

7.6 Establishes rapport with students, maintaining professional, positive relationships with them.

| | Basic (1.0 - 1.9) | Developing (2.0 - 2.9) | Proficient (3.0 - 3.9) | Advanced (4.0) |
|---------------------|--|---|--|---|
| Rapport | No evidence for this dimension OR establishes rapport with few students; no evidence that students share personal information and/or concerns or questions | Based on reports of self and others, is able to establish rapport such that <u>many</u> students approach and ask questions, and/or ask for assistance | Based on direct observation, consistently establishes rapport such that <u>many</u> students approach to ask questions, ask for assistance, and share personal information and/or concerns | Meets criteria for "proficient" and demonstrates skills at establishing rapport with students with a range of personal/developmental characteristics; typical of an experienced teacher |
| | No evidence for this dimension OR evidence of any of the following: does not use active listening skills to allow students to share information; may appear closed-minded or judgmental; gives students constructive feedback/ negative consequences that often results in student anger, confrontation, avoidance, and/or defensiveness; appears to be unfair and/or inconsistent with different students; demonstrates dislike/no affection for student(s) | Sometimes uses active listening skills to ensure students share information; may appear closed-minded or judgmental; can give students constructive feedback/negative consequences without damaging rapport; rarely changes own style of giving feedback to match perceived needs of individual students; may fail to demonstrate enjoyment/affection for interacting with student(s) | Consistently uses active listening skills to ensure students share information; does not appear closed-minded or judgmental; usually can give students constructive feedback/negative consequences without damaging rapport; sometimes changes own style of giving feedback to meet perceived needs of individual students; appears fair/consistent, shows enjoyment/affection in interactions with student(s) | Routinely uses active listening skills to ensure students share information; does not appear closed-minded or judgmental; routinely gives students constructive feedback/negative consequences without damaging rapport; often changes own style of giving feedback to perceived needs of individual students; consistently shows enjoyment/affection in interactions with student(s) |
| | No evidence for this dimension OR does not approach or engage in personal conversations with students (non-academic conversations) | Able to engage some students in reciprocal conversations about activities of interest to them | Able to engage most students in reciprocal conversations about activities of interest to students; creates open dialogue with students and numerous opportunities for personal interactions (e.g., interviews, notes, suggestion box) | Able to engage students of varying developmental levels, different genders, and varying personal characteristics in reciprocal conversations about activities of interest to students; facilitates open dialogue with students |
| Expectations | No evidence OR evidence of communicating unrealistic or negative expectations | Inconsistent communication of positive, realistic, challenging expectations rather than negative expectations; positive examples may include statements about general goodness, work, eagerness to learn, good ideas, progress, improvement, cooperation, prosocial behaviors, etc. | Consistently communicates positive, realistic, challenging expectations rather than negative expectations; positive examples may include statements about general goodness, work, eagerness to learn, good ideas, progress, improvement, cooperation, prosocial behaviors, etc. | Meets criteria for "proficient" and demonstrates flexibility in the strategies used to communicate realistic, challenging and positive expectations that match perceived needs of students |

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| Professional Relationship | No evidence for this dimension OR any of the following occur: attempts to be student's "buddy," remains aloof from students, attempts to establish rapport in other inappropriate ways (e.g., telling inappropriate jokes, assuming the role of an adolescent) | Usually maintains the professional role of teacher in establishing rapport; does not approach students as their peer and engages them in discussion in appropriate ways | Consistently maintains the professional role of teacher in student interactions; does not approach students as their peer and engages them in discussion in appropriate ways | Meets criteria for "proficient" and demonstrates advanced skills by flexibility in individualizing style of interaction to establish relationships with students from diverse backgrounds |
| Positive Relationship | No evidence for this dimension OR is punitive and negative in many interactions with students; may sometimes embarrass students | Positive in most interactions with students; does not knowingly or intentionally embarrass students | Consistently positive in interactions with students; aware of how behavior affects different students; does not embarrass students in class | Meets criteria for "proficient" and demonstrates advanced skills by individualizing her/his attention to ensure an ongoing positive relationship even with challenging students; demonstrates skills at changing interactions to improve relationship with student(s) |
| | No evidence for this dimension OR engages in any of the following interactions which negatively affect rapport: appears fearful of some students in the classroom, does not respond to them in a firm and assertive manner; may be overly punitive; requires intervention from others when interacts with these students | Usually responds to challenging behavior by individuals and/or groups firmly, yet positively; may sometimes ignore rather than interact with challenging individuals; requires support by another teacher, mentor, or coach | Consistently responds to challenging behavior by individuals and/or groups firmly, yet positively; requires no support to maintain professional relationships with these individuals | |

Operationalization/Criteria:

Guidelines for Admission to Education: *Establishes rapport with students during lessons*

1. Benchmarks for admission require meeting the criteria for "developing" for row 1, Dimension #1 (Rapport).
2. To determine the rating, review the field experience teacher's evaluation and the student's self-report/self-evaluation of lessons, and other evidence s/he may have included.
3. Any score in the "1" range may be followed up with a recommendation of admission with reservations and a support plan to address deficiencies.

Evidence to be Evaluated:

Field experience teacher's final evaluation, self-report of rapport (in self-evaluations of lessons); Possible: videoclip (with reflection), comments on lessons by coop. teacher

Guidelines at Admission at Student Teaching: *Establishes rapport with students during lessons*

1. Benchmarks for admission require meeting the criteria for "developing" for row 1, Dimension #1 (Rapport), showing consistency across any field experience evaluations
2. To determine the rating, review the field experience teachers' evaluations and the student's self-report/self-evaluation of lessons, and other evidence s/he may have included.

Evidence to be Evaluated:

Field experience teachers' evaluation, self-report of rapport (in self-evaluations of lessons); Possible: videoclip (with reflection), comments on observed lessons by teacher

Guidelines for Program Completion/Student Teaching:

1. Required for program completion are ratings of "proficient" on all dimensions.
2. Observe teacher interactions with students in the classroom during a variety of activities: formal lesson plans, 1:1 situations, informal times.

3. Evaluate group and student responsiveness to the teacher-- observe for interactions with different students, including challenging students.
4. Evaluate for the teacher's ability to change the style of interacting to match different student social needs and different situations.
5. Evaluate during different types of interactions, especially when teacher delivers constructive criticism, handles rule infractions, etc.
6. Observe for the types of student interactions and responsiveness to the teacher.
7. (Alternatives) Interview cooperating teacher/mentor or principal; have teacher complete an evaluation of his/her students' attitudes towards their teaching and include items about rapport.
8. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *During the semester, she met on a weekly basis with her team and assumed responsibility for numerous group activities (care of technology equipment, researching a activities for a co-teaching activity with a peer).*

Examples of Evidence:

Records of evaluation forms of previous field experience teachers and those of university faculty, direct observation of interactions with students in a variety of situations, (alternatively) evaluations by K-12 students

Rationale:

Brophy, J. (ED.). (1983). Research on the self-fulfilling prophecy and teacher expectations. *Journal of Educational Psychology*, 75, 631-661.

Brophy, J. (ED.). (1998). *Advances in research on teaching: Expectations in the classroom*. Greenwich, CT: JAI Press.

Buskist, W., & Bryan K. S. (2008). *Rapport-Building: Creating Positive Emotional Contexts for Enhancing Teaching and Learning*. Retrieved from http://www.psychologicalsci.nce.org/teaching/tips/tips_0301.html

Doyle, W. (1986). Classroom organization and management. In M.C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed.) (pp. 392-431). New York: Macmillan.

Good, T.L., & Brophy, J. (2000). *Looking in classrooms* (8th ed.). New York: Longman.

Jones, V.F., & Jones, L.S. (1998). *Comprehensive classroom management: Creating community support and solving problems* (5th ed.). Boston: Allyn & Bacon.

Marzano, R. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: ASCD.

Stipek, D.(2006) Relationships matter. *Educational Leadership*, 64(1), p46-49, 4p, 2c.