

2a Creating an Environment of Respect and Rapport

An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe. Elements of component 2a:

Teacher interactions with students, including both words and actions

A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.

Student interactions with other students, including both words and actions

As important as a teacher's treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interaction among students is mutually supportive and create an emotionally healthy school environment. Teachers model and teach students how to engage in respectful interactions with one another and acknowledge respectful interactions among students.

Indicators:

- Respectful talk and turn taking
- Respect for students' background and life outside the classroom
- Teacher and student body language
- Physical proximity
- Warmth and caring
- Politeness
- Encouragement
- Active listening
- Fairness

2a Creating an Environment of Respect and Rapport—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>A student slumps in his/her chair following a comment by the teacher.</p> <p>Students roll their eyes at a classmate's idea; the teacher does not respond.</p> <p>Many students talk when the teacher and other students are talking; the teacher does not correct them.</p> <p>Some students refuse to work with other students.</p> <p>Teacher does not call students by their names.</p>	<p>Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.</p> <p>A few students do not engage with others in the classroom, even when put together in small groups.</p> <p>Students applaud halfheartedly following a classmate's presentation to the class.</p> <p>Teacher says: "Don't talk that way to your classmates," but student shrugs his/her shoulders.</p>	<p>Teacher greets students by name as they enter the class or during the lesson.</p> <p>The teacher gets on the same level with students, kneeling, for example, beside a student working at a desk.</p> <p>Students attend fully to what the teacher is saying.</p> <p>Students wait for classmates to finish speaking before beginning to talk.</p> <p>Students applaud politely following a classmate's presentation to the class.</p> <p>Students help each other and accept help from each other.</p> <p>Teacher and students use courtesies such as "please," "thank you," "excuse me."</p> <p>Teacher says: "Don't talk that way to your classmates," and the insults stop.</p>	<p>Teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).</p> <p>Students hush classmates causing a distraction while the teacher or another student is speaking.</p> <p>Students clap enthusiastically after one another's presentations for a job well done.</p> <p>The teacher says: "That's an interesting idea, Josh, but you're forgetting ..."</p>

UNSATISFACTORY	BASIC
<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.</p> <p>Teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.</p> <p>Students rarely demonstrate disrespect for one another.</p> <p>Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>

Critical Attributes

<p>Teacher uses disrespectful talk towards students; student's body language indicates feelings of hurt or insecurity.</p> <p>Students use disrespectful talk towards one another with no response from the teacher.</p> <p>Teacher displays no familiarity with or caring about individual students' interests or personalities.</p>	<p>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</p> <p>Teacher attempts to respond to disrespectful behavior among students, with uneven results.</p> <p>Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</p>
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PROFICIENT**DISTINGUISHED**

Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.

Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.

Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.

Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.

Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.

Talk between teacher and students and among students is uniformly respectful.

Teacher responds to disrespectful behavior among students.

Teacher makes superficial connections with individual students.

In addition to the characteristics of "proficient":

Teacher demonstrates knowledge and caring about individual students' lives beyond school.

When necessary, students correct one another in their conduct toward classmates.

There is no disrespectful behavior among students.

The teacher's response to a student's incorrect response respects the student's dignity.