assumptions about teaching and learning,as well as change and development.

Hence, it is necessary to define "belief" due to the diverse usage of the term in different disciplines. The word belief here refers to Harvey's definition: "a belief system is a set of conceptual representations which signify to its holder a reality or given state of affairs of sufficient validity, truth or trustworthiness to warrant reliance upon it as a guide to personal thought and action" (Harvey, 1986, p. 146). This definition reflects that teachers' beliefs are rooted in their emotional and intellectual content and play a fundamental role in guiding their teaching activities. As a result, some researchers portray that teachers' beliefs work as a watchdog for every change and new knowledge. In other words, teachers' beliefs work as barriers to changes in teaching practices (Pajares, 1992).

This means that belief serves as a personal guide. It helps define, understand, and decide how to approach the world. In other words, teachers' beliefs motivate their lesson planning, behavior, and choice of instructions in the classroom. "Changing in belief lead to changes in practice that brings changes in students learning that brings further changes in practice that results in additional changes in belief and so on" (Opfer, Pedder & Lavicza, 2011, p. 453).

Teachers' beliefs are what teachers bring to class as their attitudes regarding teaching, students and their implemented teaching processes. They are teachers' thoughts concerning teaching and learning process that affect their practices in the classroom.

Ernest (1989) and later Lacorte and Canabal (2005), saw beliefs are playing a key role in putting instruction into practice. Theydescribed that teachers' social context and beliefs play a major rolein their choice of instructions. They added that: "higher level thought enables the teacher to reflect on the gap between beliefs and practice and to narrow it" (Ernest, 1989, p. 6). This is to say that there are few main categories that should be considered in teachers' beliefs due to their strong influence on curriculum implementation. These categories are teachers' beliefs on: teachers' role in the classroom; students' abilities in acquiring knowledge and the importance of curriculum topics. It is very clear that we cannot change one without the other.

It is important to note that not all scholars agree that teachers' beliefs control their teaching practices as: Nespar 1987, Parmelee, 1992; and Van Zoest, 1994. They reported that teachers' beliefs were inconsistent through their classroom routines. A substantial body of studies suggests that teachers' beliefs influence their choices of teaching instructions and practices (see reviews by Clark & Peterson, 1986). Other studies explored factors affecting teachers' beliefs and their practice (Lou & Liao, 2005). We can look at teachers' beliefs as guiding principles and lenses through which we can approach teachers trying to improve their methodologies and teaching instructions.

This means that facing and developing teachers' beliefs is essential to changing classroom practices especially in deprived and black areas because this is where the problem is.

Some scholars might argue that teachers' beliefs cannot have much impact on their teaching instructions as they are required by law to teach specified topics and contents that might not agree with their beliefs. I would respond that teachers are obliged to teach certain contents, but there is no compulsion in using any method of instruction. We are discussing teachers' instructions and not the material or content that they should teach. Teachers are teaching in diverse ways because they believe in certain methods are more effective or fits their students more than other practices. Teachers' beliefs are the main factor that influences the implementation of new activities in the classroom. Aguirre and Speer (2000) explained that awareness of the relation between teachers' beliefs and their choice ofinstructionsmay help us in reforming these beliefs to improve achievement standards for our poor and minority students.

Other scholars confirmed that teachers' beliefs have a considerable relationship and effect on their classroom practice as Brophy & Good (1986); varella (1997); Farrow (1999) and King (2002).

Thompson (1992) explained that it is reallychallenging to differentiate between beliefs and personal experience, however this distinction is essential. Everyone involved in the field of education, need to understand it since teachers may deal with their beliefs as knowledge. Bruner (1996) noted that since culture shapes our mind, therefore and after deep studies and examinations, he reached the conclusion that teachers' beliefs reflect their rooted cultural principles. Pajares (1992) concluded research results related to teachers' beliefs by demonstrating that a strong relationship between teachers' beliefs and their classroom practices does exist. By classroom practices he was referring to lesson plans, choices of teaching instructions and activities and dealing with students' behaviors. Ernest (1998) also agrees and confirms that teachers' beliefs affect their practices strongly. It is like they convert these beliefs into a practical reality. Zembylas (2005) confirms that teachers' beliefs are significant factors of their choice of teaching instructions. He added that teachers' knowledge is needed in order to understand their choices of instructions. Additionally, Mansour (2008) agrees and explains that learning can change and affect beliefs. Phipps & Borg, 2009, indicated that teachers' beliefs can be considered among the most precious psychological bases of teacher education. They can be described as the ideas they hold regarding all aspects of teaching as they have great effect on teachers' pedagogical decisions and instructional practices.

Therefore, knowledge of existing teacher beliefs is necessary to understand how educational policies and innovations might be recognized and applied by teachers. Eisenhart et al. 1988 wrote, "Evidence suggests that educational policies that are incompatible with teacher beliefs are not implemented as intended. Guided by their beliefs, teachers may behave, purposely or unconsciously, in ways that alter or undermine the programs proposed by policymakers."

Almost all teachers share the belief that to learn, students must follow teachers' instructions in class, without paying attention to what type of learner they are. Numerous teachers employthoroughpunishment to ensure that students are not diverted from the lesson as if controlling the class is the most important requirement. Therefore, there is a need to further explore what happens in the classroom to get an idea of the appropriateaspects shaping teachers' instructional choices.

Numerous studies confirmed therelation between teachers' beliefs and their students' achievements (Ma & Xu, 2004). It is essential to identify the positive beliefs and attitudes of the poor and minority students.

More studies and research on teachers' beliefs is necessary for improving our education standards especially in poor and minority areas. Having a clear vision on how teachers' beliefs affect their instructional decision would strengthen and enhance our awareness of teaching process. Teachers need to investigate their own beliefs honestly and assess these beliefs to help them serve their students best.

Resolution

How can we improve and develop education in the poor and black areas? We have to change. Change is always hard and needs time. However, research in teacher education repeatedly suggested that the best ways to change beliefs include several steps. First, we have to bring teachers' pre-existing beliefs into consciousness as teachers have to know and face their beliefs honestly. Secondly, reformers must explain and discuss why these beliefs have to be changed, developed or even kept which would lead to the third step which is to help teachers judge their beliefs and how it supports or in conflict with students' achievements. Finally, it is necessary to provide teachers with some time to reflect on their beliefs and decide for themselves which beliefs do help their students the most (Davis, 2006). Davis also added that finding the time for teachers to reflect might be the hardest task among all. Educators can help teachers in reflecting on their own beliefs by asking teachers to analyze what is happening in their classrooms instead of just describing what is happening. They can encourage teachers to think about the problems they face in the classroom from the perspective of the other, which is the students in this case. School administration can help by requiring teachers to integrate new methods of instructions and activities in their classes as an encouragement to change some of their negative beliefs. In short, to make it easy for teachers to participate in the reform, teachers should look for new methods and align their beliefs with the reform.

Additionally, many studies documented that there is a strong connection between teachers' beliefs and their students' achievements as in: Anderson & Maninger, 2007; Ma & Xu, 2004; Relich, 1996. For instance, Relich (1996) confirmed that teachers who have low expectations of their students, their students will achieve in lower standards. This indicates that it is essential for teachers to demonstrate positive beliefs and attitudes towards their students which would encourage the development of positive attitudes and beliefs of students towards themselves. When teachers have high/low expectations of their students' performance they behave accordingly to bring the expected behavior. In 1968 Rosenthal and Jacobsen studied how teachers' beliefs regarding their students' abilities. They noticed that when teachers believe that some students have more abilities than their classmates, they behave differently than with students whom they believe are not capable or have lower expectations. Teachers treatment to their students varies according to their beliefs and expectations. Later studying the significant effect of teachers' beliefs about student intelligence developed and became important.

Teachers react to students' performance differently when they have low or high expectations of their students. Teachers believe that certain groups of students are more capable than other groups which would affect students' actual accomplishments. Burleigh Seaver performed an experiment in 1973 testing teachers' expectations/beliefs of students' performance. He provided the teachers in the study with the scores of older siblings of their students. Teachers expect siblings to perform at the same level because they share the same family environment. "When the older sibling had performed at a high level, the expectancy group [i.e., having the same teacher] scored better than the control; when the older sibling had performed poorly, the expectancy group scored lower than the control group" (p. 337).

Conclusion:

In conclusion, teachers' beliefs have deep impact on life inside the classroom. They are not very clear to the naked eye as they are multi-dimensional, unspoken, and difficult to change. Teachers who do not face and test their own beliefs may bring unexpected consequences into their classroom.

Teachers may leave out important content, marginalize students who need their help and support, misunderstand students' behavior, and limit their productivity without intending to or even realizing what they are doing. On the contrary, teachers who face their beliefs and its relation to their instructions can benefit from their beliefs to encourage students' intellectual growth, independence and individuality. Furthermore, they do revise their own beliefs and change it when needed.

It is worthy to note that good classroom instructions are not determined by teachers' beliefs only, but it should be responding to students' needs. Every child deserves a champion who will never give up on them and insist on them becoming the best they can be. Caring and believing in all students is all what we need.

References

Aguirre, J., & Speer, N. M. (2000). Examining the relationship between beliefs and goals in teacher practice. Journal of Mathematical Behaviour, 18 (3), 327-356.

Anderson, C. W. (1989). The role of education in the academic disciplines in teacher education. In A. Woolfolks (ed.), Research perspectives on the graduate preparation of teachers (pp. 88-107). Englewood Cliffs, NJ: Prentice Hall.

Anderson, S. E., & Maninger, R. M. (2007). Preservice teachers' abilities, beliefs, and intentions regarding technology integration. Journal of Educational Computing Research, 37(2), 151–172.

Argyris, C., & Schön, D. A. (1974).Theory in practice: Increasing professional effectiveness (1st Ed.). San Francisco: Jossey-Bass Publishers.

Bruner, Jerome. (1996). The culture of education. Cambridge, MA: Harvard University Press. ED 401 263.

Clark, C. & Peterson, P. (1986). Teachers' thought processes. In M. Wittrock (Ed.), Handbook of research on teaching (pp. 255-296). New York: Macmillan.

Davis, E. A. (2006). Characterizing productive reflection among pre-service elementary teachers: Seeing what matters. Teaching and Teacher Education, 22, 281–301.

Eisenhart, M., Cuthbert, A., Shrum, J., & Harding, J. (1988). Teacher beliefs about their work activities: policy implications. Theory into Practice, 27 (2), 137-144.

Emest, P. (1989). The impact of beliefs on the teaching of mathematics. In P. Emest (Ed.),

Mathematics teaching: The state of the art (pp. 249-254). London: Falmer Press.Karaa

Ernest, P. (1989). The Knowledge, Beliefs and Attitudes of the Mathematics Teacher: A Model. Journal of Education for Teaching, 15 (1), 13-33.

Hanlon, K.M. (1999). Multicultural teacher education: Changing perspectives, changing practice. Unpublished dissertation. University of Wisconsin-Madison (Ladson-Billings, 2000, Fighting For Our Lives Preparing Teachers To Teach African American Students).

Harvey, O. J. (1986). Belief systems and attitudes toward the death penalty and other punishments. Journal of Personality, 54, 143-159.

Hongying ZHENG,2009, A Review of Research on EFL Pre-Service Teachers' Beliefs and Practices, Journal of Cambridge Studies , Vol 4. No. 1 Mar 2009, p. 73 -81

Lacorte, M., & Canabal, E. (2005). Teacher beliefs and practices in advanced Spanish classrooms Heritage Language Journal 3(1), 83-107.

Ladson-Billings, G. May/June 2000, Fighting For Our Lives, Preparing Teachers To Teach African American Students

Landsman, J., 2001, White Teacher Talks About Race. London, Scarecrow Press, Inc., 2001. ix.

Ma, X. & Xu, J. (2004). The causal ordering of mathematics anxiety and mathematics achievement: a longitudinal panel analysis. Journal of Adolescence, 27(2), 165-179.

Maggie Koerth-Baker , The Not-So-Hidden Cause Behind The A.D.H.D. Epidemic

Mansour, N. (2008). The experiences and personal religious beliefs of Egyptian science teachers as a framework for understanding the shaping and reshaping of their beliefs and practices about Science-Technology-Society (STS). International Journal of Science Education, 30(12), 1605-1634.Contemporary Science Education Research: International Perspectives

Mansour, N. (2009). Science teachers" beliefs and practices: Issues, Implications And Research Agenda. International Journal of Environmental & Science Education , 4(1), 25-48.

Opfer, Pedder & Lavicza, 2011, Teaching and Teacher Education, 27: 443- 453)

Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct.Review of Educational Research. 62 (3), 307-332.

Phipps & Borg, S. 2009. Exploring Tension Between Teachers' Grammar Beliefs and Practice. In System, 37 (3), 380-390

Quinn, R. J., & Wilson, M. M. (1997). Writing in the mathematics classroom: Teacher beliefs and practices.The Clearing House , 71(1), 14-21.

Rich, M. 2014, The New York Times Retrieved: Sep 15, 2017: https://www.nytimes.com/2014/03/21/us/school-data-finds-pattern-of-inequality-along-racial-lines.html?mcubz=3

Relich, J. (1996). Gender, Self-Concept and Teachers of Mathematics: Effects on Attitudes to Teaching and Learning. Educational Studies in Mathematics 30: 179-195.

Rosenthal, R., & Jacobson, L. (1968). Pygmalion in the classroom: Teacher expectations and pupils' intellectual development. New York: Holt, Rinehart, & Winston.

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivation: Classic definitions and new directions. Contemporary Educational Psychology, 25, 54–67.

Savasci-Acikalin, F. (2009). Teacher beliefs and practice in science education. Asia-Pacific Forum on Science Learning and Teaching , 10(1 Article 12), 1-14.

Seaver, W. B. (1973). Effects of naturally induced teacher expectancies. Journal of Personality, 28, 33–342.

Standen, R. P. (2002).The interplay between teachers' beliefs and practices in a multi-age primary school.Unpublished PhDDissertation, Griffith University, Brisbane, Australia.

Thernstom, A. & Thernstrom S. (2006), No Execuses, Closing the Racial Gap in Learning, Simon & Schuster Inc, New York, US.

Thompson, A. G. (1992). Teachers" beliefs and conceptions: A synthesis of research. In D. A. Grouws (Ed.),Handbook of research on mathematics teaching and learning (pp. 127-146). New York: Macmillan.

Yero, J. L. (2002).Teaching in mind: How teacher thinking shapes education . Hamilton, MT: MindFlight Publishing.

Yonar, T. , 2014, Solving the Problem of Racism in Education, Political Committee. Retrieved on Sept 16, 2017 from: http://www.oguzkaanschoolsjmun.org/wp-content/uploads/2017/04/Solving-the-Problem-of-Racism-in-Education.pdf

Zembylas, M. (2005). Beyond teacher cognition and teacher beliefs: The value of the ethnography of emotions in teaching. International Journal of Qualitative Studies in Education , 18(4), 465-487.