Growing Student Achievement Through Teacher-Student Relationships

Lindsay Hawkins, Lindsay Williams
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Time Frame 50-60 minutes

Essential Question(s)

- How can perception affect student achievement and learning?
- What are benefits of knowing student perception data?
- What influences student perception of teachers and schools?

Summary

Classroom climate has a strong impact on student learning. Not only does a positive environment impact students, it also positively impacts the teacher. In this session, teachers will explore resources to develop a positive learning environment and engage in collaboration to apply to their classroom.

Learning Goals

- Participants will be able to classify meaningful components of perception data.
- Participants will be able to identify ways to interact with perception data.
- Participants will be able to understand the importance of using student perception data to inform practice.

Attachments

- 7 C's Card Sort Mat.docx
- 7 C's Card Sort Mat.pdf
- 7 C's Card Sort Strips.docx
- 7 C's Card Sort Strips.pdf
- 7 C's for Creating Perception Surveys.docx
- 7 C's for Creating Perception Surveys.pdf
- Agenda—Growing Student Achievement Through Teacher-Student Relationships.docx
- Agenda—Growing Student Achievement Through Teacher-Student Relationships.pdf
- Instructional Strategy Note Sheet.docx
- Instructional Strategy Note Sheet.pdf
- Magnetic Statements.docx
- Magnetic Statements.pdf
- Presentation Slides—Growing Student Achievement Through Teacher-Student Relationships.pptx
- Student Perception Data.pdf
- Student Survey of Teacher.docx
- Student Survey of Teacher.pdf
- The 7 C's of Effective Teaching.docx
- The 7 C's of Effective Teaching.pdf

Materials

- Presentation Slides (attached)
- The 7 C's of Effective Teaching (attached)
- 7 C's Card Sort Strips (attached)
- 7 C's Card Sort Mat (attached)
- 7 C's for Creating Perception Surveys (attached)
- Magnetic Statements (attached)
- Student Perception Data (attached)
- Student Survey of Teacher (attached)
- Instructional Strategy Note Sheet (attached)
- Agenda (attached)

Engage

Presenter's Note: Session Preparation

Before the presentation, cut out all card sort strips and create enough for participants to work in pairs for the activity.

At the beginning of the session, have handouts and materials available on a table for participants. All participants should receive the following handouts: **7 C's of Effective Teaching**, **Instructional Strategy Note Sheet**, **Agenda**, and **7 C's for Creating Perception Surveys**.

Introduce yourself and the presentation using the attached **Presentation Slides**. Briefly mention the Agenda and the Instructional Strategy Note Sheet. Transition to the next slide and inform participants that new instructional strategies will be introduced to them throughout the session. These strategies are tools to support higher-order thinking in authentic ways. Encourage participants to use their Instructional Strategy Note Sheet to jot down ideas for how they would personalize the strategies for their classes. The presentation will allow participants time to reflect on the strategies presented.

Transition to the next slide, "Magnetic Statements," and inform participants that they are going to begin with an instructional strategy that is used to uncover beliefs, attitude, and knowledge about a topic by choosing statements or ideas that either repel or attract them. Draw attention to the statements posted on the walls around the room. Have them read all of the statements and stand next to the one that most attracts or repels them.

Presenter's Note

You can limit the number of participants at each statement if needed.

After participants have found a statement that they feel strongly about, have them discuss with the others within their groups why they were attracted or repelled by the statement. Then, allow each group time to report out to the whole group what was discussed within the small group.

Possible Responses

- "I chose the statement, 'They don't pay me to like the kids. They pay me to teach the lesson. The kids should learn it. I should teach it; they should learn it. Case closed,' because I am repelled by these ideas. We are teachers, and teaching the lesson is not the only reason I am paid. I am there to help the kids grow and learn. I shouldn't be in teaching if I don't like the kids."
- "I agree with the statement, 'No significant learning occurs without a significant relationship,' because if you cannot form a mutual respect with your students, they are not going to listen to you or want to learn from you. You have to have a relationship to make connections."

After groups have shared, participants may return to their seats. Transition to the next slide and ask the question, "How can perception affect student achievement and learning?" Instruct participants to reflect on this question as they watch the TED Talk, "Every Child Needs a Champion" by Rita Pierson. Play the video, which is just over 7 minutes and 30 seconds.

Presenter's Note: Short on Time?

If professional development session time is short, you may leave out the actual activity on the next slide. However, be sure to address the impact of completing this task with students in the classroom. Explain that the remix provides an opportunity for students to reassess their stance after viewing/reading material in context. It is important to do this as a formative assessment.

When the video is finished, move to the next slide, "Magnetic Statements, The Remix." If time allows, participants will take part once more in the Magnetic Statements activity. However, this time they will choose to stand next to a different statement that attracts or repels them. Again, they will discuss with others near them why they chose that statement, and each group will report to the whole group what was shared within their group. Ask questions such as:

- "How can perception affect student achievement and learning?"
- "Has your stance changed after watching her video and and after better understanding the context of her statements?"
- "What statement can you connect with more after watching this video?"

Move to the next slide, "Objectives." Briefly highlight the objectives for the session. This will provide a roadmap of where you will go together during the session and will let participants know what to expect from this professional development.

Explore

Display the next slide, "Multiple Measures of Data."

Say, "According to Bernhardt, there are four measures of data that should be analyzed for school-wide improvement. Which one do you believe we focus on the most?" Allow participants a chance to share out which type of data they believe their site focuses on the most.

Presenter's Note: Data Descriptions

Demographic data is commonly collected by school sorting information into student subgroups such as enrollment, attendance, dropout rate, ethnicity, gender, grade level. Student learning data includes benchmarks, norm/criterion-reference tests, formative assessments, teacher observations of abilities, and so on. School process data evaluates whether or not school programs and processes make a difference (e.g., RTI models, tutoring groups, AVID). Perception data includes perceptions about the learning environment, values and beliefs, and the attitudes of the teacher and the students.

Most participants will not say they focus on perception data. If this is true, answer with something like, "You're right. Perception data is often left out of the data we typically collect to improve our school and teaching. However, perception data is easier than ever to collect with the use of technology like Google Forms, Survey Monkey, and Mentimeter."

Move to the next slide, "Why is student perception so important?" Quickly highlight what John Hattie's research proved based on one of his meta-analyses:

- The teacher-student relationship factor has an effect size of .72, which is classified as high yield on student achievement.
- The meta-analysis contained just under 230 different studies and more than 350,000 students and teachers combined.
- Teacher-student relationships ranked 11th out of 138 factors that impact student learning and achievement.

Presenter's Note: Updates in Hattie's Research

You may want to share with participants that Hattie's more recent research has found the effect size of teacher-student relationships to be .52, which is still in the zone of desired effects for student achievement. The newer research broke up the teacher-student relationship factor into multiple smaller factors, which thus impacted the effect sizes of each. In this updated research, teacher-student relationships ranked 44th out of 252 factors. For more information, please direct participants to explore the following link using the Table View option: "Hattie Ranking: 252 Influences and Effect Sizes Related to Student Achievement."

Move to the next slide and introduce the 7 C's of Effective Teaching. These 7 C's are found in the Tripod Project and the MET Project. Identify the half-sheet on their tables. They can use this reference sheet as needed while completing the next activity.

While transitioning to the "Card Sort" slide, pass out the attached **7 C's Card Sort Strips** and the **7 C's Card Sort Mat**. Explain that participants will work with an elbow partner to sort the perception statements in the appropriate places on the card sort mat. The perception statements may fit under more than one category, so participants may place the statements where they think they best fit based on the 7 C's of Effective Teaching descriptions.

Allow participants 5-10 minutes to sort. If some groups do not finish in that time, it is okay.

Explain

Transition to the next slide and explain that you are going to have pairs share out the statements they placed within the seven different categories, beginning with "Caring." Instruct the whole group to listen and identify the statements they have placed in different categories. Also, identify those placed in the same category that were not shared out by the other groups (as in which statements did you place in that same category that other group did not).

Ask for a volunteer to share out the statements they placed in under "Caring." After they have finished ask if any of the other groups had any of those statements in any of the other C's. Once they are finished responding to that, ask if any of the other groups had different statements under the "Caring" category that had not already been said. Have those groups quickly share out. Repeat this process for the remaining categories, each time asking those same two questions.

Presenter's Note

Make sure participants understand that there are no "right" answers during the card sort, and this will create a safe discussion of how these statements fit well together and how the categories blend and balance one another. Use the attached **7 C's for Creating Perception Surveys** document as your guide for where they best fit as needed.

Ask teachers how they can use Card Sort in their classrooms. After a few share out, remind them to fill out their Instructional Strategy Note Sheet.

Extend

Show the slide titled "The Results" and distribute the **Student Perception Data** sample report to participants. Explain that participants will pretend they are Mrs. Myers and this is their actual class data. They will look over the pseudo-survey data. After participants have had a moment to analyze the data, transition to the next slide, "Analyze and Reflect."

Ask participants the three questions on the slide and allow a few to share out their thoughts.

Possible Responses

What do you notice about these results?

- "There is at least one student who puts 'never' in each question. I would want to know if this is the same student each time, and if so, I would need to figure out the cause. Is it something that can be mended with rebuilding my relationship with this student?"
- "My technology used in class is low scoring."

What can you learn from these results?

- "I know that I need to increase my knowledge of technology before I use it again in class with the students. I might be able to get a teacher who knows more to come and co-teach a lesson, using the technology so I can learn how to better integrate the it into my lessons."

What were moments of pride for you?

- "My writing activities helped most students gain confidence with formal essay writing."
- "Most students are clear on my expectations on how to behave in class and treat others. They also believe that I treat students fairly most of the time."

After the discussion, move to the next slide, "Plan and Act." Briefly lead a discussion addressing these three questions on the slide with the whole group.

Possible Responses

What is most important for you to keep doing?

- "My classroom management is something that I will continue to keep the same since the majority of my students seem to agree that expectations are clear and there is mutual respect among myself and student peers."

What is most important for you to change or improve?

- "Based on the survey and comments, I have to improve my level of knowledge and confidence in technology. I need to master the tools and apps before I use them with students. Students may benefit if I created a student test group to resolve any typical problems before I use it with the whole class."
- "I need to implement structures into my class to help students feel more prepared with taking college entrance exams."

What resources might you need?

- "I need training on how to implement technology and current software that is relevant for my students."

To wrap up the discussions, ask participants to consider how this type of survey might help improve their classroom relationship with students and how they might be able to make use of this information as educators.

Possible Responses

- "I could see how well my students are comprehending my lessons and evaluate if I am actually explaining as well as I think I am."
- "If the survey allows me to see individual responses, then I could figure out which students I need to build a better relationship with so that they have more 'buy-in' with my class content."
- "It might allow me to see where I am missing the mark and which areas I could improve upon."

Evaluate

Presenter's Note

TREK evaluations will be used in place of the evaluation activity when available. If you don't have access to a TREK evaluation, continue with the activity below.

Move to the slide, "3,2,1 . . . Go!" Use the instructional strategy 3-2-1 to wrap up the session and evaluate the participants' learning. Instruct participants to get three sticky notes. On the first sticky note, they will write three perception statements or questions that they think would be beneficial to collect data from during the first student perception survey. On the second sticky note, they will write two ways about how collecting student perception data can improve teacher-student relationships. On the third sticky note, they will write one question or concern they still have about collecting perception data.

Presenter's Note

The 3-2-1 strategy provides a structure for students to reflect on their learning through three questions that serve to guide students to reflect on their learning experience and the content learned. This strategy works well as an exit ticket but can be used during any part of a lesson. It allows for teachers to formatively assess students for understanding.

If time allows at the end of the session, participants may share out their questions. This will provide an opportunity for the presenter to clear up any misunderstandings or misconceptions about student perception data. It will also provide an opportunity for the participants to reflect on their learning. Remind participants to also complete the Instructional Strategy Note Sheet.

Follow-up Activities

Meet with teachers to discuss student perception surveys.

- What information did you learn from your students?
- What were moments of pride? What is most important for you to continue to do?
- What changes might you need to make to better serve the needs of your students and build better relationships with them?
- What resources might you need?

*(Reference **slides 13 and 14**.)*

Research Rationale

Teacher-student relationships are highly important and impact student learning. Knight (2013) argues that student learning will likely flourish when teachers recognize the importance of freedom (captivating), form (challenging), caring, and control; fostering environments where teachers build relationships with students within a learner-friendly culture rather than overpower them (Knight, 2013). According to Bernhardt (2013) there are four measures of data that should be analyzed for school wide improvement. He claims each of these four are important and none should be overlooked. He believes that student perception directly impacts the learning environment and teacher-student relationship (Bernhardt, 2013). John Hattie (2009, 2012, 2014) says that the teacher-student relationship is a powerful moderator of classroom management. A positive teacher-student relationship can prevent many of the behavioral issues within the classroom. According to Hattie's meta-analyses (2009, 2012), this relationship has an effect size of 0.72 and is ranked 11th out of 138 factors in its effect on student achievement. This is a cumulative analysis of 229 studies that included 355,325 participants (Hattie, 2009, 2012). Teachers are important variables in student learning and success. Student achievement is higher when teachers have a positive relationship with their students. Through those relationships, students are apt to be more engaged and have fewer behavior issues (Hattie, 2014); they are also more likely to attend school when they feel valued. Teacher feedback and opportunities for student-lead feedback are important in developing that relationship. It leads to trust, which allows students to feel safe to seek out help and further understanding when challenges within the curriculum arise (Hattie, 2014). Teachers also serve as role models when students don't have adequate role models at home. These relationships are crucial to student success and achievement (Hattie, 2009).

Resources

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