

**Building Teacher-Student Relationships in a Multicultural Middle School  
Classroom**

by

Kate L. Krieger

Field Project

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Date:

This field project paper has been examined and approved.

Review Committee:

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Paul Tess, Chair

---

Carla Melendy

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David Wendler

Approved:

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John Meyer

Director of Graduate Studies

**Abstract**

Overwhelmed with the amount of curriculum to cover and limitations of time, yet convinced of the value of relationships, middle school teachers are left with the conundrum of how to effectively build relationships with students in today's multicultural classrooms. The purpose of this field project was to implement relationship-building strategies and collect data on the strategies' effectiveness. Survey results were used to confirm a positive teacher-student relationship, and the qualitative responses of students articulated what middle school students from various cultural backgrounds believed strengthened their teacher-student relationships. The results demonstrated that the strategies implemented can be used by educators to foster valuable relationships with students.

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## Chapter I: Introduction

### Identify the Issue

“Positive relationships between teachers and students are among the most commonly cited variables associated with effective instruction” (Marzano, 2011, p. 82). Research has demonstrated the positive outcome that strong teacher-student relationships have on student achievement and motivation, but time limitations and cultural barriers may lead teachers to focus on immediate issues instead of investing the time necessary to build these relationships. Unfortunately, if weak relationships are not strengthened, it can negatively affect instruction (Marzano, 2011).

In the late 1800s, one-room school houses opened with grades 1-8, one teacher, and approximately six hours of instruction filled with teacher-student interactions. As schooling progressed, educational advances affected how teachers and students interacted. In today’s average American middle school classroom, teachers have between 45 and 60 minutes per class period with students. As a result, many teach on average 125 students a day (Beaty-O’Ferrall, Green, & Hanna, 2010). If the time were partitioned out, students could expect to get two minutes of a teacher’s time each day, an amount less than ideal for building a relationship which impacts academic success. In fact, according to Lynch and Cicchetti (1997), students reported the quality of their relationships with teachers lessening when moving from elementary school to middle school. Furthermore, with the raising of standards to a rigorous level and pressure of high-stakes testing, teachers are determined to utilize every minute of class to teach content and meet expectations. There is little time for relationship-building.

Along with the restructuring of the school day for middle schools and loss of personal interaction time with a teacher, additional factors have influenced teacher-student relationships. Travel, the Internet, and other technological advances have forced once isolated cultures into an amalgam. New traditions, values, and belief systems have infiltrated classrooms with educators who were accustomed to teaching in a monocultural setting. Barriers developed between teachers and students of different cultures. Beaty-O’Ferrall et al. (2010) explained that “These barriers exist due to a fear of the culturally different, a lack of knowledge about the differences and similarities between cultures, persistent negative stereotyping, and general intolerance” (p. 8). Consequently, this influx of cultures led to new challenges in many aspects of teaching.

### **Importance of the Project**

Middle school teachers have the challenge of supporting young adolescents at a time in their lives when their interest in school declines (Wigfield, Lutz, & Wagner, 2005). More than ever, teachers need to be building strong relationships with students so instruction is not hindered. In this critical period of life, teachers must battle time constraints and break down cultural barriers to create an atmosphere of mutual respect and a passion for learning. “When students have a secure relationship with their teachers, they are more comfortable taking risks that enhance learning—tackling challenging tasks, persisting when they run into difficulty, or asking questions when they are confused” (Stipek, 2006, p. 42). Gathering information about how teachers build relationships with their students has value for others seeking to improve this skill. Furthermore, R. Marzano, J. Marzano, and Pickering (2003) found that over the course of a year teachers who had high-quality relationships with students had 31% fewer disruptions than did

teachers who did not have quality relationships. When noting this statistic, Beaty-O'Ferrall et al. (2010) felt it was reason enough to investigate relationships.

### **Project Purpose**

Overwhelmed with demands of the classroom, teachers may not prioritize efforts to connect with students and create mutual trust. Teachers need to know the best practices for building relationships with students. Additionally, they need information and support as they seek to nurture effective relationships with students from various cultures. The purpose of this field project was to answer the question, "How do I, as a teacher, build relationships in a multicultural middle school classroom?" Through this project, it was the author's hope to gain clarity about the process of creating and sustaining trusting relationships with students.



## Chapter II: Literature Review

### Introduction

A large portion of the research on relationships focuses on the effect that having strong teacher-student relationships has on students (Smart, 2014; Zirkel, 2008).

Although these studies provide value to the study of teacher-student relationships, they do little to suggest comprehensive plans for teachers in need of developing relationship-building skills.

### Research on Relationship-Building

Relationship-building is multifaceted. Webb and Barrett (2014) conducted a study in which student responses were gathered on specific teacher behaviors that led to building rapport (an aspect of relationship-building) with students in a college classroom. Not only did the research provide clear direction for conducting such an investigation, but the conclusions resulted in an articulation of behaviors that students perceived as rapport-building behaviors. Using the critical incident technique, five themes emerged by which the behaviors were categorized: uncommonly attentive behavior, common grounding behavior, courteous behavior, connecting behavior, and information sharing behavior (Webb & Barrett, 2014). “Many student responses included reference to more than one type of rapport-building behaviors, indicating the dynamic nature of the construct” (Webb & Barrett, 2014, p. 19). Uncommonly attentive behaviors such as calling students by name, communicating in a timely manner, demonstrating enthusiasm and dedication to students and course content were most regularly mentioned (Webb & Barrett, 2014). The frequency of these comments demonstrated the value of these behaviors when strengthening trusting relationships with students. Interestingly, the research study found

that common grounding behaviors (teachers relate to students) were mentioned the least. Webb & Barrett (2014) stated, “This finding should come as a relief to instructors who might feel a pressure to be ‘cool’ or to be friends with students” (p. 23). Because this research study was conducted in a college setting, there may be different results when similar strategies are used with middle school students. Finally, it is worth noting that students in Webb and Barrett’s study also took the opportunity to share behaviors that hindered rapport-building. Conducting a field project of this nature will likely give middle school students opportunities to identify negative teacher behaviors as well.

Touch can be a powerful tool in developing caring relationships. In particular, research demonstrated that “participants who describe ritual/hybrid touches reported having a more positive attitude toward their teacher than participants describing either a positive touch or a control touch” (Frymeier & Mongeau, 1997, p. 25). Positive touches communicate support, appreciation, togetherness, and affection (liking). Some examples of this type of touch are placing a hand on the student’s shoulder when helping them or hugging students to show pride in their accomplishments. Control touches are described as those that elicit compliance or are attention-getting. Ritual/hybrid touches include a simple or affectionate greeting upon arriving in and departing the classroom. Handshakes or special handshake-high five routines may be categorized as ritual, while a more affectionate greeting, such as a hug, is hybrid.

Relationships involve more than just the teacher’s feelings and evaluations of interactions. Marzano (2011) stated, “Perhaps the most powerful message from the research is that relationships are a matter of student perception” (p. 82). It does not matter how the teacher feels about a student, but rather how the student perceives the

interactions between the two. Marzano (2011) suggested key strategies for having a positive effect on those perceptions: show interest in students' lives, show you care about their academic success, don't give up on them, and be friendly. Smart (2014) took the idea of student perception a step further with a mixed-method study in which students completed a survey of teacher interactions. Additionally, the participants were interviewed about how those perceptions were constructed. Smart (2014) identified two categories that perceptions fell under: helpful and understanding. Teachers who were helpful displayed instructional strategies that supported students; they were approachable, supportive, and available. Understanding teachers were empathetic, aware of the load on students' plates, slow to anger, attentive to individual students, and gave ample wait time when asking questions.

In another study, White (2016) saw the value of collecting data on the students' perspective through the use of narrative measures. Although this study was done in an early childhood setting, it demonstrated the importance of including student perception in the study of teacher-student relationships. The researchers of both studies found value in studying student perceptions, which led me to assess this aspect at the beginning and end of the field project using the Student Questionnaire of Teacher Interaction. Using only my observations could have led to a skewed conclusion of how to truly build relationships in a multicultural classroom.

Relationships can be built in many different ways. Experts suggest open and clear communication, making time to get to know each other, and believing in the uniqueness of every student (Ellerbrock, et al., 2015). Others found that participating in advisory

mentoring programs, service learning projects, and writing in reflection journals helped build a sense of community in middle school students (Carlise, 2011).

Unconventional ways of building relationships should also be considered in middle school environments. Beaty-O’Ferrall et al. (2010) invited suggestions from those in the field of counseling and psychotherapy to develop an understanding of building relationships. One concept, building empathy, is a skill many teachers think they possess but often misunderstand and teachers may damage relationships when their words seem inconsiderate. Building empathy occurs when teachers put themselves in the shoes of students as they communicate, and it results in students feeling understood. Admiring negative attitudes and behaviors, a strategy born out of positive psychology, gives teachers alternatives to engaging in power struggles with challenging students (Beaty-O’Ferrall, et al. 2010). Admiring negative attitudes and behaviors is explained as seeing the positive in students’ behaviors. Teachers who admire the negative attitudes and behaviors recognize a skill that has been perfected over the years and find ways to redirect the skill for positive use in the classroom. Finally, perhaps the most challenging strategy to implement is for teachers to control their emotions. Emotional outbursts have a lasting impact on teacher-student relationships. P. Hall and N. Hall (2003) elaborated on some unconventional strategies in relationships building. They encouraged a gentle intervention saying it “defuses rather than detonates the situation and allows the student to maintain a sense of dignity” (p. 61). They suggested to refrain from punishing students.

Punishment strains or even breaks the bond between teacher and student.

Punishment may temporarily control behavior, but it does nothing to teach the

student an appropriate response. Worse, punishing a student often instills a desire for revenge. An effective response to behavior that threatens health, safety, property or basic rights does not include doling out punishment (p. 62).

P. Hall and N. Hall encouraged bonding with students and resisting emotional impulses. While the potential damage to relationships is clear, many teachers may have trouble differentiating between punishment and an appropriate consequence. Punishment is anything a teacher says or does that causes a student to feel guilty, humiliated, or remorseful in an effort to prevent students from behaving negatively in the future. Educators who use appropriate consequences teach their students the natural repercussions of their actions in a gentle, caring manner so that students are equipped to make better decisions in the future. P. Hall and N. Hall (2003) told a story of a challenging student, new to the class, who spilled chocolate milk on a teacher while receiving a gentle intervention. Instead of humiliating the student with an emotional response, such as “You stained my blouse, you should be ashamed of yourself!”, she redirected the class to focus on the next activity and responded to the student with compassion. Teachers set the tone for relationships by responding with forgiveness and acting in love toward their students.

### **Research on Relationships in the Multicultural Classroom**

Multicultural classrooms are nothing new. For years, American schools have enrolled diverse student populations. Sadly, schools are still learning about what it means to welcome students from different cultures. Futrell, Gomez, and Bedden (2003) found that more than half of teachers felt unprepared to teach in multicultural classrooms. Problems in our educational systems hinder positive relationships with diverse students

and their families. Some suggestions have been made encouraging teachers to consider strategies to include and appreciate the various backgrounds students have. Romo (1998) stated,

Teachers can connect with Latina students by making physical or eye contact, allowing Latinas ample time to answer questions, creating a sense of community and participation in the classroom, using examples in the classroom that are inclusive of Latinas, listening carefully and respectfully to students' questions and comments, and coaching students who seem reticent to speak (p. 4).

Many of these suggestions are things a teacher would already be doing to build relationships with students. Lane-Garon (2001) suggested interpersonal communication training for teachers so they could better meet the needs of their diverse student body. Finally, "a teacher must overcome his or her fears and unresolved issues regarding cultural difference" (Beaty-O'Ferrall, et al., 2010, p. 9). If teachers are to be successful at building relationships in a multicultural classroom, they must be able to recognize their cultural biases and "leave the ego at the door" (p. 5). Zirkel (2008) noted the benefits in skill development that result from positive relationships between teachers and students of color and how interventions to improve teachers' cultural awareness had positive effects on student outcomes. Furthermore, teachers should be knowledgeable about their students' cultural background (Banks, et al., 2001).

### **Chapter III: Implementation**

#### **Introduction**

Middle school is a critical period in the lives and education of children. Many physical and emotional changes occur, leaving students uncertain about their present and future. In addition to these changes, as students transition to a school model with multiple teachers there are fewer interactions with each teacher to build relationships. Strong teacher-student relationships can impact students in a meaningful way.

Faced with the challenges of time and curriculum demands, teachers are struggling to make the necessary effort to build relationships with students. Despite the problem of building relationships under these pressures, there are simple strategies which all teachers can implement to begin a year-long endeavor of strong relationships with students. In this field project, these strategies were implemented, and students' responses to them were collected. In this section, information regarding the participants, procedure, and results are described.

#### **Participants**

**Students.** The students in this field project were seventh graders from five science classes at a middle school in a city in south-central Minnesota. All the students were instructed by the same teacher. In total, 109 of the teacher's 155 students participated in the research project (55 males and 54 females). 5.5% of the students were of Hispanic ethnicity; 6.4% of Asian or Pacific Islander ethnicity; 9.1% of African American or Black ethnicity; and 79% of White ethnicity.

**Teacher.** The teacher conducting this field project has been teaching for seven years in multicultural classrooms. She is a female, Caucasian in her late twenties and holds a Bachelor of Science degree in Education with an emphasis in Science. She is licensed in K-6 education and 5-8th grade science.

### **Instruments**

At the beginning and end of the 6-week study, students completed the Student Questionnaire of Teacher Interaction (Wubbels & Levy, 1993) which contained 48 questions in the form of statements about teacher behavior. Students responded to each statement by scoring it with a number from 0 to 4 (0 represented “Never”; 4 represented “Always”). Each question was categorized under one of the eight behavior types: Leadership, Helpful/Friendly, Understanding, Student Freedom, Uncertain, Dissatisfied, Admonishing behavior, and Strictness (Wubbels & Levy, 1993).

Wubbels and Levy used these eight behaviors to describe interpersonal teacher behavior along two dimensions: influence (teacher’s control; Dominance - Submission) and proximity (level of cooperation between teacher and student; Cooperation-Opposition). The mean of the student responses in each of the eight behaviors was used to determine the overall pattern of interpersonal relationships. Identified as the typology of teacher communication style, a teacher may be characterized as directive, authoritative, tolerant/authoritative, tolerant, uncertain/tolerant, uncertain/aggressive, repressive, or drudging (Brekelmans, Levy, & Rodriguez, 1993).

In addition to survey results, the critical incident technique, “a set of procedures for collecting direct observations of human behavior” (Flanagan, 1954, p. 1), was used to gather and analyze relationship-building occurrences. The qualitative data was collected



in two ways. First, throughout six weeks, the students had opportunity to submit time-stamped incident reports via an online survey platform (Appendix A). Second, the teacher journaled about experiences building relationships with students (Appendix B). This documentation served as evidence of what the teacher was doing to daily develop relationships with students.

### **Procedure**

On the first day of the school (Thursday), students listened to a brief presentation on the field project and received a written explanation and parental permission form (Appendix C) to be returned the following day. Students could also access the permission form electronically through the resources section of their online science classrooms. Upon receiving the parental permission form, students were entered into the roster of a Google Classroom created specifically for the capstone project. This online classroom aided in organizing and distributing information about the research project to students who had permission to participate. The following Monday, after 90% of the forms were returned, participants took the Student Questionnaire of Teacher Interaction as a pre-survey. Students were informed that the survey was not a test, the results were anonymous, the directions were read and explained regarding the way to mark responses, and the definition of “lenient” was given to all classes in response to a student’s question. Due to the fact that the pre-survey was given just three days into the school year and two statements did not yet apply (e.g. This teacher’s tests are hard., This teacher is severe when marking papers.), students were advised to mark responses as a “2” because the original QTI did not include a “not applicable” option. The results from these two

statements in the pre-capstone survey were removed when finding the average for each of the eight behaviors.

The next day, the teacher explained the difference between qualitative and quantitative data to students and the benefits of both in science and research. Students understood that the survey results provided quantitative data, and that their observations would serve as valuable qualitative data. The teacher then explained how students would submit qualitative data using the Teacher-Student Relationships Report (Appendix A) for critical incident reporting. Students were to respond to the prompt “Describe the incident you observed in which your teacher-student relationship was strengthened.” Students were informed that their submissions would be anonymous and that the form could be used as many times as desired in the six weeks. Additionally, students could report an observation of an interaction of their teacher with peers that strengthened teacher-student relationships. Students were encouraged two to three times a week in class about submitting reports and three reminders were given in their Google Classroom. On the final day of the field project, participants submitted responses to the Student Questionnaire of Teacher Interaction as a post-survey, and each participant was asked to submit one final critical incident report describing an observation of the teacher-student interactions in past six weeks. Students were encouraged to be honest in their final survey and incident reports and reminded of the anonymity of their responses.

During the duration of the field project, the teacher implemented a number of researched techniques to build relationships with students. By the end of the first week, all student names were learned and used with only a few occasional mistakes or forgetful moments. The teacher used color-coded note cards to collect information about the

students, including their preferred name or nickname, family background, interests, and advice from the students about their learning in school. The teacher used these note cards in her spare time to practice the names of students and read about them. During this first week, students also learned about the teacher better through stories and information including the teacher's past professional life, family, and international background. Students were encouraged to ask questions and learn more about the teacher. Students and teacher collaborated on expectations for a successful year and working with others. The teacher organized class-building activities including the marshmallow challenge, team handshakes, and Stack It Up. In the marshmallow challenge, teams constructed a tower of spaghetti noodles, string, and tape with a marshmallow on top in under 15 minutes. The team handshakes were invented based on a single commonality that all four students in a group shared. The Stack It Up activity challenged students to work together using a rubber band and string to lift 6 cups into a pyramid. These activities helped peers to learn each other's names and interests and in turn, the teacher learned more about students individually.

Many strategies began in the first week and were carried out for the duration of the project. Students were greeted at the door everyday with a smile, verbal greeting which included the students' names, and a handshake, fist bump, or in the case of students with lots to carry, an elbow hi-five. As part of the entry routine, students completed a mood check-in. The check-in asked students to identify the emotions they were feeling at the start of the class, explain why they felt that way, and gave them opportunity to request support from the teacher. In addition to the mood check-in, students had two minutes of time designated at the beginning of each class period to

share positive things going on in their lives. This time was known as “Good Things.” During this time, the teacher tried to follow up each “good thing” with a question to show interest in the students’ lives. Throughout the class, the teacher moved around the room and supported students with feedback and assistance where necessary. The six weeks were not free of student distraction or misbehavior, but the teacher strived to make gentle interventions when possible to maintain student trust and respect. At the end of class each day, the teacher bade farewell to students with a high-five or fist bump as they exited. Four times a week, the teacher would eat lunch and engage in friendly conversation with students in the Commons area. In six weeks, the teacher wrote multiple emails, made phone calls, and sent home postcards to students thanking them for positive behavior in the classroom. During the entire experience, the teacher kept records of various things that happened (See Appendix B).

## **Results**

**Quantitative data.** The outcomes from the survey were positive for students’ perception of the teacher. In the categories of leadership, understanding, and helpful/friendly where higher scores suggest positive influence on student achievement and attitudes, the teacher averaged close to 3 on a scale of 0 to 4. In the categories of uncertain, admonishing, and dissatisfied where lower scores indicate better student attitudes and achievement, the teacher averaged less than 1 on a scale of 0 to 4. When comparing the results to those of teachers in the study of Brekelmans, et al. (1993), one can conclude that based on students’ perceptions, the teacher in this study would be characterized as either Authoritative or Tolerant/Authoritative. Authoritative teachers were described as “enthusiastic and open to students’ needs... she takes a personal

interest in them, and this comes through in the lessons” (p. 50). In a tolerant/authoritative classroom, teachers “develop closer relationships with students...ignore minor disruptions, choosing instead to concentrate on the lesson” (p. 50). Both these patterns of interpersonal behavior may yield positive student attitudes and high student achievement (Brekelmans, Levy, & Wubbels, 1993).

Small differences presented themselves between the pre-research survey results and post-research survey results as shown in Table 1 (see also Appendix E). In the areas of Leadership and Understanding, the mean of score decreased slightly, but the standard deviation increased. The mean of Helpful/Friendly increased slightly. The mean for Student Responsibility/Freedom increased the most from 1.6 to 2.8. These differences can be explained by noting that at the time of the pre-capstone survey students knew little about and had few interactions with the teacher. After more time passed and interactions increased, students were able to articulate their perceptions more accurately. There were more opportunities for the teacher to demonstrate helpful, friendly behavior and allow student choice in the classroom. In the first days of school when first impressions are typically positive and the classroom is very structured, students scored the teacher higher in leadership and strictness, which demonstrates dominance, but as time went on and more control was released to students, their perceptions changed as seen in the post-survey results. Furthermore, students differed in their opinions of the ideal teacher. While some may enjoy a stricter teacher who maintains an orderly classroom, others preferred a more laid back teacher who gives lots of freedom. These differences in preferences may have had an effect on how they responded.

Table 1

*Pre- and Post-Research Survey Results*

	Pre-Survey Mean (SD)	Post-Survey Mean (SD)
Leadership	3.2 (0.2)	2.9 (1)
Understanding	3.2 (0.2)	3 (1)
Uncertain	0.6 (0.2)	0.7 (1)
Admonishing	0.7 (0.3)	1 (1)
Helpful/Friendly	2.9 (0.2)	3 (1)
Student Responsibility/Freedom	1.6 (0.4)	2.8 (1)
Dissatisfied	0.5 (0.2)	0.6 (1)
Strict	1.4 (0.8)	1.1 (1.1)

**Qualitative data.** Although quantitative data from the surveys gave an instant picture of how students perceived their teacher, the true story and answer to the question “How do I, as a teacher, build relationships in a multicultural middle school classroom?” was found in the qualitative data. A total of 325 submissions were made via the Teacher-Student Relationship Form (Appendix D) during the six weeks of the field project. Some submissions were unusable because they lacked necessary information (e.g., “idk”) or were submitted blank. Some submissions were omitted because of technical glitches which recorded the identical response within thirty seconds of the first submission. A few submissions had multiple behaviors described; these submissions were split to fit into each appropriate category.

The categories for sorting the qualitative data were adapted from the ideas of Webb and Barrett (2014) with the addition of one category for submissions that did not fit well with any of those used in Webb and Barrett’s college level research study. The

categories were uncommonly attentive behaviors (30.6%), connecting behaviors (25.2%), courteous behavior (22.9%), information sharing behavior (12%), behaviors related to class activities and incentives (4.6%), common grounding behavior (2.7%), and hindering relationship behaviors (2.3%). The categories and examples from each are explained below.

**Uncommonly attentive behavior.** Behavior categorized as uncommonly attentive involves a teacher showing personal interest and recognition to students (Webb and Barrett, 2014). Behaviors such as helping students and being committed to student success were the greatest recurring themes. Additionally, Webb and Barrett (2014) described teachers who knows students by name, gets all students active in class, gives prompt feedback and responses, and has a positive, passionate attitude about teaching. There were 92 submissions that were categorized as uncommonly attentive behavior, the most of any category. Students in this project observed these behaviors:

- “I noticed a difference from the first day of school. I noticed that she had memorized my name and knows and cares about all of the students equally.”
- “The incident I was in was when Mrs. Krieger went over my test answers and test answers to other as well. I noticed that she went really deep into the conversation and gave me helpful information.”
- “Mrs. Krieger treats all students the same and isn't biased based on their academic level or other traits (looks,religion,ethnicity,gender,etc).”
- “Mrs. Krieger makes sure everyone is participating.”
- “She helps all the time and she loves to help people when they don't understand it.”

- “Helping students individually if they do not understand a topic thoroughly.”

A form of the word “help” was mentioned 54 times in the 92 responses demonstrating the importance of a teacher being committed to student success by being available and willing to assist students. The teacher was available before and after school hours, at lunch, and during class time to support students.

**Connecting behavior.** Students described teacher-student relationship strengthening when “we kind of got to know her more as a person and how she got to know more about who we are as people” (Appendix D). Connecting behavior includes humor, pleasant conversation, and friendly interaction (Webb and Barrett, 2014). Behaviors where students described the teacher as fun, calm, and approachable made up a majority of this category. Some examples include:

- “Mrs. Krieger really cares and is considerate and concerned about not only students academic life, but their personal life as well.”
- “I like a teacher who can take a joke and can goof around a little bit while still getting work done and she does exactly that.”
- “Mrs. Krieger sits with kids at lunch and chats with them like friends. Not many teachers do that. It is really good to know that you will always have your teacher as a friend. She knows a lot about us know and treats us like normal friends and that really makes a difference.”
- “Mrs. Krieger always has fun activities planned to make this class fun and exciting.”



- “We get to share good things with the class and Mrs. Krieger, that gives lots of background knowledge about us to one another with strengthens our relationship.”
- “Stayed calm when we became crazy.”
- “This morning she ask how my day was and smiled at me and shook my hand.”
- “Mrs. Krieger sent pride letters to students to acknowledge their hard work.”

There were 77 responses categorized as connecting behavior making this the category with the second most responses. Many of the strategies utilized were chosen to improve student perception in this category. “Good Things,” a 2-minute activity at the introduction of each class, was mentioned 15 times. Sitting with students at lunch was mentioned six times. The greeting and dismissing procedure involving a smile, handshake, or verbal exchange was mentioned 12 times. Letters or postcards were mentioned three times. Overall, the students’ responses in this category demonstrated how much students value teachers who take the time to acknowledge their presence and appreciate their individuality.

**Courteous behavior.** Webb and Barrett (2014) described courteous behavior with words such as flexible, supportive, inclusive, consistent, fair, and willing to listen. This category also included teachers who created an environment of honesty, empathy, and respect among students. Students described their observations in this way:

- “She was very respectful when the students were giving their demonstrations.”
- “She doesn't get mad easily when we do something wrong.”
- “She's not afraid to change what we are doing.”

- “I observed that when Mrs. Krieger puts up the daily preview on google classroom she considers all students because some can't see all the way from the back. She strengthened her relationship with students by knowing how they feel.”
- “Mrs. Krieger encourages students to be themselves in class, so we all have a bond and know each other well for years to come.”
- “She takes the time to listen to your problem she doesn't wait until later because she cares.”
- “I feel comfortable in this class because respect is a big deal with me and when I'm in the class I feel like Mrs. Krieger respects me.”
- “I observed when she let us choose thing and let us pitch in ideas so that we can have fun in this class. She also lets us do activities it gets us going in the morning.”
- “That you greet us at the door every day. It strengthens our relationship because it makes you feel more invited/wanted then the classes where you just walk in.”
- “The cup building project. Because of this project it helped me work better with other people I wish other teachers would do this.”
- “She forgives you even when you forget to do work.”

Sixty-eight responses demonstrated that courteous behavior impacted not only teacher-student relationships but student-student relationships as well. Teachers who invest in building relationships with and between students set their classrooms up for a successful year. A student in this study said it quite frankly, “She has made the classroom way friendlier and in the beginning of the school year I'm not gonna lie I hated this class but now it's my 2 favorite class so that changed a lot.”

**Information sharing behavior.** Clear communication, both verbal and nonverbal, and the credibility of the teacher defined this category (Webb and Barrett, 2014). Although this category had just 29 responses, each articulated the values of communication in a relationship.

- “This teacher is very descriptive, it helps students understand more about what they need to do when the teacher is descriptive.”
- “My teacher-student relationship has strengthened by communicating and being on the same page.”
- “When she randomly smiles at me throughout the class period.”
- “She is always almost trying to make sure we understand things and is not getting us to be like falling asleep.”

**Common grounding behavior.** Teacher behavior that seemed to have less impact on a relationship included finding similarities with students, being able to relate to them, and speaking on the student’s level. There were only nine responses that fit in this category. Some of the most unique responses included:

- “She’s from Japan and is knowable about the county and as well knows the language, which helped me feel more comfortable in the class.”
- “She talks to the class sometimes when there’s something wrong like friends would.”
- “The more I have seen her the more I realized that she acts a little like me.”

**Behaviors related to class activities and incentives.** Webb and Barrett did not include this category in their college-level research study, perhaps because they found a way to categorize similar responses into one of the five already listed. The responses in

this category were open to interpretation because the incident that led to the relationship between teacher and student being strengthened was unclear. A majority of the responses in this category described one day in the science course where students went outside for observations. The rest of the responses described a one-time event of getting candy and being excused several minutes early. These were not regular occurrences in the science classroom, but students believed their relationships with teachers to be strengthened when out of the ordinary, perhaps exciting, things happened in class.

**Hindering relationship behavior.** Although all participants understood that the teacher-student relationship form was to be used to collect data to answer the question of how teachers build relationships with middle school students, students were encouraged to be honest, so some students noted events that they perceived negatively. Of the seven responses categorized as hindering the relationship, none clearly articulated behavior that damaged the relationship. One response said that although the relationship was good, the student felt the teacher needed to be stricter with students in the class who were mean. Some seemed unsure if there was in fact a teacher-student relationship present. “Um... i'm not sure we really have a strong teacher-student relationship. i mean we get along, but we don't 100% like each other. it's kinda neutral ” (Appendix D). Others just commented that they felt it got worse. Despite this data offering little feedback to the teacher for improvement, it served as a reminder that relationship building is not an activity that takes place in the first six weeks of school or in the same way for each student. Often the students who need a strong teacher-student relationship the most demand a personalized, consistent effort on the part of the teacher before mutual trust is developed.

**Teacher Field Project Journal.** The teacher who conducted the field product also kept a basic record of things that were done in the 6-week period (Appendix B). The journal demonstrated that she consistently greeted students at the door, carried out the custom of Good Things, and ate lunch with students. Communication with a student or parent was mentioned 17 times and reinforced the student response data which showed the teacher's desire to build relationships through clear communication. One difference between the teacher's records and the student responses was that the teacher only mentions specifically helping students four times in the journal as opposed to the 54 times it was mentioned by students. A possible reason for this is that the teacher did not consider recording all the times that she helped students in class as a relationship building strategy. Helping students in class was part of her duties as a teacher. Going out of her way to help students outside of class however was a gesture of kindness to build trust with students.

### **Conclusion**

The quantitative and qualitative data demonstrated that a relationship was formed between teacher and student. Additionally, students noted strategies that the teacher implemented as being the cause of their teacher-student relationship being strengthened. The survey results left questions about action items for the teacher, but student responses identified clear strategies that impacted students when implemented consistently. The responses showed that students value teachers who support them on their road to academic success and who see each student as a unique individual. One student stated, "I really think that if all teachers gave time early on in the year for specifically building relationships like Mrs. Krieger then I would feel a lot better about school" (Appendix D).

Educators can show students their desire for strong relationships by learning and addressing students by name, greeting students upon arriving in class, taking two minutes for the sharing of good things, offering help daily, and modeling an atmosphere of respect in the classroom.

## Chapter IV: Reflective Essay

### Introduction

Forty-five minutes in the day-to-day lives of middle school students seems minimal in comparison to the six hours of interaction they had with their teacher in elementary school. Yet, building a strong relationship with each student continues to be important as students get older. Some students in the middle school especially need strong relationships at a time in their lives when change abounds and peer pressure rises. Unfortunately, all too often intentional relationship building is placed on the back burner as middle teachers battle time constraints to complete the curriculum. How can they build relationships and get through the curriculum? The results from this field project point to manageable ways to do that.

### Conclusions

As I reflect on the successes of this field project, one thing is very clear to me: it would be difficult to make recommendations to other educators involving aspects of their demeanor. For example, I can recommend that being patient with students is an effective way to build relationships. I have data that supports patience as a quality students noted in the field project because it led to strengthened relationships. However, patience is not a trait with an on or off switch. Teachers do not wake up one day naturally patient. It is a skill that can be practiced, and all teachers will experience successes and failures throughout their teaching career. The same can be said of teachers who aim to be calm, respectful, flexible, fair, and forgiving. Therefore, the conclusions I reach and recommendations I make have to be focused on methods I found successful.

**Greeting.** An unforgettable piece of Japanese culture from my childhood is the sound of the store owner welcoming customers into his shop the moment the door opened and they crossed the threshold. This simple gesture invited guests to spend ample time perusing the aisles. However, recently when my husband and I entered a car dealership, we looked for a salesperson for almost five minutes without managing to catch the attention of anyone. We felt quite unwelcome and nearly left the establishment without speaking with anyone. The threshold of a classroom is no different. Students want to know their teacher is prepared for class and values them so much that they are welcomed into the room with a smile, handshake, and greeting. In the past six weeks, I found this was the easiest way to connect with each student daily. At times, students would breeze past me without stopping for our regular greeting. I encouraged all to participate in the verbal acknowledgement, even if a smile and handshake were not possible. I noticed a culture developing around this simple gesture to the point that when students had hands full of materials they would turn an elbow to me in hopes of some type of contact. In our classroom, the elbow high-five is a common, acceptable alternative to a handshake.

Teachers who wish to jump into the curriculum immediately would find this strategy manageable to implement. Greeting students at the door does not take away from class time. Additionally, foundation skills in speaking and listening standards can be addressed and practiced through this process.

I have determined that this is a routine I will continue throughout the year, and I will encourage my colleagues to do it as well. One student made a strong case for this simple act: “You greet us at the door every day. It strengthens our relationship because it



makes you feel more invited/wanted than the classes where you just walk in.” First impressions upon entering a class are paramount to strong relationships.

**Good things.** At the beginning of each class period, I cued the 2-minute countdown and 10 hands shot into the air hoping to be the first to share the positive things going on in their lives, everything from sporting events to tacos for lunch was shared in the precious time called “Good Things.” If I had to choose just one relationship building method to implement for the entire year, the practice of talking about life outside of school would be at the top of my list. During the six weeks, I saw just how important this time was to students. I was approached at lunch by students who requested to be called on first because they were so thrilled to share their good thing, and I witnessed to grave disappointment on the faces of students who were late or stepped out of the room and missed the opportunity to share. In a world inundated with negativity and bad news, this was our special time to discuss only that which brought a smile to our faces.

There was a day in one class that I considered putting an end to the ritual. Although many students respected the time, a few students had chosen to become disrespectful of it with side conversations when they should have been listened or sharing stories simply to gain attention from their peers instead of being positive. I struggled with the thought of ending this time for the class because I knew how much it meant to so many students. Instead, I used the time to teach students appropriate, positive behavior for respectful conversations. Each day since then I have reminded students of the expectations and found the brief reminders to be enough to keep “Good Things” an effective relationship-building time in the room.

Two minutes out of a 45-minute class period was time well spent. I have learned many things about my students that would have been a mystery if it were not for “Good Things.” Teachers nervous about getting behind on the curriculum can surely find two minutes of time to give to the important work of relationship building.

There were some students who had not shared any stories during “Good Things” at conclusion of the field project. In the future, I would like to keep better track of that and reach out to them in the waning seconds of the two minutes. For the students who do get to share, it just might be the one chance they get to talk about their life with someone who cares.

**Lunch.** The first day that the project was being implemented, I walked down the grand staircase with my lunch cooler in hand and stared out across a sea of tables filled with seventh graders. Although I was convinced of the value of conversing with students outside of class time when I initially wrote my paper, the idea of sitting down to lunch and intruding on my students’ nonacademic time seemed daunting. In true reflective disclosure, I did not enjoy implementing this strategy at first. Many days I sat with students who would only have conversations with me if I asked them questions and most seemed uneasy about a teacher sitting at the table eating with them. There was one day that I sat with a group of three students who got up and moved to an outside table within minutes of me joining them. Despite this less than rosy start, I continued to eat with students and tried to sit at tables with students with whom I had not made connections. I saw classroom behavior changes in a few students with whom I had eaten lunch and felt better about the effort made.

Teachers concerned about getting through curriculum would find lunchroom connections a great option. Unfortunately, in many schools this time is contracted to be duty free for teachers. Many teachers would be resistant to giving up this time for the sake of building relationships. Although that is an attitude that is easy to fall into, I think committing myself to joining my students for lunch 2-3 times a week is completely within the realm of possibility.

**Postcards and communication about progress.** Living in an age of technology, it is easy to forget the positive effect of sending hand-written mail. This strategy was difficult to implement because it was time-consuming. I wanted to do more than send generic cards identifying their behavior or academic progress, but the time it took proved to be a challenge. Unfortunately, I was unable to meet my goal of sending a postcard to all 155 students in the first six weeks. The benefit to implementing this strategy was evident to me the day a student approached me on her way into class smiling from ear to ear because she had received the postcard and was so grateful. On another day one of my most challenging students held up his postcard in the locker bay for his friends to see and thanked me. If I did not get to a postcard, I worked to send an email, make a phone call, or touch base in school with students whose behavior demonstrated school PRIDE (Preparation, Respect, Integrity, Determination, Excellence).

Every teacher who has ever lived through the scrutiny of an evaluation or classroom observation knows that hearing about positive things happening in the classroom is encouraging. Students need that same regular encouragement that they are making great choices and modeling noteworthy behavior. Teachers do not have to commit a great deal of class time to do this. Even the time outside of class can be

manageable if you are trying to reach all students at least once in a year. After all, this communication is the glue that bonds a developing relationship.

**Support.** Perhaps the single most recurring comment made in the critical incident reports involved the word “help.” Being helpful was not an intentional strategy in the project proposal because I assumed that all teachers helped their students. What is it about helping students that strengthens a relationship? I can only draw conclusions based on personal experience. I feel a connection to people who help me because I know I am not alone. There is someone else who wants the same goal as I do. I feel a connection to people who help me because they are sacrificing their time for my benefit, and that demonstrates that they care about me. If they care about me, I want to show the same care back to them. I feel connected to people who help me because they are making me a priority, and that selfless act strengthens my relationship. As a Christian educator, I can understand helping someone in light of my relationship with God. The greatest example of help came from his Son, my Savior who helped me with my problem of sin by paying the price of redemption on the cross. Just as my relationship with God was restored through Jesus’ act of “having my back,” relationships are started, strengthened, and even restored when teachers demonstrate that they are willing to help students no matter what the cost.

**Multicultural Classrooms.** One aspect of this field project that was difficult to assess was the effect the strategies had on the multicultural classroom setting because students did not identify their cultural backgrounds when completing the surveys or submitting critical incident reports. Personal reflection led me to believe that the strategies worked in the same manner for all students. Two of the student responses noted

that, as a teacher, I treated every student equally regardless of gender, race, and background, and because of that, their relationship was strengthened. Like patience, treating all students equally is a trait that does not have an on and off switch. Teachers have to work to create and maintain that mindset in multicultural classrooms.

### **Recommendations**

When I first began teaching middle school, I feared that I would not be able to be the same relationship-building teacher that I was as an elementary teacher. I set out asking the question, “How do I build relationships in a multicultural middle school classroom?” I found great success in the implementation of manageable strategies, but the data left me with questions surrounding the students who gave negative scores in the survey and submitted critical incident reports expressing dissatisfaction in our relationship. Further research would lead me to interviews with students to learn more about what they saw as damaging to the relationship and to allow them to voice suggestions for improvement. Without that information, the only recommendation I can give to myself is to be consistent in using the strategies.

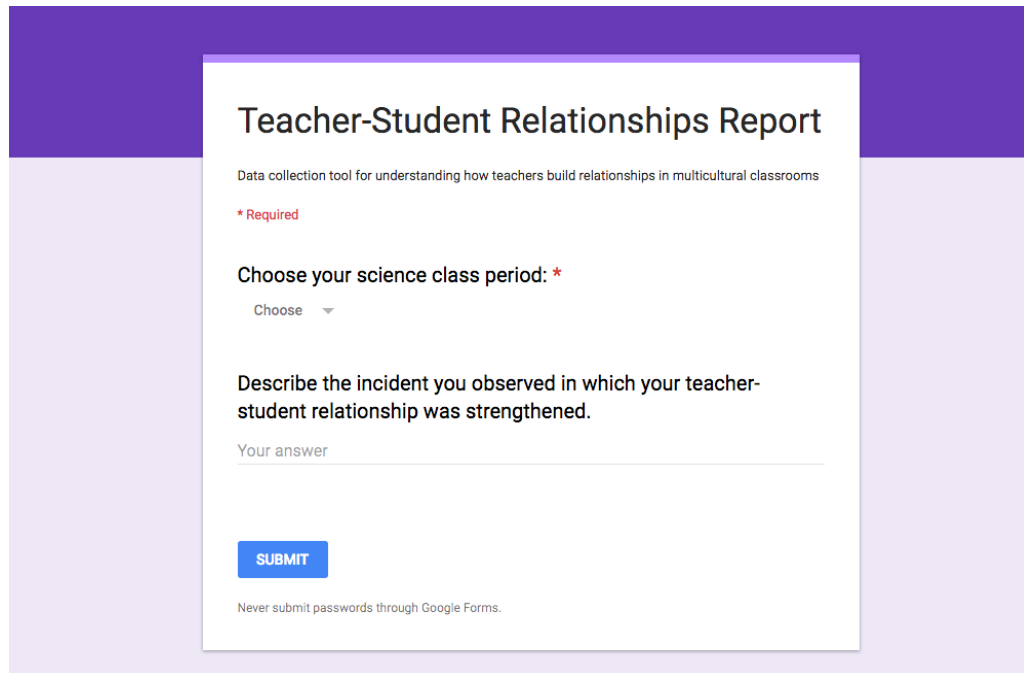
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## Appendices

### Appendix A: Teacher-Student Relationships Report



The screenshot shows a Google Form titled "Teacher-Student Relationships Report" set against a purple background. The form itself is white and contains the following elements: a subtitle "Data collection tool for understanding how teachers build relationships in multicultural classrooms", a red asterisk indicating a required field, a dropdown menu labeled "Choose your science class period: \*" with the word "Choose" and a downward arrow, a text input field with the prompt "Describe the incident you observed in which your teacher-student relationship was strengthened." and a placeholder "Your answer", a blue "SUBMIT" button, and a footer note "Never submit passwords through Google Forms."

1. Choose your science class period (drop down menu).
2. Describe the incident you observed in which your teacher-student relationship was strengthened.

Note: Each submission on Google Forms is time-stamped, and administrators have the ability to require a student log-in in order to access the form and submit a response.



**Appendix B: Teacher Research Journal**

**10.19.16-** Students took QTI and submitted final data collection form, greeted students at door- especially pulled one student aside in greeting because I had not made much of a connection with him and asked about his family/home life, Good Things, thanked class periods for participating in the research project and express joy in opportunity to get to know students individually these first six weeks, Communicated with parents about student and support for family, students complete mood check-in with information about their day to day lives

**10.18.16-** Students came for help before school started, ate with students (male and female) for lunch and talked about the upcoming weekend, greeted students at the door, Good Things - shared about myself when I talked about my positive thing as my husband making an awesome pulled pork dish for my lunch, students complete mood check-in with information about their day to day lives

**10.17.16** Ate with students at lunch and afterwards helped student understand concepts that were missed when they were absent from school, greeted students at the door, Good Things, Stayed after school for over an hour so that a student could retake an assessment, gave some student support, ate lunch with students, students complete mood check-in with information about their day to day lives

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**10.14.16** Sent out postcards to student regarding positive behavior in class, greeted students at the door, Good Things, ate lunch with students, students complete mood check-in with information about their day to day lives

**10.13.16** Communicated with student via email about question in science, greeted students at the door, Good Things, ate lunch with students, students complete mood check-in with information about their day to day lives

**10.12.16** Communicated with student via email about question in science, communicated with parent via email to give positive feedback, greeted students at the door, Good Things, ate lunch with students, students complete mood check-in with information about their day to day lives

**10.11.16-** Supported a student by meeting before school to organize their materials into an AM/PM binder, greeted students at the door, Good Things, ate lunch with students, students complete mood check-in with information about their day to day lives

**10.10.16** Communicated with parent via phone to give positive feedback and discuss student behavior, greeted students at the door, Good Things, over the weekend I sent feedback to all students on their second (retake) questioning assessment, ate lunch with students, students complete mood check-in with information about their day to day lives

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**10.7.16-** Provided students in advisory with plant pots to design and paint, greeted

students at the door, Good Things, ate lunch with students, students complete mood check-in with information about their day to day lives

**10.6.16-** Helped a student who was still struggling to remember how to open up their locker by creating a post-it note with directions, greeted students at the door, Good Things, ate lunch with students, students complete mood check-in with information about their day to day lives

**10.5.16-** Sent out postcards to students, greeted students at the door, Good Things, ate lunch with students, students complete mood check-in with information about their day to day lives

**10.4.16-** Students participated in a teambuilding-classbuilding activity called Stack It Up and I joined groups that were short fourth teammate, greeted students at the door, Good Things, ate lunch with students, students complete mood check-in with information about their day to day lives

**10.3.16-** Sent out postcards that went to students, greeted students at the door, Good Things, sent feedback to all students on their first summative questioning assessment, ate lunch with students, students complete mood check-in with information about their day to day lives

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**9.30.16** Met with students individually to give specific feedback on their assessment and ensure that they understood their scores, communicated with parent via phone to give positive feedback and discuss student behavior, greeted students at the door, Good Things, students complete mood check-in with information about their day to day lives

**9.29.16-** *Teacher absent for district meeting*

**9.28.16-** Communicated with parents about student and support for family, greeted students at the door, Good Things, ate lunch with students, students complete mood check-in with information about their day to day lives

**9.27.16** Communicated with parent via phone to give positive feedback, greeted students at the door, Good Things, ate lunch with students, students complete mood check-in with information about their day to day lives

**9.26.16** Made a home visit for a student, over the weekend I communicated with three students via email about question in science, greeted students at the door, Good Things, ate lunch with students, students complete mood check-in with information about their day to day lives- used information to connect with student about challenge outside of school

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**9.23.16** Communicated with two students via email about question in science, greeted students at the door, Good Things, students complete mood check-in with information about their day to day lives

**9.22.16** - met one on one with a student in advisory to learn more about his background and family and build a connection, greeted students at the door, Good Things, ate lunch with students, students complete mood check-in with information about their day to day lives

**9.21.16** Sent feedback to all students on their formative questioning assessment, Communicated with student via email about question in science, greeted students at the door, Good Things, ate lunch with students, students complete mood check-in with information about their day to day lives- used information to connect with a student and ensure personal life was stable

**9.20.16**- Positive phone call home; ate lunch with students, greeted students at the door, Good Things, students complete mood check-in with information about their day to day lives

**9.19.16**- Ate lunch with students, greeted students at the door, Good Things, students complete mood check-in with information about their day to day lives

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**9.16.16**- greeted students at the door, Good Things, students complete mood check-in with information about their day to day lives

**9.15. 16**- Shared my skydiving video clip with students in Good Things, greeted students at the door, students complete mood check-in with information about their day to day lives

**9.14.16**- Collected student information cards which detailed student's background, family, learning style, and interests; thanked student for willingness to communicate questions via email, greeted students at the door, Good Things, students participated in team handshake activity to build community in the classroom, students discussed expectations of teacher, self and peers, students complete mood check-in with information about their day to day lives

**9.13.16**- Students worked as teams to construct towers for the Marshmallow challenge and teacher facilitated discussion about problems and solutions that arise when working with others and expectations of teacher, Communicated with student via email about question in science, students complete mood check-in with information about their day to day lives

**9.12.16**- Today students were given the pre-survey (QTI). 104 students took the survey. A number of students were absent for Eid al-Adha and will take the pre-survey upon returning to class.

When explaining the QTI, it was noted that 1) it was not a test, 2) the students' names were not attached to their surveys, 3) honesty was encouraged, 4) in case where there was not application because of the time of the year student should just score as best they felt or in the middle number (2), 5) the definition for "lenient" was given.

Relationship building took place today in the form of greeting students at the door with their names and a handshake, participating in “Good Things,” eating with students at lunch, and assisting students who were having difficulty with their technology.

**Appendix C: Parent Permission Letter**

August 15, 2016

Dear Parents and Guardians,

Middle school is an important step in your child's educational journey. For many students, the transition to middle school is difficult because of the short amount of time spent with many different teachers. Research has shown that students who feel a strong, trusting connection with their teachers enjoy school more and often perform better. Middle school teachers often wonder how to build those strong relationships when they only see students once a day for one class.

As part of my Master of Science in Education degree at Martin Luther College, I am doing a capstone project that focuses on how teachers build positive relationships in multicultural middle school classrooms. I am hoping to study how the children perceive different interactions in the classroom and learn more about which teacher-student interactions build a positive, trusting relationship with students. Attached is an invitation for your child to participate in this research project.

If you decide to let your child participate, I will collect information about your child's perceptions through observation notes and student surveys. In addition, students will be able to participate by submitting observations of classroom interactions. At the end of my capstone project (which will most likely be in October), I will write a report about what students identified as positive relationship-building interactions in the classroom. Please note that participation in this study is voluntary and no data will be collected for use within this study unless permission is granted.

Please read over the attached parental permission form that explains this research study. If you agree to allow me to survey your child and copy their observations for use within this study, please sign the bottom of the permission form and return it to school as soon as possible. Please note that your child's real name will be removed from any work that is copied for this study. Thank you for all of your support this year.

Sincerely,  
Kate Hieb-Krieger  
Martin Luther College  
August 15, 2016

## Parental Permission Form

Title: Building Teacher-Student Relationships in a Multicultural Middle School Classroom  
Student Investigator: Kate Hieb-Krieger  
Faculty Advisor: Professor Paul Tess

## I. Purpose

Your child is invited to participate in a research study that focuses on how teachers build positive relationships with students. All of the students in Mrs. Hieb-Krieger's 7th grade science courses will be invited. I am doing the study as part of my Curriculum and Instruction master's degree program. As a result of this study, I hope to learn more about how teachers build positive classroom environments with strong relationships.

## II. Procedures

As part of our regular classroom routine, I will work to build positive relationships with students. All students will be a part of the relationship building techniques; however, permission is needed from parents to use students' observations and survey results in research reports. I hope to collect information about your child's perceptions through a survey and relationship-building incident report. Students will complete the incident reports electronically. Your permission will show that I can use this information in my research report.

## III. Risks

Participation in this study does not pose a risk greater than a regular school day.

## IV. Benefits

Participation in this study may not benefit your child directly. This study will benefit teachers who want to learn more about creating positive classroom environments through relationship building.

## V. Voluntary Participation

Participation in this study is voluntary. If you decide not to let your child participate, your decision will not affect your child's grades or role in the classroom. Your child can drop out of the study at any time.

#### VI. Confidentiality

Any student submissions collected will be anonymous. All study data will be destroyed when the report is done. If a name is present on a survey, it will be removed.

#### VII. Copy of Permission Form

I will give you a copy of this permission form to keep. If you are willing to give permission for your child's survey results and classroom observations to be copied for teacher-student relationship study research, please sign below.

Child's Name

Parent Name (Please Print)

Parent Signature

Date

Contact

If you have any questions regarding the research study, please contact Ms. Kate Hieb-Krieger at 702-956-1166 or email her at [khieb1@isd77.k12.mn.us](mailto:khieb1@isd77.k12.mn.us)

**Appendix D: Student Critical Incident Reports**

Uncommonly Attentive Behavior - 92 Responses		
9/13/2016 8:32:10	Period 1	My teacher-student relationship was strengthened when Mrs. Krieger respected me by believing in my capabilities, which helped her earn my respect, leading to me trusting her answers a bit more.
9/13/2016 8:32:39	Period 1	That when she helped all of the kids that asked her questions
9/13/2016 8:32:41	Period 1	when she helps other students
9/13/2016 8:34:13	Period 1	that she tries to get to know us all, all the time:)
9/13/2016 8:34:15	Period 1	She asks questions about the students good things to get to know them a little better.
9/13/2016 9:20:47	Period 2	Well the snake skin thing was cool.
9/13/2016 9:25:35	Period 2	when she was helping students
9/13/2016 11:05:07	Period 1	I noticed a difference from the first day of school. I noticed that she had memorized my name and knows and cares about all of the students equally.
9/13/2016 13:42:38	Period 7	Helping a student out
9/13/2016 13:42:44	Period 7	We all did a project
9/13/2016 13:42:53	Period 7	She emails us about any thing we need to get done
9/19/2016 10:47:00	Period 1	When come over and get us back on task when we are not on task like when we are talking or not paying attention
9/21/2016 12:15:23	Period 1	when all the kids were raising there hands and she helped them and it streangthed me when i saw that because it was so kind
9/22/2016 8:14:20	Period 1	she went though and helped us
9/27/2016 11:12:29	Period 3	When were working independently, few students were talking. I couldn't concentrate. Mrs. Krieger told the two students talking to keep quiet. It made me feel comfortable with her. Thank you Mrs.Krieger



9/27/2016 12:14:30	Period 1	answering questions that i didn't get
9/28/2016 14:54:21	Period 8	She helped me get back on track when i missed a day
9/29/2016 11:18:21	Period 1	That when i asked a question and she help me answer it
9/30/2016 9:41:20	Period 2	I liked it when she let us see how we did on our tests.
9/30/2016 12:40:18	Period 2	The incident I was in was when Mrs. Krieger went over my test answers and test answers to other as well. I noticed that she went really deep into the conversation and gave me helpful information.
10/4/2016 19:05:29	Period 7	She puts us first
10/4/2016 19:06:54	Period 7	She makes me happy
10/4/2016 19:09:45	Period 7	She treats everyone the same.She doesn't treat one of us like that person is more important
10/4/2016 19:20:04	Period 7	She encourages kids to do things in a fun way
10/4/2016 19:22:53	Period 7	She thinks outside of the box
10/4/2016 20:47:15	Period 3	When she gave me feedback on one of my answers.
10/5/2016 11:07:06	Period 8	when i missed a day she helped me get back on track.
10/5/2016 16:44:25	Period 1	you make science fun for kids who don't like science
10/5/2016 16:47:51	Period 1	you helped people who need help
10/6/2016 8:12:59	Period 1	she makes sure we all hacve enogh time to get the things we need done ,done
10/6/2016 8:13:21	Period 1	she keeps us on task
10/6/2016 8:14:46	Period 1	she is focused and not off taask
10/6/2016 11:09:48	Period 7	That we get time to do our work if people are listing.

10/6/2016 12:23:33	Period 3	You said that we can come in in the morning before school to get help with stuff.
10/7/2016 10:40:39	Period 1	My group was having troubles and she helped with it
10/7/2016 10:41:52	Period 3	When I was stuck on a problem. Mrs. Hieb helped me out.
10/12/2016 10:39:57	Period 1	Maybe when you helped students who struggled, it seemed to strengthen your relationship.
10/12/2016 10:41:05	Period 1	When you helped out students who didn't understand the situation or whatever was going on at that exact time.
10/12/2016 11:00:47	Period 1	when she helped me get the meaning of a Quantitative and Qualitative
10/12/2016 11:13:13	Period 2	she helps people when they need help with anything
10/12/2016 12:15:54	Period 1	you helped my friend
10/13/2016 8:12:41	Period 1	Mrs.Krieger gave her students materials.
10/14/2016 10:45:36	Period 8	when i got help with my work
10/16/2016 18:00:22	Period 1	When Mrs.krieger helped with an activity we had to do.
10/17/2016 9:54:20	Period 3	Very helpful and when out of her way to help a student.
10/17/2016 10:37:46	Period 7	She helps us when we do not understand it
10/17/2016 10:52:19	Period 7	when she calls people's names while shes talking
10/17/2016 15:46:28	Period 3	She always makes sure kids stay on task without being rude or mean!
10/17/2016 21:02:07	Period 7	She takes the time to retake the class if don't get it .She doesn't get mad or sighs or complains.Or she doesn't say no I can't you do it on your own
10/17/2016 21:04:45	Period 7	She finds a way to be happy when shes frustraded or mad.
10/17/2016 21:07:15	Period 7	She makes it so we don't sit around

10/17/2016 21:15:49	Period 7	Se\he shows passion
10/18/2016 13:34:53	Period 7	She helped me with a partner activity.
10/18/2016 20:47:03	Period 1	Mrs.Krieger treats all students the same and isn't biased based on their academic level or other traits(looks,religion,ethnicity,gender,etc.).
10/19/2016 8:29:30	Period 1	She encouraged a kid and the kid became positive about the assignment.
10/19/2016 8:30:00	Period 1	When I didn't get a question she helped me. That helped me cause then I did better on the test.
10/19/2016 8:30:06	Period 1	Mrs. Krieger makes sure everyone is participating
10/19/2016 8:30:10	Period 1	One thing that I observed was that when ever kids where having a hard time you would go over there and help them out. Also you would call on students that had there hands raised.
10/19/2016 8:30:16	Period 1	My table was struggling with a couple questions and she saw that we were struggling so she came over and helped us through the problems and help us under stand them better.
		She is encouraging in our future plans and in our education. She wants what's best for us and that has strengthened our bond which I hope is unbreakable for the rest of the time to come.
		she treats us all the same
10/19/2016 8:33:48	Period 1	you stay on task
10/19/2016 8:34:57	Period 1	how in depth the learning gets
10/19/2016 8:35:27	Period 1	Where the teacher knew what to do to help us students a lot during class.
10/19/2016 8:35:33	Period 1	The incident in which I observed was when Student A had a problem and the teacher didn't hesitate to help.
10/19/2016 8:35:54	Period 1	On how interstead she is about what we tell her
10/19/2016 8:37:51	Period 1	Well I have observed a lot in this class over the course of 6 weeks I really think that if all teachers gave time early on in the year for specifically building relationships like Mrs. Krieger then I would feel a lot better about school.
10/19/2016 9:15:49	Period 2	She helped me with my locker one day when I was having troubles.

10/19/2016 9:16:11	Period 2	She is always willing to help everyone.
10/19/2016 9:18:22	Period 2	The teacher helped another student with their work.
10/19/2016 9:19:17	Period 2	she helped me with some of my work
10/19/2016 9:19:20	Period 2	She offered to help me with something I didn't understand.
10/19/2016 9:19:27	Period 2	Mrs. Krieger helps us when we are confused, so we all know what to do.
10/19/2016 9:19:33	Period 2	She helped out students with questions and gave examples of people who are doing good things that she recommends to all of us.
10/19/2016 9:19:41	Period 2	she helps.....
10/19/2016 9:23:18	Period 2	When we had questions about an assignment, Mrs. Krieger helped us by answering our questions.
10/19/2016 10:02:42	Period 3	She helps all the time and she loves to help people when they don't understand it.
10/19/2016 10:06:18	Period 3	Took time to talk to kids and help them.
10/19/2016 10:06:46	Period 3	She was very helpful with other students and with me.
10/19/2016 10:06:52	Period 3	When I needed help she was there to help.
10/19/2016 10:08:51	Period 3	You said that we could come in before school to get extra help if we needed it.
10/19/2016 10:21:31	Period 3	When you helped me understand something really easy but that I did not understand. You explained it over 3 times to be. Because of this you helped me form a relationship with you. I hope other teachers do this.
10/19/2016 10:46:09	Period 3	You really like to help people and you helped me and others, and I like that you explain stuff really easily so that I can understand what we are doing.
10/19/2016 13:45:29	Period 7	When Mrs. Krieger was willing to help Student A with ideas.
10/19/2016 13:46:20	Period 7	when I didn't know what to do.

10/19/2016 13:46:28	Period 7	She helps you when you need it
10/19/2016 13:48:07	Period 7	When help this kid who didn't understand and then he said I like Mrs. Kegeir
10/19/2016 13:50:09	Period 7	Helping students individually if they do not understand a topic thoroughly.
10/19/2016 14:30:27	Period 8	when she was helping me out with questions
10/19/2016 14:38:01	Period 8	I think even though this class can be a little chatty, you are always patient with everyone. Also, when I joined late, you were willing to help me out, and help me feel welcome.
		She helped us when we needed it and was very encouraging.
10/19/2016 14:39:39	Period 8	She has helped me with my work.

### Connecting Behaviors- 83 Responses

9/13/2016 8:34:10	Period 1	When she does the Good Things Time to hear the good things going on in our lives, it's really nice of her to do that.
9/13/2016 9:22:07	Period 2	this morning she asked how my day was and smiled at me and shook my hand
9/13/2016 13:42:20	Period 7	Asks me to sit by her at lunch
9/13/2016 14:12:44	Period 8	learned about them
9/13/2016 14:13:45	Period 8	learned about them
9/13/2016 14:13:45	Period 8	learned about them
9/13/2016 20:36:11	Period 7	when she said she was a laid back teacher
9/13/2016 22:35:33	Period 7	When she asks us something good that's happening in our day.
9/14/2016 9:02:35	Period 2	she shakes her hand with everyone in the morning and I also like that she cares about how we feel in the daily mood checkin which is nice to know

9/16/2016 9:05:10	Period 2	I liked that you could let us do the activity in making the handshake because it was fun,and you also reminded us of the data video thing even though i did it earlier this week.
9/21/2016 12:12:48	Period 1	How she is so calm all the time
9/26/2016 14:20:35	Period 8	She lets students mess around.
9/26/2016 14:22:23	Period 8	you let us do some fun stuff
9/27/2016 9:14:38	Period 7	when we say the good things
9/27/2016 11:14:42	Period 3	She told me I'm the only person who put everything to their left hand and greet her with a handshake.
9/27/2016 13:34:17	Period 7	We get to share good things that we get to do or did
9/27/2016 14:13:47	Period 8	We did a game.
9/27/2016 19:44:19	Period 1	I saw that when Mrs.Krieger uses good things to get to know her students, it strengthen their relationship. It also helps that she also talks to them outside of class and is interested in their life outside of school.
9/30/2016 10:56:31	Period 7	when she tells us jokes
10/2/2016 18:40:30	Period 8	When they made jokes and joked around a little because it made me loosen up and not feel so bored.
10/2/2016 21:32:25	Period 8	When you sat with my friends and I at lunch :3
10/4/2016 19:06:41	Period 7	She makes things fun for everyone
10/4/2016 20:09:27	Period 7	She arranged a fun activity to do in class today
10/5/2016 10:19:49	Period 7	She lets us do fun actives.
10/5/2016 16:42:03	Period 1	you set by kids who are setting all by them self at lunch
10/6/2016 10:20:17	Period 8	During Good Things when I got to be first :)
10/10/2016 10:45:14	Period 3	we had fun with

10/11/2016 16:19:58	Period 1	Mrs.Krieger is constantly trying to be more involved in the lives of students.
10/11/2016 16:21:59	Period 1	Mrs.Krieger does a daily mood check- in for attendance, so she'll get to know everyone better.
10/11/2016 16:23:53	Period 1	Mrs.Krieger sent pride letters to students to acknowledge their hard work.
10/12/2016 10:42:52	Period 1	During the times we do the 2 minutes of good things, your relationship with the students got stronger, and got to know more about the students and they, on the other hand, get to know more about yourself! So they can get to know Mrs. Krieger more.
10/12/2016 12:16:22	Period 3	When we didn't had 4 people in our table Mrs. Heib was 4th person.
10/12/2016 18:58:54	Period 2	She chose to let us share some of our personality to others today when we did our comments and I learned some new things about certain people.I like that she gave us a choice to say something about ourselves.
10/13/2016 9:42:20	Period 2	Me and my group were reconized for doing hard work in class.
10/14/2016 17:12:39	Period 8	watching you sit with different tables at lunch everyday
10/16/2016 18:25:37	Period 2	It was strengthened when we kind of got to know her more as a person and how she got to know more about who we are as people.
10/16/2016 19:56:47	Period 1	My teacher told me that I would fit into a family in one of the books that I was reading. This made me happy, and might have strengthened our student-teacher relationship.
10/17/2016 13:26:48	Period 7	It was strengthened when I found out we do fun activities!
10/17/2016 21:07:43	Period 7	She has fun games but also educational.
10/17/2016 21:07:59	Period 7	She's nice
10/17/2016 21:13:32	Period 7	She greets us in beginning
10/17/2016 21:14:36	Period 7	She cares by asking questions
10/18/2016 20:44:20	Period 1	Mrs.Krieger really cares and is considerate and concerned about not only students academic life, but their personal life as well.

10/19/2016 8:29:53	Period 1	Instead she laughed along and adjusted it so we'd be happy and the right answer
		she is always has a plan when we get done with are work , we do activtys that make us stand up and talk with othwers
10/19/2016 8:31:29	Period 1	It was strengthened by telling good things every morning.
10/19/2016 8:31:59	Period 1	I like a teacher who can take a joke and can goof around a little bit while still getting work done and she does exactly that.
10/19/2016 8:34:58	Period 1	walked around the room
10/19/2016 8:35:09	Period 1	the teacher sat by kids at lunch when they where sitting alone
10/19/2016 8:35:45	Period 1	She is very calm and is a person that lets things go if its the first time it happened.
10/19/2016 8:36:03	Period 1	Mrs.Krieger sits with kids at lunch and chats with them like friends. Not many teachers do that. It is really good to know that you will always have your teacher as a friend. She knows a lot about us know and treats us like normal friends and that really makes a difference.
10/19/2016 8:36:06	Period 1	saying bye
10/19/2016 9:15:22	Period 2	She sent a post-card to my house thanking me for being respectful and on task :)
10/19/2016 9:16:47	Period 2	I like when she has fun activities where we learn about science.
10/19/2016 9:17:54	Period 1	"Good things"
10/19/2016 9:18:11	Period 2	Mrs. Krieger always has fun activities planned to make this class fun and exciting.
10/19/2016 9:18:42	Period 2	We get to share good things with the class and Mrs. Krieger, that gives lots of backround knowledge about us to one another with strengthens our relationship.
10/19/2016 9:19:43	Period 2	When she sent a letter to me saying i was a good student.
10/19/2016 9:20:29	Period 2	Mrs. Krieger lets us have fun in class, and she always makes our lessons fun.
10/19/2016 9:23:53	Period 2	I find every time we talk it gets strengthened, especially during good things



10/19/2016 9:25:50	Period 2	Mrs. Krieger makes sure we have a good time in class.
10/19/2016 9:35:18	Period 2	I tend to find that you strengthened relation ships by talking for example good things
10/19/2016 10:02:19	Period 3	The teacher keeps everyone on task but does it in a fun and leanant way!!
10/19/2016 10:11:04	Period 3	it was vary fun and whered i like when we did those exspermetns an it was fun when
10/19/2016 10:11:08	Period 3	When she asked me what was wrong because my face "looked sad".
10/19/2016 13:45:15	Period 7	we get to do fun actives
10/19/2016 13:45:36	Period 7	When we do fun things in class like activities
10/19/2016 13:46:54	Period 7	we shook hands
10/19/2016 13:47:17	Period 7	She lets us share good things
10/19/2016 14:34:09	Period 8	When i gave Mrs. Kriger a gift to cheer her up and we hugged.
10/19/2016 14:37:11	Period 8	Watching you sit with different group of people everyday,including my friends and I.
10/19/2016 14:37:15	Period 8	Where we share thing everything
10/19/2016 14:37:46	Period 8	When we do Good Things before class and she responds.
10/19/2016 14:38:33	Period 8	stayed calm when we became crazy
10/19/2016 14:43:43	Period 8	When we share are 2 min. of good things that happened to us.
10/19/2016 14:45:28	Period 8	that she is nice but some people
9/26/2016 14:21:15	Period 8	Greeting people when they come in.
10/18/2016 18:08:11	Period 1	Greeting/handshake at the door every day.
10/18/2016 20:51:51	Period 1	Mrs.Krieger shares stuff about her outside of school life, so we can get to know her more and have a better special student-

		teacher bond. Also, we get to share things about ourselves during good things which makes an even better unbreakable bond.
10/19/2016 9:24:54	Period 2	Our teacher shakes our hands when we come into class.
10/19/2016 13:45:43	Period 7	She Greets us at the Door!!
9/13/2016 16:11:19	Period 1	Mrs.Krieger strengthens her relationships with students when she greets students every class at the door with a friendly smile and greeting.

Courteous Behaviors- 69 Responses

9/13/2016 8:52:08	Period 1	trust
9/13/2016 8:55:46	Period 1	she allows students to ask questions
9/13/2016 9:24:50	Period 2	Student A lost his chromebook and was late to class and the teacher didn't get mad
9/13/2016 10:03:53	Period 2	someone was late for class today and she was so understanding and never yelled. because of this i feel my relationship with her was strengthened
9/13/2016 16:07:02	Period 7	listening to me
9/14/2016 13:31:30	Period 7	She gave us a 2nd day to work on our 20 favorite things
9/14/2016 16:14:31	Period 1	I overheard you speaking to a student about sending you an email. You thanked the student for sending you the email. Your bond with that student may have gotten stronger because of this.
9/14/2016 18:52:17	Period 7	When she brought in the snake skin for all of us to touch. It made me feel like if I ever have anything I want to share I know she will accept it.
9/16/2016 9:04:45	Period 2	when she let me bring in my hermit crab
9/16/2016 10:51:50	Period 3	She was very respectful when the students were giving their demonstrations.
9/19/2016 9:01:52	Period 2	I think she is a good teacher because she lets us bring different things that we want to show,like the duck heart,that is awesome yet disgusting at the same time.

9/26/2016 14:22:07	Period 8	Let others speak and share ideas.
9/26/2016 14:22:29	Period 8	When I was the first to answer one of her questions.
9/27/2016 12:16:10	Period 7	When some people don't have their work done she is very understanding and gives us a little more time.
9/28/2016 9:59:10	Period 3	She was very nice and patient with us?
9/28/2016 10:49:36	Period 8	I listened for than i always do
9/28/2016 10:57:16	Period 1	You would talk to the kids with their hands up,
9/29/2016 12:12:43	Period 7	When I finished a test yesterday that was easy.
9/30/2016 8:38:23	Period 1	She wants to know how we think and lets us make kahoots to also help better understand
10/4/2016 19:00:58	Period 7	She is very understanding
10/4/2016 19:03:36	Period 7	She doesn't get made easily when we do something wrong
10/4/2016 19:03:53	Period 7	She's understanding
10/4/2016 19:04:09	Period 7	She's forgiving
10/4/2016 19:04:38	Period 7	She's fair
10/4/2016 19:05:12	Period 7	She's not afraid to change what we are doing
10/4/2016 19:06:14	Period 7	She's not afraid to say no
10/4/2016 19:08:36	Period 7	If she's in a bad mood she won't take it out on us
10/4/2016 19:14:29	Period 7	She doesn't have us all in one room all the time,she has us go outside or in the flex areas to it's fun.
10/4/2016 20:30:27	Period 3	You were supportive of us during the cup stacking.
10/5/2016 7:18:10	Period 1	I observed that when Mrs.Krieger puts up the daily preview on google classroom she considers all students because some can't

		see all the way from they back. She strengthened her relationship with students by knowing how they feel.
10/5/2016 19:42:27	Period 1	When I didn't get a question right on my assessment so she let me try again and do it right away.
10/10/2016 14:52:52	Period 8	when she thanked me for helping pick up chairs at end of class
10/12/2016 17:17:31	Period 1	I observed that Mrs. Krieger makes sure that every student is ready before she begins speaking.
10/13/2016 10:51:39	Period 3	Are teacher-student relationship was strengthened when she was nice and let me use her ipad when I forgot my chrome book.
10/13/2016 12:19:38	Period 2	The teacher told the class about a student who helped another student.
10/14/2016 14:53:12	Period 8	We didn't need to do much work.
10/16/2016 19:07:11	Period 1	Mrs.Krieger is very supportive and helpful in making sure students get good grades.
10/16/2016 19:08:23	Period 1	Mrs.Krieger encourages students to be themselves in class, so we all have a bond and know each other well for years to come.
10/17/2016 21:03:19	Period 7	She takes the time to listen to your problem she doesn't wait until later because she cares.
10/17/2016 21:06:25	Period 7	She's not afraid to say no
10/17/2016 21:15:18	Period 7	She has kids stop talking so we can talk instead of having them going on
10/19/2016 8:16:32	Period 1	When she told me how much she likes me
10/19/2016 8:29:25	Period 1	I feel comfortable in this class because respect is a big deal with me and when I'm in the class I feel like Mrs. Krieger respects me.
10/19/2016 8:29:43	Period 1	Being able to sit and talk with my friends, and having them in a group.
		didn't get mad if we thought an answer wasn't right
10/19/2016 8:29:56	Period 1	I observed when she let us choose thing and let us pitch in ideas so that we can have fun in this class. She also lets s do activities it gets us going in the morning.
10/19/2016 8:30:32	Period 1	When Mrs.Krieger was nice enough to give me a 2.5/4 because i didn't think I would get that high of a score because it was kind of hard.

10/19/2016 8:30:33	Period 1	she is very good with students
		she gives us time to do the work we need to have done
10/19/2016 8:31:02	Period 1	That you greet us at the door every day. It strengthens our relationship because it makes you feel more invited/wanted then the classes where you just walk in.
10/19/2016 8:31:33	Period 1	It is good she always is intersted in wnat we say.
10/19/2016 8:39:16	Period 1	I liked that Mrs. Kreiger bought us pots to paint in Advisory. This let me use some creative skills, and showed that she trusted us to paint pots that she bought and that would be in her science classroom. It would be cool if every teacher let us do that, and trusted us with things like that.
10/19/2016 9:16:36	Period 2	She is willing to work through any problems that occur during class.
10/19/2016 9:20:31	Period 2	She gave us lots of time when it came to the survey.She always gives us time when it comes to work if were on time with the class activities.
10/19/2016 9:22:36	Period 1	She showed respect and some great lisening skills in good things.
10/19/2016 9:22:50	Period 2	At stand up pair up she doesn't make us be with a certain person.
10/19/2016 9:34:40	Period 2	Mrs. Krieger gives us time in class to get our work done.
10/19/2016 10:09:33	Period 3	the cup building project. Because of this project it helped me work better with other people I wish other teachers would do this.
10/19/2016 10:10:17	Period 2	When she made someone pick up shards of pottery because their chrome book pushed it over accidentally.
10/19/2016 10:10:37	Period 3	She is caring and nice to us she makes sure we get to speak our mind
10/19/2016 10:10:54	Period 3	she forgives you even when you forget to do work
10/19/2016 13:46:21	Period 7	She doesn't get mad when you make mistakes.She's understanding when we turn things in late.
10/19/2016 13:49:14	Period 7	being nic,e

10/19/2016 13:49:52	Period 7	She has made the classroom way friendlier and in the beginning of the school year im not gonna lie i hated this class but know its my 2 favorite class so that changed a lot oh and this is Riley T :)
10/19/2016 13:51:40	Period 7	when to kids who were having an argument and one was being mean to other and the other was getting hurt (not physicaly) and she stood up and got it to stop.
10/19/2016 14:36:09	Period 8	We have communicated well and have been understanding of each other.
10/19/2016 14:38:48	Period 8	She was very nice and respectful when asking to retake an assessment.
10/19/2016 14:39:29	Period 8	When a student said something rude, and she forgave the student and continued with the class.
10/17/2016 20:58:14	Period 7	Very Understanding

Information Sharing Behaviors- 29 Responses		
9/13/2016 8:33:25	Period 1	she explains everything clearly and makes sure we understand it
9/14/2016 16:24:10	Period 3	This teacher is very descriptive, it helps students understand more about what they need to do when the teacher is descriptive.
9/15/2016 20:49:55	Period 7	When she randomly smiles at me throughout the class period
9/21/2016 11:17:21	Period 3	She was very helpful by describing things to us in a step-by-step process and it was very easy for us to understand.
9/21/2016 12:27:03	Period 7	when she winked at me
9/23/2016 9:01:45	Period 2	I like that she makes it easy to understand on getting grades(learning goals)
10/3/2016 16:44:39	Period 7	We made eye contact
10/4/2016 22:50:57	Period 2	Mrs. Krieger helped a student so they understood the directions better.
10/5/2016 12:11:42	Period 8	My teacher-student relationship has strenghtened by communicating and being on the same page.
10/5/2016 16:46:09	Period 1	you explain things clearly
10/6/2016 8:13:59	Period 1	if we dont get somthing she will exxplain it to us more clearly

10/13/2016 12:09:23	Period 7	We did a easy assignment for a day-inference & observation
10/14/2016 8:08:33	Period 1	she always makes sure we understand everything perictily
10/17/2016 20:59:19	Period 7	She knows when we are tired so she lets of stand or stretch
10/17/2016 21:13:52	Period 7	She smiles
10/17/2016 21:14:10	Period 7	She gives eye contact
10/19/2016 8:24:31	Period 1	she was re talking about the assignment.
		she explained things well
10/19/2016 8:30:18	Period 1	Where Mrs. Krieger explained stuff that we didn't understand and she really cares about us because, well, she brought treats for us and during fire drill practice, she really seemed careful because she did it very cautiously, wanted all of us to do it quick to get out safe and sound, (Means they obviously care!), and got us into alphabetical order quickly and told us too, so we got to do it quickly to get out of the building safely. And also when she helped people who misunderstood a topic or so.
10/19/2016 8:31:01	Period 1	she is always almost trying to make sure we understand things and is not getting us to be like falling asleep
10/19/2016 8:32:18	Period 1	when someone doesn't get some thinks the teacher explains it clearly
10/19/2016 9:37:53	Period 2	Mrs. Krieger explains things clearly so we know what to do.
10/19/2016 10:08:43	Period 3	because if i don't get things she explains it again and she is very nice when she tells me
10/19/2016 10:08:46	Period 3	you make sure we understand everything we need to know
10/19/2016 10:09:40	Period 3	she listens to us when we don't know what to do and she says thing clearly
10/19/2016 10:09:53	Period 3	You help us when we don't understand our assignments and explain it more thoroughly and if needed, you will even help us.
10/19/2016 13:45:44	Period 7	I thought that it strengthened when we found out that we were able to do experiments.
10/19/2016 13:46:25	Period 7	Mrs. Krieger gave Jerry info on the data project.

10/19/2016 14:37:55	Period 8	she made assignment clear, and easy to read
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Common Grounding Behaviors- 16 Responses		
9/27/2016 10:41:52	Period 7	that your having nice
9/27/2016 12:13:44	Period 8	We both like the cold
9/27/2016 13:34:35	Period 8	We both like the cold
9/28/2016 12:14:59	Period 1	she lets us do fun stuff and teachers like that are very nice and caring
10/4/2016 19:04:22	Period 7	She's caring
10/4/2016 22:05:50	Period 1	we both like challenges
10/6/2016 12:52:48	Period 1	You where born in Japan and I'm in to Japanese culture and I heard as well that you took a couple students to Japan and I love if you could do it again.
10/11/2016 13:04:17	Period 1	When we went outside we both like the leaves
10/17/2016 21:00:46	Period 7	She's very caring
10/17/2016 21:05:30	Period 7	She talks to the class sometimes when there's something wrong like friends would.
10/19/2016 8:30:34	Period 1	we both like doing nice things
10/19/2016 8:30:39	Period 1	Mrs.Krieger really understands students and knows what they are like and want in the future.
10/19/2016 8:32:47	Period 1	She's from Japan and is knowable about the county and as well knows the language, which helped me feel more comfortable in the class. She as well said a few things about taking some students to Japan in the past. Which would be very exciting if she could do it again, because I would be a amazing experience and could help me with the language by hearing it.
10/19/2016 9:37:05	Period 2	When we find out our likes and differences



10/19/2016 9:38:28	Period 2	the more i have seen her the more i realized that she acts a little like me
10/19/2016 10:08:58	Period 3	When she said I had a good "teacher" voice.

Behaviors Regarding Activities or Incentives in Class- 15 Responses		
9/27/2016 12:07:29	Period 7	When we were able to go outside yesterday
9/27/2016 12:27:35	Period 7	It was strengthened when we were able to go outside!
9/27/2016 14:13:23	Period 8	We got to go outside and get fresh air.
9/27/2016 17:00:38	Period 2	when she took us outside
9/27/2016 17:28:58	Period 7	We went outside for an entire class period
10/19/2016 13:48:02	Period 7	Let us go outside & get fresh air
10/19/2016 14:29:35	Period 8	they let us eraly
10/19/2016 14:33:49	Period 8	The teacher let us have candy if we were good.
10/19/2016 14:37:07	Period 8	The teacher gave us candy, I wish all teachers did that.
10/19/2016 9:23:42	Period 2	When she game me candy
10/19/2016 10:11:08	Period 3	Our teacher student relationship was strengthened when she let us play stack it up with cups.
10/10/2016 14:49:38	Period 8	They let us play games.
10/10/2016 14:50:30	Period 8	They let us have treats.
9/27/2016 13:27:11	Period 7	She let us go outside for being good

9/13/2016 8:34:24	Period 1	It wasn't
10/18/2016 11:09:34	Period 3	It didn't get strengthened it got worst
10/19/2016 9:15:44	Period 2	Um... i'm not sure we really have a strong teacher-student relationship. i mean we get along, but we don't 100% like each other. it's kinda neutral.
10/19/2016 9:19:12	Period 2	I really don't think we have a teacher student relationship
10/19/2016 10:08:33	Period 3	I dont think our relationship got better
10/19/2016 14:38:11	Period 8	It is good but some students are mean and the teacher needs to be more strict to those students.
10/19/2016 14:42:45	Period 8	My relationship with this teacher i feel like it is not there. Maybe when the teacher helped me with a project.

## Appendix E: Pre and Post Survey Results

Pre-Research Survey Results (0=Never, 4=Always)						
	0	1	2	3	4	Mean (SD)
<b>1. This teacher talks enthusiastically about her/his subject.</b>	1	3	8	42	49	3.3 (0.8)
<b>2. This teacher trusts us.</b>	1	3	13	44	41	3.2 (0.8)
<b>3. This teacher seems uncertain.</b>	50	38	11	4	1	0.8 (0.9)
<b>4. This teacher gets angry unexpectedly.</b>	83	12	5	3	1	0.4 (0.8)
<b>5. This teacher explains things clearly.</b>	0	3	11	45	43	3.3 (0.8)
<b>6. If we don't agree with this teacher, we can talk about it.</b>	1	4	27	34	37	3.0 (0.9)
<b>7. This teacher is hesitant.</b>	42	38	18	5	2	0.9 (1.0)
<b>8. This teacher gets angry quickly.</b>	74	20	9	2	0	0.4 (0.8)
<b>9. This teacher holds our attention.</b>	2	6	16	53	25	2.9 (0.9)
<b>10. This teacher is willing to explain things again.</b>	1	1	16	38	46	3.2 (0.8)
<b>11. This teacher acts as if she/he does not know what to do.</b>	83	14	3	1	3	0.4 (0.9)
<b>12. This teacher is too quick to correct us when we break a rule.</b>	37	25	23	11	9	1.3 (1.3)
<b>13. This teacher knows everything that goes on in the classroom.</b>	1	5	27	38	32	2.9 (0.9)
<b>14. If we have something to say, this teacher will listen.</b>	1	2	4	33	60	3.5 (0.7)
<b>15. This teacher lets us boss her/him around.</b>	85	12	5	1	2	0.3 (0.8)
<b>16. This teacher is impatient.</b>	64	23	12	3	2	0.7 (1.0)
<b>17. This teacher is a good leader.</b>	2	1	13	31	55	3.3 (0.9)
<b>18. This teacher realizes when we don't understand.</b>	1	5	31	37	29	2.9 (0.9)
<b>19. This teacher is not sure what to do when we fool around.</b>	58	30	9	4	2	0.7 (1)
<b>20. It is easy to pick a fight with this teacher.</b>	73	19	8	2	1	0.5 (0.8)
<b>21. This teacher acts confidently.</b>	2	2	5	42	49	3.3 (0.8)

<b>22. This teacher is patient.</b>	0	0	9	39	53	3.4 (0.6)
<b>23. It's easy to make a fool out of this teacher.</b>	71	26	3	2	2	0.5 (0.8)
<b>24. This teacher is sarcastic.</b>	48	34	18	4	1	0.8 (0.9)
<b>25. This teacher helps us with our work.</b>	1	3	16	37	45	3.2 (0.9)
<b>26. We can decide some things in this teacher's class.</b>	3	16	42	29	13	2.3 (1)
<b>27. This teacher thinks that we cheat.</b>	86	12	3	0	2	0.3 (0.7)
<b>28. This teacher is strict.</b>	36	31	25	9	3	1.2 (1.1)
<b>29. This teacher is friendly.</b>	0	2	9	29	63	3.5 (0.7)
<b>30. We can influence this teacher.</b>	14	23	36	17	14	2.0 (1.2)
<b>31. This teacher thinks we don't know anything.</b>	86	10	4	3	2	0.4 (0.9)
<b>32. We have to be silent in this class.</b>	1	17	52	28	6	2.2 (0.8)
<b>33. This teacher is someone we can depend on.</b>	1	7	10	42	43	3.2 (0.9)
<b>34. This teacher lets us fool around in class.</b>	44	42	16	2	0	0.8 (0.8)
<b>35. This teacher puts us down.</b>	83	11	6	2	2	0.4 (0.9)
<b>36. This teacher's tests are hard.</b>	*	*	*	*	*	*
<b>37. This teacher has a sense of humor.</b>	12	15	31	31	14	2.2 (1.2)
<b>38. This teacher lets us get away with a lot in class.</b>	50	36	15	4	0	0.8 (0.9)
<b>39. This teacher thinks we can't do things well.</b>	78	12	6	6	3	0.5 (1)
<b>40. This teacher's standards are very high.</b>	10	21	42	24	4	1.9 (1)
<b>41. This teacher can take a joke.</b>	7	10	33	40	13	2.4 (1)
<b>42. This teacher gives us a lot of free time in class.</b>	14	38	47	5	0	1.4 (0.8)
<b>43. This teacher seems dissatisfied.</b>	52	22	24	6	0	0.9 (1)
<b>44. This teacher is severe when marking papers.</b>	*	*	*	*	*	*
<b>45. This teacher's class is pleasant.</b>	2	5	16	50	30	3.0 (0.9)
<b>46. This teacher is lenient.</b>	5	12	49	28	9	2.2 (0.9)
<b>47. This teacher is suspicious.</b>	67	22	9	4	2	0.6 (1)
<b>48. We are afraid of this teacher.</b>	83	9	9	2	2	0.4 (0.9)

\*Indicates results that were not included because the statement did not apply at the time of the survey.

<b>Post-Research Survey Results (0=Never, 4=Always)</b>						
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Mean (SD)</b>
<b>1. This teacher talks enthusiastically about her/his subject.</b>	1	7	8	45	48	3.2 (0.9)
<b>2. This teacher trusts us.</b>	3	4	20	57	25	2.9 (0.9)
<b>3. This teacher seems uncertain.</b>	41	44	14	7	3	1.0 (1)
<b>4. This teacher gets angry unexpectedly.</b>	52	37	15	3	2	0.8 (0.9)
<b>5. This teacher explains things clearly.</b>	2	4	21	47	35	3.0 (0.9)
<b>6. If we don't agree with this teacher, we can talk about it.</b>	8	6	20	33	42	2.9 (1.2)
<b>7. This teacher is hesitant.</b>	43	37	17	9	2	1.0 (1)
<b>8. This teacher gets angry quickly.</b>	49	34	14	5	6	0.9 (1.1)
<b>9. This teacher holds our attention.</b>	2	15	28	48	13	2.5 (0.9)
<b>10. This teacher is willing to explain things again.</b>	0	8	16	41	43	3.1 (0.9)
<b>11. This teacher acts as if she/he does not know what to do.</b>	73	22	9	5	0	0.5 (0.8)
<b>12. This teacher is too quick to correct us when we break a rule.</b>	21	38	25	16	8	1.6 (1.2)
<b>13. This teacher knows everything that goes on in the classroom.</b>	6	13	32	43	15	2.4 (1)
<b>14. If we have something to say, this teacher will listen.</b>	1	6	11	37	54	3.3 (0.9)
<b>15. This teacher lets us boss her/him around.</b>	78	19	11	1	0	0.4 (0.7)
<b>16. This teacher is impatient.</b>	43	43	16	7	0	0.9 (0.9)
<b>17. This teacher is a good leader.</b>	3	2	16	40	48	3.2 (0.9)
<b>18. This teacher realizes when we don't understand.</b>	2	10	31	43	23	2.7 (1)
<b>19. This teacher is not sure what to do when we fool around.</b>	56	29	16	5	3	0.8 (1)

<b>20. It is easy to pick a fight with this teacher.</b>	55	29	11	7	5	0.9 (1.1)
<b>21. This teacher acts confidently.</b>	2	2	10	49	46	3.2 (0.8)
<b>22. This teacher is patient.</b>	2	4	21	46	35	3.0 (0.9)
<b>23. It's easy to make a fool out of this teacher.</b>	57	32	10	3	7	0.8 (1.1)
<b>24. This teacher is sarcastic.</b>	47	31	23	6	2	0.9 (1)
<b>25. This teacher helps us with our work.</b>	1	9	20	30	49	3.1 (1)
<b>26. We can decide some things in this teacher's class.</b>	7	27	33	33	9	2.1 (1.1)
<b>27. This teacher thinks that we cheat.</b>	88	16	4	0	1	0.3 (0.6)
<b>28. This teacher is strict.</b>	19	33	35	12	10	1.6 (1.2)
<b>29. This teacher is friendly.</b>	3	5	25	31	45	3.0 (1)
<b>30. We can influence this teacher.</b>	21	26	38	14	10	1.7 (1.2)
<b>31. This teacher thinks we don't know anything.</b>	76	21	5	2	5	0.5 (1)
<b>32. We have to be silent in this class.</b>	4	22	47	24	12	2.2 (1)
<b>33. This teacher is someone we can depend on.</b>	5	14	19	34	37	2.8 (1.2)
<b>34. This teacher lets us fool around in class.</b>	46	40	14	8	1	0.9 (1)
<b>35. This teacher puts us down.</b>	70	19	9	4	5	0.6 (1.1)
<b>36. This teacher's tests are hard.</b>	15	36	36	12	10	1.7 (1.1)
<b>37. This teacher has a sense of humor.</b>	19	24	32	24	10	1.8 (1.2)
<b>38. This teacher lets us get away with a lot in class.</b>	48	35	19	5	2	0.9 (1)
<b>39. This teacher thinks we can't do things well.</b>	66	25	4	8	5	0.7 (1.1)
<b>40. This teacher's standards are very high.</b>	13	15	44	23	13	2.1 (1.1)
<b>41. This teacher can take a joke.</b>	18	13	31	37	9	2.1 (1.2)
<b>42. This teacher gives us a lot of free time in class.</b>	28	36	30	10	2	1.3 (1.0)

<b>43. This teacher seems dissatisfied.</b>	44	31	24	7	1	1.0 (1)
<b>44. This teacher is severe when marking papers.</b>	31	21	36	10	8	1.5 (1.2)
<b>45. This teacher's class is pleasant.</b>	8	14	32	34	20	2.4 (1.1)
<b>46. This teacher is lenient.</b>	6	14	50	26	11	2.2 (1)
<b>47. This teacher is suspicious.</b>	51	34	13	2	8	0.9 (1.2)
<b>48. We are afraid of this teacher.</b>	72	17	10	5	4	0.6 (1.1)