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| **Checklist of Activities for Fostering Positive Teacher-Student Relationships**Using the rating scale below, please rate each of the following strategies for fostering positive teacher-student relationships. Where appropriate (e.g., all classroom teachers), please rate each strategy according to your use of that strategy (i.e., classroom level) and your perceived use of the strategy school-wide. |
| **NA = Not appropriate for grade or school (e.g., some activities might be viewed as not age appropriate in elementary school or high school)****1 = Weakness: Something we should devote more attention to****2 = Neither Weakness Nor Strength****3 = Strength: This is done often and well** | **Rating for My****Classroom** | **Rating for the** **School** |
| Faculty review and discuss results of the Delaware School Climate Survey and other sources of data pertaining to teacher-student relationships and use those results to help guide strategies and interventions. |  |  |
| Individual students are praised or rewarded by teachers and other adults in a wise and strategic manner for exhibiting prosocial behaviors and competencies, such as demonstrating care, kindness, teamwork, and respect.  |  |  |
| Teachers provide models of acceptance, respect, care, listening, and other prosocial behaviors.  |  |  |
| Behavioral and academic expectations, routines, and procedures are clear; rules and consequences are fair; and students’ behavior is closely monitored and supervised.  |  |  |
| Teachers’ lessons are motivating and engaging. |  |  |
| Teachers and school staff communicate and collaborate with students’ families.  |  |  |
| Teachers are attuned to the social dynamics of the school and classroom. |  |  |
| When correcting misbehavior, strategies are used that prevent negative teacher-student relationships. For example, teachers use private instead of public correction, recognize positive behaviors, use inductive discipline, and communicate of optimism for the future.  |  |  |
| Teachers get to know *every* student individually, including their interests, skills, hobbies, families, and cultural values. Teachers engage students in conversations that are meaningful to students’ interests.  |  |  |
| Teachers spend time individually with students, which may be informal daily interactions or more formal and intensive interventions like Banking Time. |  |  |
| Teachers and school staff greet students when they come into school. |  |  |
| Teachers notice when students have difficulties, listen to them, and show concern. |  |  |
| Teachers treat students equally and do not indicate “favorites” in the classroom. |  |  |
| Teachers communicate their own experiences feelings, and thoughts to allow students to get to know them better.  |  |  |
| Teachers have fun and use humor with students when appropriate. |  |  |
| Teachers frequently reflect on how well they know each of their students. |  |  |
| Students are provided with frequent opportunities for decision-making and autonomy, such as choosing activities, developing classroom rules, collaborating on meaningful activities, and engaging in discussions.  |  |  |
| Teachers frequently monitor every student’s academic progress and behavior. They communicate positive and realistic expectations to students. |  |  |
| School-wide activities occur that promote positive interactions between teachers and students, such as extracurricular activities, service learning, games, and pep rallies. |  |  |
| Teachers advocate for their students when appropriate. |  |  |
| Teachers communicate positive messages to students’ families.  |  |  |
| An evidence-based SEL curriculum is used for all students that have demonstrated a positive impact on social-emotional competencies and teacher-student relationships. |  |  |
| For students at Tiers 2 and 3, interventions are of greater frequency and intensity, more comprehensive, and more individualized. An assessment of the student’s needs and the contributing factors is completed as appropriate. The following strategies are also used as needed:* Small group or individualized social skills/SEL training
* Frequent communication and collaboration with their family
* Elements of Check & Connect intervention
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