

## 2a: Creating an Environment of Respect and Rapport

# Domain 2

**2a:** Creating an Environment of Respect and Rapport

**2b:** Establishing a Culture for Learning

**2c:** Managing Classroom Procedures

**2d:** Managing Student Behavior

# Determining the Component

Clear expectations of student conduct are displayed around the room and are referenced by the teacher at various points during the lesson.

The teacher continues instruction while a student enters the room, walks to his seat, and begins work promptly without interrupting the teacher or other students.

The teacher asks a student about how her audition for a play went and asks another student how his mother is feeling.

During small-group work, one student says to another, “Let her talk.”

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# Determining the Component

## 2a: Creating an Environment of Respect and Rapport

The teacher asks a student about how her audition for a play went and asks another student how his mother is feeling.

## 2b: Establishing a Culture for Learning

During small-group work, one student says to another, “Let her talk.”

## 2c: Managing Classroom Procedures

The teacher continues instruction while a student enters the room, walks to his seat, and begins work promptly without interrupting the teacher or other students.

## 2d: Managing Student Behavior

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# Elements of Creating Respect and Rapport

- **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 care about their students.*

- **Student interactions with other students, including both words and actions**

*How students treat each other is as important as how teachers treat students—and arguably, for students, even more important. It's the teacher's responsibility both to model and teach students how to engage in respectful interactions with one another.*

# 2a: Creating an Environment of Respect and Rapport

- Respectful talk and turn-taking
- Attention to students' backgrounds and lives outside of the classroom
- Teacher and student body language
- Physical proximity
- Warmth and caring
- Politeness and dignity
- Encouragement
- Active listening
- Fairness

# Understanding the Levels of Performance

## Level 4

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 civility among all members of the class. The net result of interactions is that of connections with students as individuals.

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## Level 3

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. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but business-like.

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## Level 2

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. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.

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## Level 1

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. The teacher does not deal with disrespectful behavior.

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# Identify relevant evidence

Having reviewed the indicators for **Creating an Environment of Respect and Rapport**, select whether each piece of evidence is “relevant” or “not relevant” for the component.

The teacher says, “I think most of you will be able to do this.”

Students roll their eyes at a classmate’s idea; the teacher does not respond.

The teacher asks a student to explain the task to other students.

The teacher greets students by name as they enter the class or during the lesson.

The teacher says, “Don’t talk that way to your classmates,” but the student shrugs his shoulders.

# Identify Bias

You may think that you do not have biases or make snap judgments (quick and premature interpretative statements). You may also not see yourself using a snap judgment or being influenced by biases in your observation of a teacher. Whether we are conscious of it or not, everyone makes snap judgments and can make value judgments that are influenced by biases.

# Uncovering Underlying Triggers

## **Word/Phrase List**

- Low-income
- White male student
- Rich
- Black or African-American student
- Urban
- Hispanic male student
- Well-equipped classrooms
- Affluent
- Rural
- Hispanic female student
- Poor
- Asian female student
- Poorly-equipped classrooms
- White female student
- Immigrant
- Irritating accent

1. How do I feel about what I have written?
2. What kinds of patterns do I see?
3. Is there anything surprising about my response?

# Distinguish between levels

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# Assign a level

- The students are mostly respectful, with a few instances of disrespect such as talking when another person in the room is talking and making fun of incorrect responses. The teacher attempts to respond to disrespectful behavior with a joke. When the student doesn't respond, the teacher says, "Yo. I'm joking. I need you staying with me. Student J! With me."

Level 1   Level 2   Level 3   Level 4

- The teacher asks a student to repeat what another student said. The student responds, "Who cares what she said?" and the teacher does not address this behavior. Separately, one student says to another student, "Shut up," and the teacher does not address this behavior. The teacher talks to one student several times about disrupting the class, but the student does not change her behavior. Throughout the lesson, the teacher has difficulty giving directions and instructing because of students' inappropriate jokes, comments, and loud noises.

Level 1   Level 2   Level 3   Level 4

- The teacher asks one student about his soccer game the day before. The teacher asks another student how her audition for a play went. The teacher actively encourages the students and demonstrates sensitivity to students' ages and cultures when he high-fives students, tells them they are geniuses, and says, "Y'all are so smart." Students are highly respectful of one another, listen to one another, and take turns with only brief prompting by each other to raise their hands. Throughout the lesson, the teacher calls all students by name and fairly gives each child an opportunity to share in the discussion. The teacher smiles warmly, and the students and teachers laugh freely.

Level 1   Level 2   Level 3   Level 4

- The students are mostly respectful of one another and show respect toward the teacher. The teacher is warm, caring, and friendly, laughing easily with students. The students require some reminders from the teacher to respect their peers by waiting for their turn to speak, raising their hands, and not interrupting. Throughout the segment, the teacher calls students by name and draws sticks from a jar to fairly select students to answer questions. The teacher is polite to students, saying "thank you" and "excuse me." The teacher responds to all disrespectful behavior consistently, respectfully, and with success.

Level 1   Level 2   Level 3   Level 4

# Table Top Activity

- Within your departments, list three ways to increase positive interactions/reduce bullying between student to student interactions.
- List three ways to increase positive interactions/reduce reprimands between teacher to student interactions.