2019

Effective Relationships: Managing And Measuring The Impact On Learning And Teaching

Emily Ann Brown
Indiana State University

EFFECTIVE RELATIONSHIPS: MANAGING AND MEASURING THE IMPACT ON LEARNING AND TEACHING

A Dissertation

Presented to

The College of Graduate and Professional Studies

Department of Educational Leadership

Indiana State University

Terre Haute, Indiana

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

---

by

Emily Ann Haas Brown

May 2019

Keywords: relationship, measurement, teaching, management, emotional intelligence

Emily Ann Haas Brown

EDUCATION

2019	Indiana State University, Terre Haute, Indiana Ph.D. in Educational Leadership
2016	Arkansas State University, Jonesboro, Arkansas Ed.S. in Educational Administration, Superintendent License
2006	Butler University, Indianapolis, Indiana M.S. in Educational Leadership, K-12 Building Administration License
2000	Harding University, Searcy, Arkansas B.A. in English with Secondary Certification

PROFESSIONAL EXPERIENCE

2018 – 2019	MSD of Lawrence Township, Indianapolis, Indiana Director of Human Resources
2011 – 2018	Warren Central High School, Indianapolis, Indiana Associate Principal
2007 – 2011	Warren Central High School, Indianapolis, Indiana Freshman Academy Assistant Principal
2007 – 2007	Warren Central High School, Indianapolis, Indiana Summer School Assistant Principal
2001-2007	Warren Central High School, Indianapolis, Indiana English Teacher
2000-2001	Taylor High School, Kokomo, Indiana English Teacher

COMMITTEE MEMBERS

Committee Chair: Steve Gruenert, Ph.D.

Professor of Educational Leadership

Indiana State University

Committee Member: Mark Frederick, Ph.D.

Instructor of Educational Leadership

Indiana State University

Committee Member: Terry McDaniel, Ph.D.

Professor of Educational Leadership

Indiana State University

Committee Member: Lee Ann Kwaitkowski, Ph.D.

Education Advisor to Governor Holcomb

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

"No significant learning occurs without a significant relationship," said Dr. James P. Comer, Yale University professor (Comer, 2001). If positive relationships must be present before learning can take place, then current classroom and building-level educator practitioners should be studying and elevating the importance of relationships. Much research has been completed on the components of an effective teacher–student relationship (TLR), but that is where most of the information stops. There are few documented attempts to manage and measure operationally the relationship between the student and the teacher. Of those attempts, even fewer are considered valid and reliable. This is a quantitative study where I took the documented common characteristics of an effective TLR to create a survey to attempt to manage and measure operationally that relationship and to find out if each of the components significantly impacts the TLR. It is my hope that the survey will become an instrument that both teachers and evaluators can use to measure operationally the TLR in the classroom.

Background of the Problem and Theoretical Framework

There are seven themes that reoccur and are documented in the research of the characteristics of an effective relationship between the student and the teacher. The first of these is empathy. The relationship between the teacher and learning is enhanced through the teacher's empathetic actions (Bilica, Gdovin, Moseley, & Wandless, 2014). The next characteristic is care

and concern. The most prominent action of effective teachers in Cowley's (2002) research is when the classroom educators refer to their learners as family or loved ones (Cowley, Hawk, Hill, & Sutherland, 2002). The third component is a mutual respect. When the teacher values the students' ideas, contributions, and time, then the students feel important (Connell & Klem, 2004). The fourth component is a teacher going above and beyond. Some examples of going above and beyond in the Cowley (2002) study included teachers giving awards and rewards, loaning or giving school supplies, offering extra tutoring, and sharing personal stories (Cowley et al., 2002). Enthusiasm and passion are next. Positive interactions create more positive relationships. Students want to be with the enthusiastic teacher who is enjoying his or her work (Frenzel, Goetz, Ludtke, Pekrun, & Sutton, 2009). Patience and perseverance are also needed. Teachers who can build an effective relationship use problem-solving to keep the relationship on the right track (Bondy & Ross, 2008). Finally, a teacher shows belief in the learner's abilities. The teacher's belief and confidence in the learner create a foundation for learner confidence and optimism (Bondy & Ross, 2008).

The TLRs impact several areas of the school, the teachers, and the learners. Teachers with more effective learner relationships are rated more effectively by themselves and by their evaluators. The TLR will either positively or negatively affect student engagement, student attendance, achievement, and test scores. Additionally, student motivation is impacted by the classroom relationships between the teacher and the learner. The teacher's sense of well-being and job satisfaction are also affected by the relationships the teacher has with learners. The TLRs influence the climate of the entire school. Relationships are the foundation for learning and achievement in the school (Anthony et al., 2012; Atkins et al., 2013; Bilica et al., 2014; Connell & Klem, 2004; Koomen et al., 2011a; McCroskey & Teven, 1996).

Emotional intelligence is a term coined by Dr. Daniel Goleman to describe five areas of a person's intelligence that deal with social and emotional interactions including (a) knowing one's emotions, (b) managing emotions, (c) motivating oneself, (d) recognizing emotions in others, and (e) handling relationships (Goleman, 1999, p. 29). Emotional intelligence influences the TLRs. Many teacher, learner, and school outcomes can be linked to the quality and effectiveness of the TLR. John Bowlby (1988a) asserted that

> Attachment behavior is any form of behavior that results in a person . . . maintaining proximity to some other clearly identified individual who is conceived as better able to cope with the world. For a person to know that an attachment figure is available and responsive gives him a strong and pervasive feeling of security. (p. 29)

The effectiveness of TLRs impact the learner, the teacher, and the school. Despite the impact, there are few valid and reliable attempts at operationally measuring the relationship so that it can be studied and improved. The scaled Mutual Psychological Development Questionnaire (MPDQ) has been used to "measure perceived mutuality in close relationships" (Baldwin, Genero, Miller, & Surrey, 1992, p. 36). The researchers concluded that when partners, friends, spouses, or coworkers both took the assessment and similarly rated the "adequacy of social support, relationship satisfaction, and cohesion," then a mutuality, or "bidirectional movement of feelings, thoughts, and activity" (Baldwin et al., 1992, p. 36), existed. Jellesma and Koomen (2015) developed a new measurement tool called the Student Perception of Affective Relationship with Teacher Scale (SPARTS). The 26 teachers in the study completed a strengths and difficulties (STRS) questionnaire, developed by Robert C. Pianta (1992), that measured teacher perceptions of closeness, conflict, and dependency (Jellesma & Koomen, 2015). The results of the two assessments were compared to determine validity of the SPARTS.

One of the most respected current instruments that measures relationship as a part of its output is the Classroom Assessment Scoring System (CLASS), which is available for assessing classroom settings from preschool through third grade. The CLASS is "a framework for observing key dimensions of classroom processes such as emotional and instructional support, that contribute to the quality of the classroom setting" (La Paro, Pianta, & Stuhlman, 2004, p. 409).

Though there have been attempts to manage operationally TLRs, there is still a gap in the literature. If relationships between the teacher and learner are so important and impactful, researchers should be able to measure them so that they can be improved. The improvement would have a positive effect on the teacher, the learners, and the school.

Statement of the Problem

This study included an investigation of the characteristics of an effective TLR, the importance and effects of the teacher's relationship with the students, and how the relationship can be managed and measured operationally. While there is a wealth of literature about what makes a TLR important and what characteristics make the relationship impactful, there is little research about how to manage and measure operationally the TLR. Of the research that is available, few of the tools used are regarded as reliable and valid. Researchers know the importance of the TLR and the characteristics, but researchers do not know how to measure the relationship. If this gap could be filled, both teachers and teacher evaluators could use the information to inform teaching, the classroom environment, and the school environment.

Purpose Statement

If relationships are needed for learning, then the effectiveness of the components of the TLR become very important. As described by the American Psychological Association's authors Rimm-Kaufman and Sandilos (2018),

> Picture a student who feels a strong personal connection to her teacher, talks with her teacher frequently, and receives more constructive guidance and praise rather than just criticism from her teacher. The student is likely to trust her teacher more, show more engagement in learning, behave better in class and achieve at higher levels academically. Positive teacher-student relationships draw students into the process of learning and promote their desire to learn (assuming that the content material of the class is engaging, age-appropriate and well matched to the student's skills). (p. 1)

While researchers have identified various mediators of and their positive and negative effects on the TLR, few tools measure their impact, but doing so would allow a better understanding of how they might be improved upon. Rimm-Kaufman and Sandilos (2018) recommended evaluation techniques such as anonymous questionnaires, video cameras, and outside observers to help teachers improve the relationships with their learners. All these techniques are subjective and lack empirically valid measurement.

Additionally, a few limited instruments are available for measuring aspects of TLRs. As listed by Rimm-Kaufman and Sandilos (2018), the Student-Teacher Relationship Scale (STRS) is a tool that elementary teachers can use to measure the teacher's perceptions of relationship with one child, and the Teacher–Student Relationship Inventory (TSRI) is a similar tool that works through junior high. Additionally, as listed by Rimm-Kaufman and Sandilos (2018), the CLASS is another tool for elementary classroom assessment. These instruments are limited to younger students or individual students.

In this study I researched and documented the components of the TLR. Those components were then operationalized into a survey that teachers and evaluators can use to measure the effectiveness of TLRs within any classroom setting.

Significance of the Study

While a plethora of research is available on the topic of relationships between the teacher and the learners, most of the research is descriptive of the components that make up the relationship. Within the available research, there are examples of what to look for in actions, words, and feelings within the classroom to see the relationship between the teacher and the learner in action. Very little research exists on how to measure or quantify the relationship so that it can be studied and improved. The researched instruments that are available and valid are limited to younger grade levels. Most research about the TLR measurement suggests subjective analysis of relationship through videoing or student feedback. The research in this dissertation study is important and significant because a developed tool could assist educators in measuring the relationship in the room so that it can be analyzed and improved upon through specific steps and actions after reviewing the results of the validated survey instrument. This work could significantly help educators, students, administrators, and schools improve student and staff satisfaction, student achievement, and teacher performance.

Research Question and Method

This quantitative study was based on the theories of emotional intelligence and attachment theory. The purpose of the study was to take the researched components of the TLR and operationalize them into a survey instrument. The research question was: Can an instrument be developed to measure TLRs? A quantitative study was needed to determine the validity and reliability of the survey questions through factor analysis.

A survey has been created from the research in Chapter 2. The survey contains seven questions for each of the seven components. Each question was created from cited research. The survey was administered to a small number of educators from Indiana State University. The

survey's questions from that original instrument were validated and edited. From that analysis the instrument for use in this study was completed by educators identified through the Indiana Department of Education email list. The goal was to collect a minimum of 500 completed surveys via email to conduct a factor analysis.

After completing the survey data collection, I conducted psychometric tests to examine the validity, reliability, objectivity, and performance of the assessment survey. I used a Cronbach's alpha test to see how the seven components interact with one another and analyze their consistency. I analyzed the overall alpha of the scale and the alphas if a section or item is removed. Alpha values of .7 to .99 were acceptable. I ran an exploratory factor analysis of any alpha .6 or below or 1.0 and above to see if any other combinations can be made to make the combination acceptable. These tests helped to build a survey instrument with strong psychometric properties so as to be valid and useful.

Assumptions, Limitations, Delimitations

Some assumptions, or self-evident truths, within this study include that the research is based on each educator participant's honesty and self-reflection. I have been interested in the impact of the TLR since I became a teacher in 2000. As a young teacher, I was often told by my students and families that I was the best teacher their child had ever had; however, I knew that I was not highly effective in my planning, instruction, and assessment. I quickly saw that my ability to build a positive relationship with students was having a positive effect on my students and their success. This phenomenon continued when I became an assistant principal in 2007. Despite the negativity associated with student discipline and consequences, I had the same reaction from students and families with whom I built strong relationships. In 2011, I moved to the role of associate principal and became one of the primary teacher evaluators in the building.

I quickly identified teachers who did not have effective relationships with their students, and I often wondered if relationship building skills could be measured and taught. Those musings sparked my interest in this research.

This survey was sent only to current Indiana educators by using the Indiana Department of Education email list and not those educators within my district or my former district to eliminate any perceived coercion or influence. My limitations include these three factors:

- I cannot control how many educators received the survey.
- I cannot control if participants are honest or if they truly self-reflect when completing the survey.
- I cannot control whether participants complete some or all of the survey, so partial data may be evident in the data collection.

Definition of Terms

Attachment theory, according to Bowlby (1988a), is focused on attachment behavior:

> Attachment behavior is any form of behavior that results in a person maintaining proximity to some other clearly identified individual who is conceived a better able to cope with the world. For a person to know that an attachment figure is available and responsive gives him a strong and pervasive feeling of security. (p. 29)

Client-centered theory is an approach Carl Rogers (1956) used that was based on forming a relationship with the client so that the therapist could know the "perceived meanings" and "phenomenological field" of the client, meaning that the therapist would learn

> how he sees himself, his behavior, his father, his mother, his teachers, his friends. We

> can learn how he perceives the attitudes of each of these toward him. We can learn the meaning that each of these perceptions has for him. Consequently, we can broaden his perceptual field. (p. 116)

Emotional intelligence is a term coined by Dr. Daniel Goleman (1999) to describe five areas of a person's intelligence that deal with social and emotional interactions including knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships (p. 29).

Relationship refers to the connection between two people, and in the instance of this study, those two people are the teacher and the learner (Rimm-Kaufman and Sandilos, 2018).

Summary

Researchers know that relationship is an important aspect of success in the classroom, both for the teacher and for the learners (Cowley et al., 2002). Measuring and managing the TLR is complicated by the differing viewpoints of the teachers and the learners (Babad, 1990). Some tools for measuring and managing the TLR exist with a limited range of appropriate audiences, reliability, and usefulness. In Chapter 2 I will explore the literature relevant to this study.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This review of literature is an examination of research in several areas of study. The first area is the characteristics of effective relationships in the classroom between teachers and learners. An effective TLR is made of many components. "Forming an effective relationship is not a matter of applying a formula of strategies. The characteristics come from holding particular attitudes" (Cowley et al., 2002, p. 49). While there is no checklist to form an effective relationship in a classroom, there are characteristics, attitudes, and actions that thematically surface in research of both teacher and learner descriptions of effective relationships (Cowley et al., 2002). TLRs are the foundation for academic success. According to Ritchhart (2015), "To the extent that we believe that learning is largely a social endeavor as opposed to an isolated enterprise, relationships play a pivotal role. Relationships serve to motivate and engage us. They provide a supportive context for taking risks" (p. 201)

In the second section of the review of literature I detail the effects that come from the relationship between teachers and learners within the classroom. The effects are not limited to those effects which apply to the learners, but the review of literature also includes the effects of the TLR on the teacher's well-being as well as those effects on the school. A school may have an award-winning curriculum, highly-skilled teachers, detailed professional development, and social and behavioral resources, but learners will still need supportive relationships with their teachers and other staff members in school to succeed (Connell & Klem, 2004). If the child's

development in this area is not prioritized, the success of any curriculum, instruction, or assessment initiative is diminished (Comer, 2005). Teachers and staff members need that same rapport and relationship to ensure a positive and productive school climate. Teachers can be significantly impacted by the relationship between themselves and the learners, which in turn impacts the learners and the school (Bouffard, Jones, & Weissbourd, 2013).

The third portion of the review of literature includes a definition of emotional intelligence and the extent of its role in effective teaching and its impact on the teacher, the learners, and the school. Bouffard et al. (2013) explained, "Educators and students know intuitively what research has shown: Social and emotional competencies influence everything from teacher-student relationships to classroom management to effective instruction to teacher burnout" (p. 62). More emotionally aware teachers are better at managing relationships with learners. Teachers with a higher emotional intelligence quotient build more meaningful and effective relationships with learners than other teachers do. Emotional intelligence influences other outcomes in the room and influences teacher effectiveness (Bouffard et al., 2013).

The fourth segment of the review of literature includes the researched attempts to manage and measure operationally the relationship between teachers and learners. An evaluator walks into the classroom. The instructional strategies align with the evaluation rubric. The management is built on a foundation of taught expectations, behaviors, and consequences. On paper, the observation is outstanding, but the evaluator feels and sees that something is missing. Students are learning but are not meaningfully engaged and connected. Learning is happening, but it is compliant, not self-directed or authentically engaging. Students are well-behaved, but in a passive way without ownership for the operations of the classroom. The room lacks relationship. The evaluator needs to be able to explain to the teacher what is missing, but the

score on the evaluation rubric does not indicate the lack of relationship because few instruments are available to measure this part of the classroom.

This review of literature includes a summary of the research that is available for the operational measurement and management of relationship and emotional intelligence. Teachers must be able to self-evaluate and measure operationally the relationships within their classrooms through their emotional intelligence to make their classroom the most effective it can be, but few valid instruments are available for this task (Jacobs, Kemp, & Mitchell, 2008).

Characteristics of Effective Relationships

Several characteristics make up an effective TLR. These characteristics in action make relationships observable. Cowley et al. (2002) summarized the ingredients of an effective TLR after they conducted three different research studies. The researchers found a common set of attributes that described the interactions between teacher and learners in an effective classroom relationship (Cowley et al., 2002). While no one attribute is the magic ingredient to an effective relationship, together the characteristics form a bigger vision for what an effective educator builds within the classroom.

The first of these characteristics is empathy. Within the Maori and Pasifika student study, empathetic teachers took time to learn about the cultures of their learners and wove that information throughout their lessons. These same teachers made sure to learn the correct pronunciation of their learners' names and tried to learn parts of their learners' native languages. In interviews, students described these teachers as being relatable (Cowley et al., 2002). Bilica et al. (2014) cited the key toward creating positive and effective TLRs is "having encouraging attitudes toward students and establishing learning environments steeped in multiculturalism" (Bilica et al., 2014, p. 319). The researchers also cited that "successful

teachers will use their students' life experiences to make the curriculum more relevant to the learner and ensure greater student achievement" (Bilica et al., 2014, p. 323). The relationship between the teacher and learner is enhanced through the teacher's empathetic actions (Bilica et al., 2014). Carl Rogers (1956) in his client-centered theory also gave insights into the qualities of an effective relationship. Rogers (1956) used an approach with his clients that was based on forming a relationship with the client so that the therapist could know the "perceived meanings" and "phenomenological field" of the client, meaning that the therapist would learn

> how he sees himself, his behavior, his father, his mother, his teachers, his friends. We can learn how he perceives the attitudes of each of these toward him. We can learn the meaning that each of these perceptions has for him. Consequently, we can broaden his perceptual field. (p. 116)

Burgan and Congos (2008) related Rogers' work to the relationship that exists when learning occurs. Rogers' work boils down to a realness or genuineness of the teacher, acceptance and trust between the learner and the instructor, and empathy. In a study of Carl Rogers entitled *What Has Psychotherapy Inherited from Carl Rogers?*, Goldfried (2007) asserted, "Roger's description of the necessary conditions for change has clearly underscored the importance of this bond and has operationalized it as being comprised of unconditional positive regard and empathic understanding" (p. 252).

The second attribute in an effective TLR is a teacher showing care and concern. In Cowley et al.'s study (2002), the teachers' care and concern for the learners was documented through observation of a plethora of actions. The most prominent action was teachers referring to their learners as family or loved ones. Also noted was an overall friendliness of the teacher shown through connecting and referencing the learners' cultures and interests (Cowley et al.,

2002). Effective relationships in the classroom start with teachers who "observe students closely to learn more about their idiosyncrasies, interests, experiences, and talents. They watch for clues to learning style preferences" (Bondy & Ross, 2008, p. 56). The students know that the teachers have a vested interest in them and in their lives because of the actions they see and the words they hear their teachers say in the classroom. Carl Rogers (1969) detailed what care, concern, and acceptance looks like in the classroom:

> Whether we call it prizing, acceptance, trust, or by some other term, it shows up in a variety of observable ways. The facilitator who has a considerable degree of this attitude can be fully acceptant of the fear and hesitation of the student as he approaches a new problem as well as acceptant of the pupil's satisfaction of achievement. Such a teacher can accept the student's occasional apathy, his erratic desires to explore by-roads of knowledge, as well as his disciplined efforts to achieve major goals….What we are describing is a prizing of the learner as an imperfect human being with many feelings, many potentialities. (Rogers, 1969, p. 109)

A third descriptor of effective relationship noted in the Maori and Pasifika student study was a high level of mutual respect between teachers and learners (Cowley et al., 2002, p. 46). This respect should not be confused with liking. Instead, the respect denotes a loyalty and concern for each other as people and a trust that exists between the learner and teacher. Especially noted was that this trust enabled the teachers to treat the learners as adults, "giving helpful explanations and reasons for actions, being sincere and professional, thanking and apologizing when appropriate, valuing student ideas and contributions, being polite and friendly and inviting feedback" (Cowley et al., 2002, p. 46). Carl Rogers (1969) used the word "realness" in his work *Freedom to Learn* when he listed the attributes that make up effective

teacher and learner interpersonal relationships that lead to the facilitation of effective learning (p. 106). When teachers are real and genuine, they become more than a set of curricula. When students feel that they are valued and they are in an effective relationship with their teacher, they will also develop respect for the teacher, begin to accept and use feedback, feel safe, and know that the teacher believes they can achieve (Brock & Hundley, 2016). Additionally, in an effective TLR, learners need to feel like they are working on projects and assignments that are meaningful. Their time is valued, and the work is relevant to their lives now and their lives in the future (Connell & Klem, 2004). Additionally, when a teacher creates a culture and expectation for high order thinking, the students' contributions are respected. Students are treated and feel like "competent individuals able to contribute effectively in a group" (Ritchhart, 2015, p. 199). When the teacher values the students' ideas, contributions, and time, then the students feel important. This importance leads to a positive and effective relationship (Connell & Klem, 2004).

A fourth effective teacher action found in the Cowley et al. (2002) study was the concept of the teacher going above and beyond for the learners, both inside and outside of the classroom. Some examples of going above and beyond in the study included teachers giving awards and rewards, loaning or giving school supplies when a student was lacking, offering extra tutoring sessions, and sharing personal interests and stories (Cowley et al., 2002). Additional ways that teachers can go above and beyond are attending student extracurricular events after school, communicating not only problems but also successes with parents and guardians, and sponsoring or coaching activities of high student interest. Brock and Hundley (2016), in their growth-mindset book for teachers, shared a list of activities for teachers to use with their students throughout the year to go above and beyond to build relationships. The list of suggested

activities includes scheduling a lunch with each student, having two-minute check-ins with struggling students, greeting students at the door, using hand signals and code words to begin transitions and routines, and talking with students about non-school-related subjects. Teachers who go above and beyond strengthen TLRs by placing importance on the learners' interests and needs above their own (Brock & Hundley, 2016).

A fifth characteristic found in an effective TLR within the Maori and Pasifika student study was teacher passion and enthusiasm which motivates the learners. Learners can tell when a teacher does not want to be there. The reverse is also true. Effective TLRs are filled by a positive atmosphere and energy, oftentimes accompanied by spontaneity. The teachers in these effective relationships participate with students instead of solely being a director and observer. Teachers who build effective relationships with learners will often use the pronoun "we" to show a shared responsibility in the classroom for both the teacher and learners (Ritchhart, 2015, p. 206). These teachers jump into labs and activities and participate side by side with students as the students experiment, take risks, and learn (Cowley et al., 2002). Note that

> the teacher characteristics that we can measure, experience, education level, certification status, and so on, only explain 3 percent of the differences in student achievement that are attributable to their teachers' influence. The remaining 97 percent of their contribution was associated with intangible aspects of teacher quality such as enthusiasm. (Goldhaber, 2002, p. 3)

In a study conducted by Frenzel et al. (2009), the researchers, within the studied mathematics classrooms, found a direct link between the teacher's displayed enthusiasm and enjoyment and the students' satisfaction and enjoyment of the course. Enjoyable classrooms promote positive

experiences and positive relationships. Positive actions create more positive actions. Students want to be with the enthusiastic teacher who is enjoying his or her work (Frenzel et al., 2009).

Another attribute in an effective TLR is a teacher who shows great patience and perseverance. This patience is needed in classroom behavior management and in explanations. Information is taught as many times as necessary in a variety of ways with different examples (Cowley et al., 2002). In an effective TLR, the teacher creates multiple opportunities and methods available for the learner to get it, whether it be an academic concept or a behavioral expectation. The teacher in an effective classroom relationship reaches out to students to help in understanding behavior and academic problems. These teachers look for factors that influence the problem so that they can address the root of the problem and not just the symptoms. These teachers "search for solutions rather than blaming students or dismissing their concerns" (Bondy & Ross, 2008, p. 57). Teachers who can build an effective relationship use problem solving to keep the relationship on the right track (Bondy & Ross, 2008).

A seventh descriptor of an effective relationship from the Maori study was a teacher's belief in the learners' abilities. In effective TLRs, teachers emphasize that they believe their learners can learn, pass the test, and so on. Learners gain confidence when the teacher's belief is genuine, and then the learners begin to feel special and connected to both the teacher and the subject (Cowley et al., 2002). Another author coined this confidence-building aspect of an effective relationship as the teacher being a "warm demander" (Bondy & Ross, 2008, p. 54). Bondy and Ross (2008) examined highly effective teachers in high-poverty schools. The authors recognized the challenges for teachers when they are trying to build effective and authentic relationships in high-poverty schools. The authors suggested that knowing students, caring for students, and empathizing with students is not enough to keep challenging students engaged and

motivated, nor are lesson planning, curriculum mapping, and implementing the newest instructional strategy enough. Bondy and Ross (2008) pointed to a "stance that communications both warmth and a nonnegotiable demand for student effort and mutual respect" (p. 54) as the key ingredient to a successful and effective TLR. This mutual respect conveys to the learners that the teachers believe in them, and the learners are much more open to constructive criticism and challenges from these warm responders. The day-to-day interactions between the teacher and the learners are key. Only the best effort is acceptable to both the teacher and the student. The teachers move their learners "beyond believing to insisting" (Bondy & Ross, 2008, p. 57). The teacher's belief and confidence in the learner creates a foundation for learner confidence and optimism (Bondy & Ross, 2008).

Effective TLRs are important to the learners, the teachers, and the school. All three can be made better or worse by the effectiveness of the TLRs in the school. Relationships impact many areas of the learners, the teachers, the school, and the school's climate (Cowley et al., 2002). Hattie (2009) found the following:

> Building relations with students implies agency, efficacy, respect by the teacher for what the child brings to the class, and allowing the experiences of the child to classroom. Further, developing relationships requires skill by the teacher–such as the skills of listening empathy, caring, and having positive regard for others. (p. 118)

Developing positive relationships with students can start with a few simple steps. According to Rimm-Kaufman and Sandilos (2018), the start of a positive relationship can begin with a teacher employing a few positive actions such as expressing enjoyment from being with the students, modeling respect and responsiveness with students, offering help, talking about the students' backgrounds, avoiding irritability, and acknowledging the importance of respectful friendships

with peers. These actions can be the beginning of a positive relationship between the teacher and the learners.

Relationship's Effects

The relationship between the teacher and the learner is important to the learner, the teacher, and the school. Effective relationships can be best described by the attributes and characteristics listed previously: empathy, care and concern, mutual respect, going above and beyond, passion and enthusiasm, patience and perseverance, and a belief in the learners' abilities. The classroom relationship between the teacher and the learner influences many facets of the school. Learning, management, and individuality are impacted by the TLR (Cowley et al., 2002). This relationship between the teacher and the learners must come first before anything else in the classroom. Ritchhart (2015) argued,

> Attending to the building of relationships with students is fundamental to good teaching, and it is important to do this at the start. Teachers can't wait till late to build those connections: they may have lost students by then. (p. 90)

In Hattie's *Visible Learning* research, the TLRs had an effect size of .72, which showed a level of high impact. "In classes with person-centered teachers, there is more engagement, more respect of self and others, there are fewer resistant behaviors, there is greater non-directivity, and there are higher achievement outcomes" (Hattie, 2009, pp. 118-119).

Many characteristics, choices, and actions affect how effective teachers are within their classrooms. In a 2014 study of five novice science teachers participating in the Accelerated Teacher Education Program (ATEP), the teachers were observed, evaluated, interviewed, and asked to self-reflect multiple times over their first year of teaching in a high-poverty, high-minority urban secondary school. Though their observations and evaluations did not indicate a

mid-year drop in effectiveness, all five interviewees reported through their self-reflections a lower effectiveness of instruction and achievement in their classrooms. These participants indicated that during the second semester they increased their efforts in building positive relationships with students. The participants invested more time in making more authentic connections with students based on the students' backgrounds and interests. The participants' efforts increased the observed levels of care and trust within their classrooms. After several months of teaching with the focus on building more positive relationships, the teachers' effectiveness ratings increased in both observations and in self-reflected evaluations (Bilica et al., 2014).

Similarly, the researchers McCroskey and Teven (1996) studied responses from 235 students enrolled in a collegiate communication class. The students were asked to evaluate 16 items regarding their teacher and their class. The evaluation items were created to measure competence, trustworthiness, and caring. The results strongly suggested that "students who perceived their teachers as more caring will evaluate those teachers more positively and report that they have learned more in the course" (McCroskey & Teven, 1996, p. 1). Teachers who build positive and effective TLRs are rated more effective by their evaluators and by themselves (Bilica et al., 2014; McCroskey & Teven, 1996).

TLRs also affect the learners and their ability to succeed. Connell & Klem (2004) reviewed student records from a five-year period from six elementary schools and three middle schools all within the same district. In the study, surveys were administered to students and staff at the beginning and end of each year's spring semester. These surveys measured the available student support, teacher support, and student engagement. Overall, the results of the research indicated that "students who perceive teachers as creating a well-structured learning environment

in which expectations are high, clear, and fair are more likely to report engagement" (Connell & Klem, 2004, p. 270). Additionally, the classrooms with the highest ratings on the indicators of effective relationships also reported students with higher attendance and test scores (Connell & Klem, 2004). In a study by Koomen, Ort, Roorda, and Spilt (2011), the researchers investigated the connection between TLRs and student engagement and achievement by reviewing and analyzing 92 papers that included 99 studies of students from preschool to high school age and their relationships with teachers, their achievement, and their engagement. Overall, the researchers determined that the TLRs have a high impact, whether negative or positive, on student engagement and a medium impact on achievement. These impacts increase as students get older. These impacts are also more significant on at-risk, socio-economically disadvantaged, and special education learners (Koomen et al., 2011a). One study found that these impacts on engagement and achievement can last beyond the year spent with a teacher. Atkins et al. (2013) followed 179 students from kindergarten through eighth grade. The students were given an initial kindergarten screener and an assessment at the end of the kindergarten year. For the 91 students who stayed in the school district through the end of the eighth grade, the researchers pulled behavioral data, academic data, and standardized test scores from each year. The researchers found that students with more positive relationships with their kindergarten teachers had fewer behavioral issues through the eighth grade and stronger academic test results through elementary years (Atkins et al., 2013). TLRs significantly affect student engagement, student attendance, achievement, and test scores and can do so over a long range of years (Connell & Klem, 2004; Atkins et al., 2013; Koomen et al., 2011a).

Effective TLRs affect more than just the learners' academic achievement and report card. Bosker, Maulana, and Opdenakker (2014) conducted research where over 500 first-grade

students with 10 different teachers over four different schools were surveyed to determine what factors positively influenced a student's motivation. The results overwhelming pointed to the teacher's influence, the TLR, and the teacher's proximity to the learner as the three influences with the greatest impact on motivation. The survey also noted that these influences had a greater impact on females and high ability students than on other groups. An effective and positive TLR can increase student motivation. This motivation extends beyond the report card into extracurricular areas and planning beyond graduation (Bosker et al., 2014).

The students are not the only ones experiencing effects from the TLR. Koomen, Spilt, and Thijs (2011) researched the impact of relationship on the professional and personal lives of teachers. The researchers began with the idea that teachers have a basic need to relate to their students. Daily, teachers internalize their school experiences with students, which in turn affect, for better or worse, the teachers' professional and personal self-esteem (Koomen et al., 2011b). Teachers derive meaning, purpose, enjoyment, and passion from the relationships that they build with students. These relationships can also hurt the teacher's sense of well-being and be a great cause of stress and burnout, as the interactions with their learners are of great concern to the teacher. Positive and effective TLRs can increase a teacher's well-being, while a negative relationship can cause them doubt and job dissatisfaction (Koomen et al., 2011b).

The effects of the TLRs go beyond the students and staff members. The relationships influence the overall success and climate of the school. Anthony et al. (2012) studied 7,779 public high school students from 431 schools. The study used a questionnaire that was given to sophomore students and measured how well students got along with teachers, how effective the students considered the teaching, and how much the students felt that the teachers were interested in them as people. These questions were asked using a Likert scale, and these

questionnaire items were chosen because they represented aspects of the TLR. The results of the questionnaire indicated that when students had a positive and effective relationship with their teachers, they rated the teaching as highly effective. The researchers then looked at the surveyed schools' data and the overall influence the results of their study had on the climate of the buildings. The researchers determined that the TLRs influenced the overall school climate because effective teachers influenced students to stay in school, even when the students were struggling academically, because the students felt they had someone who was cheering them on and supporting them. Math and English scores in these schools may not improve, but the graduation rate could be significantly impacted. Positive and effective TLRs improve the school's climate by building a network of adults whose actions encourage the learners to stay in school and graduate (Anthony et al., 2012).

In summary, the effectiveness of the TLR impacts several areas of the school, the teachers, and the learners. First, teachers who spend time and build effective relationships with their learners will be rated as more highly effective by both their evaluators and in their own self reflections, and the converse is also true. Second, the quality of TLRs will either positively or negatively affect student engagement, student attendance, achievement, and test scores. Third, classroom relationships between the teacher and the learner impact student motivation for the better or for worse. Fourth, relationships between teacher and learners influence a teacher's well-being and sense of job satisfaction. Finally, the TLRs influence the climate of the school. Relationships are the foundation for many possible success stories in a school (Anthony et al., 2012; Atkins et al., 2013; Bilica et al., 2014; Connell & Klem, 2004; Koomen et al., 2011a; McCroskey & Teven, 1996).

Relationships in the classroom are impactful on both the teacher and the learners. "They (children) form emotional attachments, and they identify with, imitate, and internalize the attitudes, values, and ways of these adults and institutions around them" (Comer, 2005, p. 758). Many teacher, learner, and school outcomes can be linked to the quality and effectiveness of the TLR. Comer described this importance as a basic comparison: "People at school can then influence children's development in ways similar to competent parents" (Comer, 2001, p. 33). John Bowlby also explored this construct through his attachment theory.

> Attachment behavior is any form of behavior that results in a person maintaining proximity to some other clearly identified individual who is conceived a better able to cope with the world. For a person to know that an attachment figure is available and responsive gives him a strong and pervasive feeling of security. (Bowlby, 1988a, p. 29)

The school is a setting outside of the home where this theory is very applicable. Comer (2001) said that students learn and develop through their interactions with those who care for them. Learning basic skills like reading, writing, and arithmetic becomes connected and linked with the developed relationships between the learners and the teacher. The children mimic and internalize the actions and values of their caretakers and teachers. Cassidy and Shaver (1999) also analyzed the attachment theory in relation to different stages of a person's life. Adolescents seem to veer off the pattern of attachment behaviors in earlier years. Often, teens avoid or run from their parents or other influential adults who might be reliable and trustworthy. Their behavior toward "attachment figures may seem conflicted, confused, and contradictory" (Cassidy & Shaver, 1999, p. 319). This confliction happens because teens are emerging from a period of great attachment into a period of blooming independence, only to be soon faced with children who become attached to them. In a short period of years, many significant transitions occur. It

is during these transitions that the teens begin to evaluate the consistency and validity of their attachments. Teens begin to connect relationships with specific purposes: boundaries, romance, safety, security, etc. Suddenly, relationships become goal-oriented. The development of these transitions and relationship compartmentalizing and prioritizing will affect the development of all future relationships in the teen's life (Cassidy & Shaver, 1999). Within the early years of the classroom, the relationship between teacher and learner comes with a developmental expectation of safety and trust. As the learners grow and mature, they begin to question and evaluate the relationships between themselves and teachers. As they are leaving the confines of formal secondary education, teens are on the cusp of being the ones to whom children become attached. These transitions play out for eight hours a day within classrooms across the world. Relationships are the foundation for the day and for the school year (Cassidy & Shaver, 1999). Bowlby (1988b) explained,

> The capacity to make bonds with other individuals, sometimes in the care seeking role and sometimes in the caregiving one, is regarded as a principal feature of effective personality functioning and mental health. As a rule care seeking is shown by a weaker and less experienced individual towards someone regarded as stronger and/or wiser. A child or older person in the care seeking role keeps within range of the caregiver, the degree of closeness or of ready accessibility depending on circumstances: hence the concept of attachment behavior. (p. 162)

Emotional Intelligence and Empathy

Social and emotional learning is an umbrella term that covers three areas: emotional processes, interpersonal and social skills, and cognitive regulation (Bouffard et al., 2013). Emotional processing allows teacher to identify their feelings and emotions and regulate

themselves while also displaying empathy. Social and interpersonal skills include understanding and responding to social cues and body language. Cognitive regulation is the act of maintaining focus in a task, conversation, or situation. These three areas can be influenced by a person's experiences and the context. When combined, these three areas of social emotional learning (SEL) can influence the quality of TLR. A teacher with a higher SEL ability will have more positive and stronger relationships with students and more effective classroom management (Bouffard et al., 2013). Ball and Perry (2008) reported on their study of 239 primary and secondary teachers in Melbourne, Victoria. The teachers were given an assessment that described 10 situations, and in each situation the respondents were asked to rate their likely reactions to connect emotional intelligence and the classroom. The researchers determined that the four areas of emotional intelligence needed to succeed in the classroom are "a general willingness to receive or acknowledge positive feedback; an identification and acceptance of evaluated emotions; taking a reflective approach to negative charged situations, and an adoption of a strategy to move forward and manage oneself in teacher situations" (Ball & Perry, 2008, p. 792). Dr. Anju Sharma (2015) pointed to the impact that emotional intelligence has on a teacher's effectiveness. In this study, 425 senior secondary teachers from 80 schools were given a self-evaluation and an emotional inventory, both of which were developed by the author. The author found that teachers with a higher emotional intelligence rating perform better in the classroom, speak about their emotions better, connect better with students, and appear to be more open and agreeable than other teachers are. The teachers with the higher emotional intelligence avoid workplace stress better than other teachers, have healthier and more positive interactions with students, and have better classroom engagement (Sharma, 2015). No matter the descriptions used, the studies above point to so SEL skills as a foundation for effective

relationships, effective teaching, and an effective classroom. The first step in managing SEL skills is awareness of these skills.

The SEL skills can also be described as emotional intelligence. Emotional intelligence is a term coined by Dr. Daniel Goleman (1999) to describe five areas of a person's intelligence:

> 1) Knowing one's emotions: self-awareness – recognizing a feeling as it happens: 2) Managing emotions: handling feelings appropriately; 3) Motivating oneself: emotional self-control – delaying gratification and stifling impulsiveness; 4) Recognizing emotions in others: empathy – the fundamental 'people skill;' and 5) Handling relationships: a skill in managing emotions in others. (p. 29)

Effective teachers recognize and master these five skills. First, effective teachers talk about their feelings. They are committed to modeling socialization in their classrooms and in their interactions with other teachers, and they are committed to helping students socialize, with each other and with adults. Effective teachers realize that their interaction with one student impacts their relationships with all other students in the room. Teachers who build effective relationships have an awareness of the emotions associated with their interactions with learners. These interactions form the foundation for seven key ingredients in learners and their future success: confidence, curiosity, self-control, relatedness, capacity to communicate, and cooperativeness (Goleman, 1999). The most effective teachers build relationships by using emotional intelligence and interact with learners in a way that builds these seven key ingredients in their students. "We often forget that, for many children, academic learning is not a primary, natural or valued task" (Comer, 2005, p. 758). The relationships that are built between the teacher and the learner give the student the motivation to learn (Comer, 2005). Additionally, research has shown that emotional intelligence is not only linked to effectiveness in the classroom but also

commitment to the profession. Chesnut and Cullen (2014) found this link to effectiveness. The researchers began their work with the belief that "maintaining commitment to the teacher education program and eventual entering the teacher profession require a positive outlook and the ability to adapt to changing environments and stress levels" (Chesnut & Cullen, 2014, p. 119). The researchers used a 13-item online survey to measure the participants' responses to common reasons to leave the teaching profession. The survey's questions fell into one of four categories: expectations of future work environment and satisfaction, self-efficacy, emotional intelligence, and commitment to the teaching profession. The study's results showed that emotional intelligence is the "strongest predictor of commitment to the teaching profession" (Chesnut & Cullen, 2014, p. 128). A high level of emotional intelligence in a teacher indicates a more effective and committed teacher who builds more effective relationships with the learners (Chesnut & Cullen, 2014).

Emotional intelligence increases teacher effectiveness. Ball, Penrose, and Perry (2007) found a significant link between the level of a teacher's emotional intelligence and the teacher's effectiveness and self-efficacy. In this study, teachers from 11 schools were invited to participate in an anonymous questionnaire that attempted to measure both emotional intelligence and teaching effectiveness and efficacy. The researchers suggested that there "is an argument for developing pre-service and in-service course for teachers that focus on the skills associated with emotional intelligence" (Ball et al., 2007, p. 122). Higher emotional intelligence is associated with higher teacher effectiveness and efficacy, which are associated with higher levels of student achievement (Ball et al., 2007). Akhtar, Iqbal, and Naqvi (2016) completed a study out of the University of Education in Lahore-Pakistan and surveyed 950 secondary school teachers to connect emotional intelligence with job performance as defined by student performance on

annual exams. The participants completed a 40-item Likert scale questionnaire. The participants' results were compared with the results of their students on their annual Grade 10 standardized assessment. The researchers found that a "positive relationship existed between emotional intelligence and performance of secondary school teachers" (Akhtar, Iqbal, & Naqvi, 2016, p. 219). Additionally, Jacobs et al. (2008), from the University of South Africa, measured the emotional intelligence of 1,261 education students as a part of a required assignment in their education classes. The authors began their research with the belief that emotional intelligence is linked to teacher success in the classroom. Their assessment created to measure the emotional intelligence of the education students included "seventy statements related directly to self-knowledge of the students," which included five categories: "self-awareness, social awareness, stress tolerance, management skills and general mood" (Jacobs et al., 2008, pp. 135-136). The results of the assessment showed that, overall, teachers need professional support in emotional intelligence. The researchers found that the education students in the survey needed help to raise their levels of emotional intelligence to increase their effectiveness in the classroom. Many of the respondents over- or underrated themselves. The evidence showed many needed help growing healthy relationships, and many cited their own lack of self-management skills as negatively affecting their mood and relationships in the classroom and in interactions with other teachers and learners. Overall, the researchers concluded that "emotional intelligence is the hidden ingredient for teacher success in the face of adverse circumstances" (Jacobs et al., 2008, p. 142). The researchers recommended that schools include emotional intelligence in their professional learning plans. This recommendation impacts both university schools of education and primary and secondary school districts as they both plan for teacher professional development (Jacobs et al., 2008).

Educators should include emotional intelligence in their professional development plans and teaching training programs (Jacobs et al., 2008). In a study by Joshith (2012), 50 education students from N.S.S. Training College in Kerala were tested with three standardized tools to measure emotional intelligence and teaching competency and the connection between the two. The researcher summarized that emotional intelligence can be taught and improved over time by practicing the skills and characteristics that make up emotional intelligence. The study found that high emotional intelligence in teachers can be a predictor of teacher competency. Also, teachers with high emotional intelligence "can instill in learners the ability to be emotionally self-aware, insightful regarding the motivation of others, more able to cope with emotional dilemmas in life, more empathetic towards their peers, more socially adept, and more able to solve problems and resolve conflict" (Joshith, 2012, p. 56). Once teachers become aware of the characteristics and key ingredients of emotional intelligence, the teachers can be taught to increase their SEL skills and they can also teach the learners to increase their SEL skills (Joshith, 2012).

So, if these skills can be taught, a teacher can improve in this important area. Evaluators can help teachers who are struggling with low emotional intelligence. With assistance, teachers can make their classrooms emotionally intelligent environments so that both the teacher and the learners can increase their SEL skills. Kremenitzer and Miller (2008) listed a variety of attitudes and activities that teachers should use to enhance the emotional intelligence of their classroom. The authors suggested that teachers should have high learning expectations for all children and use care and respect with all children. The authors cited a class charter of acceptable behavior as an effective practice to increase awareness of SEL skills within the classroom for both the teacher and the learners. Clear and practiced routines and procedures, daily classroom meetings,

closing routines, and transition routines were also suggested by the authors. These activities reinforce expectations and boundaries and support SEL skills. The authors also suggested a daily teacher self-assessment. Their suggested assessment includes an emotional intelligence journal where teachers record high and low moments in the classroom, the emotions associated with these moments, and what the teacher and the learners were doing in these moments (Kremenitzer & Miller, 2008). This reflection and self-assessment were a daily checkpoint for teachers to use to measure and increase their own emotional intelligence awareness and use as a barometer for the effective use of emotional intelligence in their daily interactions and attempts to build and sustain effective relationships with the learners. There must be a willingness on the part of the teachers to want to be aware of and increase their emotional intelligence. There must be buy in for this self-assessment to work effectively (Kremenitzer & Miller, 2008).

Emotional intelligence is one of the vital components of effective TLRs. Relationships are the foundation for all other success in the classroom. Educators should focus time in both education training programs and in teacher professional development to increase teachers' emotional intelligence skills (Jacobs et al., 2008). Two central beliefs are important for the social-emotional well-being of students and staff. One, "a caring responsive school climate is important for both students and adults," and two, "children's emotions, behaviors, learning, and regulation are inextricably tied and cannot be considered separately" (Reilly, 2017, p. 57). The strong TLRs are the vehicle for upholding these beliefs in the school.

Management and Operational Measurement of Relationship

The research summarized previously described effective TLRs by using a list of constructs: empathy, care and concern, mutual respect, going above and beyond, passion and enthusiasm, patience and perseverance, and a belief in the learners' abilities. While these

descriptive constructs were named in research and defined through a set of descriptive actions, they were not measured within the research. Some researchers have attempted to measure and manage relationship in a quantified way, though the research is limited to small bands of grade levels.

First, it is difficult to know that our perception of a relationship is accurate. The researchers Baldwin et al. (1992) administered the scaled MPDQ to 345 respondents to "measure perceived mutuality in close relationships" (Baldwin et al., 1992, p. 36). The researchers concluded that when partners, friends, spouses, or coworkers both take the assessment and similarly rate the "adequacy of social support, relationship satisfaction, and cohesion," then a mutuality, or "bidirectional movement of feelings, thoughts, and activity" (Baldwin et al., 1992, p. 36), exists. Another way to define the mutuality is as an equitable exchange. The reverse is also true. Low mutuality indicates depression in women and dissatisfaction in men. A positive relationship will have two persons who assess their interactions in a similar way. This finding affects the classroom and the TLR (Baldwin et al., 1992).

In the Maori and Pasifika study (2002), the researchers listed teaching characteristics and actions that the students in their studies used to assess the relationships they had with their teachers. First, students observe the teachers closely and look for consistency. Second, students take negative interactions with the teacher very personally, and those negative interactions harm the relationship. Third, students react to body language, especially the teacher's facial expression. The teacher's expressions often color the way the student views the relationship with the teacher. Body language is fourth way that students evaluate their relationship with their teacher, both negatively and positively (Cowley et al., 2002). While this student-led assessment is a start, it is not a very formal way to measure or manage a relationship in the classroom. A

student's assessment of the TLR differs from an adult's assessment of the same relationship (Babad, 1990).

The difference between the students' viewpoints and the teacher's viewpoint of classroom relationships has been studied. In a study by Elisha Babad (1990), 520 seventh-grade students and 17 teachers were studied. The students completed a questionnaire that asked questions to rate their relationship with the teacher, their relationship with a hypothetical high achieving student, and a hypothetical low achieving student. The teachers completed a questionnaire that asked questions about their own perceptions about the relationships in the room, hypothetical relationships with high achieving students, and hypothetical relationships with low achieving students. The findings were contradictory. Teachers rated their strongest emotional support and relationships with that of low achieving students. The students rated the strongest emotional support and relationships with that of high achieving students (Babad, 1990).

Researchers are attempting to create valid and consistent instruments to manage and measure relationships operationally. Jellesma and Koomen (2015) developed a new measurement tool called the SPARTS. The researchers took 586 students from 11 Dutch elementary schools and administered the SPARTS assessment with no teacher present. The children's 26 teachers completed a strengths and difficulties (STRS) questionnaire developed by Robert C. Pianta that measured teacher perceptions of closeness, conflict, and dependency (Jellesma & Koomen, 2015). Robert C. Pianta's STR scale is a Likert scale of 1 to 5 that asks 15 questions regarding the emotions of both the teacher and the child when they interact in positive situations like praising and open communication and in negative situations like struggle, anger, and bad moods (Pianta, 1992). The results of the two assessments were compared to determine validity of the SPARTS. Regarding conflict and closeness, the SPARTS showed

reliability, but the measurement of dependency (or attachment) was not consistent with the two instruments. Overall, the SPARTS showed that girls rated their relationships with teachers at a higher degree of confidence than boys did (and the teachers' assessments agreed with this finding), and that overall the SPARTS measurement indicated a general "lack of confidence of students in the relationship with their teacher" (Jellesma & Koomen, 2015, p. 493). The researchers summarized their findings by asking if the students' perceptions were affected by their age. Middle childhood is often a time of self-doubt. Ultimately, the researchers could validate two of the three areas of measurement in their new assessment to be used with children, but they could not validate the third (Jellesma & Koomen, 2015).

One of the most respected current instruments that measures relationship as a part of its output is the CLASS. "The CLASS provides a framework for observing key dimensions of classroom processes such as emotional and instructional support, that contribute to the quality of the classroom setting" (La Paro et al., 2004, p. 409). The CLASS is available for assessing classroom settings from preschool through third grade, which is limiting. La Paro et al. (2004) looked at data from 224 pre-kindergarten classrooms across 6 states to test the reliability and validity of the information provided by the CLASS by comparing the scores of students to that of the Early Childhood Environmental Rating Scale (ECERS). Within the study, the researchers described the aspect of teacher–child interactions that is measured by the CLASS, in addition to its purpose of measuring management and instructional support. The researchers summarized that teachers who "sense when children are not understanding a lesson or activity and are able to modify it to fit the academic and emotional needs of the child" (La Paro et al., 2004, p. 413). score highly in the CLASS assessment and have a high level of positive interactions with the child. Quality teacher and learner interactions (relationship) significantly impact the child's

development and classroom performance. The CLASS uses nine scales on a Likert scale to assess "positive climate, negative climate, teacher sensitivity, over-control, behavior management, productivity, learning formats, concept development, and quality of feedback" (La Paro et al., 2004, p. 415). The researchers summarized their findings by describing that the CLASS tool has been created with prekindergarten to third grade only. Though the validity and reliability of the assessment has been tested in several ways against other measurement tools and observations, the assessment focuses on the teacher and his or her outcomes and skills, not on the child outcomes (La Paro et al., 2004).

Another piece of research focused on the teacher and learner interactions is the 2013 study where the researchers cited that "teacher-student interactions are a central driver for student learning," after studying evidence across 4,341 pre-schools to elementary classrooms (Atkins et al., 2013, p. 461). The researchers, who included Robert C. Pianta, used the CLASS observational measuring assessment. The researchers described the CLASS as measuring many types, but not all types, of teacher–student interactions. The CLASS measures "emotional support, classroom organization, and instructional support." (Atkins et al., 2013, p. 463). Each of those measures is "described by explicit indicators of that dimension." (Atkins et al., 2013, p. 464). Then, "each indicator is further operationalized in specific behavioral, observable descriptions of classroom interactions between teachers and students" (Atkins et al., 2013, pp. 463-464). Evaluators can use the CLASS's seven-point rating scale to judge the quality of teacher and learner interactions in each area by rating the quality of the behavioral descriptions. The goal of this specific research was to test if the CLASS was also a valid and reliable tool to measure teacher and learner interactions in Grades 4 and 5. As in the prior study, the focus was not on student outcomes but on teacher actions. The researchers looked at seven large projects

from 1998 to 2009 for 4,341 preschools to sixth-grade classrooms, but they were not able to find enough evidence to extend the validity of CLASS to upper elementary grades, though the researchers suggested further study is needed (Atkins et al., 2013)

Testing the TLR is still limited by the number of valid and reliable tools for measurement across all grades. The Mayer-Salovey-Caruso Emotional Intelligence Test is a 141-question ability test that measures four areas of a person's emotional intelligence: a person's ability to perceive emotions, use emotions to facilitate thought, understand emotions, and manage emotions. The assessment defines perceiving emotions as "the ability to correctly identify how people are feeling" (Caruso, 2004, p. 2), using emotions to facilitate thought as "the ability to create emotions and to integrate your feelings into the way you think" (Caruso, 2004, p. 2), understanding emotions as "the ability to understand the cause of emotions" (Caruso, 2004, p. 2), and managing emotions as "the ability to create effective strategies that use your emotions to help you achieve a goal, rather than being influenced by your emotions in unpredictable ways" (Caruso, 2004, p. 2). The assessment suggests that users of the measurement tool should assist the user in trusting their emotional read of others (Caruso, 2004). This tool might be a good conversation starter for teachers and their evaluators as they discuss the TLRs within the room (Caruso, 2004).

We know that relationship is an important aspect of success in the classroom, both for the teacher and for the learners (Cowley et al., 2002). Measuring and managing the TLR is complicated by the differing viewpoints of the teachers and the learners (Babad, 1990). Some tools for measuring and managing the TLR exist with a wide range of appropriate audiences, reliability, and usefulness. Though some may argue that the characteristics of an effective TLR are simply parts of a person's personality. According to Ritchhart (2015),

We needn't reduce these attributes to the artifacts of personality alone. Any of us as teachers can communicate these qualities through our actions: making eye contact, smiling, knowing students' names, sharing a personal side of ourselves, admitting our mistakes, showing ourselves as learners, taking an interest in students' lives, holding students in high personal regard as human beings, not making conflicts personal, following through and being dependable, listening, and supporting. (p. 218)

CHAPTER 3

METHOD AND DESIGN

Introduction

This study included an investigation of the characteristics of an effective TLR, the importance and effects of the TLR, and how the relationship can be managed and measure operationally. While there is a wealth of literature about what makes a TLR important and what characteristics make the relationship important, there is little research about how to manage and measure operationally the TLR. If this gap could be filled, both teachers and teacher evaluators could use the information to inform teaching, the classroom environment, and the school environment. This quantitative study was based on the theories of emotional intelligence, client-centeredness, and attachment theory. The purpose of the study was to take the researched components of the TLR and operationalize them into a survey instrument to measure and operationalize the relationship so that it can be studied and improved upon. The original research question to be answered was

What is the impact of each of these seven components on the TLR?

1. Empathy
2. Showing care and concern
3. Mutual respect
4. Going above and beyond

5. Passion and enthusiasm
6. Perseverance and patience
7. Belief in the learners' abilities

The study shifted from this research question to one that asked about the stability of factors that may be used to measure TLRs. The new research question became

RQ1: Can an instrument be developed to measure TLRs?

Basic Method and Design of the Research

The seven components of the survey instrument were derived from the review of literature. Each of the seven components was found repeatedly in studies of the TLR and what components make up an effective relationship. Very few assessment instruments were found, and none of these were applicable to all grade levels. The few that have been researched and were found as valid are geared toward the elementary level.

First, a survey was created based upon the research completed in Chapter 2 of the dissertation. The survey was first administered to a small number of educators from Indiana State University. Once the survey was edited for content validity, a larger number of surveys were completed by current Indiana educators. The goal was a minimum of 500 completed surveys via emails found from the Indiana Department of Education educator email list. The researcher's district and former district were not included in the emails, nor were the 25 cohort members who participated in the survey.

After completing the survey data collection and again with the data collection of the finalized instrument, I conducted psychometric tests and factor analysis as item reduction to examine the validity, reliability, objectivity, and performance of the assessment survey. I used a Cronbach's alpha test to see how the seven components interact with one another and their

consistency. I analyzed the overall alpha of the scale and the alphas if a section or item was removed. Alpha values of .7 to .99 were acceptable. I ran an exploratory factor analysis with an oblique rotation for item reduction of any alpha .6 or below or 1.0 or above to see if any other combinations can be made to make the combination acceptable.

Factor analysis was used to identify clusters of variables and reduce items. According to Andy Field (2013), factor analysis is used "to understand the structure of a set of variables (and) to construct a questionnaire to measure an underlying variable" (p. 666). Testing the reliability of the questions and the study made sure that the study reflected the constructs that it was measuring (Field, 2013).

> Cronbach came up with a measure that is loosely equivalent to creating two sets of items in every way possible and computing the correlation coefficient for each split. The average of these values is equivalent to Cronbach's alpha, α, which is the most common measure of scale reliability. (Field, 2013, p. 708)

Cronbach's alpha allowed the researcher to calculate the variance in the item and the covariance with any other item on the scale (Field, 2013). Alpha values of .7 to .99 were acceptable. I ran an exploratory factor analysis of any alpha .6 or below or 1 and above to see if any other combinations could be made to make the combination acceptable. These analyses showed what edits, if any, needed to happen before the survey instrument could be finalized and published.

Research Question

The purpose of the study was to take the researched components of the TLR and operationalize them into a survey instrument. The research question was: Can an instrument be developed to measure teacher–student relationships? A quantitative study was needed to determine the validity and reliability of the survey questions through factor analysis.

Instrumentation

The initial step in creating an instrument involved researching and finding the seven common components of the TLR in the review of literature. Once the seven were identified through multiple sources, then I identified statements of action found in the research that described, or gave an active picture, of each of the components. Those actions were used to development seven questions for each of the seven components, for a total of 49 questions in the instrument. The questions were answered on a Likert-type scale: 1 (Never), 2 (Very Rarely), 3 (Rarely), 4 (Frequently), 5 (Very Frequently), and 6 (Always). Appendix B shows the survey instrument, and Appendix C shows the survey instrument with citations from Chapter 2. After the development of the instrument, 25 educators in an Indiana State University Ph.D. cohort acted as a sample to take the survey and review it for content validity. A factor analysis was conducted to determine what questions should be revised or removed based on their interactions with each other.

Participants—Population, Sample, Recruitment, Safeguards

The electronic survey was shared with a small number of educators at Indiana State University. The finalized survey will be sent to current practicing Indiana educators through an email list obtained from the Indiana Department of Education. The goal was to receive a minimum of 500 completed surveys. An Excel database from the Indiana Department of Education listing school name and emails was used to recruit participation. The survey was not sent to educators in the district in which the researcher works, as the request to complete the survey might be considered coercive. The survey did not gather participants' names or emails. The survey included a cover letter (Appendix A) that explains the purpose of the survey,

provides instructions for the survey, and provides assurance of intended confidentiality and anonymity for all participants

Variables to Be Studied

Each of the seven components of effective TLRs were studied. These include empathy, showing care and concern, mutual respect, going above and beyond, passion and enthusiasm, perseverance and patience, and belief in the learners' abilities. Table 1 is an outline of the components from the review of literature.

Table 1

Constructs for Instrumentation

Components of Effective TLRs	Definition
Empathy	The ability to understand and share a learner's feelings
Showing Care and Concern	The extent of interest in the learner's well-being
Mutual Respect	The extent of regard between the teacher and the learner
Going Above and Beyond	The degree of exceeding expectations of job performance regarding student support
Passion and Enthusiasm	The degree of positive emotion and appreciation for the classroom
Perseverance and Patience	The ability to continue trying despite obstacles or delays
Belief in the Learners' Abilities	The degree to which the teacher has confidence in the learner

Data Collection Procedures

The following procedures were used to develop the TLR survey:

1. Develop a list of TLR characteristics for an initial set of constructs from an extensive literature review.
2. Devise a questionnaire that incorporates the observed values within a classroom for educators.
3. Survey a population of current Indiana classroom teachers via a random selection using the Indiana Department of Education database with the goal of getting 500 completed surveys
4. Conduct an item analysis to remove faulty items.
5. Run correlations with total scores to remove faulty items.
6. Conduct a screen test to ascertain an adequate number of factors.
7. Run oblique rotations.
8. Determine criteria for factors and maintain factors that align with the criteria.
9. Run internal correlations.
10. Label newly identified factors.
11. Refine and revise the instrument.
12. Validation of instrument.

Data Analysis and Controlling for Bias, Confounds, and Other Potential Errors

I used Cronbach's Alpha for inferential testing to compute the factor structure to determine if the instrument's items measure each variable. I also used exploratory factor analysis to find combinations of questions that go together to measure the variable and what questions need to be removed. The factor analysis showed that some of the question

combinations or questions did not work together to measure the variable, so some questions were removed. Factor analysis involves computing the correlation matrix, extracting the factors, using factor rotation, and processing by which the final decision will be made regarding the retention of the identified factors via eigenvalues (Field, 2013).

Summary

I found seven components of an effective TLR that repeated themselves in the review of literature and were supported by the theoretical framework of attachment theory and the theory of emotional intelligence. The research seven components aligned into seven questions per component for a total of 49 questions in the survey that was edited for content validity by Indiana State University education students. I used the Indiana Department of Education email list to gather at least 500 completed surveys prior to running my statistical analyses.

CHAPTER 4

DATA FINDINGS AND ANALYSIS

This purpose of this quantitative study was to determine the components of the teacher and student relationship. An instrument that teachers and evaluators can use to measure the effectiveness of TLRs within any classroom setting could be used by both teachers and teacher evaluators to inform teaching, the classroom environment, and the school environment. This instrument could significantly help educators, students, administrators, and schools improve student and staff satisfaction, student achievement, and teacher performance.

This study was guided by two primary questions:

1. What are the components of an effective TLR?
2. What is the impact of each of these components on the TLR?

The intent of the research design was to develop an instrument that both teachers and evaluators could use to operationalize and measure the effectiveness of the relationship between the teacher and the learner so that the relationship could be reflected upon and improved, which could significantly improve learner achievement, satisfaction, and performance. Additionally, reflection upon the findings could improve the teacher's performance and satisfaction. Consequently, the constructs of the instrument incorporate universal components of an effective TLR.

In the review of literature (Chapter 2), the characteristics of effective relationships in the classroom between teachers and learners were described and defined. Additionally, effects that come from the relationship between teachers and learners within the classroom were detailed. Emotional intelligence was defined and the extent of its role in effective teaching and its impact on the teacher, the learners, and the school was investigated. Finally, the researched attempts to manage and measure operationally the TLR through instruments and surveys were reviewed. Teachers and students would benefit from teachers being able to self-evaluate and measure operationally the relationships within their classrooms through their emotional intelligence to make their classroom the most effective that it can be, but few valid instruments are available for this task (Jacobs et al., 2008).

Through the research, seven components of an effective TLR were discovered that created the basis for the survey instrument. The seven components included: *empathy, showing care and concern, mutual respect, going above and beyond, passion and enthusiasm, perseverance and patience,* and *belief in the learners' abilities*.

Constructs were developed for each of the seven components, leading to questions which could operationalize each component in the survey instrument. The survey instrument was created with seven questions for each of the seven components for a total of 49 questions. The survey instrument was created for current Indiana educators in the classroom. Educators could assess the observed components in their own teaching based on the constructs presented in the instrument survey.

The survey was designed to operationalize the seven components and provide empirical data that could be used for factorial analysis. The process of factoring examines the validity, reliability, objectivity, and performance of the assessment survey.

Descriptive Data

The survey consisted of 49 questions representing the seven components of the effective TLR. Survey questions were created for a six-point, Likert-scale response format (i.e. Never, Very Rarely, Rarely, Occasionally, Very Frequently, Always). The survey was designed to measure and operationalize the effectiveness of the TLR. In June 2018, the survey was given to 18 current education practitioners at Indiana State University who found no major modifications were needed. Prior to the start of the survey, demographics were collected pertaining to an educator's grade level experience and their current classroom status.

On January 8, 2019, a final draft of the survey was emailed through Qualtrics to approximately 24,947 K–12 educators in Indiana. The emails were selected through the Indiana Department of Education 2017–2018 teacher roster. The roster was requested from the Indiana Department of Education on November 6, 2018. Of those emails, 3,018 were returned as invalid contact information and 21, 929 emails were successful. In total, 1,112 surveys were started, 811 were submitted, and 792 were completed.

Of the 792 completed surveys, 2% (17 respondents) did not indicate the grade level they taught. Table 2 shows the number of respondents by grade level and the percent of the total responses they represent. Of the completed surveys, 26% were completed by educators in primary grade levels K–4. Additionally, 30% were completed by current Indiana educators in middle, intermediate, or junior high Grades 5–8. Finally, 42% of surveys were completed by high school educators in Grades 9–12.

Table 2

Grade Level Responses

Grade	*N*	Percent
K	40	5
1	29	3.6
2	46	5
3	45	5
4	46	5
5	46	5
6	44	5
7	66	8
8	80	10
9	75	9.4
10	70	8.8
11	56	7
12	62	7.8
9–12	70	8.8

The recorded responses used for data analysis were 100% completed or were only missing one question answered. When one answer was missing, the mean was entered for data analysis.

Table 3

Descriptive Statistics

	Mean	Std.	Analysis *N*	Missing *N*
inclmaterial	4.19	1.019	792	0
relatable	5.08	.580	792	0
studlikes	4.93	.646	792	0
pronounce	5.54	.699	792	0
genuine	5.51	.539	792	0
trust	5.09	.505	792	0
encourage	5.54	.551	792	0
family	4.22	1.419	792	0
friendly	5.11	.579	792	0
learnstyles	4.88	.736	792	0
uselearnstyle	4.83	.869	792	0
vested	5.22	.663	792	0
usestudlikes	4.71	.751	792	0
studculture	4.15	1.027	792	0
explainrules	5.11	.737	792	0
loyal	5.48	.548	792	0
thank	5.13	.714	792	0
meanassign	4.70	.643	792	0
environ	4.89	.623	792	0
studcontrib	5.36	.602	792	0
feedback	5.00	.799	792	0
awards	3.59	1.268	792	0
rewards	4.14	1.106	792	0
events	4.14	.969	792	0
enrichmediat	3.72	1.388	792	0
parents	4.00	.891	792	0

Descriptive Statistics	Mean	Std.	Analysis *N*	Missing *N*
rituals	3.10	1.520	792	0
discussout	4.64	.764	792	0
enjoy	5.11	.605	792	0
alongside	4.72	.777	792	0
spontaneous	4.09	.912	792	0
pronoun	4.96	.686	792	0
energetic	4.89	.703	792	0
risks	4.24	.863	792	0
positive	5.15	.548	792	0
multipleways	4.73	.731	792	0
reteach	4.58	.764	792	0
twoormore	4.74	.698	792	0
patient	5.11	.621	792	0
misunderstanding	4.83	.717	792	0
behavior	4.62	.715	792	0
believepass	4.64	.799	792	0
passexam	5.35	.626	792	0
expectations	5.06	.671	792	0
believelearn	5.35	.659	792	0
believeinthem	5.21	.744	792	0
confident	5.11	.626	792	0
demandbest	5.46	.648	792	0
optimistic	5.22	.612	792	0

Note. For each variable, missing values are replaced with the variable mean.

The correlations among all items were reviewed. None were high enough to reach multicollinearity.

Factor Analysis

This quantitative study required a factor analysis to determine which instrument survey questions had commonalities. Factor analysis is used to identify clusters of variables and reduce items. According to Andy Field (2013), factor analysis is used "to understand the structure of a set of variables (and) to construct a questionnaire to measure an underlying variable" (Field, 2013, p. 666). Testing the reliability of the questions and the study will make sure that the study reflects the constructs that it is measuring (Field, 2013). The 792 recorded responses were analyzed. The 49 items from the survey instrument are listed in Table 4. An item analysis was conducted to obtain descriptive statistics.

Table 4

Items Analyzed in Study

Number	Survey Item
1	How consistently do you include multicultural materials into your classroom?
2	How consistently do you find yourself being relatable to your students?
3	How often do you include aspects of student likes and experiences into your classroom?
4	How often do you pronounce your students' names correctly?
5	How consistently do you find yourself being genuine with your students?
6	How often do you and the learners in your classroom trust each other?
7	How consistently do you encourage your students?
8	How often do you refer to your learners as family or as a family or loved ones?
9	How consistently would students describe you as friendly in your classroom?
10	How often do you know your students' learning styles?
11	How often do you use the knowledge of your students' learning styles in planning or instructing in your classroom?
12	How consistently do students believe that you are vested in their success?
13	How often do you use your students' likes or interests in instructional planning?
14	How often do you reference your students' cultures in the classroom?
15	How often do you give explanations to students for rules or your actions?
16	How consistently are you loyal to your students?
17	How often do you thank your students?
18	How often do students find assignments in your classroom as meaningful?
19	How consistently do you create a classroom environment that promotes higher order thinking?
20	How consistently do you value student contributions in your classroom?
21	How consistently do you invite feedback in your classroom?
22	How often do you give awards in your classroom?
23	How often do you give rewards in your classroom?
24	How often do you attend student events after school?
25	How often do you offer enrichment or remediation outside of the traditional school day?
26	How often do you make parent/guardian contacts to report something positive?
27	How often do you use rituals in your classroom like special handshakes or code words?
28	How often do you discuss outside of school events with students?
29	How consistently would your students describe you as someone who enjoys being at school?

Number	Survey Item
30	During projects and activities, how often do you participate alongside your students?
31	How often would your students describe you as spontaneous?
32	How often do you use the pronoun “we” in the classroom as opposed to “you”?
33	How often would your students describe you as energetic?
34	How often do you take risks with your students?
35	How often would your students describe your classroom as positive?
36	How often do you teach a lesson in multiple ways?
37	How often do you reteach material?
38	How often do you teach a skill or expectation in two or more ways?
39	How often do you explain something two or more times in your classroom?
40	How consistently would your students describe you as patient?
41	How often do you address the root cause of a student academic misunderstanding?
42	How often do you address the root cause of a student behavioral challenge?
43	How consistently would your students say that you believe that they can learn?
44	How consistently would your students say that you believe that they will pass an important exam?
45	How consistently would your students say that you have high expectations for them?
46	How consistently do you tell students that you believe in them?
47	How consistently would your students say that you are confident in their abilities?
48	How consistently do you demand your students’ best effort?
49	How often would you describe your classroom as optimistic?

In the initial factor analysis, all 49 items had a standard deviation of .50 or higher, so all items were kept. Cronbach (1951) came up with a measure that is loosely equivalent to creating two sets of items in every way possible and computing the correlation coefficient for each split. The average of these values is equivalent to Cronbach’s alpha, α, which is the most common measure of scale reliability (p. 708). Using Cronbach’s alpha, each survey item was checked for additional influence on the reliability. Dropping any one item did not impact the Cronbach alpha score of .917, thus all 49 items were kept.

In a confirmatory factor analysis, statistical procedures assess how well the variables represent the number of theoretical constructs designed by the research. Initially, the theoretical constructs must be defined. In this study, seven theoretical constructs were found including empathy, showing care and concern, mutual respect, going above and beyond, passion and enthusiasm, perseverance and patience, and belief in the learners' abilities. Table 1 from Chapter 3 defines each of the seven components or theoretical constructs. Table 5 shows the reliability statistics for Cronbach's alpha.

Table 5

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
.917	.917	49

Table 6 shows the total variance explained for items 1 through 8. Eigenvalues are one way to determine how many factors are potentially present. Any Eigenvalue of over 1.00 is a potential factor (Field, 2013). The Eigenvalues suggested potentially 13 factors; the first eight are listed in Table 6.

Table 6

Total Variance Explained Items 1-8

	Initial Eigenvalues			Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	11.319	23.099	23.099	6.507	13.280	13.280
2	2.547	5.199	28.298	4.432	9.044	22.324
3	2.114	4.314	32.612	3.795	7.745	30.069
4	1.734	3.538	36.150	2.980	6.081	36.150
5	1.693	3.456	39.606			
6	1.486	3.032	42.637			
7	1.343	2.742	45.379			
8	1.278	2.608	47.987			

A Scree plot shows how many potential factors are present. These factors land in the "elbow" of the graph. The Scree plot in Figure 1 suggested four factors, so a Varimax rotation was needed. A Varimax rotation compares all items with all items and shows how each one loads into a particular group. The largest number in each row in the rotated component matrix will then show to which factor each item belongs. A Varimax rotation loads items into a quantified specified number of factors. Specified factors were retained when the items loaded .40 or higher, there was a minimum of three factors per item, and cross-loaded items did not have a difference greater than 1.00. Four and five Varimax rotations were performed based on the Scree test. The four-factor run was the most successful and suitable method in order to compare the measurement model to the actual test (Figure 1).

Figure 1

Four-Factor Scree Plot

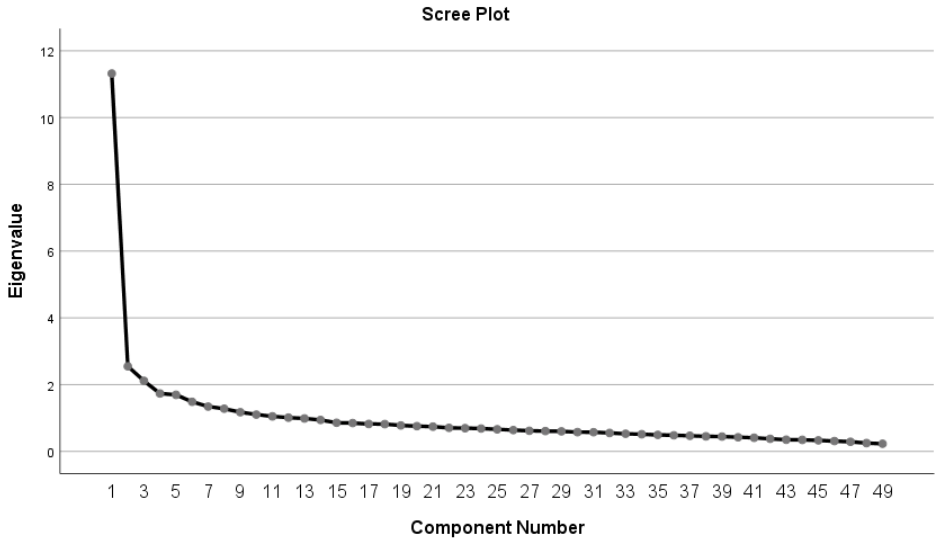


Table 7 is a condensed set of items by factor with the loading and cross-loading values (Field, 2013). The strongest value is in boldface. Any value under .400 was later discarded.

Table 7

Rotated Component Matrix

	Loading Value			
Item	1	2	3	4
Inclmaterial	-.059	.307	**.404**	.080
Relatable	.342	.042	**.491**	-.011
Studlikes	.204	.174	**.561**	.192
Pronounce	.150	**.167**	.014	-.060
Genuine	**.447**	.175	.229	-.015
Trust	**.452**	.082	.266	-.010
Encourage	**.453**	.237	.159	.239
Family	.184	.100	.245	**.548**
Friendly	**.516**	-.192	.367	.104
Learnstyles	.269	**.488**	.344	.160
Uselearnstyle	.212	**.498**	.397	.158
Vested	**.540**	.145	.133	.172
Usestudlikes	.197	.223	**.545**	.259
Studculture	-.016	.311	**.498**	.169
Explainrules	.238	**.267**	.069	.142
Loyal	**.478**	.215	.081	.112
Thank	**.320**	.236	.236	.195
Meanassign	**.392**	.250	.236	.046
Environ	.352	**.432**	.261	-.143
Studcontrib	**.398**	.237	.339	-.045
Feedback	.290	.309	**.426**	-.107
Awards	.075	.128	.127	**.731**
Rewards	.087	.134	.059	**.765**
Events	.002	-.038	**.400**	.105
Enrichmediat	.148	.055	**.274**	-.049
Parents	.152	**.406**	.230	.382
Rituals	.042	.103	.277	**.620**
Discussout	.112	-.015	**.403**	.189
Enjoy	**.590**	-.055	.309	.014
Alongside	.267	**.325**	.135	.179
Spontaneous	.178	.036	**.442**	.213
Pronoun	**.313**	.192	.240	.151
Energetic	**.481**	.004	.212	.141
Risks	.195	.220	**.366**	.105
Positive	**.647**	-.013	.257	.023
Multipleways	.155	**.646**	.183	.058

	Loading Value			
Item	1	2	3	4
Reteach	.030	**.550**	.050	.201
Twoormore	.099	**.660**	.083	.113
Patient	.017	**.512**	.018	.001
misunderstanding	**.484**	.073	.200	-.055
Behavior	.262	**.530**	.102	.079
Believepass	.202	**.456**	.121	.300
Passexam	**.643**	.290	-.072	.076
Expectations	**.574**	.201	-.042	.115
Believelearn	**.522**	.428	-.175	.128
Believeinthem	**.548**	.291	.058	.394
Confident	**.642**	.231	.004	.258
Demandbest	**.454**	.359	-.173	.192
Optimistic	**.659**	.109	.260	.029

Note. The strongest loading values are in boldface.

Based on the criteria, 11 items were removed that did not have the loading value of .40 or higher. Most of the 11 items came from three of the seven sets of questions aligning with the theoretical constructs. The three sets were mutual respect, going above and beyond, and passion and enthusiasm. Table 8 details the items that were removed due to loading criteria.

Table 8

Removed Items Due to Loading or Cross Loading Criteria

Item #	Item	Loading Value
4.	How often do you pronounce your students' names correctly?	.167
15.	How often do you give explanations to students for rules or your actions?	.267
17.	How often do you thank your students?	.320
18.	How often do students find assignments in your classroom as meaningful?	.392
19.	How consistently do you create a classroom environment that promotes higher order thinking?	.432
20.	How consistently do you value student contributions in your classroom?	.398
25.	How often do you offer enrichment or remediation outside of the traditional school day?	.274
26.	How often do you make parent/guardian contacts to report something positive?	.406
30.	During projects and activities, how often do you participate alongside your students?	.325
32.	How often do you use the pronoun "we" in the classroom as opposed to "you"?	.313
34.	How often do you take risks with your students?	.366

The remaining 38 factors had strong factor loadings or cross loadings. Table 9 shows the remaining factors. These factors all had values of .400 or higher.

Table 9

38 Remaining Items After Factor Loading and Cross Loading

Item #	Survey Item
1	How consistently do you include multicultural materials into your classroom?
2	How consistently do you find yourself being relatable to your students?
3	How often do you include aspects of student likes and experiences into your classroom?
5	How consistently do you find yourself being genuine with your students?
6	How often do you and the learners in your classroom trust each other?
7	How consistently do you encourage your students?
8	How often do you refer to your learners as family or as a family or loved ones?
9	How consistently would students describe you as friendly in your classroom?
10	How often do you know your students' learning styles?
11	How often do you use the knowledge of your students' learning styles in planning or instructing in your classroom?
12	How consistently do students believe that you are vested in their success?
13	How often do you use your students' likes or interests in instructional planning?
14	How often do you reference your students' cultures in the classroom?
16	How consistently are you loyal to your students?
21	How consistently do you invite feedback in your classroom?
22	How often do you give awards in your classroom?
23	How often do you give rewards in your classroom?
24	How often do you attend student events after school?
27	How often do you use rituals in your classroom like special handshakes or code words?
28	How often do you discuss outside of school events with students?
29	How consistently would your students describe you as someone who enjoys being at school?
31	How often would your students describe you as spontaneous?
33	How often would your students describe you as energetic?
35	How often would your students describe your classroom as positive?
36	How often do you teach a lesson in multiple ways?
37	How often do you reteach material?
38	How often do you teach a skill or expectation in two or more ways?
39	How often do you explain something two or more times in your classroom?
40	How consistently would your students describe you as patient?
41	How often do you address the root cause of a student academic misunderstanding?
42	How often do you address the root cause of a student behavioral challenge?
43	How consistently would your students say that you believe that they can learn?
44	How consistently would your students say that you believe that they will pass an important exam?
45	How consistently would your students say that you have high expectations for them?
46	How consistently do you tell students that you believe in them?
47	How consistently would your students say that you are confident in their abilities?
48	How consistently do you demand your students' best effort?
49	How often would you describe your classroom as optimistic?

The Varimax rotation creates a factor pattern which associates each variable or item with a specific factor. Each factor is a linear combination of variables with strong loadings. The following tables and descriptions will demonstrate the patterns and concept each factor summarizes (Field, 2013). A five-factor analysis was also completed, but it was discarded because the addition of the fifth factor weakened the second factor and split it into two factors, also weakening the other three factors. A four-factor analysis resulted in a stronger result more equitably overall. Additionally, an exploratory analysis was run, but the analysis resulted in 12 factors, which spread the items too thinly. The five-factor analysis is shown in Table 10.

Table 10

Rotated Component Matrix

	Loading Value				
Item	1	2	3	4	5
inclmaterial	.107	-.101	**.563**	.083	.063
relatable	.001	**.518**	.326	.041	.112
studlikes	.094	.273	**.544**	.224	.055
pronounce	**.159**	.077	.051	-.071	.123
genuine	.264	**.408**	.180	-.011	.142
trust	.233	**.433**	.199	-.001	.043
encourage	**.368**	.334	.145	.227	.164
family	.167	.157	.213	**.553**	.034
friendly	.027	**.692**	.090	.153	-.036
learnstyles	**.345**	.151	.454	.152	.300
uselearnstyle	.267	.155	**.481**	.163	.350
vested	.394	**.408**	.099	.157	.073
usestudlikes	.154	.214	**.572**	.281	.052
studculture	.121	-.043	**.640**	.178	.056
explainrules	**.366**	.028	.203	.107	.058
loyal	**.446**	.273	.134	.080	.061
thank	**.266**	.251	.240	.193	.151
meanassign	**.334**	.279	.275	.036	.113
environ	.399	.181	**.403**	-.164	.207
studcontrib	.341	.279	**.413**	-.054	.029
feedback	.288	.197	**.542**	-.110	.066
awards	.118	.062	.075	**.735**	.135
rewards	.161	.033	.021	**.760**	.130
events	-.132	.162	**.326**	.146	-.039
enrichmediat	.051	.182	**.262**	-.033	-.005
parents	.254	.069	.292	**.376**	.302
rituals	.067	.066	.243	**.634**	.057
discussout	-.054	.248	**.309**	.228	-.011
enjoy	.142	**.697**	.077	.050	.074
alongside	**.293**	.158	.179	.167	.239
spontaneous	-.039	**.337**	.312	.259	.081
pronoun	.246	**.252**	.243	.150	.102
energetic	.177	**.520**	.049	.160	.082
risks	.143	.200	**.380**	.120	.121

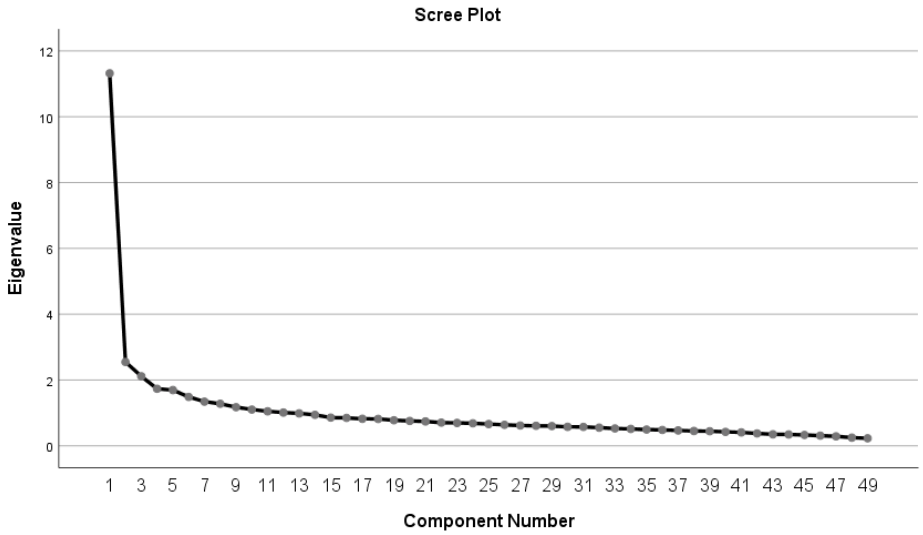
	Loading Value				
Item	1	2	3	4	5
positive	.230	**.693**	.053	.047	.083
multipleways	.162	.184	.176	.075	**.740**
reteach	.057	.096	.000	.220	**.729**
twoormore	.160	.106	.087	.123	**.771**
patient	.082	.032	.031	.008	**.614**
misunderstanding	.193	**.507**	.072	-.039	.134
behavior	**.465**	.007	.299	.037	.287
believepass	**.410**	-.020	.284	.265	.235
passexam	**.644**	.307	.022	.018	.096
expectations	**.572**	.271	.042	.062	.005
believelearn	**.712**	.089	.029	.047	.152
believeinthem	**.602**	.245	.149	.344	.068
confident	**.623**	.333	.069	.206	.035
demandbest	**.679**	.019	.045	.110	.053
optimistic	.364	**.598**	.160	.032	.080

Note. The strongest values are in boldface. Extraction method: principal component analysis. Rotation method: Varimax with Kaiser normalization. Rotation converged in 10 iterations.

The data from the five-factor analysis is also included on a corresponding five-factor Scree plot. Figure 2 shows five points within the elbow. The analysis was discarded because the addition of the fifth factor weakened the second factor and split it into two factors, also weakening the other three factors.

Figure 2

Five-Factor Scree Plot



The descriptions of the four factors, the items which make up the factors, and an analysis and commentary of each are below.

Factor One: Warm Demander

The first factor has 17 items. These include questions 5, 6, 7, 12, 16, 29, 33, 35, 40, 43, 44, 45, 46, 47, 48, and 49. These items embody the characteristics of a teacher who has high expectations for students, but who uses warmth and emotional intelligence to encourage and empower the students to meet those expectations. This factor includes the most items of the four factors and includes questions derived from the definitions from six of the seven theoretical construct components in Chapter 2. When a five-factor analysis was applied, this factor did not lose many items. When the four-factor analysis was completed, this is the factor that had the strongest reliability. Table 11 demonstrates the reliability, and Table 12 details the items which comprise this factor.

Table 11

Reliability Statistics

Cronbach's Alpha	*N* of Items
.875	16

Table 12

Factor One Item-Total Statistics

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
genuine	78.09	31.891	.451	.870
trust	78.51	32.235	.423	.871
encourage	78.06	31.410	.517	.867
friendly	78.49	31.672	.442	.870
vested	78.38	30.549	.535	.866
loyal	78.12	31.657	.479	.869
energetic	78.72	31.070	.428	.872
positive	78.45	31.104	.574	.865
misunderstanding	78.77	31.080	.414	.872
passexam	78.25	30.322	.608	.863
expectations	78.53	30.597	.519	.867
believelearn	78.24	30.683	.518	.867
believeinthem	78.39	29.346	.620	.862
confident	78.48	30.009	.657	.861
demandbest	78.14	31.228	.450	.870
optimistic	78.38	30.312	.624	.863

Factor Two: Effective Teaching Strategies

The second factor has eight items. These include questions 10, 11, 36, 37, 38, 39, 41, and 42. This factor is built on questions derived from definitions from the second and sixth theoretical constructs or components. These items are related to effective teaching strategies, both those which are instructional and operational. This factor had the second highest reliability

of the four factors. This second factor is also the one which was diluted the most in the five-factor analysis, essentially splitting in half. Table 13 shows the reliability of factor 2, and Table 14 details the items which loaded into factor 2.

Table 13

Reliability Statistics

Cronbach's Alpha	*N* of Items
.802	8

Table 14

Factor Two Item-Total Statistics

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
learnstyles	33.25	11.570	.566	.772
uselearnstyle	33.29	10.906	.571	.771
multipleways	33.39	11.453	.598	.767
reteach	33.54	11.837	.479	.785
twoormore	33.39	11.693	.579	.771
patient	33.02	12.987	.351	.801
behavior	33.51	12.005	.490	.784
believepass	33.49	11.711	.474	.787

Factor Three: Gets to Know Student as a Person

The third factor has nine items. These include questions 1, 2, 3, 13, 14, 21, 24, 28, and 31. This factor has the weakest reliability of the four factors, but that reliability is still strong at .710. The items loaded into this factor came from questions based off of the first four theoretical constructs or components in the survey. The nine items which load together for this third factor all demonstrate teacher actions when he or she is getting to know a student as a person, which

involves a transparency and vulnerability on the teacher's part which eventually transfers to the student, who can then also opens up in a relatable way. The student's individual preferences and characteristics are discovered and honored. The reliability of factor 3 is detailed in Table 15, and the items listed for this factor are shown in Table 16.

Table 15

Reliability Statistics

Cronbach's Alpha	*N* of Items
.710	9

Table 16

Factor Three Item-Total Statistics

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
inclmaterial	36.77	13.611	.358	.693
relatable	35.87	15.262	.378	.690
studlikes	36.03	14.198	.552	.662
usestudlikes	36.24	13.785	.530	.660
studculture	36.80	12.738	.486	.663
feedback	35.95	14.399	.379	.686
events	36.81	14.749	.218	.721
discussout	36.31	14.729	.339	.693
spontaneous	36.86	14.151	.342	.694

Factor Four: Recognition of Student as a Person

The fourth factor has four items. These include questions 8, 22, 23, and 27. This factor has the fewest number of items and has the third strongest reliability of the four factors. The four items loaded into this construct come from the second and fourth theoretical construct or component from the survey instrument. This factor builds from the third factor. Once a teacher really knows a student as a person, then that student's unique qualities and achievements can be genuinely recognized by the teacher. The fourth factor includes items which recognize and celebrate the individual student. The reliability of the fourth factor is shown in Table 17, and the items which loaded into the fourth factor are listed in Table 18 below.

Table 17

Reliability Statistics

Cronbach's Alpha	*N* of Items
.716	4

Table 18

Factor Four Item-Total Statistics

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
family	10.84	9.697	.425	.703
awards	11.47	9.332	.583	.607
rewards	10.92	10.170	.576	.624
rituals	11.95	8.913	.468	.682

Description of Instrument Constructs from Factor Analysis

The four factors that were derived from the linear combination of variables are as follows: warm demander, effective teaching strategies, gets to know student as a person, and

recognition of student as a person. Each factor has at least three items, which satisfied the criteria for the factor analysis. The following is a description of each factor.

- A warm demander is a term which describes the characteristics of a teacher who has high expectations for students, but who uses warmth and emotional intelligence to encourage and empower the students to meet those expectations
- Effective teaching strategies are instructional and operational methods for empowering students to achieve academic, behavioral, and social/emotional goals and growth.
- Getting to know a student as a person means that the teacher demonstrates actions which involves a transparency and vulnerability on the teacher's part which eventually transfers to the student, who can then also opens up in a relatable way. The student's individual preferences and characteristics are discovered and honored.
- Recognition of a student as a person happens once a teacher really knows a student as a person. Then that student's unique qualities and achievements can be genuinely recognized and celebrated by the teacher.

Teacher-Learner Relationship Instrument

The TLR instrument can be used by classroom educators in Grades K–12 to assess the effectiveness of the relationship between themselves and their students. Additionally, evaluators can use the tool to assess the relationship between the teacher and the learners, though by no means is this survey instrument meant to be a part of teacher evaluation. This tool informs the educator on actions and attributes which can increase the effectiveness of the relationship, thereby building a foundation which fosters greater academic, behavioral, and social achievement.

Appendix D displays the finalized survey instrument based on the 38 remaining items from the four-factor analysis. Assessment questions were randomized purposely to not be aligned together as factors as opposed to the organization of the original instrument where questions were in order of the seven theoretical constructs or components.

Summary of Factor Analysis

A four-factor analysis was completed to determine the criteria for the TLR survey instrument. The initial instrument had 49 items, made of seven questions for each of the seven theoretical construct components from the research in Chapter 2's review of literature. The 49 items were condensed to 38 variables due to the loading criteria of the factor analysis.

Based on the qualities of the linear combination of variables, four factors were identified: warm demander, effective teaching strategies, gets to know student as a person, and recognition of student as a person. Each factor has at least three items, which satisfied the criteria for the factor analysis.

CHAPTER 5

DISCUSSIONS OF FINDINGS, IMPLICATIONS, APPLICATIONS, AND FURTHER RESEARCH

This chapter has four sections. In the first section, I describe the summary findings in for the descriptive and factorial analysis along with conclusions from the analysis results. Next, the second section includes the implications of the findings regarding the effectiveness of the TLR. In the third section, I describe how educators should apply the tool within a classroom setting. Finally, in the last section, I summarize recommendations for further research pertaining to the instrument which measures the effectiveness of the TLR.

While there is a plethora of research on the topic of relationships between the teacher and the learners, most of the research is descriptive of the components that make up the relationship. Within the available research, there are examples of what to look for in actions and words and feelings within the classroom to see the relationship between the teacher and the learner in action. Very little research exists on how to measure or quantify the relationship so that it can be studied and improved. The researched instruments that are available and valid are limited to younger grade levels. Most research about the TLR measurement suggests subjective analysis of relationship through videoing or student feedback. The purpose of the research in this dissertation study is important and significant because a developed tool could assist educators in measuring the relationship in the room so that it can be analyzed and improved upon through

specific steps and actions after reviewing the results of the validated survey instrument. This work could significantly help educators, students, administrators, and schools improve student and staff satisfaction, student achievement, and teacher performance.

The purpose of this quantitative study was to determine the components of the teacher and student relationship. An instrument that teachers and evaluators can use to measure the effectiveness of TLRs within any classroom setting could be used by both teachers and teacher evaluators to inform teaching, the classroom environment, and the school environment. This instrument could significantly help educators, students, administrators, and schools improve student and staff satisfaction, student achievement, and teacher performance.

This study was guided by two primary questions.

1. What are the components of an effective TLR?
2. What is the impact of each of these components on the TLR?

A final draft of the survey was emailed through Qualtrics to approximately 24,947 K–12 educators in Indiana. The emails were selected through the Indiana Department of Education 2017–2018 teacher roster. The roster was requested from the Indiana Department of Education on November 6, 2018. Of those emails, 3,018 were returned as invalid contact information and 21, 929 emails were successful. In total, 1,112 surveys were started, 811 were submitted, and 792 were completed.

Discussion of Findings

Of the 792 completed surveys, 2% (17 respondents) did not indicate the grade level they taught. Of the completed surveys, 26% were completed by educators in primary grade levels K–4. Additionally, 30% were completed by current Indiana educators in middle, intermediate, or junior high Grades 5–8. Finally, 42% of surveys were completed by high school educators in

Grades 9–12. It is important to note that participants represented all grade levels in a significant way, because part of the purpose of this study was to create an instrument that educators could use regardless of their grade level. Surveys that currently exist to measure relationship in the classroom are limited to elementary or limited grade levels.

A factor analysis was conducted to determine commonalities among items on the TLR survey instrument. This quantitative study required a factor analysis to determine which instrument survey questions had commonalities. Factor analysis was used to identify clusters of variables and reduce items. Testing the reliability of the questions and the study made sure that the study reflected the constructs that it was measuring (Field, 2013). The 792 recorded responses were analyzed. The criteria for set for retaining specified factors and items were: (a) a loading of .40 or higher, (b) cross-loading items must not have a difference greater than 1.00, and (c) there must be a minimum of three factors per item. Due to the loading criteria, the 49 questions of the survey were reduced to 38 items. Each item associated with a specific dimension through the factor analysis. The four factors that were derived from the linear combination of variables were as follows: warm demander, effective teaching strategies, gets to know student as a person, and recognition of student as a person. Each factor has at least three items, which satisfied the criteria for the factor analysis. The following is a description of each factor.

- A warm demander is a term which describes the characteristics of a teacher who has high expectations for students, but who uses warmth and emotional intelligence to encourage and empower the students to meet those expectations
- Effective teaching strategies are instructional and operational methods for empowering students to achieve academic, behavioral, and social/emotional goals and growth.

- Getting to know a student as a person means that the teacher demonstrates actions which involves a transparency and vulnerability on the teacher's part which eventually transfers to the student, who can then also opens up in a relatable way. The student's individual preferences and characteristics are discovered and honored.
- Recognition of a student as a person happens once a teacher really knows a student as a person. Then, that student's unique qualities and achievements can be genuinely recognized and celebrated by the teacher.

In reflecting upon the work of this project, some changes could have made the findings and work more effective. Initially, the survey was sent to approximately 45% of the Indiana Department of Education distribution list. Sending the survey to 100% of the list would have resulted in even more responses to analyze and strengthen the results. In hindsight, more instructions in the initial email letter to recipients could have clarified some of the information and reduced the number of questions emailed to the researcher. The additional information would have been that the research is for current classroom teachers only. Also, more multi-grade level options could have been allowed when teachers identified their grade level. Finally, years of experience might have been helpful in determining the effectiveness of the survey and its results.

Implications

Researchers know that relationship is an important aspect of success in the classroom, both for the teacher and for the learners (Cowley et al., 2002). Measuring and managing the TLR is complicated by the differing viewpoints of the teachers and the learners (Babad, 1990). Prior to this study, the tools for measuring and managing the TLR exist with a limited range of appropriate audiences, reliability, and usefulness. In Hattie's *Visible Learning* research, the

TLRs have an effect size of .72, which shows a level of high impact. "In classes with person-centered teachers, there is more engagement, more respect of self and others, there are fewer resistant behaviors, there is greater non-directivity, and there are higher achievement outcomes (Hattie, 2009, pp. 118-119). Atkins et al. (2013) affirmed, "Teacher-student interactions are a central driver for student learning" (p. 461).

Schools are held to a high standard of accountability for student achievement. Standardized test scores and accountability grades are published. More importantly, the primary purpose of education is to prepare students for postsecondary life. Teachers employ best practices in instructional and management strategies in order to create an environment that facilities the maximum amount of student achievement in the areas of academics, behavior, and social growth. If educational leaders know that relationship has a large effect size, then leaders need to help educators be able to self-reflect and analyze the effectiveness of the relationship they have with students so that their classrooms will be the best environments for student success. Leaders cannot assume that these skills are inherent in each teacher, but it is clear that these skills can be taught and learned because the skills are defined through particular actions and attitudes that can be practiced and improved.

The implications of the use of this survey instrument are easily multiplied. Student achievement and satisfaction can be improved with the appropriate use of the survey instrument. Teachers who work on improving the effectiveness of relationships with their students are creating an environment that is most conducive to student success. Teacher effectiveness and satisfaction can be improved. Positive relationships are good not only for the students, but for the teachers, too. School accountability success can be improved. The morale of staff and the reputation of the school can be improved. Most importantly, the lives of students can be

improved. While relationships are not the "silver bullet" for accountability and achievement, they are a part of the foundation for success, and in large part, we are not addressing relationships in a meaningful way which leads to improvement.

If this instrument is not used, there is the possibility that relationships will not be improved, that they will remain stagnant, that they will grow less effective, or that they will improve on their own. The instrument is a tool to operationalize and reflect upon the relationship and its effectiveness.

Applications of Survey Instrument

A teacher can use this instrument to self-assess the effectiveness and strength of the relationship he or she has with learners. After taking the survey assessment, the teacher can then review the construct areas in which scores are low and study the actions and activities which define the construct. The actions and activities are embedded within the questions. Practicing these actions and activities with fidelity will then increase the effectiveness of the relationship between the teacher and the learner. Of course, the work described above requires that the teacher has the self-awareness to know that improvement in relationships is needed and the will to work to improve and self-reflect. The motivation behind the teacher's work could impact the effectiveness of the changes made, if any.

An evaluator could also use this instrument to assess the effectiveness of the relationship between a teacher and learner; however, the usage by an evaluator should be done with caution. This instrument was not created with the intent of teacher evaluation; however, the instrument could be used as a tool in professional development or improvement planning with a teacher who has a breakdown in effective TLRs. The evaluator could use the tool and answer the questions through observation and then identify the constructs in which the teacher scores low. The

questions that make up those constructs are then the activities and actions that the evaluator can suggest the teacher tries.

What if the evaluator and the teacher both take the assessment and find different results? Teacher self-awareness and the evaluator's prior biases could influence the answers. The instrument results are only as valid as the objectivity of the person taking the survey. The survey was not created for student use to evaluate the teacher. The primary purpose is self-reflection and improvement on the part of the educator.

A total survey score which is low does not indicate that a teacher is "bad," and a total survey score which is high does not indicate that a teacher is "good." There is no goal of a perfect score. Instead, the survey results should be used to guide a teacher in the quest of continuous improvement.

On a final note, this research and work was based off the premise that the relationships in need of repair were relationships which were ineffective in a sense that the teachers and students are not making a strong connection. The researcher acknowledges that the opposite side of the spectrum exists, when educators become overly familiar with students and the relationship exceeds beyond professional boundaries. In those cases, the survey instrument can be a self-reflection tool to show what a healthy and effective relationship with boundaries and professionalism should be. The researcher acknowledges that teacher and student relationships which have exceeded professional standards are an immediate problem that needs the attention and interventions of administrators.

Further Research

My suggestions for next steps in the research include further application of the survey to additional Indiana educators. While 792 completed surveys provided a substantial start to the

validation of the survey, further usage and analysis of the survey could further strengthen the survey questions and results. In the future, I would like to administer the survey to more teachers and continue to run factor analysis of the results. I could do this through leading professional development in schools or through professional development workshops during educational conferences.

In the survey, I did gather the grade level taught by the educator taking the survey. In hindsight, I wish that I had also gathered the participants' total years of experience. I could have used these two pieces of information to determine if any correlations can be made by grade level, by experience level, or by a combination of the two factors. I could use the grade level information to run an analysis to determine grade-level norms.

Additionally, I would suggest a follow-up qualitative study on selected educators and schools who have used the survey instrument and on the students in those classrooms. I would be interested in seeing the results of these questions.

1. Did achievement increase at the classroom level?
2. Did achievement increase across the building?
3. Do teachers report greater satisfaction?
4. Do administrators report greater educator effectiveness?
5. Do students report greater satisfaction?
6. Is teacher attendance better with a higher TLR effectiveness score?
7. Is student attendance better with a higher TLR effectiveness score?
8. Is there a correlation between the TLR and student discipline?

The survey instrument would be an effective start to a professional development tool and series of lessons. In the future, a workbook could be developed which details activities and

actions to strengthen the four factors of the effective relationship. Educators could use the workbook to guide their self-reflection and study after the survey has been completed in their classrooms. Just as educators can learn more effective instructional strategies, educators can learn more effective relationship-building strategies. Relationship building can be taught and learned, given the right tool and information.

Another area that deserves additional research is the creation of a survey instrument for the student to take to evaluate the effectiveness of the TLR. The teacher could use these results to inform his or her own reflection. These results can be compared and contrasted with the results of the teacher's own assessment results. The researcher admits the concern a teacher might have in using such a tool and the difficulty in creating a tool that would be accessible by all K–12 students; however, the idea is intriguing. Comparing the teacher's results, the administrator's results, and the students' results could show differences in levels of self-awareness and in perspective.

Another connection to this research would be to determine if enough research exists to follow the same method of research for the relationship between teachers and even between a teacher and administrator. If sufficient research were available to show the components of effective relationships between those stakeholders, the same method of research, survey creation, and factor analysis could be recreated to make instruments for those partnerships. Would the effects of positive teacher to teacher relationships and teacher to administrator relationships have as many impactful areas as the teacher and student do?

Summary

Relationships are the cornerstone of happiness and success. Effective relationships come naturally to some people. To others, effective relationships are more elusive, but effective

relationships are created by proven factors that can be taught, enhanced, and improved. This survey instrument is the start of a tool set to improve relationships in the classroom.

REFERENCES

Akhtar, S. N., Iqbal, M., & Naqvi, I. H. (2016). The relationship between emotional intelligence and performance of secondary school teachers. *Bulletin of Education & Research, 38*(1), 209-224. Retrieved from http://pu.edu.pk/images/journal/ier/PDF-FILES/14_Imtiaz,%20Iqbal%20&%20Akhtar_v38_1_2016.pdf

Anthony, E. R., Baker, A. M., Barile, J. P., Donohue, D. K., Henrich, C. C., & Weaver, S. R. (2012). Teacher-student relationship climate and school outcomes: Implications for educational policy initiatives. *Journal of Youth and Adolescence, 41*(3), 256-267. doi:10.1007/s10964-011-9652-8

Atkins, M., Bracket, M. A., Cappella, E., DeCoster, J., Downer, J. T., Hamagami, A., . . . Rivers, S. E. (2013). Teaching through interactions: Testing a developmental framework of teacher effectiveness in over 4,000 classrooms. *Elementary School Journal, 113*(4), 461-487. Retrieved from https://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=1005&context=psy_fac

Babad, E. (1990). Measuring and changing teachers' differential behavior as perceived by students and teachers. *Journal of Educational Psychology, 82*(4), 683-690. doi:10.1037/0022-0663.82.4.683

Baldwin, L. M., Genero, N. P., Miller, J. B., & Surrey, J. (1992). Measuring perceived mutuality in close relationships: Validation of the mutual psychological development questionnaire. *Journal of Family Psychology, 6*(1), 36-48. doi:10.1037/0893-3200.6.1.36

Ball, I., Penrose, A., & Perry, C. (2007). Emotional intelligence and teacher self-efficacy: The contribution of teacher status and length of experience. *Issues in Educational Research, 17*(1), 107-126. Retrieved from http://www.iier.org.au/iier17/penrose.html

Ball, I., & Perry, C. P. (2008). Identifying the underlying dimensions of teachers' emotional intelligence. *Problems of Education in the 21st Century, 89*(7), 789-798. Retrieved from http://www.scientiasocialis.lt/pec/files/pdf/Perry.pdf

Bilica, K., Gdovin, R., Moseley, C., & Wandless, A. (2014). Exploring the relationship between teaching efficacy and cultural efficacy of novice science teachers in high-needs schools. *School Science and Mathematics, 114*(7), 315-325. https://doi.org/10.1111/ssm.12087

Bondy, E., & Ross, D. D. (2008). The teacher as warm demander. *Educational Leadership, 66*(1), 54-58. Retrieved from https://s3.amazonaws.com/academia.edu.documents/1313773/3foze69txc1m6u0q.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1550928299&Signature=ZGOA%2BvKF1MxpSEyF9Aj6utcNc90%3D&response-content-disposition=inline%3B%20filename%3DThe_Teacher_As_Warm_Demander.pdf

Bosker, R., Maulana, R., & Opdenakker, M. (2014). Teacher-student interpersonal relationships do change and affect academic motivation: A multilevel growth curve modeling. *The British Journal of Educational Psychology, 84*(3), 459-482. doi:10.1111/bjep.12031

Bouffard, S. M., Jones, S. M., & Weissbourd, R. (2013). Educators' social and emotional skills vital to learning. *Phi Delta Kappan, 94*(8), 62-65. Retrieved from https://www.district287.org/uploaded/A_Better_Way/Jones_Educators_social_and_emotional_article_(1).pdf

Bowlby, J. (1988a). *A secure base: Clinical applications of attachment theory.* London, England: Routledge.

Bowlby, J. (1988b). *A secure base: Parent-child attachment and healthy human development.* New York, NY: Basic Books.

Brock, A., & Hundley, H. (2016). *The growth mindset coach: A teacher's month-by-month handbook for empowering students to achieve.* Berkley, CA: Ulysses Press.

Burgan, W., & Congos, D. (2008). The student-centered SI leader and Carl Rogers. *Research and Teaching in Developmental Education, 25*(1), 3-9. Retrieved from https://www-jstor-org.ezproxy.indstate.edu/stable/pdf/42802316.pdf?refreqid=excelsior%3A9203ced55e3a57e6b4a156ac8466e823

Caruso, D. R. (2004). *Mayer-Salovey-Caruso emotional intelligence test resource report*. Toronto, Canada: Multi-Health Systems. Retrieved from https://www.cjwolfe.com/MSCEIT%20Resource%20Report.pdf.

Cassidy, J., & Shaver, P. R. (1999). *Handbook of attachment: Theory, research, and clinical applications.* New York, NY: Guildford Press.

Chesnut, S. R., & Cullen, T. A. (2014). Effects of self-efficacy, emotional intelligence, and perceptions of future work environment on preservice teacher commitment. *Teacher Educator, 49*(2), 116-132. https://doi.org/10.1080/08878730.2014.887168

Comer, J. (2001). Schools that develop children. *The American Prospect, 12*(7), 33-35. Retrieved from http://occonline.occ.cccd.edu/online/cpettus/schoolsthatdevelop.pdf

Comer, J. (2005). Child and adolescent development: The critical missing focus in school reform. *The Phi Delta Kappan, 86*(10), 757-763. Retrieved from http://go.galegroup.com.ezproxy.indstate.edu/ps/i.do?p=BIC&u=indianastateuniv&id=GALE|A132948567&v=2.1&it=r&sid=summon

Connell, J. P., & Klem, A. M. (2004). Relationships matter: Linking teacher support to Student engagement and achievement. *Journal of School Health, 74(7),* 262-273. https://doi.org/10.1111/j.1746-1561.2004.tb08283.x

Cowley, E. T., Hawk, K., Hill, J., & Sutherland. S. (2002). The importance of the teacher/student relationship for Maori and Pasifika students. *Set: Research information for teachers, 3,* 44-49. Retrieved from https://www.researchgate.net/profile/Sue_Sutherland2/publication/237266911_The_importance_of_the_teacherstudent_relationship_for_Maori_and_Pasifika_students/links/56f18b4b08aed354e56fbcf4.pdf

Field, A. (2013). *Discovering statistics using IBM SPSS statistics.* London, England: SAGE Publications.

Frenzel, A. C., Goetz, T., Ludtke, O., Pekrun, R., & Sutton, R. E. (2009). Emotional transmission in the classroom: Exploring the relationship between teacher and student enjoyment. *Journal of Educational Psychology, 101*(3), 705-716. http://dx.doi.org/10.1037/a0014695

Goldfried, M. (2007). What has psychotherapy inherited from Carl Rogers? *Psychotherapy: Theory, Research, Practice, Training, 44*(3), 249-252. http://dx.doi.org/10.1037/0033-3204.44.3.249

Goldhaber, D. (2002). The mystery of good teaching. *Education Next, 2*(1), 1-7. Retrieved from https://www.educationnext.org/the-mystery-of-good-teaching/

Goleman, D. (1999). Daniel Goleman talks about emotional intelligence. (1999). *Early Childhood Today, 13*(4), 29-30. Retrieved from http://web.a.ebscohost.com.ezproxy.indstate.edu/ehost/detail/detail?vid=1&sid=74f6b863-a507-41bb-b304-b028e0eadc31%40sdc-v-sessmgr05&bdata=JnNpdGU9ZWhvc3QtbGl2ZSZzY29wZT1zaXRl#AN=507597343&db=eue

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* New York, NY: Routledge.

Jacobs, S. J., Kemp, A. K., & Mitchell, J. M. (2008). Emotional intelligence: Hidden ingredient for emotional health of teachers. *Africa Education Review, 5*(1), 131-143. https://doi.org/10.1080/18146620802144842

Jellesma, F. C., & Koomen, H. Y. (2015). Can closeness, conflict, and dependency be used to characterize students' perceptions of the affective relationship with their teacher? Testing a new child measure in middle childhood. *The British Journal of Educational Psychology, 85*(4), 479-497. doi:10.1111/bjep.12094

Joshith, V. P. (2012). Emotional intelligence as a tool for innovative teaching. *Journal on Educational Psychology*, *5*(4), 54-60. Retrieved from https://files.eric.ed.gov/fulltext/EJ1102310.pdf

Koomen, H. M., Oort, F. J., Roorda, D. L., Spilt, J. L. (2011a). The influence of affective teacher-student relationships on students' school engagement and achievement: A meta-analytic approach. *Review of Educational Research, 81*(4), 493-529. doi:10.3102/0034654311421793

Koomen, H. M., Spilt, J. L., & Thijs, J. T. (2011b). Teacher wellbeing: The importance of teacher-student relationships. *Educational Psychology Review, 23*(4), 457-477. Retrieved from https://link.springer.com/article/10.1007/s10648-011-9170-y

Kremenitzer, J. P., & Miller, R. (2008). Are you a highly qualified, emotionally intelligent early childhood educator? *Young Children, 63*(4), 106-112. Retrieved from https://www.wcu.edu/WebFiles/PDFs/CEAP-HS-BK_EmotionalIntelligenceQuiz_LoriCaudle.pdf

La Paro, K. M., Pianta, R. C., & Stuhlman, M. (2004). The classroom assessment scoring system: Findings from the prekindergarten year. *The Elementary School Journal, 104*(5), 409-426. doi:10.1086/499760

McCroskey, J., & Teven, J. (1996). *The relationship of perceived teacher caring with student learning and teacher evaluation.* Paper presented at annual meeting of the Speech Communication Association, San Diego, CA. Retrieved from http://www.jamescmccroskey.com/publications/167.pdf

Pianta, R. C. (1992). Student-Teacher Relationship Scale – Short form. Retrieved from https://curry.virginia.edu/uploads/resourceLibrary/STRS-SF_modification_for_staff_wellness_survey.pdf

Reilly, N. (2017). The bonds of social-emotional learning. *Educational Leadership, 75*(4), 56-60. Retrieved from http://www.ascd.org/publications/educational_leadership/dec17/vol75/num04/The_Bonds_of_Social-Emotional_Learning.aspx

Rimm-Kaufman, S., & Sandilos, L. (2018). *Improving students' relationships with teachers to provide essential supports for learning.* Retrieved from American Psychological website: http://www.apa.org/education/k12/relationships.aspx?scrlybrkr=e297c978#

Ritchhart, R. (2015). *Creating cultures of thinking: The 8 forces we must master to truly transform our schools.* San Francisco, CA: Jossey-Bass.

Rogers, C. (1956). Client-centered theory. *Journal of Counseling Psychology, 3*(2), 115-120. doi:10.1037/h0046548

Rogers, C. (1969). *Freedom to learn.* Columbus, OH: Charles E. Merrill Publishing.

Sharma, A. A. (2015). Influence of locality, emotional intelligence and personality on classroom performance of senior secondary school teachers. *International Journal on New Trends in Education & Their Implications, 6*(4), 66-77. Retrieved from http://www.ijonte.org/FileUpload/ks63207/File/07.a.anju_sharma.pdf

APPENDIX A: CONSENT FOR RESEARCH STUDY LETTER TO PARTICIPANTS

April 2018

Dear Indiana Educator,

You are invited to participate in a research study concerning teacher-learner relationships. This study is being conducted by Emily Haas Brown as a part of a doctoral dissertation, with Dr. Steve Gruenert serving as the faculty sponsor from the Department of Educational Leadership at Indiana State University. All current Indiana educators assigned classroom responsibilities are invited to participate. As a participant in this study, I will gain an understanding of the components that make up an effective teacher-learner relationship.

We will not require your name or personal identification, and your answers will be kept in a secure, password-protected file that is only accessible to the researcher and her faculty sponsor. Although we cannot guarantee anonymity, due to nature of an Internet survey, all responses received will be reported only as group data for this study.

Your participation in this research is voluntary. There is no penalty if you decline the opportunity to participate. To make an informed decision to participate, please know that the risk of your involvement is not greater than minimal risk. Additionally, the probability of harm or discomfort is not greater than that ordinarily encountered in daily life. If you decide to participate and complete the survey, please note that you cannot withdraw from the research once the data are recorded. We will not know your name or identify the data you entered specifically. The survey will take approximately 15 minutes to complete.

If you have any questions about this study, please contact me at ebrown81@sycamores.indstate.edu or Dissertation Chairperson, Dr. Steve Gruenert, by email at Steve.Gruenert@indstate.edu. If you have any questions about your rights as a research subject, you may contact the Indiana State University Institutional Review Board (IRB) by mail at 114 Erickson Hall, Terre Haute, IN 47809, by phone at 812-237-3088, or by email at irb@indstate.edu. Thank you for your assistance in this study.

If you agree to participate in this voluntary study, please click the arrow button below to begin with demographic questions followed by the classroom survey.

Respectfully,
Emily Haas Brown
Doctoral Candidate
Bayh College of Education
Indiana State University

APPENDIX B: SURVEY

Demographic Questions

Select the current grade level you serve as an educator.

K 1 2 3 4 5 6 7 8 9 10 11 12

Are you a current Indiana educator?

Yes or No _____

TLR Survey

Please respond by circling the appropriate number.

To what degree does each statement describe the conditions of your classroom environment?

1= Never 2= Very Rarely 3= Rarely 4= Occasionally 5= Very Frequently 6= Always

	Please circle the appropriate number.					
	Never	Very Rarely	Rarely	Occasionally	Very Frequently	Always
1. How consistently do you include multicultural materials into your classroom?	1	2	3	4	5	6
2. How consistently do you find yourself being relatable to your students?	1	2	3	4	5	6
3. How often do you include aspects of student likes and experiences into your classroom?	1	2	3	4	5	6

4. How often do you pronounce your students' names correctly?	1	2	3	4	5	6
5. How consistently do you find yourself being genuine with your students?	1	2	3	4	5	6
6. How often do you and the learners in your classroom trust each other?	1	2	3	4	5	6
7. How consistently do you encourage your students?	1	2	3	4	5	6
8. How often do you refer to your learners as family or as a family or loved ones?	1	2	3	4	5	6
9. How consistently would students describe you as friendly in your classroom?	1	2	3	4	5	6
10. How often do you know your students' learning styles?	1	2	3	4	5	6
11. How often do you use the knowledge of your students' learning styles in planning or instructing in your classroom?	1	2	3	4	5	6
12. How consistently do students believe that you are vested in their success?	1	2	3	4	5	6
13. How often do you use your students likes or interests in instructional planning?	1	2	3	4	5	6
14. How often do you reference your students' cultures in the classroom?	1	2	3	4	5	6
15. How often do you give explanations to students for rules or your actions?	1	2	3	4	5	6
16. How consistently are you loyal to your students?	1	2	3	4	5	6
17. How often do you thank your students?	1	2	3	4	5	6
18. How often do students find assignments in your classroom as meaningful?	1	2	3	4	5	6
19. How consistently do you create a classroom environment that promotes higher order thinking?	1	2	3	4	5	6

20. How consistently do you value student contributions in your classroom?	1	2	3	4	5	6
21. How consistently do you invite feedback in your classroom?	1	2	3	4	5	6
22. How often do you give awards in your classroom?	1	2	3	4	5	6
23. How often do you give rewards in your classroom?	1	2	3	4	5	6
24. How often do you attend student events after school?	1	2	3	4	5	6
25. How often do you offer enrichment or remediation outside of the traditional school day?	1	2	3	4	5	6
26. How often do you make parent/guardian contacts to report something positive?	1	2	3	4	5	6
27. How often do you use rituals in your classroom like special handshakes or code words?	1	2	3	4	5	6
28. How often do you discuss outside of school events with students?	1	2	3	4	5	6
29. How consistently would your students describe you as someone who enjoys being at school?	1	2	3	4	5	6
30. During projects and activities, how often do you participate alongside your students?	1	2	3	4	5	6
31. How often would your students describe you as spontaneous?	1	2	3	4	5	6
32. How often do you use the pronoun “we” in the classroom as opposed to “you”?	1	2	3	4	5	6
33. How often would your students describe you as energetic?	1	2	3	4	5	6
34. How often do you take risks with your students?	1	2	3	4	5	6
35. How often would your students describe your classroom as positive?	1	2	3	4	5	6
36. How often do you teach a lesson in multiple ways?	1	2	3	4	5	6

37. How often do you reteach material?	1	2	3	4	5	6
38. How often do you teach a skill or expectation in two or more ways?	1	2	3	4	5	6
39. How often do you explain something two or more times in your classroom?	1	2	3	4	5	6
40. How consistently would your students describe you as patient?	1	2	3	4	5	6
41. How often do you address the root cause of a student academic misunderstanding?	1	2	3	4	5	6
42. How often do you address the root cause of a student behavioral challenge?	1	2	3	4	5	6
43. How consistently would your students say that you believe that they can learn?	1	2	3	4	5	6
44. How consistently would your students say that you believe that they will pass an important exam?	1	2	3	4	5	6
45. How consistently would your students say that you have high expectations for them?	1	2	3	4	5	6
46. How consistently do you tell students that you believe in them?	1	2	3	4	5	6
47. How consistently would your students say that you are confident in their abilities?	1	2	3	4	5	6
48. How consistently do you demand your students' best effort?	1	2	3	4	5	6
49. How often would you describe your classroom as optimistic?	1	2	3	4	5	6

APPENDIX C: SURVEY WITH REFERENCES

Scale
1 Never
2 Very Rarely
3 Rarely
4 Occasionally
5 Very Frequently
6 Always

Empathy

1. How consistently do you include multicultural materials into your classroom? (Bilica et al., 2014, p. 319)
2. How consistently do you find yourself being relatable to your students? (Cowley et al., 2002)
3. How often do you include aspects of student likes and experiences into your classroom? (Bilica et al., 2014, p. 323)
4. How often do you pronounce your students' names correctly? (Cowley et al., 2002)
5. How consistently do you find yourself being genuine with your students? (Burgan & Congos, 2008)
6. How often do you and the learners in your classroom trust each other? (Burgan & Congos, 2008)
7. How consistently do you encourage your students? (Bilica et al., 2014, p. 319)

Showing Care and Concern

1. How often do you refer to your learners as family or as a family or loved ones? (Cowley et al., 2002)
2. How consistently would students describe you as friendly in your classroom? (Cowley et al., 2002)
3. How often do you know your students' learning styles? (Bondy & Ross, 2008, p. 56)
4. How often do you use the knowledge of your students' learning styles in planning or instructing in your classroom? (Bondy & Ross, 2008, p. 56)
5. How consistently do students believe that you are vested in their success? (Rogers, 1969, p. 109)

6. How often do you use your students' likes or interests in instructional planning? (Cowley et al., 2002)
7. How often do you reference your students' cultures in the classroom? (Cowley et al., 2002)

Mutual Respect

1. How often do you give explanations to students for rules or your actions? (Cowley, et al., 2002, p. 46)
2. How consistently are you loyal to your students? (Cowley et al., 2002)
3. How often do you thank your students? (Cowley, et al., 2002, p. 46)
4. How often do students find assignments in your classroom as meaningful? (Connell & Klem, 2004)
5. How consistently do you create a classroom environment that promotes higher order thinking? (Ritchhart, 2015, p. 199)
6. How consistently do you value student contributions in your classroom? (Connell & Klem, 2004)
7. How consistently do you invite feedback in your classroom? (Brock & Hundley, 2016)

Going Above and Beyond

1. How often do you give awards in your classroom? (Cowley et al., 2002)
2. How often do you give rewards in your classroom? (Cowley et al., 2002)
3. How often do you attend student events after school? (Cowley et al., 2002)
4. How often do you offer enrichment or remediation outside of the traditional school day? (Cowley et al., 2002)
5. How often do you make parent/guardian contacts to report something positive? (Cowley et al., 2002)
6. How often do you use rituals in your classroom like special handshakes or code words? (Brock & Hundley, 2016)
7. How often do you discuss outside of school events with students? (Brock & Hundley, 2016)

Passion and Enthusiasm

1. How consistently would your students describe you as someone who enjoys being at school? (Frenzel et al., 2009)
2. During projects and activities, how often do you participate alongside your students? (Cowley et al., 2002)
3. How often would your students describe you as spontaneous? (Cowley et al., 2002)

4. How often do you use the pronoun “we” in the classroom as opposed to “you”? (Ritchhart, 2015, p. 206)
5. How often would your students describe you as energetic? (Cowley et al., 2002)
6. How often do you take risks with your students? (Cowley et al., 2002)
7. How often would your students describe your classroom as positive? (Frenzel et al., 2009)

Patience and Perseverance

1. How often do you teach a lesson in multiple ways? (Cowley et al., 2002)
2. How often do you reteach material? (Cowley et al., 2002) (Bondy & Ross, 2008, p. 57)
3. How often do you teach a skill or expectation in two or more ways? (Cowley et al., 2002) (Bondy & Ross, 2008, p. 57)
4. How often do you explain something two or more times in your classroom? (Cowley et al., 2002) (Bondy & Ross, 2008, p. 57)
5. How consistently would your students describe you as patient? (Bondy & Ross, 2008)
6. How often do you address the root cause of a student academic misunderstanding? (Bondy & Ross, 2008)
7. How often do you address the root cause of a student behavioral challenge? (Bondy & Ross, 2008)

Belief in the Learners’ Abilities

1. How consistently would your students say that you believe that they can learn? (Cowley et al., 2002)
2. How consistently would your students say that you believe that they will pass an important exam? (Cowley et al., 2002) (Bondy & Ross, 2008)
3. How consistently would your students say that you have high expectations for them? (Bondy & Ross, 2008)
4. How consistently do you tell students that you believe in them? (Cowley et al., 2002)
5. How consistently would your students say that you are confident in their abilities? (Cowley et al., 2002)
6. How consistently do you demand your students’ best effort? (Bondy & Ross, 2008)
7. How often would you describe your classroom as optimistic? (Bondy & Ross, 2008)

APPENDIX D: FINAL SURVEY INSTRUMENT

Teacher Learner Relationship Survey

Please respond by circling the appropriate number.

To what degree does each statement describe the conditions of your classroom environment?

1= Never 2= Very Rarely 3= Rarely 4= Occasionally 5= Very Frequently 6= Always

	Never	Very Rarely	Rarely	Occasionally	Very Frequently	Always
1. How consistently do you include multicultural materials into your classroom?	1	2	3	4	5	6
2. How consistently do you find yourself being genuine with your students?	1	2	3	4	5	6
3. How often do you and the learners in your classroom trust each other?	1	2	3	4	5	6
4. How consistently would your students say that you are confident in their abilities?	1	2	3	4	5	6
5. How consistently do you demand your students' best effort?	1	2	3	4	5	6
6. How consistently would students describe you as friendly in your classroom?	1	2	3	4	5	6
7. How often do you use the knowledge of your students' learning styles in planning or instructing in your classroom?	1	2	3	4	5	6

8. How often do you explain something two or more times in your classroom?	1	2	3	4	5	6
9. How consistently would your students describe you as patient?	1	2	3	4	5	6
10. How consistently do students believe that you are vested in their success?	1	2	3	4	5	6
11. How often do you use your students likes or interests in instructional planning?	1	2	3	4	5	6
12. How often do you reference your students' cultures in the classroom?	1	2	3	4	5	6
13. How consistently are you loyal to your students?	1	2	3	4	5	6
14. How often do you give rewards in your classroom?	1	2	3	4	5	6
15. How often do you attend student events after school?	1	2	3	4	5	6
16. How often do you refer to your learners as family or as a family or loved ones?	1	2	3	4	5	6
17. How often do you use rituals in your classroom like special handshakes or code words?	1	2	3	4	5	6
18. How often do you discuss outside of school events with students?	1	2	3	4	5	6
19. How often would your students describe you as spontaneous?	1	2	3	4	5	6
20. How often would your students describe you as energetic?	1	2	3	4	5	6
21. How often would your students describe your classroom as positive?	1	2	3	4	5	6
22. How often do you teach a lesson in multiple ways?	1	2	3	4	5	6
23. How often do you reteach material?	1	2	3	4	5	6
24. How often do you teach a skill or expectation in two or more ways?	1	2	3	4	5	6