FIFTEEN INTERACTIONS FOR TEACHER EXPECTATIONS AND STUDENT ACHIEVEMENT (TESA)

- **Equitable Distribution of Response Opportunity.** The teacher learns how to provide an opportunity for all students to respond or perform in classroom learning situations.
- **Affirmation or Correction.** The teacher learns how to give feedback to students about their classroom performance.
- **Proximity.** The teacher learns the significance of being physically close to students as they work.
- **Individual Helping.** The teacher learns how to provide individual help to each student.
- **Praise for the Learning Performance.** The teacher learns how to praise the students’ learning performance.
- **Courtesy.** The teacher learns how to use expressions of courtesy in interactions with students.
- **Latency.** The teacher learns how to allow the student enough time to think over a question before assisting the student or ending the opportunity to respond.
- **Reasons for Praise.** The teacher learns how to give useful feedback for the students’ learning performance.
- **Personal Interest Statements and Compliments.** The teacher learns how to ask questions, give compliments, or make statements related to a student’s personal interest or experiences.
- **Delving, Rephrasing, Giving Clues.** The teacher learns how to provide additional information to help the student respond to a question.
- **Listening.** The teacher learns how to apply active listening techniques with students.
- **Touching.** The teacher learns how to touch students in a respectful, appropriate, and friendly manner.
- **Higher-Level Questioning.** The teacher learns how to ask challenging questions that require students to do more than simply recall information.
- **Accepting Feelings.** The teacher learns how to recognize and accept students’ feelings in a nonevaluative manner.
- **Desisting.** The teacher learns how to stop a student’s misbehavior in a calm and courteous manner.

Source: Los Angeles County Office of Education.