



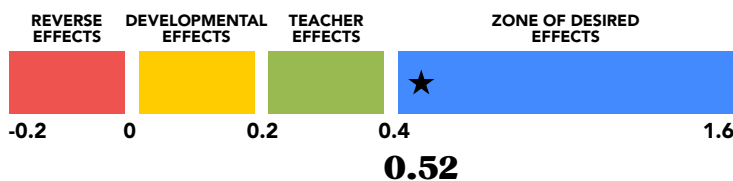
RELATIONSHIPS



Definition

Developing positive rapport for positive outcomes to impact staff-student, student-student, and staff-staff relationships

Hattie Check



Why It's Important

- Positive relationships:
 - are foundational for classroom culture and student success
 - help students feel safe, valued, and motivated to learn
 - increase student engagement, effort, and academic performance
 - support emotional regulation and resilience
 - promote mutual respect, empathy, and trust
 - align with ACSC's mission: All: Belong, Learn, Grow
 - can either positively or negatively impact student outcomes depending on teacher approach

Do

- Teach with passion; manage with compassion
- Set and maintain healthy boundaries
- Take initiative to build rapport with all students
- Embed relationship-building into the daily routine (e.g., greetings, check-ins)
- Engage in meaningful, two-way conversations
- Talk to students at eye level and use student names
- Learn about student interests, culture, and family backgrounds (and share yours)
- Show respect, empathy, and consistency
- Celebrate growth and effort, not just achievement
- Use tools like interest inventories or "About Me" posters

Don't

- Be inflexible or overly punitive
- Focus only on compliance, ignoring the whole child
- Force interactions or fake authenticity
- Use social media to connect with students
- Try to be a peer or "friend" instead of a professional mentor
- Show favoritism or invalidate student emotions
- Assume students will automatically trust or open up

Activities

- Morning Meetings – Daily, intentional community-building conversations
- Small Group/1:1 Conferencing – Academic or emotional check-ins
- Class Norm Agreements – Co-created with students to build shared expectations
- Interest Inventories – Identify personal likes/dislikes, learning preferences
- 2x10 Conversations – 2 minutes a day for 10 days to build individual connections
- Threshold – Greet and connect with each student at the threshold of the classroom to set a positive tone (Teach Like a Champion)
- Student Showcases – "All About Me" posters, student of the week, cultural spotlights
- Team-building Activities – Promote collaboration, trust, and fun
- Positive Parent Communication – Call or ParentSquare home to share wins
- Learn & Use Proper Name Pronunciations – Show cultural competency and respect
- Good News/Bad News – Daily ritual where students share positives and challenges (from [Get Better Faster](#))





RELATIONSHIPS



Teacher Tips

- **Be intentional during relationship building activities**
 - Don't skip them when things feel hectic
- **Acknowledge difficult days**
 - Use difficult days as opportunities to reconnect and reflect
- **Create a class-wide behavioral matrix**
 - Create together and refer to it throughout the year
- **Re-teach expectations**
 - Re-teach when patterns of misbehavior arise, not just handing out consequences
- **Engage with students' passions**
 - In and outside of school (sports, hobbies, media)
- **Celebrate small wins**
 - Even showing up on time or trying something new
- **Be patient**
 - Relationships take time and require continuous effort
- **Repair and reflect**
 - When a relationship is damaged; model accountability
- **Keep interactions human**
 - Students remember how you made them feel more than what you taught
- **Leverage other staff in building**
 - Students may respond better to teammates who can help promote a positive relationship

Teacher Rubric Connection

Domain 1- Planning and Preparation for Learning

- K - Involvement

Domain 2 – Classroom Management

- All indicators

Domain 3- Instructional Delivery

- B - Mindset

Implementation Steps

Planning

- Have I identified students I need to build stronger connections with?
- What time can I consistently dedicate to building relationships?
- What structures (e.g., relationship building activities, morning meetings, check-ins) can I embed in my day?
- What tools (interest inventory, family survey) can I use to learn more about students?

Implementation

- Am I initiating conversations, not waiting for students to approach?
- Am I consistently greeting students and using their names?
- Am I showing genuine curiosity and empathy in my interactions?
- Do students feel seen and heard in my classroom?

Reflection

- Which students do I still need to reach more deeply?
- What interactions today helped strengthen trust?
- Where might I have unintentionally caused harm, and how can I repair it?
- How is classroom behavior influenced by the quality of my relationships?
- Am I comfortable saying "I'm sorry" when I need to?
- What words did I use today that helped and/or hurt relationships?

