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Please enjoy this complimentary excerpt from *The Teacher Credibility and Collective Efficacy Playbook* by Douglas Fisher, Nancy Frey, and Dominique Smith. In this excerpt, the authors discuss how to cultivate trust with your students and how to use that trust as the basis for a positive teacher-student relationship.

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USE TRUST TO BUILD TEACHER-STUDENT RELATIONSHIPS

To paraphrase educator Rita Pierson, young people don't learn from old people they don't like. In addition to our collective personal knowledge about the power of humane, growth-producing relationships, there is compelling research evidence to support this. We have already noted that teacher credibility has an effect size of 1.09, which is impressive. And we have noted that credibility has four components. But if we just consider teacher-student relationships, the effect size is .48, still above average and likely to further accelerate learning. There is a distinction between teacher credibility and teacher-student relationships. The former operates in one direction and lies within the student's perceptions. The latter is bidirectional, as both teacher and student participate in its development. These are not unrelated to one another, and in fact trust is foundational in relationships. As Marzano (2011) notes,

Positive relationships between teachers and students are among the most commonly cited variables associated with effective instruction. If the relationship is strong, instructional strategies seem to be more effective. Conversely, a weak or negative relationship will mute or even negate the benefits of even the most effective instructional strategies. (p. 82)

The Search Institute has created a Developmental Relationships Framework (see Figure 2.3). Their model has five major components (expressed from the perspective of an individual student), including the following:

- Express care—show me that I matter to you.
- Challenge growth—push me to keep getting better.
- Provide support—help me complete tasks and achieve goals.
- Share power—treat me with respect and give me a say.
- Expand possibilities—connect me with people and places that broaden my world.

TRUST








YOUNG PEOPLE
DON'T LEARN
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Figure 2.3 The Developmental Relationships Framework

The Developmental Relationships Framework

Young people are more likely to grow up successfully when they experience developmental relationships with important people in their lives. Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Search Institute has identified five elements—expressed in 20 specific actions—that make relationships powerful in young people’s lives.

	Elements	Actions	Definitions
	<p>Express Care</p> <p>Show me that I matter to you.</p>	<ul style="list-style-type: none"> • Be dependable.....Be someone I can trust. • Listen.....Really pay attention when we are together. • Believe in me.....Make me feel known and valued. • Be warm.....Show me you enjoy being with me. • Encourage.....Praise me for my efforts and achievements. 	
	<p>Challenge Growth</p> <p>Push me to keep getting better.</p>	<ul style="list-style-type: none"> • Expect my best.....Expect me to live up to my potential. • Stretch.....Push me to go further. • Hold me accountable....Insist I take responsibility for my actions. • Reflect on failures.....Help me learn from mistakes and setbacks. 	
	<p>Provide Support</p> <p>Help me complete tasks and achieve goals.</p>	<ul style="list-style-type: none"> • Navigate.....Guide me through hard situations and systems. • Empower.....Build my confidence to take charge of my life. • Advocate.....Stand up for me when I need it. • Set boundaries.....Put limits in place that keep me on track. 	
	<p>Share Power</p> <p>Treat me with respect and give me a say.</p>	<ul style="list-style-type: none"> • Respect me.....Take me seriously and treat me fairly. • Include me.....Involve me in decisions that affect me. • Collaborate.....Work with me to solve problems and reach goals. • Let me lead.....Create opportunities for me to take action and lead. 	
	<p>Expand Possibilities</p> <p>Connect me with people and places that broaden my world.</p>	<ul style="list-style-type: none"> • Inspire.....Inspire me to see possibilities for my future. • Broaden horizons.....Expose me to new ideas, experiences, and places. • Connect.....Introduce me to people who can help me grow. 	

Note: Relationships are, by definition, bidirectional, with each person giving and receiving. So each person in a strong relationship both engages in and experiences each of these actions. However, for the purpose of clarity, this framework is expressed from the perspective of one young person.

The Developmental Relationships Framework, copyright 2018, is used with permission from Search Institute, Minneapolis, MN USA, www.searchinstitute.org.

Note that each of the major components has actions and definitions. For example, one of the actions is to advocate. *Stand up for me when I need it.* This is one of 20 actions, all of which are powerful. As an example of advocacy, a teacher we know was concerned about a specific student's discipline based on an accusation of plagiarism in her dual-enrollment college class. The student was told that she had failed the assignment, that she would need to take a timed essay test, and that her grade on the timed test would be averaged with the zero for the essay that she submitted. Importantly, the professor used a commercially available plagiarism checking program, which did not identify any lines that had been taken from another source. The high school teacher contacted the community college faculty member to advocate for the student, saying "The software didn't identify any plagiarism. I was her 11th-grade English teacher, and she really is a top student. Where do you think she plagiarized?" The college faculty member's response demonstrated her lack of trust for students when she said, "I just think the writing is above the level of a high school student. It's better than that of most of my college students."

The high school teacher reminded the community college faculty member that this particular student was not planning to attend a community college in the fall, but rather had been accepted into a well-known university, adding, "Yes, she is a high school student and a very talented one. Perhaps you're not used to the level of writing of students who immediately enroll in four-year universities. I'm worried about ruining her GPA, but more important, I'm concerned that teachers should make claims of impropriety based on evidence. Before contacting you, I Googled several lines of her essay and ran a separate analysis with our software program, and I can't find any evidence that these aren't her words. I would be happy to share with you some of her essays from last year if you want to see the quality of her writing."

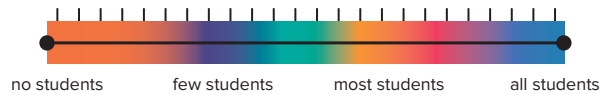
Unfortunately, the college faculty member was not persuaded to accept the essay, but she did agree that if the student's performance on the timed exam demonstrated a similar level of skill, the score would stand and would not be averaged with a zero. The student did do very well on the timed essay, and her grade was not negatively impacted.

When Dominique asked her about the situation, she told him, "I guess that I'm going to always encounter people who don't believe in me. It's a life lesson. But I also learned that there are people who have your back—who do something that they don't have to do because they care. I have mad respect for the teachers here. They protect us and challenge us, and we're better because of it."

PAUSE & PONDER

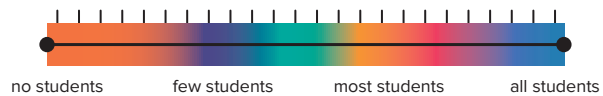
Consider each of the factors from the Developmental Relationships Framework. Use the scale on the left to estimate the number of students who believe that you demonstrate each factor.

Express care—



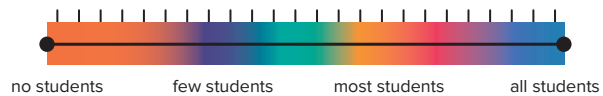
show me that I matter to you.

Challenge growth—



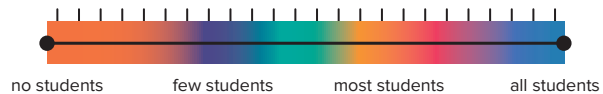
push me to keep getting better.

Provide support—



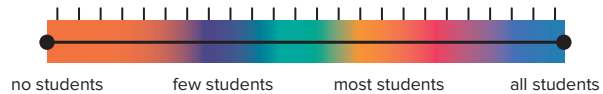
help me complete tasks and achieve goals.

Share power—



treat me with respect and give me a say.

Expand possibilities—



connect me with people and places that broaden my world.

