

# Hidden Slide #1

- Presenter notes information
- Tools and documents
- Helpful suggestions

## Hidden Slide #2

### **Supplies or materials needed:**

- Index cards (any size)
- Chart paper
- Post-it-notes
- Lined paper for letter writing

## Hidden Slide #3

### Handouts needed:

- Fostering Relationships in the Classroom (pre-read and jig saw)*
- Teacher-Student Relationships (infographic)
- A-Z Taxonomy
- Teacher and Child
- Hattie's Ten Mindframes for Educators
- Teacher-Student Survey
- Teacher-Student Relationships Practice Profile
- Next Steps: Action = Results



# Teacher-Student Relationships



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# Acknowledgements

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Student-Teacher Relationships was rolled-out for use by Regional Professional Development Center (RPDC) Consultants in July 2014 after being developed by a team of content experts. This version completed in 2017 was retitled Teacher-Student Relationships in order to align with John Hattie's research on Visible Learning. The collection of learning packages was developed through efforts funded by the Missouri State Personnel Development Grant (SPDG). The following individual/groups are thanked immensely for their hard work in developing this package.

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# Welcome and Introductions



Who is Here?

*That's Me!*



## Session-at-a-Glance

- Introductory materials
- Building strong, positive teacher-student relationships
- Classroom practices
- Assessment and reflection
- Closing and next steps

# Professional Development to Practice



## Teacher-Student Relationships

### Teacher Skills

Developing relationships requires teacher skills such as;

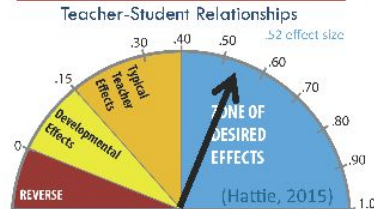
**listening**  
**empathy**  
**caring**  
**positive regard for others**

(Hattie, 2009)

Never let the demands of your job or the curriculum cause you to forget that each one of your students is a feeling - thinking human being. For education to be effective, it must be personal.

(George Isaac Brown, 2016)

### The Research



### Teacher-Student Relationships

**Give Students a Voice**  
Create an environment where students feel safe to engage in authentic interactions.



What do you think would make this better?

**Learn Their World**  
Strive for an understanding and appreciation of the students' life outside the classroom.



What did you do last night?

**Classroom Culture**  
Establish connections and belonging within the classroom walls.



Let's work together to think of our class rules.

**Listen to Students**  
Listen, understand and validate students needs, questions and concerns.



I understand you are frustrated with his project. How can I help you?

No significant learning occurs without a significant relationship.

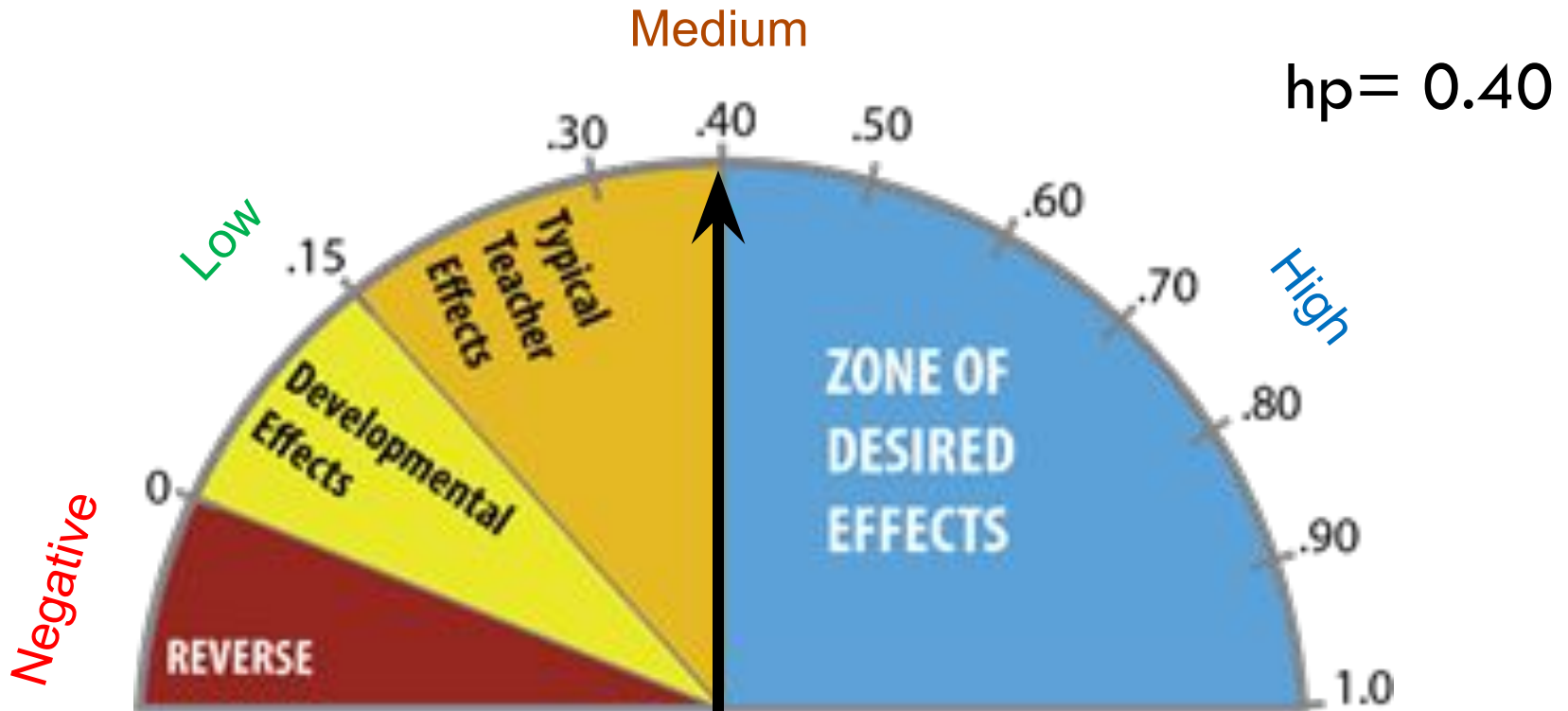
(Comer, 1995)



### Effective Teacher-Student Relationships

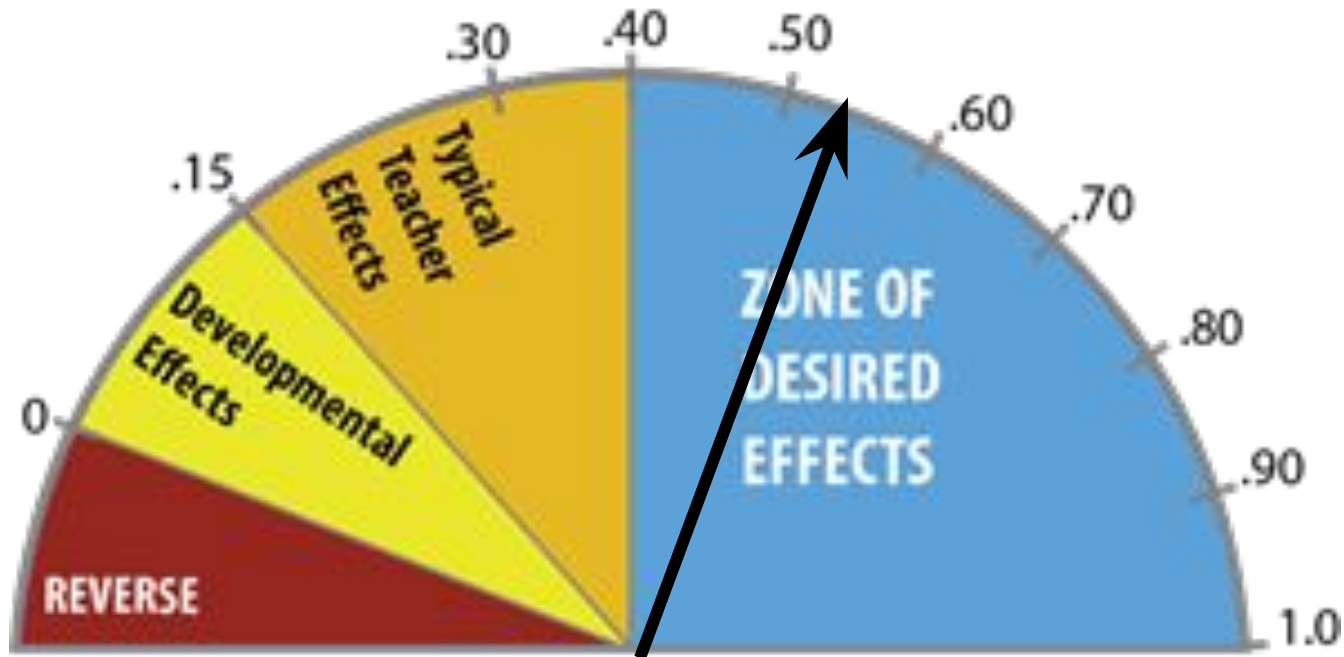
- ↑ Increase levels of students' interests and enjoyment of the class. (Murray, 2002)
- ↑ Increase levels of students' academic achievement. (Murray, 2002)
- ↓ Decrease the occurrence of classroom disruptions. (Phelan, 1992)

# Hattie's "Barometer of Influence"



# Teacher-Student Relationships

(.52 effect size)



# Teacher-Student Relationships and Missouri Teacher Standards

**Standard #2:** Student Learning, Growth and  
Development

**Standard #5:** Positive Classroom Environment

**Standard #6:** Effective Communication

**Standard #8:** Professionalism

**Standard #9:** Professional Collaboration

## Quote

“It is teachers who have created positive teacher student relationships that are more likely to have the above average effects on student achievement.”

***John Hattie***



# Guiding Questions

- ❑ What are elements/practices of a strong, positive teacher-student relationships that foster high intellectual performance?
- ❑ What might be some adult behaviors that would have a high degree of influence on building strong, positive teacher-student relationships?
- ❑ How might strong, positive teacher-student relationships be promoted?



# Expectations for Training

- Develop effective classroom methods for building strong, positive relationships with students.
- Encourage teacher self-reflection.
- Improve students' academic development.
- Develop students' socially appropriate behaviors.

# Norms

- Begin and end on time.
- Be an engaged participant.
- Be an active listener—open to new ideas.
- Use notes for side bar conversations.
- Use electronics respectfully.

# A-Z Taxonomy

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

# Favorite Teacher

- Who was your favorite teacher?
- Why was this person your favorite teacher?
- Share out with a partner
- Shout out your descriptors

"No significant learning occurs without a significant relationship."

James Comer

Building a respectful relationship doesn't mean becoming the student's buddy. It means that teachers both insist on high-quality work and offer support.

# Preparatory Reading

edutopia

DIVERSITY

## Fostering Relationships in the Classroom

MAY 16, 2012

By Larry Ferlazzo, I teach English & Social Studies at inner-city high school in Sacramento, CA



Students and teacher need to develop positive and trusting relationships in an effective classroom. It is also critical that all students, especially English-language learners (<http://steinhardt.nyu.edu/immigration.olde/pdf/2009/EngagementTCR.pdf>), develop trusting and enriching relationships with each other. There are many activities which can be used for both introductory purposes and throughout the year to build and maintain positive relationships in the classroom. Some activities which work well to introduce students to each other and to the teacher can be used again at later points in the year as students' interests

change and as they gain new life experiences. While this is certainly not an exhaustive list, it contains several suggestions we have found successful and which could easily be adapted for use with different levels of students.

### 1) Sharing Weekly Reflections

Each week, we have students write about two positive events that occurred in their lives and one not-so-positive event (along with what they could have done to make it better or what they learned from it). Students then share what they wrote in small groups. Research has shown (<http://larryferlazzo.edublogs.org/2010/08/02/the-value-of-sharing-positive-events/>) that this kind of sharing results in "capitalization" -- the building of social capital.

### 2) Introducing Me/3 Objects

This activity is sometimes called a "Me Bag" or an "All About Me Bag." Students choose a few objects which reveal things about themselves or are special in some way, and bring them in to share with the class. The teacher models this first by bringing in items special in his/her life (for example, a photograph, a piece of sports equipment, a paintbrush, etc.), and describing what the object is and what it represents, or why it is important. Then the teacher can take a few minutes to answer any questions from students. Students can share their items in various ways -- a few students can share each day, or students can share in small groups or with a partner, taking turns to ask each other questions. Question frames can be helpful for lower level students. (For example, "Why did you pick \_\_\_\_\_?") It may also be helpful for the teacher to remind students that very valuable items should be left at home, and students could instead draw or take a picture of the item to share.

### 3) "I Am" Project

There are many variations of the "I Am" activity. Students can create a poster, a poem, a slideshow, a "Top Ten" list, etc. to describe themselves. It can be helpful to give students sentence starters to spur their thinking and

# Why should we be concerned about building positive teacher-student relationships?





<http://www.youtube.com/watch?v=SFnMTHhKdkw>



“Students are more likely to be emotionally and intellectually invested in the classes in which they have positive relationships with their teachers.”

# Definition

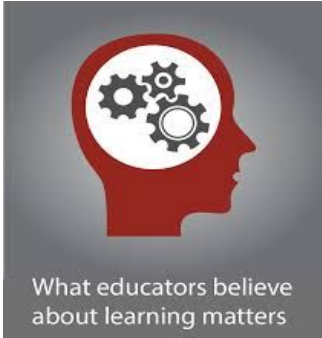
“Building relations with students implies agency, efficacy, respect by the teacher for what the child brings to the class (from home, culture, peers) and allowing the experiences of the child to be recognized in the classroom. Further, developing relationships requires skill by the teacher – such as the skills of listening, empathy, caring and having positive regard for others.”

# Teacher and Child

I have come to the frightening conclusion that I am the decisive element. It is my personal approach that creates the climate. It is my daily mood that makes the weather. I possess tremendous power to make life miserable or joyous. I can be a tool of torture or an instrument of inspiration, I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis is escalated or de-escalated, and a person is humanized or de-humanized. If we treat people as they are, we make them worse. If we treat people as they ought to be, we help them become what they are capable of becoming.

(Ginot, 1972)

# Hattie's Mindframes for Educators



1. Teachers/leaders believe that their fundamental task is to evaluate the effect of their teaching on students' learning and achievement.
2. Teachers/leaders believe that success and failure in student learning is about what they, as teachers or leaders, did or did not do... We are change agents!
3. Teachers/leaders want to talk more about the learning than the teaching.
4. Teachers/leaders see assessment as feedback about their impact.
5. Teachers/leaders engage in dialogue not monologue.
6. Teachers/leaders enjoy the challenge and never retreat to "doing their best."
7. Teachers/leaders believe that it is their role to develop positive relationships in classrooms/staffroom.
8. Teachers/leaders inform all about the language of learning.

# One Teacher's Idea

Cape Girardeau Middle School teacher, Kelly Branch, asked her students at the beginning of year to create their own unique handshake that she could then learn and greet them with at the door each and every day.



<http://www.kfvs12.com/Clip/13082187/teacher-has-special-handshake-for-each-student#.WKIbRe0X5w8.email>

# The Seven C's—Tripod Project

What Teachers Do (What Students Experience)

1. **Caring about students** (Encouragement and Support)
2. **Controlling behavior** (Press for Cooperation and Peer Support)
3. **Clarifying lessons** (Success Seems Feasible)
4. **Challenging students** (Press for Effort, Perseverance and Rigor)
5. **Captivating students** (Learning seems Interesting and Relevant)
6. **Conferring with students** (Students Sense their Ideas are Respected)
7. **Consolidating knowledge** (Ideas get Connected and Integrated)



# Teacher-Student Survey

Use the survey to rate yourself on these behaviors. Use a scale of 1-5 with 1 indicating you think you have difficulty with this and 5 indicating you are pretty effective in this area.

# Challenges and Resolutions

1. What are some of the challenges to developing strong positive teacher-student relationships?
2. How might you use what you have learned to overcome these challenges?

Create a T-chart with a partner.

On the Left

Challenges

On the Right

Resolutions





You are a positive influence  
on the students in your room!

Take the A-Z Taxonomy words and take a few minutes to turn the word list into statements of affirmation.

C = care

I will be caring when I speak to students.

# Schoolwide Positive Behavioral Support Connection

“What we do now is really figure out ways to support all kids for their social, emotional benefits. And we look at school discipline. We look at classroom management and we look at how kids and families are supported at schools for the social behavioral growth.”

# Nonclassroom Setting Systems

## Schoolwide PBS

- Positive expectations and routines taught and encouraged
- Active supervision by all staff
  - Scan, move, interact
- Pre-corrections and reminders
- Positive reinforcement

# Classroom Setting Systems

## SWPBIS

- Classroomwide positive expectations taught and encouraged
- Classroom procedures, routines, and cues are taught and encouraged
- Active supervision
- Redirections for minor, infrequent behavior errors
- Frequent pre-corrections for chronic errors
- Effective academic instruction and curriculum

# Schoolwide Positive Behavioral Support Connection

“Success is associated with having appropriate models available, having their actions monitored regularly, having regular opportunities for academic and social success, and having access to meaningful feedback that guides their behavior.”



# Teacher-Student Relationships

## Assessment and Reflection

# Letter

Create an open letter to teacher candidates or fellow colleagues on ways to better establish Teacher-Student Relationships.





# Reflection

Based on what you have learned today

- What steps might you take in order to develop strong, positive relationships with your students?
- What potential challenges do you foresee? How might these be overcome?
- What strategies, practices and/or resources might you use to ensure that your relationships are positive and lasting?



# Missouri Teacher of the Year



<https://www.youtube.com/watch?v=NVcDeTzCMeE&t=10s>



# Teacher-Student Relationships

## Closing & Next Steps

# Practice Profile

Teacher-Student Relationships Practice Profile				
Essential Function	Exemplary Implementation	Proficient	Close to Proficient <i>(Skill is emerging, but not yet to proficiency. Coaching is recommended.)</i>	Far from Proficient <i>(Follow-up professional development and coaching are critical.)</i>
1 Teacher develops effective elements for building strong relationships with students into classroom practice to develop students' socially appropriate behaviors.	<p><b>All of the following criteria are met:</b></p> <ul style="list-style-type: none"> <li>•Teacher demonstrates knowledge about each student's interests and emotional strengths.</li> <li>•Teacher shows pleasure and enjoyment in every student.</li> <li>•Teacher interacts in a responsive and respectful manner towards all students.</li> <li>•Teacher does not show irritability or aggravation toward students.</li> </ul>	3/4 criteria are met	2/4 criteria are met	Fewer than 2/4 criteria occur
2 Teacher is a reflective practitioner and continually assesses the effects of choices and actions on students.	<p><b>All of the following criteria are met:</b></p> <ul style="list-style-type: none"> <li>•Teacher actively seeks opportunities to grow professionally in order to improve learning for all students.</li> <li>•Teacher uses various forms of self-reflection to monitor and build on opportunities to increase teacher-student relationships.</li> <li>•Teacher always acts as a responsible professional in building teacher-student relationships.</li> </ul>	2/3 criteria are met	1/3 criteria is met	None of the criteria occur
3 Teacher develops effective methods for promoting strong relationships with students into classroom practice to improve students' academic achievement.	<p><b>All of the following criteria are met:</b></p> <ul style="list-style-type: none"> <li>•Teacher demonstrates knowledge about each student's background, strengths and academic levels.</li> <li>•Teacher offers each student help (e.g., answering questions in timely manner, offering support that matches the children's needs) in achieving academic and social objectives.</li> <li>•Teacher helps all students reflect on their thinking and learning skills on a frequent basis.</li> </ul>	2/3 criteria are met	1/3 criteria is met.	None of the criteria occur

# Self-Assessment Practice Profile

## Excel Workbook

<http://sapp.missouripd.org>

### Teacher-Student Relationships: Self-Assessment

With how many of your students, do you...	How Many?
Demonstrate knowledge about students' interests and emotional strengths.	Select One
Show your enjoyment of students.	Select One
Interact in a responsive and respectful manner.	Select One
Demonstrate knowledge about students' backgrounds, strengths, and academic levels?	Select One
Offer help in achieving academic and social objectives?	Select One
Help students reflect on their thinking and learning skills on a frequent basis?	Select One
How often do you show irritability or aggravation with your students?	Select One

Reflective Practitioner	How Often?
How often do you seek opportunities for professional growth?	Select One
How often do you act as a responsible professional in bulding student-teacher relationships?	Select One
How many forms of self-reflection do you use to monitor and build opportunities to improve student-teacher relationships?	Select One

### Teacher · Student Relationships: Self-Assessment

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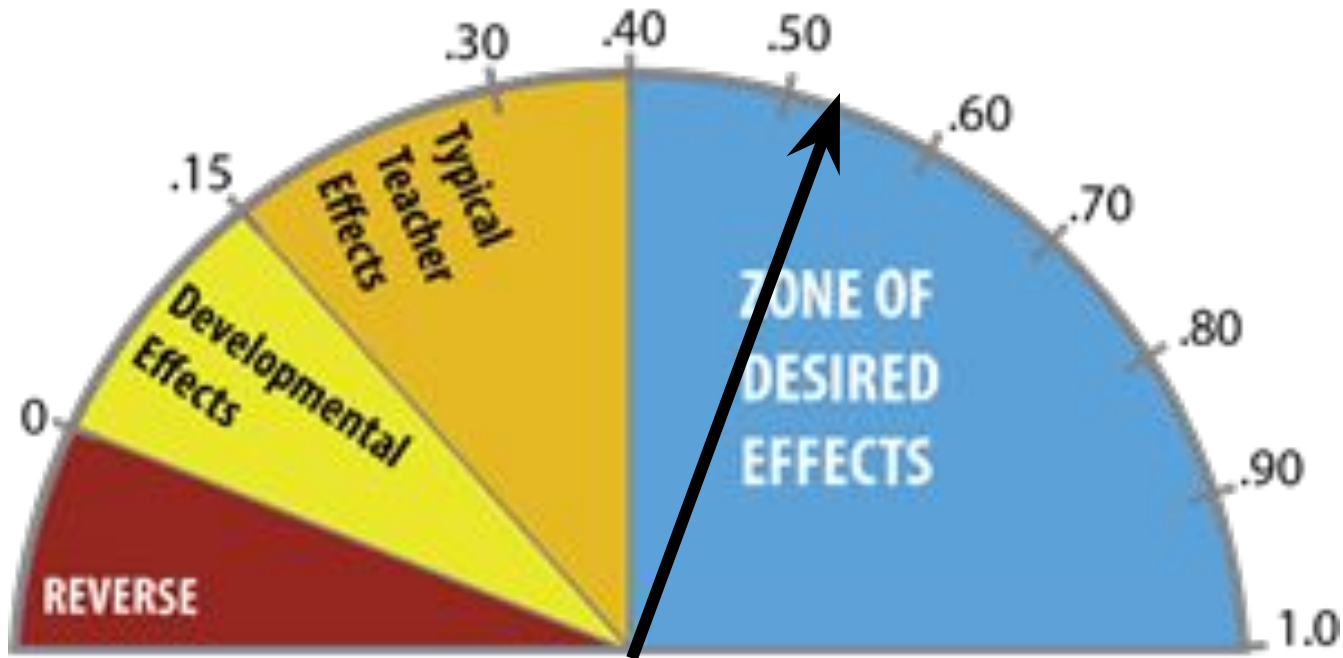
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Reflective Practitioner	How Often?
How often do you seek opportunities for professional growth?	Select One
How often do you act as a responsible professional in bulding student-teacher relationships?	Select One
How many forms of self-reflection do you use to monitor and build opportunities to improve student-teacher relationships?	Select One

[Save Self Assessment](#)

# Next Steps: Action = Results



What steps will you take to start implementing?

# Next Steps: Action = Results

## Next Steps: Actions = Results

Content Focus: Teacher-Student Relationships

School: \_\_\_\_\_

Date Next Steps Form Written: \_\_\_\_\_

Teams (e.g. grade level or content): \_\_\_\_\_

<u>Action Planned</u> What?	<u>Responsible Person(s)</u> Who?	<u>Timeline</u> When?	<u>Resources/Support Needed</u>	<u>Results</u> So What?
What steps will you take to start implementing?				

## Quote

“It is teachers who have created positive teacher student relationships that are more likely to have the above average effects on student achievement.”

***John Hattie***

# Contact Information

Please contact me to schedule follow-up coaching and/or additional professional development.