**Narrative of the Teacher-Student Relationship Module**

*Available for use by participants while viewing the presentation.*

Slide 1

**Narrative:** Welcome to the School Climate and Student Success module focusing on supporting positive Teacher-Student Relationships. In this module, we will give an overview of what teacher-student relationships are, why they are important, what factors contribute to both positive and negative teacher-student relations, and recommended strategies to improve these relationships.

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Thank you to our lead authors, Dr. George Bear and Dr. Lindsey Mantz from the University of Delaware

Thank you also to Dr. Michelle Demaray from Northern Illinois University for her content review and feedback.

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**Narrative:** The goal of this module series is to provide information to schools that can lead to improvements in school climate and behavioral outcomes. You are most likely here because data, such as school climate survey or office discipline referral information, led your team to identify Teacher-Student Relationships as an area of need.

Before we dive into the content, please note the following. On our website you can also reference a research-based module narrative that focuses on this topic in great detail. This presentation is based on that narrative. You will see endnotes throughout the slides which correspond to the references in the narrative.

If you see a gold star on a slide, this indicates that a resource is available on the Delaware PBS website for your use.

Let’s get started.

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**Narrative:** So what are teacher-student relationships? This type of relationship refers to the quality of the interactions between teachers and students within a classroom and school-wide context. Although some researchers consider teacher-student relationships to be comprised of three different qualities– emotional support, classroom organization, and instructional support—emotional support is the primary focus of this training module.

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**Narrative:** On the *Delaware School Climate Survey*, emotional support in teacher-student relationships is captured by items referring to teachers caring about students, liking students, listening to students when they have problems, and treating students of all races with respect.

Although that survey assesses teacher-student relationships as perceived by students, teachers, and parents/guardians, the primary focus of this module is the perceptions of students.

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**Narrative:** So, why is it that as a school, we need to focus on teacher-student relations?

Supported by attachment theory, self-determination theory, and social learning theory, research shows that students’ perceptions of warm and supportive relationships between them and their teachers are associated with a number of positive student outcomes:

At the individual student level, teacher-student relationships are widely recognized as a key dimension of emotional well being that plays a primary role in motivating behavior. In school, teachers and peers are the two greatest sources of social support. As is true with peer support, social support from a teacher is related to a number of positive outcomes for all students, including academic motivation, and also serves as a buffer for children who experience bullying, economic disadvantage, and other stressors in life, thus helping protect them from negative outcomes.

Students with positive relationships with their teachers tend to have greater prosocial behavior and social competence; fewer externalizing problems, including acting-out in the classroom, aggressing toward peers, and bullying; and greater motivation to comply with their teachers out of respect rather than simply out of fear or the desire to earn rewards.

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**Narrative:** Furthermore, students who have positive relationships with their teachers tend to have greater peer acceptance and friendships; greater comfort in seeking help from teachers and other adults in school, such as when being bullied; greater academic achievement; greater academic initiative and engagement; greater self-esteem, cognitive competence, and internal locus of control; and greater school satisfaction, liking of school, and school completion.

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**Narrative:** Teacher-student relationships not only affect students at the individual level, but at the classroom and school levels as well. At the classroom and school levels, teacher-student relationships impact classroom and school climate by influencing classroom norms and group behavior, both positively and negatively. This impact is largely through classroom management, as teacher-student relationships are a critical component of classroom management. Relatedly, students are inclined to adopt the values of those teachers they highly respect and whom they view as warm and responsive.

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**Narrative**: Next, we will explore the primary classroom and school-based factors contributing to teacher-student relationships, with an emphasis on those that are malleable and can be targeted most effectively to improve these relationships.

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**Narrative:** So, what are the student characteristics we need to be aware of that contribute to less close relationships with teachers?

Students who display certain characteristics and behaviors tend to have less close relationships with their teachers. These features include frequent antisocial or aggressive behaviors and behavior problems; shy tendencies; and greater internalizing problems such as anxiety and depression.

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**Narrative:** It is important to note that although they are not malleable factors, student age, gender, and race tend to be related to students’ perceptions of the quality of teacher-student relationships.For example, students’ perceptions tend to be less favorable with increasing age, especially after elementary school. However, research also shows that teacher-student relationships become more important in preventing negative outcomes as students age. Gender also matters, as teachers’ relationships with girls tend to be closer and less conflictual than with boys. Finally, African-American students tend to view teacher-student relationships less favorably than do students of other races.

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**Narrative:** Now, lets look at characteristics of Classroom Management, School Discipline, Teachers, and Classrooms that contribute to positive teacher-student relationships

Teacher support is widely recognized as being a critical part of not only school climate but also of classroom management and school discipline. This is perhaps best seen in the authoritative approach to classroom management and school discipline, which emphasizes a balance of *support*, or responsiveness to students’ needs, and *structure*, or demandingness. Support refers to others, especially teachers, demonstrating warmth, care, respect, and acceptance. Structure refers to teachers providing close monitoring and supervision, clear and consistent rules, expectations, responsibilities, and procedures. Together, these two dimensions have been associated with fewer behavior problems and greater prosocial behavior in classroomsand in schools.

With that said, students tend to prefer teachers that demonstrate personal and academic caring, provide guidance, help with schoolwork, and show personal attention and respect, such as listening and learning about their individual interests, opinions, and concerns. Students also prefer teachers who spend more time individually with their students and engage them in their interests; hold high expectations and manage their classrooms well by providing the balance of support and structure we talked about before, and demonstrate self-efficacy in their teaching and classroom management; that is, those who are “firm” or “strict” but also are fair, not “mean,” and refrain from humiliating students publically or punishing them harshly for minor offenses.

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**Narrative:** Additionally, students prefer teachers who make greater use of proactive and positive techniques than punitive techniques in managing student behavior, as well as those who “make learning fun” by motivating and engaging students, using humor, and demonstrating enthusiasm in teaching.

Furthermore, students prefer teachers who foster student autonomy and self-determination, which involves giving them choices and involving them in decision-making about their classrooms, rather than emphasizing their external control. Students also favor teachers who communicate often with their families.

It is important to note that these same themes emerge in studies of students of various cultures and backgrounds, including studies focusing on African-American and Hispanic students, students who feel alienated, and students living in poverty.

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**Narrative:** It is also important to note that certain teacher characteristics contribute to their relationships with students. Specifically, teachers who have higher levels of stress, more depressive symptoms, and lower self-efficacy tend to have more negative relationships with their students.52-54

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**Narrative:** Now that we covered why teacher-student relationships are important, as well as the primary factors contributing to these relationships, let’s explore evidence-based strategies recommended to improve teacher-student relations.

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**Narrative:** In this section, evidence-based strategies and interventions are presented for improving teacher-student relationships at Tiers 1, 2, and 3. First, Tier 1 strategies and interventions are presented, which consist of those designed to be implemented for all students at the school-wide and classroom levels. For heuristic purposes they are grouped into four general categories: The first is data to determine needs, strategies and interventions, the second is to implement classroom management strategies for prevention and promotion, the third is to employ strategies and provide opportunities that build and maintain positive teacher-student relationships, and the fourth is to implement an evidence-based SEL curriculum that has been shown to strengthen students’ social-emotional competencies while also fostering positive teacher-student relationships. Next, Tiers 2 and 3 strategies and interventions are presented, which are designed for individual students and small groups of students who have the most difficult time forming positive relationships with teachers.

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**Narrative:** One strategy that is recommended to improve teacher-student relations is to examine data, especially school climate data, to help determine the need for interventions and which interventions might be most effective.

It is strongly recommended that interventions for improving teacher-student relationships are guided by a needs assessment that includes a comprehensive school climate survey, such as the *Delaware School Climate Survey*.

Results of the surveys would help answer the critical question:

Are teacher-student relationships viewed favorably across students, teachers and staff, and parents, as well as across subgroups within those respondents, including grades? For example, a school could examine the data for ninth versus twelfth grade, racial and ethnic groups, and gender.

Favorable responses across all subgroups would indicate little or no need for the interventions that follow or for related staff development. However, unfavorable responses across multiple subgroups would indicate the need for comprehensive and sustained interventions, including related staff development. Furthermore, unfavorable responses for specific subgroups would indicate the need for more targeted interventions for those subgroups, such as African American students in the school or male students in fifth grade.

It is important to note that in examining scores, it is crucial to consider not only the extent to which students, teachers/staff, and parents agree/disagree that teacher-student relationships are favorable or unfavorable, but also the developmental differences in students’ scores, for example adolescents tend to view school climate, including teacher-student relationships, less favorably than younger students. The Delaware School Climate Survey Interpretation Worksheets are designed to help schools do this. These worksheets can be found on the Delaware PBS website, under the “school climate” tab, on the page titled “Use of School Climate Data.”

If data from the school climate surveys indicate that teacher-student relationships are an area of need, additional data should be gathered and examined to help determine *why* respondents do not view teachers and other staff members in their school as caring, listening about their students’ problems, respecting students of all races, and liking their students. Scores on other subscales of the surveys and data from other sources should provide some clues. For example, scores on the Positive, Punitive, and SEL Techniques Scales, especially when combined with high office discipline referrals and suspensions, might indicate that frequent use of punitive practices and infrequent use of positive and SEL techniques are factors in students reporting poor teacher-student relations. Thus, interventions targeting those behaviors, and the teachers who exhibit them, would be warranted.

Also, be sure to look at responses to specific items on surveys, such as on the Teacher-Student Relationship subscale. Examine if students respond favorably to some items, but not all. For example, negative responses to the item “Teachers treat students of all races with respect,” but positive responses to all other items that do not include race would indicate that the school should examine teacher-student relationships and interventions that are more race specific, such as communicating greater understanding and respect toward one or more racial groups.

Finally, share results of the survey or surveys and other data with focus groups comprised of representatives of subgroups that responded unfavorably to the items. For example, if fifth grade teachers or Hispanic and Latino students responded negatively you should consider meeting with those groups to gain insight into their perceptions of poor teacher-student relationships and their perceptions of which interventions recommended in this module are likely to be effective.

\*Please note the gold star in the lower right hand corner of this slide. This means that a resource for conducting focus groups is available on the DE-PBS website for your use. On the next slide, you will also see a brief summary of the features of this resource.

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**Narrative:** Presented here is the cover page to a focus group guide that is part of the resources available to you on the Delaware PBS website. This guide, from Duke University, provides information on designing focus group questions, recruiting participants, conducting the focus group, and analyzing the data from the group. The guide also provides examples of different materials used to conduct a focus group.

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**Narrative:** The second set of recommended strategies that can be used to improve teacher-student relationships is to implement general strategies of classroom management and school-wide discipline that prevent behavior problems *and* promote positive teacher-student relationships.

It is important to note that the strategies for preventing and managing student misbehavior presented in the module on Student-Student Relationships apply not only to improving *student-student* relationships, but also *teacher-student* relationships. They include strategies reflecting an authoritative approach to classroom management, consisting of a balance of social support, from both teachers and peers, and structure. Such strategies include those summarized below, but please see the Student-Student Relationships module for greater, more detailed descriptions of these strategies.

-One such classroom management strategy includes using praise and other recognitions wisely and strategically, not only to teach and reinforce prosocial behaviors, but also to express positive emotions and approval toward students. For example, place a brief sticky note on the student’s desk, or in his or her notebook, communicating that you care about the student or are pleased with his or her behavior. This is likely to increase students’ perceptions of the positivity and closeness of the teacher-student relationship.

\*A resource containing information about how to effectively praise and acknowledge students is available on the DE-PBS website for your use. On the next slide, you will also see a brief summary of the features of this resource.

-Another strategy that teachers can use is to model prosocial behaviors, especially those related to liking of others, such as caring, respect, and listening. In addition to teachers modeling prosocial behaviors themselves, they can provide multiple additional models of those qualities in individuals in the community, literature, history, film, sports, and news.

-Teachers can also provide clear behavioral and academic expectations, routines, and procedures; fair rules and consequences; and close monitoring and supervision of student behavior.

-Furthermore, when correcting misbehavior, a major goal should be not only to prevent the misbehavior from reoccurring, but also to maintain a positive teacher-student relationship.

Communicating and collaborating with students’ families can also help improve teacher-student relationships.

-Finally, teachers being attuned to the social dynamics of the classroom and school can help to develop positive relations between teachers and students.

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**Narrative:** Presented here is part of the resource on providing effective praise and acknowledgement to students, that is available to you on the Delaware PBS website. This resource provides general strategies for effectively praising and rewarding students and gives specific script examples of what to do or what to say to students. An activity for teacher and staff practice is also available.

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**Narrative:** In addition to classroom management strategies, there are several corrective strategies that teachers can use to help prevent, and repair, negative teacher-student relationships.

-Although using appropriate corrective strategies is important in building student-student relationships, this is particularly important when trying to build or impact teacher-student relationships. Thus, a major goal during correction should be not only to prevent the misbehavior from reoccurring, but also to maintain a positive teacher-student relationship. The following strategies might help with this important balance.

-First, where feasible, correct misbehavior privately instead of publicly and always combine any negative consequences with recognition of positive behaviors.

-Furthermore, use inductive discipline, which emphasizes the impact of the student’s behavior on others and relations with others, including the teacher-student relationship. This approach focuses less on punitive consequences and more on empathy and social perspective taking.

-Additionally, communicate that it is the misbehavior that you dislike and find unacceptable, not the student, and that it is a shared responsibility to help improve the misbehavior; meaning that it is shared by you and the student, and also, in many cases, by classmates and family.

-Finally, communicate that you are optimistic that the misbehavior will not be repeated and that it will be replaced by more appropriate behavior when the student faces similar situations in the future. However, be sure to still communicate the consequences if the misbehavior is repeated.

\*Please note the gold star in the lower right hand corner of this slide. This means that resources are available on the DE-PBS website for your use.

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**Narrative:** Presented here is one such resource that is available for your use on the Delaware PBS website. This resource, the Reflective Action Plan, is a plan that can be completed by students to help them reflect on their misbehavior and problem solve to prevent future behavior problems. This plan walks students through the misbehavior, why it is wrong, and how they will replace it with a more appropriate behavior next time.

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**Narrative:** In addition to the strategies and techniques of classroom management and correction we just discussed, teachers and staff can employ strategies and provide opportunities that build and maintain positive teacher-student relationships.

-Teachers can do this by getting to know *every* student individually, including their interests, preferences, talents, skills, families, cultural values, and other important aspects of their lives. Be sure to communicate such knowledge to students and communicate that you care.

-Also, spending individual time with students can help build and maintain positive teacher-student relationships. This may include actions such as making sure each student receives at least one positive interaction from a teacher daily or, as frequently as feasible, spending more intensive time with students, especially those who likely view their teachers and school negatively. For example, the program Banking Time has been shown to improve teacher-student relationships. This resource is available on the Delaware PBS website for your use, and a brief description of the program is provided on the next slide.

-Yet another way to build positive relations with students is to greet them when they enter the school and classrooms. As teachers, be in the classroom before class starts so students can speak with you. This can help facilitate one-on-one interactions.

-Also, try to notice when students are having difficulties, either academically or personally, and listen to them and show concern. Use active listening techniques by listening to what they say and reflecting back a brief summary so they know you understand.Provide support, when needed.

-Finally, be sure to treat students equally and do not indicate “favorites,” or “non-favorites,” in the classroom.

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**Narrative:** Presented here is a brief description of the Banking Time Program that was discussed in the previous slide. Although Banking Time was designed for children in preschool and early elementary grades, aspects of it would apply to all grades. In this program, teachers spend time with students individually during set periods of time to get to know them better. These positive experiences with students help prevent behavior problems and reduce teacher-student conflict when problem behaviors occur.

\*As mentioned before, a resource for Banking Time is available on the Delaware PBS website for your use.

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**Narrative:** Additional strategies that can be used by teachers to build and maintain positive teacher-student relationships include communicating your own experiences, thoughts, and feelings to allow your students to get to know you better. By doing this, students may identify shared interests with you, which may help them better relate to you.

-Also, positive relations with students can be built and maintained by doing things such as joining students for lunch occasionally, having fun and using humor when appropriate, and playing games, telling jokes, and reading funny stories.

-Also, try to attend sports or extracurricular activities in which your students participate, and then let them know you watched them.

-Furthermore, reflect upon how well you know each of your students, their interests, backgrounds, and cultures, and then act upon such reflection by getting to know students better who might feel overlooked, forgotten, or neglected. For example, you might try the “Knowing your students” activity that is adapted from the Responsive Classroom website.

\*A description of this activity is provided on the next slide, and a resource for this activity is available on the Delaware PBS website for your use.

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**Narrative:** As mentioned on the previous slide, the “Knowing your students” activity can help teachers reflect upon how well you know each of your students, their interests, backgrounds, and cultures. This activity prompts teachers to fill in information about their students in three columns. In the first column, list student names in your class. Write them from memory and do not try to list them based on order in the classroom seating arrangement, alphabetically, etc. In the second column, write one thing the student likes to do or is very interested in. Finally, in the third column, make a star if you’re sure the child knows that you know this about him or her.

-After filling in the columns, reflect upon the information you included or did not include in the columns. For example, were there students’ names you forgot to include in the first column? If so, you might need to spend more time with the child. Also, did you have difficulty naming one of their interests? If so, you may want to spend more one-on-one time with the student engaging them in conversation. And what about the third column? If you did not make a star, indicating that the student does not know you are aware of something they like to do or are interested in, or were unsure about this column, you might need to connect with students more as well.

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**Narrative:** A few final strategies that can be used to build and maintain positive relationships with students are presented here.

-One of these strategies is to provide *school-wide* activities that promote positive teacher-student interactions, such as extracurricular activities in which staff and students participate together, service learning, pep rallies, games, etc.

-Additionally, as teachers, advocate for your students when appropriate. For example, defend a student’s actions to a parent or administrator when you feel strongly that the student did the right thing but is being unjustly or too harshly punished for that behavior.

-Finally, to help build positive relations with your students, communicate *positive* messages about each student to the student’s home. For example, call or send a note home when the student behaves particularly well that day, achieves a high grade, or performs a noteworthy prosocial act. Regularly communicating about positive things the student has done will help you understand more about the family’s values and experiences and will help strengthen the bond between the school and the family, as well as the teacher-student relationship.

\*Please note the gold star in the lower right-hand corner of this slide; meaning resources for building and maintaining positive teacher-student relationships are available on the Delaware PBS website for your use. One such resource is the Checklist of Activities for Fostering Positive Teacher-Student Relationships.

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**Narrative:** The final recommended strategy to improve teacher-student relations is to consider implementing an evidence-based social and emotional learning, or SEL, curriculum that has been shown to strengthen students’ social-emotional competencies while also fostering positive teacher-student relationships.

-When researching SEL curricula for your school or classroom, look for programs that include lessons on relationship skills and that have been *shown* in empirical studies to improve teacher-student relationships. Such programs should include lessons and strategies that target specific social skills associated with prosocial behavior, such as being helpful, cooperative, respectful, and self-confident, as well as the absence of antisocial behaviors like bullying, aggression, and rejection of peers. Effective programs will also emphasize attending and listening skills.

-A number of programs have been shown to improve relationships, including teacher-student relationships. The Collaborative for Academic, Social, and Emotional Learning (CASEL) website, CASEL.org, has a list of such programs, and descriptions of each. Names of several packaged programs available for purchase and/or training and with the most substantial research evidence are presented on this slide. These programs are Responsive Classroom, 4Rs, RULER, and Second Step. A brief description of one of these programs, Second Step, is provided on the next slide.

\*More information and resources for evidence-based SEL programs can be found on the CASEL website, as well as on the Delaware PBS website.

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**Narrative:** Presented here is a brief description of the Second Step SEL program.

-This program is designed to be used with students in preschool through 8th grade. It places an emphasis on curriculum lessons that target comprehensive SEL skills.

-Research has found that the use of Second Step resulted in improved social skills and prosocial behavior and reduced several externalizing and internalizing behaviors, including aggression, compliance, anxiety, and poor on-task behavior and academic engagement.

\*Resources with more information about Second Step and other evidence-based SEL programs are available on the Delaware PBS website and CASEL website for your use.

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**Narrative:** Now, let’s talk about recommended strategies for improving teacher-student relationships for students in need of Tiers 2 and 3 supports. Whereas the strategies and interventions we just talked about are for *all* students, the following recommendations are for students who have the most difficult time forming positive relationships with teachers.

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**Narrative:** To improve relations with students at Tiers 2 and 3, apply the same strategies and interventions mentioned before as being appropriate at the universal level and for all students. Those universal strategies apply to all students, including those at Tiers 2 and 3 who have the most difficult time forming positive relationships with teachers.

-However, for improving teacher-student relations at Tiers 2 and 3, the interventions should be of greater frequency and intensity. For example, teachers may need to devote more time to positive interactions with students individually.

-The interventions should also be more comprehensive and include multiple components. This would include not only targeting multiple areas, such as the development of a range of social, emotional, and cognitive skills associated with relationships with others but also their delivery across multiple settings and providers other than the school— especially the home.

-Interventions and strategies at Tiers 2 and 3 need to be more individualized and guided by a more thorough assessment of the student’s needs, especially individual and environmental factors that might help explain and contribute to poor relations with teachers. For example, where appropriate, an individual assessment might be conducted by a school psychologist and others to identify factors such as specific social skill deficits that can be targeted, such as managing emotions, social perspective taking, communication skills, and prosocial skills; academic deficits, and contributing factors; and individual strengths that might be used to help foster positive teacher-student relationships.

-Assessments can also determine if classroom management and school-wide discipline need improvement. This may indicate the need for staff development and improving teacher-student relationships. In cases of an on-going very poor relationship between a teacher and student, transferring the student to another classroom should be considered.

-Finally, individual assessments can identify systems of social support and resources, including those in school, home, and the community, that might be necessary and useful in fostering positive student relations.

-From the assessment results, strategies and interventions would be individualized and aligned accordingly.

-In addition to modifying universal interventions, a recommended strategy to improve teacher-student relations at Tiers 2 and 3 is to provide social skills and/or SEL training, in addition to that provided in the regular classroom, that targets specific prosocial skills and antisocial behaviors associated with relationships with others. Such additional training might be provided in small groups or individually by the school counselor or school psychologist.

-This might be done using lessons from a universal curriculum, such as Second Step or 4Rs, that are delivered not only when lessons are taught to the entire class, but also to selected individuals before, which would be pre-teaching, or afterwards, which would be booster sessions.

 -This additional social skills or SEL training may also be done using evidence-based curriculum lessons that are designed more specifically for use at Tiers 2 and 3 instead of Tier 1, such as Incredible Years, which is designed for students in preschool through 2nd grade, and Coping Power, which is designed for students in grades 4 through 6. Each of these programs including training for targeted students *and* their parents.

\*Additional information and resources for these programs is available on the Delaware PBS website as well as the CASEL website.

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**Narrative:** Additional recommended strategies for improving teacher-student relationships at Tiers 2 and 3 include working closely with the home in targeting social and academic skills

(more information on this recommendation can be seen in the Home-School Communication and Collaboration module) and developing a behavioral contract where appropriate; that is, for students at Tier 3. This contract should target specific social skills necessary for positive student-student relationships.

-At Tiers 2 and 3, teachers and staff may also want to consider implementing elements from the Check & Connect intervention, especially those that foster closer relations between students and adults in the school. Research on this intervention has demonstrated that students in Check and Connect were less likely to drop out of school compared to students in the control group, and increases in school engagement were also found. Check and Connect increases students’ engagement in school by fostering relationships and problem solving.

-\*A brief description of the Check and Connect intervention is presented on the next slide. Additional resources for check and connect are available on the Delaware PBS website for your use.

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**Narrative:** In the Check and Connect Intervention, a school staff member is responsible for developing a supportive relationship with not only the student, but also his or her family. The school staff member meets individually with the student at least once a week and maintains communication with their family through phone calls, notes, or in-person interactions.

The staff member regularly assesses the student’s behaviors associated with engagement, such as attendance, grades, and behavioral referrals. The staff member connects with others to implement interventions to increase engagement.

-For more information and resources for this intervention, see the Delaware PBS website for the Check and connect website provided on this slide.

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**Narrative:** Now that we reviewed why focusing on teacher-student relationships is important, discussed factors that contribute to these relationships, and heard some research-based recommendations, what actions will we as a team or staff take?

Think about which strategies shared would be a good match for your school context and resources. Be sure to set aside time to action plan and answer the questions: Who is going to do what actions by which time? Once action steps are decided, be sure to monitor implementation and data outcomes.

One way to monitor progress and implementation is to have staff complete the Checklist of Activities for Fostering Positive Teacher-Student Relationships. This checklist allows teachers and staff to rate their implementation of strategies for fostering positive teacher-student relationships from 1 (meaning the strategy is something we should devote more time to) to 3 (The strategy is done often and well). The checklist is available for your use on the Delaware PBS website.

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**Narrative:** Thank you for your participation in this module. We hope that you found this information helpful and easy to understand. We welcome your feedback and questions.

Remember that as data-identified needs arise, you are welcome to check out other resources provided through the School Climate and Student Success Module Series.